Topic: Tutor Assignment (TA)	Author: Carlos A. Leyva Capote	Date: 01/27/2022

1. Problem Background

- During the fall semester of 2021, there were 2828 courses offered and 12126 students registered at UPRM, each taking an average of 4.771 classes. Out of the 57854 grades given, 32.75% yielded an unsatisfactory remark*.

- The ubiquity of the online modality has limited peer-to-peer interactions with the potential of developing academically synergistic relationships.

- Currently, there does not exist a system to seek and provide tutoring services for college students whose curriculums collide.

2. Target

- Students who have already completed a course can seamlessly connect with students currently enrolled with the purpose of passing down strategies and acquired knowledge, thus reducing the amount of unsatisfactory grades.

3. Causes

Problem: 32.75% of grades received in UPRM Fall-2021 were unsatisfactory.

↓ Why?

Students have no efficient way of seeking for or providing academic help.

↓ Why?

Current methods are slow and likely unsuccessful, e.g., email, WhatsApp, etc.

↓ Why?

This is due to the lack of reach to willingness. A student might not know a person who has satisfactorily completed the course in question and is willing to tutor.

↓ Why?

Online modality has become more prevalent, making it harder to foster new synergistic connections.

↓ Why?

The COVID-19 pandemic and the strikes have made distant learning quotidian.

4. Countermeasures

- Have an application where students can create a profile and enter courses taken and currently enrolled.

- In their profile, students select courses or topics they are willing to provide assistance with (paid or gratuitous) and courses or topics they are seeking instruction in.

- Students seeking help will receive a list of willing candidates, choose based on their profiles, and will be able to schedule tutor sessions for their class through the platform in a easy, accessible, and effective way.

- Tutors will give personalized attention to their client and are reviewed after each encounter for predicting the quality of future sessions and hours are logged.

5. Check/Evaluate

- The effectiveness will be evaluated by the post-session reviews left by users, where users will report their experience with their tutors and their perception if they found the session effective and ways to improve it.

- Surveys of the platform will be carried out to evaluate user perception of the platform and ways it can be improved.

- The UPRM offers statistics of the grade distribution among the different classes, with this tool we will be able to assess if there was a reduction of unsatisfactory grades in the classes where students sought help. All of this will be done considering the same professor and same syllabus was followed in those specific classes.

- The amount of tutor sessions given and steady flow of students seeking tutors will be an indicator of usability of the app.

6. Act/Standardize

- This idea can expand to students in other universities, as well as high school students permitting a broader audience for tutors and students seeking help. Additionally, high school students usually take more general courses which allows a wider range of potential tutors to assist them.

- The learnings from the creation of this platform can be used as a template for automation of the process of arrangement of other types of services, such as: music classes, cooking classes, etc.

* Figures were provided by UPRM OPIMI; Unsatisfactory grades comprise: D, F, I, IA, IB, IC, ID, IF, NS, W