



Annual Report

2024-2025

Prepared by

Kristen Schmidt, Director
Jacob Lange, Tutoring Coordinator

Executive summary

In accordance with Concordia University Irvine's mission to develop wise, honorable, and cultivated citizens, the Tutoring Center supports three campus 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, Professor of English and Writing Studio Director, directs tutoring services, with Jacob Lange serving as Tutoring Coordinator. Tutoring Services continues to offer in-person tutoring sessions alongside the Writing Studio in the Schroeder Library and Learning Commons.

During the 2024-2025 academic year, the Tutoring Center held **1947 tutoring sessions with 256 student-clients** and conducted **39 review sessions**.

Staffing

During the 2024-2025 academic year, Tutoring Services employed a total of 37 Peer Tutors (5 Core Peer Tutors, 7 Core Math Tutors, and 25 Subject Tutors). In Spring 2024, Fall 2024, and Spring 2025, tutors submitted applications for tutoring positions to the Director, completed an interview with the Tutoring Coordinator, and were approved for hire by the instructor(s) of the course(s) for which they tutor.

Core Peer Tutors

Ashley Aziz (CBIO 101)
Rebecca Symmank (CENG 203)
Rachel Garvin (CHST 203)
Sabrina Stahl (CHST 203)
Dylan Arant (CTHL 101/200, CPHI 101)

Core Math Tutors

Francisca Allmen
Audrey Robles
Kai Duston
Harrison Helleland
Daniel Boyle
Hannah Endo
Nikki Lyons

Subject Tutors

Michelle Lourenco (ACT 211/212, FIN 331)
Mark Knight (ACT 211/212, FIN 331)
Emma Nguyen (BIO 111, BIO 350)
Sharif Wanis (BIO 111/112, CHE 321/322)
Callie Butler (BIO 112)
Ashley Schmidt (BIO 246/247, KIN 317, KIN 403, KIN 410)
Ashley Aziz (LAT 101)
Olivia Ocampo (CHE 101, CHE 221/222, CHE 322)
John Paul Vela (CSC 104, CSC 314)
Valentino Cavaricci (CSC 104)
Nicholas Martinez (ENGR 101, ENGR 212)
Timothy Orr (ENGR 101, PHY 221/222)
Kayla Murakami (ENGR 312, ENGR 314)
Shannon Leslie (ENGR 330, MTH 373)

Catherine Velazquez (GRE 101)
Julia Foote-Najera (MTH 265)
Liberty Watts (MTH 271)
Sienna Cosko (MTH 201, MTH 272)
Emma Agronovitz (MTH 301)
Timothy Sloan (MTH 313)
Laura Stoi (Music)
Majo Insuasti (Music)
Matthew Klein (PSY 345, PSY 371, PSY 403, BSC 265)
Kyra Arnold (SCI 115)
Dylan Arant (THL 201/202)

Kristen Schmidt, Director
Jacob Lange, Tutoring Coordinator

Total sessions and clients served

Between August 19, 2024 (opening day) and May 2, 2025 (closing day), Tutoring Services had 1,947 sessions with 256 student-clients.

Tutoring Services experienced an 29.1% *decrease* in total sessions and a 19.2% *decrease* in student-clients compared to the 2023-2024 academic year. Core Math in particular had a large dropoff in total appointments from 791 in the 2023-2024 academic year to 466 this year, a 41.1% decrease. This is likely due to structural changes in the course wherein most students are no longer required to attend tutoring throughout the year. In contrast, FIN-331 and all chemistry and engineering courses had a major increase in total appointments. There was no FIN-331 tutor last year, so hiring two tutors this year addressed a significant need. Additionally, hiring more tutors for the chemistry and engineering programs reflected the increasing need for tutors in these subject areas. Once again, technical subjects such as mathematics, engineering, and sciences represented the vast majority of tutoring appointments. Overall, this year reflected a change away from supporting specific courses such as CMTH-101 to providing a wider base of support for a variety of programs including mathematics, engineering, chemistry, music, and business.

Total tutoring sessions **1,947**
Total tutoring clients **256**

Number of sessions by course

Core Math tutors once again held the most tutoring sessions compared to all other classes (23.93%), although the proportion dipped significantly for the second straight year. Aside from Core Math, the courses with the most appointments included FIN-331 (7.29%), CHE-321 (5.65%), and ACT-211 (4.62%). Overall, appointment totals for the 2024-2025 academic year represented a more even split between courses, rather than having a few courses account for the majority of tutoring sessions.

Course	Number of Appointments	Percent of Total
CMTH-101	466	23.93%
FIN-331	142	7.29%
CHE-321	110	5.65%
ACT-211	90	4.62%
CHE-322	78	4.01%
CHE-101	74	3.80%
MUS-304	52	2.67%
MUS	47	2.41%
CHE-222	43	2.21%
ENGR-312	41	2.11%
ENGR-314	41	2.11%
ACT-212	39	2.00%
MTH-271	37	1.90%
CBIO-101	36	1.85%
PSY-403	34	1.75%
CHE-221	33	1.69%
BIO-246	32	1.64%
ENGR-101	32	1.64%
KIN-403	31	1.59%
CTHL-101	28	1.44%
BIO-111	26	1.34%
KIN-317	25	1.28%
MTH-272	24	1.23%
MTH-313	24	1.23%
CSC-104	22	1.13%
BIO-112	21	1.08%
BSC-265	18	0.92%
ENGR-330	18	0.92%
MUS-306	18	0.92%
MTH-373	17	0.87%
ENGR-212	16	0.82%

CSC-314	14	0.72%
LAT-101	14	0.72%
MUS-201	14	0.72%
BIO-350	13	0.67%
MTH-301	13	0.67%
CHST-203	12	0.62%
MTH-265	12	0.62%
MUS-202	11	0.56%
BIO-371	10	0.51%
BUS-261	9	0.46%
SCI-115	9	0.46%
KIN-410	8	0.41%
MUS-211	8	0.41%
CENG-203	7	0.36%
MUS-303	7	0.36%
PHY-221	7	0.36%
MTH-201	6	0.31%
MUS-323	6	0.31%
PHY-222	6	0.31%
THL-201	6	0.31%
ACT-312	5	0.26%
CPHIL-101	5	0.26%
CSC-324	5	0.26%
MUS-212	4	0.21%
BIO-247	3	0.15%
MUS-104	3	0.15%
PHY-211	3	0.15%
KIN-247	2	0.10%
KIN-403/410	2	0.10%
ACT-311	1	0.05%
BDA-337	1	0.05%
BIO-403	1	0.05%

CSC-428	1	0.05%
CTHL-201	1	0.05%
GRE-101	1	0.05%
LAT-102	1	0.05%
PSY-371	1	0.05%

Number of sessions by subject

In addition to holding the most appointments among all courses, Core Math also held the most appointments among all subjects. After Core Math, chemistry was the second most common course at 17.36% of total appointments. Besides music, psychology was the highest non-stem or business course in the list at 12th overall with 1.80% of total appointments. As in previous years, technical courses, particularly those that included significant amounts of math, accounted for the vast majority of overall appointments.

Course	Number of Appointments	Percent of Total
CMTH	466	23.93%
CHE	338	17.36%
MUS	170	8.73%
ENGR	148	7.60%
FIN	142	7.29%
ACT	135	6.93%
MTH	133	6.83%
BIO	106	5.44%
KIN	68	3.49%
CSC	42	2.16%
CBIO	36	1.85%
PSY	35	1.80%
CTHL	29	1.49%
BSC	18	0.92%
PHY	16	0.82%
LAT	15	0.77%
CHST	12	0.62%
BUS	9	0.46%

SCI	9	0.46%
CENG	7	0.36%
THL	6	0.31%
CPHIL	5	0.26%
BDA	1	0.05%
GRE	1	0.05%

Number of clients by class standing

Tutoring Services primarily supported freshmen year, with over half of tutoring clients coming from the freshmen class.

Class Standing	Clients	Percent of Total
Freshman	144	56.25%
Sophomores	49	19.14%
Juniors	38	14.84%
Seniors	25	9.77%

Number of clients and appointments by race/ethnicity

Overall, the largest group of students who scheduled appointments with Tutoring Services identified as white (44.14%), while students who identified as Hispanic/Latino made up the second largest group (21.48%). A large proportion of students (18.36%) could not be accurately tracked because they selected “Other,” “Two or More Races,” or “Prefer not to answer.” Students who identified as white scheduled 39.3% of all appointments during the year, while students who identified as Hispanic/Latino scheduled 21.48%, indicating that they were more likely to return to the Tutoring Center after their first appointment.

Race/Ethnicity	Appointments/Clients	Percent of Total
Asian	Appointments: 160	12.97%
	Clients: 26	10.16%

Black or African American	A: 39	3.16%
	C: 7	2.73%
Hispanic/Latino	A: 228	18.48%
	C: 55	21.48%
Native American or Alaskan Native	A: 15	1.22%
	C: 3	1.17%
Native Hawaiian or Pacific Islander	A: 25	2.03%
	C: 5	1.95%
White	A: 485	39.3%
	C: 113	44.14%
Other	A: 6	0.49%
	C: 3	1.17%
Two or More Races	A: 221	17.91%
	C: 33	12.89%
Prefer not to Answer	A: 55	4.46%
	C: 11	4.3%

Number of visits per client

Most student-clients who used Tutoring Services attended 1-3 sessions over the course of the year, indicating that the majority of students attended tutoring for 1 class to study for a specific exam/quiz or to complete a specific assignment. However, a significant number of students also attended 10+ appointments over the course of the year. It is likely these students met weekly with a tutor or attended tutoring for multiple classes.

Number of Visits	Number of Clients	Percent of Total
1	85	33.2%
2	35	13.67%
3	34	13.28%

4	16	6.25%
5	11	4.3%
6	8	3.13%
7	13	5.08%
8	8	3.13%
9	9	3.52%
10+	37	14.45%

Topics covered during sessions

Tutors reported that they most often helped students study for a quiz or exam, practice subject related skills, or understand an assignment prompt. Tutors rarely marked that they helped students analyze a course reading, discuss a paper or project, or discuss general study skills. Overall, these trends reflect a focus on studying for exams and developing technical skills that are most often found in STEM and music classes.

Topic	Number	Percent of Total
Helped student understand assignment prompt	527	27.16%
Discussed/analyzed a course reading	46	2.37%
Discussed/explained a theoretical concept	305	15.72%
Discussed student's paper or project	93	4.79%
Studied for a quiz or exam	639	32.94%
Practiced math/science/music or other subject-related skills	770	39.96%
Discussed general study skills	53	2.73%
Practiced English language skills	5	0.26%

Exam Review Sessions

In addition to one-on-one or small group sessions, tutors also held open review sessions prior to exams in certain subjects. Tutors held a total of 39 review sessions for ACT 211/212, CMTH-101, FIN-331, MTH-271/272, and MUS-212.

Course	Date	Attendees
ACT-211	10/12/2024	4
	2/7/2025	4
	3/5/2025	12
	3/20/2025	2
	3/24/2025	15
	4/28/2025	16
ACT-212	3/24/2025	8
	4/30/2025	4
CMTH-101	9/9/2024	22
	9/10/2024	12
	10/1/2024	21
	10/2/2024	20
	10/27/2024	11
	10/30/2024	14
	12/10/2024	23
	1/26/2025	13
	1/27/2025	10
	1/28/2025	15
	2/17/2025	15
	2/19/2025	23
	2/20/2025	15
	3/18/2025	7
	3/19/2025	25
	3/23/2025	9
	4/27/2025	18
	4/29/2025	20

FIN-331	12/9/2024	4
	3/5/2025	12
	3/17/2025	6
	4/9/2025	10
	4/22/2025	4
	4/28/2025	6
MTH-271	9/4/2024	5
	9/25/2024	4
	12/9/2024	14
	1/21/2025	3
	2/10/2025	3
MTH-272	2/18/2025	3
MUS-212	10/1/2024	3

Looking ahead to 2025-2026

After reviewing our statistics and survey results, we plan to take the following steps as we move into the 2025-2026 academic year:

- Revamp tutoring services workshops and resources to be more accessible to students to assist with general study skills.
- Continue to build working relationships with faculty and academic departments to improve collaboration and communication.
- Develop new professional development for second and third year tutors.
- Review and develop additional best practices for the Academic Tutoring program.