2024-2025
Unit Annual Report Division of Academic Affairs Unit:
Academic Coaching and Tutoring Center

I   Mission and Goal/Outcomes Statement:
Provide overall Mission/Goal Statement for your unit.

      The Academic Coaching and Tutoring (ACT) Center offers services to support student success, improving academic performance, retention, persistence, progression, and graduation rates. Qualified and trained peer tutors offer individual, small group, and walk-in tutoring, serving students in all majors. Professional Academic Coaches offer individualized, workshop-based, or in-class support for key student success skills, as well as supporting the success of students on academic probation and academic warning. Peer mentors support First-Year Experience classes, providing academic and social support. Placement testing helps students enroll in the classes in which they are most likely to thrive. Summer Bridge offers promising students, who may have encountered prior barriers, an opportunity both to matriculate at Fitchburg State and to strengthen their academic foundations. We promote a friendly, supportive, process-oriented, relationship-centered, non-judgmental approach to success. We additionally support a pipeline to Fitchburg State by involving our undergraduate peer educators in community engagement with local schools.

      Our mission is to increase retention and academic achievement by enhancing students' ability to learn, apply knowledge, think critically, and develop college-ready study habits. We also aim to destigmatize help-seeking and support students in becoming more self-directed, self-regulated, and emotionally-regulated learners, guiding them toward self-efficacy and an increased belief in their capabilities.

II   Personnel:
List all staff and note all personnel changes that occurred during 22-23.

Name   Position

      Andy Linscott   Academic Coach
      CJ Kalley   Placement Testing Coordinator (PT)
      Courtney Neforas   Administrative Assistant II
      Jarrod Abbott   Academic Support Specialist (PT)
      Jen Abbott   Assistant Director
      Kat McLellan   Director
      Morgan Horan   Academic Coach

III   Facilities/Equipment:
List any new facilities/equipment/software etc. acquired during 22-23.

      In 2024–2025, ACT continues to address the shortage of dedicated space for both our office and

for Career Services and Advising (CSA). Since 2021, CSA advisors have been temporarily relocated to 306E, a group tutoring room which ACT previously shared with the library. Since 2021–2022, ACT has also allocated 306B for CSA's use during concurrent advising sessions. Since both rooms previously hosted group tutoring, ACT now books rooms across Hammond Hall for those sessions, and this often leads to confusion for students, due to necessarily inconsistent room assignments caused by scheduling conflicts.

In summer 2024, the Library got rid of some of their thin clients, and IT stepped up to run data lines and, at the start of AY25, finished installing several of them along the back wall of the ACT Center's STEM room. With money from our FY24 UIF grant, the ACT had purchased tables and stools to enable students to use these computers. This addition helped expand our ACT study hall offerings in AY25, as we can now serve students who may not have access to their own laptops.

IV   Budget Expenditure Analysis:
Was the budget expended as planned? Were additions/changes made, and if so, explain.

In AY25, the majority of the budget was spent on student and contractor payroll, as usual. This year, we saw a slight increase in part-time professional staffing, simply to provide basic coverage during the times when Kat McLellan was on medical leave. (We have professional staff in the ACT until it closes at 7:30pm, to ensure both consistency in services and support for our student staff.) We anticipate a return to our more usual budget distribution in AY26.

1035-0000

Budget Pool	Percent of Budget:
B00 (Regular Employee-Related Expenses, Professional Development)	.06%
C00 Part-time Staff ● Staff Assistant ● Placement Testing Coordinator ● Professional Writing Tutors for graduate student support ● Math Tutor for summer tutoring support	14.98%
C00 Student Staff ● Tutors ● Peer Mentors ● Office Assistants ● Study Hall Facilitators	68.26%
E00 Administrative Expenses ● Office Supplies ● Printing and Mailing Planners	3.91%

Budget Pool	Percent of Budget:
F00 Operational Supplies ● Food for student programming ● Snack cupboard for students ● Peer employee t-shirts ● Emmersion Learning, Inc. (language testing) ● Placement Testing units ● Books	3%
J00 Chartwells (Largely Student Programming)	0.75%
Transfer to 3070	8%

3070-0000

Budget Pool	Percent of Budget:
C00 Part-time Staff ● Summer Bridge Faculty	65%
C00 Student Staff ● Tutors ● Peer Mentor	22%
E00-1XSF Housing	Transferred directly to Housing this year
F00 Operational Supplies ● Textbooks	.33%
J00 Meals ● Breakfast ● Lunch ● Dinner	31%

ACT Budget Expenditures, Student Payroll factoring Trust Fund & Federal Work Study:

V   Programs/Activities:
List major campus activities, events etc. that the office participated in/supported; committees served; community outreach; etc. List events provided to current and prospective students. Also, provide professional development of all staff.

> *Overview of Direct Services Provided to Fitchburg State Students*
> ● Tutoring
>   ○ Individual Peer Tutoring for courses in all majors
>   ○ Group tutoring for high-demand classes
>   ○ Writing tutoring at all stages of the writing process

- ○ Asynchronous and synchronous professional writing tutoring for GCE students
- ○ Professional math tutor coverage in summer
- ○ Tutor support in Athletics, Russell Towers & late-night study halls
- ○ Embedded tutoring for **27** Biology, Chemistry, Math, Nursing and Physics sections
- ○ Asynchronous tutoring available via question-submission
- ○ One-off group tutoring sessions at faculty request to review foundational skills
- Academic Coaching
  - ○ Individual Academic Coaching to support key student success skills
  - ○ Academic Coaching workshops available to classes and groups
  - ○ Mandatory Coaching for students on Academic Warning and Probation
- Peer Mentoring
  - ○ Mandatory Peer Mentor meetings for students on Academic Warning and Probation (available to all students)
  - ○ Peer Mentors assigned to small groups of students (mostly assigned by FYE section, so the mentees also know each other)
  - ○ Pre-semester email and weekly email outreach for every FY student from mentor
  - ○ One-one-one Peer Mentors meetings on commonly requested topics, such as "Time Management" and "Procrastination"
  - ○ Just-in-time Peer Mentor discussion panels, on topics such as "Preparing for Exams" and "Choosing a Major"
  - ○ Pre-registration events supporting FY students in College Scheduler, DegreeWorks, and advising preparation
- Study Halls
  - ○ Late-evening (7:30-9:30pm) study halls in the ACT Center supported by Peer Mentors and Peer Tutors
  - ○ Study halls in Russell Towers Glass lounge (7:30-10:30pm) supported by Peer Mentors and Peer Tutors
  - ○ Writing and math Peer Tutor support for Football Study Hall
- Outreach to At-Risk Students
  - ○ Case Referrals and Campaigns:
    - ■ Connected students referred through cases to appropriate Academic Coaching or Tutoring Services
    - ■ Academic Coaching campaigns in SSC to support students identified in Enrollment Census Progress Reports
    - ■ Individualized Tutoring Campaigns in SSC to support students identified in Deficient Midterm Grade Progress Reports
  - ○ Outreach Calls
    - ■ Calls, texts, and emails to students on Academic Warning and Probation to facilitate completion of academic standing requirements
    - ■ Calls to students with several attendance or midterm alerts to ascertain their well-being and schedule any desired academic support
  - ○ Outreach Collaborations
    - ■ Creation and maintenance of individualized spreadsheets for Athletics, Housing, and TRIO of their students' academic standing concerns

- ■ Coordination with Athletics, Housing, and TRIO around outreach io these students
- ■ Individualized midterm email to each academic advisor with single, collated list of all alerts-to-date for all their advisees
- ■ Collaboration with Dean of Students and Director of Case Management to develop effective CARE referral formula for students with alerts
- Placement testing
  - Online and in person
  - In math, writing, and languages
  - For incoming undergraduates and for the MS in Computer Science
- Summer Bridge
  - 5-week intensive academic program for conditionally admitted students and students placing into foundational math
  - Free classes (MATH 500, EDUC 1005, FSU 1002), materials, room and board, to increase accessibility
  - 2 full-time Peer Tutors, and 2 live-in Peer Mentors, to support success
  - Employment opportunities Friday-Sunday, with transportation, to enable on-campus weekend residence and increase accessibility, and build sense of place and belonging. This year's community partners included Fitchburg Cultural Alliance, Ginny's Helping Hand, ReStore, The Arc, Admissions, and TRIO
  - Housing-led on- and off-campus programming (financially supported by ACT), to build community and increase on-campus Housing in fall 2024

Events Provided to Current Students

- Peer-Mentor Discussion Panels and Workshops (at least 6 per semester)
- At least 12 hours of paid CRLA certification training provided to every new ACT peer student staff
- Optional Level 2 and Level 3 CRLA training opportunities available to all ACT peer student staff
- Additional training available for "tutor peer observer" role (asynchronous training based on Motivational Interviewing/ PBIS strategies)

Additional Communications to Students & Faculty

- Informational:
  - Academic awareness & planning:
    - ■ Designed, printed, and delivered Fitchburg State academic planners to all incoming undergraduate students, including info about offices, resources, and important dates.
    - ■ Maintained an active presence on Instagram, Facebook, and TikTok to promote resources and events.
  - Tutoring Information
    - ■ Sent weekly, mail-merged, personalized emails to every undergraduate, listing tutoring times for their specific classes for the following week.
    - ■ Collaborated with faculty to schedule in-class presentations of ACT

services early in the semester, including a brief overview of NAVIGATE.
- ■ Tabled (by peer student staff) throughout the semester—expanding this year to Hammond, Holmes, Antonucci, and Thompson—to help students sign up for tutoring.
- ○ Faculty Outreach
    - ■ Each semester, sent individualized emails to every Fitchburg State faculty member with tutor shift details for their specific classes.
    - ■ Mailed flyers on how to access tutoring services to faculty for classroom distribution.

- ● Motivational
    - ○ Included affirming, supportive language (e.g., "we believe in you," "you are more than your grades") in weekly emails and on social media.
    - ○ Created student-authored "affirmations" to distribute at campus events

- ● Current Peer Staff
    - ○ Observed all new peer educators in their work, provided detailed written feedback, and held follow-up meetings to discuss their responses.
    - ○ Met biweekly with all peer mentors to gather insights, share updates, and address concerns.
    - ○ Held mid-semester meetings with all tutors at OAs to reflect on tutoring experiences and answer questions.

- ● Recruitment of Peer Student Staff
    - ○ Tabling & Campus Promotion
        - ■ Tabled (by peer student staff) during the hiring period to recruit new mentors and tutors.
        - ■ Created and distributed table tents across campus promoting student staff recruitment.

    - ○ Faculty Recruitment Communications
        - ■ Identified faculty teaching high-tutoring-demand classes and sent them personalized letters (via campus mail) with flyers and QR codes linking to the tutor application, requesting they refer strong students; followed up by email.
        - ■ Sent similar letters and flyers to faculty of FYE classes to support mentor recruitment; followed up by email.

    - ○ Community Outreach
        - ■ Reached out to club e-boards, club advisors, and student-serving offices to encourage recommendation of promising students for peer roles.

    - ○ Direct Student Outreach
        - ■ Included recruitment messaging in weekly all-student emails.

- ■ Identified high-performing students in high-demand classes to invite them to apply as tutors.
- ■ Identified students who had rebounded from a challenging semester to invite them to apply as mentors, sending them personalized email invitations.

Major Student-Serving Campus Activities Supported/ Participated
- Commencement
- Duck Day
- Falcon Experience/ Fall Orientation:
  - "Building Habits of Academic Success" Workshop
- Fitchburg Food Fight
- Future Falcon Day Resource Fair
- International Student Orientation
- Nursing Sophomore Orientation
- Open House Resource Panel
- Orientation Leader training activities
- Rock the Block
- Summer Orientation
  - "Academic Transitions" workshop.
  - Academic Life Panel for Families;
  - CSI administration;
  - Placement Testing;
  - Student Services Panel;
  - Student Success Panel
- Transfer Student events
- Wellness Fair (voted runner-up table by students!)
- Winter Orientation

Other Major Campus Activities Supported/ Participated
- Presentation at New Faculty Orientation
- ACT staff make a practice of attending students events in which our peer educators are involved, including several sporting events, plays, musical performances, exhibitions, readings, showcases, expos, presentations, posters, and papers

Committees Served & Other Campus Service
- Jen Abbott:
  - New England Peer Tutoring Association (NEPTA) Steering Committee
- Jen Abbot and Morgan Horan:
  - Staff Academy
- Morgan Horan
  - Search Committee
    - ■ Career Services and Advising Center for new advisor
- Kat McLellan:

- ○ Committees, Tasks Forces, etc.
    - ■ Bias Incident Response Team
    - ■ Diversity, Equity, Inclusion and Belonging Committee
    - ■ JED Campus Task Force
    - ■ Student Success Task Force
        - ● Served on the Academic Integrity Policy Language subcommittee
        - ● Coordinated Academic Integrity Focus Group for subcommittee
- ○ Search Committee:
    - ■ CARE & Case Management for case manager
- ○ Presentation to CTL Summer Institute
- ○ Presentation in in Dr. Kisha Tracy's Cultural Heritage class

Professional Development for All Staff
- ● Andy Linscott
    - ○ Completed a 16-week advanced course in Internal Family Systems (December 2024)
- ● Courtney Neforas
    - ○ Completed a certification course for Supplemental Instruction (June 2024)
- ● Jen Abbott
    - ○ Attended the CRLA Summer Institute (July 2024)
    - ○ Completed two online courses on Reading Apprenticeship (Summer 2024)
    - ○ Completed a certification course for Supplemental Instruction (June 2024)
- ● Kat McLellan
    - ○ Completed a certification course for Supplemental Instruction with (June 2024)
    - ○ Workshop: Foundations of Data Equity, sponsored by the Massachusetts DHE
- ● Morgan
    - ○ Attended the CRLA Summer Institute (July 2024)
    - ○ Completed an online course about Motivational Interviewing (Summer 2024)

Direct Services: Numbers

Service	When/ What	# Appointments (# Unique Students)
Academic Coaches (Total)	**Summer 2024**	**41 appointments (34 unique stude**
Academic Coaches (TOTAL)	**Fall 2024**	**527 appointments (204 unique students)**
Academic Coaches (TOTAL)	**Spring 2025**	**607 appointments (316 unique students)**
Academic Probation Mtgs	*Fall 2024*	200 appointments (71 unique students)
Academic Probation Mtgs	*Spring 2025*	349 appointments (127 unique students)
Academic Warning Mtgs	*Fall 2024*	176 appointments (66 unique students)
Academic Warning Mtgs	*Spring 2025*	147 appointments (68 unique students)

Service	When/ What	# Appointments (# Unique Students)
Academic Coaching Mtgs	*Fall 2024*	151 appointments (67 unique students)
Academic Coaching Mtgs	*Spring 2025*	111 appointments (42 unique students)
Tutoring (TOTAL)	**Fall 2024**	**1514 appointments (485 unique students)**
Tutoring (TOTAL)	**Spring 2025**	**993 appointments (286 unique students)**
Writing Tutoring	*Fall 2024*	313 appointments (97 unique students) Reading tutoring: 25 appointments (3 unique students)
Writing Tutoring	*Spring 2025*	218 appointments (65 unique students) Reading tutoring: 11 appointments (5 unique students)
Course-based Tutoring	*Fall 2024*	815 appointments (256 unique students)
Course-based Tutoring	*Spring 2025*	592 appointments (254 unique students)
Course-based Group Tutoring	*Fall 2024*	346 appointments (123 unique students)
Course-based Group Tutoring	*Spring 2025*	138 appointments (53 unique students)
Peer Mentor (TOTAL)	**Fall 2024**	**79 appointments (73 unique students)**
Peer Mentor (TOTAL)	**Spring 2025**	**150 appointments (138 unique students)**
FYE Discussion Panels	*Fall 2024*	17 appointments (16 unique students)
FYE Discussion Panels	*Spring 2025*	17 appointments (16 unique students)
1:1 Peer Mentor appointments	*Fall 2024*	62 appointments (57 unique students)
1:1 Peer Mentor appointments	*Spring 2025*	133 appointments (122 unique students)
Outreach Calls to At-risk	**Fall 2024**	**148**
Outreach Calls to At-risk	**Spring 2025**	**78**
Placement Tests	**Undergrad**	**358 tests taken (332 unique students)**
Placement Tests	**Graduate**	**47 tests taken (43 unique students)**
Placement Tests	**Dual Enrollment**	**13 tests taken**

Service	When/ What	# Appointments (# Unique Students)
Study Halls	Fall & Spring	177 Check-Ins (39 unique students)
ACT TOTAL STUDENT CONTACTS	2024-2025	4,732
(More Detailed Numbers and Analysis Provided in "Other Accomplishments" Section.)		

VI   Action Plan for 2023-24:

(Insert your 22-23 Action Plan from last year's report)

Planned Initiatives for 2023-24	Associated Strategic Plan Goal & Strategy	Indicate if a DEI initiative
Continue communicating with SGOCE about their need for more graduate student support		
Develop more robust peer observation routines	2.2	
CRLA certification for peer mentors and OAs (peer educator certification), start Supplemental INstruction and NASPA certification	4.4	
Expanding weekend residential support of Summer Bridge students to expand program accessibility	6.3	✔
Continue to develop Summer Bridge programming which leads to increased retention of Summer Bridge students	2.1	✔
Improve Multilingual Scholars mentoring to include matching mentors to students, as well as connecting mentors with FHS Fitchburg community, building pipeline	3.4	✔
Continue to experiment with outreach to students on Academic Warning and Probation, with a goal of increasing student participation in academic support requirements	2.1, 2.2	

Planned Initiatives for 2023-24	Associated Strategic Plan Goal & Strategy	Indicate if a DEI initiative
Assess and improve the appeal of ACT services to struggling students, especially those in the 2.7 and below GPA range– and continue work on destigmatizing help-seeking at Fitchburg State	5.1	✔

VII   Assessment Report for 2023-24

Were the Action Plan objectives met? ***Provide in list or table format that parallels item VI above****.*

Continue communicating with SGOCE about their need for more graduate student support
While we did not engage in direct communication with SGOCE in AY25 about expanding student support services, this was due to the absence of additional support requests on their part. ACT is open to future discussions as future needs arise, and we appreciate the additional financial support SGOCE has contributed to staffing to support their students. We are interested in maintaining open communication as graduate support needs continue to evolve, within the limitations of our staffing.
Develop more robust peer observation routines
We made significant progress in planning a strengthened peer observation structure. In the fall, we will implement a more structured system where new peer educators will be required to observe and reflect on the sessions of more experienced educators. Experienced peer educators will also complete observations during shifts when they are not actively working with students. This approach will support peer to peer learning, will help create consistency across our many peer educators,
CRLA certification for peer mentors and OAs (peer educator certification), start Supplemental Instruction and NASPA certification
We made significant progress on these outcomes. This year, we completed the self-analysis and training revisions needed to apply for an additional CRLA certification for our peer mentor training program, and two ACT staff completed a rigorous CRLA Summer Institute with an eye toward improving the quality of *all* our trainings. Additionally, three ACT staff completed Supplemental Instruction (SI) trainer certification, and we are ready to implement SI training for our embedded tutors in the next academic year. These certifications will continue to enhance the quality of our peer educator programs.
Expanding weekend residential support of Summer Bridge students to expand program accessibility
Over the past few years, we have been expanding our weekend support for residential Summer Bridge students. These efforts have included making new community partners and also collaboration closely with Housing and Payroll. By training our Peer Mentors so they can better perform RA roles, we've been working to scale up some

of these services without burdening our Housing colleagues. These changes will hopefully make the program more accessible to more people, as well as creating a stronger network for Summer Bridge students.

Continue to develop Summer Bridge programming which leads to increased retention of Summer Bridge students

As ACT takes on the role which Housing used to play in Summer Bridge, we have aimed to develop Summer Bridge programming which promotes engagement and retention. This has included more extensive residential training for our Peer Mentors, expanded support in the residence hall, and strategies to integrate academic life into students' day-to-day experience. These efforts will contribute to the long-term academic and social success of Summer Bridge students at Fitchburg State.

Improve Multilingual Scholars mentoring to include matching mentors to students, as well as connecting mentors with FHS Fitchburg community, building pipeline

With the loss of Jennie Snow and Junior Peña, we did not have the capacity to continue this project

Continue to experiment with outreach to students on Academic Warning and Probation, with a goal of increasing student participation in academic support requirements

This year, we continued to improve our communications to Summer bridge students, and we worked with the Dean of Students and the Director of CARE and Case Management to develop an agreed-upon referral formula to best support our students' success without overwhelming the system. These changes continue to increase student participation in their academic support requirements, which thus increases the number of at-risk students whose outcomes are improved by ACT services.

Assess and improve the appeal of ACT services to struggling students, especially those in the 2.7 and below GPA range– and continue work on destigmatizing help-seeking at Fitchburg State

As described in the section below, grade comparisons between tutored and untutored students show increasing benefit to students in the 2.2 - 3.3 range (a swing back after AY24's concerning movement toward benefit accruing more to students in the 3.0 - 3.3 and above range). The ACT remains committed to destigmatizing help-seeking and increasing student comfort with academic support.

VIII   Other Accomplishments:
List accomplishments not already captured above.

Tutoring:

Peer Tutoring: Longitudinal Comparison
(For purposes of consistency, we have included our new Reading Tutoring under Writing Tutoring.)

Although the overall number of tutoring appointments was lower in AY25 than in AY24– an outcome which seems to result from a substantially lower number of individual tutoring appointments in the spring, which we will explore further– it does seem that the number of unique students using tutoring services continues to grow, which is exciting.

		Fall 2024		Spring 2024		Total AY 23/24	
		Total appointments	Unique students	Total appointments	Unique students	Total appointments	Unique students
Writing		338	100	229	70	567	134
Course-based		814	256	592	254	1,406	372
Course-based Group		346	123	138	53	484	160
Total AY25		1514	485	993	286	2,457	529
Total AY 24		1501	411	1453	289	2954	■
Total AY23		1235	322	1137	251	2372	■
Total AY22		1267	363	1137	275	2404	■
Total AY21		903	304	875	235	1778	■

Group Tutoring: Longitudinal Comparison

| Group tutoring	Fall		Spring		Total	
	Total appointments	Unique students	Total appointments	Unique students	Total appointments	Unique students
AY 2024/2025	346	123	138	53	484	160
AY 2023/2024	226	68	187	21	413	■
AY 2022/2023	182	50	140	38	322	■
AY 2021/2022	405	87	312	44	717	110
AY 2020/2021	139	57	262	60	401	110
AY 2019/2020	1064	141	746	63	1810	165

Tutoring: Course Outcomes

Overall– as usually the case in tutoring everywhere– students who did not receive tutoring in certain classes tended to have slightly higher grades than those who did receive tutoring. This result is because students earning A's tend not to seek tutoring.

As in prior years, when we look at students with GPAs between 2.0 and 3.0– i.e., excluding students in the highest GPA range, who largely don't need academic support– we do see higher course grades among students who received tutoring. (The accompanying charts show grade distributions as percentages for tutored vs. non-tutored students in the course in which they were tutored.) In AY24, we had noticed a trend in which tutoring benefits seemed more to be benefiting students in the 3.0-3.3 GPA range, and we did substantial work in AY25 both to ensure we were communicating to a broader range of students about tutoring and to ensure we were speaking to more of our colleagues about using non-stigmatizing language when speaking about tutoring.

Happily, we seem again to be seeing tutoring benefits in the 2.0 - 3.3 GPA range. Ensuring our services are appealing and effective for students in the mid- to low-end of the GPA range is highly significant to the ACT Center's mission.

All Tutored Students Fall 2024

All Tutored Students Spring 2025
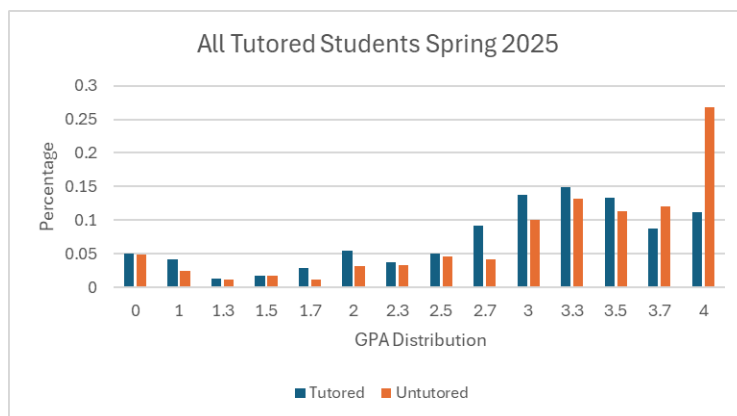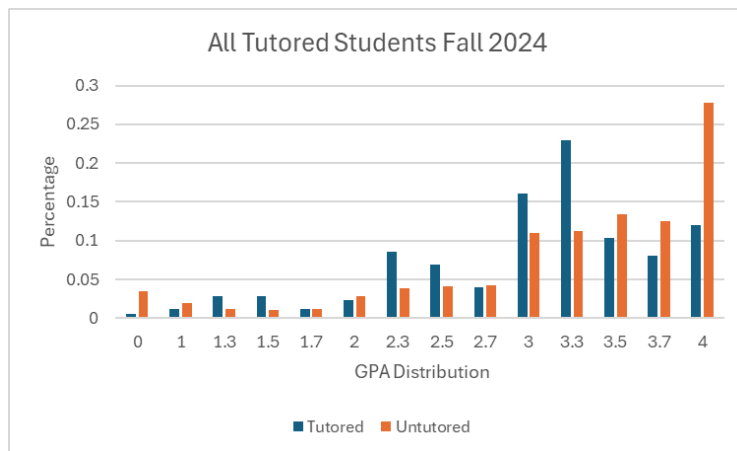
Since writing tutoring appointments aren't tied to a specific course, we assess outcomes by looking at students' grades across their Writing and Humanities courses. In other words, we compare the grades in Writing and Humanities courses of students who receive writing tutoring with the grades in Writing and Humanities courses of students who do *not* receive writing tutoring. With this imperfect assessment, we try to assess the impacts of writing tutoring on students' academic writing outcomes more generally. Although the grade differences are not as consistently obvious as in course-based tutoring, we can again see apparent benefit for students along the 2.3 - 3.3 GPA range.

Writing tutoring & Humanities grades fall 24

Writing tutoring & Humanities grades spring 25
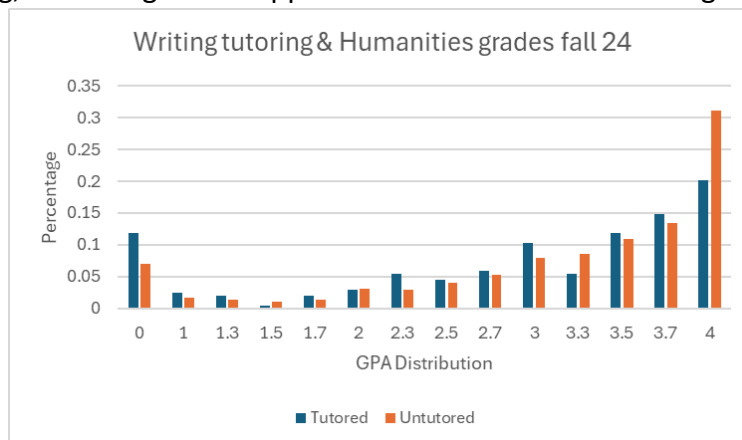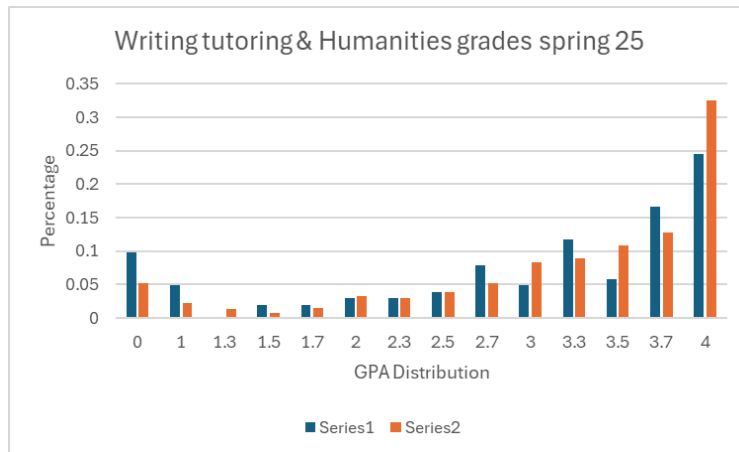
Since students in the "Murky MIddle" (those not experiencing academic standing issues, but also not excelling academically) are often considered to be at a higher risk of not being retained at a future point in their studies, the ACT wants to continue prioritizing our work of identifying and supporting these students to improve their retention.

Tutoring Usage: Disaggregated Data

ACT disaggregates our data to determine whether our services serve the goal of increasing equity at Fitchburg State. In the table below, we indicate what percentage of AY25 day students are in specific demographics (determined using a NAVIGATE search of Day Students enrolled in AY25) and then identify what percentage of students who used tutoring in AY25 are in that demographic group. Key observations include:

- 56.56% of unique students accessing tutoring are White (compared to 65.56% of the overall A25 Day Student population being White).
  - When we further disaggregate by gender, we see that this disparity is caused by underuse by white men, of whom 22.37% used tutoring, while they make up 31.27% of overall Day Students.
- 23.44% of unique students accessing tutoring are Black or African American (compared to 15.34% of the overall A25 Day Student population being Black or African American).
- 4.52% of unique students accessing tutoring are Asian (compared to 4.04% of the overall A25 Day Student population being Asian).
- 20% of unique students accessing tutoring are Hispanic (compared to 19.11% of the overall A25 Day Student population being Hispanic).
  - When we further disaggregate by gender, we see that the percentage of both Hispanic men and women using tutoring (10.75% and 9.25%, respectively) is similar to the percentage of overall Day students who are Hispanic men and

This usage information is very similar to what we saw last academic year, though we are representing our numbers slightly differently. (We previously identified what percentage of each demographic group's overall representation on campus had used tutoring, so the percentages could be more directly compared to each other, but this method was confusing to many, so we changed it.)

Rows in which the percentage of unique students tutored in a specific demographic is greater than the percentage of total Day Students in that demographic are highlighted green, and rows in which it is less than the percentage of total Day Students in that demographic are highlighted red.
It continues to be a concern that white men significantly underuse tutoring.

IDENTITY CATEGORY	% DAY STUDENTS FSU AY25	% UNIQUE STUDENTS TUTORED AY25	COMPARING TUTORED & TOTAL DAY AY25
GENDER: FEMALE	48.65%	56.56%	**Higher % than FSU 2024-2025 Day Students**
GENDER: MALE	47.27%	42.80%	Lower % than FSU 2024-2025 Day Students
GENDER: OTHER	4.08%	0.65%	Lower % than FSU 2024-2025 Day Students
American Indian or Alaskan Native	**0.71%**	**0.22%**	**Lower % than FSU 2024-2025 Day Students**
FEMALE	0.47%	0.22%	Lower % than FSU 2024-2025 Day Students
MALE	0.24%	0.00%	Lower % than FSU 2024-2025 Day Students
Asian	**4.04%**	**4.52%**	**Higher % than FSU 2024-2025 Day Students**
FEMALE	1.77%	2.37%	Higher % than FSU 2024-2025 Day Students
MALE	1.92%	1.72%	Lower % than FSU 2024-2025 Day Students
OTHER	0.35%	0.43%	Higher % than FSU 2024-2025 Day Students
Black or African American	**15.34%**	**23.44%**	**Higher % than FSU 2024-2025 Day Students**
FEMALE	6.71%	12.26%	Higher % than FSU 2024-2025 Day Students
MALE	8.12%	10.97%	Higher % than FSU 2024-2025 Day Students
OTHER	0.51%	0.22%	Lower % than FSU 2024-2025 Day Students
Cape Verdean	**0.43%**	**0.43%**	**Equal to FSU 2024-2025 Day Students**
FEMALE	0.31%	0.43%	Higher % than FSU 2024-2025 Day Students
MALE	0.12%	0.00%	Lower % than FSU 2024-2025 Day Students
Multiple Race	**5.57%**	**7.10%**	**Higher % than FSU 2024-2025 Day Students**
FEMALE	2.98%	3.23%	Higher % than FSU 2024-2025 Day Students
MALE	2.55%	3.87%	Higher % than FSU 2024-2025 Day Students
OTHER	0.04%	0.00%	Lower % than FSU 2024-2025 Day Students
Native Hawaiian or Pacific Islander	**0.27%**	**0.22%**	**Lower % than FSU 2024-2025 Day Students**
FEMALE	0.16%	0.00%	Lower % than FSU 2024-2025 Day Students
MALE	0.12%	0.22%	Higher % than FSU 2024-2025 Day Students
Unknown	**8.08%**	**7.53%**	**Lower % than FSU 2024-2025 Day Students**
FEMALE	4.08%	3.87%	Lower % than FSU 2024-2025 Day Students
MALE	2.94%	3.66%	Higher % than FSU 2024-2025 Day Students
OTHER	1.06%	0.00%	Lower % than FSU 2024-2025 Day Students
White	**65.56%**	**56.56%**	**Lower % than FSU 2024-2025 Day Students**

IDENTITY CATEGORY	% DAY STUDENTS FSU AY25	% UNIQUE STUDENTS TUTORED AY25	COMPARING TUTORED & TOTAL DAY AY25
FEMALE	32.17%	34.19%	Higher % than FSU 2024-2025 Day Students
MALE	31.27%	22.37%	Lower % than FSU 2024-2025 Day Students
OTHER	2.12%	0.00%	Lower % than FSU 2024-2025 Day Students
NOT HISPANIC	**80.89%**	**80.00%**	**Lower % than FSU 2024-2025 Day Students**
FEMALE	39.47%	45.81%	Higher % than FSU 2024-2025 Day Students
MALE	38.68%	33.55%	Lower % than FSU 2024-2025 Day Students
OTHER	2.75%	0.65%	**Lower % than FSU 2024-2025 Day Students**
HISPANIC	**19.11%**	**20.00%**	Higher % than FSU 2024-2025 Day Students
FEMALE	9.18%	10.75%	Higher % than FSU 2024-2025 Day Students
MALE	8.59%	9.25%	Higher % than FSU 2024-2025 Day Students
OTHER	1.33%	0.00%	**Lower % than FSU 2024-2025 Day Students**

Peer Tutoring: Analyzing NAVIGATE Reports

Academic content: The majority of tutoring sessions focused on academic skills, like study strategies, understanding concepts, analysis and critical thinking, etc.

Skill	Fall 2024		Spring 2025	
	# of appointments	% of appointments	# of appointments	% of appointments
Recalling / understanding concepts	692	59.5%	500	62.8%
Study strategies	203	17.45%	148	18.6%
Analysis and critical thinking	156	13.4%	65	8.2%
Test preparation	155	13.3%	107	13.4%
Applying feedback / analyzing past work	66	5.7%	31	3.9%
Research skills	60	5.2%	33	4.1%

Writing Tutoring
Slightly over a third of Fall 2024 (34%, or 398 out of 1163) and 24% of Spring 2025 tutoring sessions (194 of 796) addressed writing skills. Some of the more specific writing-related skills that tutors helped tutees develop were:

	Fall 2024	Spring 2025

Skill	# of writing appointments	% of writing appointments	# of writing appointments	% of writing appointments
Brainstorming	31	7.8%	6	3.1%
Organizing information	91	22.9%	37	19%
Citations and formatting	83	20.9%	47	24%
Research	55	13.8%	15	7.7%
Developing ideas	80	20%	38	19.6%

- Organizing information in writing-focused appointments involved outlining, working on paragraph structure and order, and planning out different sections of the writing assignment (e.g. introduction, conclusion)
- Developing ideas refers to expanding on a tutee's thoughts, adding more evidence from research, interpreting quotations, etc.

Early-Stage Work on Assignments: In mid-semester meetings, peer tutors noted that they saw an increase in tutees seeking help with getting started on assignments, understanding what assignments were asking of them, and outlining their approach to assignments.

	Fall 2024		Spring 2025	
Skill	# of appointments	% of appointments	# of appointments	% of appointments
Interpreting assignments	110	9.5%	80	10%
Organizing information	122	10.5%	63	7.9%
Planning ahead	59	5%	47	5.9%
Navigating course materials/syllabi	37	3.2%	27	3.4%
Brainstorming	32	2.75%	20	2.5%

- Planning ahead included tasks like looking over the tutee's planner, previewing upcoming assignments, and putting together study plans
- Navigating course materials included reviewing the syllabus, getting familiar with Blackboard and other course software (including online textbooks and standard programs like Excel)

Overall, 28.2% (328 out of 1163 interactions) of the tutoring sessions in Fall 2024 and 29.8% (237 out of 796 interactions) involved the early stages of working on an assignment. On the one hand, this is a positive development, because tutees are not waiting until the last minute to seek help and feel comfortable asking tutors questions that are sometimes stigmatized as "obvious."

However, tutors also noted during mid-semester meetings that they worried about tutees' level of anxiety and lack of confidence in themselves during these appointments; particularly in the STEM areas, tutors felt that tutees started off feeling "defeated" already and second-guessed their own interpretations and understanding of what their faculty asked of them, even in relatively low-stakes assignments like homework. Some tutees had not looked at any of the course materials or assignments prior to the tutoring session due to feeling anxious.

Non-content skills: academic skills that are not directly related to course content, but still impact student learning

Skill	Fall 2024		Spring 2025	
	# of appointments	% of appointments	# of appointments	% of appointments
Note-taking	75	6.45%	34	4.3%
Motivation/ accountability	55	4.73%	45	5.7%
Confidence	59	5%	60	7.5%
Managing academic stress	57	4.9%	47	5.9%
Communication with faculty	47	4%	47	5.9%
Referral to other services	27	2.3%	28	3.5%
Prioritizing tasks	20	1.7%	16	2%

A growing proportion of tutees are also using tutoring as a space to keep themselves motivated and on-task, describing it as the tutor "holding them accountable" for getting their work done; in these sessions, the tutees work independently alongside the tutors and check-in periodically, but ask for little guidance or feedback as they work.

Challenging sessions: tutoring sessions that include more difficult situations, like tutees working behind schedule and catching up on missing work, disengaged or distracted tutees, upset and overwhelmed tutees, etc.

	Fall 2024	Spring 2025

Skill	# of appointments	% of appointments	# of appointments	% of appointments
Catching up on missing work	27	2.3%	12	1.5%
Overwhelmed tutee	27	2.3%	13	1.6%
Outside the tutor's knowledge / scope of tutoring	20	1.72%	20	2.5%
Tutee did not have necessary materials	16	1.38%	11	1.4%
Upset/frustrated tutee	11	0.95%	9	1.1%
Disengaged/ distracted tutee	8	0.7%	10	1.3%

In total, 9.37% of tutoring sessions involved some more challenging situations in the Fall 2024 semester and 9.4% in the Spring 2025 semester. The most common challenging sessions revolved around tutees having fallen far behind in their coursework and feeling overwhelmed and lost as a result; in mid-semester meetings, tutors again connected this with high levels of anxiety leading to procrastination, and tutees struggling to break out of that cycle. Another issue that became more prevalent in the spring semester was AI usage; while only 0.5% of tutoring sessions in the spring semester (4 out of 796) addressed AI usage directly in the session, tutors brought this up during mid-semester meetings. Tutors had different views on the role of AI in learning based on their specific disciplines, but several noted concerns over tutees relying too heavily on AI for their homework and then being unable to complete tasks themselves during tests; writing tutors also felt that AI reliance exacerbated tutees' struggles with confidence, and found it challenging to get tutees to consider that their own thoughts and interpretations were valid and valuable.

Peer Mentoring:

This academic year, the ACT Center made significant changes to the peer mentoring model, moving peer mentors out of the FYE classroom and instead replacing in-class time with availability for 1:1 appointments. As a result of this change, the peer mentors worked with a more diverse group of mentees than they previously had when embedded in FYE classrooms; 35.7% were freshmen, 26.8% were sophomores, 25% were juniors, and 12.5% were seniors.

Peer mentors were still assigned groups of first-year students to contact weekly with email outreach, and they were available for in-class presentations to FYE sections upon the faculty's request. In the Fall 2024 semester, peer mentors presented in 13 class sessions across 8 different sections of FYE. In the Spring 2025 semester, only two sections of FYE ran and neither section requested in-class presentations.

Compared with previous years, peer mentors saw a marked increase in mentoring interactions in the spring semester and slightly fewer interactions with mentees in the fall semester. Attendance at co-curriculars continues to decline, especially with peer mentors outside of FYE and relying on email communication to advertise events.

The following themes were most prevalent in the Navigate reports that peer mentors filed for their individual mentoring sessions:

"How to College" Skills: a common issue when mentors were still embedded in FYE classrooms was the difficulty in having time to connect with students and provide the needed support in developing "how to college" skills, like organization, setting priorities, maintaining motivation, accessing different resources, and communicating effectively with faculty. The structure of 1:1 appointments allowed for more direct support in these skills.

Skill	Fall 2024		Spring 2025	
	# of appointments	% of appointments	# of appointments	% of appointments
Organization	15	34%	21	16.9%
Prioritizing tasks / time management	11	25%	74	59.7%
Motivation	14	31.8%	27	21.8%
Using course materials	4	9.1%	3	2.4%
Communicating with faculty	4	9.1%	6	4.8%
Transition to college	7	15.9%	5	4%
Balancing responsibilities	3	6.8%	9	7.3%
Social connections	2	4.55%	5	4%
Confidence	1	2.3%	4	3.2%

Note that, in mentoring sessions, motivation indicates that the mentor and mentee discussed motivation and strategies to engage motivation better, as opposed to the way this category is used in tutoring, in which the tutee uses the tutoring session to keep them motivated and on-task for independent work.

Academic success skills: foundational skills important to any academic discipline

Skill	Fall 2024		Spring 2025	
	# of appointments	% of appointments	# of appointments	% of appointments

Study strategies	25	56.8%	55	44.4%
Understanding assignments	3	6.8%	5	4%
Note-taking	4	9.1%	5	4%
Test preparation	4	9.1%	10	8%
Setting goals	4	9.1%	8	6.5%

Most mentees used their peer mentoring sessions to discuss and practice study strategies.

Challenging situations

	Fall 2024		Spring 2025	
Skill	**# of appointments**	**% of appointments**	**# of appointments**	**% of appointments**
Resisting distractions	5	11.4%	9	7.3%
Distracted / disengaged mentee	2	4.5%	2	1.6%
Academic stress	5	11.4%	22	17.7%
Life stress	1	2.3%	5	4%
Overwhelmed mentee	3	6.8%	5	4%

- Resisting distractions refers to mentees who were struggling with distractibility while doing their schoolwork on their own; distracted/disengaged mentee refers to mentees who were distracted or did not engage during the mentoring session itself

Peer Educator Development:

Peer Tutor Perspectives on Their Own Professional Development

Reading tutoring was a new category of tutoring offered this year; the first cohort for Fall 2024 was recruited from among writing tutors, since writing tutors had frequently brought up reading skills as a topic they addressed regularly in tutoring sessions. The first cohort had 8 tutors; the second cohort in Spring 2025 was much smaller with only 4 tutors, but all 8 from the previous semester were retained, leading to a group of 12 reading tutors.

During training, tutors were encouraged to incorporate the reading strategies into other appointments as well if the tutee brought up texts and other reading materials from class.
- 3.9% of all tutoring sessions (44 out of 1163) and 3.8% (12 out of 312) writing tutoring sessions in Fall 2024 addressed reading skills; as expected, the majority of reading tutoring happened

within the context of reading appointments (25 in total), but reading tutors were comfortable with applying the skills they learned in training to situations in which tutees didn't self-identify as wanting help with reading in advance
- In Spring 2025, 3.1% of all tutoring sessions (24 out of 796) and 5.2% of writing tutoring sessions (10 out of 194) addressed reading skills

Reading tutors found the training useful, and among the second cohort, many of the new reading tutors wanted to improve their own reading strategies, which motivated them to participate in the training.

Academic Coaching:

As always, academically at-risk students who met with an academic coach achieved higher GPAs than those who did not. Looking at term GPA (so we're only comparing GPA during the semester under discussion), we see that students on **Academic Probatio**n in F24 who met with an Academic Coach achieved an average of **2.05** (versus 1.83 for those who did not), and in S25, **1.97** (versus 1.19). Students on **Academic Warning** who met with an Academic Coach had a term GPA of **2.32** (vs. 1.63), and in S25, **2.32** (vs. 1.87).

Academic Coaching Outcomes for Students on Probation & Warning

Fall 2024 Probation:
- Students Coaches met with average cumulative GPA: 1.81 (66 students)
- Students Coaches didn't meet with average cumulative GPA: 1.89 (20 students)
- Students Coaches met with average term GPA: 2.05 (66 students)
- Students Coaches didn't meet with average term GPA: 1.83 (20 students)

Fall 2024 Warning:
- Students Coaches met with average cumulative GPA: 2.16 (62 students)
- Students Coaches didn't meet with average cumulative GPA: 2.14 (18 students)
- Students Coaches met with average term GPA: 2.32 (62 students)
- Students Coaches didn't meet with average term GPA: 1.63 (18 students)

   Fall 2024 Other Appointment Data:
   - 820 total appointments scheduled with academic coaches; 529 appointments actually held

Spring 2025 Academic Probation:
- Students Coaches met with average cumulative GPA: 1.75 (119 students)
- Students Coaches didn't meet with average cumulative GPA: 1.36 (31 students)
- Students Coaches met with average term GPA: 1.97 (119 students)
- Students Coaches didn't meet with average term GPA: 1.19 (31 students)

Spring 2025 Academic Warning:
- Students Coaches met with average cumulative GPA: 2.20 (69 students)

- Students Coaches didn't meet with average cumulative GPA: 2.08 (32 students)
- Students Coaches met with average term GPA: 2.32 (69 students)
- Students Coaches didn't meet with average term GPA: 1.87 (32 students)

Spring 2025 Other Appointment Data:
- 1,073 appointments scheduled; 607 appointments actually held.
- We did not include GPA data for any student on Academic Warning or Probation who was missing 2 or more grades (25 students), since those averages seem likely to be misrepresentative.

Action Plan 2024-2025:

Planned Initiatives for 2024-25 Add more rows as needed	Associated Strategic Plan Goal & Strategy	Indicate if a DEI initiative
Expand Peer Tutor and Peer Mentor trainings to address gaps and challenges seen in appointment observations, and identified by peer educators themselves, including: scaffolding challenging academic tasks, decoding academic language, navigating students anxiety, and other pedagogical strategies which to engage ambiguity and discomfort	2.1	
In light of a significant increase on students coming to tutoring and mentoring in hopes of finding "accountability," rather than more traditional support, develop more services to directly meet this increasing request	2.1	
With 64% of students seeking Peer Mentoring appointments now sophomores and up, expand available Peer Mentoring meeting topics to meet upperclass students' needs	2.1	
Increase co-curricular attendance or create a new model	2.1	
Address increasing problem of appointment no-shows and late cancellations, especially in Academic Coaching	4.2	
Expand embedded tutoring to a Supplemental Instruction (SI) model, with faculty buy-in	2.2	
Build a robust peer observation and feedback system with training, rubrics, requirements, and incentives	1.2	

Expand Summer Bridge follow-up and support throughout the academic year	5.1	

Updates to the Action Plan may be submitted via a revised Annual Report.

IX   Reflection:

Take this section to reflect on--

1)   *Initiatives that you may be considering for 24-25 academic year that you did not already capture above.*

2.)   Anything else not captured in this report that you would like to share.

As always, the ACT has sought– in the activities of AY25, described above– to be attuned to, and responsive to, the evolving needs and behaviors of our students. We strive to remain aware of how and why students are seeking out and using peer academic support, and we aim to be accountable to those motivations. We are committed to continuing to build infrastructure which makes that accountability process easier, more automatic, and more responsive. Student success is a collaboration between staff, faculty, and the students themselves, and we aim to reinforce an academic culture which approaches those goals reflectively, flexibly, and holistically.