

Retention Services

Tutoring and Academic Support Center

Annual Report
2011 – 2012



Annual Report Summary

In the 2011 – 2012 academic year, the Tutoring and Academic Support Center (TASC) hired fewer tutors in an attempt to remain within its allocated budget. This year TASC employed 56 tutors compared to 63 for AY 10-11 and 89 for AY 09-10. Due to the increase in student enrollment, the demand for services continued to increase and there were more credit appointments and more students served this year. The Tutoring and Academic Support Center had 13,381 individual credit appointments attended by 2,426 students in approximately 150 courses. This is an increase of nearly 3,000 credit appointments. TASC was not able to offer tutoring in as many courses this year as last, however, courses with a high demand for tutoring were still supported. Learning Communities (LC) were attended by 1,239 students for a total of 6,506 contacts. The CLC had 2,452 appointments serving 787 students.

Funded in part through the Student Success Committee and the Math Learning Center (MLC), Math and Chemistry drop-ins were continued with great success. Math drop-ins served 552 students in pre, beginning and intermediate algebra in 1,211 drop-in sessions. Chemistry drop-ins served 353 students in 671 drop-in sessions. TASC also piloted drop-ins for music on a limited basis.

The Community Learning Center (CLC) tutoring expansion was successful in strengthening funding for evening coordination and staffing. We serve approximately 23% of the student population at CLC which is double the percentage served at our other two campuses in proportion to the overall respective campus population.

Data derived from students sustained a college success rate (earn a grade of C, pass, or better) of 69% for students receiving tutoring and a rate of 67% for students not receiving tutoring. The student persistence rate (semester to semester retention) is 75% for students receiving tutoring and is 55% for students not receiving tutoring. As the data demonstrates, tutoring does make a positive difference for students who take advantage of the various academic support services offered.

The First Year Experience (FYE), a Student Success Committee funded project, continued its student success intervention serving a new cohort of 48 students during the 2011-2012 academic year. The program has shown to be effective as its components facilitate first year college students' transition to college as well as maximize their potential for academic success.

The FYE Program bridges the efforts of Instructional Services and Student Support Services to support basic skills students by providing a systematic holistic support system for students inside and outside of the classroom. Specifically, the model for the program allows for an early intervention to address students'

academic, motivational, psychosocial, and organizational issues, which can have an impact on student success and retention.

A pre-semester orientation alleviates the anxiety typically experienced by first year college students during their first day of college. It provides students with an opportunity to meet their instructors, their classmates, and receive a tour of their classrooms. Students also participate in and attend cultural and educational events, including trips to local universities, Museum of Tolerance, plays, and lectures. These events provide students a platform to begin exploring their academic future as well as enabling them to acculturate to college life through a strong network of faculty and peers.

When surveyed 95% of FYE students agreed that FYE helped them make a smooth transition to college, 95% of FYE students reported that FYE helped them develop meaningful relationships with instructors and classmates, and 98% reported that FYE helped them critically analyze and evaluate their academic skills. Ultimately, the FYE Program created a sense of community for its students and a supportive environment which allowed them to further develop not only their academic skills, but also their personal growth.

Over the past three years serving 144 students, FYE has averaged a persistence rate of 88% and a student success rate of 80% for first year students. Going forward into year four, a new cohort of 48 students will be served and assessed. We have perfected the FYE model and have institutionalized key components that are effective. Our goal is to fully incorporate the FYE model into the Retention Services department for 2013-2014. These innovative activities help develop a culture of evidence for the most effective interventions for student success.

Lastly, our Service Area Outcomes (SAO) all met their expected level of achievement this past year.

They are as follows:

Objective 1: Seeking Academic Support Students will demonstrate a value for seeking academic support by participating in multiple tutoring and/or learning communities in order to achieve their desired course goals.

Expected level of achievement: 1,000 unduplicated students come in for a total of 13,000 contacts. 500 unduplicated LC students come in for a total of 6,000 LC contacts.

Objective 2: Student Success Faculty will demonstrate best Supplemental Assistance practices. TASC will recruit, organize and implement learning communities utilizing student success data and referral from colleagues.

Expected level of achievement: 25 faculty participate in the LC effort spanning at least 5 disciplines. 40 LC sessions are offered in fall and spring semesters.

Objective 3: Critical Thinking and Training for Tutors Tutors will demonstrate effective tutoring skills in one-on-one and/or group tutoring sessions. TASC will hire, train and assign a new staff of tutors in high demand courses.

Expected level of achievement: 100% of our newly hired tutors will be College Reading & Learning Association (CRLA) level 2 certified at the end of their first year.

Our department continues to innovate and make progress in helping students achieve academic success through best practices in academic support interventions.

Successful Course Completion

Tutoring makes a positive difference for students in terms of both successful course completion and persistence. Successful course completion is defined as earning an A, B, C or P in a course, whereas persistence is defined as continuous enrollment from one primary semester to the next. The average successful course completion rate of tutored students is 69% compared to 67% for un-tutored students. Tutored students successfully complete courses at a 2% higher rate than un-tutored students.

Successful Course Completion Rates

	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Tutored	70%	72%	70%	69%	64.%	70%
Un-tutored	69%	68%	69%	65%	65%	65%

Source: Research and Planning, 7/12

Student Persistence Data

Tutored students also persist at a 20% higher rate than un-tutored students. On average, tutored students persisted at 75% whereas un-tutored students persisted at 55%.

Primary Term Persistence

	Tutored	% Persisted		Overall	% Persisted
Fall 2004	276			9944	
Spring 2005	218	78.99%		6023	60.57%
Spring 2005	317			10147	
Fall 2005	224	70.66%		4808	47.38%
Fall 2005	296			10380	
Spring 2006	246	83.11%		6239	60.11%
Spring 2006	392			10712	
Fall 2006	264	67.35%		4941	46.13%
Fall 2006	330			10519	
Spring 2007	267	80.91%		6407	60.91%
Spring 2007	358			10826	
Fall 2007	260	72.63%		5169	47.75%
Fall 2007	510			11040	
Spring 2008	411	80.59%		6853	62.07%
Spring 2008	469			11615	
Fall 2008	312	66.52%		5577	48.02%
Fall 2008	644			12244	
Spring 2009	537	83.39%		7834	63.98%
Spring 2009	626			12929	
Fall 2009	432	69.01%		6445	49.85%
Fall 2009	593			13855	
Spring 2010	478	80.61%		9075	65.50%
Spring 2010	1128			14377	
Fall 2010	717	63.56%		7299	50.77%
Fall 2010	1163			14564	
Spring 2011	947	81.43%		9476	65.06%
Spring 2011	1038			14753	
Fall 2011	676	65.16%		7175	48.63%
Fall 2011	1350			14493	
Spring 2012	1125	83.33%		9687	66.84%

Source: Research and Planning, 7/12

On average, un-tutored students earn A's 28% of the time while tutored students earn them only 21% of the time. Tutored students earn B's at a 2% average higher rate than the un-tutored and earn C's at a 5% average higher rate than un-tutored students. However, the withdrawal rate is 2% lower for tutored students than for un-tutored students. The data shows that the Tutoring and Academic Support Center serves students who earn A's at a lower rate, but that seeking tutoring is keeping students from withdrawing and enabling them to pass with an A, B, C or P at a higher rate than un-tutored students.

Grades and Withdrawal Rates

	A	B	C	P	W
Fall 2009					
Tutored	21%	25%	20%	3%	16%
Un-tutored	30%	23%	14%	2%	17%
Spring 2010					
Tutored	26%	25%	19%	2%	14%
Un-tutored	30%	21%	13%	3%	19%
Fall 2010					
Tutored	21%	25%	20%	3%	16%
Un-tutored	30%	23%	14%	2%	17%
Spring 2011					
Tutored	22%	26%	20%	2%	18%
Un-tutored	27%	23%	15%	1%	21%
Fall 2011					
Tutored	22%	24%	18%	1%	21%
Un-tutored	26%	23%	16%	1%	20%
Spring 2012					
Tutored	21%	25%	21%	3%	17%
Un-tutored	25%	22%	16%	1%	21%
Average					
Tutored	21%	25%	20%	2%	17%
Un-tutored	28%	23%	15%	2%	19%

Overall GPA

Only enrollments where tutoring was provided

Tutored Students	2.63
Un-tutored Students	2.64

Source: Research and Planning, 7/12

**Tutee Demographics
Oceanside and San Elijo Campus**

	Summer 2011 San Elijo Only	Fall 2011	Spring 2012
Gender			
Male	4 15%	435 36%	391 37%
Female	21 81%	784 64%	677 63%
Ethnicity			
White	14 54%	722 59%	616 58%
Asian /Pacific Islander	4 15%	118 10%	103 10%
Hispanic	2 8%	212 17%	192 18%
Black	1 4%	65 5%	58 5%
American Indian/ Alaskan Native	0	17 1%	13 1%
Other	1 4%	26 2%	23 02%
Unknown	1 4%	0	0

**Tutee Demographics
Community Learning Center**

	Summer 2011	Fall 2011	Spring 2012
Gender			
Male	27 26%	85 26%	79 29%
Female	68 65%	196 61%	170 62%
Unspecified	9 9%	40 12%	26 9%
Ethnicity			
White	16 15%	35 11%	28 10%
Asian /Pacific Islander	12 12%	35 11%	40 15%
Hispanic	53 51%	179 56%	156 57%
Black	7 7%	11 3%	9 3%
American Indian/ Alaskan Native	0	2 1%	0
Other	1 1%	6 2%	5 2%
Unknown	9 9%	40 12%	26 9%

Learning Community Participant Demographics

	Fall 2011	Spring 2012
Gender		
Male	174 42 %	165 43%
Female	239 58 %	217 57%
Ethnicity		
White	223 54%	198 52%
Asian /Pacific Islander	50 12%	57 15%
Hispanic	105 25%	82 21%
Black	10 2%	27 7%
American Indian/ Alaskan Native	6 1%	4 1%
Other	19 5%	14 4%

Number of Students Served (Tutees)

By Appointment

Students Served	SUMMER	FALL	SPRING	TOTAL
Oceanside	0	1043	912	1955
San Elijo	25	236	210	471
Community Learning Center	104	367	316	787
TOTAL	129	1646	1438	3213

Totals reflect some duplication; figures for each term are unduplicated.

By Drop-In

Students Served	SUMMER	FALL	SPRING	TOTAL
Biology & Chemistry	27	94	116	237
Math 820, 830, 101 (BSI) & Music	71	176	144	391
TOTAL	98	270	260	628

Totals reflect some duplication; figures for each term are unduplicated

Percentage of Population Served

Percentage of Students Served by appointment (based on headcount)	FALL	SPRING
Oceanside	10%	9%
San Elijo	7%	6%
Community Learning Center	25%	21%
TOTAL	14%	12%

Number of Student Contacts

Service Area Outcomes: College Identity Development - Value Academic Skills

Students will demonstrate a value for seeking academic support by participating in tutoring appointments, drop-in sessions and/or learning communities in order to achieve their desired course goals.

Individual Appointments Attended

Student Contacts	SUMMER	FALL	SPRING	TOTAL
Oceanside	0	5581	5664	11245
San Elijo	44	1124	968	2136
Community Learning Center	477	1011	964	2452
TOTAL	521	7716	7596	15833

Drop-Ins

Student Contacts	SUMMER	FALL	SPRING	TOTAL
Accounting	68			68
Biology 101	3			3
Biology 210	9			9
Biology 220	55			55
Chemistry 100	5	110	24	139
Chemistry 102		2	4	6
Chemistry 104	5	22	35	62
Chemistry 108		50	46	96
Chemistry 110	5	73	96	174
Chemistry 111		63	86	149
Chemistry 210		11	41	52
Chemistry 211		2	4	6
Math 101	67	262	473	802
Math 820	5	34	67	106
Math 830	43	288	59	390
Math general		9	20	29
Music		59	81	140
Spanish	37			37
TOTAL	302	985	1036	2323

Hours of Tutoring

Appointments

	2011-2012	2010-2011	2009-2010
	NO. OF HOURS	NO. OF HOURS	NO. OF HOURS
APPOINTMENTS			
Oceanside	10851	9496	10733
San Elijo	2143	1983	2080
CLC	2380	1586	1759
TOTALS	15374	13065	14572

Groups, Drop-ins, Labs

	2011-2012	2010-2011	2009-2010
LEARNING COMMUNITIES	NO. OF HOURS	NO. OF HOURS	NO. OF HOURS
Oceanside	947	956	2180
San Elijo	176	286	293
BIO & CHEM DROP-INS			
Oceanside	601	195	43
San Elijo	190	-	-
MATH DROP-INS	592	521	363
MATH TA	157		
MUSIC DROP-INS	159	-	-
SPEC LAB	102	-	-
TOTALS	2924	1958	2879

Service Area Outcomes Critical Thinking and Training for Tutors: Tutors will demonstrate effective tutoring skills in one-on-one and/or group tutoring sessions. TASC will hire, train and assign a new staff of tutors in high demand courses.

Number of Tutors Employed

Tutors	SUMMER	FALL	SPRING
Oceanside	5	41	37
San Elijo	2	15	12
CLC	4	7	6
UNDUPLICATED TOTAL FOR 2011 - 2012 = 56			

32 of the 56 tutors served in multiple departmental roles (57%)

- ❖ 8 of the 56 tutors served as trainers for new tutors (14%)
- ❖ 23 of the 56 tutors served as Learning Community Facilitators (41%)
- ❖ 2 of the 56 tutors served as Math TA's (4%)
- ❖ 20 of the 56 tutors served as drop-in chemistry or math tutors (36%)

Disciplines in which Tutoring was provided

Tutoring was offered in 50 courses at San Elijo and 150 courses at Oceanside, in the following disciplines:

Accounting
Anthropology
Biological Sciences
Biotechnology
Business Administration
Chemistry
Child Development
Chinese
Communication
Computer Science
Computer Studies and Information Technology
Design Drafting Technology
Earth Sciences
Economics
French
Geography
Geology
Health Education
History
Horticulture
Humanities
Internship Studies
Italian
Japanese
Kinesiology
Mathematics
Media Arts and Technologies
Medical Administrative Professional
Music
Nursing
Oceanography
Pharmacology
Philosophy
Physical Science
Physics
Political Science
Psychology
Sociology
Spanish
Special Education
Study Skills

Service Area Outcomes - Student Success: Faculty will demonstrate best Supplemental Assistance practices. TASC will recruit, organize and implement learning communities utilizing student success data and referral from colleagues.

Successful Course Completion and Grades of Learning Community Participants

Fall 2011

	# of students enrolled	LC participants	Non-participants	% of LC participation
TOTALS FOR ALL LC'S	1640	412	1252	29%
Average Successful Course Completion Rate		76%	57%	
W's	348	51	297	
% of W's	21%	12%	24%	
Average Grade in Course		2.81	2.52	
Average Overall GPA		3.06	2.72	

Spring 2012

	# of students enrolled	LC participants	Non-participants	% of LC participation
TOTALS FOR ALL LC'S	1431	382	1049	31%
Average Successful Course Completion Rate		83%	61%	
W's	252	17	235	
% of W's	18%	4%	22%	
Average Grade in Course		2.66	2.40	
Average Overall GPA		3.07	2.67	

Participant is defined as a student who attended 3 or more LC sessions. Average grade was calculated excluding students who withdrew. P was calculated as a C. W's were counted in calculating successful course completion rates. Successful course completion rates were calculated using standard college formula.

Learning Community Overview by Semester

Learning Community Overview	Fall 2011	Spring 2012
Number of LC's offered ¹	50	45
Number of Courses	34	36
Number of Instructors	27	24
Individual Students Served (Unduplicated) ²	682	557
Total Number of Student Contacts	3391	3115
Total Number of all LC Sessions ³	675	572
Number of LC Facilitators	21	17

1. In some cases, more than one session per course was offered to accommodate student schedules.
2. Duplication may be present if an individual student attended LC's for more than one course.
3. This represents the total number of LC sessions offered for all courses.

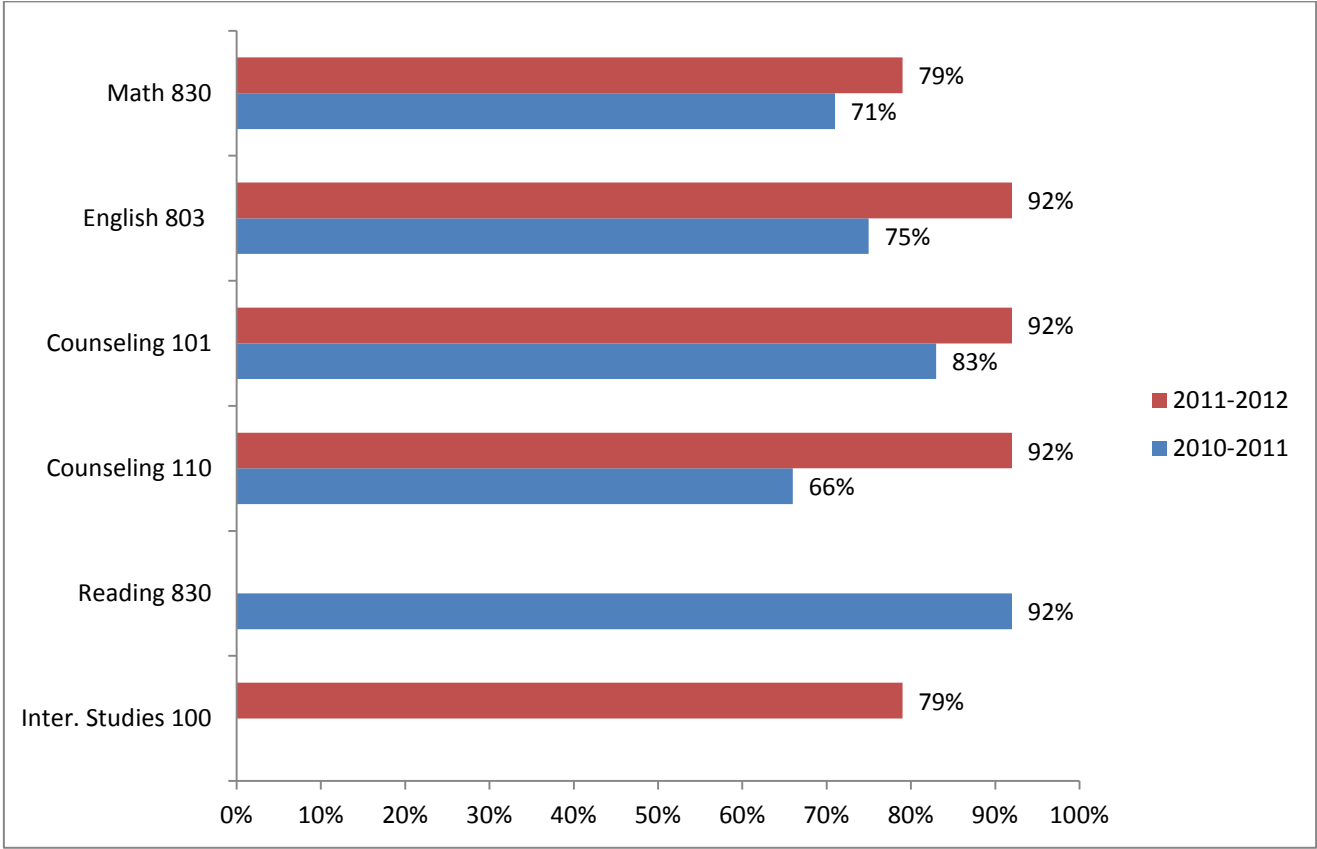
**Learning Communities
Fall 2011**

Course	Instructor	# of sessions offered	# of students (unduplicated)	# of student contacts
BIO 101	Riccitelli	13	11	59
BIO 210	Thompson	8	11	21
BIO 220	Riccitelli	22	22	191
BIO 220	Thomford	13	8	28
BIO 230	Klingbeil	14	17	86
BIO 230	Kulkarni	13	22	180
BIO 230	Tamraker	17	13	60
CHEM 100	Bolanos	15	12	53
CHEM 100	Lee	16	13	44
CHEM 100	Salami	15	10	46
CHEM 108	Byrnes	13	7	20
CHEM 108	Salami	13	7	17
CHEM 110	Bolanos	14	19	109
CHEM 111	Lee	16	16	87
CHLD 113	Skemp	12	11	19
HIST 110	Byrom	15	5	26
HIST 111	Byrom	15	8	56
MATH 820	Bonds	15	14	88
MATH 820	Dunbar	14	23	60
MATH 820	Fallstrom	30	12	84
MATH 830	Ferreirae	14	9	58
MATH 830	Laurel	14	17	66
MATH 101	Bonds	12	6	18
MATH 101	Dunbar	28	49	187
MATH 101	Laurel	15	19	134
MATH 101	Navo	14	14	101
MATH 101	Nakamura	28	24	126
MATH 101	Pickett	30	29	96
MATH 105	Ferreirae	16	15	76
MATH 115	Fallstrom	16	27	137
MATH 125	Ferreirae	13	14	78
MATH 130	Navo	14	18	119
MATH 135	Fallstrom	15	19	84
MATH 155	Bonds	16	28	157
MATH 155	Nakamura	14	19	118
MATH 260	Dunbar	4	9	40
MATH 260	Perovic	16	22	163
PSYC 104	Kelley	18	14	31
PHYS 151	Cole	16	11	33
PHYS 151	Peters	5	8	9
SPAN 101	Westlake	14	9	62
SPAN 102	Marques	23	23	76
SPEC 840	Schaefer	15	14	82

**Learning Communities
Spring 2012**

Course	Instructor	# of sessions offered	# of students (unduplicated)	# of student contacts
BIO 220	Riccitelli	30	44	279
BIO 220	Thomford	10	21	93
BIO 230	Klingbeil	14	18	82
BIO 230	Kulkarni	16	19	105
BIO 230	Myers	14	13	65
BIO 230	Tamraker	16	16	132
CHEM 100	Lee	14	10	43
CHEM 110	Salami	14	13	57
CHEM 111	Bolanos	13	12	76
CHEM 111	Bolanos	28	21	179
CHLD 113	Skemp	5	3	6
HIST 110	Byrom	14	15	119
HIST 111	Byrom	14	4	39
HIST 165	Byrom	6	2	6
MATH 820	Bonds	28	22	115
MATH 820	Fallstrom	18	11	34
MATH 830	Ferreirae	14	13	69
MATH 830	Garbanati	14	6	12
MATH 830	Laurel	14	11	54
MATH 830/101	Beltran	29	12	118
MATH 101	Bonds	15	21	156
MATH 101	Dunbar	29	31	169
MATH 101	Laurel	14	12	35
MATH 101	Nakamura	15	16	126
MATH 101	Navo	16	17	95
MATH 101	Pickett	27	24	121
MATH 103	Dunbar	6	7	11
MATH 105	Ferreirae	16	13	55
MATH 125	Ferreirae	8	4	9
MATH 130	Navo	15	17	75
MATH 135	Pickett	14	21	87
MATH 155	Bonds	15	27	214
MATH 155	Nakamura	14	14	77
MATH 260	Dunbar	14	18	71
PSYC 104	Kelley	13	13	42
SPAN 102	Marques	13	7	33

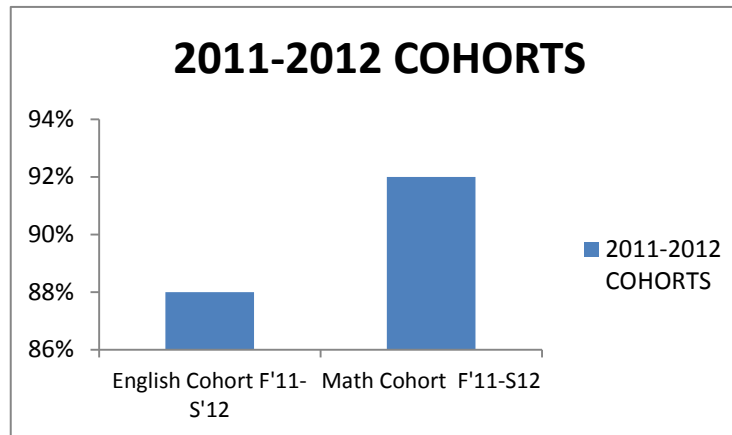
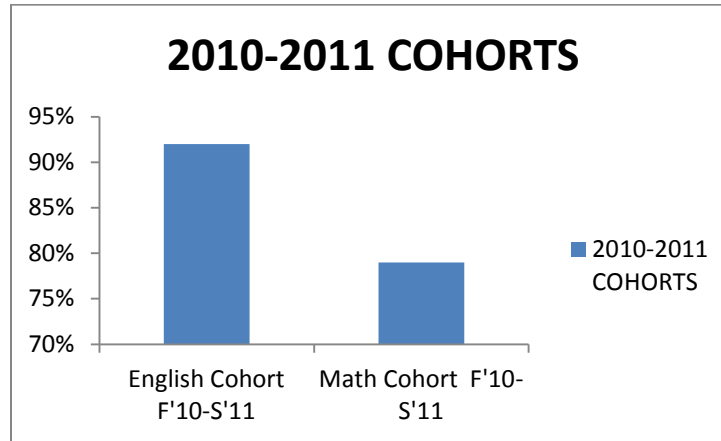
**First Year Experience Program Cohorts
Success Rates from 2010-2011 and 2011-2012**



The chart illustrates student success/retention rates from the 2010-2011 and 2011-2012 FYE Cohorts. The outcomes are based on their coursework from their first fall semester.

First Year Experience Program Cohorts Persistence Rates

Persistence is defined as continuous enrollment from one primary semester to the next. The persistence rate of students in the English Cohort from Fall 2010 to Spring 2011 is 92%. The persistence rate of students in the Math Cohort from Fall 2010 to Spring 2011 is 79%. The persistence rate of students in the English Cohort from Fall 2011 to Spring 2012 is 88%. The persistence rate of students in the Math Cohort from Fall 2011 to Spring 2012 is 92%.



Fall 2011 Student Success Workshops

Workshop	# of Attendees
African Dance and Drumming	28
Aha! Articles! (3 sessions)	24
Basic Punctuation (2 sessions)	17
BlackBoard (2 sessions)	5
Cite Right! (3 sessions)	22
Help! Zombies are Attacking my Essay (2 sessions)	9
Ins and Outs of Office 2010	3
Keeping Motivation Alive	12
Make Your Computer Work Smarter For You	7
Maximize Your Study Habits	12
Minimize Stress (3 sessions)	54
MLA Formatting in Word 2010 (2 sessions)	10
Monkey See, Monkey Write (5 sessions)	12
Note Taking	6
Oral Presentations (2 sessions)	7
Paragraph Organization 101	8
Plagiarism (2 sessions)	9
Pronunciation (4 sessions)	71
Reading for Success (5 sessions)	30
Ready, Set, Research (3 sessions)	12
Research in Your PJ's (3 sessions)	6
Success in the Sciences	21
Taking Tests with Confidence	4
Time Management (2 sessions)	6
Timed Writing Exams	19
Writing Your Personal Statement	20
Total	434

Spring 2012 Student Success Workshops

Workshop	# of Attendees
Aha! Articles! (4 sessions)	12
Basic Punctuation (2 sessions)	4
BlackBoard (2 sessions)	11
Cite Right! (4 sessions)	32
Keeping Motivation Alive	6
Make Your Computer Work Smarter For You	8
Minimize Stress (3 sessions)	35
Oral Presentations (2 sessions)	6
Paragraph Organization 101(2 sessions)	6
Pronunciation (3 sessions)	48
Reading For Success (2 sessions)	13
Ready, Set, Research (4 sessions)	24
Research in Your PJ's	19
Success in the Sciences	40
Taking Tests with Confidence	3
Time Management (2 sessions)	5
Writing Your Scholarship Essay (2 sessions)	10
Total	282