

SACC General Faculty Report Fall 2025

Supplement for LSS Website

Attendance figures for SACC programs and summary metrics for the SACC service population for Spring 2025 and Summer 2025 appear in the tables below. Figures are for all courses or just undergraduate courses, as marked.

SACC Attendance (Undergraduate and Graduate)

SACC Program, Spring 2025	Mode	Appts Attended	Hrs of Service	Unique Students
Baruch Academic Rebound (BAR) Program (weekly one-on-one tutoring for students repeating a course; voluntary)	Online	394	394	39
	Campus	1088	1088	121
	Total	1482	1482	159
Individual Tutoring for students registered with Student Disability Services (voluntary)	Online	9	9	1
	Campus	29	29	4
	Total	38	38	5
Small Group Tutoring (voluntary)	Online	1036	1036	377
	Campus	2304	2304	651
	Total	3340	3340	850
Weekly Workshops & Final Exam Reviews (voluntary)	Online	1325	2650	587
	Campus	14	28	12
	Total	1339	2678	598
All Voluntary Services	Online	2764	4090	881
	Campus	3435	3450	754
	Total	6199	7540	1372
Peer-Led Team Learning (PLTL; embedded support for MTH 1023)	Online	0	0	0
	Campus	4142	5178	424
	Total	4142	5178	424
Recitation (embedded support for MTH 2009)	Online	0	0	0
	Campus	4474	5593	438
	Total	4474	5593	438
All Embedded Services	Online	0	0	0
	Campus	8616	10770	862
	Total	8616	10770	862
Total Across All Programs	Online	2764	4090	881
	Campus	12051	14220	1469
	Total	14815	18310	1998

Because some students participate in more than one program or mode, the figure in a "total" row is often smaller the calculated sum across the included subcategories.

SACC Program, Summer 2025, incl math immersion students	Mode	Appts Attended	Hrs of Service	Unique Students
Small Group Tutoring (voluntary)	Online	193	193	63
	Campus	682	682	113
	Total	875	876	147
Weekly Workshops & Final Exam Reviews (voluntary)	Online	64	128	25
	Campus	0	0	0
	Total	64	128	25
All Voluntary Services	Online	257	322	85
	Campus	682	682	113
	Total	939	1004	169
Peer-Led Team Learning (PLTL; embedded support for MTH 1023)	Online	0	0	0
	Campus	734	1344	91
	Total	734	1344	91
Recitation (embedded support for MTH 2009 and FSPM 1031)	Online	0	0	0
	Campus	4150	4687	393
	Total	4150	4687	393
Lab Hours (supervised homework time for FSPM 1031)	Online	0	0	0
	Campus	1873	1873	204
	Total	1873	1873	204
All Embedded Services	Online	0	0	0
	Campus	6757	7903	485
	Total	6757	7903	485
Total Across All Programs	Online	257	322	85
	Campus	7439	8585	533
	Total	7696	8907	579
<i>Because some students participate in more than one program or mode, the figure in a "total" row is often smaller the calculated sum across the included subcategories.</i>				

The SACC Service Population: Summary Metrics, Spring 2025 (Undergraduate)

Description	Spring 2025
Courses covered by SACC tutoring	111
Subject areas represented (dept. codes)	27
Instructors teaching courses covered by SACC tutoring	491
Unique students taking at least one course covered by SACC tutoring	13,323

Average number SACC-covered courses taken by students in that group	2.6
Total service population, non-unique students (students x covered courses taken)	35,254
Students taking one course covered by SACC tutoring	3,226
Students taking two courses covered by SACC tutoring	3,097
Students taking three courses covered by SACC tutoring	3,397
Students taking four or more courses covered by SACC tutoring	3,603
Of the students taking at least one course covered by SACC tutoring, number of students who participated in at least one voluntary service (workshops, final exam reviews, and all forms of tutoring)	1,330 (10.0%)
For students attending voluntary services, mean appts attended per student	4.5

The SACC Service Population: Summary Metrics, Summer 2025 (Undergraduate, excluding summer math immersion students)

Description	Summer 2025
Courses covered by SACC tutoring	67
Subject areas represented (dept. codes)	24
Instructors teaching courses covered by SACC tutoring	124
Unique students taking at least one course covered by SACC tutoring	4,186
Average number SACC-covered courses taken by students in that group	1.5
Total service population, non-unique students (students x covered courses taken)	6,301
Students taking one course covered by SACC tutoring	2,634
Students taking two courses covered by SACC tutoring	1,083
Students taking three courses covered by SACC tutoring	383
Students taking four or more courses covered by SACC tutoring	86
Of the students taking at least one course covered by SACC tutoring, number of students who participated in at least one voluntary service (workshops, final exam reviews, and all forms of tutoring)	161 (3.8%)
For students attending voluntary services, mean appts attended per student	5.7

SACC Early Alerts, Spring 2025

SACC received 433 alerts. Of those, five were for students in courses not actually covered by SACC tutoring, one was for a student who was only auditing the course, and 34 were for students already participating in tutoring at SACC. Emails were sent to the remaining 393 students to invite them to schedule tutoring sessions.

For these 393 students, we looked for tutoring attendance on or after the date they received their alert, suggesting it was the alert that prompted them to begin making tutoring appointments. Among those who attended tutoring, mean appointments attended is three and median is one. Students who received tutoring were slightly more likely to pass than those who did not, with students with five or more appointments being the most likely to pass. Full results are in the table below.

	No Appts		1 Appt		2 Appts		3 Appts		5+ Appts		All w Appts	
Final Grade	#students	%students	#students	%students	#students	%students	#students	%students	#students	%students	#students	%students
A	4	1.1%										
A-	5	1.4%			1	20.0%					1	2.6%
B+	9	2.5%										
B	20	5.6%	1	4.2%	1	20.0%	1	50.0%			3	7.9%
B-	21	5.9%	1	4.2%					1	14.3%	2	5.3%
C+	11	3.1%							2	28.6%	2	5.3%
C	31	8.7%	3	12.5%					1	14.3%	4	10.5%
C-	34	9.6%										
D+	19	5.4%	3	12.5%	1	20.0%					4	10.5%
D	26	7.3%	3	12.5%					2	28.6%	5	13.2%
F	94	26.5%	10	41.7%	2	40.0%	1	50.0%	1	14.3%	14	36.8%
P	9	2.5%										
W	38	10.7%	2	8.3%							2	5.3%
WU	34	9.6%	1	4.2%							1	2.6%
Total	355	100.0%	24	100.0%	5	100.0%	2	100.0%	7	100.0%	38	100.0%
All passing	189	53.2%	11	45.8%	3	60.0%	1	0.5	6	85.7%	21	55.3%
All not passing	166	46.8%	13	54.2%	2	40.0%	1	0.5	1	14.3%	17	44.7%

BAR Program Outcomes, Spring 2025

BAR provides a weekly, one-on-one appointment with an experienced tutor to students repeating a course. We had 168 students in BAR in the spring, of whom 110 completed the program. Grade outcomes are in the table below. The difference in pass rates between BAR completers and non-participants was notably smaller than in past semesters (typically 15-20 percentage points). One possible reason is a spike in tutor absenteeism in the spring, which led to an unusually large number of BAR appointments that were canceled by the tutor instead of the student, meaning there were BAR students who were considered to be program completers even though they received less tutoring than a typical BAR student. Even so, respondents to our end-of-semester survey for BAR completers showed the students themselves still overwhelmingly perceived a benefit and would recommend BAR to others.

Spring 2025 BAR Outcomes

Course Success (C- or better), All Courses		
Completer	110	13%
Not Successful	42	38%
Successful	68	62%
Non-Completer	58	7%
Not Successful	33	57%
Successful	25	43%
Non-Participant	660	80%
Not Successful	258	39%
Successful	402	61%
Grand Total	828	100%
Difference (%points)		1%

Passing Grades, All Courses		
Completer	110	13%
Not Passing	29	26%
Passing	81	74%
Non-Completer	58	7%
Not Passing	24	41%
Passing	34	59%
Non-Participant	660	80%
Not Passing	186	28%
Passing	474	72%
Grand Total	828	100%
Difference (%points)		2%

Course Success (C- or better), Math Only		
Completer	92	19%
Not Successful	38	41%
Successful	54	59%
Non-Completer	42	9%
Not Successful	27	64%
Successful	15	36%
Non-Participant	345	72%
Not Successful	167	48%
Successful	178	52%
Grand Total	479	100%
Difference (%points)		7%

Passing Grades, Math Only		
Completer	92	19%
Not Passing	26	28%
Passing	66	72%
Non-Completer	42	9%
Not Passing	22	52%
Passing	20	48%
Non-Participant	345	72%
Not Passing	129	37%
Passing	216	63%
Grand Total	479	100%
Difference (%points)		9%

Course Success (C- or better), Non-Math Only		
Completer	18	5%
Not Successful	4	22%
Successful	14	78%
Non-Completer	16	5%
Not Successful	6	38%
Successful	10	63%
Non-Participant	315	90%
Not Successful	91	29%
Successful	224	71%
Grand Total	349	100%
Difference (%points)		7%

Passing Grades, Non-Math Only		
Completer	18	5%
Not Passing	3	17%
Passing	15	83%
Non-Completer	16	5%
Not Passing	2	13%
Passing	14	88%
Non-Participant	315	90%
Not Passing	57	18%
Passing	258	82%
Grand Total	349	100%
Difference (%points)		1%

Summer Math Immersion Program, 2025

There were 338 students enrolled across 14 sections (6 SEEK, 8 non-SEEK). Pass rates are indicated in the table below (the immersion program grade of R is equivalent to an F and indicates the student must repeat). FSPM 1031 is equivalent to MTH 1030. There is no immersion equivalent to MTH 1023, so

students who place at that level take FSPM 0121, which covers Intermediate Algebra. Students who pass it go on to take MTH 1030 in the fall instead of MTH 1023.

Math Immersion Program, Summer 2025		
Final Grade	#students	%students
FSPM 121 (Intermediate Algebra)	76	
P	52	68.4%
R	24	31.6%
FSPM 1031 (College Algebra)	262	77.5%
P	169	
R	78	29.8%
W	5	1.9%
WN	3	1.1%
WU	7	2.7%
Grand Total	338	

Algebra Startup Program, August 2025

The Algebra Startup Program is a bootcamp for incoming students who are registered for MTH 1023 in the fall semester. The program covers key pre-algebra and elementary algebra topics that enable students to build a firm foundation for MTH 1023.

We enrolled 80 students in four sections (two morning, two evening). Students who have satisfactory attendance, complete all assignments, and earn passing scores on assessments earn a free courseware code for MTH 1023. Of the 80 students who enrolled, 49 (61%) received courseware codes. On average, even students who didn't complete every requirement made significant gains on the pretest-posttest assessment administered on the first and last day. Among students who took both tests, the average gain was 43.9 percentage points. In addition, survey results showed students valued the experience and gained a lot from it.