

Retention Services

Tutoring and Academic Support Center

Annual Report 2017 – 2018



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 85 employees reflects the diversity of the district. In the 2017 - 2018 year, TASC employed 81 tutors. The Tutoring and Academic Support Center had 9,427 individual credit appointments attended by 1,649 students in approximately 104 courses. Facilitated Learning Sessions (FLS) were attended by 713 students for a total of 3,913 contacts. The CLC had 3,323 appointments serving 631 students. TASC continued participating in on-line tutoring by utilizing the Western eTutoring Consortium. There were 1,030 contacts made by 141 students.

Drop-in tutoring was continued in accounting, music, and the Puente Cohort and 173 students were served in 859 contacts. Drop-ins for computer science were initiated and 118 students were served in 493 contacts. With the opening of the STEM Center, drop-ins for biology, chemistry and physics were held in the STEM Center. Tracking of STEM contacts was done by the STEM Center and no information was available to show how many STEM students were served by TASC tutors. TASC provided 1,625 hours of drop-in tutoring in the STEM Center. Overall, 291 students were served in 1,342 non-STEM drop-in sessions. Of students utilizing drop-in tutoring, 47% 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 85% for students receiving appointment tutoring and is 64% for students not receiving tutoring. Of students who seek tutoring, 61% do it within the first 7 weeks of the semester and 54% 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.

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 17-18 saw 24,425 contacts in all service components. 2,162 unduplicated students came in for a total of 12,750 appointment contacts at OC, SAN and CLC. 291 unduplicated students came in for a total of 1,352 non-STEM Center drop-in contacts. 713 unduplicated FLS students came in for a total of 3,913 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. 35 special sessions are offered in fall and spring semesters. **Results:** The number of participating faculty was 20 in the fall and spring. 45 FLS sessions were offered in the fall and 35 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. 43 new tutors were hired in the fall of 2017. Six 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. Based on our assessment and evaluation of student demand and need, we will revise our Service Area Outcome for 2017-2018. We will develop and assist students with study skills such as time management, navigating an online platform, basic computer skills in Word and Excel, how to read and follow the class syllabus, how to communicate with faculty, and establishing course and college organizational skills. **Results:** An Academic Success Coaching program was piloted this year. Development of the program is continuing and the program will be launched with the start of the fall 2018 semester.

Successful Course Completion and Retention

Tutoring makes a positive difference for students in terms of both successful course completion and retention. Successful course completion is defined as earning an A, B, C or P in a course, whereas retention is defined as any student who does not withdraw from the class. 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. The average retention rate is 6% higher for students who seek tutoring.

Successful Course Completion Rates

By appointment

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Tutored	70%	72%	71%	73%	71%	75%
Un-tutored	65%	64%	66%	66%	68%	68%

By drop-in

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Drop-in student	77%	76%	77%	83%	75%	79%
Not a drop-in student	65%	65%	68%	70%	67%	70%

Retention Rates

By appointment

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Tutored	83%	84%	84%	86%	84%	85%
Un-tutored	79%	79%	80%	80%	81%	80%

By drop-in

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Drop-in student	87%	88%	87%	90%	87%	86%
Not a drop-in student	79%	79%	80%	81%	81%	82%

Student Persistence Data

Tutored students also persist at a 21% higher rate than un-tutored students. On average over the past 3 academic years, tutored students persisted at 85% whereas un-tutored students persisted at 64%. Students who attended drop-in tutoring persisted at 79% whereas students who did not attend drop-in tutoring persisted at 59%. Persistence is defined as continuous enrollment from one primary semester to the next.

Primary Term Persistence

By appointment

	Tutored	% Persisted		Overall	% Persisted
Fall 2016	1,066			14,218	
Spring 2017	930	87.24%		9,676	68.05%
Spring 2017	890			14,947	
Fall 2017	603	67.75%		8,154	54.55%
Fall 2017	991			15,072	
Spring 2018	845	85.27%		10,416	69.11%

By drop-in

	Drop-in	% Persisted		Overall	% Persisted
Fall 2016	467			14,817	
Spring 2017	360	77.09%		7,701	51.97%
Spring 2017	511			14,947	
Fall 2017	351	68.69%		8,154	54.55%
Fall 2017	151			15,072	
Spring 2018	139	92.05%		10,416	69.11%

On average for the past 3 academic years, un-tutored students earn A's 27% of the time while tutored students earn them only 26% 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 1% 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 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%
Fall 2017					
Tutored	29%	24%	16%	1%	16%
Un-tutored	31%	22%	15%	0%	19%
Spring 2018					
Tutored	30%	27%	17%	2%	15%
Un-tutored	29%	23%	15%	1%	20%
Average					
Tutored	26%	27%	17%	2%	16%
Un-tutored	27%	23%	16%	1%	20%

Overall GPA

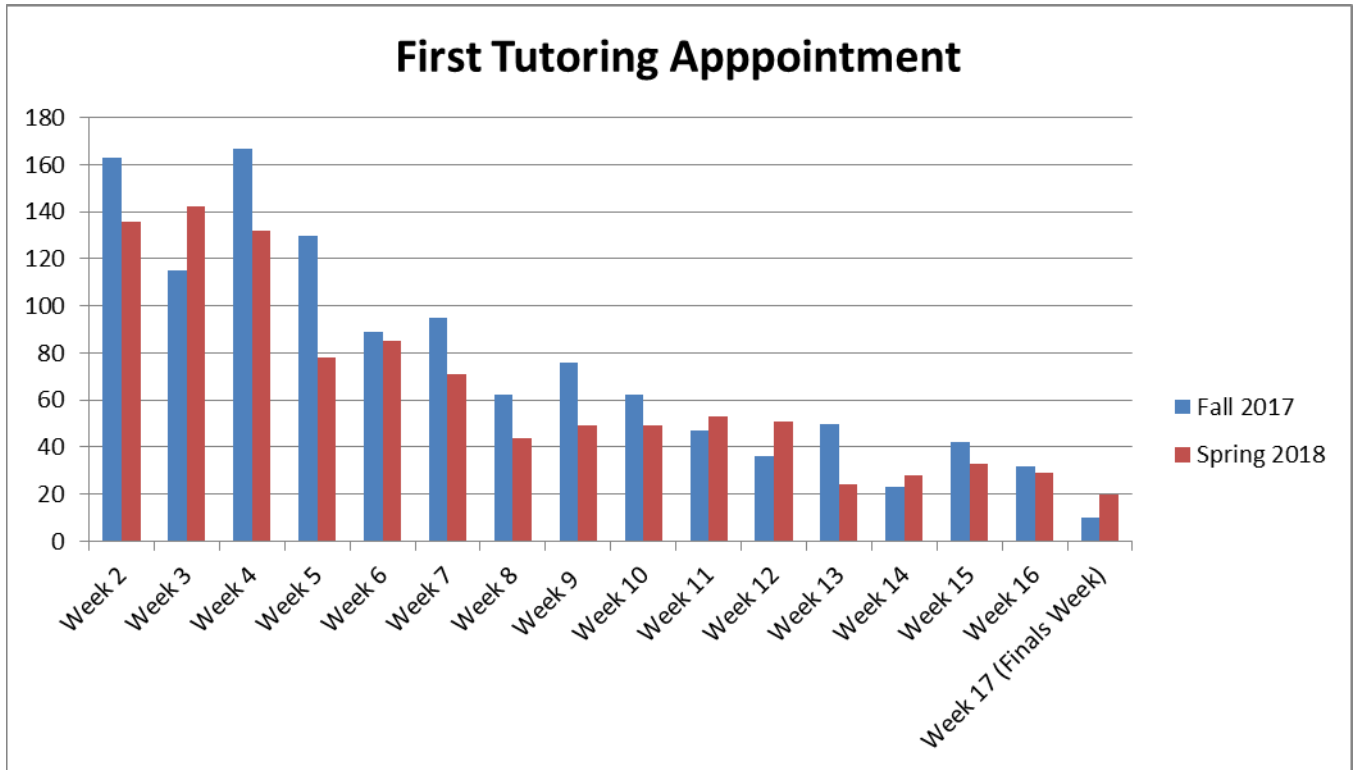
Only enrollments where tutoring was provided

	Fall 2017	Spring 2018
Tutored Students	2.74	2.37
Un-tutored Students	2.67	2.18

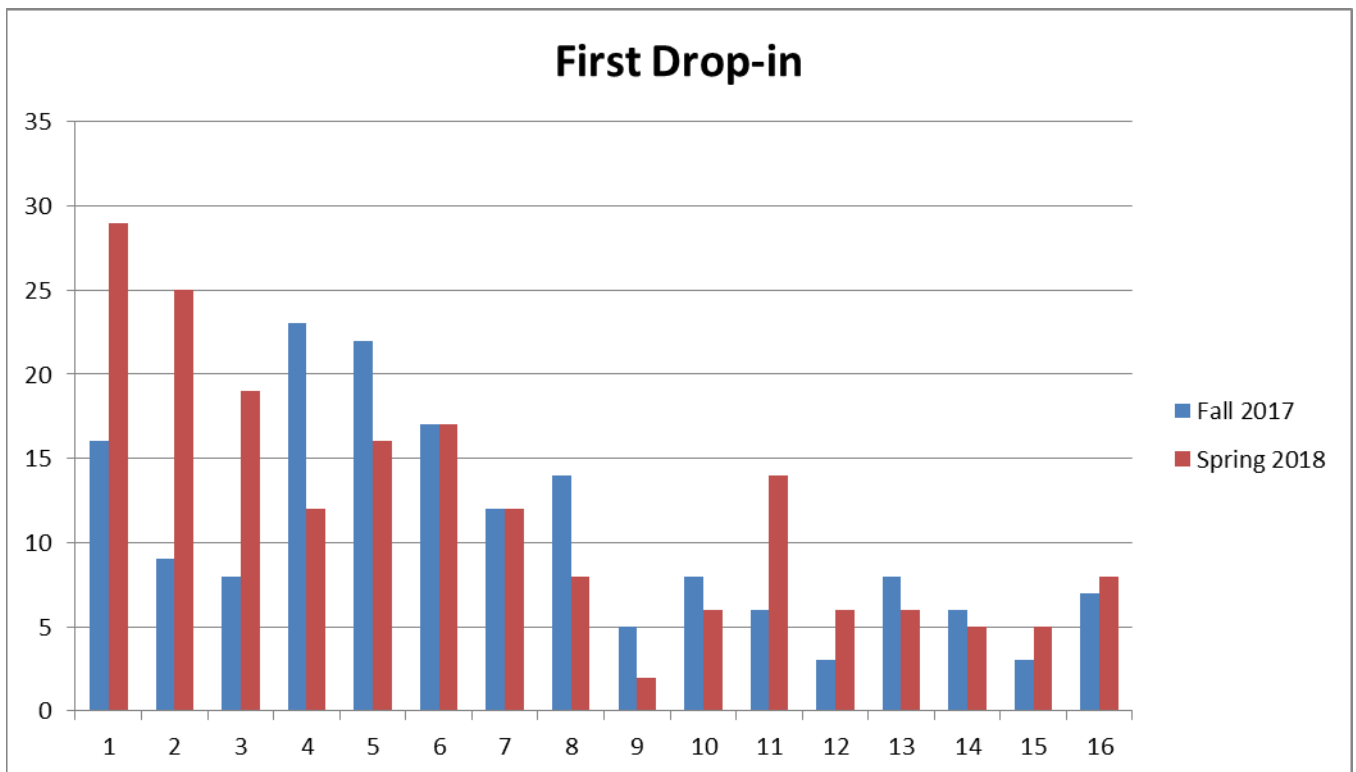
Drop-ins

	Fall 2017	Spring 2018
Drop-in student	2.31	3.01
Not a drop-in student	2.21	2.85

Of students who seek appointment tutoring, 63% do it within the first 7 weeks of the semester.



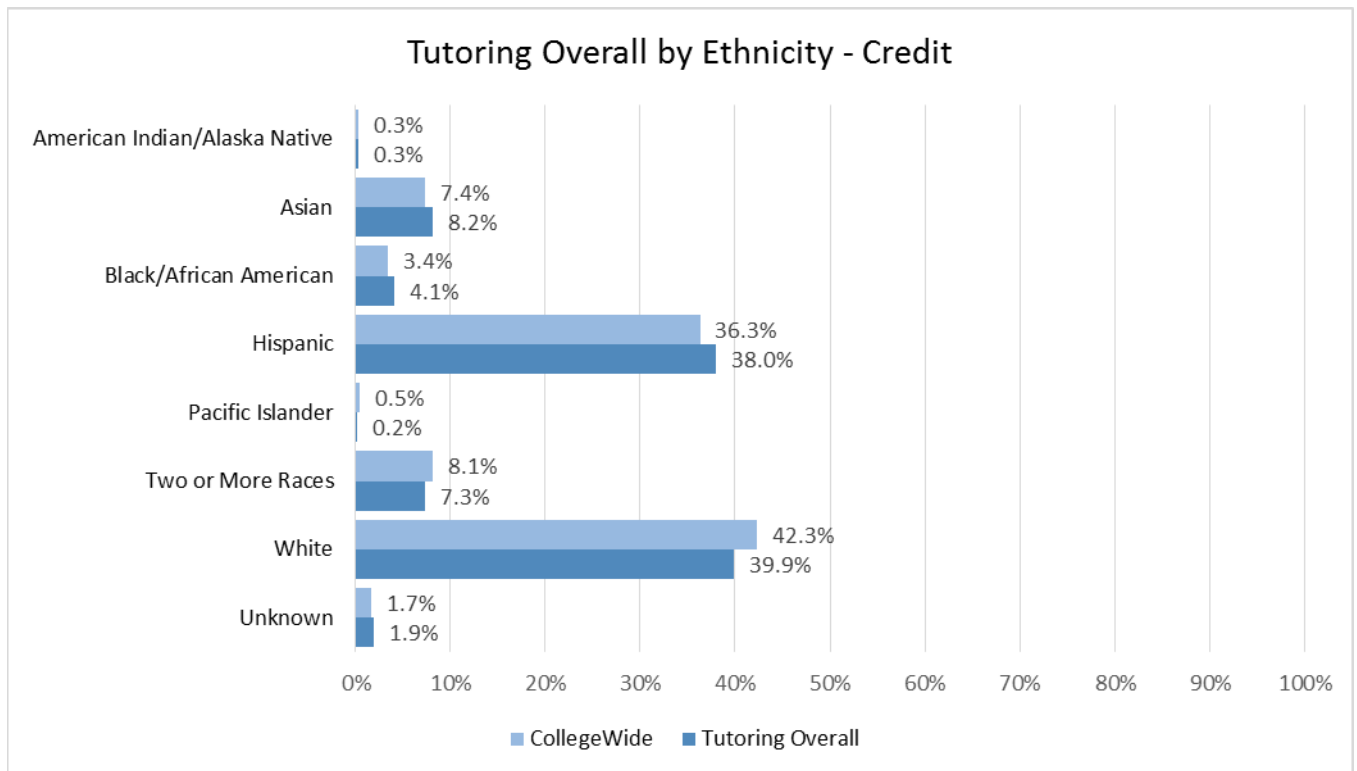
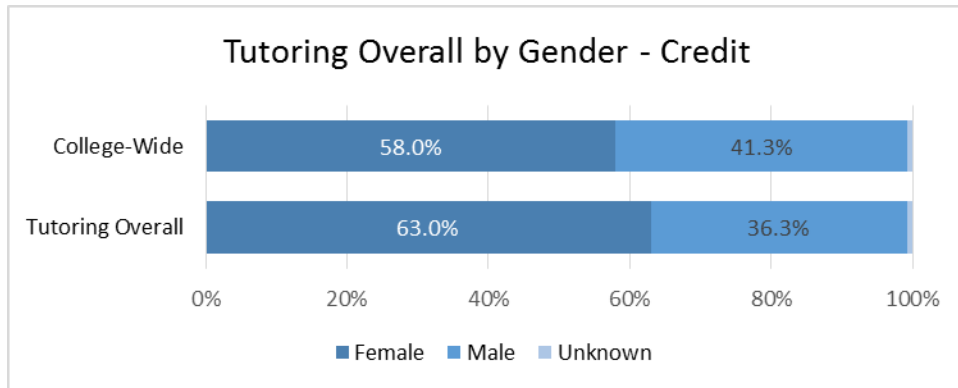
Of students who seek drop-in help, 59% do it within the first 7 weeks of the semester.



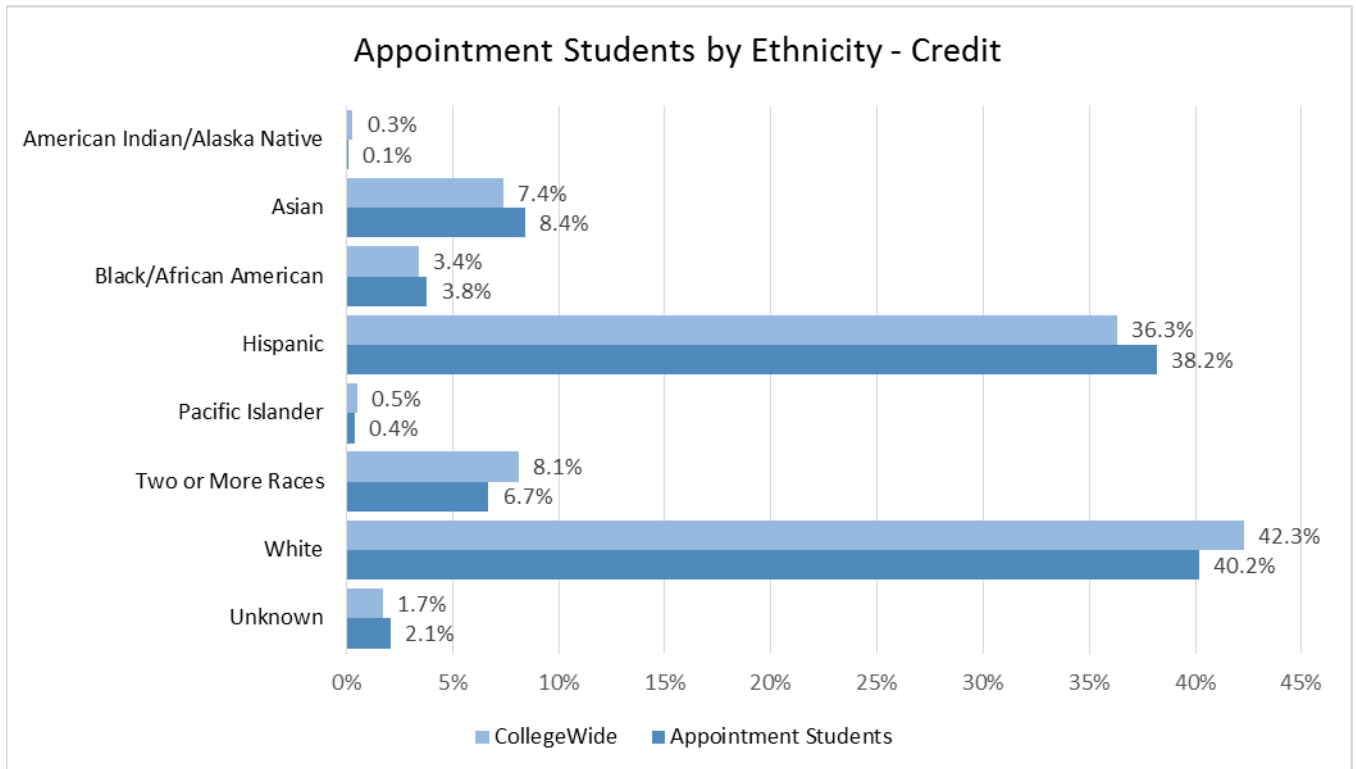
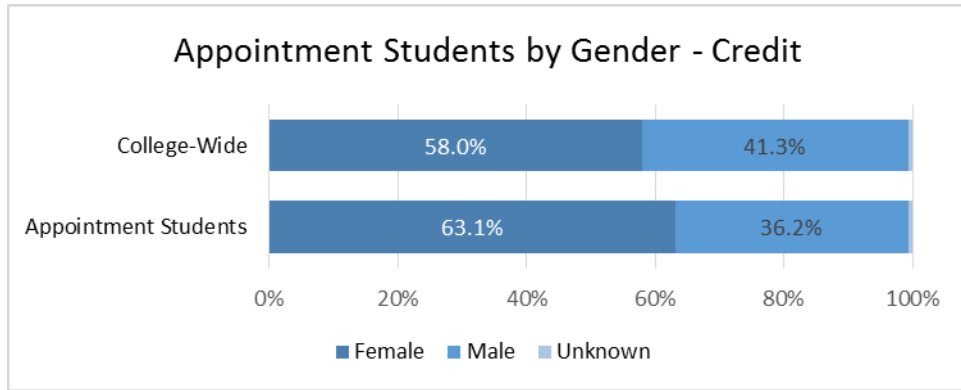
1. Late start vs. full term courses are not taken into consideration
2. "First" appointment is by course. So a student taking multiple courses is counted once per course.
3. No differentiation between students who need help on a single concept vs those who need more in-depth assistance.

Tutee Demographics

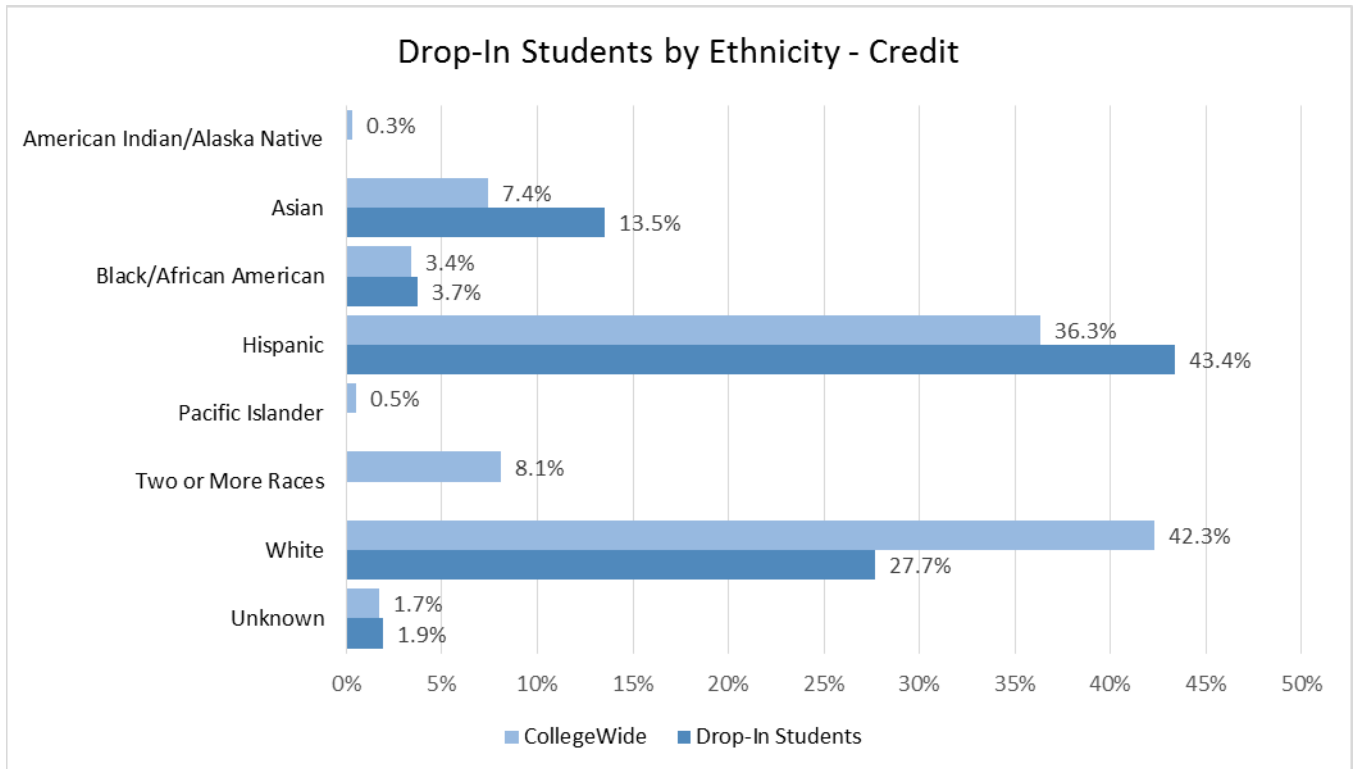
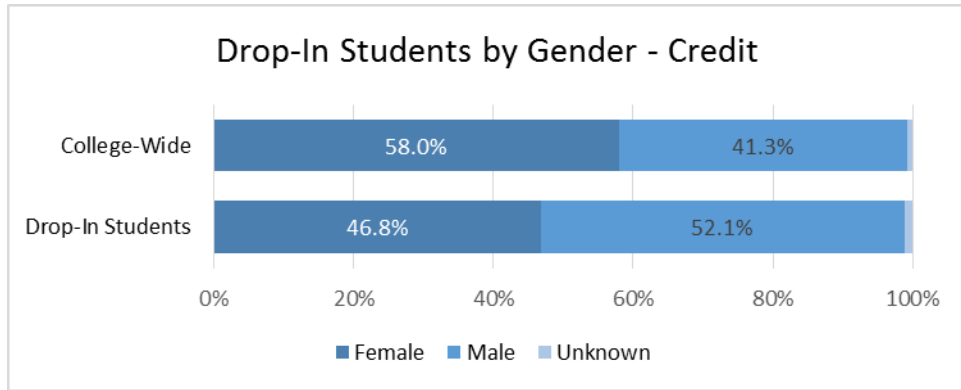
Credit Students who participated in any TASC activity



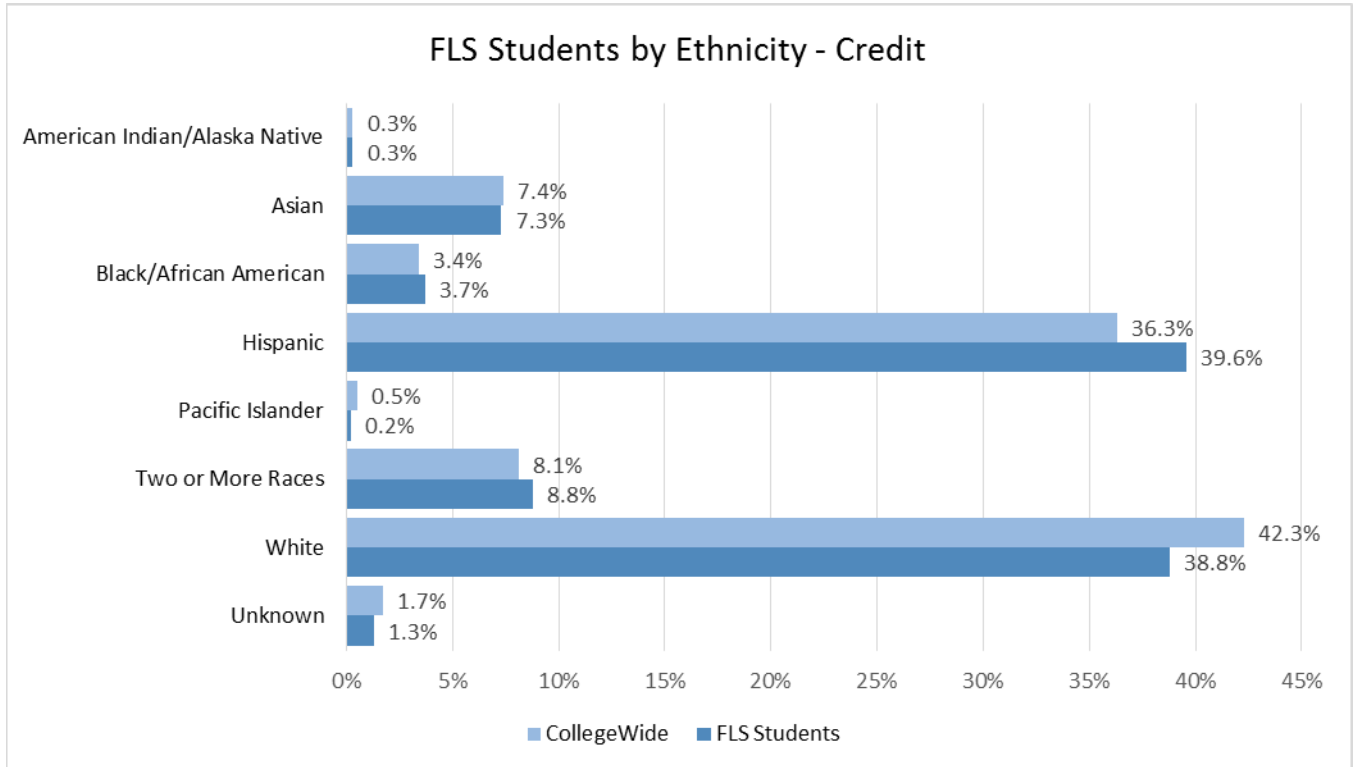
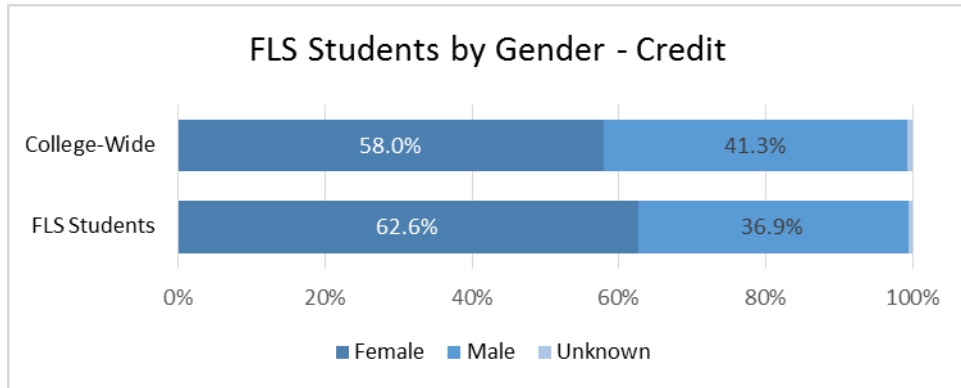
Oceanside and San Elijo Campus Appointment Tutees



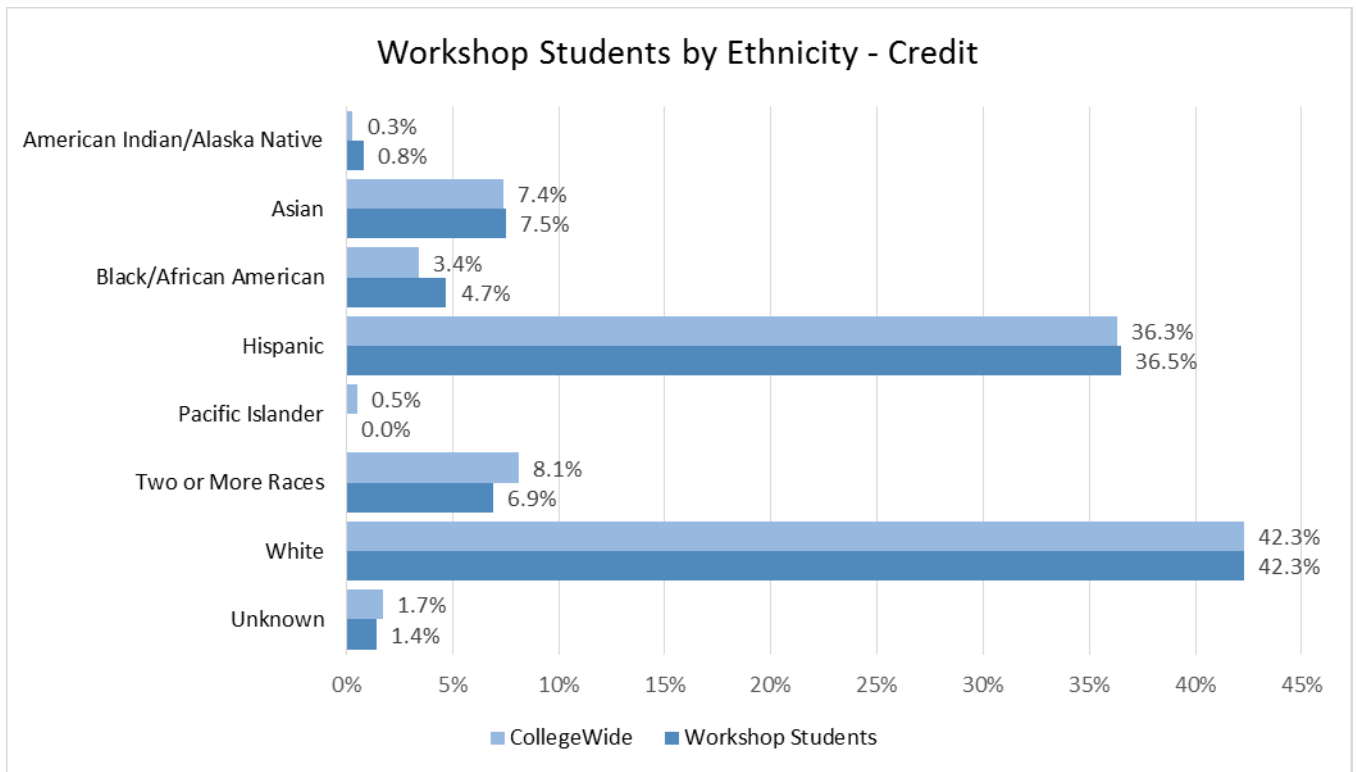
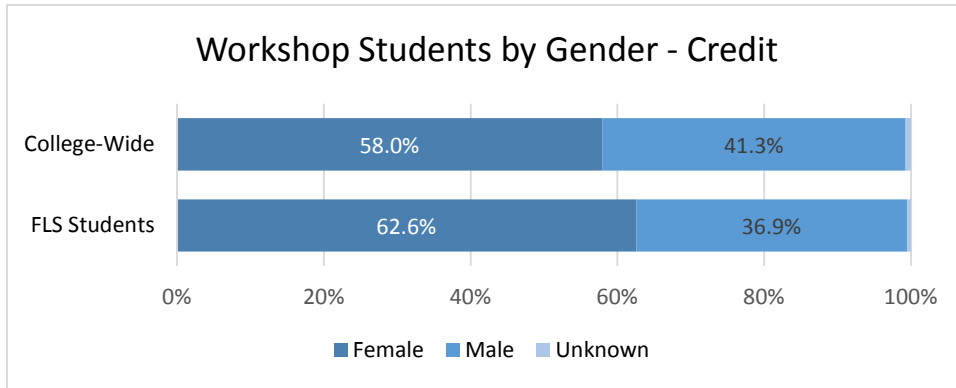
Oceanside and San Elijo Campus Drop-in Tutees



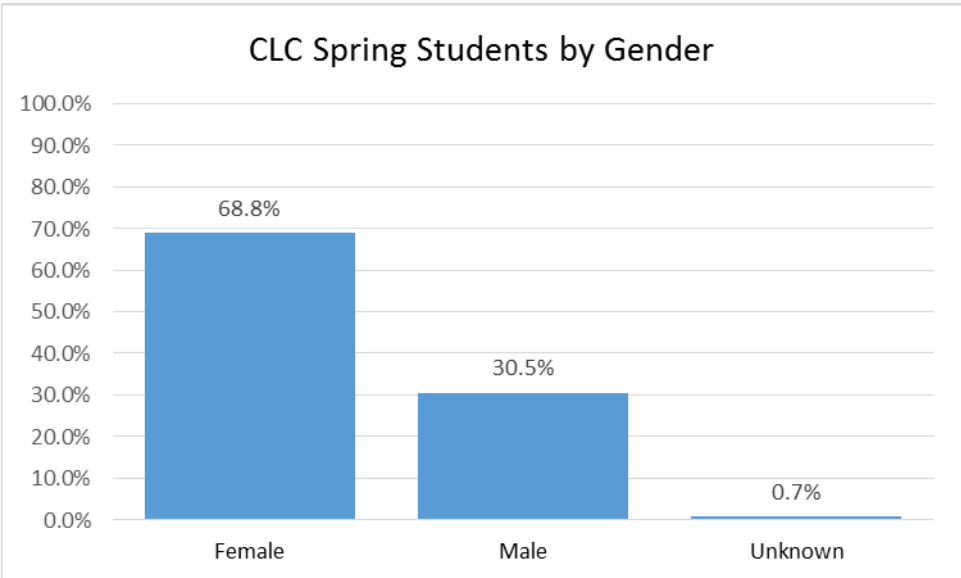
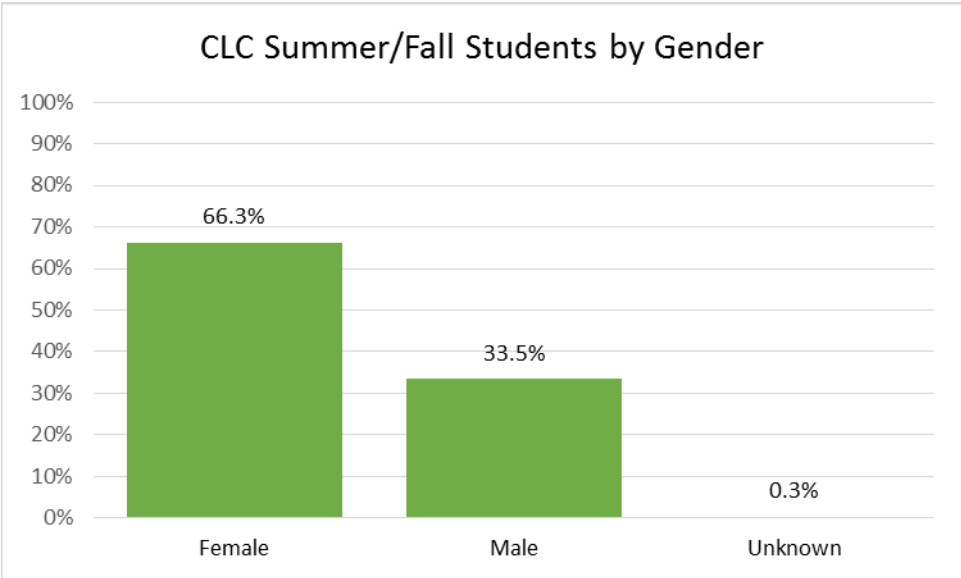
Facilitated Learning Session Participants



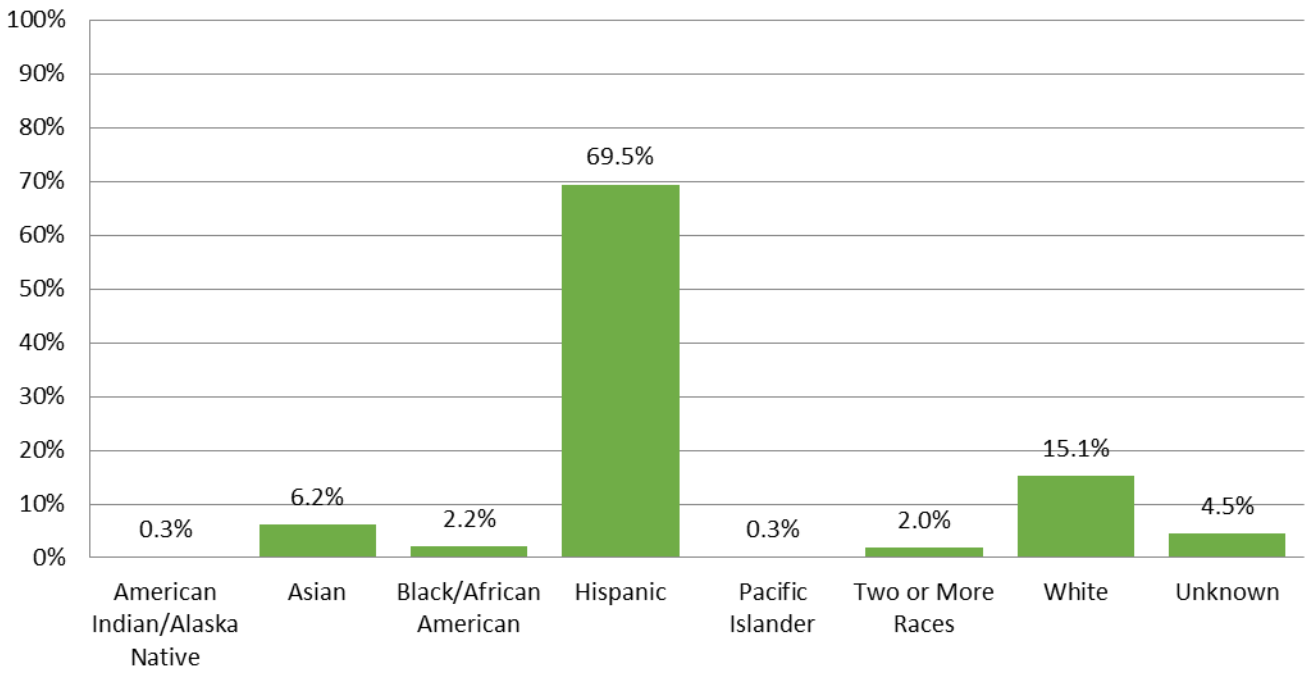
Student Success Workshop Participants



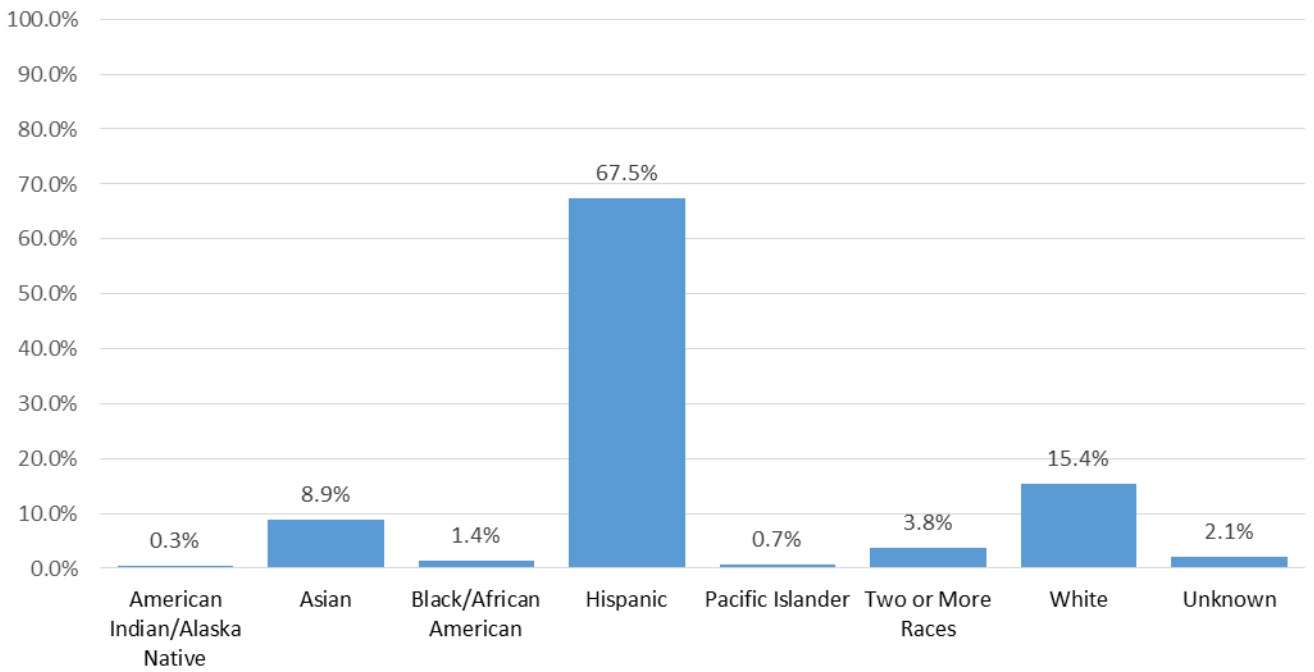
Community Learning Center Tutoring Appointments and Drop-ins



CLC Summer/Fall Students by Ethnicity



CLC Spring Students by Ethnicity



Number of Students Served (Tutees)

By Appointment

Students Served	SUMMER	FALL	SPRING	TOTAL by Campus
Oceanside		745	750	1312
San Elijo		220	163	337
Community Learning Center	140	345	308	631
TOTAL by Semester	140	1331	1175	2162

Figures for each term and by semester are unduplicated.
Total by campus is unduplicated total for AY 17-18.

By Drop-In

Students Served	FALL	SPRING	TOTAL
Accounting	77	52	108
Computer Science	53	70	118
Puente	11	28	28
Music	20	17	37
Student Success Workshops	391	313	773
TOTAL by Semester	552	480	1064

Semester totals reflect some duplication; figures for each term are unduplicated.
Total is unduplicated total for AY 17-18.

Tracking of STEM contacts was done by the STEM Center and no information was available to show how many STEM Students were served by TASC tutors. TASC provided 1,625 hours of drop-in tutoring in the STEM Center.

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		4105	3522	7627
San Elijo		890	910	1800
Community Learning Center	394	1438	1491	3323
TOTAL	394	6433	5923	12750

Drop-Ins

Student Contacts	SUMMER	FALL	SPRING	TOTAL
Accounting		349	224	573
Computer Science		237	256	493
Puente		56	79	135
Music		84	67	151
Student Success Workshops	104	502	390	892
TOTAL	104	3623	4927	8654

Hours of Tutoring

Appointments

Appointment Hours	SUMMER	FALL	SPRING
	NO. OF HOURS	NO. OF HOURS	NO. OF HOURS
Oceanside		3489	2988
San Elijo		795	750
*CLC	209	891	990
ONLINE	103	264	460
TOTAL	312	5439	5188

*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	367	87	319	60	833
LRNS Lab	34	0	34	0	68
Academic Success Coaching	0	0	93	0	93
Accounting Drop-ins	168	0	210	0	378
Anatomy Open Lab	211	42	205	25	483
Biology 100 Drop-ins	207	0	155	0	362
Biology 200 Drop-ins	234	0	160	0	394
Chemistry Drop-ins	315	118	259	46	738
Computer Science Drop-ins	179	0	189	0	368
Music Drop-ins	118	0	145	0	263
Physics Drop-ins	200	0	148	0	348
Puente Drop-ins	82	0	98	0	180
UMOJA Drop-ins	12	0	0	0	12
TOTAL HOURS BY SEMESTER	2127	247	1981	131	Grand Total 4486

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	71	63
San Elijo	0	24	20
CLC	4	9	9
UNDUPLICATED TOTAL FOR 2017 - 2018 = 81			

63 of the 81 tutors served in multiple departmental roles (78%)

- ❖ 8 of the 81 tutors served as trainers for new tutors (10%)
- ❖ 26 of the 81 tutors served as Facilitators (32%)
- ❖ 53 of the 81 tutors served as drop-in tutors (65%)

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. 43 new tutors were hired in the fall of 2017. 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
Biotechnology
Business Administration
Chemistry
Child Development
Computer Science
Computer Studies and Information Technology
Earth Sciences
Economics
French
Geography
Geology
History
Japanese
Kinesiology
Learning Skills
Mathematics
Music
Music Technology
Nutrition
Oceanography
Philosophy
Physical Science
Physics
Political Science
Psychology
Religious Studies
Sociology
Spanish
Study Skills

eTutoring

MiraCosta has been participating in the Western eTutoring Consortium since 2012 – 2013. Four 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	210	399	421	1030
Unduplicated # of Students Served	23	78	64	141

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

eChat (synchronous) by discipline	SUMMER	FALL	SPRING	TOTAL
Accounting	5	9	15	29
Anatomy & Physiology	1	3	1	5
Biology	1	3	18	22
Calculus	106	99	38	243
Chemistry	2	29	39	70
Computer Science (Java/C++)	1	1	6	8
Economics			1	1
Math	75	183	227	485
Microsoft Office	1			1
Physics		7	9	16
Spanish	4	4	2	10
Statistics		6	12	18
Unclassified	3	10	12	25
Writing		1		1
# of Sessions	199	355	380	934
Average length of session	38 min	30 min	39 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. 35 special sessions are offered in fall and spring semesters.

Facilitated Learning Session Overview by Semester

Facilitated Learning Session Overview	Fall 2017	Spring 2018
Number of FLS offered ¹	45	35
Number of Courses	31	29
Number of Instructors	20	20
Individual Students Served (Unduplicated) ²	396	317
Total Number of Student Contacts	2106	1807
Total Number of all Sessions ³	509	455
Number of Facilitators	26	21

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 2017

	# of students enrolled	FLS participants	Non-participants	% of FLS participation
TOTALS FOR ALL FLS	1057	256	801	28%
Average Successful Course Completion Rate		73%	52%	
W's	261	25	236	
% of W's	25%	10%	29%	
Average Grade in Course		2.59	2.21	
Average Overall GPA		2.98	2.65	

Spring 2018

	# of students enrolled	FLS participants	Non-participants	% of FLS participation
TOTALS FOR ALL FLS	888	200	688	23%
Average Successful Course Completion Rate		71%	55%	
W's	214	26	188	
% of W's	24%	13%	27%	
Average Grade in Course		2.86	2.40	
Average Overall GPA		3.14	2.71	

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 2017

Course	Instructor	# of sessions offered	# of students (unduplicated)	# of student contacts
ANTH 101	Miller	24	15	94
BIO 230	Klingbeil	10	16	65
BIO 230	Kulkarni	29	28	152
BIO 230	Tamraker	16	15	102
CHEM 108	Contreras	14	8	49
CHEM 108	L. Selchau	13	1	5
CHEM 110	McCorkle	15	13	75
CHEM 110	McMahon	16	18	150
LRNS 42	Schaefer	14	19	87
MATH 28	Apalatea	29	9	31
MATH 28	Ferreirae	29	14	43
MATH 28	Pickett	14	8	45
MATH 30	Ha	14	11	46
MATH 30A	Dunbar	15	17	100
MATH 64A	Dunbar	16	9	96
MATH 30A	Nakamura	14	11	52
MATH 64A	Nakamura	15	13	76
MATH 64	Briggs	5	2	2
MATH 64	Bonds	29	15	46
MATH 64	Nakamura	14	6	24
MATH 103	Kay	27	17	72
MATH 103	Dunbar	15	10	77
MATH 115	Ha	15	14	44
MATH 126	Safaralian	15	21	155
MATH 126	Pickett	16	16	89
MATH 126A	Pickett	14	19	118
MATH 131A	Pickett	15	14	100
MATH 150	Beltran	5	1	1
MATH 155	Bonds	22	11	49
MATH 260	Dunbar	14	6	29
MATH 270	Nakamura	15	10	25

A = Accelerated math course

Facilitated Learning Sessions Spring 2018

Course	Instructor	# of sessions offered	# of students (unduplicated)	# of student contacts
ANTH 101	Miller	31	24	163
BIO 230	Kulkarni	31	24	258
BIO 230	Tamraker	15	18	66
CHEM 108	Contreras	30	16	88
CHEM 108	Hamaoka	13	4	13
CHEM 110	McMahon	15	20	169
CHEM 110	McCorkle	15	8	25
CHEM 111	McCorkle	14	5	15
LRNS 42	Schaefer	13	16	88
MATH 28	Pickett	13	2	6
MATH 30	Ha	15	14	83
MATH 30A	Dunbar	14	15	80
MATH 64A	Dunbar	15	9	49
MATH 64	Bonds	11	1	7
MATH 64	Chantrill	15	89	14
MATH 64	Firouzian	15	8	44
MATH 64	Mariscal	22	5	17
MATH 64	Saadat	7	3	3
MATH 103	Dunbar	15	7	34
MATH 103	Pickett	8	5	22
MATH 115	Ha	15	5	21
MATH 126	Pickett	7	4	5
MATH 126	Safaralian	10	8	32
MATH 131	Beltran	8	8	16
MATH 131	Safaralian	23	30	276
MATH 150	Bonds	15	17	42
MATH 155	Bonds	30	21	70
MATH 260	Dunbar	14	5	25

A = Accelerated math course

Summer 2017 Student Success Workshops	
Workshop	# of Attendees
Student Orientation to Online Learning (4 sessions)	104
Total	104

Fall 2017 Student Success Workshops	
Workshop	# of Attendees
BlackBoard	1
Canvas (3 sessions)	7
Citing in APA Style (4 sessions)	11
Citing in MLA Style (4 sessions)	8
Finding Scholarly Articles (4 sessions)	8
Holiday Saving & Spending	4
Managing Money	1
Minimize Stress (2 sessions)	2
MiraCosta Library Welcome & Tour (6 sessions)	12
Oral Presentations (2 sessions)	1
Overcoming Math Anxiety	21
Smart Borrowing	0
Strike Read and Write Gold	0
Student Orientation to Online Learning (16 sessions)	314
SURF	0
Yoga on the Green (11 sessions)	112
Total	502

Spring 2018 Student Success Workshops	
Workshop	# of Attendees
BlackBoard	1
Canvas (2 sessions)	6
Citing in APA Style (6 sessions)	17
Citing in MLA Style (6 sessions)	5
Finding Scholarly Articles (5 sessions)	7
Minimize Stress (2 sessions)	19
MiraCosta Library Welcome & Tour (8 sessions)	4
Oral Presentations (2 sessions)	1
Overcoming Math Anxiety	27
Strike Read and Write Gold	2
Student Orientation to Online Learning (13 sessions)	212
SURF	0
Yoga on the Green (8 sessions)	89
Total	390