

PSFA ACADEMIC RESOURCE CENTER 2022-23 REPORT

Prepared for
PSFA Dean's Office
San Diego State University



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Executive Summary

San Diego State University's Professional Studies and Fine Arts Academic Resource Center (PARC) had a successful academic year in 2022-23, providing tutoring, learning coaching, workshops, study spaces, and a virtual learning center.

Over the academic year, the center served 91 unique students, primarily in art, hospitality & tourism management, and music courses. Students' feedback about their learning experiences in PARC sessions were overwhelmingly positive.

The center was particularly successful in providing an improved learning and studying environment for commuter students and professional development and community for student workers on the PARC team.

The PARC also initiated a successful pilot for embedded tutoring, a strategy where tutors attend a specific class and offer sessions for students from that class outside of class times.

Future plans for the center include developing a comprehensive budget for operations, increasing participation in PARC programs, and seeking additional funding opportunities¹.

¹ Initial draft of executive summary generated by ChatGPT (prompt: "Please create an executive summary of this report") and revised by the writers (OpenAI, 2023).

Operations Overview

San Diego State University (SDSU) has a learning center for students in the College of Professional Studies & Fine Arts (PSFA) and Reserve Officers' Training Corps (ROTC). It is called the PSFA Academic Resource Center (PARC).

During the 2022-23 academic year (AY), the PARC provided:

- **Tutoring** for students enrolled in PSFA courses
- **Learning coaching** for PSFA majors and ROTC students
- **Group workshops** for students enrolled in PSFA courses
- **Study and recharge spaces** for everyone taking classes at SDSU
- **A virtual learning center on Discord** for every SDSU student

All PARC offerings are free.

Program Milestones

The Professional Studies and Fine Arts (PSFA) Academic Resource Center (PARC) opened on **October 11, 2021**. In Spring 2022, we expanded our team to offer peer tutoring and peer learning coaching for the first time. In Fall 2022, we grew our team to include tutoring for more subject areas and to pilot embedded tutoring. We also added a second study and recharge space in Adams-Humanities at the request of the directors of the PSFA schools located in that building and with financial support from the School of Journalism & Media Studies.

Mission, Vision, & Values

Mission Statement²

The Professional Studies and Fine Arts (PSFA) Academic Resource Center (PARC) is a collaborative community in which PSFA and ROTC students achieve their learning goals. In the PARC, students develop the cognitive and metacognitive strategies, confidence, and self-knowledge to persist, graduate, and become masterful learners.

Vision

The Professional Studies and Fine Arts Academic Resource Center (PARC) strives to be an affirming community for the culturally and educationally diverse students in the College of Professional Studies and Fine Arts and ROTC where they can maximize their learning; dream big; connect with peers, caring staff, and campus resources; and engage in meaningful self-reflection as they work to achieve their learning goals.

Core Values

We value:

- **Belonging:** Every PSFA student experiences community at SDSU.

² Aligned with Council for the Advancement of Standards (CAS) Learning Assistance Program standards

- **Student agency:** Students are the experts about themselves, not us; we are collaborators.
- **Justice, Equity, Diversity, Inclusion (JEDI):** We see and affirm students’ lived experiences, which shape our work.
- **Responsibility:** We hold ourselves to the highest standard as educators, utilizing research-based or data-informed learning theory and pedagogies in all interactions with students.
- **Respect:** We honor and maintain student confidentiality. We respect our students’ investment in their education.
- **Collaboration:** We work in collaboration with other academic support programs on campus, learning assistance programs at other schools, and professional organizations in the field of learning assistance, including member organizations from the Council for Learning Assistance and Developmental Education Associations (CLADEA).
- **Adaptability:** We prize creativity, innovation, and problem-solving, keeping in clear focus our commitment to the students we serve.

Learning Outcomes for Students

Category	Learning Outcomes
Affective	<ul style="list-style-type: none"> ● Students foster identities as independent learners, developing positive attitudes toward learning and confidence in their ability to learn, and taking personal responsibility for their own academic journeys. ● Students experience community at SDSU.
Cognitive	<ul style="list-style-type: none"> ● Students can describe and utilize a variety of strategies for completing their coursework and achieving their academic goals.
Metacognitive	<ul style="list-style-type: none"> ● Students deepen their metacognitive abilities and self-knowledge, including an understanding of how they and others learn.

Non-cognitive	<ul style="list-style-type: none"> • Students self-advocate and can find and utilize available campus resources. • Students persist and graduate.
Sociocultural	<ul style="list-style-type: none"> • Students can explain to others the academic expectations of the institution, the faculty members, and the culture of higher education.

Learning Outcomes for Peer Educators

Category	Learning Outcomes
Affective	<ul style="list-style-type: none"> • Peer educators possess self-awareness in professional situations. • Peer educators experience community at SDSU and in postsecondary education.
Cognitive	<ul style="list-style-type: none"> • Peer educators present and scaffold information using data-informed understandings about how people learn. • Peer educators recognize neuromyths and can explain why they are inconsistent with educational research.
Metacognitive	<ul style="list-style-type: none"> • Peer educators can describe what metacognition is, the role it plays in learning, and how they and others learn. They can develop their own and others' metacognitive thinking.
Non-cognitive	<ul style="list-style-type: none"> • Peer educators demonstrate mastery of research-based or data-informed theory, pedagogies, and strategies for being a tutor or learning coach.

	<ul style="list-style-type: none"> ● Peer educators practice active, non-judgmental listening to help others find their own solutions. ● Peer educators engage in leadership behaviors, including leading by example, authentically building others' confidence, and skillfully managing groups.
Sociocultural	<ul style="list-style-type: none"> ● Peer educators engage with others in equitable and inclusive ways. ● Peer educators can explain the role and importance of learning assistance in postsecondary education. ● Peer educators demonstrate their ability to make adjustments for others in service of collaboration, interpersonal problem-solving, and self-care in the workplace. ● Peer educators act legally and ethically in their professional lives.

Personnel

In Fall 2022, the PARC was staffed by:

- 10 peer tutors
- 1 peer learning coach
- 10 welcome desk staff (WDS)
- Learning Coach / Faculty Coordinator Rebecca Tedesco, with support from PSFA Assistant Dean for Student Affairs Dr. Lanie Lockwood

In Spring 2023, the PARC was staffed by:

- 7 peer tutors
- 12 WDS
- Learning Coach / Faculty Coordinator Tedesco, with support from PSFA Assistant Dean Lockwood

To provide leadership opportunities for welcome desk staff who excel at their work, in Spring 2023, three WDS were nominated by their peers and selected by the PARC's learning coach / faculty coordinator to become WDS team captains. In the future, we will continue to appoint team captains nominated by their peers to lead the WDS team.

Funding Sources

PSFA Instructional Budget:

- In Fall 2022, PSFA Learning Coach / Faculty Coordinator Tedesco was converted from HEERF-funded staff to full-time lecturer with 6 units of teaching time and 9 units of assigned time to lead the PARC team. Funding for the lecturer position was allocated from PSFA's instructional budget.

Graduation Initiative 2025 (GI 2025) one-time funds:

- Wages for the PARC's peer tutors and peer learning coach came from PSFA's GI 2025 funds dispersed in SP 2019 from Academic Affairs.

Federal Work Study (FWS)

- Wages for the welcome desk staff came from the Federal Work Study program.

PSFA Dean's Office Budget:

- Operational supplies came from the PSFA Dean's Office.

California State University (CSU) Equity in Action Grant:

- Funds for the embedded tutoring pilot came from a CSU Equity in Action grant (\$20,000) Assistant Dean Lockwood and Rebecca Tedesco were awarded in May 2022.

School of JMS

- The School of JMS provided the space and furnishings to create South PARC on the fourth floor of the Adams Humanities building.

Donations:

- PSFA faculty and staff have generously donated food, coffee, school/office supplies, plants, microwave, and furnishings.

Commitment to Justice, Equity, Diversity, and Inclusion

The PARC team's commitment to justice, equity, diversity, and inclusion is steadfast and central to everything it does.

Antiracist Language

The PARC team continually learns about and uses antiracist language in its work, consistent with scholarship in this area (e.g., Arendale, et al., 2022; Pokhrel, et al., 2021).

Perhaps the most prominent example of this is its intentional use of the word *tutor*. While some learning assistance programs and writing centers replace the word tutor with other terms to counter stigma, the PARC team uses it with pride to not give ground to the systemic racism that twisted its meaning in America after 9,000 years of positive global use (Arendale, 2010; Tedesco, 2022).

The PARC team also uses the word tutor because SDSU is a transborder institution; tutor is a Spanish-English cognate (in Spanish: *el/la tutor*). In addition, it uses the word tutor so as not to disadvantage first generation students, whose college-going peers might know to look for tutoring on a college campus and could therefore find it under a different name, but who might not readily understand what alternative titles mean (e.g., peer educator, writing consultant) and therefore might not access tutoring.

Representation on the PARC Team

This year, the PARC team was proud to be representative of PSFA and the university as, like the college and SDSU, it was made up of students from historically excluded communities, including:

- Students of color
- Multilingual students
- Commuters
- Students who transferred from community colleges
- Military-connected students
- Educational Opportunity Program (EOP) students
- Queer and non-binary students
- First generation students
- Low-income students

In addition, the PARC's learning coach / faculty coordinator identifies as queer, disabled, and as a member of a religious minority.

Metacognitive Equity

Metacognitive equity is a construct that was introduced in the field of learning assistance in 2021 by Dr. Sandra McGuire. McGuire defines metacognitive equity as "closing the gap between students who use metacognitive thinking and those who do not" (2021, p. 69). The phrase includes the word equity, because although metacognitive strategies are

critical to succeeding in college, students from marginalized communities are less likely to have had explicit instruction in metacognitive thinking than privileged students; it is therefore a matter of equity to develop these students' metacognitive thinking.

PARC tutors and learning coaches participate in a two-part training on metacognitive equity and teaching students how to think metacognitively for the purpose of closing equity gaps in PSFA is top of mind in all that they do.

Faculty partners in the PARC's embedded tutoring program (see [Embedded Tutoring Pilot](#)) also learn about metacognitive equity and it is a common feature in discussions in faculty partners' community of practice meetings.

Equitable Tutor Wages

In addition to creating educational equity for the students utilizing the PARC's space and programs, the PARC aims to create equity for the students who work in the learning center by providing them with a dependable schedule, respecting their academic obligations, compensating them for the time they spend in training, and, above all, offering them a competitive wage.

When learning centers fail to offer a competitive wage, few students from historically excluded communities can work there, because many students from these communities cannot afford to take a job solely for the academic and personal enrichment it provides; in order to build a team that reflects the diversity of the campus it serves, the PARC's leadership team believes it is therefore imperative to offer a competitive hourly rate.

The PARC set the following hourly rates for student staff this year:

- Welcome desk staff: \$17.50/hour
- Welcome desk staff team captains: \$18/hour
- Peer tutors and peer learning coaches: \$18/hour for undergraduates, \$19/hour for graduate students

The PARC based its hourly wages for peer tutors on market analysis using data from the California Employment Development Department and Glassdoor.com. Through analysis, the PARC team learned that, in San Diego, students working as cashiers and sales associates at local businesses—representative of typical jobs San Diego State students might take—earn an average of \$16-19 per hour, so it set wages within that range.

In January 2023, San Diego raised its minimum wage from \$15 to \$16.30; in response, the PARC raised student workers' wages for the 2023-24 academic year to the following:

- Welcome desk staff: **\$18/hour**
- Welcome desk staff team captains: **\$18.50/hour**
- Peer tutors and peer learning coaches: **\$19/hour** for undergraduates, **\$20/hour** for graduate students

In addition, the PARC aims to become a College Reading & Learning Association (CRLA) certified tutoring program (see [Looking Ahead: Academic Year 2023-24](#)). Once the program is certified, tutors who complete the PARC's CRLA Level 1 tutor training and 25 hours of direct service will become certified as CRLA Level 1 Tutors and receive a \$0.25/hour pay raise. There is room within the CSU's Instructional Student Assistant Salary Range (which currently goes up to \$20.42/hr) to provide these pay raises in recognition of tutors' increasing knowledge and skills.

The PARC team also provides pay raises for student workers in leadership positions. WDS team captains and tutor / learning coach leads will earn an additional \$0.25 to \$0.50 per hour.

Programs

Learning Coaching

As of the writing of this report, PSFA is the only college at SDSU to offer learning coaching to its students. The PARC uses the term *learning coaching* as it is used by professionals in the field of learning assistance and academic support (Association for the Coaching and Tutoring Profession, 2022). In this field, it is also sometimes called *academic coaching*. This is distinct from academic coaching in advising, which is a technique used to establish “goals, interests, and passions available in higher education” with students (National Academic Advising Association, 2022).

PARC learning coaches are friendly peers or faculty who look at syllabi, assignments, readings, and other materials from students’ classes with them and help students learn what they need to learn over the semester. Like athletic coaches, learning coaches help students develop strength, endurance, flexibility, and speed; but, instead of focusing on students’ quads or biceps, learning coaches focus on students’ brains to help their students become masterful learners.

Learning coaching differs from tutoring in its broad overall approach to teaching students how to learn, whereas tutoring generally focuses on students’ learning in a single class or subject area.

Learning coaching and tutoring are associated with higher rates of retention and persistence, improved grade point averages (GPAs), and increased unit load (Colver & Fry, 2016; Alzen et al., 2021; Bettinger & Baker, 2014; Capstick et al., 2019; Lehan et al., 2018; Robinson & Gahagan, 2010). Importantly, coaching students to use effective thinking and learning strategies, or metacognitive strategies, has been posited as a core practice to close equity gaps (McGuire, 2021).

Usage

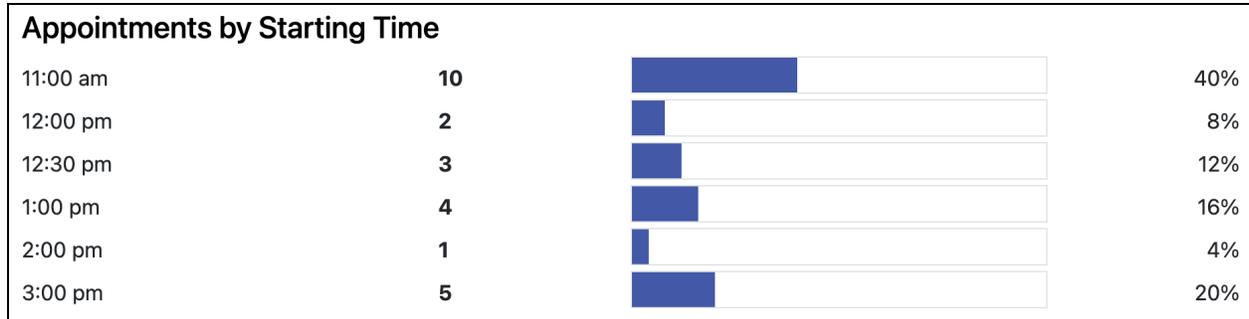
This year, the PARC’s learning coaches had **25 appointments** and served **14 unique students**. The PARC team also captured the number of no-shows (n=12) and cancellations (n=32) to offer personalized support to these students and to track trends over time to improve the learning coaching program.

Students chose face-to-face (n=11) or online appointments (n=14). Coaches used Zoom for online appointments by integrating Zoom with the PARC’s scheduling software, WCOonline.

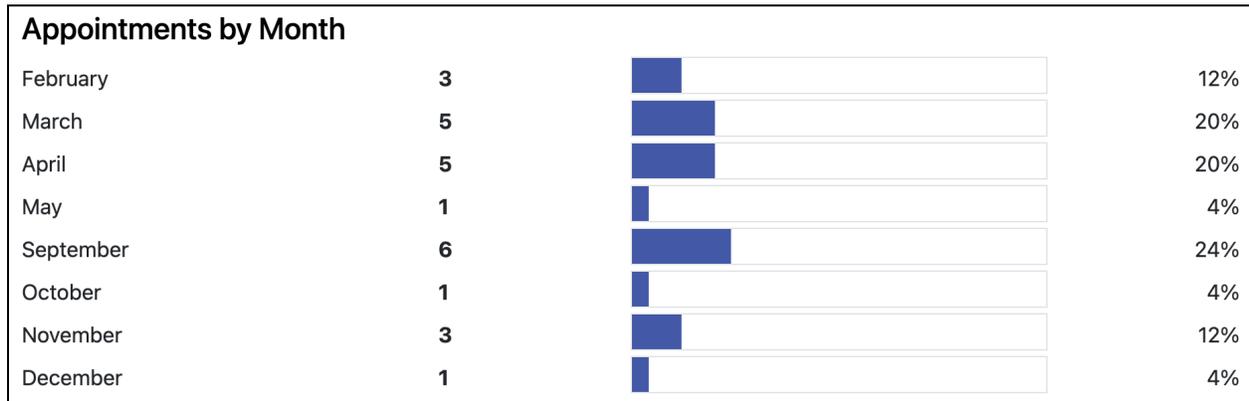
Of the students who attended learning coaching sessions, 64.29% visited only once, while 35.71% participated in 3 or more sessions.

The most popular days for learning coaching appointments were Fridays (n=10) and the

most popular starting time was 11:00 a.m. (n=10).



Students made the most appointments in September (n=6).



Student Feedback Surveys for Learning Coaching & Its Impacts

Students' evaluations of learning coaching were very positive. Students were emailed a feedback survey each time they attended a learning coaching session. This year, 4 feedback surveys were received for learning coaching (16% response rate).

Respondents indicated that **students were “very satisfied” with their sessions** (n=4) and that **they felt “completely” listened to by their learning coach** (n=4).

How satisfied were you with your session?

Very satisfied A: 4  100%

To what extent did you feel listened to during your session?

Completely A: 4  100%

Students also reported that, as a result of their sessions, **they felt “completely” confident** about succeeding in the courses for which they sought learning coaching (n=2) **or “very” confident** (n=2). Similarly, students shared that, as a result of their sessions, **they felt “completely” confident** about completing their degrees or planned courses of study (n=2) **or “very” confident** (n=2).

As a result of your session, how confident do you feel about succeeding in the course(s) for which you were seeking support?

Completely A: 2  50%

Very A: 2  50%

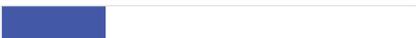
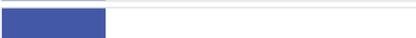
As a result of your session, how confident do you feel about completing your degree or planned course of study?

Completely A: 2  50%

Very A: 2  50%

Students reported learning different types of strategies in learning coaching appointments, including “organization or time management” (n=2).

What types of strategies did you learn in your session?

Reading	A: 1		25%
Writing	A: 1		25%
Studying	A: 1		25%
Note Taking	A: 1		25%
Organization or Time Management	A: 2		50%
Test Taking	A: 1		25%
Other	A: 2		50%

Students also reported learning other types of strategies not listed (n=7) such as:

- Problem solving and communication
- Strategies for reviewing course materials on Canvas

Students reported positive experiences working with PARC learning coaches:

- Extremely helpful time with [my learning coach] today. She shared Bloom's Taxonomy which I had never seen before. It is a helpful tool to aid in understanding how to approach my classwork and professor's expectations. We reviewed my syllabus and course overview for my graduate level course and it was a brilliant idea! It helped quell some of the stress of my upcoming exam by looking broadly at what learning objectives [sic] we are working towards. We discussed reading and note-taking strategies which I plan to implement this weekend as I work on my writing exam. [My learning coach] was also reassuring and encouraging throughout our time while acknowledging and recognizing me and my individuality. I am truly grateful for this resource and for [my learning coach]. She is awesome!
- Our discussion included preparation for an upcoming oral exam. She gave me tips on how to approach it and how to prepare. I feel much more confident about taking on the challenge. Having goals and a belief in myself to accomplish them is helping with my depression I believe. [My learning coach] creates an environment of exploration and I am extremely grateful that I can discuss different ways to be successful and how to learn different materials in different ways. She also provided me with two additional resources related to career services and graduate school or law school options. Thank you!
- This is the first day in a long time that I have had a "good" day in terms of my depression. It is still there but I feel a little better after speaking with [my learning coach] and talking through things. And I did not realize the power of validation. It was extremely helpful to hear and know I am not alone. She took some time at the beginning for us to get to know each other a little bit. I felt her sincerity and I felt heard and validated. We took a look at the course I am struggling with together and she helped me think about how the learning environment is impacting my performance and confidence and helped me to realize that there is nothing "wrong" with me, but that there are other factors that contribute to these obstacles. She was very kind to me. I feel she has the perfect disposition for this type of work.

Additional Student Feedback about Learning Coaching

A student emailed their learning coach about how successfully their semester ended, including earning a perfect score on a final project (see next page):



All okay?

To: [redacted]@sdsu.edu>
[redacted]@sdsu.edu>

Mon, May 15, 2023 at 10:18 PM

Hi [redacted], How are you? I hope you had a very nice weekend.

I wanted to share with you that I got my grade back today for my final oral presentation video for the graduate honors class we were discussing . . . I got a perfect score! I was surprised and so excited I was literally jumping for joy. I wanted to thank you for your support this past semester. You were very crucial in helping me to succeed and really continue on when I was struggling with my anxiety. I was having a very hard time and you really helped me. I am not sure if I mentioned this, but I was admitted to a cognitive intensive outpatient program (COG-IOP) which has been really helpful with addressing my depression and anxiety. I am very confident that I can be successful. Thank you for your support this past semester. I hope to stay in touch.

Have a wonderful summer and thank you for the studying and learning tips. I will use all your suggestions throughout the rest of my academics.

Truly Yours, [redacted]

In a reflection on learning coaching for extra credit in one of their classes, another student shared how the experience made them feel “seen” and “finally capable of tackling academia”:

During my PARC appointment with [redacted] we spoke of many tips and tricks that I could utilize as a student as well as in my personal relationship. I went into the session with an open mind and with hopes to untangle the anxieties I have with learning. [redacted] asked me about myself and through explaining my academic history we discovered that I tend to *freeze* in a way that doesn't let me advance which ultimately leads me to be behind and feel overwhelmed. During the session I felt emotional because I felt seen and it almost was as if the Doctor finally believed that my headaches are real and gave me ways to heal. Afterwards I felt empowered and like I was finally capable of tackling academia with tools that we discovered.

I learned that there is a third component to the fight or flight response. Freeze. Learning about this third response helped me to realize that I tend to freeze often. I get scared to move and take the next step in the wrong direction or in any direction. Whether it be during lecture or when I am doing an assignment on my own I learned that when I am in this state it's okay to take a break to allow myself to be distracted and then regroup to tackle the assignment in a way that suits me. I also learned that I don't have to necessarily follow the recommended “path of learning.” I am allowed to study or do what I need to do to suit my learning needs to succeed. I am grateful for this learning experience and hope to go back again to become a stronger student.

Future Assessment Plan for Learning Coaching

The PARC team is currently working with Analytic Studies and Institutional Research to develop a quantitative assessment of learning coaching that will illuminate the impact of learning coaching on student success, both individually and collectively. Anticipated assessments will include impact of learning coaching on student grades in the terms they utilized learning coaching, future-term GPA, retention, and progress-to-graduation. Qualitative data sources will include pre- and post-session learning assessments aligned with the PARC's learning outcomes for students and student feedback surveys.

Tutoring

The PARC team knows that tutoring benefits all students, no matter how straight-forward or sophisticated their learning goals are. It uses the word *tutor* with pride to connect PARC tutors to the global tutoring tradition more than 9,000 years old (Gordon & Gordon, 1990, p. 9) and for the equity reasons explained earlier in this report (see [Commitment to Justice, Equity, Diversity, and Inclusion](#)). It rejects the notion that tutoring is only for students who struggle and other deficit-model approaches to learning.

PARC tutors use an asset-based approach in which students' prior knowledge, experiences, strengths, and successes are affirmed and celebrated and the overall emphasis is on teaching all students how to learn so they can become masterful learners.

In Fall 2022, the PARC had 10 peer tutors and 1 faculty tutor in the following disciplines:

Number of Tutors	Discipline
2	Art
1	Communication
1	Criminal Justice
1	Hospitality & Tourism Management (HTM)
1	Journalism
2	Music
1	Television, Film, & New Media (TFM)
2*	Theatre

*1 peer tutor and 1 faculty tutor

Between fall and spring, one tutor graduated and two others found work in their professional fields; so, in spring semester, the PARC had 7 peer tutors and 1 faculty tutor in multiple disciplines:

Number of Tutors	Discipline
1	Art
1	Communication
1	Criminal Justice
1	Hospitality & Tourism Management (HTM)
2	Music
1	Television, Film, & New Media (TFM)
1*	Theatre

*1 faculty tutor

To increase student staff retention and benefit from training investment, starting in Fall 2023, peer tutors and learning coaches will be required to make a two-semester commitment when joining the PARC team.

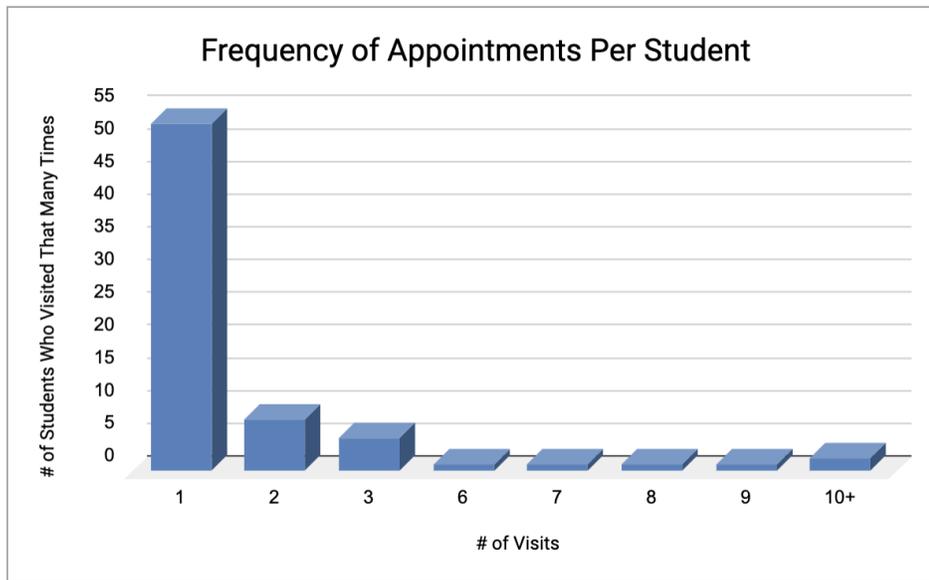
Usage

This year, the PARC’s first full year with a team of peer tutors, tutors had **137 appointments** and served **68 unique students**. The PARC team also captured the number of no-shows (n=14) and cancellations (n=168) to offer personalized support to these students and to track trends over time to improve the tutoring program.

Students chose face-to-face (n=96) or online appointments (n=43). Tutors used Zoom for online appointments by integrating Zoom with our scheduling software, WOnline.

The PARC’s music tutor who specializes in tutoring music theory students had the most appointments (n=43), followed by its HTM tutor (n=34).

Of the students who attended tutoring sessions, 26% (n=19) returned at least once.



The most popular days for tutoring appointments were Mondays (n=44) and the most popular starting time was 11:00 a.m. (n=27).

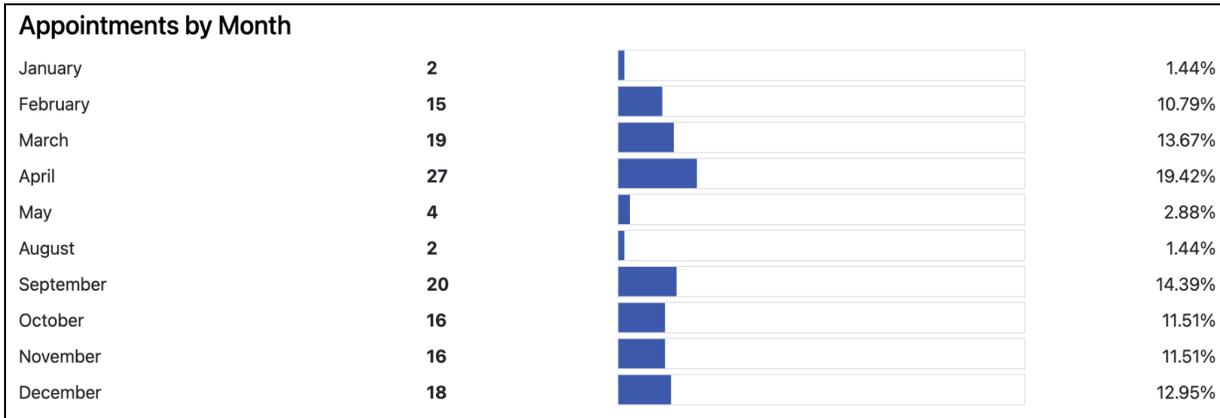
Appointments by Weekday

Weekday	Count	Percentage
Monday	44	31.65%
Tuesday	19	13.67%
Wednesday	40	28.78%
Thursday	19	13.67%
Friday	17	12.23%

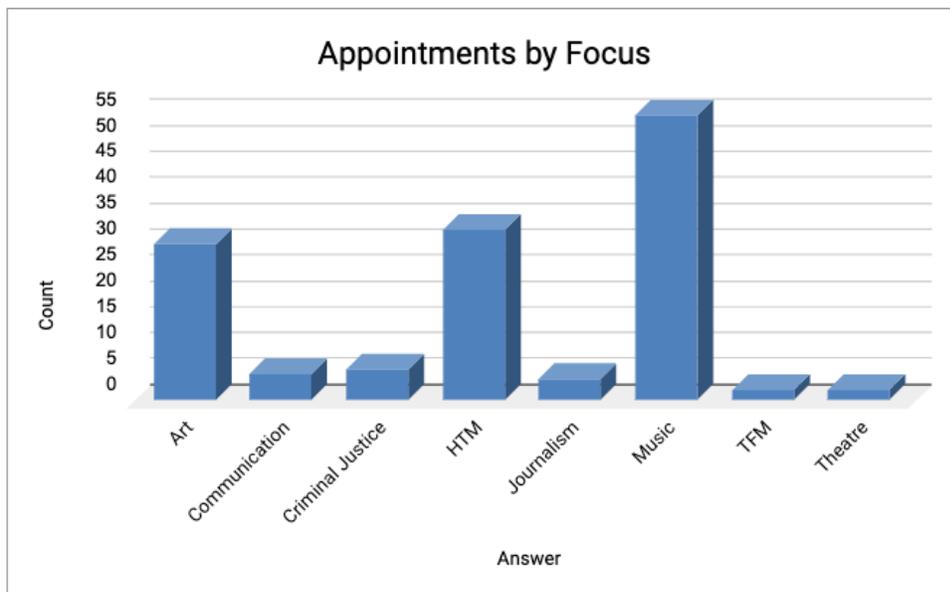
Appointments by Starting Time

Starting Time	Count	Percentage
9:00 am	13	9.35%
9:30 am	11	7.91%
10:00 am	15	10.79%
10:30 am	4	2.88%
11:00 am	27	19.42%
11:30 am	11	7.91%
12:00 pm	9	6.47%
12:30 pm	15	10.79%
1:00 pm	20	14.39%
1:30 pm	2	1.44%
2:00 pm	3	2.16%
2:30 pm	1	0.72%
3:00 pm	8	5.76%

Students made the most appointments in April (n=27).



The most popular subject for tutoring sessions was music (n=55), followed by HTM (n=33), and art (n=30).



Student Feedback Surveys for Tutoring

Students' evaluations of tutoring were overwhelmingly positive. Students are emailed a feedback survey each time they attend a tutoring session. This year, 16 feedback surveys were received for tutoring (a 12% response rate).

Respondents indicated that **they felt “completely” (n=9) or “very” (n=7) listened to by their tutor.**

To what extent did you feel listened to during your session?



Students also reported that, because of their sessions, **they felt “completely” confident** about succeeding in the course for which they sought tutoring (n=9) or **“very” confident** (n=7). Similarly, students shared that, because of their sessions, **they felt “completely” confident** about completing their degrees or planned courses of study (n=7) or **“very” confident** (n=9).

As a result of your session, how confident do you feel about succeeding in the course(s) for which you were seeking support?



As a result of your session, how confident do you feel about completing your degree or planned course of study?



Students reported learning the following types of strategies in tutoring sessions: writing (n=6), studying (n=7), organization or time management (n=4), and others not listed (n=7) such as:

- How to look for and organize sources needed for a paper
- Networking and resource information
- Problem solving, question [sic] about homework
- Rules and methods of acrylic paints/painting

Students reported positive experiences working with PARC tutors:

- [My tutor] was absolutely great!
- [My tutor] was very helpful in addressing my concerns for my upcoming midterm. I found it very helpful that they had taken the course before me, and were able to give me some personal advice based on their experience. I feel a lot more confident moving forward.
- [My tutor] was very kind and willing to walk me through all she knew about acrylic painting methods. Any questions I had she was happy to listen and answer.
- I was able to go over my paper and get feedback for my next prompt, the meeting was emphasized on redirecting and narrowing down the topic for my final thesis.

- Reviewing my test was very helpful. I understood where my specific mistakes were and what to do for the next exam.
- [My tutor] was great, she offered me all the support I needed and provided me with valuable information.
- Went great! Enjoyed speaking with [my tutor].

Impacts of Tutoring on Students' Academic Success

This summer, the PARC is partnering with Analytic Studies & Institutional Research (ASIR) to measure impacts of tutoring on students' grades in specific classes, semester grades, and overall GPA. Additional analyses are being conducted with other success markers such as retention and progression to graduation.

The story of one student's success stands out from this academic year:

A music education major came to tutoring for aural skills after failing an exam in the class. **After one 60-minute tutoring session**, they contacted their tutor to share that they **earned a 90%** on the next exam. **After a second 60-minute session** a few weeks later, they excitedly shared that they **earned a perfect score (100%)** on the next exam. The student and their tutor were thrilled!

Tutor Observations & Performance Evaluations

The PARC's learning coach / faculty coordinator conducted observations of tutors' sessions with students in Spring 2023 using a rubric that served as an assessment of learning outcomes from tutor training (see [Appendix A](#)).

In observations, tutors demonstrated their ability to build rapport with students, use metacognitive questions to model metacognitive thinking, and use instructional scaffolds and fading to help students become independent learners and thinkers.

The learning coach / faculty coordinator also wrote mid-semester and final performance evaluations for the tutors based on the [National Association of Colleges & Employers \(NACE\) competencies](#) (see [Appendix B](#)). Final evaluations included rehiring decisions, if tutors wished to return to the team and were not graduating.

Embedded Tutoring Pilot

The PARC aims to utilize the most efficacious methods of tutoring and learning design that have demonstrated success with diverse students. Embedded tutoring is one example. Assistant Dean Lockwood and Learning Coach / Faculty Coordinator Tedesco applied for and received a \$20,000 grant from the California State University (CSU) Equity-in-Action program to fund a one-year pilot program of embedded tutoring to

address equity gaps in some PSFA courses with high DFW rates (the rate at which students receive grades of D or F or withdraw from the course after the add/drop deadline with a “W”).

Embedded tutoring is distinct from traditional tutoring programs in that a tutor is assigned to work with a particular section of a course, attends all or most of their faculty partner’s class meetings, and leads tutoring sessions for students in that section outside of class. Enrolled students see their tutor in class and, ideally, work with the tutor during active-learning and in-class activities. This familiarity with the embedded tutor is intended to reduce student apprehension and stigma associated with tutoring.

Tutors also provide feedback to their faculty partners regarding students’ learning and experiences in the classroom or online learning environment in regular meetings and communications.

Importantly, embedded tutors are not teaching assistants—they do not assess or evaluate students in any way and do not have access to students’ grades, for example. Their role is to support the learning process, not the teaching process.

The embedded tutoring program was a key response by PSFA to the Provost’s directive for colleges to address equity gaps in student course outcomes in AY 2022-23. The PARC embedded tutors in four courses per semester. Courses were selected based on a constellation of criteria: foundational, required major courses; historical DFW rates; grade equity gaps; and instructors’ willingness to collaborate with an embedded tutor and experiment with pedagogy for enhanced student learning.

Faculty partners participated in a community of practice (CoP) that met once a month via Zoom and stayed connected through a Google Space and Canvas shell between meetings. Monthly meetings were facilitated and led by Lockwood and Tedesco. Instructors also agreed to meet with their tutor partners on a regular basis, ideally once a week. Faculty partners volunteered for this pilot; they did not receive a stipend. The following courses and instructors were selected:

Course	Faculty Partner	Semesters
HTM 201	Alanna Dillette	Fall ‘22 & Spring ‘23
Art 558	Gillian Sneed	Fall ‘22
Music 305A	Andrew Aziz	Fall ‘22
CJ 302	Annette Burkeen	Fall ‘22 & Spring ‘23 (partial)
Art 259	Allyson Williams	Spring ‘23
COMM 300	Ashley Nuckels-Cuevas	Spring ‘23

Impacts:

Assessment of the grant is still in process. A full report will be drafted in fall 2023.

Preliminary data from fall 2022 show **DFW rates dropped significantly in 3 of the 4**

classes with embedded tutors, (i.e., from 20% to 8%; 11% to 4%; 12% to 2%). Student survey responses are also promising, with **72% of students in one of the largest classes reporting they'd be more likely to use academic support in the future based on this experience**, and **almost every enrolled student in another class reporting their embedded tutor enhanced their learning experience**.

Importantly, preliminary qualitative data shows **faculty partners gained important insight into the student perspective** in their courses **and began to adjust their teaching practices in response to what they learned**. By the end of the spring semester, faculty partners enthusiastically expressed their desire to learn more about learning science and changes they could make to their pedagogy to enhance student learning.

Looking ahead:

Because of the promising results from the embedded tutoring pilot for AY 2022-23, we have opted to continue the program for AY 2023-24. The small amount of grant funds remaining will be used to purchase a book on learning science for each faculty partner and fund additional hours for embedded tutors. Funding to continue the program in AY 2023-24 will come from the balance of the GI 2025 one-time funds and then from the PSFA instructional budget.

Workshops

In Spring 2023, each tutor and learning coach on the PARC team offered weekly drop-in workshops. Each workshop was one-hour long, face-to-face in South PARC or online on Zoom. In workshops, students could ask any questions and come and go any time during the hour.

A goal of the workshops was to offer a low-stakes way for students to engage with tutors and learning coaches without having to make an appointment. Another goal was to serve more students, given the PARC's small budget and team size. Lastly, from a learning standpoint, workshops allow students to learn from one another in addition to their tutor or learning coach.

As important as workshops are, most important to the PARC's mission and values is offering one-to-one sessions, since group learning experiences are abundant at SDSU (e.g., in classrooms, events, cultural centers, and student clubs), whereas opportunities for students to learn with only one other person on campus are rare and important.

Usage

This year, **students participated in weekly drop-in workshops 18 times** and tutors and coaches served **17 unique students** in workshops.

Of the students who attended learning coaching sessions, 94.12% visited only once, while 5.88% visited twice.

The most popular days for workshops were Tuesdays (n=8) and the most popular starting time was 11:00 a.m. (n=3).

Students attended workshops the most in February (n=8) and the most popular topics were HTM (n=11), music (n=6), and communication (n=1).

Student Feedback Surveys for Workshops

Data from student feedback surveys for workshops were confounded, unfortunately, due to a technical error with the PARC's scheduling software. Fortunately, the PARC team was able to collect some qualitative data about students' experiences in workshops connected to embedded tutoring.

In written reflections about a group workshop for their art history class, students shared the following comments:

- In my previous art history course, I had made physical image cards and asked my mom to quiz me on them until I had them memorized. Although this method was effective, I felt it would not be efficient enough to accommodate my current course load. I was hoping for some sort of equivalent digital method that would allow me to create the cards more quickly and study on the go. During the study

session, I was put immediately at ease when one of the embedded tutors provided me with exactly that. I also found it helpful that the other students in the workshop came with questions that I did not think of but actually did need answers to. The tutors and the professors also shared some really helpful tips that I wouldn't have even thought to ask for. After the session, I felt relaxed and prepared. Now I know that I have all of the tools I need to succeed on the exams in my art history courses. One thing that I will remember from the session is that a lot of the actual learning can happen at home after the fast pace flow of information that happens in class.

- I believe I got more out of the session than I had intended. [My tutor] noticed that I had trouble understanding how a painting could have the formal elements of post-impressionism but also a symbolic meaning behind it. [They] suggested going over lecture powerpoints and associating paintings with the key terms. That comment from [my tutor] really stuck with me. After the session, I felt way more confident with my understanding of each movement and my studying for the quiz. Something that I will remember from the meeting is how patient and respectful [my tutor] was when I couldn't express myself or my thoughts as fast as a native English speaker.
- Hearing the question [sic] that other students have about the midterm help [sic] me understand that like me people where [sic] worried about getting a good grade for the midterm and trying to find some ways to help them. . .At first I was nervous for the midterm but after going to the study session and asking some questions I know [sic] feel more comfortable tackling the midterm and being able to study up for it through taking in the information provided by the study guide bit by bit.
- Before this study session, I felt a little nervous and lost because there's so much information to know. During it, I realized I knew more than I thought and after, I felt more confident for this test. One thing that I will take away from this study session is how to go about the paragraphs for the works of art and what to expect for the essay portion. I now know better on what to write for the paragraphs and the essay. I know how to do my note cards properly for this also.

In addition to faculty partners from the embedded tutoring pilot who offered workshops during class time, other PSFA faculty who were not part of the pilot also invited PARC tutors and learning coaches to visit their classes. For example, an art history professor invited an art tutor and the PARC's learning coach / faculty coordinator to facilitate an in-class workshop on art history study strategies.

Study & Recharge Spaces

This year, the PARC had two physical locations:

- North PARC (PSFA Room 200), conveniently located just inside the main entrance to the PSFA building
- South PARC (Adams-Humanities 4231, new this year!), located near the Schools of Journalism & Media Studies, Hospitality & Tourism Management, and Public Affairs.

The PARC's study and recharge spaces featured:

- Support for students' basic needs and mental health (ready-to-eat food and snacks, outlets with USB ports to charge electronic devices, plants and sunlight)
- Refrigerators to store snacks and lunches for the day
- Microwaves
- Coffeemakers
- Hot pots for making soup, tea, etc.
- Water cooler
- Free printing (limited use)
- Campus resource corner with flyers and information about programs and events
- In-the-PARC supplies to help turn in assignments on time (staplers, scissors, etc.).
- Computers with Adobe Suite for free student use (South PARC only)

Tutors and learning coaches also utilized 2 office spaces in the PSFA Dean's Office corridor as quiet, semi-private spaces for tutoring and coaching sessions (PSFA 211 & 229).

The PARC team is grateful to the School of Music for again providing a keyboard and headphones for music tutors to use with students in PSFA 229.

Usage

The PARC was open for **148** days this year. In that time, students checked-in **1,553** times, indicating they planned to study or stay for a while in our physical spaces. Students were not required to check in if they were just grabbing food or school supply donations, using the printer, asking for directions, etc.

Students checked in by scanning a QR code linked to a Google form in which they input their first name, last name, ID, and what they planned to do that day in the PARC.

608 unique students checked into the PARC this year. Of those:

- **37** students checked in 7 or more times, including 1 student who checked in 43 times.
- **68** students checked in 4-6 times;
- **124** students checked in 2-3 times.

38% (n=229) of students who checked into the PARC returned at least once.

SDSU faculty and staff also utilized the PARC space and resources. In a suggestion box comment, one wrote: “Thank you! Teaching a class for the first time and I needed a little quiet time.”

Opportunity for Community

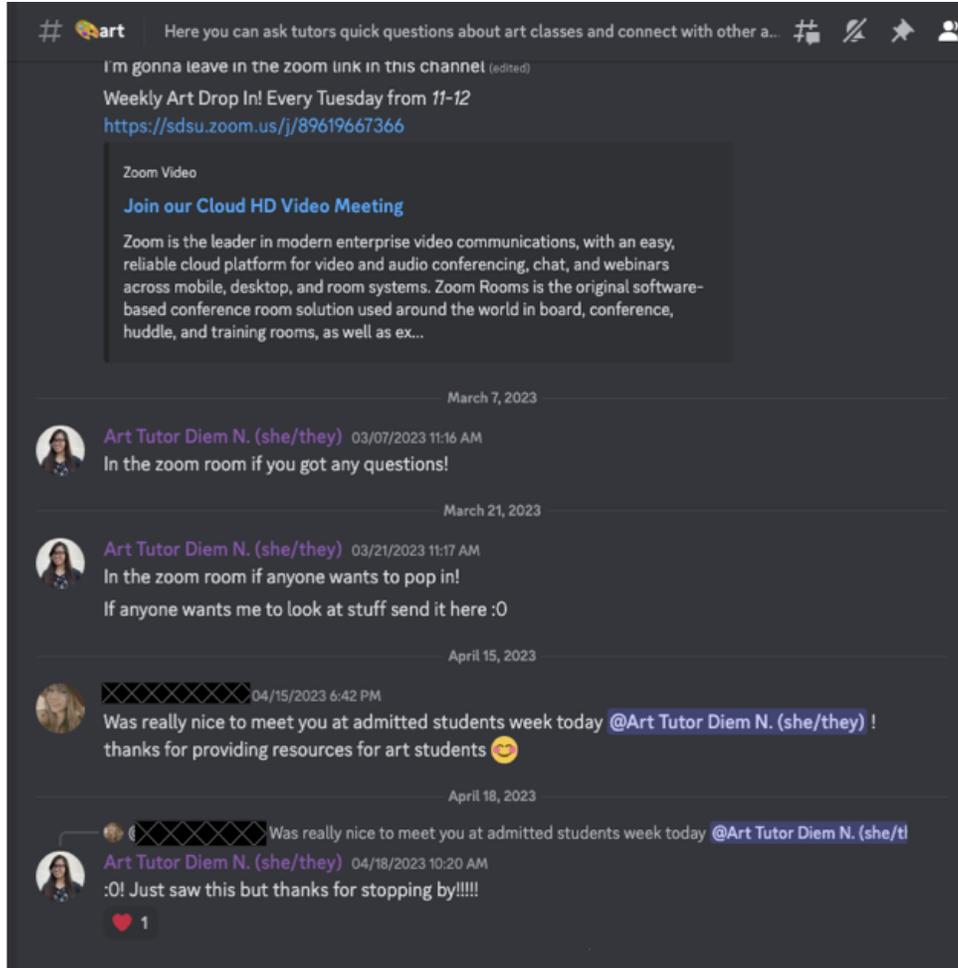
Because the PARC has physical locations, students have a place to ‘land’ on campus before, in-between, or after classes. College schedules naturally have gaps in them and students may not have time to go back to residence halls or return home. Additionally, the space provides any student, and particularly commuter students, a place to refrigerate and/or heat up their lunch, help themselves to a snack or cup of tea or coffee, and prepare their assignments to turn in. When they walk in, they are greeted by a kind, friendly person, usually another student, who welcomes them. This means students don’t have to purchase food items to hang out, as they would in the Starbucks or Union lounges; they don’t always have to go to the library where food and quiet conversation may not be welcome and where people are given so much privacy that they may not feel a sense of connection. In the PARC’s study and recharge spaces, students have a place that becomes familiar.

Virtual Learning Center Discord

This year, the PARC maintained its virtual learning center on Discord, a platform popular with students for connecting with others online, which the PARC team created as part of the return to campus during the pandemic. This is important so that students can connect with peers and PARC team members even when they are not on campus.

This semester, the PARC’s virtual learning center had **45** members.

Students engaged with members of the PARC team by responding to fun polls in the #random-chat channel and reacting to announcements in the #campus-resources channel. They also talked with tutors and coaches in the subject area channels, like this (see next page):



To increase student engagement, at the end of spring semester 2023, one student received a \$50 SDSU bookstore gift card for earning the most experience points from posting on the PARC's Discord.

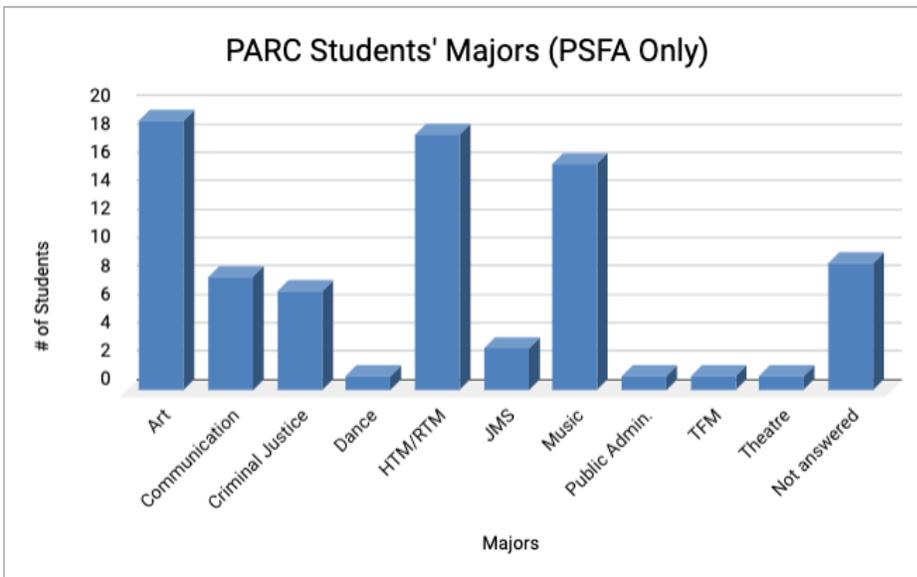
Students Served in Tutoring & Coaching

This year, the PARC served **91 unique students** in tutoring, learning coaching, and weekly drop-in workshops.

Declared Majors

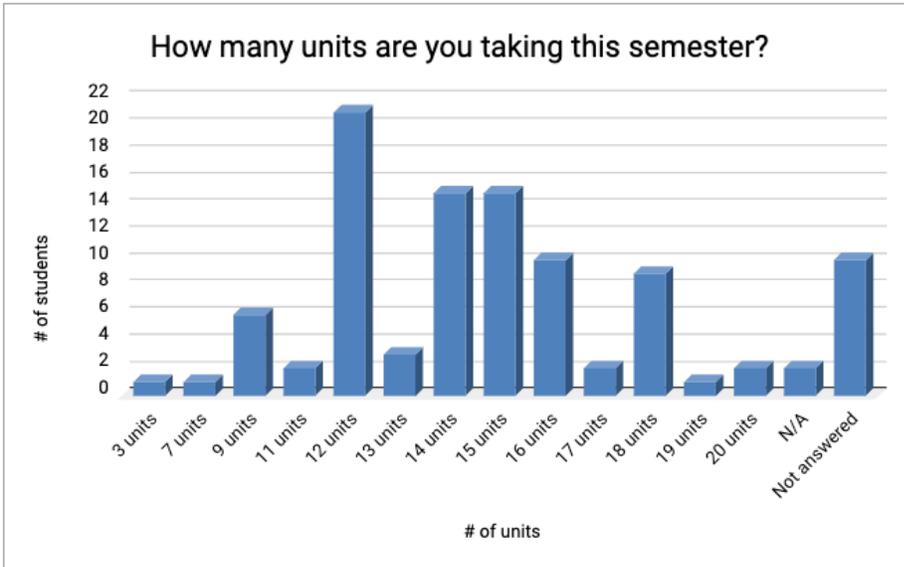
The largest share of students served were in these majors:

- art (n=19)
- hospitality & tourism management / recreation & tourism management (n=18)
- music (n=16)



Enrolled Units

The biggest group of students served were **enrolled in 12 units** the semester they registered with the PARC (n=21) (see graph on next page).



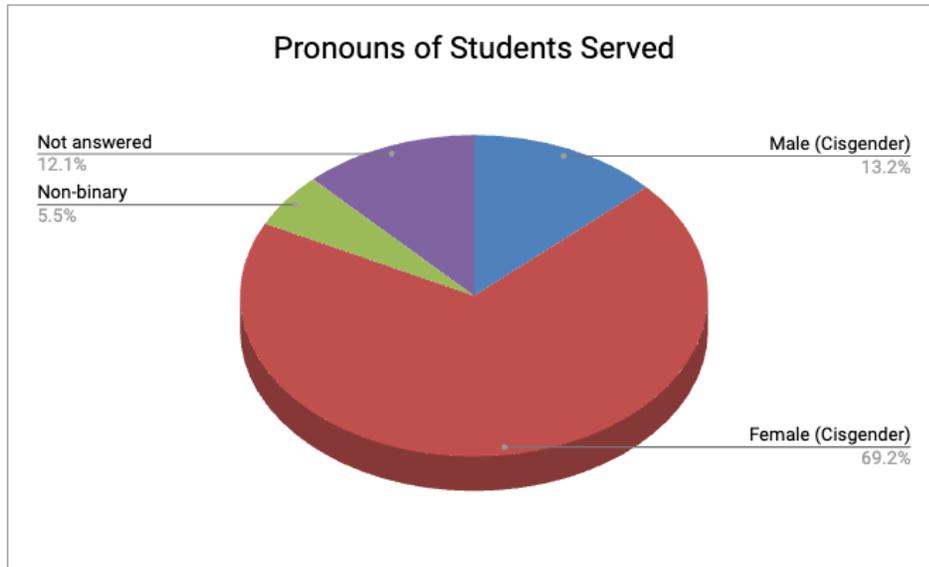
Expected Graduation Semester

Students who **planned to graduate in Spring 2024** (n=21) were the largest group served.



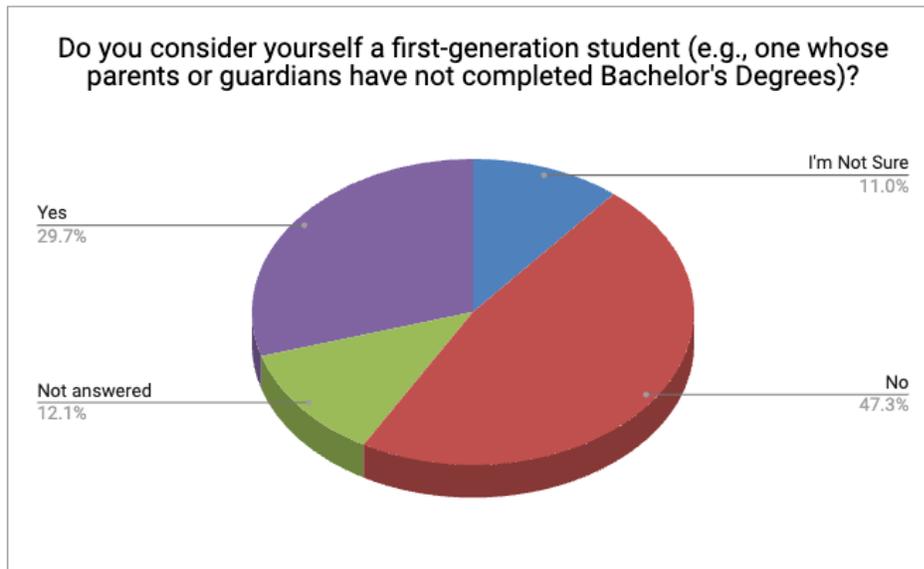
Students' Pronouns

The majority of students (**69.2%**) used **cisgender female pronouns**; 13.2% used cisgender male pronouns; 5.5% used non-binary / gender non-conforming pronouns; and 12.1% did not answer this question on the registration form.



College-Going Identities

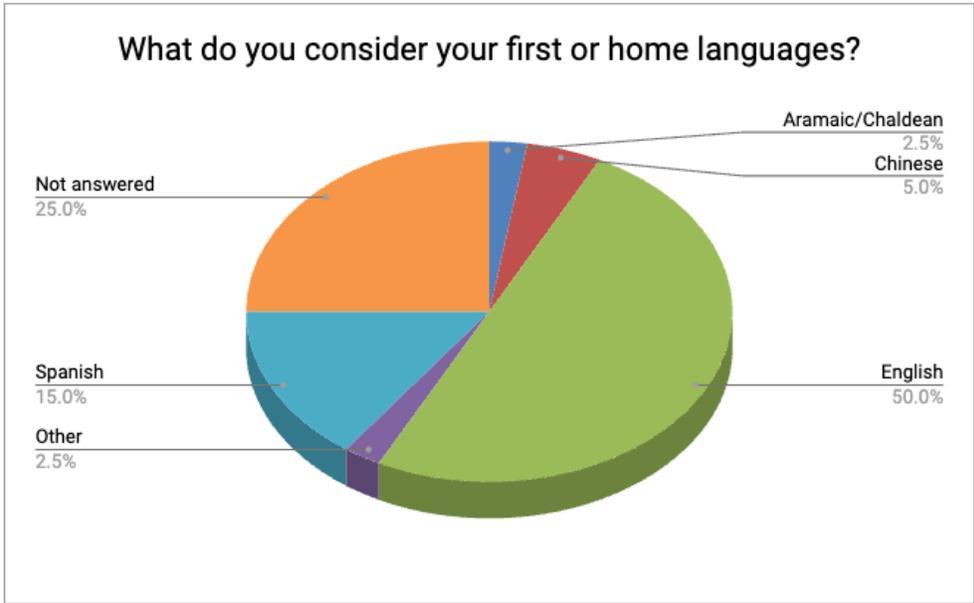
More than a quarter of the students (**29.7%**) **self-identified as first-generation.**



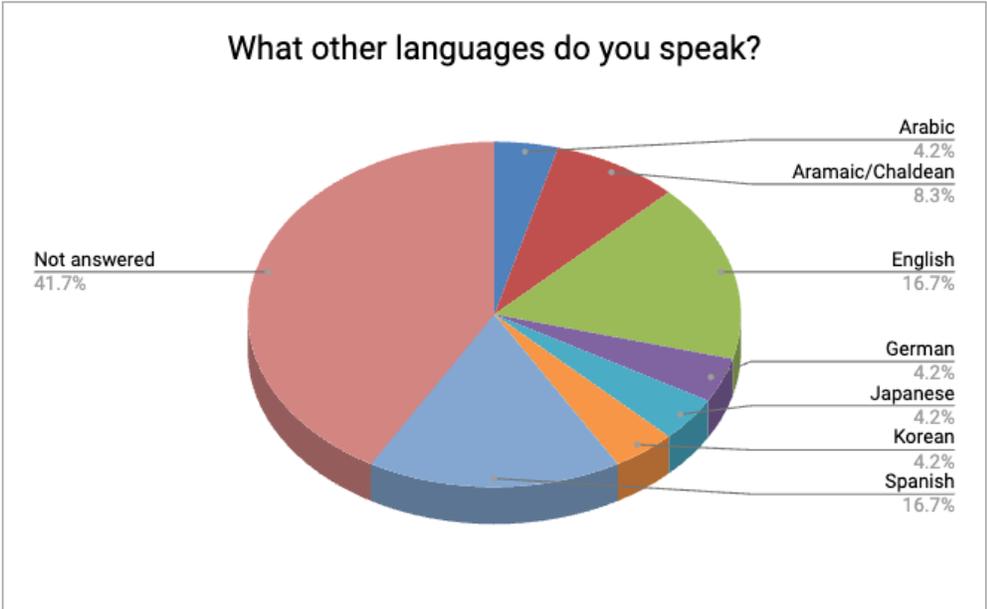
Students' Languages

Students listed the following as their first or home languages:

- Aramaic/Chaldean
- Chinese
- English
- Spanish
- Other languages not listed

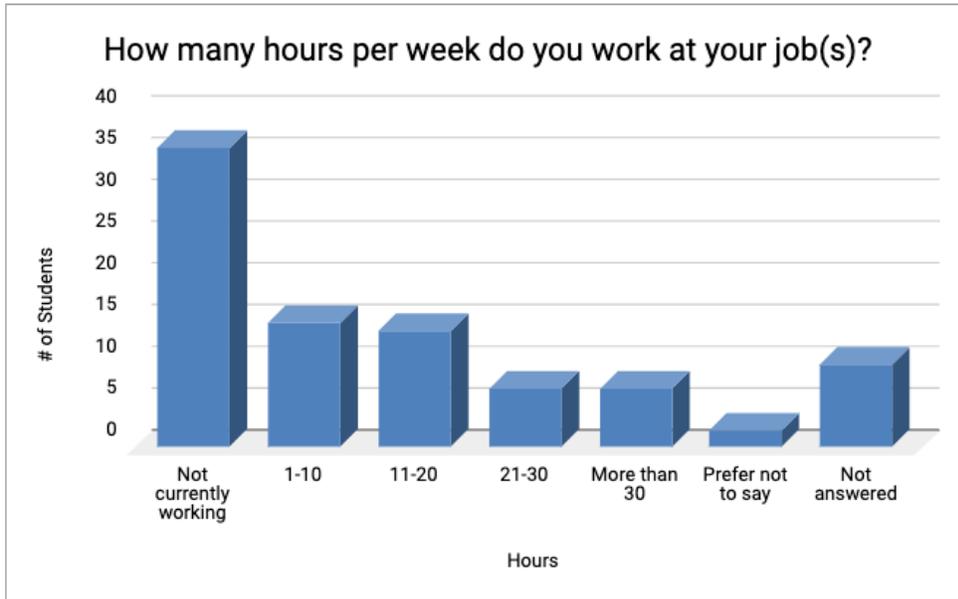


Students shared that they also spoke **Arabic, German, Japanese, and Korean** or the languages listed above in addition to their first or home languages.



Hours Worked Per Week

Just under half of the students served (47.3%) were working at least part-time, while 39.6% were not working when they came to the PARC.



The PARC team honors and celebrates the identities and experiences of all the students served this year.

The PARC as a Student Engagement Community for Its Workers

While the primary mission of the PARC is to provide high-quality, inclusive academic support, it also serves its student employees in critical ways. Researchers have measured the benefits for peer educators of working in learning centers and classrooms (e.g., Cofer, et al., 2022; Trammell & Kourtidis, 2018).

PARC student employees develop community through the intentional leadership practices of the learning coach / faculty coordinator. In addition to providing professional development, the PARC's learning coach / faculty coordinator fosters a sense of community among the student employees through team-building activities and challenges, regularly scheduled team meetings, semester celebrations, recognition gifts, and genuine care and respect.

Importantly, creating an inclusive organizational culture like this fosters students' sense of belonging in PSFA and at SDSU. This kind of experience, supervised by a faculty member, likely contributes to student success, such as retention, progress-to-graduation, and higher GPAs. The PARC team is currently analyzing student success data in collaboration with ASIR to test this hypothesis.

On-Campus Collaborations

It is important to the PARC team to be in community with other learning assistance programs on campus. Whether SDSU students find community at the PARC or somewhere else on campus does not matter; what matters is that all students have this experience. The PARC team therefore stays in close communication with and collaborates with the other learning assistance programs on campus, including these campus partners:

- [College of Arts & Letters Student Success Center](#)
- [EOP Learning Support Center](#)
- [Fowler College of Business Tutoring](#)
- [Math & Stats Learning Center](#)
- [Residential Education STAR Centers](#)
- [RWS Writing Mentors](#)
- [SDSU Supplemental Instruction Program](#)
- [SDSU Writing Center](#)
- [Student-Athlete Academic Support Services](#)
- [TRiO-SSS Tutoring](#)

This year, the PARC team collaborated with the College of Arts and Letters Student Success Center to facilitate monthly student success seminars on topics such as organization and time management and stress management.

SPRING 2023

Student Success Seminars

Join us for monthly *virtual* seminars all semester!

Organization & Time Management →	Friday, Feb. 3rd 11am -12 pm
Career Services Workshop →	Friday, Mar. 10th 11am -12 pm
Stress Management →	Friday, Apr. 7th 11am -12 pm

ZOOM ID: 846 5042 7986

Questions? Email pmartinez4@sdsu.edu

SDSU
College of Arts and Letters
Student Success
Center

Engagement with Professional Organizations

Most professional organizations in the field of learning assistance fall under the Council of Learning Assistance and Developmental Education Associations ([CLADEA](#)). This year, members of the PARC team engaged with professional organizations within and beyond CLADEA in several ways.

College Reading & Learning Association (CRLA) Annual Conference in San Diego, CA:

- **A PARC peer tutor was an invited guest on a student panel** about students' experiences with learning assistance programs during the conference's closing session. **The tutor addressed a room of more than 200 attendees.**
- **The PARC's learning coach / faculty coordinator was invited by CRLA board members to present a 60-minute President's Spotlight Session** at the conference. The session was entitled, "Why CRLA Members' Work Is Equity Work and How to (Re)Center Equity in Our Practice."
- **The PARC's learning coach / faculty coordinator facilitated a half-day pre-conference session** called "A 9,000 Year Old Craft Comes of Age in America: How Systemic Racism Shaped Perceptions of Tutoring in the United States and What We Can Do About It."
- The PARC's learning coach / faculty coordinator co-facilitated a 90-minute workshop about infusing justice, diversity, equity, and inclusion into staff training that meets CRLA tutoring and peer educator program standards.

Association of Colleges for Tutoring & Learning Assistance (ACTLA) Virtual Conference:

- **PARC tutors and learning coaches attended virtual conference sessions** to connect with other peer educators and professionals from around the world and learn best practices in the field. They discussed what they learned and ideas they might want to implement in their program at SDSU in a weekly meeting following the conference.
- The PARC's learning coach / faculty coordinator facilitated a 60-minute workshop entitled "How Systemic Racism Shaped Perceptions of Tutoring in the United States and What We Can Do About It."

California Community Colleges Success Network (3CSN) Virtual Peer Educator Power Series:

- **PARC's tutors and learning coaches designed and presented an invited session** as part of 3CSN's Peer Educator Power series entitled "Born and Raised in Technology: How to Equip Your Students to Learn Any Subject with Tech."

Looking Ahead: Academic Year 2023-24

Data-Informed Practice

The PARC was established and built to this point using current scholarship and professional expertise on learning science, learning centers, and metacognitive equity. Now that the PARC has completed its first year of full programming, its team is committed to using qualitative and quantitative data in addition to scholarly research to inform its practices moving forward.

As stated elsewhere, the PARC team is working with SDSU's Analytic Studies and Institutional Resources (ASIR) team to develop a comprehensive assessment plan that identifies the impact of each of the PARC programs on various measures of student success. Initial data reports are expected by the end of summer 2023, with analyses completed by September 2023. Additional instruments for qualitative data analysis are being developed and will be deployed for AY 2023-24.

Results of data analyses will be used to identify where to direct resources in addition to advertising to students the impacts of the PARC's free programming on student success. This targeted, data-informed publicity will expand the number of PSFA students served.

Hiring for Academic Year 2023-24

At the end of the semester, the PARC's learning coach / faculty coordinator interviewed and selected peer tutors and welcome desk staff who will begin working in Fall 2022. The PARC team received **71** applications (55 peer tutor applications and 16 welcome desk staff applications) over **6** weeks.

In preparation for welcoming a new Dean in the College of PSFA in July 2023, the PARC temporarily downsized its peer educator team to become a more agile and cost-effective operation. In the future, the PARC team hopes to grow again to serve more students.

Building a Kid-Friendly Corner in South PARC

To better support parenting students, faculty, and staff, the PARC team will set up a small, kid-friendly corner in South PARC with 4 child-sized armchairs, a mat for playing or reading on the floor, and perhaps some books and washable toys. Guardians will be responsible for supervising their own children while they are in the PARC.

Learning Coaching for Disqualified Students

PSFA majors and ROTC Students who are disqualified (i.e., are unable to raise their grades enough to get off academic probation) will be directed to meet with a learning coach for at least two sessions. It is the PARC team's hope that this will encourage these students to make learning with peer educators in the PARC a regular part of their routines, so they are more likely to experience community at SDSU and persist to graduation.

Becoming a CRLA Certified Program

The PARC's learning coach / faculty coordinator will apply for the PARC's tutor and learning coaching programs to be certified by the College Reading & Learning Association (CRLA). CRLA's website explains some of the benefits of learning centers becoming certified:

“CRLA International Tutor Training Program Certification offers numerous benefits for individual tutors, tutorial coordinators, and programs. The following is a partial list of the opportunities and benefits that are possible with CRLA ITTPC.

Benefits to the institution:

- Sets a benchmark for academic support excellence across the institution.
- Ensures compliance with internationally-recognized best practices in higher education tutorial services.
- Increases assurance that tutoring services comply with standards for ethical academic behavior.
- Improves career-readiness by providing quality professional development for tutors.
- Creates additional opportunities for students to connect to faculty.
- Strengthens the connection between the curriculum and academic support services.
- Provides qualitative and quantitative data that enriches responses to accreditation standards.

Benefits to program administrators:

- Documents program initiatives and processes.
- Gives feedback from highly-experienced reviewers.
- Provides tools for creating a coherent training curriculum.
- Attracts motivated students interested in professional development opportunities.
- Generates interest and respect from campus colleagues and students.

Benefits to program tutors:

- Teaches the skills and knowledge commensurate with best practices for academic support programs and services.
- Increases confidence in the content area, public speaking, academic organization, and job performance.
- Creates a pathway to documenting experience and growth over time.
- Encourages tutors to view themselves as para-professionals in their work.
- Improves training and evaluation focus.

- Strengthens tutors' resume in the form of internationally recognized certificate.
- Creates a culture of learning for tutors.
- May improve wages (if wages are tied to completing certification).

Benefits to students:

- The student experiences the benefit of working with someone trained in effective helping strategies, communication skills, and structuring the tutoring experience.
- The student becomes more confident as a learner by participating in a learner-centered experience.
- Research has shown that students who attend tutoring with trained tutors perform better academically than those who attend tutoring with untrained tutors” (College Reading & Learning Association, 2023).

Since March 1989, CRLA has certified tutoring programs in countries all over the world, including the United States, Canada, Australia, China, Greece, Japan, Kuwait, Mexico, Morocco, South Africa, the Republic of Korea, and Vietnam (College Reading & Learning Association, 2023).

Building on Successes

Preliminary results from the Embedded Tutoring pilot are promising both in reducing DFW rates in key classes and in shifting faculty partners' pedagogy to enhance students' learning and metacognitive thinking. The PARC team hopes to serve even more people by increasing the number of faculty partners in the community of practice and classes with embedded tutors in the College of PSFA.

Peer educators on the PARC team have been receptive to developing their expertise in learning and tutoring. The PARC team would therefore like to expand opportunities for peer educators' professional development and growth, such as creating entry-level professional tutoring and learning coaching positions after students graduate.

Solidifying the PARC as a Foundational Program for PSFA Students and Faculty

To date, the PARC has mostly been funded by temporary and one-time monies. The PARC team is in the process of developing a comprehensive budget to include instructional programs (tutoring, learning coaching, workshops, etc.), additional personnel, professional development activities, and operating supplies. This process includes finding an appropriate position classification for the learning coach / faculty coordinator, as well as administrative support.

Identify Funding Opportunities for PSFA Development Team to Pursue

Once the PARC team has data that show the efficacy of the PARC, it can develop a one-sheet on ways donors can support the PARC. The PARC team will work with the director of communications to take photographs and develop professionally written

stories about students who have been positively impacted by the PARC's programs. Merging personal stories and data will make the most compelling case for donor support.

Increasing Participation in PARC Programs

Since the PARC is a new learning center, it is the PARC team's goal to increase the number of tutoring, learning coaching, and workshop sessions it leads and the number of unique students it serves.

Drilling down deeper, the PARC team knows from the literature in learning assistance that students who attend at least 3-6 tutoring or learning coaching appointments, depending on the context, gain the most from their sessions (Colver & Fry, 2016). Therefore, in Fall 2023 and beyond, a key goal will be to increase the percentage of students who attend at least 3 individual sessions or group workshops in the PARC.

Overall, this is a time of great excitement and promise. The PARC team looks forward to the successes that lie ahead.

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Appendices

Appendix A

PARC Tutor Observation Rubric



PARC Tutor & Learning Coach Observation Rubric (Spring '23)

Name of Tutor or Coach: _____ Observed by: _____ Date: _____

Category	Expected Outcome	Needs Improvement	Meets Expectations	Excels
Independent Learning	Accurately determines what student needs to be able to do and what they need to do it <i>on their own</i> . Provides scaffolding or guidance for student to perform task(s) themselves.	Does not try to or does not accurately determine what student needs to be able to do or what they need to do it <i>on their own</i> . Or does not provide scaffolding or guidance for student to perform task(s) themselves.	Accurately determines what student needs to be able to do and what they need to do it <i>on their own</i> . Provides scaffolding or guidance for student to perform task(s) themselves.	Accurately determines what student needs to be able to do and what they need to do it <i>on their own</i> . Provides scaffolding or guidance for student to perform task(s) themselves. Helps student develop strategies or make a plan to work independently after the session.
Metacognition	Uses metacognitive prompts and questions to model for student how to reflect on one's own thinking and learning.	Does not use metacognitive prompts or questions.	Uses metacognitive prompts and questions to model for student how to reflect on one's own thinking and learning.	Uses metacognitive prompts and questions. Guides student through metacognitive processes and/or student shows signs of thinking metacognitively on their own.
Goal Setting	Sets goals with student at the beginning of the session.	Does not set goals with student at the beginning of the session.	Sets goals with student at the beginning of the session.	Sets goals with student at the beginning of the session and circles back to them at the end.
Active Listening	Listens to student, uses reflective language to show understanding or asks clarifying questions. Body language shows engagement.	Does most of the talking, frequently interrupts or talks over student, or is distracted. Body language does not show engagement.	Listens to student, uses reflective language to show understanding or asks clarifying questions. Body language shows engagement.	Listens to student and uses reflective language, clarifying questions, and engaged body language. Shows evidence of deep listening (e.g., strategically refers to key details the student has shared in conversation).
Individualization	Recognizes student's individual needs and adjusts to meet them (e.g., offers to read aloud for student who discloses verbal disability, connects undocumented student with Undocumented Resource Center and other support).	Uses same approach throughout the session without regard for student's individual needs.	Recognizes student's individual needs and adjusts to meet them (e.g., offers to read aloud for student who discloses verbal disability, connects undocumented student with Undocumented Resource Center and other support).	Continually adjusts and refines approach throughout session to meet student's individual needs and/or makes creative adjustments.
Procedures	Follows all PARC procedures with a positive attitude.	Does not follow all PARC procedures or follows them grudgingly.	Follows all PARC procedures with a positive attitude.	Integrates PARC procedures in a way that enhances learning outcomes.

Revised 03-24-2023

Top Comments	
What to Do	

Additional Observations:

_____ { 3 } _____

Appendix B

PARC Midterm Evaluation for Tutors & Coaches



Midterm Evaluation for Tutors & Coaches

Adapted with permission from Jane Gilbert and Zoë Escarcega, Northern Arizona University Academic Success Centers

EMPLOYEE INFORMATION

Student Employee's Name

Supervisor's Name

Date Evaluation Completed

Student Employee's Pronouns

Supervisor's Email

Semester

Student Employee's Title

The National Association of Colleges and Employers (NACE) has identified [key competencies](#) necessary to prepare college students for successful entry into the workforce. The PARC promotes professional development and career readiness with a focus on these transferable skills from the beginning of each student's employment experience. This evaluation is designed to provide structure for student employees to reflect on the strengths, knowledge, and experiences that contribute to their professional growth and career readiness. Supervisors provide meaningful feedback and examples of how employees demonstrate these key competencies and how they can continue to grow.



TUTORING OR COACHING CRAFT

How the tutor's or coach's craft has changed or developed since their last evaluation or since being hired in the PARC.

CAREER & SELF-DEVELOPMENT: "Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization" (NACE, 2022).

Beginner <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Advanced <input type="checkbox"/>	Examples or comments:
<ul style="list-style-type: none"> • Might not be aware of one's own strengths and areas for development. • Might be reluctant to accept or act on feedback. • Might not participate fully in meetings and training. • Not yet developing plans and goals for one's future career. • Not yet able to advocate for self or others at work. 	<ul style="list-style-type: none"> • Becoming increasingly aware of one's own strengths and areas for development. • Sometimes reluctant to accept or act on feedback. • Participates in meetings and training when called on or prompted to do so. • Beginning to develop plans and goals for one's future career. • Sometimes able to advocate for self or others at work. 	<ul style="list-style-type: none"> • Fully aware of one's own strengths and areas for development. • Takes ownership of feedback and uses it to improve self or craft as a tutor or learning coach. • Fully participates in meetings and training without being prompted to do so. • Actively developing plans and goals for one's future career. • Consistently advocates for self or others at work, as needed. 	<p><i>Elements from 'Accomplished' AND:</i></p> <ul style="list-style-type: none"> • Seeks out opportunities to identify and develop new strengths and work-related knowledge. • Actively solicits feedback from supervisors, teammates, and students for self-improvement. • Seeks out additional opportunities for training and professional development. 	

COMMUNICATION: "Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization" (NACE, 2022).

Beginner <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Advanced <input type="checkbox"/>	Examples or comments:
<ul style="list-style-type: none"> • Might not demonstrate skill in communicating ideas and tailoring messages to a variety of audiences. • Might not respond promptly to messages and questions from supervisors, teammates, and others. • Might not frame communication with respect to ability/disability, varied individual communication styles, and cultural differences. • Might not employ active listening in sessions and other PARC work. • Might not ask effective questions in sessions to guide students' learning. 	<ul style="list-style-type: none"> • Sometimes demonstrates skill in communicating ideas and tailoring messages to a variety of audiences. • Sometimes responds promptly to messages and questions from supervisors, teammates, and others. • Sometimes frames communication with respect to ability/disability, varied individual communication styles, and cultural differences. • Sometimes employs active listening in sessions and other PARC work. • Asks some effective questions in sessions to guide students' learning. 	<ul style="list-style-type: none"> • Regularly demonstrates skill in communicating ideas and tailoring messages to a variety of audiences. • Consistently responds promptly to messages and questions from supervisors, teammates, and others. • Always frames communication with respect to ability/disability, varied individual communication styles, and cultural differences. • Always employs active listening in sessions and other PARC work. • Adept at asking effective questions in sessions to guide students' learning. 	<p><i>Elements from 'Accomplished' AND:</i></p> <ul style="list-style-type: none"> • Might be given independence in content creation without the need for much feedback. • Takes initiative to start conversations, even difficult ones. • Demonstrates effective persuasion and influencing skills when appropriate. 	

CRITICAL THINKING: "Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information" (NACE, 2022).

Beginner <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Advanced <input type="checkbox"/>	Examples or comments:
<ul style="list-style-type: none"> • Might rely on others to identify issues and solutions to problems. • Might not be able to identify in sessions what students need to be able to do and what they need to do it themselves. • Might not be able to engage students in sessions where the students are uninterested or are finding learning difficult. • Might not demonstrate knowledge about material and how students learn in sessions. 	<ul style="list-style-type: none"> • Sometimes identifies issue(s) and solutions to problems independently or in consultation with others. • Sometimes able to identify in sessions what students need to be able to do and what they need to do it themselves. • Sometimes engages students in sessions where the students are uninterested or are finding learning difficult. • Demonstrates some knowledge of material and how students learn in sessions. 	<ul style="list-style-type: none"> • Consistently identifies issues and solutions to problems independently or in consultation with others. • Able to identify in sessions what students need to be able to do and what they need to do it themselves. • Consistently engages students in sessions where the students are uninterested or are finding learning difficult. • Demonstrates ample knowledge of material and how students learn in sessions. 	<p><i>Elements from 'Accomplished' AND:</i></p> <ul style="list-style-type: none"> • Consults supervisor if multiple solutions are possible or if the situation warrants supervisor input. • Proactively identifies and prevents future issues from occurring. • Is able to guide teammates in developing their own critical thinking. • Engages in reflective practice to continually improve one's craft as a tutor or learning coach. 	

EQUITY & INCLUSION: “Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism” (NACE, 2022).

Beginner <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Advanced <input type="checkbox"/>	Examples or comments:
<ul style="list-style-type: none"> • Might not keep an open mind to new ideas and ways of thinking. • Might not advocate for justice, equity, and inclusion for people from historically excluded communities at SDSU. • Might not gather and use feedback from multicultural perspectives to make equity-minded decisions. • Might not prioritize developing students’ metacognition in sessions to close metacognitive equity gaps in PSFA. 	<ul style="list-style-type: none"> • Sometimes keeps an open mind to new ideas and ways of thinking. • At times advocates for justice, equity, and inclusion for people from historically excluded communities at SDSU. • At times gathers and uses feedback from multicultural perspectives to make equity-minded decisions. • Sometimes prioritizes developing students’ metacognition in sessions to close metacognitive equity gaps in PSFA. 	<ul style="list-style-type: none"> • Consistently keeps an open mind to new ideas and ways of thinking. • Regularly advocates for justice, equity, and inclusion for people from historically excluded communities at SDSU. • Consistently gathers and uses feedback from multicultural perspectives to make equity-minded decisions. • Always prioritizes developing students’ metacognition in sessions to close metacognitive equity gaps in PSFA. 	<p><i>Elements from ‘Accomplished’ AND:</i></p> <ul style="list-style-type: none"> • Brings new critical lenses and cultural perspectives to the PARC team’s work. • Engages in conversations and initiatives to close metacognitive equity gaps in other SDSU spaces besides the PARC. • Uses voice to address systems of privilege that limit opportunities for members of historically excluded communities beyond SDSU. 	

LEADERSHIP: “Recognize and capitalize on personal and team strengths to achieve organizational goals” (NACE, 2022).

Beginner <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Advanced <input type="checkbox"/>	Examples or comments:
<ul style="list-style-type: none"> • Might wait to be assigned a task or project or might not see it through to completion. • Might not ask for help or delegate work to others. • Might not act as a role model to teammates and students. • Might not manage time effectively in sessions. 	<ul style="list-style-type: none"> • Sometimes takes initiative to work on a task or project and sees it through to completion. • Sometimes asks for help or delegates work to others. • Sometimes acts as a role model to teammates and students. • At times manages time effectively in sessions. 	<ul style="list-style-type: none"> • Regularly able to initiate a task or project and see it through to completion. • Consistently asks for help or delegates work to others. • Always acts as a role model to teammates and students. • Consistently manages time effectively in sessions. 	<p><i>Elements from ‘Accomplished’ AND:</i></p> <ul style="list-style-type: none"> • Offers innovative ideas and/or elicits teammates’ ideas for innovation. • Able to provide constructive feedback to supervisors in order to bring about positive change. • Able to motivate teammates and students. 	

PROFESSIONALISM: "Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace" (NACE, 2022).

Beginner <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Advanced <input type="checkbox"/>	Examples or comments:
<ul style="list-style-type: none"> • Might not be present and prepared for work. • Might not demonstrate dependability (e.g. arrive on time for shifts or meetings). • Might not pay attention to detail. • Might not show a high level of dedication toward doing a good job. • Might not maintain a positive attitude at work. • Might not demonstrate an understanding of the PARC's mission through day-to-day actions as a tutor or learning coach. 	<ul style="list-style-type: none"> • Sometimes present and prepared for work. • At times demonstrates dependability (e.g. arrive on time for shifts or meetings). • Sometimes pays attention to detail. • At times shows a high level of dedication toward doing a good job. • Sometimes maintains a positive attitude at work. • At times demonstrates an understanding of the PARC's mission through day-to-day actions as a tutor or learning coach. 	<ul style="list-style-type: none"> • Consistently present and prepared for work. • Regularly demonstrates dependability (e.g. arrive on time for shifts or meetings). • Consistently pays attention to detail. • Always shows a high level of dedication toward doing a good job. • Regularly maintains a positive attitude at work. • Always demonstrates an understanding of the PARC's mission through day-to-day actions as a tutor or learning coach. 	<p><i>Elements from 'Accomplished' AND:</i></p> <ul style="list-style-type: none"> • Identifies one's complex mistakes and behavior patterns that might detract from the quality of one's work. • Able to effectively prioritize and complete tasks. • Able to shift habits of mind and routines from other work experiences to be an effective member of the PARC team, if applicable. 	

TEAMWORK: "Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities" (NACE, 2022).

Beginner <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Advanced <input type="checkbox"/>	Examples or comments:
<ul style="list-style-type: none"> • Might not build strong, positive working relationships with supervisors and teammates. • Might not effectively manage conflict, interact with and respect diverse personalities, or meet ambiguity with resilience. • Might not employ personal strengths, knowledge, and talents to complement those of others. • Might not demonstrate the ability to compromise and be agile. • Might not make sessions with students collaborative. 	<ul style="list-style-type: none"> • Builds strong, positive working relationships with some supervisors and teammates. • Effectively manages some conflict, interacts with and respects some diverse personalities, or meets some ambiguity with resilience. • Sometimes employs personal strengths, knowledge, and talents to complement those of others. • Sometimes demonstrates the ability to compromise and be agile. • Sometimes makes sessions with students collaborative. 	<ul style="list-style-type: none"> • Builds strong, positive working relationships with most supervisors and teammates. • Effectively manages most conflict, interacts with and respects most diverse personalities, or meets most ambiguity with resilience. • Regularly employs personal strengths, knowledge, and talents to complement those of others. • Consistently demonstrates the ability to compromise and be agile. • Always makes sessions with students collaborative. 	<p><i>Elements from 'Accomplished' AND:</i></p> <ul style="list-style-type: none"> • Encourages teammates to leverage their strengths in order to achieve team goals. • Takes initiative for the team. • Regularly collaborates with others to achieve common goals. • Is accountable for individual and team responsibilities and deliverables. 	

TECHNOLOGY: "Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals" (NACE, 2022).

Beginner <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Advanced <input type="checkbox"/>	Examples or comments:
<ul style="list-style-type: none"> • Might not identify appropriate technology for completing specific tasks. • Might not be open to learning new technologies. • Might not utilize technology to improve the efficiency and productivity of one's work. • Might not be able to use technology to find information, construct ideas, and achieve strategic goals. • Might not demonstrate an understanding of the personal nature of students' educational records. 	<ul style="list-style-type: none"> • Sometimes identifies appropriate technology for completing specific tasks. • Sometimes open to learning new technologies. • Sometimes utilizes technology to improve the efficiency and productivity of one's work. • Sometimes able to use technology to find information, construct ideas, and achieve strategic goals. • Demonstrates some understanding of the personal nature of students' educational records. 	<ul style="list-style-type: none"> • Regularly identifies appropriate technology for completing specific tasks. • Consistently open to learning new technologies. • Regularly utilizes technology to improve the efficiency and productivity of one's work. • Consistently able to use technology to find information, construct ideas, and achieve strategic goals. • Demonstrates complete understanding of the personal nature of students' educational records. 	<p><i>Elements from 'Accomplished' AND:</i></p> <ul style="list-style-type: none"> • Researches and recommends technological solutions, including new technologies, to better accomplish goals at work. • Coaches teammates or students to more effectively use technology to meet goals. • Demonstrates a rich understanding of how to use technology ethically. 	

ADDITIONAL COMMENTS including goals or expectations for the next evaluation and strategies to meet those goals or expectations, if applicable:

PARC Final Evaluation for Tutors & Learning Coaches



Final Evaluation for Tutors & Coaches

Adapted with permission from Jane Gilbert and Zoë Escarcega, Northern Arizona University Academic Success Centers

EMPLOYEE INFORMATION

Student Employee's Name

Supervisor's Name

Date Evaluation Completed

Student Employee's Pronouns

Supervisor's Email

Semester

Student Employee's Title

The National Association of Colleges and Employers (NACE) has identified [key competencies](#) necessary to prepare college students for successful entry into the workforce. The PARC promotes professional development and career readiness with a focus on these transferable skills from the beginning of each student's employment experience. This evaluation is designed to provide structure for student employees to reflect on the strengths, knowledge, and experiences that contribute to their professional growth and career readiness. Supervisors provide meaningful feedback and examples of how employees demonstrate these key competencies and how they can continue to grow.



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<ul style="list-style-type: none"> • Might not be aware of one's own strengths and areas for development. • Might be reluctant to accept or act on feedback. • Might not participate fully in meetings and training. • Not yet developing plans and goals for one's future career. • Not yet able to advocate for self or others at work. 	<ul style="list-style-type: none"> • Becoming increasingly aware of one's own strengths and areas for development. • Sometimes reluctant to accept or act on feedback. • Participates in meetings and training when called on or prompted to do so. • Beginning to develop plans and goals for one's future career. • Sometimes able to advocate for self or others at work. 	<ul style="list-style-type: none"> • Fully aware of one's own strengths and areas for development. • Takes ownership of feedback and uses it to improve self or craft as a tutor or learning coach. • Fully participates in meetings and training without being prompted to do so. • Actively developing plans and goals for one's future career. • Consistently advocates for self or others at work, as needed. 	<p><i>Elements from 'Accomplished' AND:</i></p> <ul style="list-style-type: none"> • Seeks out opportunities to identify and develop new strengths and work-related knowledge. • Actively solicits feedback from supervisors, teammates, and students for self-improvement. • Seeks out additional opportunities for training and professional development. 	

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<ul style="list-style-type: none"> • Might not keep an open mind to new ideas and ways of thinking. • Might not advocate for justice, equity, and inclusion for people from historically excluded communities at SDSU. • Might not gather and use feedback from multicultural perspectives to make equity-minded decisions. • Might not prioritize developing students’ metacognition in sessions to close metacognitive equity gaps in PSFA. 	<ul style="list-style-type: none"> • Sometimes keeps an open mind to new ideas and ways of thinking. • At times advocates for justice, equity, and inclusion for people from historically excluded communities at SDSU. • At times gathers and uses feedback from multicultural perspectives to make equity-minded decisions. • Sometimes prioritizes developing students’ metacognition in sessions to close metacognitive equity gaps in PSFA. 	<ul style="list-style-type: none"> • Consistently keeps an open mind to new ideas and ways of thinking. • Regularly advocates for justice, equity, and inclusion for people from historically excluded communities at SDSU. • Consistently gathers and uses feedback from multicultural perspectives to make equity-minded decisions. • Always prioritizes developing students’ metacognition in sessions to close metacognitive equity gaps in PSFA. 	<p><i>Elements from ‘Accomplished’ AND:</i></p> <ul style="list-style-type: none"> • Brings new critical lenses and cultural perspectives to the PARC team’s work. • Engages in conversations and initiatives to close metacognitive equity gaps in other SDSU spaces besides the PARC. • Uses voice to address systems of privilege that limit opportunities for members of historically excluded communities beyond SDSU. 	

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<ul style="list-style-type: none"> • Might wait to be assigned a task or project or might not see it through to completion. • Might not ask for help or delegate work to others. • Might not act as a role model to teammates and students. • Might not manage time effectively in sessions. 	<ul style="list-style-type: none"> • Sometimes takes initiative to work on a task or project and sees it through to completion. • Sometimes asks for help or delegates work to others. • Sometimes acts as a role model to teammates and students. • At times manages time effectively in sessions. 	<ul style="list-style-type: none"> • Regularly able to initiate a task or project and see it through to completion. • Consistently asks for help or delegates work to others. • Always acts as a role model to teammates and students. • Consistently manages time effectively in sessions. 	<p><i>Elements from ‘Accomplished’ AND:</i></p> <ul style="list-style-type: none"> • Offers innovative ideas and/or elicits teammates’ ideas for innovation. • Able to provide constructive feedback to supervisors in order to bring about positive change. • Able to motivate teammates and students. 	

PROFESSIONALISM: "Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace" (NACE, 2022).

Beginner <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Advanced <input type="checkbox"/>	Examples or comments:
<ul style="list-style-type: none"> • Might not be present and prepared for work. • Might not demonstrate dependability (e.g. arrive on time for shifts or meetings). • Might not pay attention to detail. • Might not show a high level of dedication toward doing a good job. • Might not maintain a positive attitude at work. • Might not demonstrate an understanding of the PARC's mission through day-to-day actions as a tutor or learning coach. 	<ul style="list-style-type: none"> • Sometimes present and prepared for work. • At times demonstrates dependability (e.g. arrive on time for shifts or meetings). • Sometimes pays attention to detail. • At times shows a high level of dedication toward doing a good job. • Sometimes maintains a positive attitude at work. • At times demonstrates an understanding of the PARC's mission through day-to-day actions as a tutor or learning coach. 	<ul style="list-style-type: none"> • Consistently present and prepared for work. • Regularly demonstrates dependability (e.g. arrive on time for shifts or meetings). • Consistently pays attention to detail. • Always shows a high level of dedication toward doing a good job. • Regularly maintains a positive attitude at work. • Always demonstrates an understanding of the PARC's mission through day-to-day actions as a tutor or learning coach. 	<p><i>Elements from 'Accomplished' AND:</i></p> <ul style="list-style-type: none"> • Identifies one's complex mistakes and behavior patterns that might detract from the quality of one's work. • Able to effectively prioritize and complete tasks. • Able to shift habits of mind and routines from other work experiences to be an effective member of the PARC team, if applicable. 	

TEAMWORK: "Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities" (NACE, 2022).

Beginner <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Advanced <input type="checkbox"/>	Examples or comments:
<ul style="list-style-type: none"> • Might not build strong, positive working relationships with supervisors and teammates. • Might not effectively manage conflict, interact with and respect diverse personalities, or meet ambiguity with resilience. • Might not employ personal strengths, knowledge, and talents to complement those of others. • Might not demonstrate the ability to compromise and be agile. • Might not make sessions with students collaborative. 	<ul style="list-style-type: none"> • Builds strong, positive working relationships with some supervisors and teammates. • Effectively manages some conflict, interacts with and respects some diverse personalities, or meets some ambiguity with resilience. • Sometimes employs personal strengths, knowledge, and talents to complement those of others. • Sometimes demonstrates the ability to compromise and be agile. • Sometimes makes sessions with students collaborative. 	<ul style="list-style-type: none"> • Builds strong, positive working relationships with most supervisors and teammates. • Effectively manages most conflict, interacts with and respects most diverse personalities, or meets most ambiguity with resilience. • Regularly employs personal strengths, knowledge, and talents to complement those of others. • Consistently demonstrates the ability to compromise and be agile. • Always makes sessions with students collaborative. 	<p><i>Elements from 'Accomplished' AND:</i></p> <ul style="list-style-type: none"> • Encourages teammates to leverage their strengths in order to achieve team goals. • Takes initiative for the team. • Regularly collaborates with others to achieve common goals. • Is accountable for individual and team responsibilities and deliverables. 	

TECHNOLOGY: "Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals" (NACE, 2022).

Beginner <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Advanced <input type="checkbox"/>	Examples or comments:
<ul style="list-style-type: none"> • Might not identify appropriate technology for completing specific tasks. • Might not be open to learning new technologies. • Might not utilize technology to improve the efficiency and productivity of one's work. • Might not be able to use technology to find information, construct ideas, and achieve strategic goals. • Might not demonstrate an understanding of the personal nature of students' educational records. 	<ul style="list-style-type: none"> • Sometimes identifies appropriate technology for completing specific tasks. • Sometimes open to learning new technologies. • Sometimes utilizes technology to improve the efficiency and productivity of one's work. • Sometimes able to use technology to find information, construct ideas, and achieve strategic goals. • Demonstrates some understanding of the personal nature of students' educational records. 	<ul style="list-style-type: none"> • Regularly identifies appropriate technology for completing specific tasks. • Consistently open to learning new technologies. • Regularly utilizes technology to improve the efficiency and productivity of one's work. • Consistently able to use technology to find information, construct ideas, and achieve strategic goals. • Demonstrates complete understanding of the personal nature of students' educational records. 	<p><i>Elements from 'Accomplished' AND:</i></p> <ul style="list-style-type: none"> • Researches and recommends technological solutions, including new technologies, to better accomplish goals at work. • Coaches teammates or students to more effectively use technology to meet goals. • Demonstrates a rich understanding of how to use technology ethically. 	

ADDITIONAL COMMENTS AND RE-HIRING DECISION: