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TO OUR STAKEHOLDERS

I write to you today from a thriving, efficient and highly effective STEM tutoring program. During the past year, we have acted deliberately to regularly gather and report data, update hiring processes and procedures, leverage technology for increased efficiency and sustainability, and collaborate with a variety of on and off campus partners. Our method emphasizes providing a high-quality service to students and a valued work experience to tutors in a welcoming and supportive space. We recognize that continuous evaluation of our program and practices are critical to sustain our success. Through our deep commitment to the mission of the Academic Enhancement Center, we aim to empower students to become more skillful and successful in using effective learning strategies. We are committed to responding to student needs, collaborating with faculty and providing professional development for our student staff with the goal of enhancing student learning for academic success and on-time graduation.

Please review the data and accomplishments from our 2018-2019 academic year which was both ambitious and rewarding. The success this year would not have been possible without the talented team of tutors, receptionists and full-time staff with a passion for supporting URI students in the STEM disciplines. We are poised to enter the 2019-2020 academic year with clear goals and a strong foundation on which to build.

Jennifer Lynn Burgess
Director, STEM Tutoring
August 2019
**Fall 2018 Data Highlights**

**Drop-In Centers:** Open Monday-Thursday 2-7PM and serve Biology, Chemistry, Math and Physics. During Fall 2018 our drop-in centers performed 3,341 hours of tutoring.

**Weekly Tutoring Groups:** In Fall 2018, 168 total groups were formed and provided 3,954 hours of tutoring support. Students who participated in a weekly tutoring group this Fall were 15% likely to earn a productive grade in the course than non-participants.

<table>
<thead>
<tr>
<th>WTG Participants in courses we support F18</th>
<th>WTG Non-Participants in Courses we Support F18</th>
</tr>
</thead>
<tbody>
<tr>
<td>A though C- = 80%</td>
<td>A though C- = 65%</td>
</tr>
</tbody>
</table>

**Tutoring Appointments:** One Time Group Appointments saw 131 visits totaling 104.31 hours
Drop-In Centers: Open Monday-Thursday 2-7PM and serve Biology, Chemistry, Math and Physics. During Spring 2019 our drop-in centers performed 2,249 hours of tutoring.

Weekly Tutoring Groups: In Spring 2019 173 total groups were formed and provided 4,363 hours of tutoring support. Students who participated in a weekly tutoring group this Spring were 18% more likely to earn a productive grade in the course than non-participants.

Tutoring Appointments: One Time Group Appointments saw 135 visits totaling 127 hours.
**18-19 Data Summarized**

**Tutorial Data:**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Visits</td>
<td>7,350</td>
<td>7,217</td>
<td>132</td>
<td>14,699</td>
</tr>
<tr>
<td>Hours tutored</td>
<td>7,400</td>
<td>7,223</td>
<td>396</td>
<td>15,019</td>
</tr>
<tr>
<td>Students seen</td>
<td>1,149</td>
<td>967</td>
<td>38</td>
<td>1,616 unique students*</td>
</tr>
</tbody>
</table>

(*non-duplicated)

**Other F18 & S19 Program Highlights:**

**Accomplishments**

**Tutoring:**
- Updated tutor and reception job descriptions
- Updated tutor observation forms for F19 implementation
- Record # of tutors employed at the AEC
- Student-facing pilot Summer 2019
- Revised and simplified tutoring manual
- Used SurveyTrac Data to inform training for tutors
- Worked with Starfish to import tutorial data for advising usage

**Reception:**
- Customer service training completed Spring 2019
- Reception observation forms for Fall 2019 created

**Diversity Initiatives:**
- Resources sign out of laptops and calculators to increase access
- Weekly meetings with AEC professional staff re: Code Switch podcast
- Recruiting tutors from NSBE, SWE, SHPE

**Overall:**
- Annual report matrix creation and periodic updates for tracking
- Deep clean of tutoring spaces and offices Summer 2018
- Painting of some tutoring spaces

**Sustainability:**
- Water bottle refill station installed July 2019
- Implemented SurveyTrac (electronic survey system instead of paper)
- More Sakai resources less printed resources
Ongoing collaborations:

- Created and implemented web page honoring collaborators ([https://web.uri.edu/aec/collaborations/](https://web.uri.edu/aec/collaborations/))
  - Collaborations include:
    - ITS & Help Desk
    - Talent Development
    - Starfish
    - Bookstore
    - UCS 160 & Academic Skills Development Program
    - RAMS
    - Nursing Pathways

**Challenges**

- Space for tutoring
  - Multiple satellite locations in use both semesters, major issues including access (locked doors), confusion, dissatisfaction and supervision by AEC staff.
- Authentication challenges with student facing TutorTrac.
- Demand for tutoring vs. staff able to handle formation of groups (ideally resolved in F19)
- Last minute collaboration requests from other offices
- Budget mindfulness
- Structure of AEC and campus confusion over roles, office structure and services provided

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Survey Trac and Survey Data

**Fall 2018 SurveyTrac Data:**

**Confidence Before, During and After Weekly Tutoring Group Participation in Fall 2018**

<table>
<thead>
<tr>
<th>Intake Survey</th>
<th>Mid Semester Survey</th>
<th>End of Term Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How confident are you with this class as you enter the Weekly Tutoring Group?</strong></td>
<td><strong>How confident do you currently feel in this class?</strong></td>
<td><strong>How confident do you currently feel in this class?</strong></td>
</tr>
<tr>
<td>not confident at all 25%</td>
<td>very confident 15%</td>
<td>not confident at all 10%</td>
</tr>
<tr>
<td>confident 45%</td>
<td>not confident at all 3%</td>
<td>very confident 30%</td>
</tr>
<tr>
<td>moderately confident 30%</td>
<td>confident 45%</td>
<td>moderately confident 30%</td>
</tr>
<tr>
<td>very confident 15%</td>
<td>moderately confident 30%</td>
<td>confident 45%</td>
</tr>
</tbody>
</table>

Total Responses to Intake: 442
Total Responses to Mid-take Survey: 173*
*Survey only available for 10 days.
Total Responses to EOT Survey: 108**
**Sent via email during finals with incentives
Spring 2019 SurveyTrac Data:

Confidence Before, During and After Weekly Tutoring Group Participation in Spring 2019

<table>
<thead>
<tr>
<th>Intake Survey</th>
<th>Mid Semester Survey</th>
<th>End of Term Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;How confident were you with the class as you entered the weekly tutoring group?&quot;</td>
<td>&quot;At the Mid-Term Check-in: &quot;How confident do you currently feel?&quot;</td>
<td>&quot;At the end of the semester: &quot;How confident do you currently feel in this class?&quot;</td>
</tr>
<tr>
<td>[Pie Chart]</td>
<td>[Pie Chart]</td>
<td>[Pie Chart]</td>
</tr>
</tbody>
</table>

Total Responses to Intake: 360  
Total Responses to Mid-Semester: 133  
Total Responses to End of Term: 113
Summer 2019: Using TutorTrac as a Student Facing Technology:

This summer AEC STEM tutoring staff piloted their technology platform as a student facing system which allowed students to view tutorial availability and sign up for their own sessions. The goals of this pilot were: to experiment with the technology to reduce wait times and increase access to tutors, to identify any sign-in or other authentication challenges within a controlled population of students before a full rollout in Fall 2019, and to develop policies consistent with the abilities and limitations of the system.

During the pilot, the AEC STEM tutoring office served 38 unique students and provided 395 hours of summer tutoring support. During that time the staff was also able to collaborate with URI ITS to identify issues with authentication and work towards resolution. Additionally, the staff was able to work with ITS to identify and resolve issues with the query feeding TutorTrac from PeopleSoft. Finally, goals for automating the query import process were set and are scheduled to be accomplished in August 2019.

Overall the pilot was a success and a helpful means for being well prepared for Fall 2019.
Conclusions

Looking Ahead

Goals & Initiatives for 19-20

Technology:
- Implement and leverage TutorTrac mobile and texting extensions
- TutorTrac student facing full rollout Fall 2019
- Website updates by Chamnan Khoy, UCAS IT
- Adding photos into TutorTrac

Diversity:
- Continue and expand diverse tutor recruitment strategies
  - Pending presentation to Talent Development, Nursing Pathways and Student Veterans
- Hidden Bias and/or Safe Zone training for STEM tutoring student staff

Staff:
- Implementation of new observation forms (tutoring and reception)
- CCEE collaboration training scheduled Sept. 2019
  - Career and transferrable skills training for tutors and reception staff
- Electronic resources sign out and student facing TutorTrac training for Fall 2019

Sustainability:
- Change observation forms to electronic
- Change reception protocol to Google form for tracking phone calls and messages
- Consider changing training manual to electronic only with Sakai quiz based on manual

Report produced on 8/22/19 by Jennifer L. Burgess Director of STEM Tutoring at URI