

Peer and Academic Resource Center (PARC)

Who We Are

PARC is a centralized academic support hub providing peer-led and student-driven services. PARC's mission is to promote the scholastic achievements of students through peer-learning opportunities that aid students along the pathway to degree attainment.

Services

1. **Supplemental Instruction (SI)** - An academic support program for students who are enrolled in historically challenging general education courses.
2. **Workshops and Individual Tutors (WIT)**
 - a. **Peer Tutoring** - Facilitated by trained student leaders who are familiar with materials in historically difficult courses.
 - b. **Workshops** - Personal and academic workshops such as Self-Care, APA/MLA Formatting, Study Skills, Time Management and more.
 - c. **PARC after Dark** - Serve students that cannot receive tutoring services during traditional business hours.
3. **Peer-Led Advising for College Experience (PLACE)** - Provides peer-led supplemental advising for all students on campus. This also includes the Odyssey Program that is a peer-to-peer mentoring program available to all political science students.
4. **Intercultural Competence Leadership Program** – A one-unit course designed to foster culturally inclusive behavior and intercultural communication skills among diverse peer leaders.

Number of Students Served

Fall 2018

Supplemental Instruction = 385

Workshop and Individual Tutors (WIT)

Individual Tutorials = 2212

Group Tutorials = 221

Office Hours Tutorials = 25

Workshops = 441

Peer-Led Advising for College Experience (PLACE)
Individual Advising = 29
Odyssey Program Contacts = 163
Class Visits = 322

Total = 3798

Spring 2019

Supplemental Instruction = 308

Workshop and Individual Tutors (WIT)
Individual Tutorials = 2625
Group Tutorials = 310
Office Hours Tutorials = 239
Workshops = 0

Peer-Led Advising for College Experience (PLACE)
Individual Advising = 9
Odyssey Program Contacts = 287
Class Visits = 176

Total = 3954

Demographics of Students

Fall 2018

Gender

65% of them are female.
35% of them are male.

Ethnicity

33% were Hispanic/Latinx.
23% were White.
20% were Asian/Pacific Islander.
12% were Black/African American.
5% were Other.
1% were Native American.
6% were Multi-Ethnic.

Class Level

25% were freshmen.
23% were sophomores.

34% were juniors.
17% were seniors.
1% were graduates.

Spring 2019

Gender

63% of them are female.
37% of them are male.

Ethnicity

33% were Hispanic/Latinx.
21% were White.
22% were Asian/Pacific Islander.
13% were Black/African American.
4% were Other.
1% were Native American.
6% were Multi-Ethnic.

Class Level

27% were freshmen.
18% were sophomores.
33% were juniors.
19% were seniors.
3% were graduates.

Supplemental Instruction

Fall 2018

Overall passing rate (C- or above course grade) of students taking SI is 85%.

Overall passing rate of students who did not take SI is 77%.

SI students who took English 40A had an average course GPA of 3.14 compared to 1.98 for non-SI students.

SI students who took History 17B had an average course GPA of 3.58 compared to 2.58 for non-SI students.

Spring 2019

Overall passing rate of students taking SI is 87%.

Overall passing rate of students who did not take SI is 77%.

SI students who took Biology 10 had an average course GPA of 3.13 compared to 2.14 for non-SI students.

SI students who took Political Science 1 had an average course GPA of 2.92 compared to 1.94 for non-SI students.

Survey Results

Supplemental Instruction

More than 93% of SI students strongly agreed that SI leaders showed respect to them and other students.

More than 90% of SI students strongly agreed that SI leaders encouraged them to participate in group/class discussion.

More than 90% of SI students strongly agreed that SI leaders were enthusiastic about the subject matter of the course.

WIT/PLACE

97% of students rated the tutoring/advising session as very to extremely effective.

97% of students felt somewhat to extremely comfortable about the materials worked on during the session.

More than 96% of students agreed that their tutor/advisor was respectful, was prepared to help during sessions, clarified the assignment/task, demonstrated how to apply a useful strategy, and helped identify own way of completing the assignment/task.

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