



Overview

This document looks at survey data from the ARCHES tutors and tutees during Fall 2021 semester. The goal of this report is to provide an exploratory look over the performance of this program as well as potential improvements for future terms.

Course Distribution

In the Fall 2021 academic year, ARCHES has provided 22 individual tutoring sessions with 16 unique students². Tutoring sessions involve topics such as statistics, engineering, chemistry and more. Figure 1 describes the class distribution for the program.

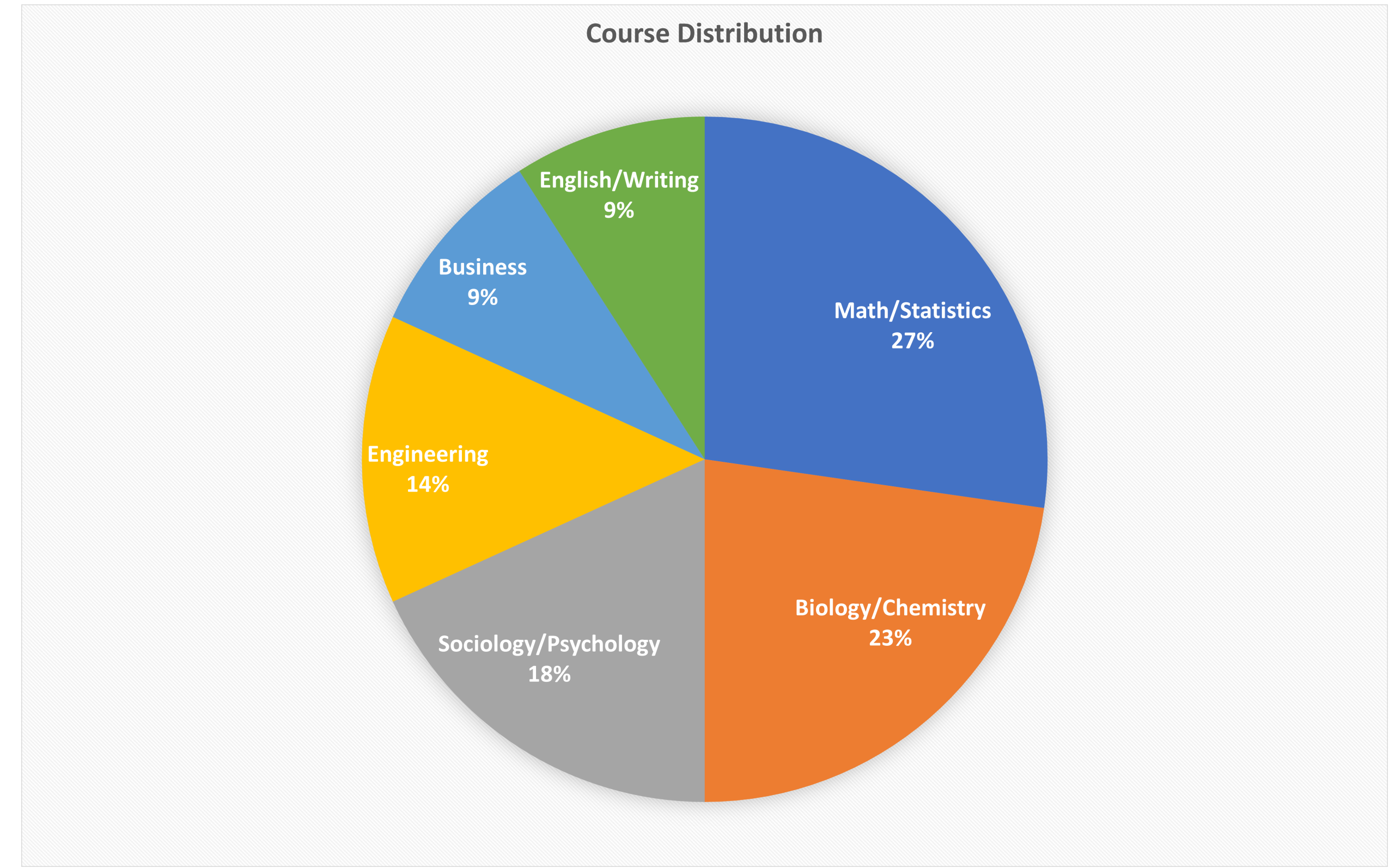


Figure 1

ARCHES has hired four tutors to handle this workload. Some tutors were flexible enough to tutor subjects in different areas. For example, a math tutor was able to tutor a psychology course.

How are Tutors Performing?

These four tutors all collectively rated their skills highly in terms of their tutoring skills, ability to suggest outside resources, and use of technology³. These tutors attribute their success from Friday Trainings as well as the availability of their supervisor. All of the tutors report that they enjoy the convenience of online tutoring, but is sometimes concerned with the potential technology issues that can arise. In addition, 100% of the tutors had a positive experience in the program in terms of its individualized trainings, operational expectations, and comradery among the staff³.

How Are Students Performing?

Students were asked to complete a survey with roughly 50 questions and rate their performance in topics such as preparation for their tutoring sessions, tutors’ overall performance, and developed skills¹. The rating scale goes from 1 to 5 with 3 being the neutral baseline score. Scores closer to 5 indicate higher performance in the category. The questions were grouped into three categories and the ratings were averaged within the groups (Table 1).

	Preparation	Tutors’ Effectiveness	Developed Skills
Average Rating	3.89	4.66	4.47

Table 1

We can clearly see that tutoring has been very effective since the average student rated their performance fairly high. Student preparations and accountability for their tutoring sessions could be improved but still stands in a relatively good spot. In general, the average student believes that their tutor has been effective in their tutoring role and was able to develop and master skills for future courses.

Student Performance Cont.

What skills did these tutees develop? Specifically, eleven respondents indicated specific improvements and mastery of skills in the following figure¹ (2).

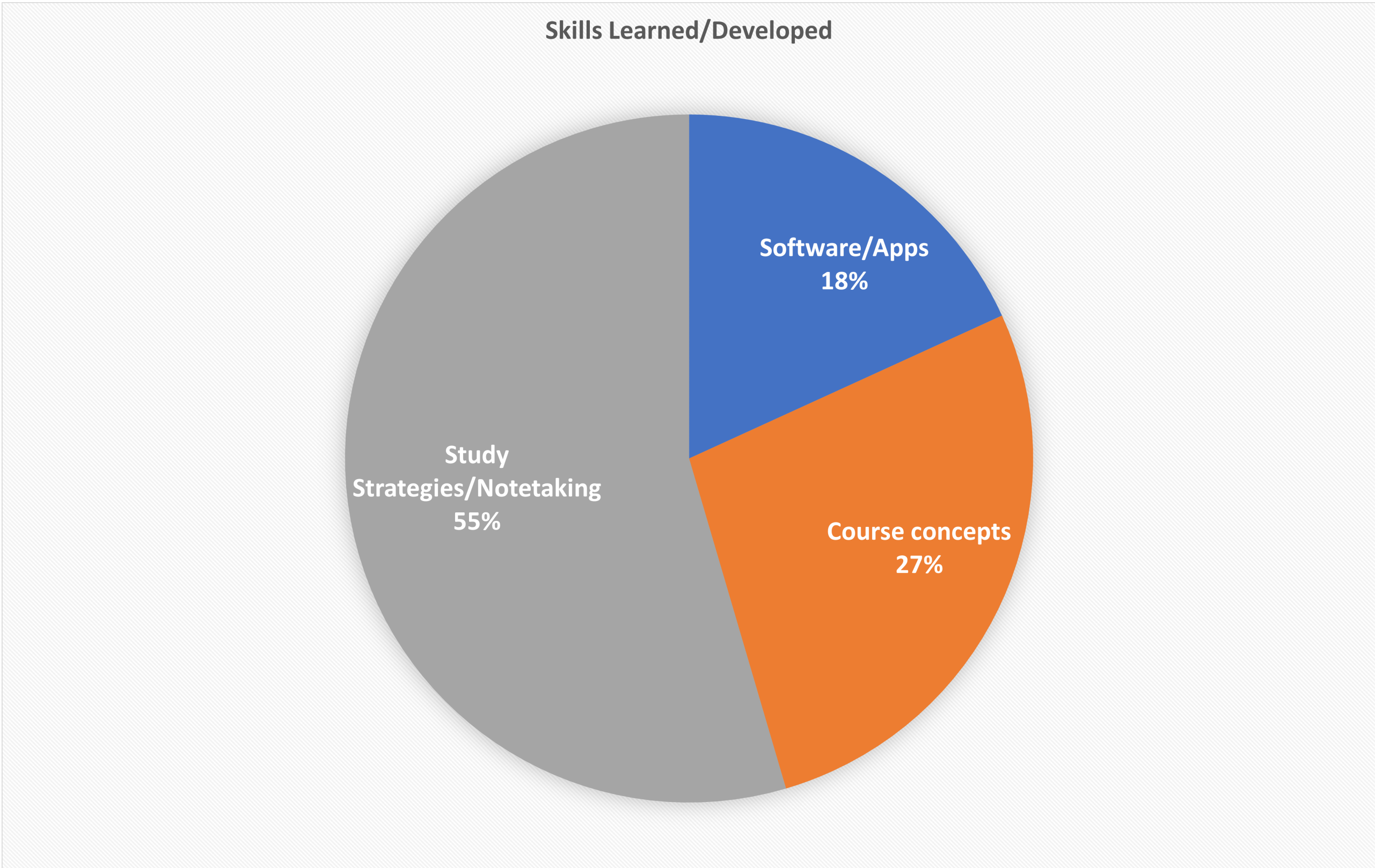


Figure 2

We can clearly see that more than half of students in the tutoring program have seen improvements in their study strategies during their tutoring sessions.

Are Students Achieving Their Goals?

An important factor is whether or not students have achieved their goals for the term. Many of these goals involve passing their respective course that they are being tutored. About 81.25% of students achieved their goals for the Fall term¹. Figure 3 showcases how these students achieved their goals.

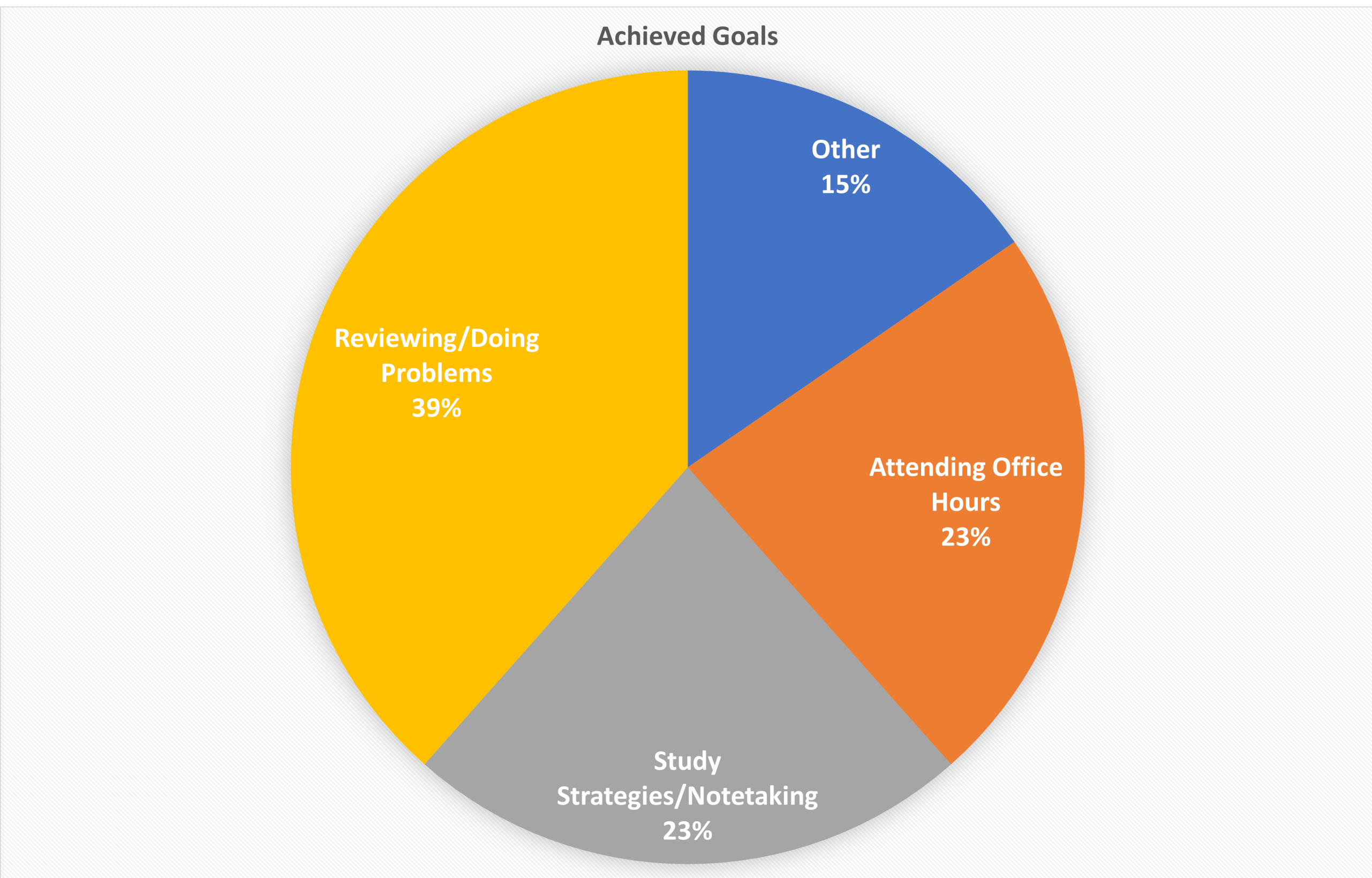


Figure 3

What to Do Now?

To summarize, both students and tutors believe that the program is doing well in supporting their goals. From most of the comments in the survey, many students believe that the bi-weekly check-in is important but occurs too often and takes too much of the student’s time during a session¹. A potential solution is to have these check-ins monthly or shorten the duration of the check-ins. In addition, many students want to see more courses being tutored as well as more available times for scheduling¹.