



Annual Report 2023-2024

Prepared by

Jacob Lange, Tutoring Coordinator
Kristen Schmidt, Director

Executive summary

In accordance with Concordia University Irvine's mission to develop wise, honorable, and cultivated citizens, the Academic Tutoring Center supports three undergraduate tutoring programs: (1) Core Peer Tutoring (for Core courses other than math), (2) Core Math Tutoring, and (3) Subject Tutoring (for non-Core courses). Kristen Schmidt serves as the Director of the Writing Studio and Tutoring Services. Jacob Lange serves as the Tutoring Coordinator. During his first year in this new position, Jacob provided additional support, training, and oversight to Concordia's peer tutoring staff. One-to-one and group tutoring sessions were held in the tutoring center on the main floor of the Schroeder Library and Learning Commons.

During the 2023-2024 academic year, the Academic Tutoring Center held **2,736 tutoring sessions with 317 student-clients** and conducted 25 review sessions for ACT 211, BIO 111, CMTH 101, CHST 201, MTH 271, MTH 272, and MUS.

Staffing

Before being hired as a tutor, students submit an application for the position which includes a faculty recommendation. They must also complete an interview with the Tutoring Coordinator and receive approval for hire by the department chair and/or course instructor. During the 2023-2024 academic year, Tutoring Services employed a total of 40 peer tutors: 7 Core peer tutors, 5 Core math tutors, and 28 subject tutors.

Core Peer Tutors

Anthony Aldave (CBIO 101)
Ashley Aziz (CBIO 101)
Rebecca Symmank (CENG 201)
Riley Maszk (CHST 202/CENG 202)
Rachel Garvin (CHST 201)
Dylan Arant (CTHL 101/200)
Lucy Swan (CPHI 101)

Core Math Tutors

Francisca Allmen
Grace Wheeler
Hannah Endo
Kayla Hoech
Riley Norris

Subject Tutors

Michelle Lourenco (ACT 211/212)
Bryce Tondryk (ACT 212/311; MTH 313/376/473)
Paloma Banto (ANT 210)
Hayley Killion (BIO 111/112)
Kailee Dickerson (BIO 111)
Sharif Wanis (BIO 111/112)
Ashley Schmidt (BIO 246/247; KIN 317)
Matthew Klein (BSC 265; PSY 345/371)
Ryan Santana (BUS 261)

Olivia Ocampo (CHE 221/222)
 Yue She (CHE 222)
 Payton Bouwhuis (CHE 421)
 Kate Pla (CSC 104)
 Tamsyn Evezard (CSC 104)
 John Paul Vela (CSC 212)
 Ethan Gray (CSC 314)
 Nicholas Martinez (ENGR 101/210)
 Timothy Orr (ENGR 101/210)
 Jamison King (KIN 403/406)
 Brenda De Luna (KIN 410)
 Liberty Watts (MTH 271)
 Soleil Cosko (MTH 272)
 Maria Insuasti (MUS)
 Laura Stoi (MUS)
 Candice Habay (PHY 211/221/222; SCI 115)
 Jenna Yanke (PSY 345/361; SOC 320)
 Emily Minor (THL 201)
 Emmalyn Doyle (THL 202)

Total sessions and clients served

Between August 29, 2023 (opening day) and May 3, 2024 (closing day), Tutoring Services had 2,736 sessions with 317 student-clients. Most student-clients attended sessions for non-Core courses (64.22%), followed by sessions for Core Math (28.91%) and other Core courses (6.87%).

Tutoring Services experienced an 8.6% *increase* in total sessions and a 13.4% *decrease* in student-clients compared to the 2022-2023 academic year. Subject Tutoring and Peer Tutoring (except Core Math) both experienced significant increases in total sessions compared to last year. This is likely due to improved visibility resulting from increased collaboration with faculty and the HSI Grant Program, as laid out in last year’s program goals. Due to structural changes within the class, Core Math sessions – which accounted for the majority of tutoring sessions in the 2022-2023 academic year – dropped dramatically from last year (38.68% decrease).

Despite the increase in total appointments, Tutoring Services experienced a significant drop in total clients. This is also likely due to the drop in Core Math appointments, as clients for non-Core courses and Core courses except Core Math remained stable this year. The increase in total appointments and decrease in total clients indicates that students were more likely to make repeat appointments this year compared to last year.

Total academic Tutoring sessions	2,736
Total academic Tutoring clients	317

Core Peer Tutoring (except Core Math)

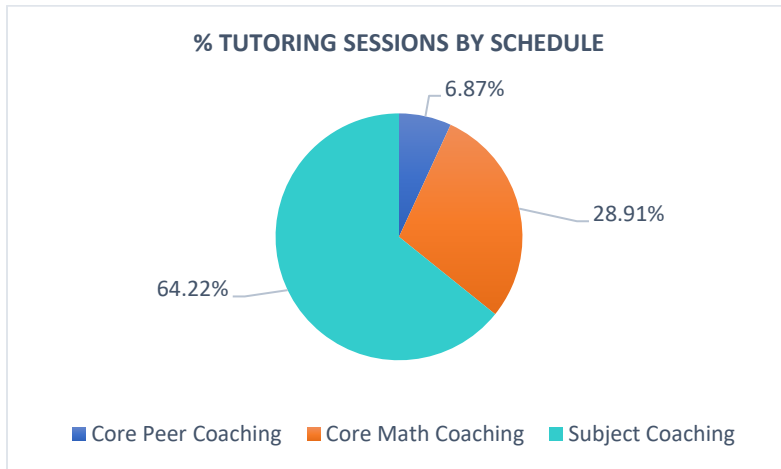
- Total sessions 188
- Total clients 58

Core Math Tutoring

- Total sessions 791
- Total clients 95

Subject Tutoring

- Total sessions 1,757
- Total clients 223

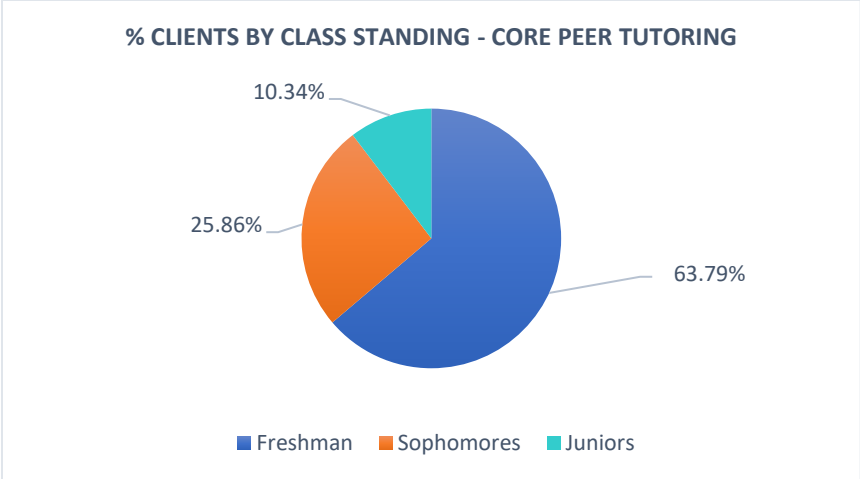


Number of clients by class standing

All three tutoring programs (Core Peer Tutoring, Core Math Tutoring, and Subject Tutoring) supported primarily freshmen students; however, Subject Coaches also supported significant numbers of sophomore students.

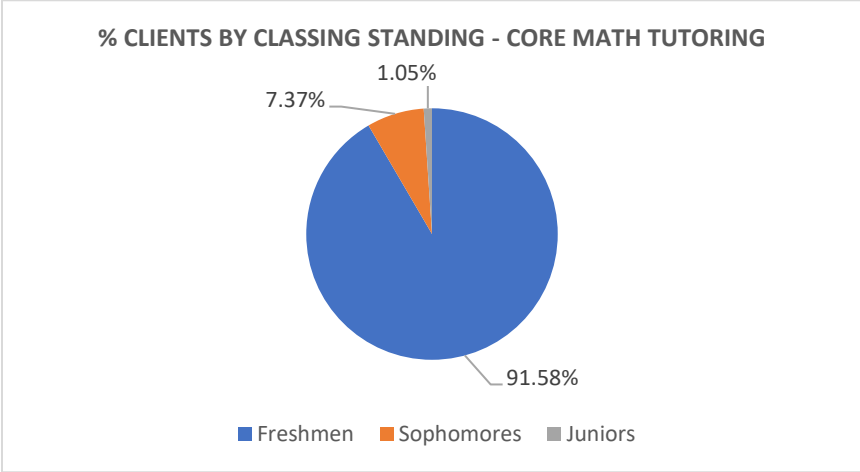
Core Peer Tutoring (except Core Math)

- Freshmen 37
- Sophomores 15
- Juniors 6
- Seniors 0



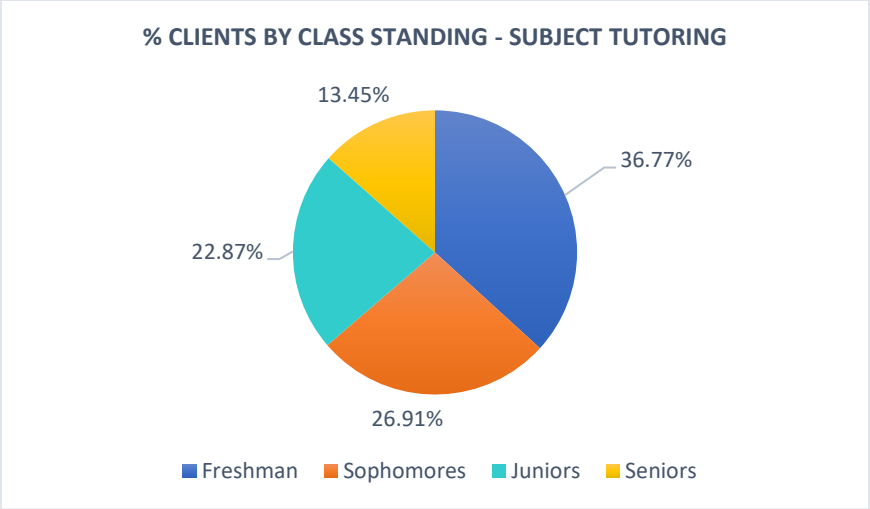
Core Math Tutoring

- Freshmen 87
- Sophomores 7
- Juniors 1
- Seniors 0



Subject Tutoring

- Freshmen 82
- Sophomores 60
- Juniors 51
- Seniors 30



Number of clients and appointments by race/ethnicity

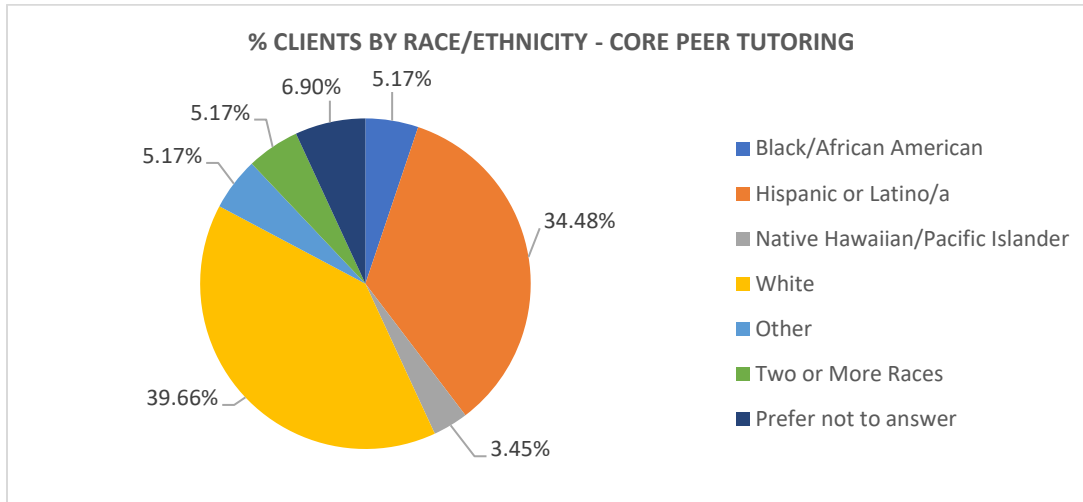
Overall, the largest group of students who scheduled appointments with Tutoring Services identified as white (41.64%), while students who identified as Hispanic/Latino made up the second largest group (24.29%). A large proportion of students (21.76%) could not be accurately tracked because they selected “Other,” “Two or More Races,” or “Prefer not to answer.” Students who identified as white scheduled 34.32% of all appointments during the year, while students who identified as Hispanic/Latino scheduled 31.31%, which indicates that they were more likely to return to the Tutoring Center after their first appointment.

Race/Ethnicity	Appt/Client	Count	% of Total
Black or African American	Appointments	52	2.18%
Black or African American	Clients	11	3.32%
Hispanic or Latino/a	Appointments	728	30.49%
Hispanic or Latino/a	Clients	77	23.26%
Native American or Alaskan Native	Appointments	11	0.46%
Native American or Alaskan Native	Clients	1	0.30%
Native Hawaiian or Pacific Islander	Appointments	102	4.27%
Native Hawaiian or Pacific Islander	Clients	10	3.02%
Other	Appointments	201	8.42%
Other	Clients	25	7.55%
Prefer not to answer	Appointments	289	12.10%
Prefer not to answer	Clients	47	14.20%
Two or more races	Appointments	207	8.67%
Two or more races	Clients	28	8.46%
White	Appointments	798	33.42%
White	Clients	132	39.88%

Clients - Core Peer Tutoring (except Core Math)

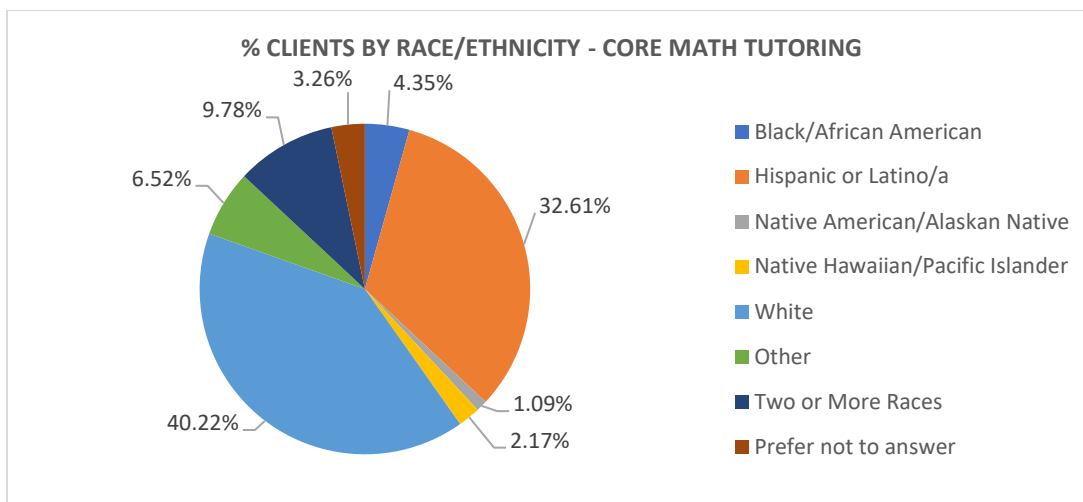
- Black/African American 3

- Hispanic or Latino/a 20
- Native Hawaiian/Pacific Islander 2
- White 23
- Other 3
- Two or More Races 3
- Prefer not to answer 4



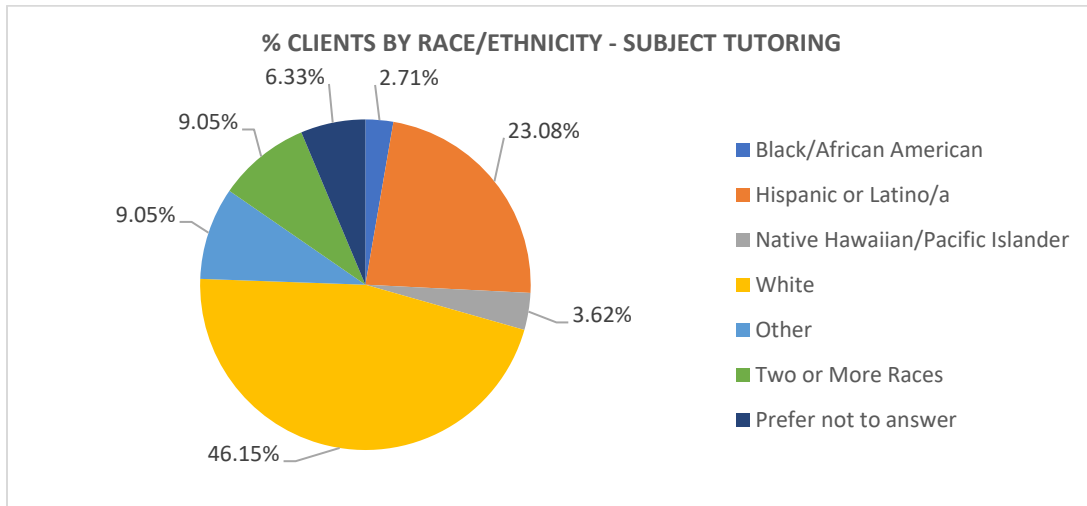
Clients - Core Math Tutoring

- Black/African American 4
- Hispanic or Latino/a 30
- Native American/Alaskan Native 1
- Native Hawaiian/Pacific Islander 2
- White 37
- Other 6
- Two or More Races 9
- Prefer not to answer 3



Clients - Subject Tutoring

- Black/African American 6
- Hispanic or Latino/a 52
- Native Hawaiian/Pacific Islander 8
- White 102
- Other 20
- Two or More Races 20
- Prefer not to answer 14



Number of visits per client

Most student-clients who used Core Peer Tutoring attended 1 session. Most student-clients who used Core Math Tutoring, however, attended 10 or more sessions. For Subject Tutoring, there was a much broader range, but students tended to make either between 1-5 appointments, or greater than 10 appointments.

Core Peer Tutoring (except Core Math)

- Visited 1 time 29
- Visited 2-3 times 16
- Visited 4-5 times 10
- Visited 6-7 times 1
- Visited 8-9 times 1
- Visited 10+ times 1

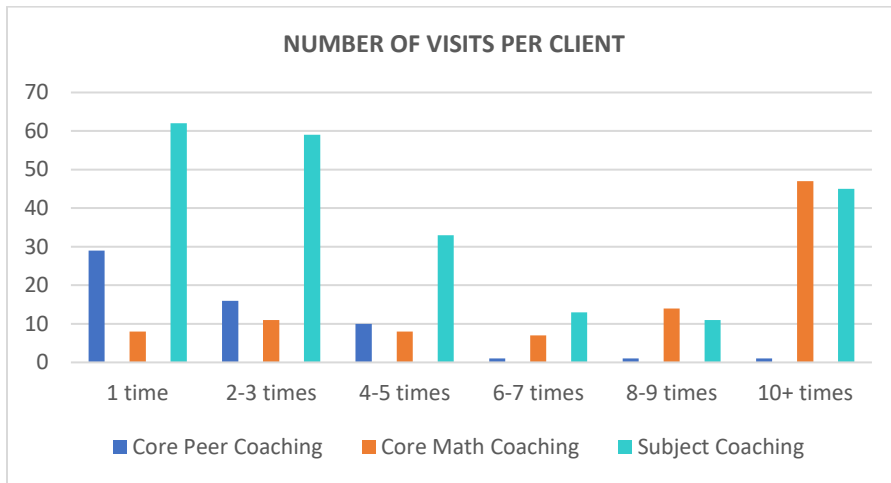
Core Math Tutoring

- Visited 1 time 8
- Visited 2-3 times 11
- Visited 4-5 times 8
- Visited 6-7 times 7

- Visited 8-9 times 14
- Visited 10+ times 47

Subject Tutoring

- Visited 1 time 62
- Visited 2-3 times 59
- Visited 4-5 times 33
- Visited 6-7 times 13
- Visited 8-9 times 11
- Visited 10+ times 45

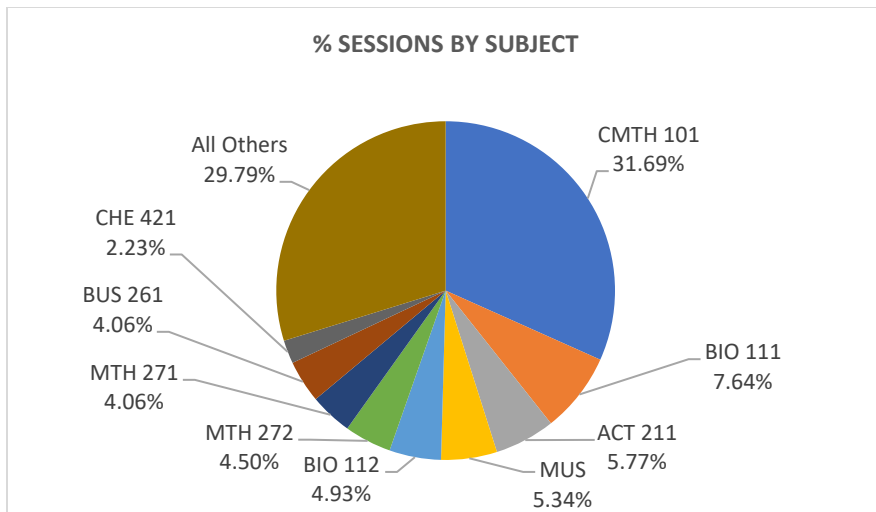


Number of sessions by subject

Core Math tutors once again held the most tutoring sessions compared to all other classes (31.69%), although the proportion dipped significantly compared to last year. BIO 111/112 (12.57%), MTH 271/272 (8.56%), and ACT 211 (5.77%), and music courses (5.34%) were the most popular courses aside from Core Math. Overall, appointment totals for the 2023-2024 academic year represented a more even split between courses, rather than having a few courses account for the majority of tutoring sessions.

Course Name	Appointments per Course	% of Total Appointments
ACT 211	158	5.77%
ACT 212	32	1.17%
ACT 311	6	0.22%
ANT 210	1	0.04%
BIO 111	209	7.64%
BIO 112	135	4.93%
BIO 246	38	1.39%
BIO 247	45	1.64%
BIO 499	2	0.07%
BSC 265	8	0.29%
BUS 261	111	4.06%
CBIO 101	24	0.88%
CENG 201	10	0.37%

CENG 202	5	0.18%
CHE 101	14	0.51%
CHE 221	52	1.90%
CHE 222	57	2.08%
CHE 403	1	0.04%
CHE 421	61	2.23%
CHST 201	4	0.15%
CHST 202	21	0.77%
CMTH 101	867	31.69%
CPHI 101	21	0.77%
CSC 104	59	2.16%
CSC 212	42	1.54%
CSC 314	45	1.64%
CTHL 101	24	0.88%
CTHL 200	1	0.04%
ENGR 101	30	1.10%
ENGR 210	23	0.84%
FIN 331	2	0.07%
KIN 317	29	1.06%
KIN 403	5	0.18%
KIN 406	11	0.40%
KIN 410	6	0.22%
MTH 252	5	0.18%
MTH 265	15	0.55%
MTH 271	111	4.06%
MTH 272	123	4.50%
MTH 313	4	0.15%
MTH 376	16	0.58%
MTH 384	1	0.04%
MTH 473	11	0.40%
PHY 211	39	1.43%
PHY 221	5	0.18%
PSY 314	3	0.11%
PSY 345	14	0.51%
PSY 371	12	0.44%
PSY 403	3	0.11%
SCI 115	37	1.35%
SOC 320	3	0.11%
THL 201	10	0.37%
THL 202	19	0.69%
MUS	146	5.34%

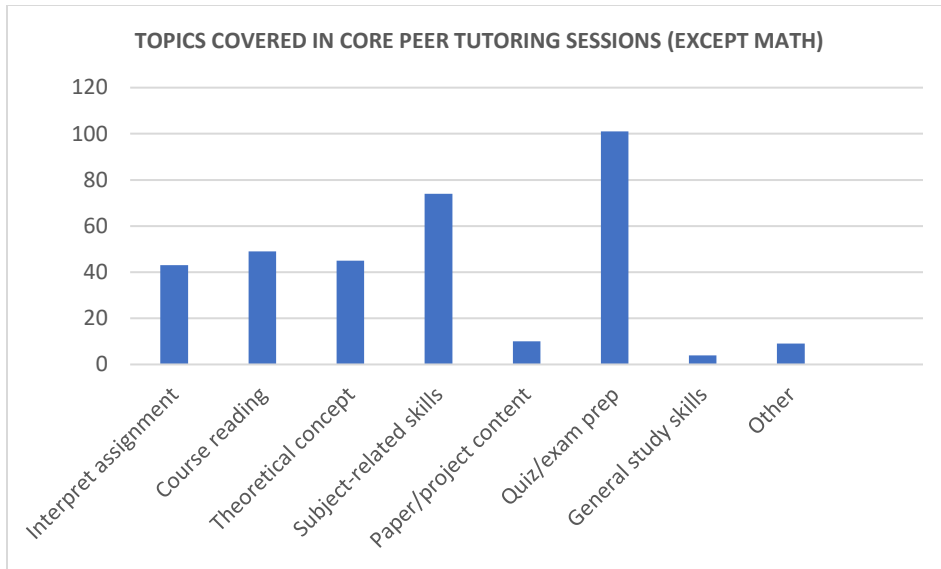


Topics covered during sessions

Core Peer Tutors (except Core Math) reported that they most often helped students understand course readings and study for quizzes and exams. This, coupled with the tendency of students to make fewer appointments for Core classes, indicates that students predominantly use the Core Peer Tutors for help with specific assignments or in preparation for exams. Core Math Tutors reported that they most often helped students practice math skills; however, they also frequently helped students interpret assignment prompts and study for exams/quizzes. Subject Tutors reported that they most frequently helped students practice subject-related skills and interpret the assignment prompt. Across the board, tutors infrequently reported helping students with general study skills. Changes to tutor training next year will emphasize the importance of helping students develop general study skills alongside content knowledge.

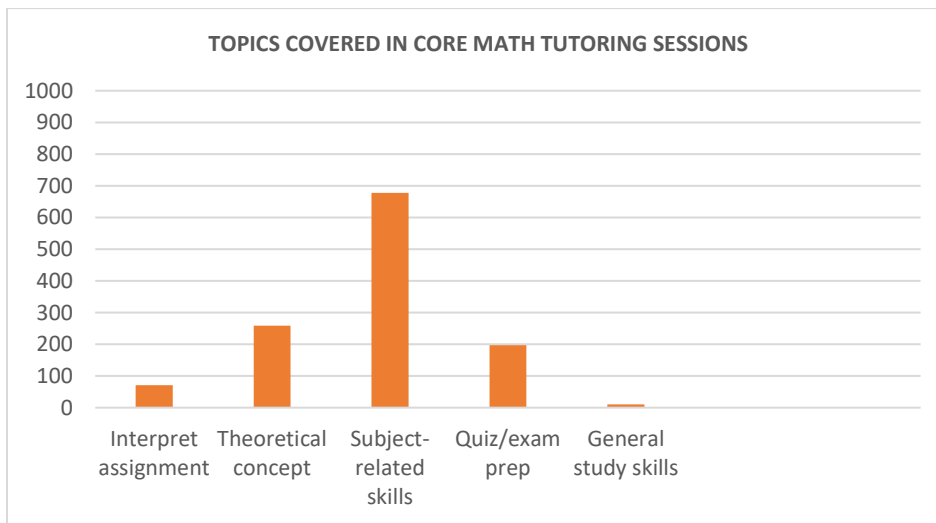
Core Peer Tutoring (except Core Math)

- Helped interpret assignment prompt 43
- Discussed course reading 49
- Explained theoretical concept 45
- Practice subject-related skill(s) 74
- Discussed content of student paper/project 10
- Studied for quiz/exam 101
- Discussed general study skills 4
- Other 9



Core Math Tutoring

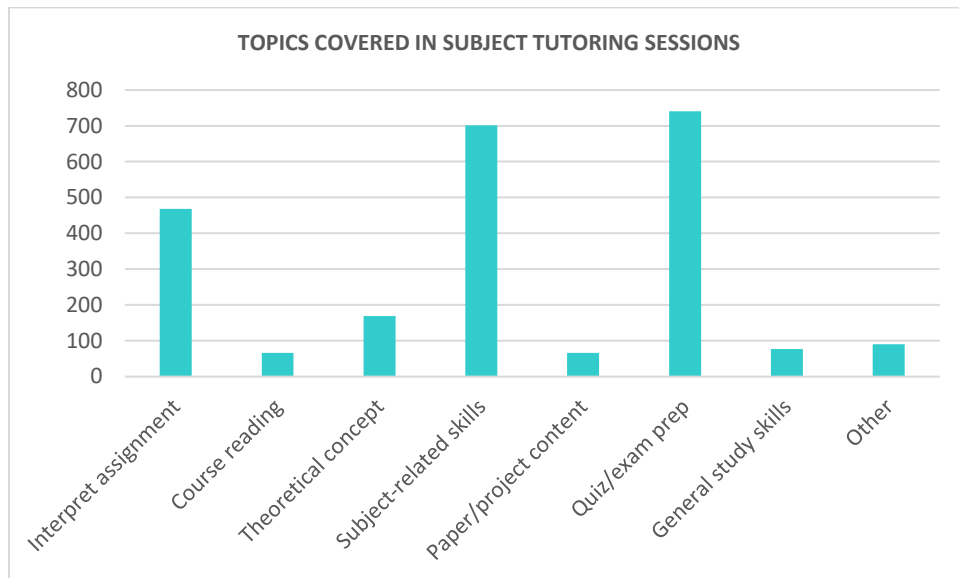
- Helped interpret assignment prompt 71
- Explained theoretical concept 259
- Practice subject-related skill(s) 678
- Studied for quiz/exam 197
- Discussed general study skills 8



Subject Tutoring

- Helped interpret assignment prompt 468
- Discussed course reading 66
- Explained theoretical concept 169
- Practice subject-related skill(s) 701
- Discussed content of student paper/project 66
- Studied for quiz/exam 741

- Discussed general study skills 77
- Other 90



Exam Review Sessions

In addition to one-on-one or small group tutoring sessions, peer tutors also held open review sessions prior to exams in certain subjects. In the 2023-2024 academic year, peer tutors held a total of 25 review sessions for ACT 211, BIO 111, CMTH 101, CHST 201, MTH 271, MTH 272, and MUS.

Subject	Review Session Date	# of Attendees
ACT 211	4/2/24	17
	4/4/24	12
	4/29/24	6
	4/30/24	7
BIO 111	9/24/23	21
CMTH 101	12/10/23	14
	12/11/23	22
	12/12/23	13
	4/28/23	13
	4/29/23	5
CHST 201	10/5/23	8
MTH 271	2/6/24	4
	3/13/24	3
	4/9/24	3
	4/30/24	6
MTH 272	10/4/23	8
	12/11/23	12
	2/7/24	7
	3/25/24	8
MUS	10/19/23	3

	10/25/23	4
	2/20/24	5
	3/20/24	5
	4/29/24	9
	4/30/24	3

Assessment

After each Tutoring session, student attendees received a link to an optional survey. During the 2023-2024 Academic Year, the Tutoring Center received 91 survey responses. 90 students reported that they found their tutor “very helpful,” 1 student reported that their academic coach was “somewhat helpful,” and 0 students reported that their academic coach was “not helpful at all.” 85 respondents reported that they felt “much more confident” in the course material after their tutoring session, 6 students reported that they felt “somewhat more confident,” and 0 students reported that they felt “not confident at all.” The majority of respondents (78.01%) noted that “nothing” could have made their Academic Tutoring experience more helpful. Some students noted that “More chances to ask questions,” “Clearer explanations/instructions, and More chances to ask questions” would have improved their experience.

Please rate the overall helpfulness of your academic coach.



Rate the degree to which the coaching session made you feel more confident in your understanding of the material.



What might have made your coaching session more helpful? (Check all that apply)



Student comments

The survey also included two questions that allowed students to type in answers: (1) *Will you use Academic Tutoring services again? Please explain.*, and (2) *Do you have any other comments or suggestions about your academic Tutoring session(s)? What worked well and what could be improved?* A few notable student responses to these questions are included below. Overall, students appreciated the encouragement and support they got from their academic coaches. Specifically, they noted strategies and tools that worked particularly well for them: (a) guiding questions, (b), whiteboard diagrams and (c) opportunities to ask questions. One student suggested having longer appointment slots.

Will you use Academic Tutoring services again? Please explain.

Absolutely it is very beneficial to understanding the material and studying.

Absolutely, Tim did a great job explaining things, and if I'm ever confused I feel confident in his ability to explain things in a way I can understand

Absolutely! I could not have understood the material as well without her constant support, study practice, and explaining complex material.

I might if I need help again

No I learned the material and performed well on my quiz

Yes absolutely, having someone teach you things in a different way is very helpful.

Yes I love going to tutoring every week and will continue to go for core classes as long as I can.

Yes I performed very well on my exam!

Yes, Ashley was helpful not only with course content but helping with figuring stuff out academic-wise as well!

Yes, Ashley was very friendly and informative. She helped me to clarify my question and gave me insightful tips on how to study for my exams.

Yes, especially in math I want to be a good student and do things that will proactively help me in the course and tutoring is that thing

Yes, he was very knowledgeable and helped me understand the material better. I feel like I got a great score on my quiz!

Yes, I found my tutor to be very helpful and I will definitely come back.

yes, I get to ask specific questions

Yes, I will use academic coaching services again because they answered all of my doubts and I left feeling more relaxed and confident in Biology

Yes, it helped me better understand the material and gave me more confidence leading to my upcoming quiz.

Yes! I am able to solidify math problems and units working with Francisca

Yes. I found it very helpful how Rebecca summarized the main themes of Beowulf and helped me organize my strongest points for my response paper. I plan to go to her again for my next response paper as well.

Do you have any other comments or suggestions about your academic Tutoring session(s)? What worked well and what could be improved?

Everything was great. I like using a hands on approach it definitely helps a lot.

Francisca was great and we covered a lot within the 30 mins we had

Going through each step to solve the problems really helped me realize my mistakes.

Grace was very kind and she had great explanations that made me feel a lot more confident. There's nothing I can think of that can make it better!

I do not, I really appreciated how knowledgeable she was on the topic and how she was able to clearly explain it to me!

I like how he uses examples to help familiarize us with the topic

I liked that I had an opportunity to work on my paper in silence and then show it to my tutor for feedback.

I love the way that we will go through each problem and I have time to ask questions that I have, if I have any and that all of the questions get answered.

I now know that all tutoring sessions take place at the Library and not the Math Classroom.

I think the session went well because my tutor kept trying to get me to engage by asking me if I knew what certain materials were when explaining certain Cell Structures.

I thought my Tutor did a very good job at helping me interpret some intense scientific vocabulary from an abstract scientific article. He did a great job at clearing up a few concepts for me.

I'm very happy with the tutor! She was able to find things I needed to work on that I didn't realize I struggled with and gave me good feedback in turn.

Michelle was absolutely amazing! She helps to make the confusing 10K report seem like a child's book that anyone can read. It is very helpful when you are trying to wrap up your project and your brain is dying

My tutor was very clear and was very patient.

Nothing really, some times don't fit with my schedule, so preferably I'd like to see her for more than an hour maybe if I didn't have class

Writing the math out with pictures helped to visualize and understand what the problem was asking.

Looking ahead to 2024-2025

After reviewing our statistics and survey results, we plan to take the following steps as we move into the 2024-2025 academic year:

- Implement new tutor training program that conforms to the guidelines laid out by the CRLA International Tutor Training Program in order to apply for certification in summer, 2025.
- Hold regular monthly meetings of tutors in order to increase tutor cohesion and stay up to date on relevant tutor training topics.
- Improve communication between Tutoring Coordinator and Faculty by visiting department meetings.
- Increase client-base in order to reach a wider range of students.
- Provide targeted support for classes with extremely low yearly appointment totals.