

Retention Services

Tutoring and Academic Support Center

Annual Report 2016 – 2017



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 77 employees reflects the diversity of the district. In the 2016 - 2017 year, TASC employed 73 tutors. The Tutoring and Academic Support Center had 11,050 individual credit appointments attended by 1,678 students in approximately 104 courses. Facilitated Learning Sessions (FLS) were attended by 978 students for a total of 4,932 contacts. The CLC had 4,002 appointments serving 707 students. TASC continued participating in on-line tutoring by utilizing the Western eTutoring Consortium. There were 1,133 contacts made by 173 students.

Drop-in tutoring was continued in accounting, biology, chemistry, math, music, physics, and Spanish. Overall, 974 students were served in 8,516 drop-in sessions. Of students utilizing drop-in tutoring, 56% are identified as basic skills students and 69% 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 72% for students receiving appointment tutoring and a rate of 66% for students not receiving tutoring. The student persistence rate (semester to semester retention) over a 3 year period is 79% for students receiving appointment tutoring and is 62% for students not receiving tutoring. Of students who seek tutoring appointments, 52% do it within the first 7 weeks of the semester and 69% 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 51 students during the 2016-2017 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 86%. For the student success rate in each discipline, students attained the following: ACE 50/English 100 = 86%; Counseling = 92%; Math 52/95= 90%; and Sociology 101 = 63%. FYE will transition organizationally to the Counseling department and change into the First Year Forward (FYF) program. The First Year Forward (FYF) Program provides a seamless pathway for high school seniors in the Oceanside Unified School District to attend MiraCosta directly following graduation. FYF guarantees participants a Math, English, and Student Success course in their first semester,

priority registration, free tuition for middle and low income students, and support for textbooks. Students participating in FYF will receive academic and support services including dedicated counselors, peer mentors, as well as career and academic planning tools, access to tutoring, and co-curricular activities, all designed to ensure success in their first year at the college and beyond. A new cohort of up to 450 students in 2017-2018 will be served and assessed.

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 16-17 saw 29,632 contacts in all service components. 2,385 unduplicated students came in for a total of 15,051 appointment contacts at OC, SAN and CLC. 974 unduplicated students came in for a total of 8,516 drop-in contacts. 978 unduplicated FLS students came in for a total of 4,932 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. 40 special sessions are offered in fall and spring semesters. **Results:** The number of participating faculty was 28 in the fall and 24 in the spring. 42 FLS sessions were offered in the fall and 43 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:** 100% of our newly hired tutors who kept their one year commitment and provided 10 or more hours of weekly availability were certified as CRLA level 2 Advanced Tutors. 37 new tutors were hired in the fall of 2016. Six tutors resigned prior to the start of the spring semester. One tutor did not provide 10 hours of weekly availability.

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 2016-2017 we will begin training faculty interested in participating in SI. **Results:** An SI Coordinator was hired in the fall and began work in the spring. TASC has provided an IA to assist with the development of the SI Program. In fall of 2017, the TASC IA will be mentoring SI leaders.

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. The average successful course completion rate of students who attend drop-in tutoring is 77% compared to 66% for students who do not attend drop-in tutoring.

Successful Course Completion Rates

By appointment

	Fall 2014	Spring 2015	Fall 2016	Spring 2016	Fall 2016	Spring 2017
Tutored	64%	69%	70%	72%	71%	73%
Un-tutored	64%	63%	65%	64%	66%	66%

By drop-in

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Drop-in student	74%	76%	77%	76%	77%	83%
Not a drop-in student	64%	64%	65%	65%	68%	70%

Student Persistence Data

Tutored students also persist at a 17% higher rate than un-tutored students. On average over the past 3 academic years, tutored students persisted at 79% whereas un-tutored students persisted at 62%. Students who attended drop-in tutoring persisted at 75% whereas students who did not attend drop-in tutoring persisted at 62%.

Primary Term Persistence

By appointment

	Tutored	% Persisted		Overall	% Persisted
Fall 2015	1,167			14,075	
Spring 2016	978	83.80%		9,401	66.79%
Spring 2016	1,078			14,135	
Fall 2016	706	65.49%		7,355	52.03%
Fall 2016	1,066			14,218	
Spring 2017	930	87.24%		9,676	68.05%

By drop-in

	Drop-in	% Persisted		Overall	% Persisted
Fall 2015	575			15,238	
Spring 2016	489	85.04%		10,379	68.11%
Spring 2016	608			14,605	
Fall 2016	380	62.50%		7,681	52.59%
Fall 2016	467			14,817	
Spring 2017	360	77.09%		7,701	51.97%

On average for the past 3 academic years, un-tutored students earn A's 25% of the time while tutored students earn them only 23% of the time. Tutored students earn B's at a 4% average higher rate than the un-tutored student and earn C's at a 2% 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 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%
Fall 2016					
Tutored	24%	28%	17%	2%	16%
Un-tutored	26%	23%	16%	1%	20%
Spring 2017					
Tutored	24%	27%	18%	3%	14%
Un-tutored	27%	22%	16%	1%	20%
Average					
Tutored	23%	27%	18%	3%	17%
Un-tutored	25%	23%	16%	1%	21%

Overall GPA

Only enrollments where tutoring was provided

	Fall 2016	Spring 2017
Tutored Students	2.72	2.75
Un-tutored Students	2.67	2.65

Drop-ins

	Fall 2016	Spring 2017
Drop-in student	2.95	2.78
Not a drop-in student	2.76	2.71

Tutee Demographics

Oceanside and San Elijo Campus

	Fall 2016		Spring 2017	
Gender				
Male	344	33%	295	33%
Female	703	67%	578	66%
Unspecified	9	1%	8	1%
Ethnicity				
White	652	57%	526	60%
Asian /Pacific Islander	114	11%	80	9%
Hispanic	211	20%	171	19%
Black	48	5%	41	5%
American Indian/ Alaskan Native	19	2%	20	2%
Other	0		0	
Unknown	0		0	

Community Learning Center

	Summer 2016		Fall 2016		Spring 2017	
Gender						
Male	37	23%	136	30%	87	25%
Female	105	66%	278	62%	236	68%
Unspecified	17	11%	32	7%	24	7%
Ethnicity						
White	26	16%	94	21%	73	21%
Asian /Pacific Islander	11	7%	36	8%	28	8%
Hispanic	83	52%	228	51%	189	54%
Black	7	4%	14	3%	13	4%
American Indian/ Alaskan Native	3	2%	8	2%	2	1%
Other	1	1%	6	1%	1	0%
Unknown	18	11%	28	6%	21	6%

Drop-in Tutees

	Fall 2016		Spring 2017	
Gender				
Male	165	35%	181	35%
Female	302	64%	326	64%
Unspecified	2	0%	5	1%
Ethnicity				
White	245	52%	290	57%
Asian /Pacific Islander	71	15%	65	13%
Hispanic	94	20%	102	20%
Black	16	3%	19	4%
American Indian/ Alaskan Native	11	2%	12	2%
Other	0%		0	
Unknown	0%		0	

Demographics

Facilitated Learning Sessions Participants

	Fall 2016		Spring 2017	
Gender				
Male	98	35%	121	38%
Female	185	65%	201	62%
Ethnicity				
White	131	46%	150	47%
Asian /Pacific Islander	28	10%	30	9%
Hispanic	92	33%	115	36%
Black	17	6%	14	4%
American Indian/ Alaskan Native	5	2%	7	2%
Other	10	4%	6	2%

Number of Students Served (Tutees)

By Appointment

Students Served	SUMMER	FALL	SPRING	TOTAL by Campus
Oceanside		889	708	1321
San Elijo		201	215	357
Community Learning Center	159	446	347	707
TOTAL by Semester	159	1536	1270	2385

Semester totals reflect some duplication; figures for each term are unduplicated.
Total by campus is unduplicated total for AY 16-17.

By Drop-In

Students Served	FALL	SPRING	TOTAL
Accounting	46	45	91
Biology	135	101	219
Chemistry	267	282	537
Math	12	0	12
Music	24	24	48
Physics	0	56	56
Spanish	0	11	11
TOTAL by Semester	484	519	974

Semester totals reflect some duplication; figures for each term are unduplicated.
Total is unduplicated total for AY 16-17.

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		5193	3725	8918
San Elijo		1025	1106	2131
Community Learning Center	484	1949	1495	4002
TOTAL	558	8167	6326	15051

Drop-Ins

Student Contacts	FALL	SPRING	TOTAL
Accounting	206	147	353
Biology	343	414	757
Chemistry	2979	3948	6927
Math	35		35
Music	60	78	138
Physics		286	286
Spanish		20	20
FYE Sociology Study Hall		34	
TOTAL	3623	4927	8516

Hours of Tutoring Appointments

Appointment Hours	SUMMER	FALL	SPRING
	NO. OF HOURS	NO. OF HOURS	NO. OF HOURS
Oceanside		3883	3006
San Elijo		893	1044
*CLC	210	631	696
ONLINE	120	175	326
TOTAL	330	5582	5072

*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	443	45	446	117	1051
FYE Sociology Study Hall	0	0	99	0	99
LRNS Lab	38	0	36	0	74
Accounting Drop-ins	142	0	145	0	287
Anatomy Open Lab	203	90	205	179	677
Biology Drop-ins	129	0	160	0	289
Chemistry Drop-ins	556	223	800	249	1828
Math TA	128	0	23	0	151
Music Drop-ins	48	0	86	0	134
Physics Drop-ins	0	0	139	0	139
Spanish Drop-ins	4	0	0	30	34
UMOJA Drop-ins	66	0	0	0	66
TOTAL HOURS BY SEMESTER	1757	358	2139	575	Grand Total 4829

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	57	45
San Elijo	0	19	22
CLC	3	11	8
UNDUPLICATED TOTAL FOR 2016 - 2017 = 73			

51 of the 73 tutors served in multiple departmental roles (70%)

- ❖ 8 of the 73 tutors served as trainers for new tutors (10%)
- ❖ 32 of the 73 tutors served as Facilitators (44%)
- ❖ 35 of the 73 tutors served as drop-in tutors (48%)

100% 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. 37 new tutors were hired in the fall of 2016. Six tutors resigned prior to the start of the spring semester.

Disciplines in which Tutoring was provided

Tutoring was offered in 42 courses at San Elijo and 104 courses at Oceanside, in the following disciplines:

Accounting
Anthropology
Astronomy
Biological Sciences
Business Office Technology
Biotechnology
Business Administration
Chemistry
Chinese
Computer Science
Computer Studies and Information Technology
Counseling
Economics
Horticulture
Japanese
Learning Skills
Mathematics
Media Arts and Technologies
Music
Music Technology
Nursing
Nutrition
Oceanography
Pharmacology
Philosophy
Physics
Political Science
Psychology
Religious Studies
Sociology
Spanish
Study Skills

eTutoring

MiraCosta has been participating in the Western eTutoring Consortium since 2012 – 2013. Two tutors are assigned a total of 15 hours of eTutoring per week for the entire 365 day year excluding holidays.

eTutoring	SUMMER	FALL	SPRING	TOTAL
Contacts	132	491	510	1133
Unduplicated # of Students Served	28	75	70	173

eQuestions (asynchronous) by discipline	SUMMER	FALL	SPRING	TOTAL
Accounting	2	4	3	9
Anatomy & Physiology		6	2	8
Biology			12	12
Calculus	1	2	3	6
Chemistry		4	6	10
Computer Science (Java/C++)		3	3	6
Math		7	8	15
Microsoft Office		1		1
Physics		2		2
Spanish	4	3	1	8
Statistics		1		1
Writing	1	2	2	5

eChat (synchronous) by discipline	SUMMER	FALL	SPRING	TOTAL
Accounting		1	8	9
Anatomy & Physiology	2	4	3	9
Biology		5	6	11
Calculus	45	137	228	410
Chemistry	1	15	28	44
Computer Science (Java/C++)			2	2
Math	69	252	147	468
Microsoft Office		7	8	15
Physics		5	3	8
Spanish	3	2	3	8
Statistics		1	10	11
Unclassified	3	9	10	22
Web Development		1		1
# of Sessions	123	439	456	1018
Average length of session	29 min	34 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. 40 special sessions are offered in fall and spring semesters.

Facilitated Learning Session Overview by Semester

Facilitated Learning Session Overview	Fall 2016	Spring 2017
Number of FLS offered ¹	42	43
Number of Courses	39	39
Number of Instructors	28	24
Individual Students Served (Unduplicated) ²	478	500
Total Number of Student Contacts	2298	2634
Total Number of all Sessions ³	556	627
Number of Facilitators	28	26

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 2016

	# of students enrolled	FLS participants	Non-participants	% of FLS participation
TOTALS FOR ALL FLS	1018	283	830	25%
Average Successful Course Completion Rate		78%	62%	
W's	195	29	166	
% of W's	19%	10%	20%	
Average Grade in Course		2.66	2.43	
Average Overall GPA		3.09	2.69	

Spring 2017

	# of students enrolled	FLS participants	Non-participants	% of FLS participation
TOTALS FOR ALL FLS	1267	322	945	26%
Average Successful Course Completion Rate		85%	63%	
W's	229	23	206	
% of W's	18%	7%	22%	
Average Grade in Course		2.83	2.49	
Average Overall GPA		3.15	2.79	

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 2016**

Course	Instructor	# of sessions offered	# of students (unduplicated)	# of student contacts
ANTH 101	Miller	28	18	60
BIO 220	Riccitelli	11	9	19
BIO 230	Kulkarni	28	37	226
BIO 230	Tamraker	15	15	50
CHEM 100	Herndon	16	6	40
CHEM 100	Lee	14	6	27
CHEM 102	Selchau	11	9	18
CHEM 108	Pedroza	15	9	64
CHEM 108	Nguyen	5	3	5
CHEM 110	Kolonko	12	4	4
CHEM 110	McCorkle	15	17	88
CHEM 110	McMahon	14	20	129
CHEM 111	Pickham	8	4	5
CHEM 210	Woods	15	11	55
LRNS 42	Schaefer	13	14	52
MATH 20	Nakamura	8	2	3
MATH 30	Briggs	15	13	69
MATH 30	Kay	16	7	49
MATH 30A	Dunbar	14	20	106
MATH 64A	Dunbar	15	10	71
MATH 30A	Nakamura	7	8	17
MATH 64A	Nakamura	8	16	64
MATH 52	Mercado	15	3	11
MATH 52	Pickett	15	13	49
MATH 52	Powell	30	24	81
MATH 95	Fallstrom	16	12	27
MATH 95	Pickett	11	3	13
MATH 64	Bonds	30	17	69
MATH 64	Headlee	16	11	65
MATH 64	Kay	16	11	65
MATH 64	Nakamura	4	2	2
MATH 64	Safaralian	30	34	237
MATH 103	Dunbar	15	11	68
MATH 103	Ferreirae	13	22	182
MATH 126A	Pickett	12	20	66
MATH 131A	Pickett	7	3	5
MATH 155	Bonds	15	29	107
MATH 260	Dunbar	7	2	6

A = Accelerated math course

Facilitated Learning Sessions Spring 2017

Course	Instructor	# of sessions offered	# of students (unduplicated)	# of student contacts
ANTH 101	Miller	15	8	37
BIO 230	Kulkarni	31	42	297
BIO 230	Tamraker	15	21	116
CHEM 100	Chang	15	11	74
CHEM 100	Williford	15	7	34
CHEM 104	Fryszman	14	5	20
CHEM 104	Goueth	14	19	101
CHEM 108	Contreras	14	6	20
CHEM 108	Johnson	15	7	27
CHEM 108	Selchau	15	17	131
CHEM 110	Goueth	15	4	25
CHEM 110	McCorkle	15	13	69
CHEM 110	McMahon	14	17	142
CHEM 110	Pedroza	14	7	24
CHEM 111	McCorkle	14	4	18
LRNS 42	Schaefer	15	15	721
MATH 30A	Dunbar	14	26	152
MATH 64A	Dunbar	15	18	117
MATH 30A	Nakamura	7	12	27
MATH 64A	Nakamura	8	5	17
MATH 52	Mercado	30	20	47
MATH 52	Pickett	15	7	31
MATH 52	Powell	14	10	37
MATH 64	Bonds	30	9	42
MATH 64	Briggs	14	6	26
MATH 64	Ferreirae	33	28	155
MATH 64	Safaralian	29	32	135
MATH 95	Fallstrom	14	7	24
MATH 95	Pickett	15	8	34
MATH 95	Powell	15	9	44
MATH 103	Dunbar	15	17	98
MATH 126	Beltran	15	6	36
MATH 126	Briggs	15	11	52
MATH 126A	Pickett	14	23	128
MATH 131A	Pickett	16	13	113
MATH 155	Bonds	30	14	69
MATH 260	Dunbar	14	10	30
MATH 115	Navo	4	6	13

A = Accelerated math course

Summer 2016 Student Success Workshops	
Workshop	# of Attendees
Student Orientation to Online Learning (2 sessions)	83
Total	83

Fall 2016 Student Success Workshops	
Workshop	# of Attendees
BlackBoard (5 sessions)	30
Books & eBooks (2 sessions)	1
Canvas (3 sessions)	6
Citing in APA Style (4 sessions)	10
Finding Scholarly Articles (6 sessions)	4
Graphing Calculator Basics	0
Minimize Stress (2 sessions)	10
MiraCosta Library Welcome & Tour (4 sessions)	33
Oral Presentations (2 sessions)	2
Overcoming Math Anxiety	30
PowerPoint	0
Strike Read and Write Gold	1
Student Orientation to Online Learning (10 sessions)	250
SURF (2 sessions)	2
The New MLA Style (6 sessions)	6
Time Management	8
Word Oh Word	4
Yoga on the Green (8 sessions)	229
Total	626

Spring 2017 Student Success Workshops	
Workshop	# of Attendees
BlackBoard (4 sessions)	11
Books & eBooks (2 sessions)	0
Canvas (3 sessions)	10
Citing in APA Sytle (4 sessions)	12
Finding Scholarly Articles (6 sessions)	15
Minimize Stress (2 sessions)	43
MiraCosta Library Welcome & Tour (4 sessions)	8
Oral Presentations (2 sessions)	2
Overcoming Math Anxiety	23
PowerPoint	0
Strike Read and Write Gold	1
Student Orientation to Online Learning (12 sessions)	141
SURF (2 sessions)	0
Take Note	4
The New MLA 8 Style (6 sessions)	10
Time Management	6
Word	2
Yoga on the Green (8 sessions)	188
Total	476

First Year Experience Program Cohorts

Successful Course Completion Rates

	2014 - 2015	2015 - 2016	2016 - 2017
Counseling 101(E)			
Counseling 110 (E)	100%	87%	92%
English / Ace 50	86%	88%	92%
English 100	84%	67%	80%
Counseling 110 (M)	95%	91%	92%
Math 30	86%	87%	
Math 64	92%	80%	
Math 52			96%
Math 95			83%
Sociology 101	90%	45%	63%

(E) designates English Cohort

(M) designates Math Cohort

Persistence Rates

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

	Fall 2016 – Spring 2017	Fall 2015 – Spring 2016	Fall 2014 – Spring 2015
English / ACE Cohort	92%	78%	86%
Math Cohort	85%	84%	86%