

PSFA ACADEMIC RESOURCE CENTER 2023-24 REPORT

Prepared for
PSFA Dean's Office
San Diego State University



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Executive Summary

The Professional Studies and Fine Arts (PSFA) Academic Resource Center (PARC) at San Diego State University (SDSU) achieved significant milestones during the 2023-24 academic year (AY). With its mission to provide free, high-quality academic support, the PARC offered tutoring, learning coaching, workshops, study spaces, and a virtual learning center. It also advanced equity-focused educational practices.

Key Achievements:

- **Academic Support for PSFA’s Diverse Student Community:** The PARC’s appointments and study spaces met the learning needs of its diverse student community.
 - Students used the PARC’s study and recharge spaces almost 1,500 times in the academic year. More than 400 unique students used the spaces, with half returning at least once.
 - More than 100 students scheduled more than 400 tutoring and coaching appointments, with overwhelmingly positive feedback on post-appointment surveys. Importantly, the PARC is increasingly serving diverse groups of students, for example:
 - More than a third of PARC students served (37.8%) considered themselves non-native English speakers.
 - The number of PARC students who self-identified as first-generation increased by 9.4% from AY 2022-23 to AY 2023-24.
 - The share of male-identified PARC students increased by 5.9% in AY 2023-24.
- **Innovation:** A successful embedded tutoring program, institutionally funded starting in Fall 2023, improved students’ average course GPAs and engaged faculty in evidence-based, equity-focused curriculum design and pedagogical strategies.
 - Preliminary data collected in Fall 2022 and analyzed in Fall 2023 show the course grade point averages (GPAs) of students in sections with embedded tutors were 0.3 higher on average than those of students in sections without embedded tutors.
- **Certification:** The PARC earned Level 1 International Tutor Training Program Certification from the College Reading and Learning Association (CRLA), becoming SDSU’s sole CRLA-certified tutoring program in AY 2023-24.
- **Community Impact:** The PARC created an inclusive environment, emphasizing metacognitive equity and offering equitable wages to its diverse team. Staff development fostered professional growth and student engagement.

Future Goals:

The PARC aims to increase program participation, develop a sustainable budget, and enhance data-driven practices to assess and improve its impact on student success.

In summary, the PARC has solidified its role as a foundational support system for PSFA students, promoting learning equity, academic resilience, and community connection at SDSU¹.

¹ Initial draft of executive summary generated by ChatGPT (prompt: “Create an executive summary of this report”) and revised by the writer (OpenAI, 2025).

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Operations Overview

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

During the 2023-24 academic year (AY), the PARC provided:

- **Tutoring** for students enrolled in PSFA courses
- **Learning coaching** for PSFA majors and graduate students and ROTC students
- **Drop-in workshops** for students enrolled in PSFA courses
- **Study and recharge spaces** for everyone in the SDSU community
- 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 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, with financial support from the School of Journalism & Media Studies.

In Fall 2023, the embedded tutoring program transitioned from being grant-funded to institutionally funded with enthusiastic support from the College of PSFA's new Dean, Dr. Janis McKay, who started in her post in Summer 2023.

In January 2024, the PARC earned Level 1 International Tutor Training Program Certification from the College Reading and Learning Association (CRLA), becoming the second program to be certified at San Diego State University and the only CRLA-certified tutoring program on campus this year (CRLA, 2023).

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.

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

Core Values

We value:

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

These are the PARC's learning outcomes for students (see Table 1).

Table 1

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

These are the PARC’s learning outcomes for its peer educators (i.e., tutors and learning coaches) (see Table 2).

Table 2
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. ● Peer educators practice active, non-judgmental listening to help others find their own solutions.

	<ul style="list-style-type: none"> ● 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 2023, the PARC was staffed by:

- 6 peer tutors
- 1 peer learning coach
- 1 professional learning coach
- 12 welcome desk staff (WDS)
- PARC Director & Learning Coach Rebecca Tedesco, with support from PSFA Assistant Dean for Student Affairs Dr. Lanie Lockwood

In Spring 2024, the PARC was staffed by:

- 6 peer tutors
- 1 peer learning coach
- 1 professional learning coach
- 16 WDS
- PARC Director & Learning Coach Tedesco, with support from Assistant Dean Lockwood

Three WDS were nominated by their peers and selected by the PARC's director to become WDS team captains in AY 2023-24. We will continue to appoint team captains nominated by their peers to lead the WDS team.

Funding Sources

PSFA Instructional Budget:

- In Fall 2022, PARC Director 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 learning coaches 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:

- Additional funding for the PARC's peer tutors and learning coaches came from the PSFA Dean's Office.
- Operational supplies came from the PSFA Dean's Office.

Provost's Office

- A portion of the wages for one of the PARC's learning coaches came from funds allocated by the Provost's Office for SDSU's Navy Prep program.

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 and 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 director 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. Saundra 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 to think metacognitively and closing equity gaps is top of mind in all that we do.

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

Equitable 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:
 - \$18/hour (Fall '23)
 - **\$19/hour** (Spring '24)
- Welcome desk staff team captains:
 - \$18.50/hour (Fall '23)
 - **\$19.50/hour** (Spring '24)
- Peer tutors and learning coaches:
 - **\$20/hour** for undergraduates, **\$21/hour** for staff with bachelor's degrees (Fall '23)
 - \$20/hour for new tutors, \$21/hour for CRLA Level 1 Certified Tutors (Spring '24)

The PARC based its hourly wages on market analysis data from the California Employment Development Department and Glassdoor.com. Through analysis in AY 2022-23, 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. Additionally, AB 1228 went into effect in the State of California on April 1, 2024, setting a new minimum wage of \$20/hour for fast food workers. Wages for the PARC's workers were determined based on these data.

The PARC team also provided pay raises for student workers in leadership positions. One will notice in our wage model that WDS team captains earned an additional \$0.50 per hour.

After earning CRLA certification in January 2024, the PARC changed its pay structure for tutors

and learning coaches to the following:

- **\$20**/hour for new tutors
- **\$21**/hour for CRLA Level 1 Certified Tutors

Programs

This year, **115 unique students** scheduled **439** tutoring and learning coaching appointments in the PARC (see [Learning Coaching](#) for definitions of and more info. about that program).

The PARC team captured the number of no-shows (n=29) and cancelled appointments (n=290) to offer personalized support to students who are unable to connect with their tutors or learning coaches and track trends over time to improve our programs. We aim to address the high number of cancellations in AY 2024-25; it is possible, however, that we had a high number of canceled appointments because the PARC is still so new and does not yet have an established reputation or following on campus.

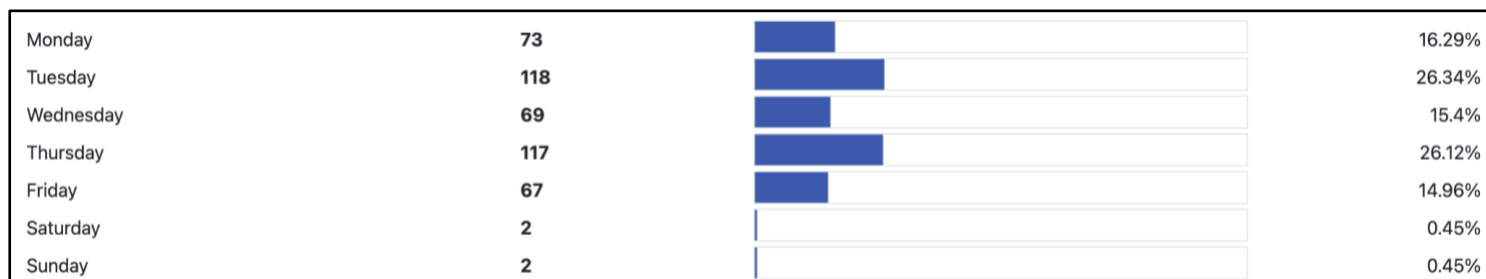
When scheduling, **students chose to meet with their tutors or learning coaches face-to-face (n=343) or online (n=105)**. We used Zoom for online appointments by integrating Zoom with the PARC's scheduling software, WCOOnline.

Of the students who participated in appointments, more than a third (41.1%) returned at least once, while 58.9% had only one appointment. The percentage of students who returned at least once increased by 5.39% from AY 2022-23.

The most popular days for appointments were Tuesdays (n=118) and Thursdays (n=117).

Figure 1

Appointments by Weekday



The most popular starting time was 11:00 a.m. (n=124) and students made the most appointments in October (n=78) and November (n=74). (See Figures 2 and 3, next page.)

Figure 2
Appointments by Starting Time

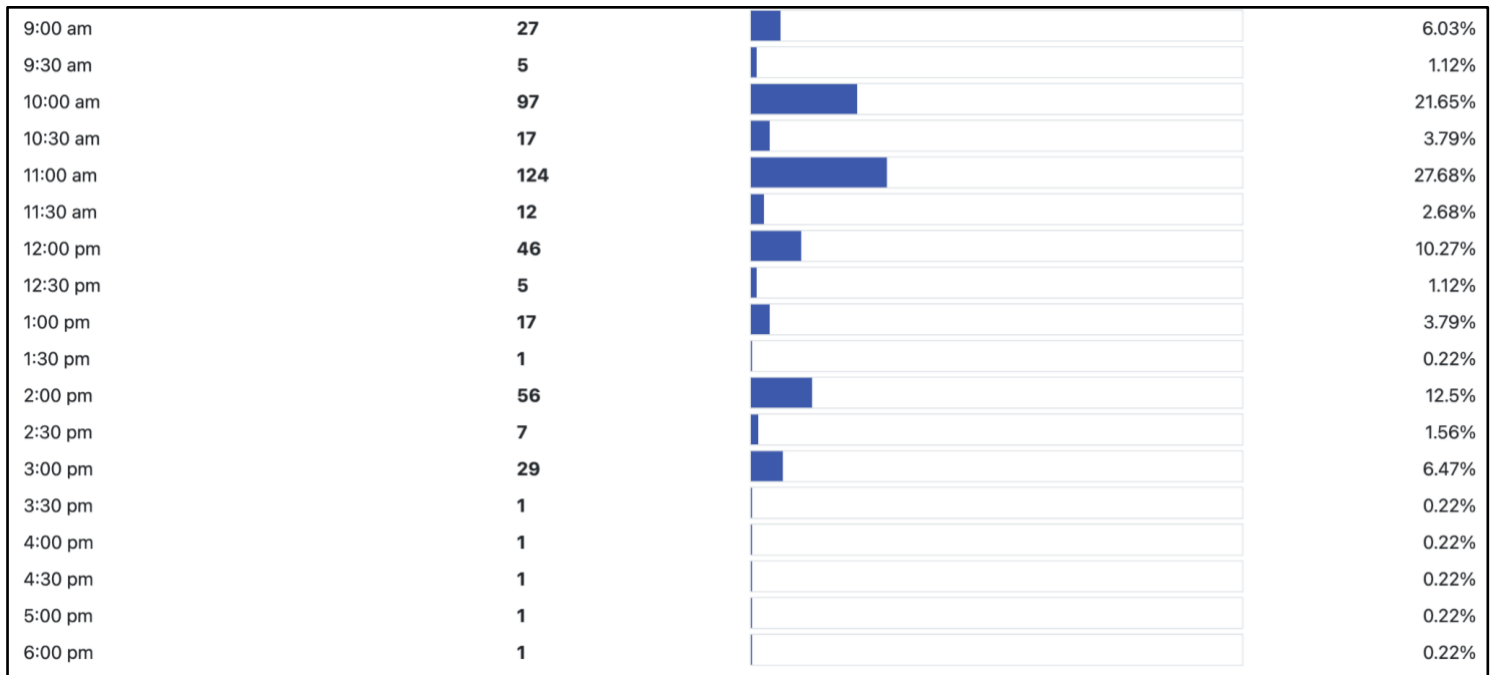
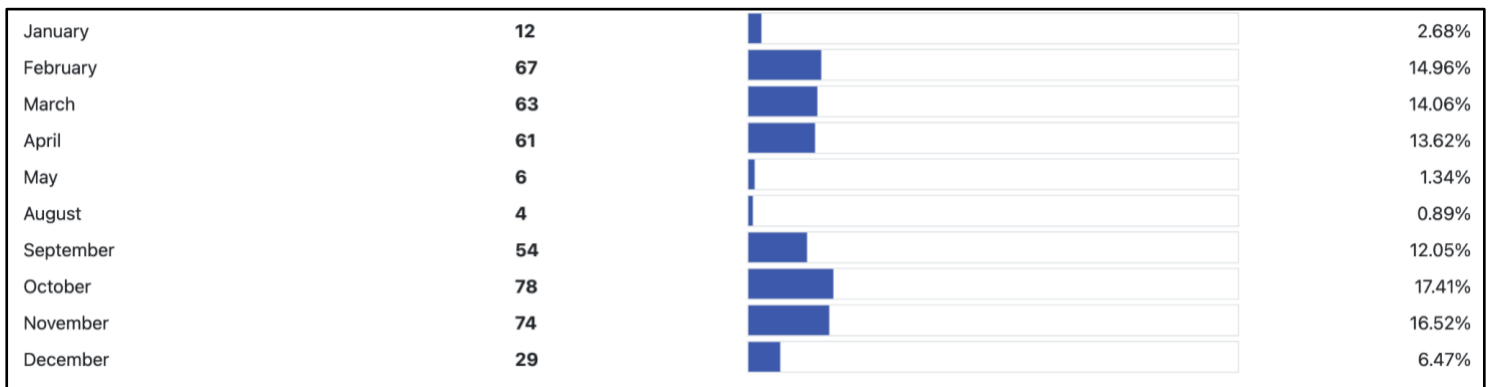


Figure 3
Appointments by Month



The PARC’s music theory tutor had the most appointments (n=118), followed by our music tutor who specializes in aural skills (n=63), and thirdly, one of our learning coaches (n=60).

The most popular focus for appointments was music (n=181), followed by learning coaching (n=87), and art (n=71).

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 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 with students at syllabi, assignments, readings, and other course materials to 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 served **28 unique students** in **168 appointments**.

For a summary of students’ feedback about tutoring and learning coaching appointments and the impacts of these programs on students’ learning, see [Student Feedback Surveys & Program Impacts](#) section of this report.

Tutoring

The PARC team knows that tutoring benefits all students, no matter how straight-forward or sophisticated their learning goals are. We use the word “tutor” with pride to connect PARC staff 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](#)).

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. We challenge the notion that tutoring is only for students who struggle and other deficit-model approaches to learning.

In AY 2023-24, the PARC had eight tutors in the following disciplines:

Table 3

PARC Tutors by Subject Area in AY 2023-24

Number of Tutors	Subject Area
2	Art
1	Communication
2	Criminal Justice
1	Journalism
2	Music

Two of the PARC’s tutors served in dual roles as peer or professional learning coaches.

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

Usage

This year, the PARC’s tutors served **71 unique students** in **179 appointments**.

Tutor Observations & Performance Evaluations

The PARC’s director conducted observations of tutors’ sessions with students each semester 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 PARC's director also wrote mid-semester and end-of-semester 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.

For a summary of students' feedback about tutoring and learning coaching appointments and the impacts of these programs on students' learning, see [Student Feedback Surveys & Program Impacts](#) section of this report.

Embedded Tutoring

The PARC utilizes the most efficacious models of research-informed academic support; embedded tutoring is a prime example.

Embedded tutoring is “a model of postsecondary learning assistance in which a trained tutor who has already passed a course or its equivalent partners with the instructor teaching it to (a) discuss their students' learning on a regular basis, (b) provide in-class academic support, and (c) lead tutoring sessions outside of class for students enrolled in a specific section” (Tedesco, 2024, p. 16). It is distinct from more common tutoring program models in which students must come to the learning center, in-person or virtually, to engage with tutors. Students enrolled in sections with embedded tutors see their tutor in class and, ideally, work with their tutors during active-learning and in-class activities. This familiarity with the embedded tutor is intended to reduce student apprehension and stigma associated with tutoring and deepen students' learning.

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.

In AY 2022-23, Assistant Dean Lockwood and PARC Director Tedesco applied for and received a \$20,000 grant from the California State University (CSU) Equity-in-Action program to fund a one-year embedded tutoring pilot. The goal of the pilot was 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”). Launching the PARC's embedded tutoring pilot was a key response by PSFA to the Provost's directive for colleges to address equity gaps in student course outcomes.

In AY 2023-24, the PARC embedded tutors in four courses each semester. Courses were selected based on a constellation of criteria: foundational, required major courses; historical rates of failure and course withdrawal in courses; grade equity gaps; and instructors' willingness to collaborate with an embedded tutor and experiment with curriculum design and pedagogy for enhanced student learning. The following courses were selected this year (see Table 4, next page):

Table 4*Embedded Tutoring Courses in AY 2023-24*

Course	Semesters
Art 573A – Italian Art of the Fourteenth and Fifteenth Centuries	Fall 23
Art 259 – Introduction to Art History II	Spring 24
CJ 300 – Crime, Law, & Justice	Fall 23
COMM 300 – Conceptualizing Communication	Fall 23 & Spring 24
JMS 250 – Introduction Intersectional Representation in the Media	Fall 23 & Spring 24

Faculty participated in a community of practice (CoP) that met monthly and stayed connected through a Google Space and Canvas course between meetings. Monthly meetings were facilitated and led by PARC Director Tedesco and Assistant Dean Lockwood. Faculty also agreed to meet with their tutor partners on a regular basis, ideally once a week.

Impacts:

Assessment of the embedded tutoring data from AY 2023-24 is still in process. Preliminary data collected in Fall 2022 and analyzed in Fall 2023 show **the course grade point averages (GPAs) of students in sections with embedded tutors were 0.3 higher on average than those of students in sections without embedded tutors.**

Additionally, preliminary qualitative data from the pilot show faculty partners gained insight into students’ perspectives in their courses and began to adjust their teaching practices in response to what they learned. By the end of the pilot year, 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 and preliminary data analysis of the program in AY 2023-24, we have opted to continue the program for AY 2024-25. Funding to continue the program in AY 2023-24 will come from the PSFA instructional budget.

Student Feedback Surveys & Program Impacts

Students' evaluations of tutoring and learning coaching appointments were overwhelmingly positive.

Students were automatically emailed a feedback survey from WOnline, our scheduling website, after each appointment with their tutor or learning coach. This year, we received 68 feedback surveys from 347 sessions (20% response rate).

94.12% of respondents indicated **they were either “very satisfied” (n=63) or “satisfied” (n=1) with their appointments.**

Figure 4

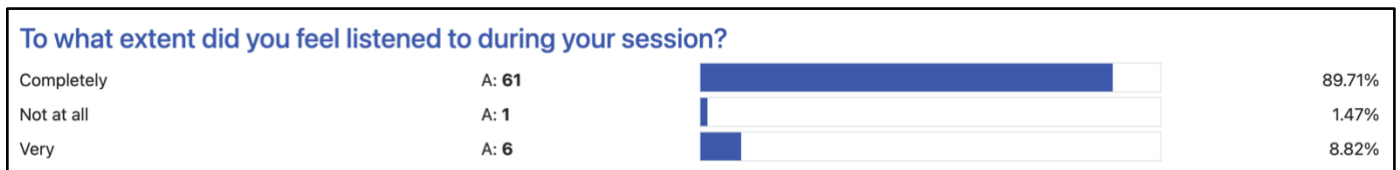
Students' Overall Satisfaction Rates with Appointments



Additionally, 98.5% of respondents reported **they felt “completely” (n=61) or “very” (n=6) listened to during their appointments.**

Figure 5

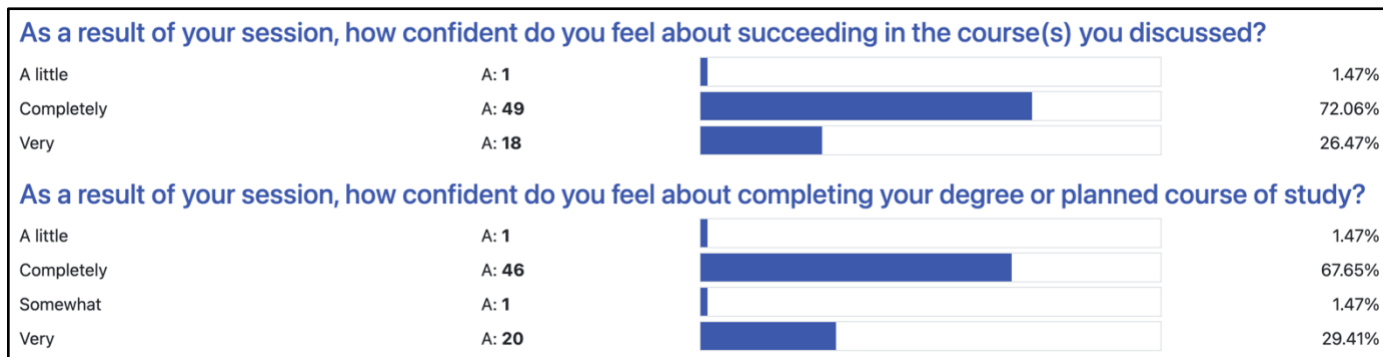
Students' Satisfaction with Tutors' & Coaches' Listening



98.53% of students reported that, because of their sessions, **they felt “completely” confident about succeeding in the courses for which they sought learning coaching (n=49) or “very” confident (n=18).** (See Figure 6, next page).

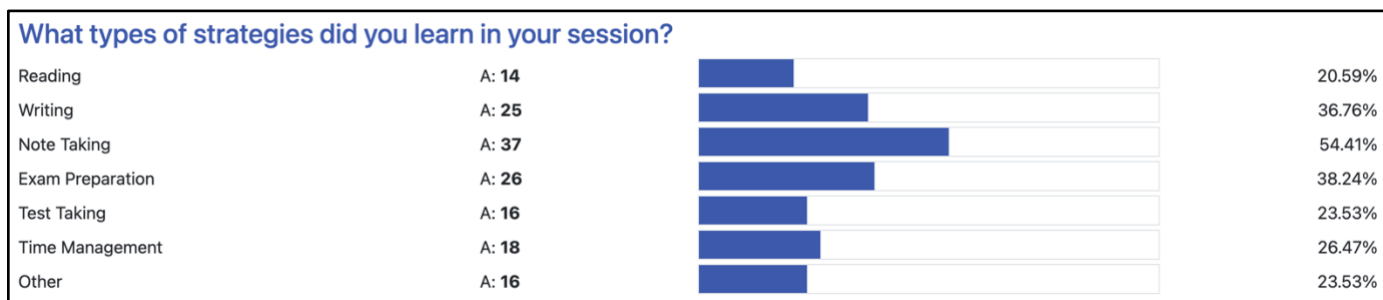
Similarly, 97.06% of students shared that, because of their sessions, **they felt “completely” confident about completing their degrees or planned courses of study (n=46) or “very” confident (n=20).** (See Figure 6, next page.)

Figure 6
Students' Confidence Levels as a Result of Their Sessions



Students reported learning different types of strategies in appointments, including **“note taking”** (n=37), **“writing”** (n=25), and **“time management”** (n=18).

Figure 7
Types of Strategies Students Learned in Appointments



Students also reported learning other types of strategies not listed (n=16) such as:

- “Analysis of a music score”
- “Character design techniques”
- “How to search for and read cases and other legal material”
- “Music Theory concepts that were unclear and review of subject matter to prepare for test [sic]”
- “We also discussed how external forces can impact mood and concentration such as having a difficult day. We discussed some methods for coping”

Students shared the positive experiences they had working with PARC tutors and learning coaches in response to the open-ended question on our survey “What else would you like to tell us about your session?” (See Table 5, next page.)

Table 5

Selected Quotations from Students' Open-Ended Survey Comments

[My tutor] has a deep understanding of the course material, and gave specific strategies for mastery of the skills required to succeed in the course. I'm very grateful for her time and patience. Thank you!

[My tutor] is always a wonderful instructor, and she genuinely cares about you growing as an artist.

Excellent and helpful ideas, suggestions, and a gameplan for specific goals related to reading more efficiently for graduate level classes in order to take better and more precise notes to prepare for 5-page essays.

Excellent; extremely helpful. When I present an academic challenge [my tutor] offers really great ideas and even helped me to view my group project assignment in a more positive way which actually makes me feel more excited about collaborating instead of worried others will not rise to their own full potential. I have no reason to believe otherwise. Those attitude and mood strategies are . . . very important for impacting the way to approach an assignment because it creates some self-inflicted anxiety to view things through a negative lens without any reason to do so. Needless to say, I left feel [*sic*] empowered and with a game plan for tackling my next PHIL study plan, and PA group project.

I didn't expect to feel this comfortable during this first time having tutoring.

I really enjoy my sessions. I'm not judged but held accountable.

[My tutor] has a very humanistic approach and I do not feel like just a student but a whole, complex person with all of that complexity being taken into account during our time together. It is beyond helpful to have the opportunity to work with [my tutor]. She is amazing! Thank you!

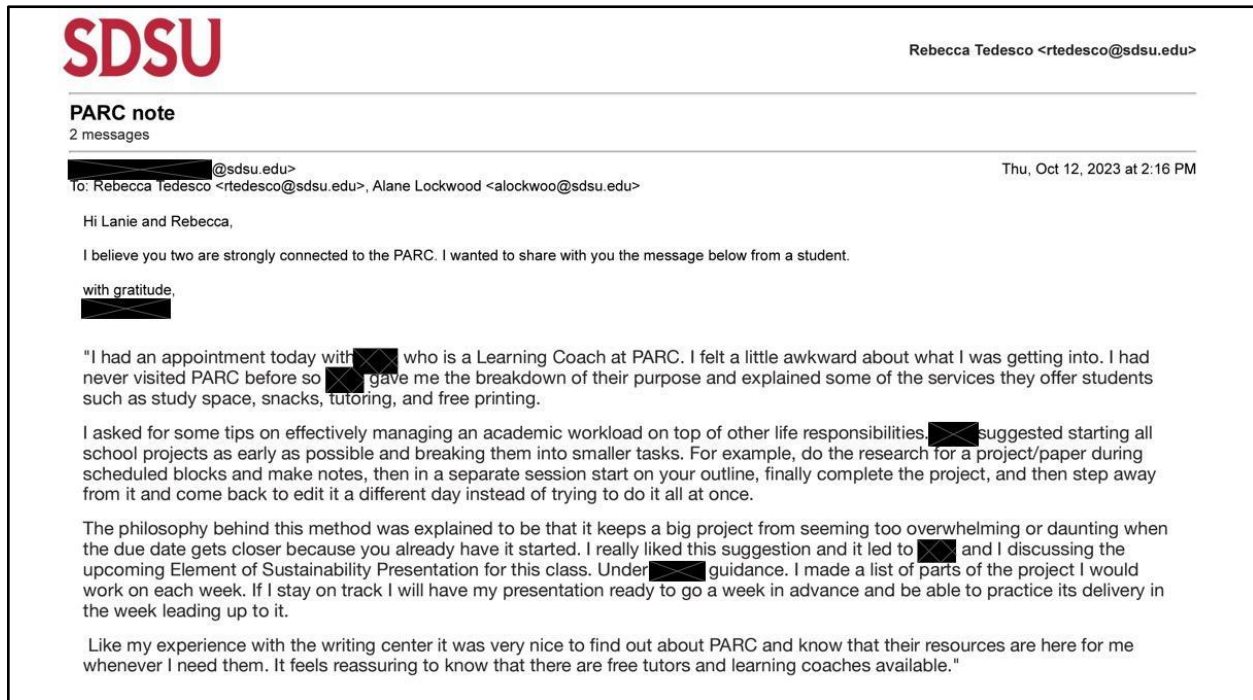
Very helpful and focused goals to plan for each week. Priceless support!

Additional Student Feedback about the PARC

A professor emailed the PARC director to share an email one of their students wrote about what the student learned from their learning coach (see Figure 8, next page):

Figure 8

Email from Professor about Student's Learning Coaching Experience



Another student explained in an extra credit assignment that meeting with her learning coach in regular appointments made her feel “capable of moving forward with . . . school and being able to graduate in the future”:

c. What is at least 1 thing you will remember from the session or workshop?

Learn to organize myself with the help of an agenda or calendar [*sic*]. I will remember [my learning coach] as a woman who was patient with me. I also liked having someone with me throughout the semester to guide me regarding school because before I felt alone. I felt abandoned since my friends did not share the same things as me, but on the contrary, they told me why study, that school is useless and that I should leave school. But I feel capable of moving forward with my school and being able to graduate in the future, that is my dream that I will make come true and never pay attention to the negative comments.

A different student wrote in an extra credit assignment that it was helpful to meet with a PARC peer tutor who “has been through the same classes”:

After the session, I felt less stressed because I was able to talk it out with [my tutor]. It is nice to have someone personally check up on me that has been through the same classes. She was very understanding of my schedule outside of school and helpful in a way of encouraging me to end the semester off strong.

Lastly, an undergraduate student who worked with a PARC learning coach over three semesters,

including Fall 2023 and Spring 2024, graduated in May 2024 as the “Outstanding Student” from her school in the college of PSFA. In a biography she submitted to one of the school’s coordinators, the student described how her learning coach helped her achieve this honor:

As a non-traditional transfer student, I came to SDSU wondering if I could be taken seriously or if I even belonged. I quickly learned that we are all on unique journeys of our own with experiences as diverse as our student body. The whole-person approach to student support and engagement was embedded in the PSFA/PARC culture. All the faculty, counselors, and advisors seemed to want me to succeed and somehow knew that I could. While I was not accustomed to receiving this type of encouragement and support in many aspects of my life, I quickly learned to embrace it and not give up on myself – especially since no one else was.

I could not have accomplished my goals without the unwavering support of PSFA/PARC faculty and staff, especially my learning coach . . . I will never forget her simple yet powerful comment during our very first meeting, in which I was sure I would fail — “I hear you.” These three meaningful words completely changed the trajectory of my studies by chipping away at my imposter syndrome. I am humbled and honored to have been selected as [an outstanding student] . . . I like to think I am a testament to [the] PARC’s dedication to their students because I should not be here — but then again, like [my learning coach] used to remind me, I am exactly where I am supposed to be. Congratulations to the graduating class of 2024! Go Aztecs!

Future Assessment Plan for Tutoring and Learning Coaching

The PARC team is currently working with psychometricians from SDSU’s Center for Inclusive Excellence and Analytic Studies and Institutional Research (ASIR) to develop mixed methods assessments that will illuminate how interactions with tutors and learning coaches shape PARC students’ learning and progress on their academic goals, both individually and collectively. We plan to pilot at least some of our new assessments in Fall 2024.

Workshops

In AY 2023-24, tutors and learning coaches 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 & Student Feedback Surveys for Workshops

Data from workshops were confounded, unfortunately, due to technical issues with the PARC's scheduling software and Google forms. We plan to put in place a more reliable means of data collection in AY 2024-25.

Future Plans for Workshops and Group Learning Activities

Next year, we also plan to begin offering in-class workshops at faculty members' request. The PARC's director will collaborate with faculty to develop these 15–60-minute visits tailored to the specific goals and needs of the students, in which PARC tutors and learning coaches will bring active learning activities directly into the classroom. During in-class workshops, we will also encourage students to make tutoring and learning coaching appointments.

Study & Recharge Spaces

This year, the PARC had two physical locations:

- North PARC (PSFA Room 200), located just inside the main entrance to the PSFA building
- South PARC (Adams-Humanities Room 4231), 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 an office space in the PSFA Dean's Office corridor as quiet, semi-private spaces for tutoring and coaching sessions (PSFA 211).

The PARC team remains grateful to the School of Music for again providing a keyboard and headphones for music tutors to use with students in PSFA 211.

Usage

In AY 2023-24, students checked into the PARC **1,458** 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.

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

- **40** students checked in 10 or more times, including 3 students who checked in more than 40 times
- **44** students checked in 5-9 times
- **123** students checked in 2-4 times.

In all, 50% (n=207) of students who checked into the PARC returned at least once.

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 all students, 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 Student Union lounges; and 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 **86** 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.

To increase student engagement, at the end of each semester in AY 2023-24, 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 & Learning Coaching

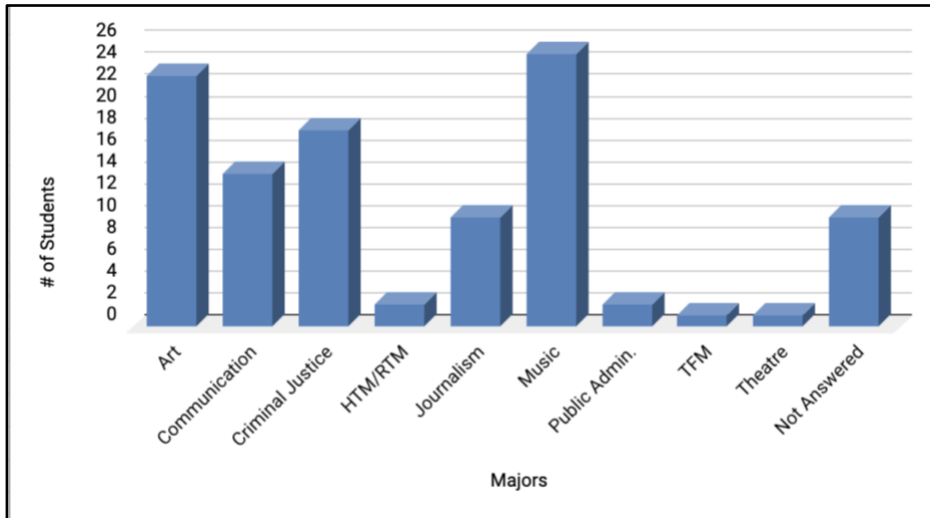
Declared Majors

The largest share of undergraduate PARC students were majors in these subject areas:

- **Music** (n=25)
- **Art** (n=23)
- **Criminal Justice** (n=18)

Figure 9

PARC Students' Majors (PSFA Only)



Enrolled Units

The biggest group of students served were **enrolled in 12 units** the semester they registered with the PARC (n=33) (see Figure 10, next page).

Expected Graduation Semester

Students who **planned to graduate in Spring 2025** (n=31) were the largest group served. (See Figure 11, next page.)

Figure 10
Number of Units Students Were Taking Semester They Visited the PARC

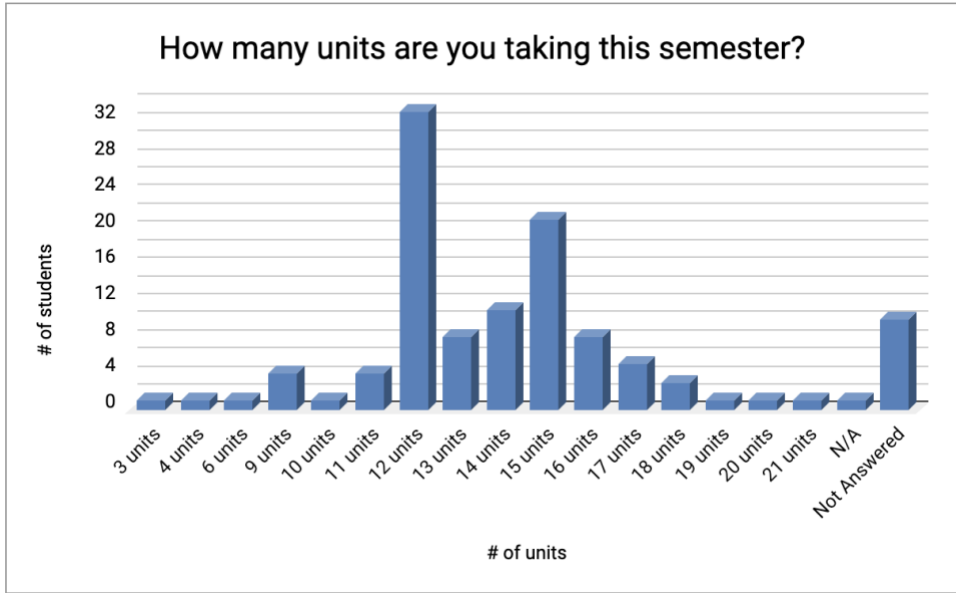


Figure 11
Semester PARC Students' Planned to Graduate

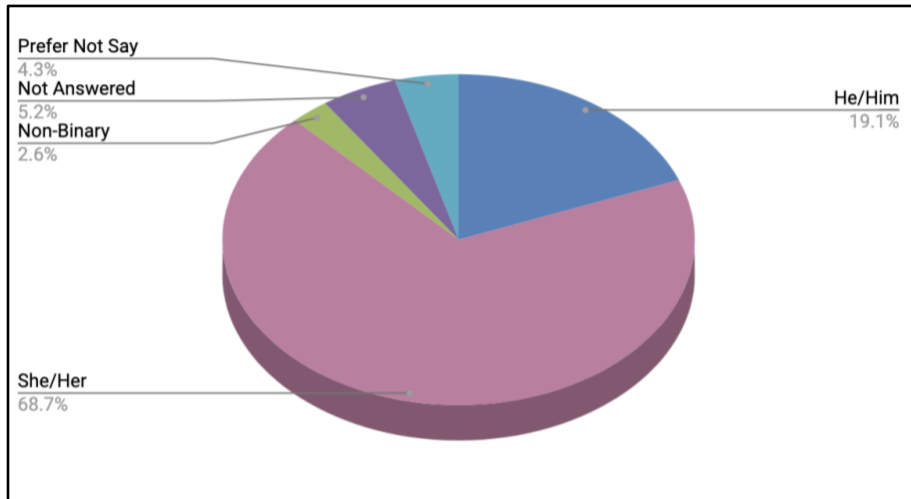


Students' Pronouns

The majority of students served (**68.7%**) used **she/her pronouns**; 19.1% used he/him pronouns; 2.6% used non-binary pronouns (e.g., they/them, she/they, or he/they); and 9.5% did not answer this question on the registration form.

There was a 5.9% increase in students served who used he/him pronouns from AY 2022-23 to AY 2023-24. We hypothesize this might be because we had more PARC staff, including tutors, who use he/him pronouns than last year. More analysis would be necessary to prove this is so, although we intentionally recruited more male staff to encourage more male students to participate in our programs. This is exciting to us because we aimed to serve more male-identified students this year since male students, particularly racially-minoritized men, have been under-enrolling and underperforming in American postsecondary education for several years compared their female peers (Fry et al., 2024).

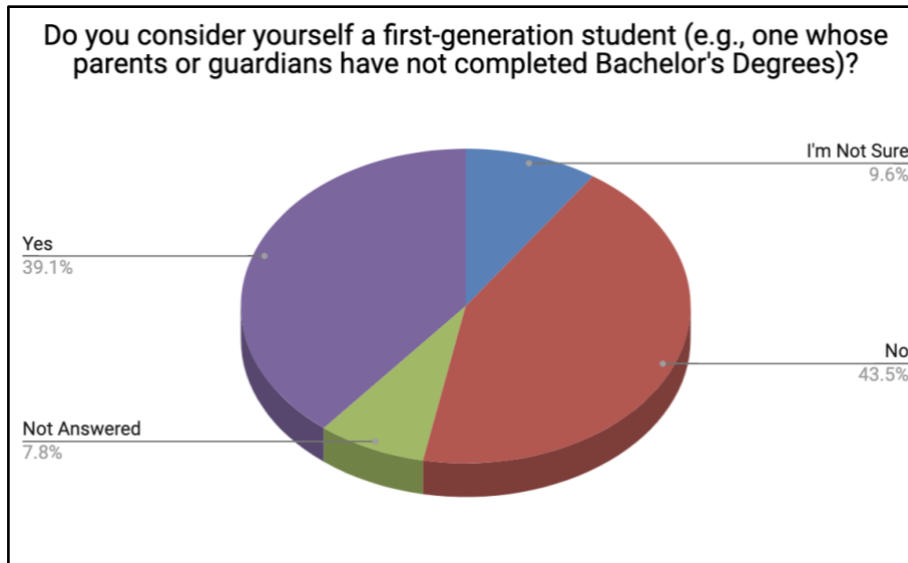
Figure 12
Pronouns of Students Served



College-Going Identities

More than a third of the students we served (39.1%) self-identified as first-generation (see Figure 13, next page). **This is a 9.4% increase from AY 2022-23.**

Figure 13
PARC Students' College-Going Identities



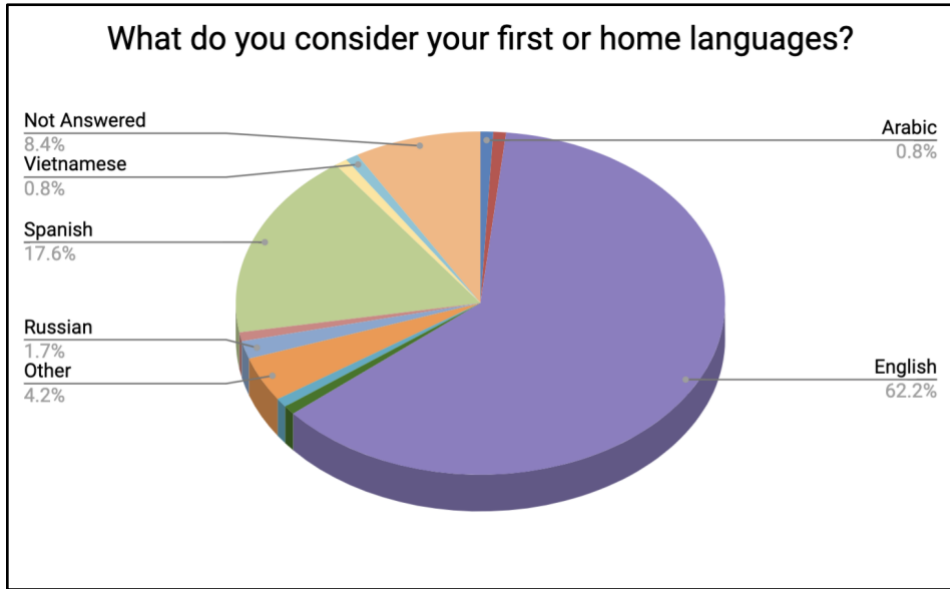
Students' Languages

Students listed the following as their first or home languages (see Figure 14, next page):

- Arabic
- Armenian
- Chinese
- English
- French
- Italian
- Lao
- Romanian
- Russian
- Sinhala
- Somali
- Spanish
- Swedish
- Tigrinya
- Vietnamese

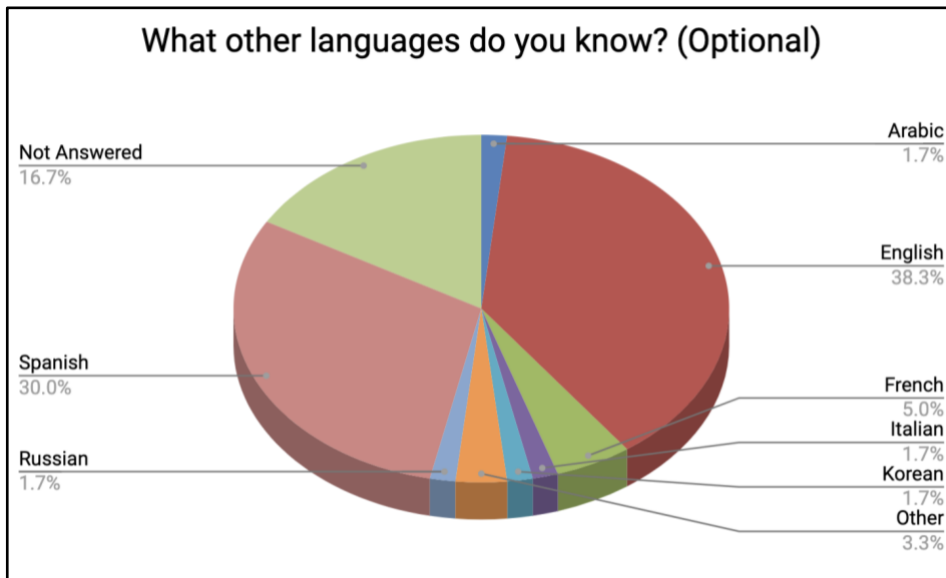
Based on these data, **more than a third of the students we served (37.8%) considered themselves non-native English speakers.**

Figure 14
PARC Students' First Languages



Students shared that they also knew Korean or some of the languages listed above in addition to their first or home languages. (See Figure 15).

Figure 15
Other Languages PARC Students Know



Hours Worked Per Week

More than half of the students we served (55.7%) self-reported they were working at least part-

time, while 30.4% reported they were not working the semester they visited the PARC (see Fig. 16).

Hours Per Week PARC Students Worked



The PARC team honors and celebrates the identities and experiences of all the students we 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 build community through the intentional professional development practices of the director. In addition to providing leadership development, the PARC's director 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 plans to analyze data in collaboration with ASIR to test this hypothesis in the future.

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 to us; what matters is that all students have this experience somewhere at SDSU. The PARC team therefore stays in close communication with and collaborates with the other learning assistance programs on campus, including these key 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's director collaborated with colleagues from the campus partners listed above to begin planning a Peer-Led Learning Summit, a conference at which SDSU peer educators will present to one another about pedagogy and best practices, scheduled for February 2025.

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.

CRLA Annual Conference in Baltimore, MD:

- **The PARC's director facilitated a 60-minute lunch-and-learn** session about how CRLA members can use learning science in our work as learning assistance professionals and/or faculty.

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.

Looking Ahead: Academic Year 2024-25

Developing Assessments

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 two years 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, the PARC team is working with a psychometrician from CIE and members of the 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 Spring 2025, with analyses completed by September 2025. Additional instruments for qualitative data analysis are being developed and will be deployed for AY 2024-25 and beyond.

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 2024-25

At the end of the semester, the PARC's director interviewed and selected peer tutors and welcome desk staff who will begin working in Fall 2024. The PARC team received **79** applications (0 tutor/coach applications because we not hiring and 79 welcome desk staff applications) over **6** weeks.

Identifying 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 relatively new learning center, it is the PARC team's goal to increase the number of tutoring, learning coaching, and drop-in sessions we lead and the number of unique students we serve.

Drilling 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 2024 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.

Next year, we also plan to offer in-class workshops at faculty members' request. The PARC's director will collaborate with faculty to develop these 15–60-minute visits tailored to the specific goals and needs of the students, in which PARC tutors and learning coaches will bring active

learning activities directly into the classroom. During in-class workshops, we will also encourage students to make tutoring and learning coaching appointments.

Collaborating with Learning Assistance Colleagues across Campus

Next year, the PARC's director will continue to collaborate with campus partners to organize a Peer-Led Learning Summit, a conference at which SDSU peer educators will present to one another about pedagogy and best practices, scheduled for February 2025. She will also serve as a resource for tutoring programs that plan to apply for CRLA certification.

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.

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

{ 2 }

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

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<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:

Appendix C
PARC Final Evaluation for Tutors & 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.

SDSU

**San Diego State
University**

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.

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ADDITIONAL COMMENTS AND RE-HIRING DECISION: