

Retention Services

Tutoring and Academic Support Center

Annual Report 2015 – 2016



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 81 employees reflects the diversity of the district. In the 2015 - 2016 year, TASC employed 79 tutors. The Tutoring and Academic Support Center had 12,513 individual credit appointments attended by 1,971 students in approximately 140 courses. Facilitated Learning Sessions (FLS) were attended by 1,042 students for a total of 5,497 contacts. The CLC had 3,732 appointments serving 751 students. TASC continued participating in on-line tutoring by utilizing the Western eTutoring Consortium. There were 656 contacts made by 157 students.

Drop-in tutoring was continued in accounting, biology, chemistry, math, music, physics, Spanish and the Veteran's Center. Overall, 1,275 students were served in 7,641 drop-in sessions. Of students utilizing drop-in tutoring, 63% are identified as basic skills students and 58% 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 71% 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 67% for students not receiving tutoring. Of students who seek tutoring appointments, 64% do it within the first 7 weeks of the semester and 72% 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 Counseling and Retention Services departments, continued its student success interventions serving a new cohort of 48 students during the 2015-2016 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.

Over this past year, FYE has attained a persistence rate of 85%. For the student success rate in each discipline, students attained the following: ACE 50/English 100 = 78%; Counseling = 89%; Math 30/64= 84%; and Sociology 101 = 45%. A new basic skills cohort of 48 students in 2016-2017 will be served and assessed.

Our study skill efforts continue to grow as tutors help more students identify study skill needs as a necessity to academic success and progress.

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 credit / non-credit tutoring appointments, drop-in sessions and/or facilitated learning sessions in order to achieve their desired course goals. **Expected level of achievement:** Students come in for a total of 23,000 contacts in all service components. **Results:** FY 15-16 saw 29,383 contacts in all service components. 2,722 unduplicated students came in for a total of 16,245 appointment contacts at OCN, SEC and CLC. 1,275 unduplicated students came in for a total of 7,641 drop-in contacts. 914 unduplicated FLS students came in for a total of 5,497 FLS contacts.

Objective 2: Student Success Faculty will demonstrate best Supplemental Instruction practices. TASC will recruit, organize and implement special sessions that enhance classroom learning and student success. **Expected level of achievement:** 20 faculty participate in academic support interventions. **Results:** The number of participating faculty was 20 in the fall and 32 in the spring. 41 FLS sessions were offered in the fall and 48 were offered in the 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:** 90% of our newly hired tutors who were able to keep their one year commitment and provide 10 hours of weekly availability will be CRLA level 2 certified at the end of their first year. **Results:** 87% of our newly hired tutors kept their one year commitment provided 10 or more hours of weekly availability and were certified as CRLA level 2 Advanced Tutors. 38 new tutors were hired in the fall of 2015. Of those, one was only able to commit to the fall semester as she was accepted to nursing school. Five tutors resigned prior to the start of the spring 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 2015-2016 a re-entry specialist was hired to address student re-entry needs. CLC morning staff are expanding outreach and intervention services to increase student participation from 9 am – 1pm. **Results:** The re-entry specialist developed and implemented a re-entry survey that garnered 96 responses, held weekly meet and greet sessions at the fountain to provide pre-final academic support tips, and developed and facilitated an Adult Re-entry Flex Workshop entitled The Non-Traditional Student. CLC morning staff expanded outreach and intervention to include classroom visits and an Open House. The outreach and intervention efforts resulted in a 17% increase in the total number of students academically supported.

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 2013 | Spring 2014 | Fall 2014 | Spring 2015 | Fall 2016 | Spring 2016 |
|------------|--------------|----------------|--------------|----------------|--------------|----------------|
| Tutored | 68% | 71% | 64% | 69% | 70% | 72% |
| Un-tutored | 65% | 64% | 64% | 63% | 65% | 64% |

By drop-in

| | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 | Fall 2015 | Spring 2016 |
|-----------------------|--------------|----------------|--------------|----------------|--------------|----------------|
| Drop-in student | 75% | 70% | 74% | 76% | 77% | 76% |
| Not a drop-in student | 63% | 65% | 64% | 64% | 65% | 65% |

Student Persistence Data

Tutored students also persist at a 9% 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 67%. Students who attended drop-in tutoring persisted at 76% whereas students who did not attend drop-in tutoring persisted at 64%.

Primary Term Persistence

By appointment

| | Tutored | % Persisted | | Overall | % Persisted |
|--------------------|----------------|--------------------|--|----------------|--------------------|
| Fall 2014 | 1,101 | | | 14,746 | |
| Spring 2015 | 841 | 76.39% | | 10,257 | 69.56% |
| | | | | | |
| Spring 2015 | 988 | | | 14,806 | |
| Fall 2015 | 658 | 66.60% | | 8,053 | 54.39% |
| | | | | | |
| Fall 2015 | 1,167 | | | 14,075 | |
| Spring 2016 | 978 | 83.80% | | 9,401 | 66.79% |

By drop-in

| | Drop-in | % Persisted | | Overall | % Persisted |
|--------------------|----------------|--------------------|--|----------------|--------------------|
| Fall 2014 | 353 | | | 14,746 | |
| Spring 2015 | 268 | 75.92% | | 10,257 | 69.56% |
| | | | | | |
| Spring 2015 | 618 | | | 14,806 | |
| Fall 2015 | 405 | 65.53% | | 8,053 | 54.39% |
| | | | | | |
| Fall 2015 | 575 | | | 15,238 | |
| Spring 2016 | 489 | 85.04% | | 10,379 | 68.11% |

On average for the past 3 academic years, un-tutored students earn A's 25% of the time while tutored students earn them only 22% of the time. Tutored students earn B's at a 3% 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 4% 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 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% |
| Fall 2015 | | | | | |
| Tutored | 25% | 26% | 17% | 2% | 17% |
| Un-tutored | 26% | 22% | 16% | 1% | 21% |
| Spring 2016 | | | | | |
| Tutored | 23% | 27% | 19% | 3% | 16% |
| Un-tutored | 25% | 23% | 15% | 1% | 21% |
| Average | | | | | |
| Tutored | 22% | 26% | 19% | 3% | 17% |
| Un-tutored | 25% | 23% | 16% | 1% | 21% |

Overall GPA

Only enrollments where tutoring was provided

| | Fall 2015 | Spring 2016 |
|---------------------|------------------|--------------------|
| Tutored Students | 2.77 | 2.71 |
| Un-tutored Students | 2.70 | 2.65 |

Drop-ins

| | Fall 2015 | Spring 2016 |
|-----------------------|------------------|--------------------|
| Drop-in student | 2.94 | 2.78 |
| Not a drop-in student | 2.74 | 2.66 |

Tutee Demographics

Oceanside and San Elijo Campus

| | Fall 2015 | | Spring 2016 | |
|------------------------------------|-----------|-----|-------------|-----|
| Gender | | | | |
| Male | 409 | 38% | 365 | 37% |
| Female | 677 | 62% | 629 | 63% |
| Unspecified | 3 | 0% | 6 | 1% |
| Ethnicity | | | | |
| White | 657 | 60% | 632 | 63% |
| Asian /Pacific Islander | 100 | 9% | 79 | 8% |
| Hispanic | 204 | 19% | 172 | 17% |
| Black | 56 | 5% | 49 | 5% |
| American Indian/ Alaskan Native | 14 | 1% | 20 | 2% |
| Other | 2 | 0% | 1 | 0% |
| Unknown | 0 | | 0 | |

Community Learning Center

| | Summer 2015 | | Fall 2015 | | Spring 2016 | |
|------------------------------------|-------------|-----|-----------|-----|-------------|-----|
| Gender | | | | | | |
| Male | 39 | 35% | 106 | 30% | 119 | 28% |
| Female | 67 | 60% | 216 | 61% | 275 | 65% |
| Unspecified | 6 | 5% | 35 | 10% | 28 | 7% |
| Ethnicity | | | | | | |
| White | 21 | 19% | 68 | 19% | 88 | 21% |
| Asian /Pacific Islander | 18 | 16% | 29 | 8% | 40 | 9% |
| Hispanic | 56 | 50% | 189 | 53% | 222 | 53% |
| Black | 3 | 3% | 11 | 3% | 11 | 3% |
| American Indian/ Alaskan Native | 1 | 1% | 6 | 2% | 4 | 1% |
| Other | 1 | 1% | 0 | | 4 | 1% |
| Unknown | 5 | 4% | 34 | 10% | 26 | 6% |

Drop-in Tutees

| | Fall 2015 | | Spring 2016 | |
|------------------------------------|-----------|-----|-------------|-----|
| Gender | | | | |
| Male | 259 | 45% | 246 | 40% |
| Female | 314 | 55% | 365 | 60% |
| Unspecified | 2 | 0% | 2 | 0% |
| Ethnicity | | | | |
| White | 331 | 58% | 383 | 62% |
| Asian /Pacific Islander | 45 | 8% | 65 | 11% |
| Hispanic | 117 | 20% | 107 | 17% |
| Black | 30 | 5% | 18 | 3% |
| American Indian/ Alaskan Native | 9 | 2% | 12 | 2% |
| Other | 2 | 0% | 0 | |
| Unknown | 1 | 0% | 0 | |

Demographics

Facilitated Learning Sessions Participants

| | Fall 2015 | Spring 2016 |
|------------------------------------|-----------|-------------|
| Gender | | |
| Male | 126 37% | 132 37% |
| Female | 212 63% | 227 63% |
| Ethnicity | | |
| White | 172 51% | 145 40% |
| Asian /Pacific Islander | 43 13% | 48 13% |
| Hispanic | 89 26% | 132 37% |
| Black | 14 4% | 11 3% |
| American Indian/ Alaskan Native | 10 3% | 11 3% |
| Other | 10 3% | 12 3% |

Number of Students Served (Tutees)

By Appointment

| Students Served | SUMMER | FALL | SPRING | TOTAL by Campus |
|---------------------------|------------|-------------|-------------|----------------------------|
| Oceanside | | 921 | 859 | 1594 |
| San Elijo | | 214 | 191 | 377 |
| Community Learning Center | 117 | 357 | 422 | 751 |
| TOTAL by Semester | 117 | 1492 | 1472 | 2722 |

Semester totals reflect some duplication; figures for each term are unduplicated.

Total by campus is unduplicated total for AY 15-16.

In AY 14-15, totals by campus reflected some duplication.

By Drop-In

| Students Served | FALL | SPRING | TOTAL |
|--------------------------|------------|------------|--------------|
| Accounting | 58 | 48 | 105 |
| Biology | 64 | 79 | 143 |
| Chemistry | 248 | 330 | 562 |
| Math | 100 | 97 | 195 |
| Music | 13 | 31 | 70 |
| Physics | 55 | 33 | 86 |
| Spanish | 44 | 32 | 76 |
| Veterans Center | 32 | 9 | 38 |
| TOTAL by Semester | 614 | 659 | 1275 |

Semester totals reflect some duplication; figures for each term are unduplicated.

Total is unduplicated total for AY 15-16.

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 credit / non-credit tutoring appointments, drop-in sessions and/or facilitated learning sessions in order to achieve their desired course goals. **Expected level of achievement:** Students come in for a total of 23,000 contacts in all service components.

Individual Appointments Attended

| Student Contacts | SUMMER | FALL | SPRING | TOTAL |
|---------------------------|--------|------|--------|-------|
| Oceanside | | 5672 | 4812 | 10484 |
| San Elijo | | 1044 | 985 | 2029 |
| Community Learning Center | 563 | 1402 | 1767 | 3732 |
| TOTAL | 563 | 8118 | 7564 | 16245 |

Drop-Ins

| Student Contacts | FALL | SPRING | TOTAL |
|-------------------------|------|--------|-------|
| Accounting | 191 | 265 | 456 |
| Biology | 182 | 239 | 421 |
| Chemistry | 1810 | 3498 | 5308 |
| Math | 305 | 349 | 654 |
| Music | 121 | 56 | 177 |
| Physics | 186 | 124 | 310 |
| Spanish | 99 | 77 | 176 |
| Veterans Center | 97 | 42 | 139 |
| TOTAL | 2991 | 4650 | 7641 |

Hours of Tutoring Appointments

| Appointment Hours | SUMMER | FALL | SPRING |
|--------------------------|--------------|--------------|--------------|
| | NO. OF HOURS | NO. OF HOURS | NO. OF HOURS |
| Oceanside | | 4354 | 3809 |
| San Elijo | | 866 | 892 |
| *CLC | 275 | 902 | 965 |
| ONLINE | 122 | 168 | 224 |
| TOTAL | 397 | 6290 | 5890 |

*CLC hours exclude Tutor Coordinator hours.

Groups, Drop-ins, Labs

| Group Hours | FALL | | SPRING | | TOTAL HOURS BY ACTIVITY |
|------------------------------------|-----------|-----------|-----------|-----------|------------------------------------|
| | Oceanside | San Elijo | Oceanside | San Elijo | |
| Facilitated Learning Sessions | 417 | 109 | 458 | 109 | 1093 |
| FYE Sociology Study Hall | | | 121 | | 121 |
| FYI STEM Seminar | | | 76 | | 76 |
| LRNS Lab | 42 | | 49 | | 91 |
| Accounting Drop-ins | 112 | 18 | 120 | | 250 |
| Anatomy Drop-ins | 96 | | | | 96 |
| Anatomy Open Lab | 133 | 60 | 190 | 58 | 441 |
| Biology Drop-ins | 181 | | 116 | | 297 |
| Chemistry Drop-ins | 495 | 303 | 555 | 289 | 1642 |
| Math Drop-ins | 222 | | 227 | | 449 |
| Music Drop-ins | 113 | | 80 | | 193 |
| Physics Drop-ins | 93 | 24 | 126 | | 243 |
| Spanish Drop-ins | 116 | 25 | 88 | | 229 |
| Veterans Center Drop-ins | 149 | | 71 | | 220 |
| TOTAL HOURS BY SEMESTER | 2169 | 539 | 2277 | 456 | Grand Total 5441 |

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. **Expected level of achievement:** 90% of our newly hired tutors who were able to keep their one year commitment and provide 10 hours of weekly availability will be CRLA level 2 certified at the end of their first year.

Number of Tutors Employed

| Tutors | SUMMER | FALL | SPRING |
|--|--------|------|--------|
| Oceanside | 0 | 68 | 57 |
| San Elijo | 0 | 19 | 17 |
| CLC | 4 | 11 | 7 |
| UNDUPLICATED TOTAL FOR 2015 - 2016 = 79 | | | |

66 of the 79 tutors served in multiple departmental roles (86%)

- ❖ 8 of the 79 tutors served as trainers for new tutors (10%)
- ❖ 36 of the 79 tutors served as Facilitators (46%)
- ❖ 55 of the 79 tutors served as drop-in tutors (70%)

87% of our newly hired tutors kept their one year commitment, provided 10 or more hours of weekly availability and were certified as CRLA level 2 Advanced Tutors. 38 new tutors were hired in the fall of 2015. Of those, one was only able to commit to the fall semester as she was accepted to nursing school for the spring semester. Five tutors resigned prior to the start of the spring semester.

Disciplines in which Tutoring was provided

Tutoring was offered in 48 courses at San Elijo and 140 courses at Oceanside, in the following disciplines:

Accounting
Anthropology
Astronomy
Biological Sciences
Biotechnology
Business Administration
Chemistry
Chinese
Child Development
Computer Science
Computer Studies and Information Technology
Counseling
Design
Earth Sciences
Economics
Geography
Geology
History
Horticulture
Italian
Japanese
Kinesiology
Learning Skills
Massage
Mathematics
Media Arts and Technologies
Music
Nursing
Oceanography
Pharmacology
Philosophy
Physics
Political Science
Psychology
Sociology
Spanish
Study Skills

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 | 56 | 238 | 362 | 656 |
| Unduplicated # of Students Served | 17 | 60 | 80 | 157 |

| eQuestions (asynchronous) by discipline | SUMMER | FALL | SPRING | TOTAL |
|--|--------|------|--------|-------|
| Accounting | | 7 | 10 | 17 |
| Anatomy & Physiology | | | 3 | 3 |
| Biology | 1 | 1 | 4 | 6 |
| Calculus | | 4 | 3 | 7 |
| Chemistry | 2 | 4 | 4 | 10 |
| Economics | | | | 0 |
| Engineering | | 1 | | 1 |
| Math | 9 | 10 | 4 | 23 |
| Microsoft Office | | | 1 | 1 |
| Physics | | 2 | 6 | 8 |
| Psychology | | | | 0 |
| Spanish | 1 | 1 | | 2 |
| Statistics | | | 3 | 3 |
| Writing | | | 2 | 2 |

| eChat (synchronous) by discipline | SUMMER | FALL | SPRING | TOTAL |
|--|--------|--------|--------|-------|
| Accounting | | | 10 | 10 |
| Biology | | 1 | 9 | 10 |
| Calculus | 2 | 12 | 80 | 94 |
| Chemistry | | 11 | 15 | 26 |
| Economics | | | 1 | 1 |
| Engineering | | 1 | | 1 |
| Math | 6 | 134 | 154 | 294 |
| Microsoft Office | 5 | | | 5 |
| Physics | | 1 | 6 | 7 |
| Psychology | | 1 | | 1 |
| Spanish | | 3 | 1 | 4 |
| Statistics | | 4 | 1 | 5 |
| Unclassified | 3 | 12 | 11 | 26 |
| Web Development | 23 | | | 23 |
| # of Sessions | 39 | 179 | 288 | 506 |
| Average length of session | 49 min | 33 min | 33 min | |

Service Area Outcomes - Student Success: Faculty will demonstrate best Supplemental Instruction practices. TASC will recruit, organize and implement special sessions that enhance classroom learning and student success. Expected level of achievement: 20 faculty participate in academic support interventions.

Facilitated Learning Session Overview by Semester

| Facilitated Learning Session Overview | Fall 2015 | Spring 2016 |
|--|-----------|-------------|
| Number of FLS offered ¹ | 41 | 48 |
| Number of Courses | 33 | 44 |
| Number of Instructors | 20 | 32 |
| Individual Students Served (Unduplicated) ² | 516 | 526 |
| Total Number of Student Contacts | 2576 | 2921 |
| Total Number of all Sessions ³ | 549 | 651 |
| Number of Facilitators | 20 | 22 |

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.

Successful Course Completion and Grades of Facilitated Learning Session Participants

Fall 2015

| | # of students enrolled | FLS participants | Non-participants | % of FLS participation |
|--|------------------------|------------------|------------------|------------------------|
| TOTALS FOR ALL FLS | 1300 | 338 | 962 | 27% |
| Average Successful Course Completion Rate | | 78% | 57% | |
| W's | 287 | 33 | 254 | |
| % of W's | 22% | 10% | 26% | |
| Average Grade in Course | | 2.61 | 2.35 | |
| Average Overall GPA | | 3.02 | 2.67 | |

Spring 2016

| | # of students enrolled | FLS participants | Non-participants | % of FLS participation |
|--|------------------------|------------------|------------------|------------------------|
| TOTALS FOR ALL FLS | 1237 | 359 | 878 | 30% |
| Average Successful Course Completion Rate | | 79% | 59% | |
| W's | 237 | 30 | 207 | |
| % of W's | 19% | 8% | 24% | |
| Average Grade in Course | | 2.76 | 2.36 | |
| Average Overall GPA | | 3.10 | 2.76 | |

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 Sessions
Fall 2015**

| Course | Instructor | # of sessions offered | # of students (unduplicated) | # of student contacts |
|---------------|---------------------|------------------------------|-------------------------------------|------------------------------|
| ANTH 101 | Miller | 17 | 10 | 17 |
| BIO 220 | Riccitelli | 14 | 11 | 73 |
| BIO 230 | Klingbeil | 14 | 18 | 88 |
| BIO 230 | Kulkarni | 26 | 42 | 246 |
| BIO 230 | Tamraker | 13 | 12 | 65 |
| CHEM 100 | Lee | 13 | 19 | 78 |
| CHEM 100 | McCorkle | 13 | 4 | 21 |
| CHEM 108 | Byrnes | 14 | 24 | 73 |
| CHEM 110 | Bolanos | 13 | 12 | 36 |
| CHEM 111 | Abbas | 13 | 12 | 25 |
| CHEM 111 | Lee | 13 | 13 | 35 |
| CHEM 111 | McCorkle | 13 | 8 | 38 |
| CHEM 210 | Woods | 3 | 1 | 1 |
| CHEM 211 | Woods | 12 | 11 | 38 |
| LRNS 42 | Schaefer | 14 | 11 | 54 |
| MATH 20 | Trang | 13 | 7 | 22 |
| MATH 20A | Kay | 14 | 6 | 33 |
| MATH 30A | Kay | 16 | 7 | 61 |
| MATH 30 | Navo | 13 | 5 | 35 |
| MATH 30 | Powell | 13 | 4 | 30 |
| MATH 30 | Safaralian | 13 | 16 | 125 |
| MATH 30A | Dunbar | 14 | 19 | 78 |
| MATH 64A | Dunbar | 14 | 13 | 62 |
| MATH 30A | Nakamura | 7 | 6 | 13 |
| MATH 64A | Nakamura | 8 | 13 | 39 |
| MATH 52 | Fallstrom & Pickett | 21 | 25 | 154 |
| MATH 64 | Bonds | 27 | 13 | 70 |
| MATH 64 | Harland | 15 | 11 | 66 |
| MATH 64 | Nakamura | 4 | 1 | 1 |
| MATH 64 | Safaralian | 13 | 25 | 177 |
| MATH 103 | Dunbar | 14 | 12 | 69 |
| MATH 115 | Navo | 13 | 6 | 22 |
| MATH 126 | Ferreirae | 13 | 14 | 107 |
| MATH 126 | Pickett | 13 | 13 | 64 |
| MATH 126A | Pickett | 14 | 22 | 108 |
| MATH 131A | Pickett | 15 | 10 | 80 |
| MATH 150 | Powell | 14 | 22 | 108 |
| MATH 155 | Bonds | 13 | 11 | 64 |
| MATH 155 | Nakamura | 4 | 0 | 0 |
| MATH 260 | Dunbar | 13 | 16 | 51 |
| SPAN 201 | Arceo | 13 | 11 | 49 |

A = Accelerated math course

Facilitated Learning Sessions Spring 2016

| Course | Instructor | # of sessions offered | # of students (unduplicated) | # of student contacts |
|-----------|------------|-----------------------|------------------------------|-----------------------|
| ANTH 101 | Miller | 13 | 11 | 63 |
| BIO 220 | Riccitelli | 4 | 1 | 1 |
| BIO 230 | Klingbeil | 14 | 13 | 80 |
| BIO 230 | Kulkarni | 28 | 41 | 326 |
| BIO 230 | Tamraker | 13 | 9 | 31 |
| CHEM 100 | Abbas | 10 | 6 | 11 |
| CHEM 100 | Jansen | 15 | 15 | 97 |
| CHEM 100 | Nguyen | 13 | 10 | 58 |
| CHEM 108 | Byrnes | 14 | 10 | 12 |
| CHEM 108 | Herndon | 29 | 13 | 51 |
| CHEM 110 | McCorkle | 14 | 9 | 33 |
| CHEM 110 | Saidane | 3 | 0 | 0 |
| CHEM 110 | Tolopilo | 8 | 7 | 9 |
| CHEM 111 | Abbas | 14 | 9 | 44 |
| CHEM 111 | Bolanos | 13 | 6 | 21 |
| CHEM 111 | McCorkle | 13 | 16 | 75 |
| CHEM 111 | Potuznik | 13 | 12 | 87 |
| CHEM 210 | Woods | 14 | 11 | 45 |
| CHEM 211 | Nguyen | 8 | 3 | 4 |
| LRNS 42 | Schaefer | 15 | 20 | 127 |
| MATH 20A | Kay | 15 | 8 | 56 |
| MATH 30A | Kay | 15 | 7 | 59 |
| MATH 30A | Dunbar | 15 | 17 | 103 |
| MATH 64A | Dunbar | 14 | 13 | 98 |
| MATH 30 | Navo | 15 | 7 | 50 |
| MATH 52 | Pickett | 29 | 15 | 41 |
| MATH 64 | Bonds | 20 | 17 | 73 |
| MATH 64 | Harland | 8 | 13 | 20 |
| MATH 64 | Safaralian | 28 | 37 | 283 |
| MATH 95 | Fallstrom | 14 | 6 | 17 |
| MATH 95 | Pickett | 15 | 6 | 27 |
| MATH 103 | Dunbar | 14 | 5 | 16 |
| MATH 115 | Navo | 18 | 10 | 51 |
| MATH 126 | Ferreirae | 14 | 11 | 79 |
| MATH 126 | Powell | 15 | 12 | 75 |
| MATH 126A | Pickett | 16 | 24 | 173 |
| MATH 131A | Pickett | 17 | 18 | 122 |
| MATH 150 | Powell | 26 | 30 | 187 |
| MATH 155 | Bonds | 13 | 19 | 69 |
| MATH 226 | Perovic | 28 | 9 | 45 |
| MATH 260 | Dunbar | 13 | 7 | 33 |
| SPAN 101 | Arceo | 13 | 7 | 57 |
| SPAN 203 | Arceo | 8 | 6 | 12 |

A = Accelerated math course

| Summer 2015 Student Success Workshops | |
|---|-----------------------|
| Workshop | # of Attendees |
| Student Orientation to Online Learning (2 sessions) | 109 |
| Total | 109 |

| Fall 2015 Student Success Workshops | |
|--|-----------------------|
| Workshop | # of Attendees |
| APA (4 sessions) | 18 |
| BlackBoard (5 sessions) | 35 |
| Books & eBooks (5 sessions) | 6 |
| Finding Articles (5 sessions) | 10 |
| Keeping Motivation Alive | 2 |
| Minimize Stress (2 sessions) | 8 |
| MiraCosta Library Welcome & Tour (6 sessions) | 9 |
| MLA (4 sessions) | 13 |
| Oral Presentations (2 sessions) | 3 |
| Overcoming Math Anxiety | 38 |
| PowerPoint | 3 |
| Strike Read and Write Gold | 2 |
| Student Orientation to Online Learning (11 sessions) | 261 |
| SURF (4 sessions) | 5 |
| Time Management | 5 |
| Word Basics | 0 |
| Total | 418 |

| Spring 2016 Student Success Workshops | |
|--|-----------------------|
| Workshop | # of Attendees |
| BlackBoard (5 sessions) | 9 |
| Citing in APA Style (2 sessions) | 10 |
| Citing in MLA Style (2 sessions) | 3 |
| Finding Scholarly Articles (4 sessions) | 20 |
| Graphing Calculator Basics | 4 |
| Minimize Stress (2 sessions) | 15 |
| MiraCosta Library Welcome & Tour (2 sessions) | 5 |
| Oral Presentations (2 sessions) | 0 |
| Overcoming Math Anxiety | 20 |
| PowerPoint | 3 |
| Strike Read and Write Gold | 6 |
| Student Orientation to Online Learning (10 sessions) | 325 |
| SURF (2 sessions) | 0 |
| Time Management | 5 |
| Word Basics | 3 |
| Yoga on the Green | 123 |
| Total | 551 |

First Year Experience Program Cohorts

Successful Course Completion Rates

| | 2013 - 2014 | 2014 - 2015 | 2015 - 2016 |
|--------------------|-------------|-------------|-------------|
| Counseling 101(E) | | | |
| Counseling 110 (E) | 81% | 100% | 87% |
| English / Ace 50 | 70% | 86% | 88% |
| English 100 | | 84% | 67% |
| Counseling 110 (M) | 81% | 95% | 91% |
| Math 30 | 83% | 86% | 87% |
| Math 64 | | 92% | 80% |
| Sociology 101 | | 90% | 45% |

(E) designates English Cohort

(M) designates Math Cohort

Persistence Rates

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

| | Fall 2015 – Spring 2016 | Fall 2014 – Spring 2015 | Fall 2013 – Spring 2014 |
|----------------------|-------------------------|-------------------------|-------------------------|
| English / ACE Cohort | 78% | 86% | 90% |
| Math Cohort | 84% | 86% | 91% |