

SPRING 2025

PEER POWER EMBEDDED TUTORING IMPACT



This report highlights the academic impact of Peer Power's Embedded Tutoring Program, delivered through Success Coaches during Spring 2025 in two University of Memphis mathematics courses:



Division of Student Academic Success

MATH 1420

PERFORMANCE OVERVIEW

KEY INSIGHTS

- > Math 1420 Lab Participation: The majority of students who remained for the lab portion of the class were identified as ELL/ESL or non-traditional learners.
- > Increased Support for Math 1420: Assign multiple (at least three additional) Success Coaches to Math 1420 to reduce the student-to-teacher ratio, given the course cap of 80 students.

MATH 1420 OBSERVATIONS > 53 Total Students

GRADE	2025 SPRING	2024 SPRING
A	62.2%	47.2%
B	18.8%	20.9%
C	0%	18%
D	7.5%	2.8%
F	0%	0%
FN	11.3%	11.1%

*FN: Fail due to attendance

MATH 1910: CALCULUS I

PERFORMANCE OVERVIEW

KEY INSIGHTS

- > Successful In-Class Group Activities: In-class group activities and lab time fostered positive relationships and trust between students and Success Coaches.
- > Optimal Staffing for Math 1910: Maintain two Success Coaches for Math 1910 to facilitate strong relationships between students, Success Coaches, and the instructor.
- > Faculty reported greater student focus, participation, and confidence during class sessions.

MATH 1910 OBSERVATIONS > 44 Total Students

GRADE	2025 SPRING	2024 SPRING
A	31.82%	32.61%
B	20.45%	19.57%
C	22.73%	21.74%
D	9.09%	15.22%
F	15.91%	10.87%

MATH 1420: FOUNDATIONS OF MATHEMATICS

MATH 1910: CALCULUS I

Through consistent in-class support, post-lecture guidance, and peer-to-peer encouragement, Success Coaches played a critical role in improving student engagement, academic performance, and retention in these traditionally challenging courses.

SHARED OUTCOMES ACROSS COURSES

- > Embedded tutoring by Peer Power has contributed to improved academic outcomes and reduced performance gaps.
- > Students showed stronger study habits, greater class participation, and improved test preparedness.
- > Faculty feedback supports continued and expanded use of Success Coaches in both courses for future semesters.



THE UNIVERSITY OF
MEMPHIS[®]
Peer Power Institute