

Retention Services

Tutoring and Academic Support Center

Annual Report 2013 – 2014



Annual Report Summary

The Retention Services department and Tutoring and Academic Support Center (TASC) enhances student retention and success by providing assistance to students through innovative academic support services. This Annual Report provides a snapshot of our service utilization and outcomes. We employed a motivated staff of para-professionals, faculty, and staff across three district sites. Our team of 70 employees reflects the diversity of the district. In the 2013 - 2014 year, TASC employed 58 tutors. The Tutoring and Academic Support Center had 11,751 individual credit appointments attended by 2,123 students in approximately 106 courses. Facilitated Learning Sessions (FLS) were attended by 1,117 students for a total of 5,793 contacts. The CLC had 3,586 appointments serving 717 students and the Community Learning Center (CLC) evening tutoring coordinator became a permanent position. TASC continued participating in on-line tutoring by utilizing the Western eTutoring Consortium. There were 641 contacts made by 181 students, which is a 72% increase in online tutoring contacts.

Funded in part through the Student Success Committee and the Math Learning Center (MLC), Math and Chemistry drop-ins continued with great success. Math drop-ins served 236 students for pre, beginning, and intermediate algebra in 1,524 drop-in sessions. Chemistry drop-ins served 443 students in 3,194 drop-in sessions. TASC also offered music and biology drop-ins. Music drop-ins served 75 students in 180 drop-in sessions. Biology drop-ins served 133 students in 380 drop-in sessions. Of students utilizing drop-in tutoring, 69% are identified as basic skills students and 59% seek drop-in help within the first 7 weeks of the semester.

Data derived from students sustained a college success rate (earn a grade of C, pass, or better) of 70% for students receiving appointment tutoring and a rate of 65% for students not receiving tutoring. The student persistence rate (semester to semester retention) over a 3 year period is 76% for students receiving appointment tutoring and is 63% for students not receiving tutoring. Of students who seek tutoring appointments, 62% do it within the first 7 weeks of the semester and 74% are identified as basic skills students. 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) program, a collaborative project with the Student Success Committee, Counseling, and Retention Services, continued its student success interventions serving a new cohort of 48 students during the 2013-2014 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.

FYE student participants are annually surveyed and provide us with the following: 92% of FYE students agreed that FYE helped them make a smooth transition to college, 90% of FYE students reported that FYE helped them develop meaningful relationships with instructors and classmates, and 90% 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. FYE students' testimonials also reveal that the program provides a platform for students to develop academic success skills including interdependence and self-esteem enhancement.

Over the past three years FYE has averaged a persistence rate of 88% and a student success rate of 83% for first year students. A new cohort of 48 students in 2014-2015 will be served and assessed. We have perfected the FYE model and have institutionalized key components that are effective. These innovative activities help develop a culture of evidence for the most effective interventions for student success.

Our Service Area Outcomes (SAO) are as follows:

Objective 1: Seeking Academic Support Students will demonstrate a value for seeking academic support by participating in tutoring appointments, drop-in sessions and/or facilitated learning sessions in order to achieve their desired course goals. **Expected level of achievement:** 2,000 unduplicated students come in for a total of 13,000 contacts. 500 unduplicated FLS students come in for a total of 6,000 contacts. **Results:** The outcome was met for individual and drop-in appointment contacts. FLS contacts were 207 shy of reaching 6,000.

Objective 2: Student Success Faculty will demonstrate best Supplemental Instruction practices. TASC will recruit, organize and implement Facilitated Learning Sessions utilizing student success data and referral from colleagues. **Expected level of achievement:** 25 faculty participate in the FLS effort spanning at least 5 disciplines. 40 FLS sessions are offered in fall and spring semesters. **Results:** The number of participating faculty was 24 in the fall and 18 in the spring. FLS spanned 6 disciplines in fall and 5 in spring. 47 FLS sessions were offered in fall and 40 in spring.

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 who are able to keep their one year commitment will be College Reading & Learning Association (CRLA) level 2 certified at the end of their first year. **Results:** All tutors who kept their one year commitment and minimum 10 hours of availability per week were CRLA Level 2 certified. Each new tutor was assigned a mentor.

Objective 4: Program Innovations Research, develop and pilot new initiatives that expand services to students. Develop an organizational model to pilot new interventions. **Expected level of achievement:** Start and/or continue a pilot intervention each academic year. **Results:** Our pilot was continued with Western eTutoring Consortium. The FYE program expanded to include a CLC student cohort.

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 70% compared to 65% for un-tutored students. Tutored students successfully complete courses at a 5% higher rate than un-tutored students. This is the first year we have tracked the successful course completion rates for students who attend drop-in tutoring.

Successful Course Completion Rates

By appointment

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Tutored	64%	70%	67%	77%	68%	71%
Un-tutored	65%	65%	65%	65%	65%	64%

By drop-in

	Fall 2013	Spring 2014
Drop-in student	75%	70%
Not a drop-in student	63%	65%

Student Persistence Data

Tutored students also persist at a 13% higher rate than un-tutored students. On average over the past 3 academic years, tutored students persisted at 76% whereas un-tutored students persisted at 63%.

Primary Term Persistence

By appointment

	Tutored	% Persisted		Overall	% Persisted
Fall 2012	1,274			14,796	
Spring 2013	1,077	84.54%		9,916	67.02%
Spring 2013	1,146			14,505	
Fall 2013	721	62.91%		7,603	52.42%
Fall 2013	1,052			14,619	
Spring 2014	862	81.94%		9,986	68.31%

By drop-in

	Drop-in	% Persisted		Overall	% Persisted
Fall 2013	420			14,619	
Spring 2014	367	87.38%		9,986	68.31%

Office of Institutional Research 6/30/14

On average for the past 3 academic years, un-tutored students earn A's 26% of the time while tutored students earn them only 22% of the time. Tutored students earn B's at a 2% average higher rate than the un-tutored student and earn C's at a 4% average higher rate than un-tutored students. However, the withdrawal rate is 3% 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 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%
Fall 2012					
Tutored	22%	24%	18%	3%	19%
Un-tutored	26%	23%	16%	1%	20%
Spring 2013					
Tutored	21%	26%	18%	2%	18%
Un-tutored	26%	23%	16%	1%	21%
Fall 2013					
Tutored	21%	25%	20%	2%	18%
Un-tutored	25%	23%	16%	1%	20%
Spring 2014					
Tutored	22%	25%	22%	3%	15%
Un-tutored	26%	22%	16%	1%	21%
Average					
Tutored	22%	25%	20%	2%	18%
Un-tutored	26%	23%	16%	1%	21%

Overall GPA

Only enrollments where tutoring was provided

	Fall 2013	Spring 2014
Tutored Students	2.63	2.62
Un-tutored Students	2.63	2.67

Drop-ins

	Fall 2013	Spring 2014
Drop-in student	2.45	2.84
Not a drop-in student	2.01	2.60

**Tutee Demographics
Oceanside and San Elijo Campus**

	Fall 2013		Spring 2014	
Gender				
Male	399	38%	402	40%
Female	637	61%	604	60%
Ethnicity				
White	645	62%	617	61%
Asian /Pacific Islander	96	9%	90	9%
Hispanic	162	16%	174	17%
Black	63	6%	62	6%
American Indian/ Alaskan Native	15	1%	12	1%
Other	4	0%	3	0%
Unknown	0		0	

**Tutee Demographics
Community Learning Center**

	Summer 2013		Fall 2013		Spring 2014	
Gender						
Male	36	35%	100	34%	105	33%
Female	60	59%	171	58%	186	58%
Unspecified	6	6%	26	9%	27	8%
Ethnicity						
White	9	9%	40	13%	38	12%
Asian /Pacific Islander	17	17%	22	7%	22	7%
Hispanic	58	57%	174	59%	190	60%
Black	3	3%	12	4%	17	5%
American Indian/ Alaskan Native	3	3%	1	0%	1	0%
Other	0		0		2	1%
Unknown	6	6%	24	8%	26	8%

Facilitated Learning Sessions Participant Demographics

	Fall 2013		Spring 2014	
Gender				
Male	139	36 %	116	37%
Female	243	64 %	199	63%
Ethnicity				
White	208	54%	175	56%
Asian /Pacific Islander	39	10%	29	9%
Hispanic	104	27%	80	25%
Black	16	4%	17	5%
American Indian/ Alaskan Native	7	2%	6	2%
Other	8	2%	8	3%

Number of Students Served (Tutees)

By Appointment

Students Served	SUMMER	FALL	SPRING	TOTAL
Oceanside	0	868	834	1702
San Elijo	0	199	222	421
Community Learning Center	102	297	318	717
TOTAL	102	1364	1374	2784

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

By Drop-In

Students Served	FALL	SPRING	TOTAL
Biology	58	75	133
Chemistry	209	234	443
Math 20, 30, 64 & Music	173	138	311
TOTAL	440	447	887

Totals reflect some duplication; figures for each term are unduplicated

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	4785	4797	9582
San Elijo	0	977	1192	2169
Community Learning Center	444	1613	1529	3586
TOTAL	444	7375	7518	15337

Drop-Ins

Student Contacts	FALL	SPRING	TOTAL
Biology 100	67	23	90
Biology 101	18	16	34
Biology 210	3	22	25
Biology 220	63	39	102
Biology 230	17	82	99
Misc. Biology	12	18	30
Chemistry 100	75	95	170
Chemistry 102	6	160	166
Chemistry 104	240	213	453
Chemistry 108	253	186	439
Chemistry 110	301	578	879
Chemistry 111	121	514	635
Chemistry 210	205	92	297
Chemistry 211	20	68	88
Misc. Chemistry	20	44	64
Math 64	398	446	844
Math 20	134	92	226
Math 30	101	297	398
Misc. Math	11	45	56
Music	97	83	180
TOTAL	2162	3113	5275

Hours of Tutoring

Appointments

	2013-2014	2012-2013	2011-2012
	NO. OF HOURS	NO. OF HOURS	NO. OF HOURS
APPOINTMENTS			
Oceanside	8054	8646	10851
San Elijo	2037	1586	2143
CLC	2510	2283	2380
Online	504	266	
TOTAL	13105	12515	15374

Groups, Drop-ins, Labs

	2013-2014	2012-2013	2011-2012
FACILITATED LEARNING SESSIONS	NO. OF HOURS	NO. OF HOURS	NO. OF HOURS
Oceanside	885	886	947
San Elijo	185	112	176
BIOLOGY DROP-INS	288	293	
CHEM DROP-INS			
Oceanside	638	536	601
San Elijo	267	176	190
MATH DROP-INS	654	607	592
MATH TA	-	804	157
MUSIC DROP-INS	146	147	159
SPEC LAB	104	103	102
TOTALS	3167	2924	1958

eTutoring

MiraCosta began participating in the Western eTutoring Consortium in 2012 – 2013. eTutoring offers three services: eQuestions, which are asynchronous (e-mail) based question and answer interaction; eChat, which is a live (synchronous) rich chat/visual service; and eWriting. For a detailed report of this pilot project, please visit:

<https://docs.google.com/spreadsheets/d/1XGCP60e41wyZJENgEJNoDXmIhIRMICiP9mf9tTpNL18/edit#gid=0>

Two tutors were assigned a total of 10 hours of eTutoring per week over the fall and spring semesters.

eTutoring	SUMMER	FALL	SPRING	TOTAL
Contacts	109	224	308	641
Unduplicated # of Students Served	37	95	81	188

eQuestions by discipline	SUMMER	FALL	SPRING	TOTAL
Accounting	2	5	6	13
Anatomy & Physiology		3		3
Biology	3	2	6	11
Calculus	4	3	3	10
Chemistry	2	6	5	13
Economics		2		2
Math	1	21	10	32
Microsoft Office	1	3		4
Spanish	1	2	7	10
Web Development	1	3		4
Writing		1	4	5

eChat	SUMMER	FALL	SPRING	TOTAL
# of Sessions	93	121	223	437
Average Length of Session	45 min	41 min	45 min	44 min

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

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	0	50	42
San Elijo	0	15	15
CLC	3	7	7
UNDUPLICATED TOTAL FOR 2013 - 2014 = 58			

37 of the 58 tutors served in multiple departmental roles (64%)

- ❖ 10 of the 58 tutors served as trainers for new tutors (17%)
- ❖ 23 of the 58 tutors served as Facilitators (40%)
- ❖ 22 of the 58 tutors served as drop-in tutors (38%)

Disciplines in which Tutoring was provided

Tutoring was offered in 41 courses at San Elijo and 106 courses at Oceanside, in the following disciplines:

Accounting
Anthropology
Art
Astronomy
Biological Sciences
Business Administration
Business Office Technology
Chemistry
Child Development
Computer Science
Computer Studies and Information Technology
Design
Dance
Economics
French
Geography
Geology
German
Gerontology
History
Horticulture
Italian
Japanese
Kinesiology
Learning Skills
Mathematics
Media Arts and Technologies
Music
Nutrition
Oceanography
Pharmacology
Philosophy
Physics
Political Science
Psychology
Sociology
Spanish
Study Skills

Service Area Outcomes - Student Success: Faculty will demonstrate best Supplemental Instruction practices. TASC will recruit, organize and implement Facilitated Learning Sessions utilizing student success data and referral from colleagues.

Successful Course Completion and Grades of Facilitated Learning Session Participants

Fall 2013

	# of students enrolled	FLS participants	Non-participants	% of FLS participation
TOTALS FOR ALL FLS	1550	382	1203	25%
Average Successful Course Completion Rate		84%	63%	
W's	293	27	266	
% of W's	19%	7%	22%	
Average Grade in Course		2.92	2.53	
Average Overall GPA		3.12	3.37	

Spring 2014

	# of students enrolled	FLS participants	Non-participants	% of FLS participation
TOTALS FOR ALL FLS	1401	315	1086	23%
Average Successful Course Completion Rate		77%	59%	
W's	288	23	265	
% of W's	21%	7%	24%	
Average Grade in Course		2.51	2.42	
Average Overall GPA		2.94	2.68	

Participant is defined as a student who attended 3 or more 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.

Facilitated Learning Session Overview by Semester

Facilitated Learning Session Overview	Fall 2013	Spring 2014
Number of FLS offered ¹	47	40
Number of Courses	36	29
Number of Instructors	24	18
Individual Students Served (Unduplicated) ²	611	506
Total Number of Student Contacts	3239	2554
Total Number of all Sessions ³	576	580
Number of Facilitators	22	20

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 FLS for more than one course.
3. This represents the total number of sessions offered for all courses.

**Facilitated Learning Sessions
Fall 2013**

Course	Instructor	# of sessions offered	# of students (unduplicated)	# of student contacts
ANTH 101	Miller	16	17	36
BIO 230	Klingbeil	12	24	184
BIO 230	Kulkarni	27	37	255
BIO 230	Tamraker	13	24	93
CHEM 100	Bolanos	13	7	34
CHEM 100	Lee	13	10	39
CHEM 108	Byrnes	14	7	35
CHEM 110	Bolanos	13	8	32
CHEM 111	Lee	13	11	54
LRNS 42	Schaefer	16	16	90
MATH 20	Bonds	26	22	122
MATH 30	Laurel	13	12	58
MATH 30	Beltran	6	9	20
MATH 30	Dunbar	14	23	69
MATH 30	Pickett	12	15	55
MATH 30	Nakamura	6	9	16
MATH 30	Safaralian	12	22	139
MATH 64	Beltran	8	5	15
MATH 64	Dunbar	14	16	97
MATH 64	Nakamura	7	4	13
MATH 64	Navo	14	18	110
MATH 64	Pickett	16	12	83
MATH 64	Safaralian	13	13	36
MATH 64	Safaralian	16	23	205
MATH 103	Ferreirae	14	17	100
MATH 115	Fallstrom	15	28	179
MATH 115	Navo	14	18	132
MATH 125	Ferreirae	14	96	16
MATH 125	Safaralian	14	10	75
MATH 130	Ferreirae	15	20	119
MATH 135	Pickett	29	33	218
MATH 150	Gracey	15	11	33
MATH 155	Bonds	12	17	68
MATH 155	Nakamura	14	13	78
MATH 260	Dunbar	26	62	17
PSYC 104	Kelley	13	15	79
SPAN 101	Westlake	13	4	12
SPAN 102	Schuster	15	11	47
SPAN 201	Alvarez	12	8	23
SPAN 202	Alvarez	4	1	3

Facilitated Learning Sessions Spring 2014

Course	Instructor	# of sessions offered	# of students (unduplicated)	# of student contacts
BIO 230	Klingbeil	15	22	137
BIO 230	Kulkarni	30	31	211
BIO 230	Tamraker	14	10	29
CHEM 100	Bolanos	13	10	35
CHEM 100	Lee	14	3	17
CHEM 108	Byrnes	14	7	30
CHEM 111	Lee	14	111	23
CHEM 111	Bolanos	14	17	74
LRNS 42	Schaefer	16	14	106
MATH 20	Bonds	17	6	24
MATH 20	Ferreirae	15	4	10
MATH 20	Fallstrom	7	8	21
MATH 30	Fallstrom	8	7	28
MATH 30	Fallstrom	14	7	28
MATH 30	Ferreirae	14	11	36
MATH 30	Safaralian	13	13	68
MATH 30	Dunbar	13	13	70
MATH 64	Dunbar	15	6	44
MATH 30	Nakamura	6	5	10
MATH 64	Nakamura	8	3	4
MATH 30	Pickett	12	21	103
MATH 64	Pickett	15	14	94
MATH 30	Safaralian	13	7	39
MATH 64	Safaralian	15	8	55
MATH 64	Laurel	4	1	3
MATH 64	Navo	14	10	59
MATH 64	Safaralian	14	11	54
MATH 103	Ferreirae	14	18	120
MATH 115	Navo	14	25	139
MATH 125	Nakamura	14	3	24
MATH 125	Safaralian	15	16	86
MATH 130	Harland	17	13	104
MATH 130	Laurel	3	0	0
Math 135	Fallstrom	14	20	105
MATH 135	Pickett	27	38	179
MATH 150	Gracey	5	1	1
MATH 155	Bonds	14	16	61
MATH 155	Nakamura	14	19	48
MATH 260	Dunbar	13	5	10
PSYC 104	Kelley	13	17	62
SPAN 101	Schuster	14	3	26
SPAN 201	Alvarez	14	12	37
SPAN 202	Alvarez	14	42	7

First Year Experience Program Cohorts

Successful Course Completion Rates

	2011 – 2012	2012 – 2013	2013 - 2014
Counseling 101(E)	92%	88%	
Counseling 110 (E)			81%
English / Ace 50	92%	71%	70%
Counseling 110 (M)	92%	84%	81%
Math 30	79%	72%	83%

(E) designates English Cohort

(M) designates Math Cohort

Persistence Rates

Persistence is defined as continuous enrollment from one primary semester to the next.

	Fall 2013 – Spring 2014	Fall 2012 – Spring 2013	Fall 2011 – Spring 2012
English / ACE Cohort	90%	79%	88%
Math Cohort	91%	96%	82%

Fall 2013 Student Success Workshops	
Workshop	# of Attendees
Aha! Articles! (3 sessions)	12
BlackBoard (4 sessions)	30
Cite Right! (2 sessions)	15
Keeping Motivation Alive	1
Minimize Stress (2 sessions)	16
Note Taking	6
Oral Presentations (2 sessions)	8
Avoid Plagiarism	10
Pronunciation (2 sessions)	56
Reading for Success (3 sessions)	10
Ready, Set, Research (3 sessions)	10
Read and Write Gold	0
Success in the Health Sciences	3
SURF (2 sessions)	5
Take the TEAS Strategically	9
Time Management (2 sessions)	13
Welcome to Your MiraCosta Library (3 sessions)	9
Starting Your Writing Assignment (2 sessions)	3
Writer's Block	3
Total	219

Spring 2014 Student Success Workshops	
Workshop	# of Attendees
Aha! Articles! (3 sessions)	49
BlackBoard (4 sessions)	15
Cite Right! (2 sessions)	14
Zombies Are Attacking My Essay	11
Keeping Motivation Alive	1
Minimize Stress (2 sessions)	20
Note Taking	10
Read and Write Gold	9
Student Orientation to Online Learning (8 sessions)	57
Oral Presentations (2 sessions)	5
Avoid Plagiarism (2 sessions)	20
Pronunciation (2 sessions)	63
Reading For Success (4 sessions)	12
Ready, Set, Research (3 sessions)	17
Success in the Health Sciences (2 sessions)	4
SURF (3 sessions)	9
Take the TEAS Strategically	23
The Scholarship Thank You Letter	7
They Want Me to Write WHAT?	4
Time Management (2 sessions)	8
Welcome to Your MiraCosta Library (3 sessions)	4
Writer's Block (2 sessions)	10
Writing Your Scholarship Essay (2 sessions)	4
Total	376