SACRAMENTO STATE

Peer and Academic Resource Center

ACADEMIC YEAR 2017-2018

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Executive Summary

The creation of the Peer and Academic Resource Center (PARC) delivers a long-awaited goal of fostering student success. Directed by Dr. Tina Jordan, the Assistant Vice President of Strategic Success Initiatives overseen by Dr. Marcellene Watson-Derbigny (Associate Vice President of Student Retention and Academic Success) this faculty-guided, student-led center does not only strive for helping the University increase course passage, student retention and rates to graduation, but also prepares students for their future professional success. Resonated with the Center's motto -- Successful Students Promoting Student Success, all of the major services (Supplemental Instruction; Supplemental Instruction Plus, Workshops & Individual Tutorials; and Peer Led Advising for College Experiences) are contributed by the very talented and creative Sac State students.

The first assessment goal was to measure whether SI students would perform better than their non-SI counterparts. In the fall, SI students passed their courses at an 88% success rate compared to their non-SI counterparts who passed their courses at a 77% success rate. In the spring, SI students passed their courses with an 86% success rate compared to their non-SI counterparts who passed their courses with a 76% success rate. Success rate is defined as passing the course with a C- or better.

The second assessment goal was to determine whether SI students would have a higher average course GPA compared to their non-SI counterparts. Students who enrolled in fall 2017 tended to perform better in GPA measures than their classmates who did not enroll in SI. All sections of SI performed better except for ACCY 1 in the fall. SI students did not outperform non-SI students in a HIST 51 and MATH 1 in spring 2018.

During fall 2017, 2,169 students participated in Workshop and Individual Tutorials (WIT) and 269 students attended Peer Led Advising for College Experience (PLACE) sessions, while 2,766 students participated in WIT and 251 students attended PLACE sessions during spring 2018. Underrepresented students utilized PARC services and majority of students were females.

The Peer and Academic Resource Center at Sacramento State is dedicated to students' academic success. The numbers show that students who have received services through this department have a better chance to improve the skills they have already learned. In addition, they are able to pick up new skills along the way.

Mission Statement

The mission of PARC is to promote the scholastic achievements of students through enriched and supportive peer learning opportunities that aid students along the pathway to degree attainment.

Department Services

PARC is a centralized location of support where students are united for common goals of excellence and student success through peer-led and student-driven services.

Student leaders assist students in learning collaboratively in an informal educational community through the Supplemental Instruction (SI) program, or the SI Plus program. PARC is also the home of the Workshops and Individual Tutoring program (WIT) and a Peer Led Advising for a College Experiences (PLACE) program, which can help students successfully navigate the demands of our academic community.

Students who utilize PARC build educational networks for future study groups and interact within small communities of learners to practice what they learn. They also learn to navigate the terrain of the University, as well as gain an understanding of the culture of learning.

Supplemental Instruction (SI)
SI is an academic support program for students who are enrolled in historically challenging general education (GE) courses. It provides students credit (1 unit) to learn how to implement transferable academic learning strategies to increase grades in difficult college courses such as Biology, Chemistry, Economics, History and many more challenging GE courses.

SI leaders help students to access course materials and to provide students the space and structure to ask questions, check for understanding, and test their knowledge within a safe haven in a small educational community (12-25 seats). In addition, SI leaders are liaisons between the faculty members and students. All students can sign up online during registration for a one unit supplemental course.

Supplemental Instruction (SI) Plus
It provides free academic review and test preparation sessions for all students. These sessions are connected to the Supplemental Instruction classes offered by PARC; these sessions are available for all students who may have conflicting schedules and have missed the opportunity to register for the 1-unit SI courses.

SI Plus meets regularly before exams to review materials in a collaborative group session (about four to six during the semester). It connects students on the course's WebCT before

exams. However, one does not have to be in one specific course to attend a SI Plus session. In addition, SI Plus assists students with becoming self-sufficient learners in note taking, asking questions, and understanding the culture and expectation of the large academic classroom. More so, it provides student structure to check-in and develop working relationships with other students in large lecture courses.

Peer Led Advising for College Experience (PLACE)
PLACE provides peer led supplemental advising for all students on campus. PLACE's Peer Advisers are students who are familiar with campus life and resources; they can refer their fellow students to appropriate departments and campus services.

The main goal of PLACE is to help students navigate college life. In addition to advising students how to enjoy their college experience, PLACE can aid students in doing well in their classes.

Workshops and Individual Tutorials (WIT)
WIT is a free tutoring service (group and individual tutorials) open to all students on campus. The tutorials are taught by trained tutors who are familiar with materials in historically difficult courses.

In addition to helping students understand challenging course material, WIT helps students with time management, study skills, class assignments and exam preparation.

Staffing

Dr. Tina Jordan – Assistant Vice President of Strategic Success Initiatives
Hsiang Sean Liu – Faculty Coordinator of Supplemental Instruction
Vu Tran – Faculty Coordinator of Tutoring and Peer Advising
Lori Lum – Administrative Coordinator II
Tania Tercero – Administrative Coordinator II

Department Outcomes

This academic year, the Vice President of the Division of Student Affairs decided to align department goals with the university's goals, Student Affairs Divisional Goals, and Baccalaureate Learning Outcomes. The structure of this section will include the goals, the strategies to achieve those goals, and the outcomes.

Department Goal 1: Students taking Supplemental Instruction (SI) will have a higher success rate compared to non-SI students.

University Strategic Goal: Enhance student learning and success
Student Affairs Divisional Goal: Increase graduation rates and decrease time to degree
Baccalaureate Learning Goal: Intellectual and practical skills

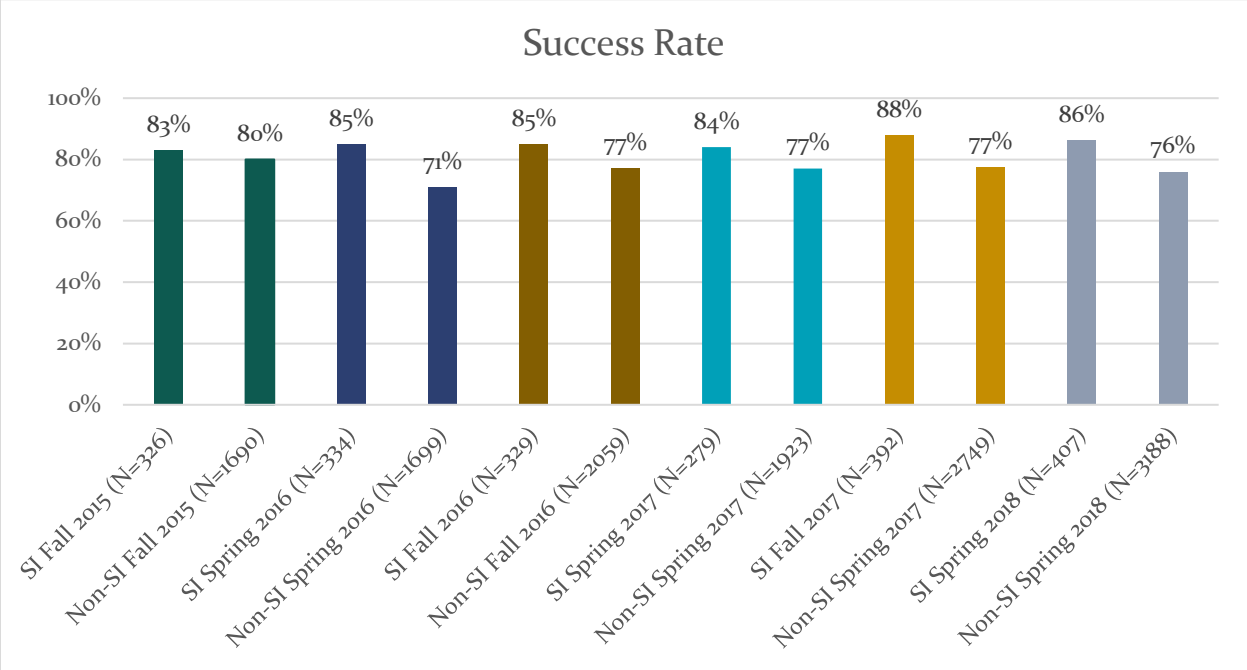
Standard of achievement: Students participating in Supplemental Instruction will have higher success rate compared to non-SI students.

During the fall 2017, PARC offered SI to 392 students in 56 sections. These 56 sections included courses in the following subjects: Accountancy 1; Art 1B; Biology 10; Chemistry 124; Communications 4; Criminal Justice 1; Computer Science 15; Economics 1A, 1B; English 40A, 50A; Government 1; History 6, 7, 17A, 17B; Physics 5A; Psychology 2, 100; and Statistics 10A.

During the spring 2018, PARC offered SI to 407 students in 50 sections. These 50 sections included courses in the following subjects: Accountancy 1; Art 1B; Biology 10, 26; Chemistry 20; Communications 4; Computer Science 15; Economics 1A, 1B; English 40B; Government 1; History 17A, 17B, 51; Mathematics 1; Management Information Systems 1; Physics 5A; Psychology 2, 100; and Statistics 10A, 10B.

The following figure shows the overall passing rate of students enrolled in SI courses. Appendices B and C shows the overall breakdown in passing rates aggregated by course subject.

Figure 1. Success Rate of SI and non-SI students 2015-2018



Source: Cognos Adjunct classes extract: 2/11/2020 Note: Success rate is defined as the percentage of students who received a C- or better in class. This graph does not include MIS 1 class held in spring 2018 as grades were on a CR/NC basis only. Information for this class may be found in Appendix C.

Department Goal 2: Students taking Supplemental Instruction (SI) will have a higher GPA in their GE course compared to non-SI students.

University Strategic Goal: Enhance student learning and success
Student Affairs Divisional Goal: Increase graduation rates and decrease time to degree
Baccalaureate Learning Goal: Intellectual and practical skills

Standard of achievement: Students participating in SI will have earned a higher course GPA compared to non-SI students.

The previous assessment goal showed that the success rate for students enrolled in SI was higher than the success rate of students not enrolled in SI. This assessment goal shows, to what extent SI students outperformed their non-SI counterparts. Course GPAs were calculated by taking the overall section roster and final grades, and calculating grade averages on a four point grading scale. (A=4; B=3; C=2; D=1; F=0). Course GPA is the average grade in the class.

Students who enrolled in SI classes during fall 2017 performed better on average when using course GPA as a measurement than their classmates who did not enroll in SI in all GE courses except for ACCY 1. However, there are other classes (ECON 1A and PSYC 2) in

which SI students did not outperform non-SI students based on the percentage of students who passed the class (see Appendix B).

Table 1. Fall 2017 Average Course GPAs

Course	SI Students	Non-SI Students
ACCY 1**	2.52	2.74
ART 1B	3.04	2.61
BIO 10	2.78	1.97
CHEM 124	1.88	1.66
COMS 4	3.12	2.39
CRJ 1	2.95	2.65
CSC 15	2.55	2.01
ECON 1A	2.76	2.67
ECON 1B	2.20	2.18
ENGL 40A	3.08	2.09
ENGL 50A	2.93	2.53
GOVT 1	3.29	2.51
HIST 6	1.94	1.93
HIST 7	3.14	2.33
HIST 17A	2.96	2.29
HIST 17B	3.14	2.59
PHYS 5A	2.11	1.78
PSYCH 2	2.62	2.51
PSYCH 100	3.34	2.35
STAT 10A	2.50	2.12

Source: COGNOS Adjunct Classes Extract 2/11/2020. Note: ** indicates courses where SI students did not outperform their non-SI counterparts.

Students who enrolled in SI classes during spring 2018 performed better on average than their classmates who did not enroll in SI in all GE courses except for HIST 51, and MATH 1. However, there were classes (HIST 51 and PHIL 4) in which SI students did not outperform non-SI students based on the percentage of students who passed the class (see Appendix C).

Table 2. Spring 2018 Average Course GPAs

Course	SI Students	Non-SI Students
ACCY 1	2.36	2.23
ART 1B	3.33	2.53
BIO 10	2.54	2.14
BIO 26	2.95	2.39
CHEM 20	2.41	1.47
COMS 4	2.57	2.16
CSC 15	2.37	2.37
ECON 1A	2.95	2.48
ECON 1B	3.00	2.48
ENGL 40B	2.60	1.96
GOVT 1	3.25	2.28
HIST 17A	3.18	2.27
HIST 17B	2.71	2.49
HIST 51**	1.88	2.15
MATH 1**	2.21	2.33
PHIL 4	2.72	2.72
PHYS 5A	2.04	1.98
PSYCH 2	3.12	2.72
PSYCH 100	3.12	2.67
STAT 10A	2.86	2.19
STAT 10B	2.85	2.34

Source: COGNOS Adjunct Classes Extract 2/11/2020. Note: ** indicates courses where SI students did not outperform their non-SI counterpart.

Department Goal 3: Students will utilize Workshop and Individual Tutorials (WIT) and Peer Led Advising for College Experience (PLACE).

University Strategic Goal: Enhance student learning and success
Student Affairs Divisional Goal: Increase graduation rates and decrease time to degree
Baccalaureate Learning Goal: Intellectual and practical skills

Standard of achievement: Collect baseline data on students participating in WIT and PLACE.

During fall 2017, 2,169 students participated in WIT and 269 students attended PLACE sessions, while 2,766 students participated in WIT and 251 students attended PLACE sessions during spring 2018.

Table 3. Fall 2017 WIT at a Glance

Total WIT Contacts	**2169**
Individual Tutoring Appointments	1805 sessions
Group Tutoring Appointments	27 sessions
Workshops	337 students
Total PLACE Contacts	**269**
Individual Advising Sessions	52 sessions
PARC Events (Pizza in the PARC)	217 attendees

Table 4. Spring 2018 WIT at a Glance

Total WIT Contacts	**2766**
Individual Tutoring Appointments	2396 sessions
Group Tutoring Appointments	121 students in 33 sessions
Workshops	187 students in 32 workshops
SI Office Hour Tutoring	62 students
Total PLACE Contacts	**251**
Individual Advising Sessions	32 sessions
Odyssey Contacts	89 contacts
Class Visit Contacts	72 students
PARC Events (OWL)	58 attendees

In fall 2017 writing accounted for almost a quarter of all tutoring appointments. Biology, math, chemistry, and physics would combine to account for another over 40% of all appointments while psychology was the most frequented non-writing or STEM subject area which tutees sought support in.

Table 5. Fall 2017 Tutoring

Subject	Percent of Tutoring Appointments
Writing	23.06%
Biology	15.06%
Mathematics	12.44%
Psychology	9.98%
Chemistry	8.24%
Physics	6.18%
Economics	4.83%

Subject	Percent of Tutoring Appointments
Statistics	3.96%
Unknown/Missing	3.89%
Communications	3.72%
History	3.33%
Computer Science	1.35%
Accounting	0.95%
Pre-Nursing	0.79%
Research Statistics	0.71%
Business	0.63%
RPTA	0.32%
Language	0.24%
Mechanical Engineering	0.16%
Government	0.08%
Family and Consumer Sciences	0.08%

In fall 2017 PARC After Dark primarily served students seeking services in writing, math, economics, and chemistry. A majority of the appointments held during After Dark in fall 2017 were of the one-hour variety.

Table 6. Fall 2017 PARC After Dark

Subject	Percent of Tutoring Appointments
Writing	21.17%
Mathematics	18.02%
Economics	17.57%
Chemistry	15.77%
Statistics (mathematics)	6.31%
Biology	5.41%
Physics	4.50%
History	4.50%
Psychology	2.70%
Other	1.35%
Computer Science	1.35%
RPTA	0.45%
Language	0.45%
Communications	0.45%

The statistics for spring 2018 illustrate that STEM courses continue to bring students into the PARC for help with math, physics, chemistry, and biology combining to account for over 40% of all PARC appointments. Outside of STEM areas, writing, psychology, and economics accounted for the next largest percentages of tutees in the spring semester.

Table 7. Spring 2018 Tutoring

Subject	Percent of Tutoring Appointments
Mathematics	15.38%
Physics	11.70%
Chemistry	9.03%
Psychology	8.84%
Writing	8.07%
Economics	7.12%
Biology	5.85%
English	5.72%
Communications	4.45%
History	3.94%
Unknown/Missing	3.53%
Social Work	2.92%
Language	2.42%
Statistics (mathematics)	2.23%
Child Development	1.59%
Astronomy	1.40%
Computer Science	0.89%
Education	0.83%
Philosophy	0.64%
Nursing	0.57%
Sociology	0.51%
RPTA	0.45%
Government	0.45%
Family and Consumer Sciences	0.45%
Business/Accounting	0.45%
Business	0.38%
Linguistics	0.19%

Table 8. Spring PARC After Dark

Subject	Percent of Tutoring Appointments
Mathematics	21.08%
Writing	16.87%
Biology	12.05%
Language	7.83%
Physics	6.02%
English	6.02%
Chemistry	6.02%
Computer Science	5.42%
Social Work	3.61%
Economics	3.61%
Statistics (mathematics)	1.81%
History	1.81%
Business	1.81%
Unknown/Missing	1.24%
Psychology	1.20%
Child Development	1.20%
RPTA	0.60%
Nursing	0.60%
Linguistics	0.60%
Communications	0.60%

This semester PARC After Dark hosted a little over 300 appointments. Of these appointments, math, writing, and biology were the most frequented services. It should be noted that in the case of PARC After Dark, these were also the subject areas most available for students to book for. As PARC After Dark continues to grow and group tutoring becomes more frequent during After Dark, spaces will become a paramount issue in relation to the continued healthy growth of the program.

Department Goal 4: PARC will track underserved populations who receive services from the Center.

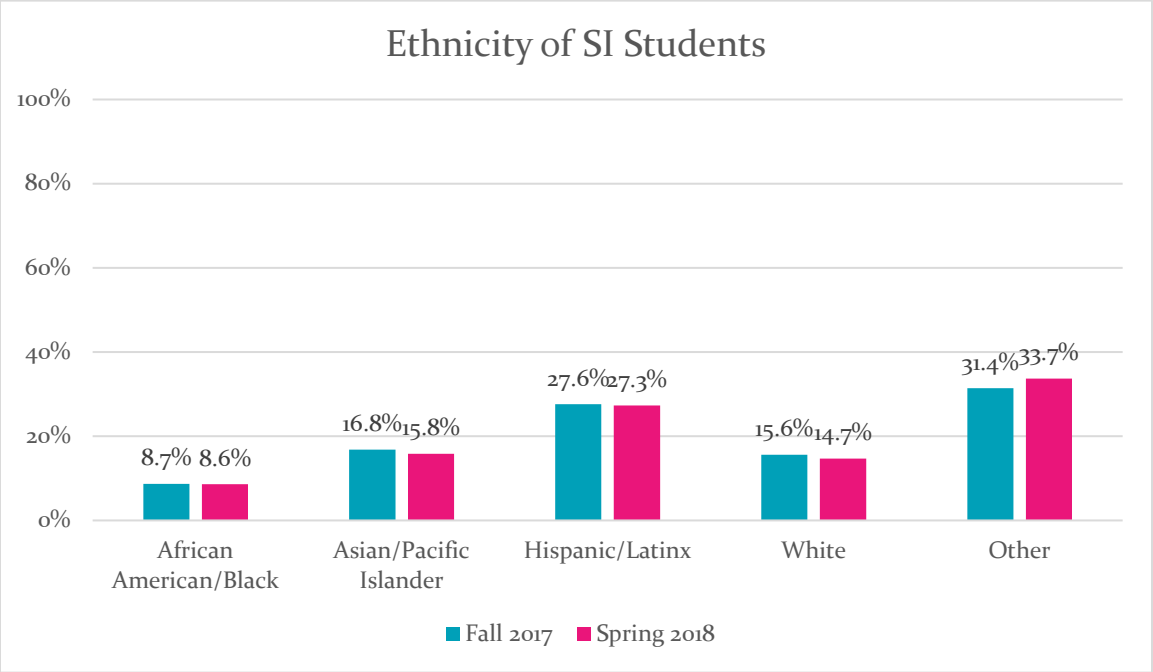
University Strategic Goal: Enhance student learning and success
Student Affairs Divisional Goal: Eliminate achievement gap through focused initiatives
Baccalaureate Learning Goal: N/A

Standard of achievement: Collect baseline data on underserved population receiving services from PARC.

PARC SI Demographics

During fall 2017 (N=392), 64% of SI students were females and 37% were males. During spring 2018 (N=407), 62% of SI students were females and 38% were males.

Figure 2



Source: PARC End of Year Report 2017-2018. Note: Other includes "Native American", "Multiple Ethnicities", and "Other Ethnic identity."

Table 9. Grade Level of SI Students

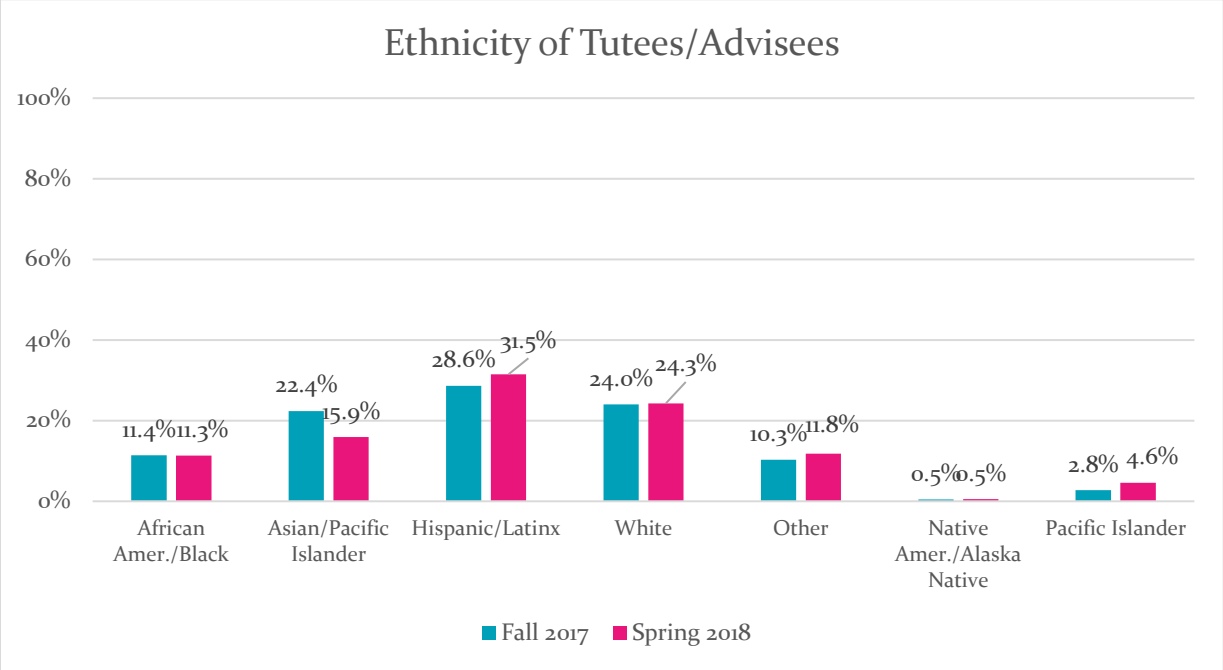
	Fall 2017 (*N* = 392)	**Spring 2018 (*N* = 407)**
Freshman	60.7%	45.7%
Sophomore	14.8%	29.7%
Junior	13.5%	16.2%
Senior	11%	8.4%

Source: PARC End of Year Report 2017-2018

PARC WIT/PLACE Tutees/Advisees Demographics

During fall 2017 (N=437), 70% of tutees/advisees were females and 30% were males. During spring 2018 (N=390), 68% of tutees/advisees were females and 32% were males.

Figure 3



Source: PARC End of Semester Report 2017-2018. Note: Other includes "Multiple Ethnicities", and "Other Ethnic identity."

Table 10. Grade Level of WIT/PLACE Tutees/Advisees

	Fall 2017 (*N* = 437)	**Spring 2018 (*N* = 388)**
Freshman	31.12%	20.6%
Sophomore	22.65%	20.9%
Junior	26.09%	35.1%
Senior	17.39%	20.1%
Graduate	2.75%	3.4%

Source: PARC End of Semester Report 2017-2018.

The demographic results from the PARC illustrates that students from traditionally underrepresented ethnic minority groups were utilizing PARC services. The number also reveals that an overwhelming majority of the student population were females. This is both reflective and instructive of the prioritization of culturally responsive pedagogy within the PARC community.

Appendix A

Department Goals	What will be the standard of performance?	Department Outcomes
1. Students taking Supplemental Instruction (SI) will have a higher success rate compared to non-SI students.	Students participating in Supplemental Instruction will have higher success rate compared to non-SI students.	Fall 2017 passing rate: SI - 88% Non-SI – 77% Spring 2018 passing rate: SI – 86% Non-SI – 76%
2. Students taking Supplemental Instruction (SI) will have a higher GPA in their GE course compared to non-SI students.	Students participating in SI will have earned a higher class GPA compared to non-SI students.	Students who enrolled in SI classes during fall 2017 performed better than their classmates who did not enroll in SI in all courses except for ACCY 1. Students who enrolled in SI classes during spring 2018 performed better than their classmates who did not enroll in SI in all courses except for HIST 51 and MATH 1.
3. Students will utilize Workshop and Individual Tutorials (WIT) and Peer Led Advising for College Experience (PLACE).	Collect baseline data on students participating in WIT and PLACE.	Fall 2017: 2,169 students participated in WIT 269 students attended PLACE Spring 2018: 2,766 students participated in WIT 251 students attended PLACE
4. PARC will track underserved populations who receive services from the Center.	Collect baseline data on underserved population receiving services from PARC.	More than a quarter of students who received services from PARC were Hispanic/Latinx followed by Asian/Pacific Islander. Majority of them were females.

Appendix B

Fall 2017 - Percentage of Students Earning Passing Grades

Course	SI Students	Non-SI Students
ACCY 1	89.5% (17 out of 19)	89.3% (67 out of 75)
ART 1B	100.0% (14 out of 14)	86.4% (108 out of 125)
BIO 10	91.7% (11 out of 12)	68.1% (171 out of 251)
CHEM 124	73.1% (19 out of 26)	56.8% (25 out of 44)
COMS 4	94.7% (18 out of 19)	81.2% (394 out of 485)
CRJ 1	100.0% (8 out of 8)	90.7% (176 out of 194)
CSC 15	71.9% (23 out of 32)	59.7% (83 out of 139)
ECON 1A**	90.0% (9 out of 10)	92.1% (35 out of 38)
ECON 1B	78.6% (11 out of 14)	71.5% (93 out of 130)
ENGL 40A	92.5% (37 out of 40)	72.3% (47 out of 65)
ENGL 50A	92.3% (12 out of 13)	83.0% (78 out of 94)
GOVT 1	100.0% (25 out of 25)	85.0% (125 out of 147)
HIST 6	65.0% (13 out of 20)	63.9% (62 out of 97)
HIST 7	100.0% (9 out of 9)	85.7% (30 out of 35)
HIST 17A	89.2% (33 out of 37)	76.0% (155 out of 204)
HIST 17B	94.1% (32 out of 34)	74.9% (155 out of 207)
PHYS 5A	77.8% (7 out of 9)	53.9% (41 out of 76)
PSYCH 2**	82.6% (19 out of 23)	86.6% (161 out of 186)
PSYCH 100	100.0% (13 out of 13)	79.8% (87 out of 109)
STAT 10A	93.3% (14 out of 15)	64.6% (31 out of 48)

Source: COGNOS Adjunct Classes Extract 2/11/2020. Note: ** indicates courses where SI students did not outperform their non-SI counterpart.

Appendix C

Spring 2018 – Percentage of Students Earning Passing Grades

Course	SI Students	Non-SI Students
ACCY 1	81.3% (13 out of 16)	71.8% (74 out of 103)
ART 1B	100.0% (7 out of 7)	84.7% (100 out of 118)
BIO 10	76.9% (10 out of 13)	68.3% (205 out of 300)
BIO 26	86.7% (26 out of 30)	72.9% (145 out of 199)
CHEM 20	92.9% (13 out of 14)	52.6% (30 out of 57)
COMS 4	100.0% (9 out of 9)	71.5% (128 out of 179)
CSC 15	79.5% (31 out of 39)	75.5% (114 out of 151)
ECON 1A	100.0% (10 out of 10)	78.9% (30 out of 38)
ECON 1B	100.0% (13 out of 13)	80.6% (54 out of 67)
ENGL 40B	78.4% (29 out of 37)	67.5% (52 out of 77)
GOVT 1	96.9% (31 out of 32)	76.5% (117 out of 153)
HIST 17A	93.3% (14 out of 15)	72.3% (73 out of 101)
HIST 17B	82.7% (43 out of 52)	76.4% (252 out of 330)
HIST 51**	66.7% (4 out of 6)	80.6% (54 out of 67)
MATH 1	77.8% (14 out of 18)	75.4% (104 out of 138)
MIS 1	92.9% (13 out of 14)	90.9% (420 out of 462)
PHIL 4**	81.8% (18 out of 22)	84.6% (247 out of 292)
PHYS 5A	72.7% (8 out of 11)	60.9% (39 out of 64)
PSYCH 2	100.0% (13 out of 13)	92.1% (116 out of 126)
PSYCH 100	100.0% (11 out of 11)	87.3% (96 out of 110)
STAT 10A	92.9% (13 out of 14)	70.8% (17 out of 24)
STAT 10B	81.8% (9 out of 11)	78.1% (25 out of 32)

Source: COGNOS Adjunct Classes Extract 2/11/2020. Note. ** indicates courses where SI students did not outperform their non-SI counterpart.

Appendix D

Fall 2017 – Did SI Students Perform Better Than Non-SI Students?

Course	Average Course GPA	Success Rate
ACCY 1	✗	✓
ART 1B	✓	✓
BIO 10	✓	✓
CHEM 124	✓	✓
COMS 4	✓	✓
CRJ 1	✓	✓
CSC 15	✓	✓
ECON 1A	✓	✗
ECON 1B	✓	✓
ENGL 40A	✓	✓
ENGL 50A	✓	✓
GOVT 1	✓	✓
HIST 6	✓	✓
HIST 7	✓	✓
HIST 17A	✓	✓
HIST 17B	✓	✓
PHYS 5A	✓	✓
PSYCH 2	✓	✗
PSYCH 100	✓	✓
STAT 10A	✓	✓

Note: Success rate is defined as the percentage of students who received a C- or better in class.

Appendix E

Spring 2018 – Did SI Students Perform Better Than Non-SI Students?

Course	Average Course GPA	Success Rate
ACCY 1	✓	✓
ART 1B	✓	✓
BIO 10	✓	✓
BIO 26	✓	✓
CHEM 20	✓	✓
COMS 4	✓	✓
CSC 15	✓	✓
ECON 1A	✓	✓
ECON 1B	✓	✓
ENGL 40B	✓	✓
GOVT 1	✓	✓
HIST 17A	✓	✓
HIST 17B	✓	✓
HIST 51	×	×
MATH 1	×	✓
PHIL 4	✓	×
PHYS 5A	✓	✓
PSYCH 2	✓	✓
PSYCH 100	✓	✓
STAT 10A	✓	✓
STAT 10B	✓	✓

Note: Success rate is defined as the percentage of students who received a C- or better in class.