

*There is so much to each of them,  
and this shapes their unique selves and perspectives...*

***Listening to Different Students***

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**Listening to  
Different Sac State Students...**

*“I feel like I fit in for the most part here but I find it rare that I find someone who shares my views. I have had to do a lot of adapting to fit in here.*

*I feel that my upbringing occurred in a much rougher area than the area near CSUS, and it make it hard for me to transition to this campus.*

*The teachers and staff here are very helpful and knowledgeable.”*

—a 23 year old Irish-Mexican

*“It is a difficult situation where you just lost a lot of your friends to distance. Overloaded w/ homework and family expectations. Always trying to impress people.*

*(I like) Connecting w/ others. Studying at night. (I don’t like) Sitting in back of class.”*

—White, 19, Student

*“Great to be out of the farm. (I like) living here.”*

—Portuguese Hawaiian farmer

*“Always wanting to succeed and push forward.*

*Always stay active, have something to do.”*

—Hungry for Success

*“Starting as an incoming freshman, it was a bit daunting. By now, at least I am integrated into two on campus organizations.... Coming from Sacramento, I didn’t have much of a reason to stay on campus other than my own venture into networking and meeting new people. Not all people are like that. The challenge for me is being a leader of my peers to support the campus and bring students together.”*

—Asian American, 22, fifth year, local to Sacramento

*“It’s hard being an older adult and attending college. With age comes many responsibilities like working full time, paying mortgage or being a wife and taking care of a household.*

*(I like) veterans benefits and evening classes.”*

—Age, Veterans (spouse.)

***“As a student, I always keep in mind that those around me are struggling and doing everything they possibly can to make ends meet. So that is why I discipline myself to be kind always. I try to be warm and reassuring, as I am grateful that my character and integrity are reflections of the people around me that I learn from.***

***I’m glad that people congregate here and work toward a certain goal. Some people pour their lives into their passions, and this can be the jumping-off point to building long-lasting relationships.***

***The opportunities that emerge here every single day are myriad and can boost people to do things that before they thought were unimaginable.***

***(What don’t I like?) I try to respect everyone’s paths and decisions, so I really don’t hold any contempt.”***

—a motivated first-year

***“Just getting stoned outta my mind and living the dream.  
The atmosphere is top notch, friendly professors.  
I run this school. Everything works.”***

—White

***“It is hard. You get tasked with a lot from ROTC and school. Some teachers understand, however, majority do not care. It makes things hard when a teacher does not understand because it drops your grade and affects your chances in becoming an officer.***

***(I like) When you get those supportive teachers that see you trying and see your passion. It helps when they provided help when you are struggling and resources as well as extra credit or outside assignments to boost your grade.***

***(I don’t like) Teachers docking points off for attendance when you are given an educational opportunity for your career choice in ROTC. I have two class out of four that do that.”***

—in ROTC

***“It’s just like being any other normal student. I’m blessed to not have any misfortunes or challenges that I have to overcome in order to learn.”***

—an all American, 21 yr old girl

***“No parents has made it difficult for me growing up.”***

—18 y/o Caucasian male w/o mother/father, sophomore

***“As a child of the earth I enjoy access to water, nature and knowledge on campus.***

***(What I like about Sacramento State is) Doing it.”***

—Child of the earth

***“I am surrounded by freshmen and that has opened me up to people who have a lot of similarities with me. I have also realized the privilege of living on campus.***

***I have had a great time living in the dorms. It has taught me how to live with others in close quarters. I have learned to communicate my needs with strangers and have made really great friends.***

***I like that the teachers are happy in their environment. Almost every professor I have had has told me they love being on campus. This makes me feel lucky to be here.***

***My only complaint would be that some of the teachers aren’t as organized as I would like them to be. I would like my teachers to respect my wishes of having an organized curriculum in specific classes.”***

—a dorm resident

***“It is challenging sometimes because I do feel I get a lot of schoolwork but I make the most of it.... Projects, exams each week sometimes I’m way too stressed.”***

—Caucasian, age 21, female

***“It seems like a ‘normal’ college life, with friends, fellow classmates who are interested in my major, and plenty of work.***

***I’ve had fun experiences working with my classmates on projects.... I frequently visit the union or AIRC during times between classes, and purchase my books from the bookstore successfully each semester.”***

—21 year old, half-mexican, half-white, male

***“Very frustrating. My experiences are all bad ones. Honestly it sucks here.”***

—trying to graduate

***“There is not challenge. I am invincible. I take on new challenges everyday & obliterate it. Bring it on!”***

—Vietnamese

***“Being one of the few red heads I guess is a different experience. A lot of people can be kinda mean and like to stare a lot.”***

—a 18 year old female girl with english and irish background

***“It’s okay. I’m not that great at school, but I try. I left home at 18 and haven’t gone back since. Going to school and trying to support myself has posed many challenges.”***

—White, Male, 21

***“it is a challenge to be a student that comes from a different perspective. Sometimes it feels like I am culturally challenged by others who have a better known academic reputation much like a stereotype, when people hear me stating my opinions sometimes they aren’t taken as serious as I want.***

***My experience at Sac State has been very satisfied, for the most part, however I would like more school involvement coming from myself, much like others as well.”***

—No student specifics given

***“Typical college life. Arrive, conquer, and progress.”***

—a 22 year old white male

***“I feel like it is pretty average. The campus is pretty diverse so I feel like there aren’t any stereotypes or pressures. However, there is a pretty dark shadow cast over the entire Greek community. With only 7% of people in a Greek organization, we are extremely outnumbered. It seems as if we are hated & rumors seem to pop up about individual fraternities and sororities out of nowhere.***

***I want people to know that just because I am a white male in a fraternity, it doesn’t mean that I am racist or a jerk. I want to share the positive experiences of Greek life with as many people as I can.***

***I feel like the stereotypes of Greeks has been filtered into the faculty so that if one small thing goes wrong in a fraternity, they are given very harsh sanctions & then the rest of the Greek life suffers as well due to stricter faculty”***

—White, 19, male, in a fraternity

***“I think it really helps me have a perspective where I can empathize with a lot of people here and I think that makes it easier for me.”***

—A 19 year old freshman “pre nursing” student who teaches martial arts to special needs children

***“(I like) most things. (I don’t like) having a night class.”***

—Male, 18, Tired of Teachers Ideology

***“Being of my particular demographic allows me a unique perspective of classes at our university. By being a 30 yr. staff member, it is fascinating to hear the student perspectives in class. Often times, very useful in curtailing their feedback to improve services.***

***I have many positive, and negative experiences to recall. Mostly positive of student success and committed loyal staff and faculty that genuinely care about our students.***

***The environment is conducive to continual learning!”***

—Staff member taking classes/50 yrs. old/Mexican

***“I have a negative perspective of the CSUS campus. I have all the background resources needed to be a successful student (no rent, no bills, available tools to succeed like internet and vehicle); I am just not satisfied with the student population (and possibly my generation as a whole). They lack motivation from leadership (professors).”***

—half-mexican, 24, a leader in the financial industry

***“It is a great learning experience. I am here to gain the knowledge and try my best at all that I do. Even though it can be very difficult at times. It is great to have a degree.”***

—a full time student & full time employee

***“I am a normal student going to college to get an education.***

***I am only here 2 days a week for only a few hours because I work more so my experiences are few to none. I do enjoy my...classes though.”***

—female 21 years old

***“it sucks***

***I just want to party”***

—Asian

***“I like representing such a broad and huge age group as well as race. I know I can put us to the top and represent us well.”***

—18 years old; Hispanic, Filipino, & White

***“My experience as an ROTC cadet here has been exemplary, but trying waking up at 5 every morning to go to PT, then going to class all day, and then having training many afternoons can be difficult, but I enjoy what I do and I know why I do it.***

***CSUS has been an inviting campus. It is aesthetically pleasing & the people are good people. And I appreciate that.”***

—current military, first-year, male, white, Catholic

***“It’s a hassle. I have had to lock my bike up to many random objects, none of them a bike rack, to get a spot close to class. (I like) the bike cage...(but) it is located far from most of my classes and therefore rarely of use to me.”***

—Cyclist

***“It is a great experience. There are many kind people from professors to students. The resources here are endless and make it possible for anyone to succeed with effort.”***

—A Human

***“it is stressful to figure what I need, what classes I qualify for, whether or not I will be accepted or waitlisted.***

***(The) process basically fixed me to take a semester off which has left me playing catch up. Don’t want to waste anymore time so I can graduate in a more reasonable time”***

—not graduating in 4 years

***“I consider myself an average student and I’ve been having a good time at CSUS.***

***I’ve noticed many of the teachers are trying to get to know me and care.”***

—female white 18

***“Intimidating.... When it comes to class, feeling like I shouldn’t be there.”***

—female (in the College Assistance Migrant Program)

***“The hard part is that most of our classes don’t offer diff. ways to test our knowledge, and I know that many students here are very smart just aren’t good test takers. Therefore our grades don’t really reflect our knowledge on things.... My grades aren’t the best to my ability & knowledge.***

***Some professors just don’t care & don’t encourage you”***

—Bad test taker

***“I fell behind in one class because I got sick, hope I can catch up.”***

—19, male, white/filipino, struggling student because of illness

***“I feel trapped in the music building sometimes...it’s difficult for me to socialize with the opposite sex!”***

—Male, 19, Music Performance major

***“It’s pretty ordinary...but at the same time I feel very alone in my personality & way of thinking even though my ‘demographic’ is pretty boring on paper. I people-watch & think to myself, ‘look at all these idiots.’”***

—White, mix female 23 y/o

***“Not really sure. Still somewhat trying to figure out what to do after college.***

***It somewhat feels as if my creativity is deteriorating...and spelling? and grammar? As you can tell from this survey....”***

—Chinese 21 years old male

***“It is frustrating! I’m one of thousands & I get continuously overlooked & misguided. Few if any of my teachers truly understand how to teach to masses while still forming a connection with us students.***

***Barely any of my teachers know how to teach without spoon feeding us A’s & none of the staff has helped me overcome any of my obstacles. I get ping-ponged between departments and told ‘you need to talk to someone else.’ I can’t wait to leave CSUS.”***

—22, White, Straight, female, high-school drop-out

***“Being 18 and considered as an adult, along with some students being independent is a big responsibility. CSUS has taught me so far that it is only up to you on what you want to do, but whatever it may be there is always help on campus.”***

—18

***“It seems to be a fun time. Usually it’s school then home. I don’t do much because I’m still finding out what I want to major in.”***

—Indian, Hindu, 18, 2<sup>nd</sup> semester, “normal” student, lazy

***“It’s an adventure, it’s a world of challenges and adventures.***

***I recently just got accepted into a summer internship that will be a huge eye opener/challenge. I am also joining the Air force ROTC program.”***

—Ambitious

***“It is a good perspective that keeps my mind open toward the past, present, and future. By staying ‘hungry’ and eager for new information, it is easy to learn about others while simultaneously bettering my self.***

***From an open perspective it is especially interesting to be at an institution that gathers the bright minds of this area. On a daily basis I can expect a bit of the same people, as well as new ones and people encountered in the past.***

***Everything is pretty cool here....”***

—a 21 year old child

***“It is a great feeling to be a student with my given background. I feel that I am accomplishing a lot, not many people from my family or home town go to college.***

***Anything is possible if you set your mind to it. Meaning any one can put their self through college if they wanted to.”***

—a female, hispanic, 23 years old, healthy, transfer student, Coms major



***“I find that none or very few of my teachers don’t take me seriously. Some teachers just look at me + don’t take me seriously because I look like a ‘typical sorority girl’ + they think I don’t take school seriously so they dismiss me.***

***But I do really like it here at Sacramento State + I am glad I chose this school, because I think it would be worse at other schools.***

***The teachers I have got close to I am still in touch w/.”***

—Female, 21, 4<sup>th</sup> year, dyslexic, sorority

***“It is an honor to be part of the Latino/Latina culture. I also like the CSUS campus because it is really diverse in cultures and ethnicities.***

***I am a proud member of the Delta Epsilon Mo fraternity, which is a multicultural fraternity. It means that there is people from different countries and backgrounds.***

***I am also part of Student Government and I love to work with the CSUS students. They are respectful and hard working students.”***

—Mexican, 19 years old

***“Hopeful for the future, but scared and unsure if college will bring a career.***

***Learn as much as you can.”***

—22 White Male

***“Good, people are here to learn...not a lot of joking/waste of time. There is a lot of school spirit, well-maintained campus. (I like) ARC, office hours, advisors.”***

—older

***“tiring, and overwhelming”***

—older

***“I get labeled when I announce where I’m from—like ‘ghetto’ or ‘gangster.’ I do feel like I have privilege because my outward appearance does not match who I really am. It’s a snap judgment sort of thing.***

***People who are not of color (before finding out that I am mixed) feel free to say things like ‘not to be racist but...’ and that can be annoying, Stereotypes are just that—not all Asians are good at math, not all women are bad drivers, not all people from Stockton gang bang.***

***I have met so many great people who I’ve come to learn a lot from and care a lot about, and I think they can say the same about me.”***

—a Cambodian and white (biracial) student from a difference city – one with a bad name

***“School is just another thing to do in long days.... Hard to stay motivated for ‘Homework’ papers etc.***

***(I don’t like) busy work, assignments that are meant to just keep you busy.”***

—brown, working and uninspired (academically)

***“The college experience has taught me to drop my identities. In doing this, I feel that I am able to connect with others, explore interests, and experience things in a number of ways on and off campus.”***

—finding themselves

***“It is a humbling experience due to my previous ideas of college and what it actually is.”***

—Black/White/Puerto Rican/Japanese and 20 years old

***“Coming from a low-income community, I feel that this has encouraged me to attend higher education. With the help from FAFSA, I am able to afford attending the university, which I am grateful for. I feel that I value education here more than others who are not in my position.***

***So far, I’ve had a great experience with my education at Sacramento State. I had the chance to try a variety of classes, of which most I enjoyed. I’ve met people/students who have been an important part of my education in both positive & negative ways.”***

—low-income, Latina/Mexican American, 19 years old

***“I woke up for all of my history exams late, that wasn’t very fun.”***

—white, male, strait, 18, freshman

***“I really have to work to be involved + apply myself. Sometimes I don’t want to be the one to initiate to be involved.***

***The Honors Program is absolutely amazing + helpful. Without, I would dread coming to class. It’s the most supporting group I’ve been in + the faculty involved are extremely helpful.”***

—Young white male w/minor depression + anxiety

***“It is alright. I come to campus and go to class like everyone else. I am not concerned with what others do, I am here to get done what I need to.***

***(I like) The freedom, I am solely responsible for myself and what I do.”***

—21 year old male

*“it is very fortunate to be what/who I am here at Sac State. It’s a privilege to make differences shine in ways it isn’t allowed in other places.*

*I like that Sac State is very diverse, so that no one feels different or left out. It’s the differences that help us come together.”*

—19 year-old Ukrainian

*“Whenever I express drive at such a young age, adults and professors are surprised because I’m only a freshman. However, I was always taught to be tenacious – this is just a norm for me.*

*I went to advising, and my (now) mentor told me I was the first freshman to ever come to him. This still resonates w/me because I did not see this as a big deal, but I’ll remember it forever.”*

—White Female, 18

*“It’s a difficult experience at first but through hard work, knowing what to do and getting what needs to be done, college makes you into a person you can be proud of.*

*I gain friends from the union game room/Samahan Filipino Club/classmates I met. Learned many things from school and friends and living in Sacramento.*

*I like a lot about the campus but it took a lot to figure out what worked for myself. Having a unique upbringing traveling around the world I found myself in a sea of knowledge without a boat to myself.*

*I was lost for a few years but now I found the path I wish to take to get to finish my degree.*

*There needs to be more help to guide students through their years.”*

—(25) American Pilipino “military kid”

*“I would like to share that college is a different experience from high school. The people are more caring and involving. For those students who work independently because of unreliable students, this can be a place to start trusting others.*

*I love the efforts students are willing to give.”*

—Asian

*“I’m too tired to answer this (survey). It’s rainy & it’s final lecture week. Worst timing ever. My brain is too sleepy to answer.” (Accompanied by picture of person in bed snoring away, complete with “ZZZZZZZZ.”)*

—tired & attending final lecture.

*“I would say it is pretty awesome. One awesome experience. CSUS is awesome. ☺”*

—Awesome

## Different Students at Sac State

*They are each so different in so many ways.* There are differences in where they come from and their point of entry into university life; who they are and what they learn, think, and do in their time here; and where they go and what they do when they graduate and leave.

This is true at any institution of higher education, and very much the case here. According to the last *Sacramento State University Fact Book* (Fall 2016) there are 27,876 undergraduate students enrolled here this semester, and in the pages to follow, you can see the great variety of students on our campus.

### *Differences in Where They Come From...*

#### New Students:

48.0% from the Sacramento region  
50.2% from the rest of California  
1.2% from other states  
0.6% from foreign countries

#### Transfer Students:

54.8% from the Sacramento region  
43.8% from the rest of California  
0.6% from other states  
0.9% from foreign countries

### *Differences in Who They Are...*

#### In Ethnicity:

8,441 Latino  
7,610 White/Caucasian  
5,816 Asian  
1,602 African American  
1,674 Multiracial  
777 Foreign  
216 Pacific Islander  
89 American Indian  
1,561 Other/Unreported

#### In Sex/Gender:

Female: 15,570  
Male: 12,306

#### In Age:

19 & Under: 7,248 students (26.2% of the student body)  
20-24: 14,415 students (52.2% of the student body)  
25-29: 3,815 students (13.8% of the student body)  
30-34: 1,103 students (4.0% of the student body)  
35-39: 467 students (1.7% of the student body)  
40-44: 242 students (0.9% of the student body)  
45 and Over: 351 students (1.3% of the student body)

(Office of Institutional Research, "Enrollment Trends: Undergraduate Enrollment by Age (2015)")

#### In Socioeconomic Background:

Low Income: 14,058  
First Generation: 14,780

*Differences in Academic Life...*

## At Different Grade Levels:

Freshmen: 5,470  
 Sophomores: 3,391  
 Juniors: 8,094  
 Seniors: 10,921

## Taking Different Course Loads:

Full-Time: 23,170  
 Part-Time: 4,706

## Having Different Living Situations:

Live on Campus: 1,701  
 Commute: 26,175

*Differences in What They Study...*

According to the last *Departmental Fact Book* (Fall 2017)

## College of Arts and Letters—

Art: 262 Majors  
 Communication Studies: 1,716 Majors  
 Design: 331 Majors, 117 Pre-Majors/Expressed Interest  
 English: 462 Majors  
 History: 364 Majors  
 Humanities & Religious Studies: 44 Majors  
 Music: 214 Majors  
 Philosophy: 109 Majors  
 Theater & Dance: 106 Majors  
 World Languages & Literatures: 124 Majors

## College of Business—

Business: 1,877 Majors, 1,722 Pre-Majors/Expressed Interest

## College of Education—

Education: 1,291 Majors, 2 Pre-Majors/Expressed Interest

## College of Engineering and Computer Science—

Civil Engineering: 734 Majors  
 Computer Science: 360 Majors, 695 Pre-Majors/Expressed Interest  
 Construction Management: 71 Majors, 152 Pre-Majors/Expressed Interest  
 Electrical & Electronic Engineering: 871 Majors  
 Mechanical Engineering: 962 Majors, 1 Pre-Majors/Expressed Interest

### Health and Human Services—

Communication Sciences & Disorders: 445 Majors  
 Criminal Justice: 838 Majors, 684 Pre-Majors/Expressed Interest  
 Kinesiology & Health Science: 1,202 Majors, 803 Pre-Majors/Expressed Interest  
 Nursing: 321 Majors, 1,108 Pre-Majors/Expressed Interest  
 Recreation, Parks & Tourism Administration: 366 Majors  
 Social Work: 769 Majors

### Natural Sciences & Mathematics—

Biological Sciences: 559 Majors, 786 Pre-Majors/Expressed Interest  
 Chemistry: 553 Majors  
 Geography: 101 Majors  
 Geology: 97 Majors  
 Mathematics & Statistics: 241 Majors  
 Physics & Astronomy: 82 Majors

### Social Sciences & Interdisciplinary Studies—

Anthropology: 176 Majors  
 Asian Studies: 38 Majors  
 Economics: 482 Majors  
 Environmental Studies: 213 Majors  
 Ethnic Studies: 106 Majors  
 Family and Consumer Sciences: 703 Majors  
 Gerontology: 241 Majors  
 Government: 499 Majors  
 Liberal Studies: 484 Majors  
 Psychology: 1,091 Majors, 390 Pre-Majors/Expressed Interest  
 Social Science: 131 Majors  
 Sociology: 725 Majors  
 Women's Studies: 44 Majors

## *Differences in Educational Progress and Degree Achievement...*

### Retention Rates

First-Time Freshmen—  
 After 1 Year: 81%  
 After 2 Years: 70%  
 After 3 Years: 69%

Transfer Students—  
 After 1 Year: 89%  
 After 2 Years: 80%

### Graduation Rates

First-Time Freshmen—  
 4 Years: 9%  
 6 Years: 48%

Transfer Students—  
 2 Years: 27%  
 4 Years: 70%

### *Different Things They Do Here...*

The last *Graduating Student Survey Report* (Spring 2016) by the Office of Institutional Research reports the following in relation to Sacramento State's seniors last semester:

According to student survey respondents,

With regard to their classes:

- 64.1% frequently contributed to class discussions
- 63.4% frequently discussed course content with students outside of class
- 55.6% frequently used the library for research or homework
- 67.2% frequently made a presentation in class
- 43.6% frequently worked on independent study projects
- 40.4% frequently studied with other students
- 20.2% frequently performed community service as part of a class
- 53.6% frequently worked with classmates on group projects during class
- 5.19% frequently did so outside of class
- 7.2% frequently missed class due to employment
- 8.8% frequently missed class for other reasons

With regard to their instructors:

- 39.4% frequently communicated regularly with their professors
- 32.3% frequently asked a professor for advice after class
- 11.0% frequently worked on a professor's research project

With regard to not-so-great-moments:

- 6.9% frequently came to class late
- 23.2% frequently have been bored in class
- 5.4% frequently failed to complete homework on time
- 6.1% frequently fell asleep in class

### *Different Things They Learn Here...*

Percentage of graduating seniors who felt the areas listed below were "a major strength" or something in which they were "somewhat strong:"

- 87.5% general knowledge
- 89.6% knowledge of a field or discipline
- 70.2% understanding of the problems facing your community
- 58.5% understanding of national issues
- 54.5% understanding of global issues
- 86.1% critical thinking skills
- 88.1% problem-solving skills
- 78.9% leadership abilities
- 81.3% interpersonal skills
- 73.1% preparedness for employment after college
- 72.1% preparedness for graduate or advanced education
- 92.2% ability to get along with people of different races/cultures

### *Differences in Where They Go and What They Do After Graduation...*

Since the start of this decade, close to 6,500 students graduate from Sacramento State University each year on average, based on *Sacramento State University Fact Book* (Fall 2016) numbers.

Based on the Office of Institutional Research (OIR) *Graduating Student Survey Report* (Spring 2016) graduating seniors will go to different places and do many different things.

#### Different Plans for After Graduation—

When asked what they plan to be doing in the fall, graduating seniors reported the following:

- 72.5% working full-time and 18.3% working part-time
- 21.7% attending graduate/professional school full-time and 5.9% part-time
- 11.9% completing additional undergraduate coursework/post-baccalaureate program
- 3.3% participating in an organization like the Peace Corps, AmeriCorps, VISTA, or Teach for America
- 2.4% serving in the Armed Forces
- 18.2% traveling
- 14.8% volunteer work
- 9.9% staying at home to be with or start a family
- 5.4% have no current plans

#### Different Destinations After College—

More than half of graduates will stay and work in the region, with 1 in 20 Sacramento residents Sac State alumni, a point of pride for the university.

The *Sacramento State University Fact Book* (Fall 2016) reports the following, with regard to where alumni are living around the state, nation, and world:

Locally: 86,239 alumni live in the county of Sacramento.

State-wide: 189,246 alumni live in California.

The highest number resides in Sacramento County, as reported above, followed by: Placer County (18,734) El Dorado County (8,013) San Joaquin County (7,545) Solano County (7,362) and Yolo County (7,298).

Nationally: 219,582 alumni live in the United States, including those in California.

The states with the next highest numbers of alumni after California are: Washington (3,358) Oregon (3,206) Texas (2,713) Nevada (2,291) and Arizona (2,007).

Globally: 879 alumni live around the world.

The countries with the highest numbers are: Japan (105) India (93) China (59) Malaysia (58) United Kingdom (56) and Canada (54).



## What We Can Do

While they are each so different, there are a few key things we can do that would be beneficial for all students at this, the end of the semester.

### *Encourage them on...*

The last few weeks of the semester can be terribly difficult for students. Major assignment due dates come around, with papers and presentations to be done, group projects nearing the deadline, and final exam week imminent. Converging academic pressures may be compounded by any work, family, and/or campus commitments taking time and energy. The end of the semester is also a time when any ongoing personal problems in the life of a student frequently peak and conflicts or crises occur, causing further stress.

A few words of encouragement and support from faculty and staff can make such a difference.

Just simple reminders to students that the end is in sight, the break is just around the corner, that they just need to hang on for a little while longer, can be so helpful. Say the words and you will usually see some of the worry fading from their faces, their posture strengthening, and the slight nods of the head.

Sharing your own experiences as a student during the end of the semester can show them that you understand what they're going through—and that all students experience that stress, even university faculty or staff members in their college days. You will see tired eyes becoming clearer and small smiles emerging as they feel your empathy.

You can also offer practical support in the form of invitations to your office hour for course assistance, announcements of any student study sessions for the class, and reminders of the academic help available on campus, as well as the stress-relieving benefits of exercise facilities at the WELL and counseling for students at Counseling and Psychological Services. Offering assistance and resources can prove tremendously beneficial for students, but even if they don't avail themselves of the opportunities, just knowing that they have help available can be comforting and make them feel less alone in the process. You will find a list of campus resources that students might especially need at this time at the end of this document.

### *Pick them up if they fall...*

Some students may be at a point where they realize that they may be unable to pass the class or achieve the grade they desire. When a student stumbles academically, the sense of shame or futility can be a real roadblock to finishing out the semester with the least amount of damage to their grades in that and their other classes and to moving forward in the next semester.

A few quick words or, better yet, sitting down and having that talk to try to mitigate the effects of a low or failing grade can mean so much.

You can help the student to realize that sometimes the most valuable learning comes from mistakes made or that academic ability is much like a muscle that needs to be exercised and, over time, will grow and strengthen. This may set their mind at ease and give them badly needed encouragement.

Sharing your own stumbles in school or problems in learning can also show the student that even someone who works at a college can struggle academically and still get back on track, still be an intelligent person, still belong in academia.

*End on a high note...*

Every single course taken is an achievement, yet students don't always realize and appreciate that.

Every course completed successfully means valuable learning about the subject matter, as well as self and society; skill development in areas that will serve the student well in future coursework, the working world, and personal life; opportunity to get to know other students, faculty, and staff in their educational journey; and progress toward degree, taking them closer to graduation.

Every degree earned means greater career options, life-time financial stability, and a better quality of life for students, as well as their future generations to come.

Taking a moment to appreciate the full magnitude of the achievement of course completion is a wonderful way to end the semester for students who may not realize just how much they are accomplishing in the blur of the last week of instruction and final exam time.

*Wish them the very best...*

After the course is over, the students will depart and then most resume their education in the coming semester, while others will graduate and leave the university. In either case, it is a break well-deserved or a graduation long in the making. It may also be the last time we see them, these individuals who have sat in our classrooms or on the other side of our office desks or counters, whom we have gotten to know a bit, and who so inspire, stretch, fulfill, and delight us in our work here—and remind us of just why we do what we do in higher education.

*Have a wonderful break, everyone,  
with much relaxation, fun, and happiness!*

*Congratulations to this semester's Graduating Class!*

## Campus Resources

### *For Students Wanting Help with Academics:*

Tutoring and academic support services are free to students, with the exception of a few listed as “courses” (which may then require enrollment fees). Take advantage of all of the help offered to you around the campus!

#### Peer and Academic Resource Center (PARC)—

Provides a home base of academic support to students at all levels through a number of services that include Peer-Led Advising for College Experiences, Workshops and Individual Tutoring, and Supplemental Instruction courses and review sessions, described below. Students may go online, call, or come by for further information, availability hours, and appointments.

Location: Lassen Hall 2200

Phone: (916) 278-6010

[PARC Website](https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/) <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>

#### Peer-Led Advising for College Experiences (PLACE)—

Has student advisors who can help their fellow students with issues such as time management, study skills, assignment anxiety, and more, and refer students to additional academic resources.

Location: Lassen Hall 2200

Phone: (916) 278-6010

[Peer Advising & Tutoring Website](https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/peer-advising-tutoring.html) <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/peer-advising-tutoring.html>

#### Workshops and Individual Tutoring (WIT) —

Offers tutoring (on a one-on-one basis or in workshops with small groups) to help students in challenging courses learn material, complete assignments, and prepare for exams.

Location: Lassen Hall 2200

Phone: (916) 278-6010

[Peer Advising & Tutoring Website](https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/peer-advising-tutoring.html)

<https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/peer-advising-tutoring.html>

#### Supplemental Instruction (SI) Courses and SI Plus Review Sessions—

Helps students enrolled in difficult general education courses to become more successful in their coursework by taking an accompanying SI course that will help the student to better learn the material, complete assignments, and study for exams. SI courses are taken for one unit of credit, and course offerings are provided on the website. SI also offers SI Plus Review Sessions that are scheduled during the semester, usually before exams/quizzes, in large lecture classes.

Location: Lassen Hall 2200

Phone: (916) 278-6010

[SI Website](https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/supplemental-instruction.html) <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/supplemental-instruction.html>

#### Smarthinking—

Provides online tutoring that enables students to get the help they need 24-hours a day, seven days a week, in areas such as: writing, reading, mathematics, science, business, Spanish, nursing and allied health, and computers and technology. A tutorial for how to access and use this online tutoring service is there on the website.

[Smarthinking \(PDF\)](https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/degrees-smarthinking.pdf) [https://www.csus.edu/student-affairs/centers-programs/degrees-project/\\_internal/\\_documents/degrees-smarthinking.pdf](https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/degrees-smarthinking.pdf)

University Reading and Writing Center (URWC)—

Provides encouraging one-on-one peer tutoring for students wanting help with reading and writing at any point in the process, including planning, organizing, developing, and revising a paper to understanding difficult texts. Students are welcome to come in with reading and writing assignments for any course in any academic discipline and learn how to become a more confident writer or reader. Students may come by during the drop-in hours posted (website/at Center) for a single session of tutoring, or may make a session appointment or regular weekly standing tutoring appointments for the semester.

Location: Calaveras Hall 128

Phone: (916) 278-6356

[URWC Website](https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html) <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>

Math Lab—

Offers tutoring on a drop-in basis to students enrolled in lower division mathematics and statistics courses in need of assistance with course-related problems encountered in homework assignments and preparation for exams.

Location: Brighton Hall 118

Phone: (916) 278-6796

[Math & Statistics Math Lab Information Website](https://www.csus.edu/college/natural-sciences-mathematics/mathematics-statistics/explore.html)

<https://www.csus.edu/college/natural-sciences-mathematics/mathematics-statistics/explore.html>

Business Tutoring and Study Center—

Offers students a study center and tutoring on a drop-in basis for business courses.

Location: Tahoe Hall 1006

Phone: (916) 278-2499, #5

[Business Tutoring and Study Center Website](https://www.csus.edu/college/business-administration/undergraduate/student-engagement.html#BusinessTutoring) <https://www.csus.edu/college/business-administration/undergraduate/student-engagement.html#BusinessTutoring>

Center for Science and Math Success—

Provides programs designed to support and enrich student learning in primary Science, Technology, Engineering, and Mathematics (STEM) classes, including Commit to Study and Peer Assisted Learning, described to follow.

Location: Sequoia Hall 320

Phone: (916) 278-2790

[Center for Science & Math Success Website](https://www.csus.edu/college/natural-sciences-mathematics/center-science-math-success/) <https://www.csus.edu/college/natural-sciences-mathematics/center-science-math-success/>

Commit to Study (C2S)—

Offers to students in Math and Science classes one-on-one support in study skills, mentoring, and referral to other campus resources.

Location: Sequoia Hall 320

Phone: (916) 278-2790

[C2S Website](https://www.csus.edu/college/natural-sciences-mathematics/center-science-math-success/commit-study.html) <https://www.csus.edu/college/natural-sciences-mathematics/center-science-math-success/commit-study.html>

Peer Assisted Learning (PAL) Program—

Offers a one-unit cooperative learning class connected to a primary STEM course (e.g., Biology, Chemistry, Math, Statistics) to improve student success in those courses. PAL classes are led by trained student facilitators.

Location: Sequoia Hall 320

Phone: (916) 278-3577

[PAL Website](https://www.csus.edu/college/natural-sciences-mathematics/peer-assisted-learning-program-pal/) <https://www.csus.edu/college/natural-sciences-mathematics/peer-assisted-learning-program-pal/>

Chemistry Department Help Office—

Offers assistance with chemistry classes. Students can go online or drop by to see the schedule.

Location: Sequoia Hall 502

[Help Office \(PDF\)](https://www.csus.edu/college/natural-sciences-mathematics/chemistry/_internal/_documents/help-office-fall-2019.pdf) [https://www.csus.edu/college/natural-sciences-mathematics/chemistry/\\_internal/\\_documents/help-office-fall-2019.pdf](https://www.csus.edu/college/natural-sciences-mathematics/chemistry/_internal/_documents/help-office-fall-2019.pdf)

Engineering and Computer Science (ECS) Tutoring Services—

Offers tutoring on a drop-in basis for any engineering or computer science student. Tutoring Center Schedule is on the website.

Location: Santa Clara Hall 1217

[ECS Tutoring Website](https://www.csus.edu/college/engineering-computer-science/student-success/ecs-tutoring.html) <https://www.csus.edu/college/engineering-computer-science/student-success/ecs-tutoring.html>

Physics and Astronomy Department Tutoring Center—

Offers tutoring on a drop-in basis for any student in physics or astronomy classes. Tutoring Center Schedule is on the website.

Location: Sequoia Hall 124

[Physics and Astronomy Information for Students/Tutoring Center Website](https://www.csus.edu/college/natural-sciences-mathematics/physics-astronomy/information-students.html) <https://www.csus.edu/college/natural-sciences-mathematics/physics-astronomy/information-students.html>

University Library—

Provides a comfortable environment for study and an extensive resource base to do so, including over a million volumes and non-print media forms, thousands of maps, slides, pamphlets, and subscriptions to magazines, newspapers, and journals, and access to on-line data bases. Students with research questions and questions about library services may get them answered by the main floor User Services Desk staff, or call, e-mail, and use the online research guides and tutorials on the library website.

Location: South End of Campus Near Quad

Phone: (916) 278-5679

[Library Website](https://library.csus.edu/) <https://library.csus.edu/>

Student Success Academic Support Services for the Sac State Colleges Website —

Provides a list of links to the different College Student Success Centers for the different Colleges at Sac State: Health and Human Services, Natural Sciences and Mathematics, Education, Engineering and Computer Science, and Arts and Letters. There, further information regarding assistance with academics for each of these Colleges and more may be found.

[Student Success Academic Support Website](https://www.csus.edu/experience/student-success/academic-support/) <https://www.csus.edu/experience/student-success/academic-support/>

Further Assistance with Academics—

Additionally, students participating in the many campus groups, programs, or services may explore further academic support options there.

*For Students Who Might Be Struggling in College:*

Below are some of the best places to get help to stay on track with coursework and graduation:

DEGREES Project (Dedicated to Educating, Graduating, and Retaining Educational Equity Students)—

Connects students with a variety of resources to promote their success in college, including: early intervention, academic advising, graduation support, mentoring, and referral to other valuable campus resources. Students and faculty may look on the website listed below to find DEGREES Project Advisors and Coaches and their contact information for emailing, calling, dropping by, or making an appointment to meet.

Location: Lassen Hall 2302

Phone: (916) 278-7017

[DEGREES Website](https://www.csus.edu/student-affairs/centers-programs/degrees-project/) <https://www.csus.edu/student-affairs/centers-programs/degrees-project/>

Student Academic Success and Educational Equity Programs (SASEEP) Office—

Encourages and supports students in persisting toward their educational goals to ensure the success of all students on campus while closing the achievement gap. The office has an “open door” policy—students may come on in or call.

Location: Lassen Hall 2205

Phone: (916) 278-6183

[SASEEP Website](https://www.csus.edu/student-affairs/retention-academic-success/) <https://www.csus.edu/student-affairs/retention-academic-success/>

Services for Students with Disabilities (SSWD)—

Provides assistance to students who may require assistance related to the following disabling conditions which may impede a student’s educational process: visual, hearing, speech, mobility and other physical disabilities, psychological disorders, cognitive disabilities, learning disabilities, and ADD/ADHD. Services and accommodations for students may include, but are not limited to: specialized educational materials, adaptive equipment, adaptive computer training and use, note-taker services, testing accommodations, consultation with faculty for students with special academic needs, and library assistance. Further information may be found on the website regarding the application process and forms, the services and accommodations offered, and more. Students with questions and faculty with inquiries or wanting to make a referral are welcome to contact or come by the office for further information.

Location: Lassen Hall 1008

Phone: (916) 278-6955

[SSWD Website](https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/) <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

*For Students Seeking Resources for Psychological and Physical Well-Being:*

Counseling (Student Health and Counseling Services)—

Helps students to cope with such things as stress, academic difficulties, cultural adjustment, relationship issues, anxiety, depression, bereavement, post-traumatic symptoms, questioning sexuality and coming out, eating disorders, addiction and alcohol abuse. The privacy and confidentiality of all who use Counseling Services is maintained fully within the bounds of law and professional ethics.

Location of Counseling Services: The WELL, Second Floor Phone: (916) 278-6461

Location of Urgent Care Clinic: The WELL, First Floor

[Counseling Services Website](https://www.csus.edu/student-life/health-counseling/counseling/) <https://www.csus.edu/student-life/health-counseling/counseling/>

*Students in an immediate crisis* should contact 911 or the Suicide Hotline at 1-800-273-TALK (8255).

Students with urgent concerns who would like to see someone right away may walk in to receive counseling at the Urgent Care Clinic (WELL, First Floor) any time during its hours of operation or call to speak with the After Hours Nurse at: (916) 278-6461.

Students who want to receive counseling or explore if counseling is right for them may schedule an appointment by calling or coming in Counseling Services, or going online through the Patient Portal. This typically begins with a consultation appointment, where the student can talk about their concerns and receive support and feedback. Many students find that they feel better and their needs are met in just one session. Students who want to continue counseling may choose individual counseling in follow-up single session appointments (to meet their needs in the moment) or short-term individual therapy (more than one session with the same mental health clinician). Students may also join group therapy (with five to ten other students) There is a diversity of groups (including those for men, women, LGBT students, international students, and undergraduate students) and topics (including groups for anxiety, anger management, mindfulness and meditation, creating good habits, coping with loss, improving relationships, and surviving family dysfunction).

The WELL—

Offers a variety of facilities for students at all levels of fitness to play sports, use the cardio and weight machines or indoor track, enjoy the rock-climbing wall, or hang-out and socialize. Membership costs are included in student enrollment fees, with possible additional costs for such things as fitness and wellness classes, personal trainers, intramural sports, group recreational activities, fitness assessment, and special events.

Location: South End of Campus

Phone: (916) 278-9355

[WELL Website](https://thewellatsacstate.com/) <https://thewellatsacstate.com/>