

Retention Services

Tutoring and Academic Support Center

Annual Report 2014 – 2015



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 82 employees reflects the diversity of the district. In the 2014 - 2015 year, TASC employed 77 tutors. The Tutoring and Academic Support Center had 11,527 individual credit appointments attended by 2,082 students in approximately 127 courses. Facilitated Learning Sessions (FLS) were attended by 944 students for a total of 4,834 contacts. The CLC had 3,261 appointments serving 702 students. TASC continued participating in on-line tutoring by utilizing the Western eTutoring Consortium. There were 358 contacts made by 135 students.

Drop-in tutoring was expanded due to funding provided by the Student Success Committee with chemistry drop-ins being funded by Instructional Services. Chemistry, math and music drop-ins continued with great success and we were able to pilot Accounting, Biology, Physics, Spanish and Veterans Center drop-ins. Chemistry drop-ins served 456 students in 3,415 drop-in sessions, an increase of 119% over the past 3 years. Overall, 1,338 students were served in 6,800 drop-in sessions. Of students utilizing drop-in tutoring, 66% 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 69% for students receiving appointment tutoring and a rate of 64% for students not receiving tutoring. The student persistence rate (semester to semester retention) over a 3 year period is 74% for students receiving appointment tutoring and is 63% for students not receiving tutoring. Of students who seek tutoring appointments, 63% 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 2014-2015 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.

Over this past year, FYE has attained a persistence rate of 86%. For the student success rate in each discipline, students attained the following: ACE 50/English 100 = 85%; Counseling = 98%; Math 30/64= 89%; and Sociology 101 = 90%. A new basic skills cohort of 48 students in 2015-2016 will be served and assessed. We have perfected the FYE model and have institutionalized key components that have proven effective. These innovative activities help develop a culture of evidence for best practices in 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 5,000 contacts. **Results:** The outcome was met for individual and drop-in appointment contacts. FLS contacts were 166 shy of reaching 5,000.

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:** 20 faculty participate in the FLS effort spanning at least 4 disciplines. 40 FLS sessions are offered in fall and spring semesters. **Results:** The number of participating faculty was 20 in both fall and spring. FLS spanned 5 disciplines in fall and 4 in spring. 40 FLS sessions were offered in fall and 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 were able to keep their one year commitment and provide 10 hours of weekly availability will be College Reading & Learning Association (CRLA) level 2 certified at the end of their first year. **Results:** Three tutors who kept their one year commitment and a minimum of 10 hours of availability had insufficient hours to be CRLA Level 2 Certified. Each of them is within 8 hours of certification and will be certified in the fall 2015 semester.

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. In 2014 – 2015 two new interventions will be piloted: Academic Peer Mentoring within the FYE Program and Academic Drop-in Tutoring. **Results:** 15 Academic Peer Mentors (APM) were hired by TASC/FYE. About 100 first year students from the cohort programs, athletics and eCAP were mentored. Field trips for APM mentees included visits to the University of Southern California and Cal State University San Marcos. 3 workshops were developed and facilitated by peer mentors: Managing Your Time, Getting Involved on Campus and Managing Test Anxiety. Drop-in tutoring expanded at OCN and SEC to include help in accounting, biology, physics and Spanish as well as drop-in multidisciplinary help in the Veterans Center. A total of 1,338 students were served in 6,800 drop-in contacts.

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 64% for un-tutored students. The average successful course completion rate of students who attend drop-in tutoring is 75% compared to 64% for students who do not attend drop-in tutoring.

Successful Course Completion Rates

By appointment

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Tutored	67%	77%	68%	71%	64%	69%
Un-tutored	65%	65%	65%	64%	64%	63%

By drop-in

	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Drop-in student	75%	70%	74%	76%
Not a drop-in student	63%	65%	64%	64%

Student Persistence Data

Tutored students also persist at an 11% higher rate than un-tutored students. On average over the past 3 academic years, tutored students persisted at 74% whereas un-tutored students persisted at 63%. Students who attended drop-in tutoring persisted at 76% whereas students who did not attend drop-in tutoring persisted at 58%.

Primary Term Persistence

By appointment

	Tutored	% Persisted		Overall	% Persisted
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%
Fall 2014	1,101			14,746	
Spring 2015	841	76.39%		10,257	69.56%

By drop-in

	Drop-in	% Persisted		Overall	% Persisted
Fall 2013	420			14,619	
Spring 2014	367	87.38%		9,986	68.31%
Spring 2014	435			14,451	
Fall 2014	303	69.66%		7,694	53.24%
Fall 2014	435			14,451	
Spring 2015	303	69.66%		7,694	53.24%

On average for the past 3 academic years, un-tutored students earn A's 25% 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 student and earn C's at a 3% 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 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%
Fall 2014					
Tutored	17%	26%	19%	2%	21%
Un-tutored	23%	23%	17%	1%	21%
Spring 2015					
Tutored	23%	26%	17%	3%	17%
Un-tutored	24%	23%	16%	1%	22%
Average					
Tutored	21%	25%	19%	3%	18%
Un-tutored	25%	23%	16%	1%	21%

Overall GPA

Only enrollments where tutoring was provided

	Fall 2014	Spring 2015
Tutored Students	2.48	2.70
Un-tutored Students	2.55	2.61

Drop-ins

	Fall 2014	Spring 2015
Drop-in student	2.74	2.77
Not a drop-in student	2.55	2.62

Tutee Demographics

Oceanside and San Elijo Campus

	Fall 2014		Spring 2015	
Gender				
Male	388	38%	381	39%
Female	621	61%	601	61%
Ethnicity				
White	623	62%	615	63%
Asian /Pacific Islander	96	10%	83	8%
Hispanic	168	17%	171	17%
Black	52	5%	49	5%
American Indian/ Alaskan Native	18	2%	7	1%
Other	3	0%	1	0%
Unknown	0		0	

Community Learning Center

	Summer 2014		Fall 2014		Spring 2015	
Gender						
Male	45	33%	71	28%	78	30%
Female	80	59%	165	66%	158	60%
Unspecified	11	8%	14	6%	27	10%
Ethnicity						
White	19	14%	40	16%	55	21%
Asian /Pacific Islander	11	8%	19	8%	21	8%
Hispanic	78	57%	159	64%	137	52%
Black	8	6%	10	4%	10	4%
American Indian/ Alaskan Native	2	1%	0	0%	3	1%
Other	0		1	0%	2	1%
Unknown	11	8%	12	5%	25	10%

Drop-in Tutees

	Fall 2014		Spring 2015	
Gender				
Male	238	39%	298	47%
Female	377	61%	331	53%
Ethnicity				
White	362	59%	374	59%
Asian /Pacific Islander	62	10%	57	9%
Hispanic	122	20%	128	17%
Black	24	4%	32	5%
American Indian/ Alaskan Native	7	1%	4	1%
Other	2	0%	1	0%
Unknown	0		0	

Number of Students Served (Tutees)

By Appointment

Students Served	SUMMER	FALL	SPRING	TOTAL
Oceanside		828	815	1643
San Elijo		229	210	439
Community Learning Center	189	250	263	702
TOTAL	189	1307	1288	2784

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

By Drop-In

Student Served	FALL	SPRING	TOTAL
Accounting	60	72	124
Biology	103	82	183
Chemistry	217	249	456
Math	100	147	264
Music	22		22
Physics	84	78	159
Spanish	48	48	95
Veterans Center		35	35
TOTAL	634	161	1338

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 facilitated learning sessions in order to achieve their desired course goals.

Individual Appointments Attended

Student Contacts	SUMMER	FALL	SPRING	TOTAL
Oceanside		4851	4482	9333
San Elijo		1155	1039	2194
Community Learning Center	572	1369	1320	3261
TOTAL	572	7375	6841	14788

Drop-Ins

Student Contacts	FALL	SPRING	TOTAL
Accounting	187	315	502
Biology	336	232	568
Chemistry	1481	1934	3415
Math	497	425	922
Music	80		80
Physics	393	485	878
Spanish	159	179	338
Veterans Center		97	97
TOTAL	3133	3667	6800

Hours of Tutoring

Appointments

Appointment Hours	SUMMER	FALL	SPRING
	NO. OF HOURS	NO. OF HOURS	NO. OF HOURS
Oceanside		3950	3628
San Elijo		986	929
CLC	257	885	845
ONLINE	119	192	195
TOTAL	376	6013	5597

Groups, Drop-ins, Labs

Group Hours	FALL		SPRING		TOTAL HOURS BY ACTIVITY
	Oceanside	San Elijo	Oceanside	San Elijo	
Facilitated Learning Sessions	403	69	412	96	980
FYE Sociology Study Hall			169		169
LRNS Lab	48		50		98
Accounting Drop-ins	170	54	177	50	451
Anthropology Drop-ins	2	14			16
Biology Drop-ins	202	53	197	50	502
Chemistry Drop-ins	332	58	295	149	834
Economics Drop-ins	14				14
Math Drop-ins	306		290		596
Music Drop-ins	69		6		75
Physics Drop-ins	173	54	290	78	595
Spanish Drop-ins	168	38	171	49	426
Veterans Center Drop-ins			109		109
TOTAL HOURS BY SEMESTER	1887	340	2166	472	Grand Total 4865

eTutoring

MiraCosta has been participating in the Western eTutoring Consortium since 2012 – 2013. Two tutors are assigned a total of 10 hours of eTutoring per week for the entire 365 day year excluding holidays.

eTutoring	SUMMER	FALL	SPRING	TOTAL
Contacts	86	144	128	358
Unduplicated # of Students Served	24	69	55	135

eQuestions (asynchronous) by discipline	SUMMER	FALL	SPRING	TOTAL
Accounting	1	7	4	12
Anatomy & Physiology		1		1
Biology	3	1	4	8
Calculus		1		1
Chemistry	1	5	4	10
Economics	1	3		4
Engineering		1		1
Math		5	5	10
Microsoft Office			7	7
Physics			1	1
Psychology		3		3
Spanish	3	4	1	8
Statistics	1	1	1	3
Writing			1	1

eChat (synchronous) by discipline	SUMMER	FALL	SPRING	TOTAL
Accounting	1	7	1	9
Biology			1	1
Calculus	2	5	14	21
Chemistry	2	4	11	17
Economics		2		2
Engineering		1		1
Math	49	64	23	136
Microsoft Office			7	7
Physics		1		1
Psychology		1		1
Spanish	8	3	1	12
Statistics	2		4	6
Unclassified	1	2	4	7
# of Sessions	65	90	66	221
Average length of session	54 min	50 min	55 min	53 min

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	63	54
San Elijo	0	22	18
CLC	3	7	6
UNDUPLICATED TOTAL FOR 2014 - 2015 = 77			

62 of the 77 tutors served in multiple departmental roles (81%)

- ❖ 9 of the 77 tutors served as trainers for new tutors (12%)
- ❖ 23 of the 77 tutors served as Facilitators (30%)
- ❖ 57 of the 77 tutors served as drop-in tutors (74%)

Disciplines in which Tutoring was provided

Tutoring was offered in 50 courses at San Elijo and 127 courses at Oceanside, in the following disciplines:

Accounting
Anthropology
Art
Astronomy
Automotive Technology
Biological Sciences
Biotechnology
Business Administration
Chemistry
Child Development
Computer Science
Computer Studies and Information Technology
Design
Earth Sciences
Economics
French
Geography
Geology
Health
History
Horticulture
Italian
Japanese
Learning Skills
Mathematics
Media Arts and Technologies
Music
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 2014

	# of students enrolled	FLS participants	Non-participants	% of FLS participation
TOTALS FOR ALL FLS	1294	313	981	26%
Average Successful Course Completion Rate		73%	61%	
W's	240	29	238	
% of W's	19%	9%	24%	
Average Grade in Course		2.57	2.36	
Average Overall GPA		2.97	2.71	

Spring 2015

	# of students enrolled	FLS participants	Non-participants	% of FLS participation
TOTALS FOR ALL FLS	1307	277	1030	22%
Average Successful Course Completion Rate		72%	58%	
W's	322	23	258	
% of W's	25%	8%	25%	
Average Grade in Course		2.57	2.32	
Average Overall GPA		3.13	2.67	

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 2014	Spring 2015
Number of FLS offered ¹	41	42
Number of Courses	33	38
Number of Instructors	20	20
Individual Students Served (Unduplicated) ²	477	467
Total Number of Student Contacts	2482	2352
Total Number of all Sessions ³	514	575
Number of Facilitators	20	19

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.

Demographics

Facilitated Learning Sessions Participants

	Fall 2014		Spring 2015	
Gender				
Male	133	42 %	106	38%
Female	180	58 %	171	62%
Ethnicity				
White	156	50%	148	53%
Asian /Pacific Islander	25	8%	31	11%
Hispanic	103	33%	77	28%
Black	10	3%	7	3%
American Indian/ Alaskan Native	3	1%	2	1%
Other	8	2%	12	4%

**Facilitated Learning Sessions
Fall 2014**

Course	Instructor	# of sessions offered	# of students (unduplicated)	# of student contacts
BIO 220	Riccitelli	10	4	13
BIO 230	Kulkarni	27	25	130
BIO 230	Tamraker	13	11	57
CHEM 100	Bolanos	14	13	70
CHEM 100	McCorkle	14	6	34
CHEM 108	Byrnes	15	12	50
CHEM 110	Bolanos	14	14	53
CHEM 111	Lee	13	12	63
CHEM 111	McCorkle	13	7	31
LRNS 42	Schaefer	15	13	102
MATH 20	Bonds	26	12	75
MATH 20	Ferreirae	16	14	114
MATH 20	Safaralian	30	13	71
MATH 20A	Powell	12	16	105
MATH 30A	Powell	14	26	153
MATH 30	Ferreirae	15	16	108
MATH 30	Harland	13	22	153
MATH 30	Safaralian	13	17	63
MATH 30A	Dunbar	13	17	54
MATH 64A	Dunbar	16	15	76
MATH 30A	Nakamura	6	3	10
MATH 64A	Nakamura	7	2	5
MATH 30A	Pickett	12	13	33
MATH 64A	Pickett	15	14	75
MATH 64	Nakamura	7	4	7
MATH 64	Safaralian	13	17	102
MATH 103	Dunbar	13	14	55
MATH 115	Navo	13	23	109
MATH 126	Beltran	15	6	11
MATH 126	Pickett	13	13	62
MATH 126A	Pickett	12	22	115
MATH 131A	Pickett	16	16	131
MATH 155	Bonds	13	20	112
MATH 155	Nakamura	13	9	35
MATH 260	Dunbar	13	7	22
SPAN 201	Alvarez	13	6	19
SPAN 202	Alvarez	4	3	4

A = Accelerated math course

Facilitated Learning Sessions Spring 2015

Course	Instructor	# of sessions offered	# of students (unduplicated)	# of student contacts
BIO 220	Clark	13	6	7
BIO 220	Riccitelli	14	18	76
BIO 230	Klingbeil	14	12	75
BIO 230	Kulkarni	28	19	143
BIO 230	Tamraker	14	16	59
CHEM 100	Bolanos	15	14	81
CHEM 100	McCorkle	14	9	16
CHEM 108	Byrnes	4	0	0
CHEM 111	Bolanos	15	20	105
CHEM 111	Lee	14	5	41
CHEM 111	McCorkle	13	4	8
LRNS 42	Schaefer	16	20	106
MATH 20	Bonds	13	8	22
MATH 20	Ferreirae	14	5	28
MATH 20A	Powell	14	10	62
MATH 30A	Powell	17	10	73
MATH 30	Ferreirae	14	14	120
MATH 30	Safaralian	13	5	23
MATH 30A	Dunbar	14	17	41
MATH 64A	Dunbar	15	11	50
MATH 30A	Nakamura	8	11	25
MATH 64A	Nakamura	7	3	7
MATH 30A	Pickett	14	13	42
MATH 64A	Pickett	15	5	36
MATH 64	Bonds	14	15	77
MATH 64	Harland	13	8	30
MATH 64	Nakamura	14	2	17
MATH 64	Navo	15	13	40
MATH 64	Powell	14	6	42
MATH 64	Safaralian	30	32	221
MATH 103	Dunbar	6	10	25
MATH 126	Beltran	28	22	121
MATH 126	Pickett	14	17	72
MATH 126A	Pickett	14	17	104
MATH 131A	Pickett	15	11	62
MATH 155	Bonds	14	25	130
MATH 155	Nakamura	14	4	15
MATH 155	Trang	12	4	6
MATH 260	Dunbar	12	8	11
MATH 265	Navo	14	18	133

A = Accelerated math course

First Year Experience Program Cohorts

Successful Course Completion Rates

	2012 – 2013	2013 - 2014	2014 - 2015
Counseling 101(E)	88%		
Counseling 110 (E)		81%	100%
English / Ace 50	71%	70%	86%
English 100			84%
Counseling 110 (M)	84%	81%	95%
Math 30	72%	83%	86%
Math 64			92%
Sociology 101			90%

(E) designates English Cohort

(M) designates Math Cohort

Persistence Rates

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

	Fall 2014 – Spring 2015	Fall 2013 – Spring 2014	Fall 2012 – Spring 2013
English / ACE Cohort	86%	90%	79%
Math Cohort	86%	91%	96%

Summer 2014 Student Success Workshops	
Workshop	# of Attendees
Student Orientation to Online Learning (5 sessions)	47
Total	47

Fall 2014 Student Success Workshops	
Workshop	# of Attendees
Aha! Articles! (3 sessions)	6
Avoid Plagiarism (2 sessions)	4
BlackBoard (5 sessions)	25
Chemistry Lab Write-ups (2 sessions)	22
Cite Right! (2 sessions)	15
Keeping Motivation Alive	2
Minimize Stress (2 sessions)	9
Oral Presentations (2 sessions)	11
Overcoming Math Anxiety (2 sessions)	52
Pronunciation (4 sessions)	65
Reading for Success (4 sessions)	12
Ready, Set, Research (3 sessions)	4
Strike Read and Write Gold	3
Student Orientation to Online Learning (9 sessions)	152
SURF (4 sessions)	12
Take the Stress Out of Your Test (2 sessions)	3
The Scholarship Thank You Letter (2 sessions)	2
Time Management	3
Welcome to Your MiraCosta Library (3 sessions)	5
Writing Your Personal Statement (3 sessions)	8
Total	415

Spring 2015 Student Success Workshops	
Workshop	# of Attendees
APA (4 sessions)	16
Articles (6 sessions)	15
BlackBoard (5 sessions)	17
Books & eBooks (6 sessions)	14
Keeping Motivation Alive	0
Minimize Stress (2 sessions)	21
MiraCosta Library Welcome & Tour (9 sessions)	8
MLA (4 sessions)	8
Oral Presentations (2 sessions)	2
Overcoming Math Anxiety	39
Strike Read and Write Gold	4
Student Orientation to Online Learning (11 sessions)	241
SURF (4 sessions)	4
Time Management	5
Total	394