

# Retention Services

## Tutoring and Academic Support Center

### Annual Report 2018 – 2019



## 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. The 2018-19 academic year was the first year in which TASC did not provide support to STEM disciplines. The department expanded and piloted tutoring to the following disciplines in Career Education: Automotive Technology, Administration of Justice, Child Development, Computer Studies and Information Technologies, and Media Arts and Technologies.

We employed a motivated staff of para-professionals, faculty, and staff across two district sites. Our team of 32 employees reflects the diversity of the district. In the 2018 - 2019 year, TASC employed 28 tutors. The Tutoring and Academic Support Center had 1,575 individual credit appointments attended by 325 students in approximately 83 courses. Facilitated Learning Sessions (FLS) were attended by 70 students for a total of 396 contacts. The CLC had 2,564 appointments serving 477 students. TASC continued participating in on-line tutoring by utilizing the Western eTutoring Consortium. There were 946 contacts made by 122 students.

Drop-in tutoring was offered in Accounting, Administration of Justice, Automotive Technology, Child Development, Computer Studies and Information Technologies, Economics, Media Arts and Technologies, and Music. Over 320 students were served for 1,531 contacts. Of the students utilizing drop-in tutoring, 47% seek drop-in help within the first 8 weeks of the semester. Student Success Workshops served 377 students for 793 contacts.

A new academic support intervention, Academic Success Coaching (ASC), was developed and served 564 students for 793 contacts. The ASC focuses on helping students with the hidden curriculum such as:

**Coaching:** Goal setting, identifying sources of motivation, developing habits that advance academic outcomes,

**Emotional Intelligence:** Encouraging self-reflection of emotions that encourage/hinder academic success,

learning to turn “challenges” into learning opportunities, how to create meaningful relationships with peers, staff and faculty,

**Self-Awareness:** Building strategies to hold oneself accountable for achieving goals, understanding interests and how they can translate to academic success, developing skills to advocate for oneself,

**Classroom/Campus Navigation:** identifying classroom expectations, how to form study groups with peers, gaining an understanding of support services and how to seek out services,

**Study Skills:** Building note-taking and organizational skills, creating effective study habits.

Adapted from Smith, B. (2007). *Mentoring at-risk students through the hidden curriculum of higher education*. New York, NY: Lexington Books.

Data derived from students sustained a college success rate (earn a grade of C, pass, or better) of 74% for students receiving appointment tutoring and a rate of 68% 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 60% for students not receiving tutoring. Of students who seek tutoring, 45% do it within the first 8 weeks of the semester. 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 6,000 contacts in all service components. **Results:** FY 18-19 saw 7,650 contacts in all service components. 802 unduplicated students came in for a total of 4,139 appointment contacts at OC and CLC. 1,261 unduplicated students came in for a total of 3,115 drop-in contacts. 70 unduplicated FLS students came in for a total of 396 FLS contacts.

**Objective 2: 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:** 25% 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. 12 new tutors were hired in the fall of 2018. One tutor resigned prior to the start of the spring semester.

**Objective 3: 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 2018-2019. 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. All tutors will receive training in Academic Success Coaching. An organizational structure will be developed and implemented. **Results:** An Academic Success Coaching program was developed. All tutors received Academic Success Coach training. Academic Success Coaching served 564 students in 791 contacts in AY 18-19.

## 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 74% compared to 68% for un-tutored students. The average successful course completion rate of students who attend drop-in tutoring is 78% compared to 68% for students who do not attend drop-in tutoring. The average retention rate is 5% higher for students who seek tutoring.

### Successful Course Completion Rates

#### By appointment

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Tutored	71%	73%	71%	75%	80%	73%
Un-tutored	66%	66%	68%	68%	68%	69%

#### By drop-in

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Drop-in student	77%	83%	75%	79%	76%	77%
Not a drop-in student	68%	70%	67%	70%	68%	67%

### Retention Rates

#### By appointment

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Tutored	84%	86%	84%	85%	87%	86%
Un-tutored	80%	80%	81%	80%	82%	80%

#### By drop-in

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Drop-in student	87%	90%	87%	86%	82%	90%
Not a drop-in student	80%	81%	81%	82%	81%	80%

## Student Persistence Data

Tutored students also persist at a 16% 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 60%. Students who attended drop-in tutoring persisted at 78% whereas students who did not attend drop-in tutoring persisted at 60%. Persistence is defined as continuous enrollment from one primary semester to the next.

### Primary Term Persistence

#### By appointment

	<b>Tutored</b>	<b>% Persisted</b>		<b>Overall</b>	<b>% Persisted</b>
<b>Spring 2017</b>	890			14,947	
<b>Fall 2017</b>	603	67.75%		8,154	54.55%
<b>Fall 2017</b>	991			15,072	
<b>Spring 2018</b>	845	85.27%		10,416	69.11%
<b>Fall 2018</b>	196			14,111	
<b>Spring 2019</b>	146	74.49%		7,771	55.07%

#### By drop-in

	<b>Drop-in</b>	<b>% Persisted</b>		<b>Overall</b>	<b>% Persisted</b>
<b>Spring 2017</b>	511			14,947	
<b>Fall 2017</b>	351	68.69%		8,154	54.55%
<b>Fall 2017</b>	151			15,072	
<b>Spring 2018</b>	139	92.05%		10,416	69.11%
<b>Fall 2018</b>	166			14,111	
<b>Spring 2019</b>	121	72.89%		7,771	55.07%

On average for the past 3 academic years, un-tutored and tutored students earn A's, B's and C's at a very similar rate. However, the withdrawal rate is 6% lower for tutored students than for un-tutored students. The data shows that seeking tutoring is keeping students from withdrawing.

### Grades and Withdrawal Rates

	A	B	C	P	W
<b>Fall 2016</b>					
Tutored	24%	28%	17%	2%	16%
Un-tutored	26%	23%	16%	1%	20%
<b>Spring 2017</b>					
Tutored	24%	27%	18%	3%	14%
Un-tutored	27%	22%	16%	1%	20%
<b>Fall 2017</b>					
Tutored	29%	24%	16%	1%	16%
Un-tutored	31%	22%	15%	0%	19%
<b>Spring 2018</b>					
Tutored	30%	27%	17%	2%	15%
Un-tutored	29%	23%	15%	1%	20%
<b>Fall 2018</b>					
Tutored	36%	28%	16%	1%	13%
Un-tutored	31%	23%	13%	0%	18%
<b>Spring 2019</b>					
Tutored	35%	20%	14%	4%	14%
Un-tutored	34%	21%	13%	1%	20%
<b>Average</b>					
Tutored	35%	20%	14%	4%	14%
Un-tutored	34%	21%	13%	1%	20%

### Overall GPA

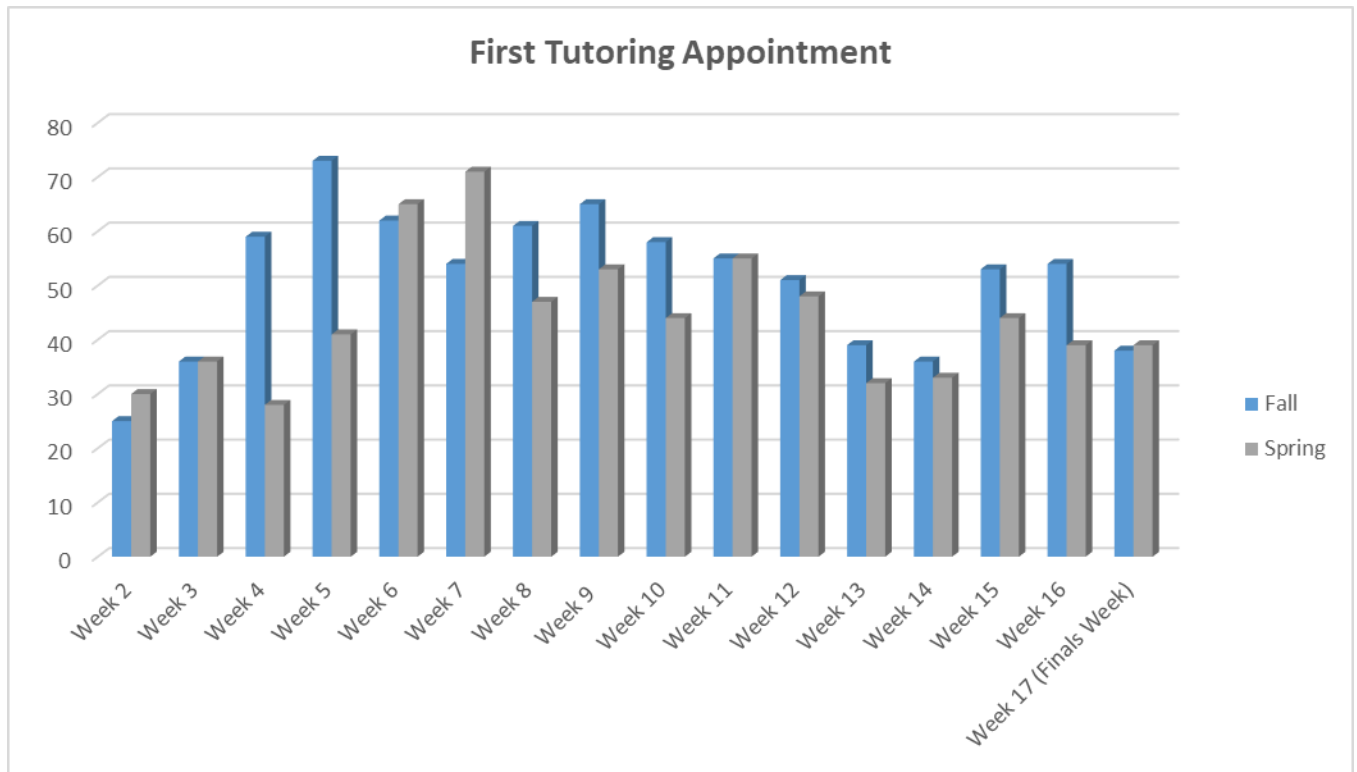
Only enrollments where tutoring was provided

	Fall 2018	Spring 2019
Tutored Students	3.02	2.85
Un-tutored Students	2.77	2.91

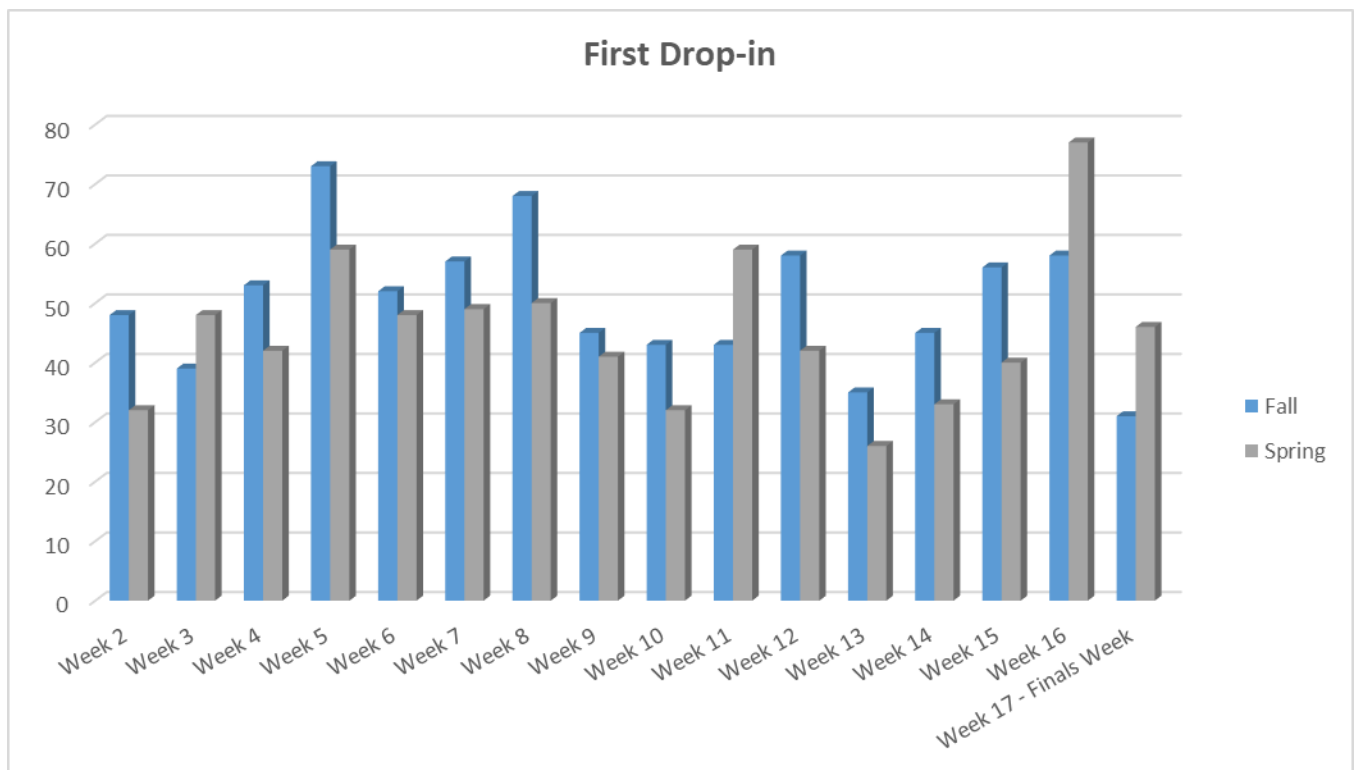
Drop-ins

	Fall 2018	Spring 2019
Drop-in student	3.04	2.85
Not a drop-in student	2.80	2.86

Of students who seek appointment tutoring, 45% do it within the first 8 weeks of the semester.



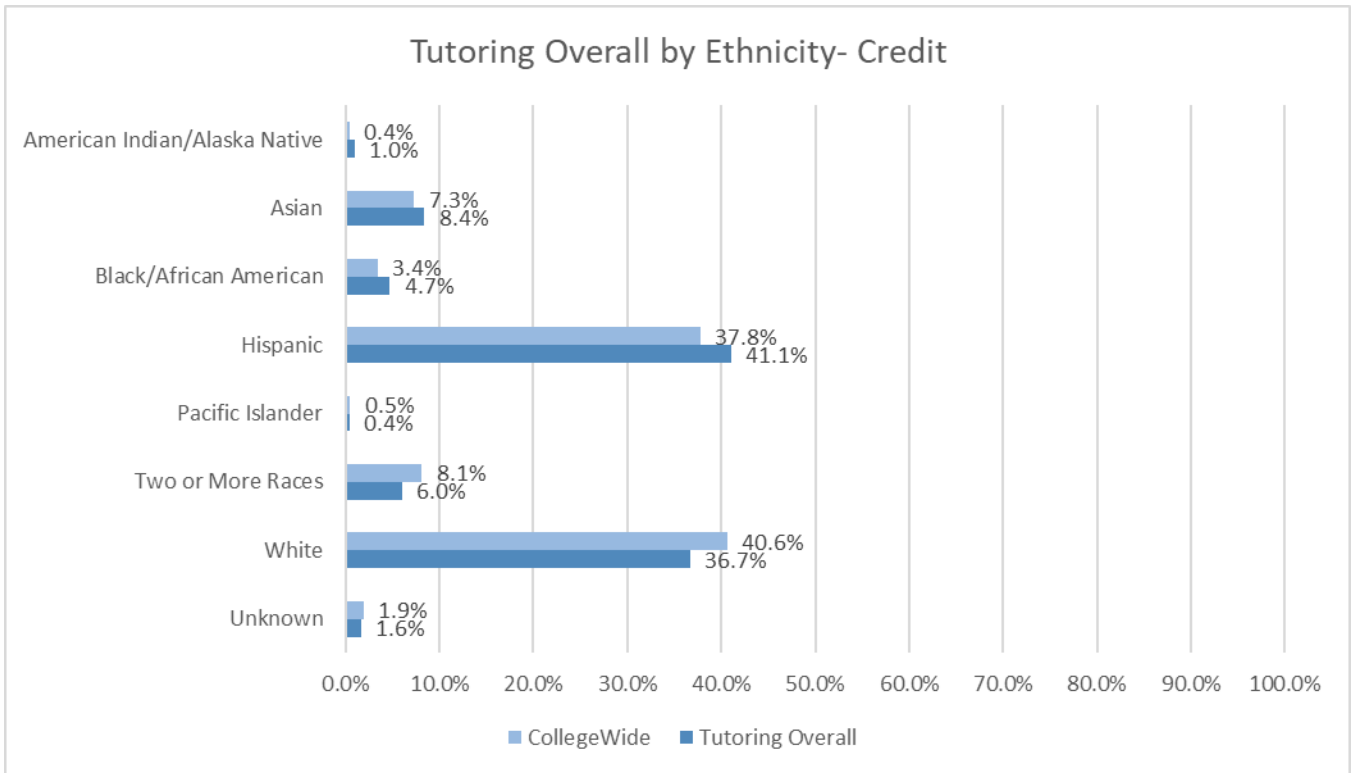
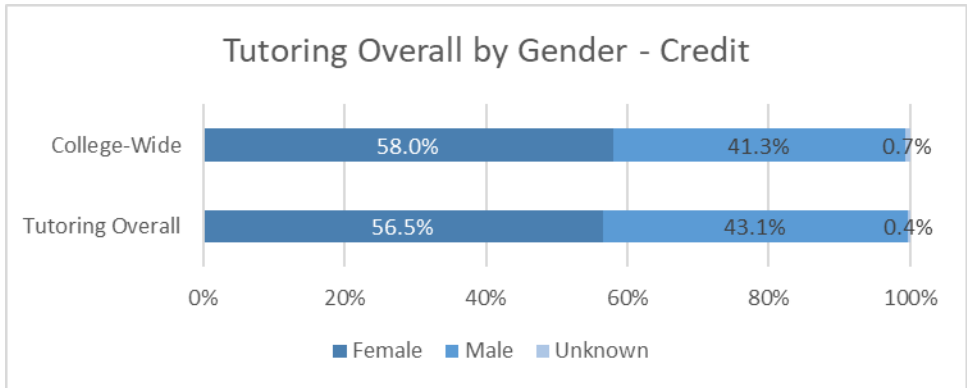
Of students who seek drop-in help, 47% do it within the first 8 weeks of the semester.



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.
- Office of Research, Planning & Institutional Effectiveness 2019

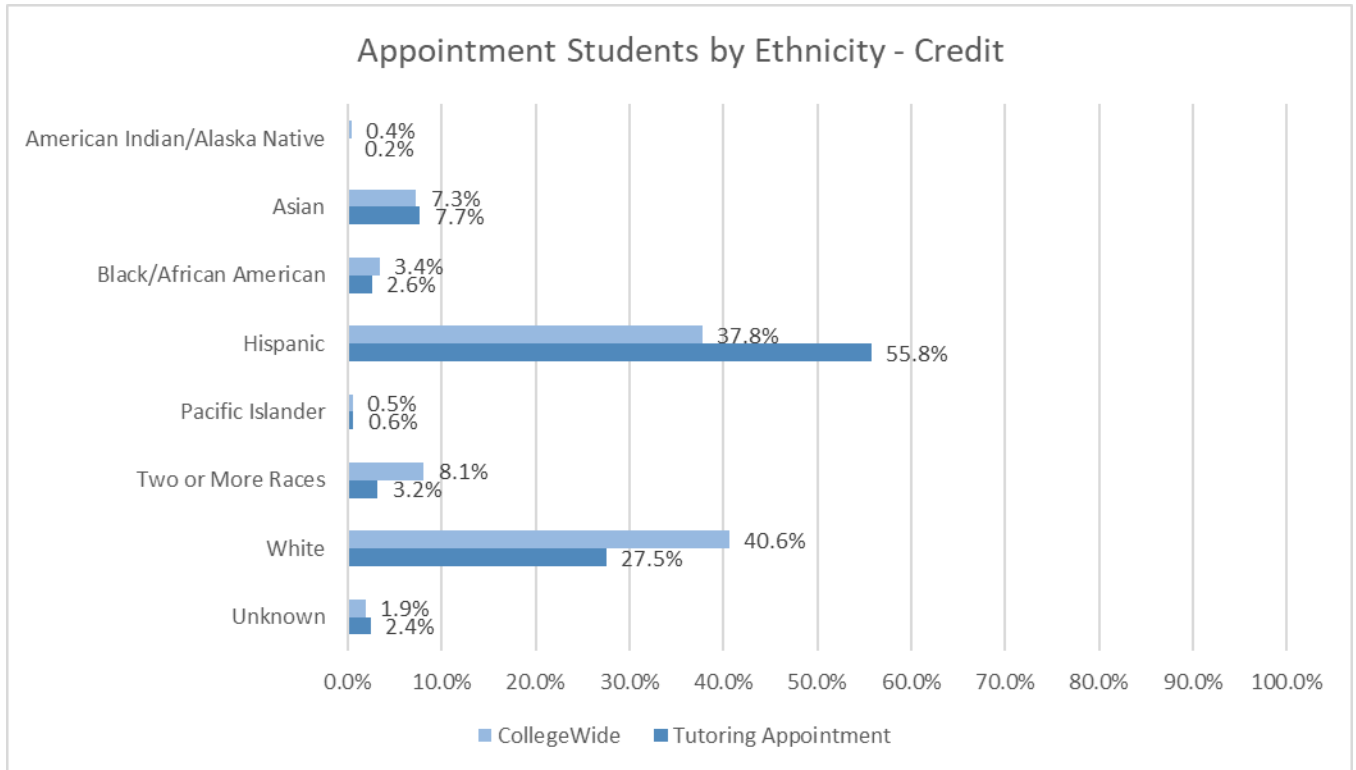
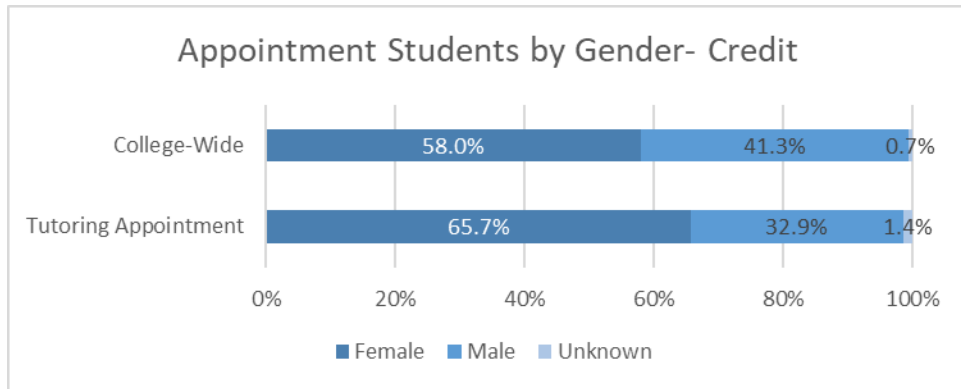
## Tutee Demographics

### Credit Students who participated in any TASC activity

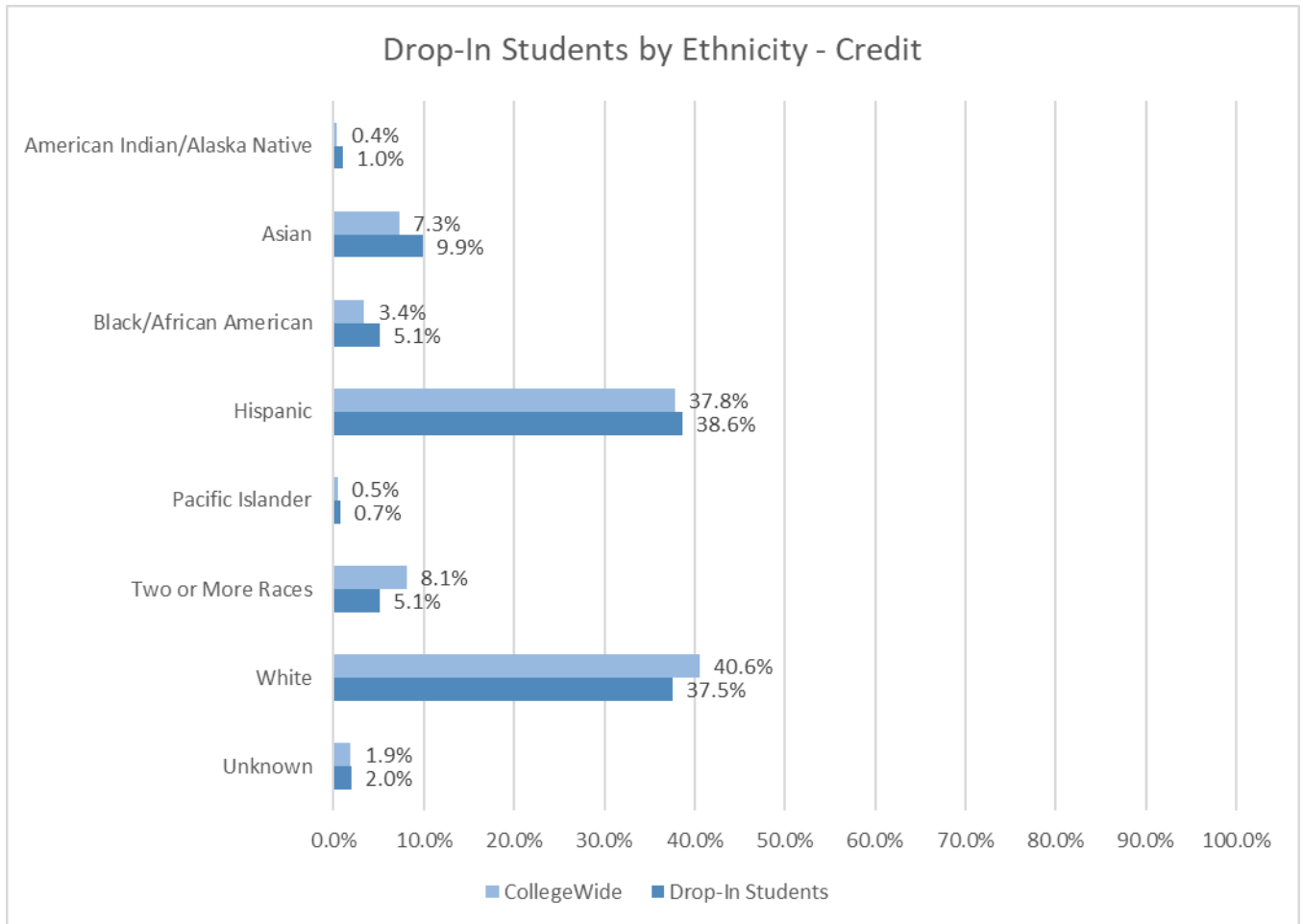
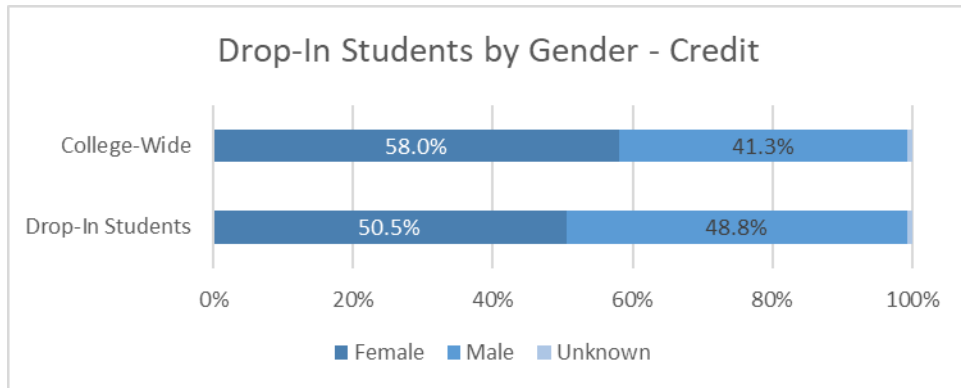




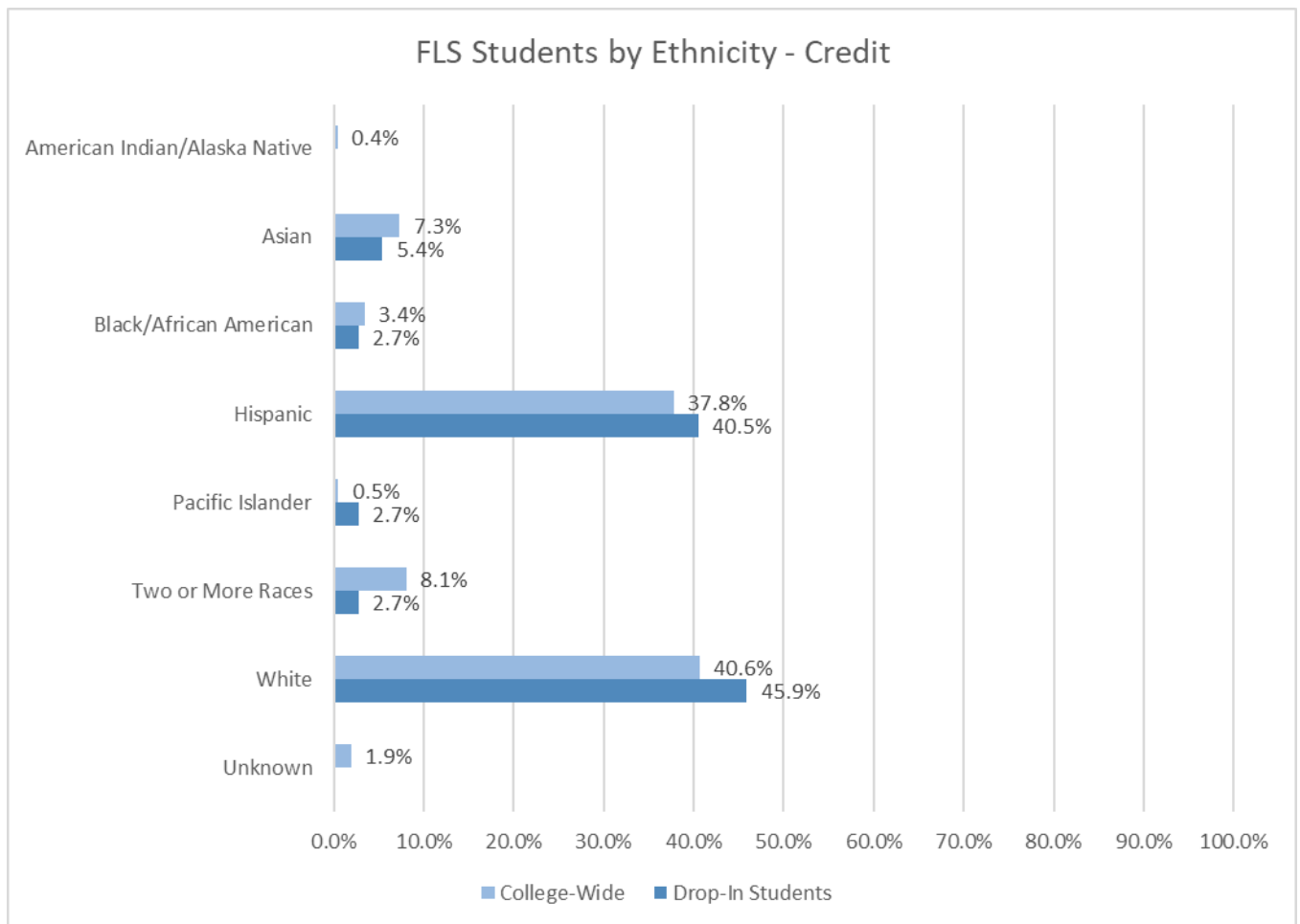
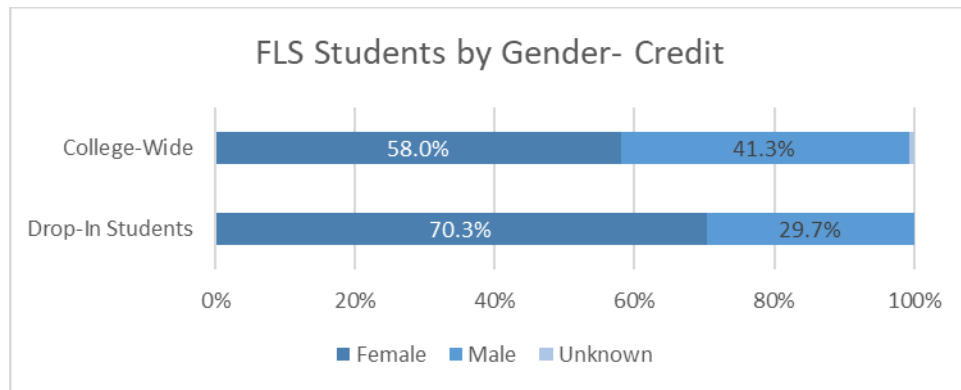
## Oceanside and San Elijo Campus Appointment Tutees



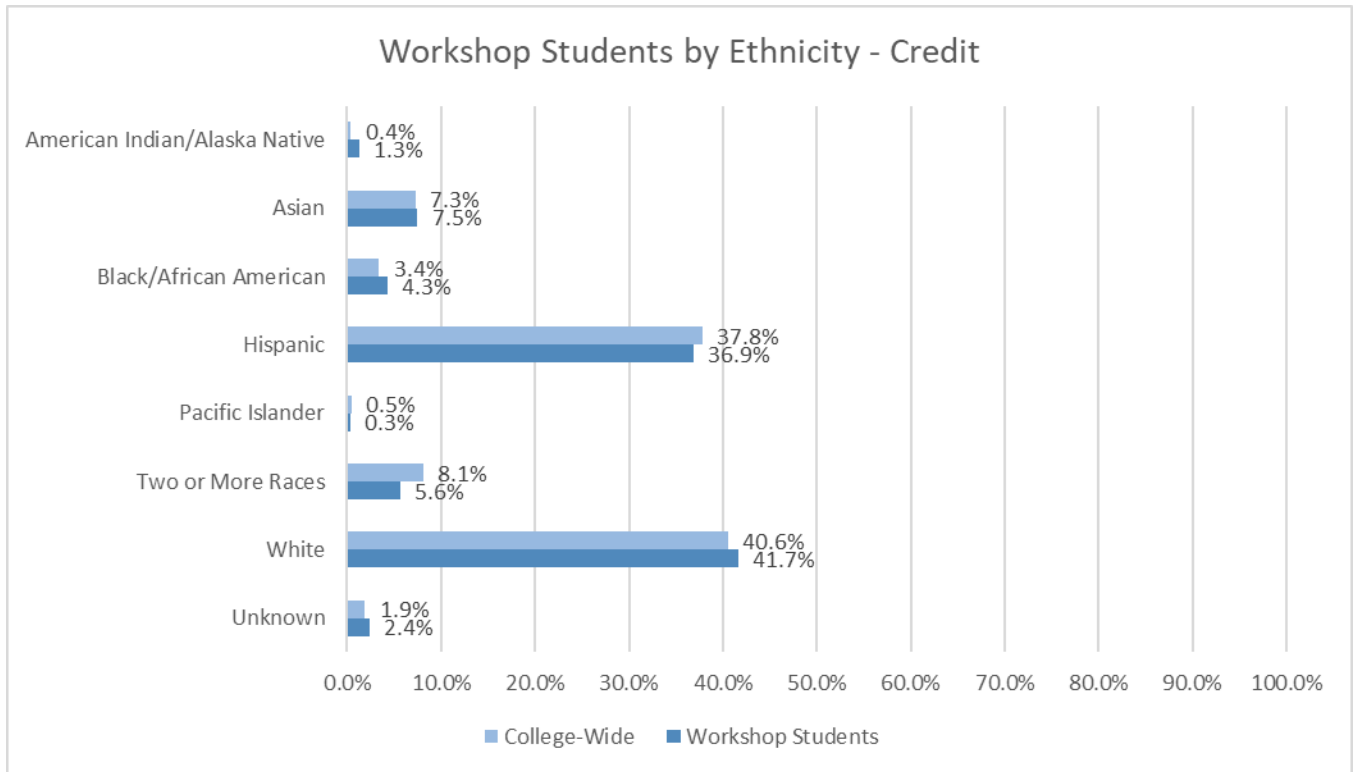
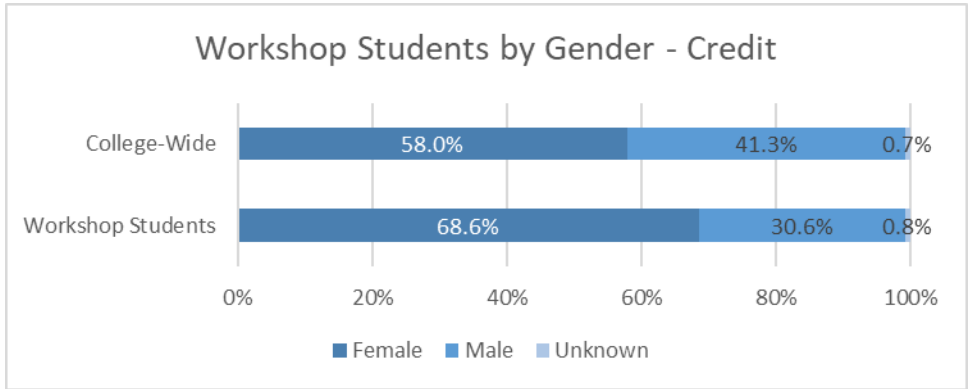
## Oceanside and San Elijo Campus Drop-in Tutees



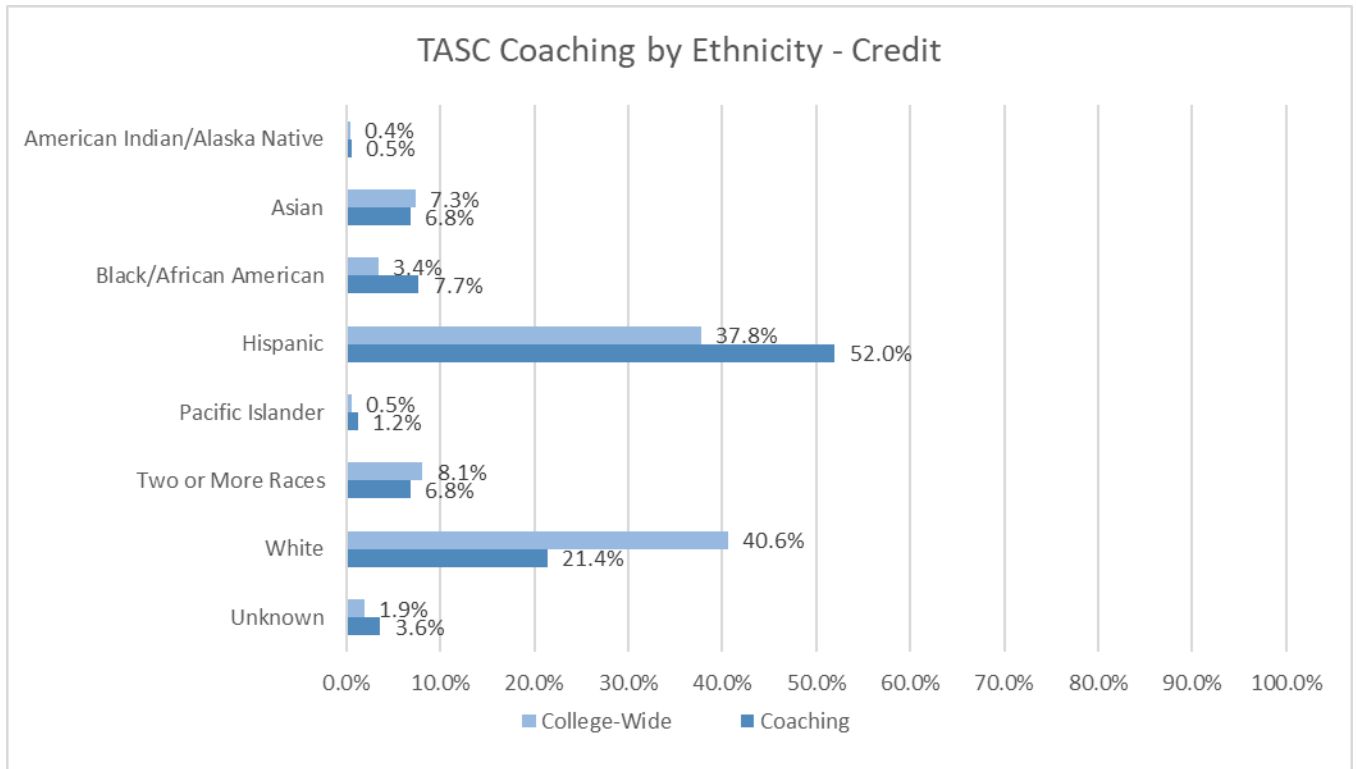
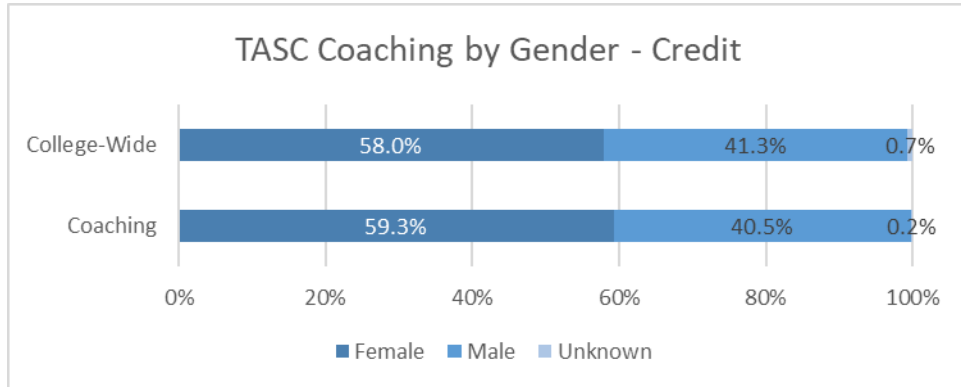
## Facilitated Learning Session Participants



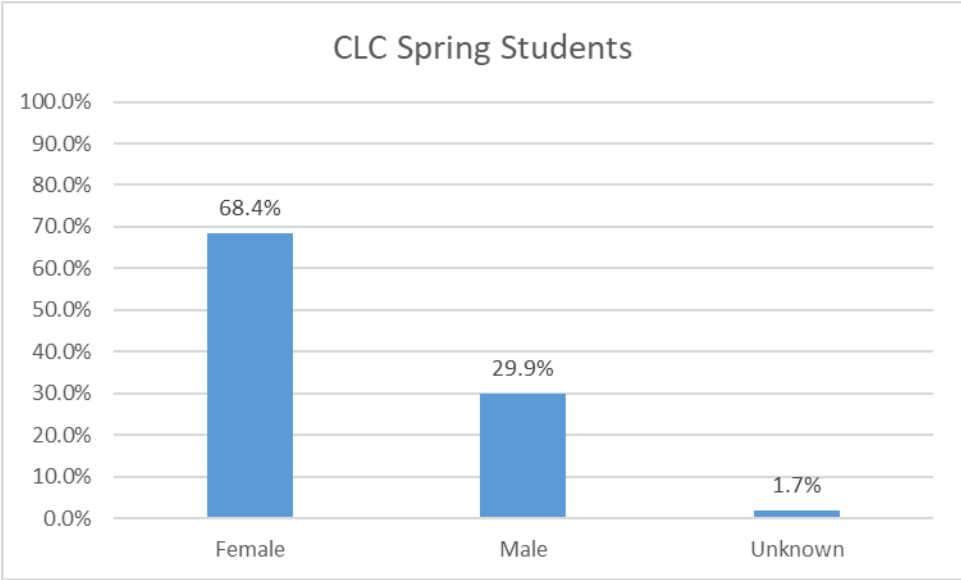
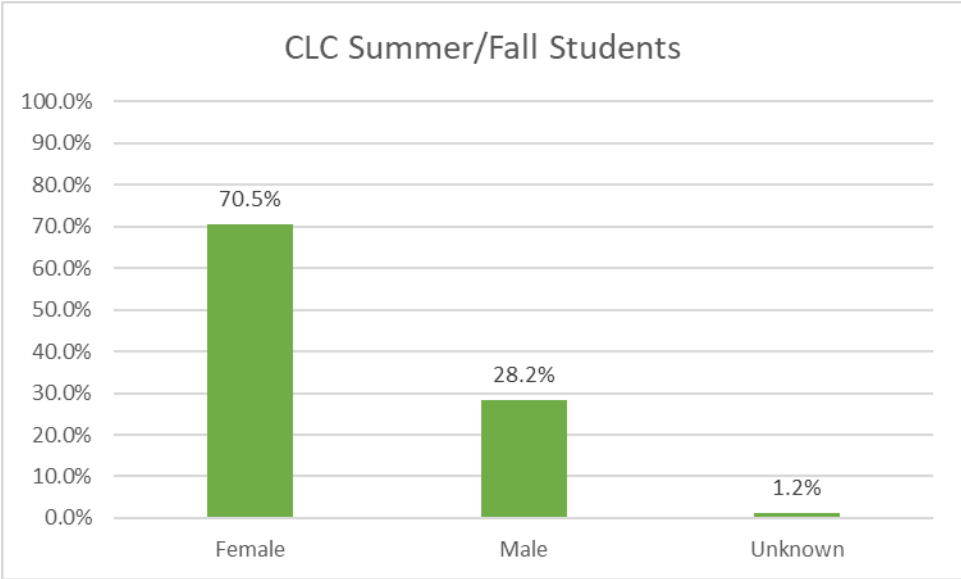
### Student Success Workshop Participants



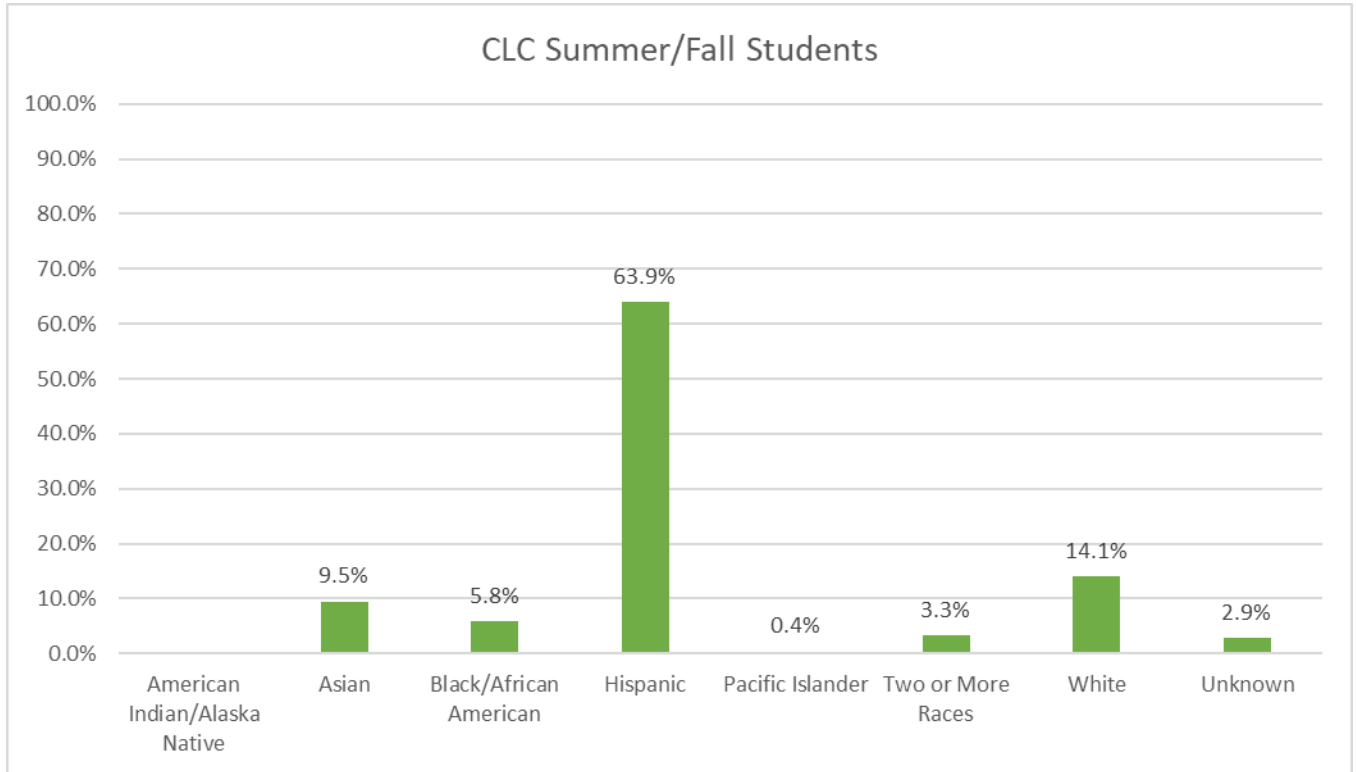
### Academic Success Coaching Students Served



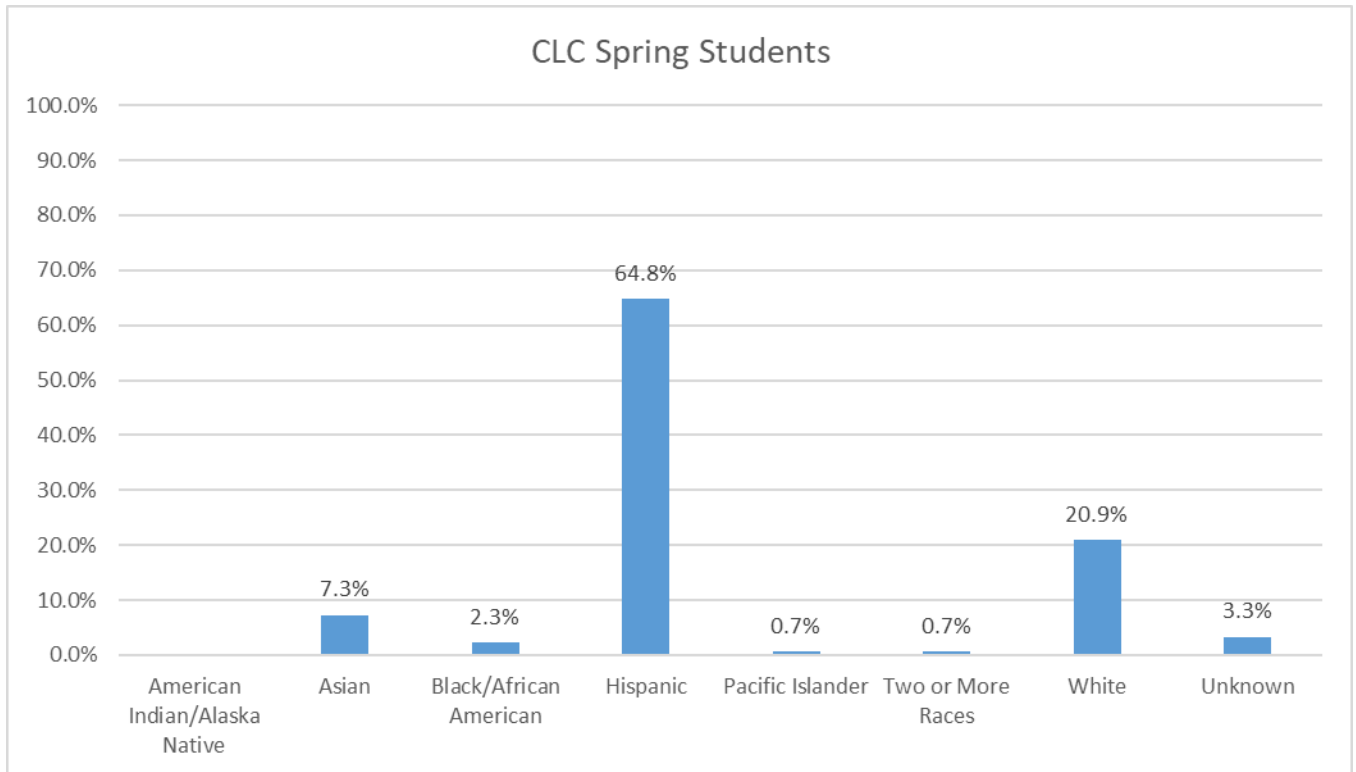
**Community Learning Center Tutoring Appointments and Drop-ins**



## SUMMER 2018 / FALL 2018



## SPRING 2019



## Number of Students Served (Tutees)

### By Appointment

<b>Students Served</b>	SUMMER	FALL	SPRING	TOTAL by Campus
Oceanside		192	173	325
Community Learning Center	73	205	302	477
<b>TOTAL by Semester</b>	73	397	475	802

Figures for each term and by semester are unduplicated.  
Total by campus is unduplicated total for AY 18-19.

### By Drop-In

<b>Students Served</b>	FALL	SPRING	TOTAL
Accounting	107	100	184
Administration of Justice	2		2
Automotive Technology	8		8
Child Development	4	2	6
Computer Studies & Information Technology	6	3	8
Economics	26	47	65
Media Arts & Technologies	12	10	20
Music	16	15	27
Academic Success Coaching	402	205	564
*Student Success Workshops	285	97*	377
<b>TOTAL by Semester</b>	868	479	1261

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

\*Spring Orientation to Online Learning Workshops did not track individual students



## Number of Student Contacts

**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 6,000 contacts in all service components.

### Individual Appointments Attended

<b>Student Contacts</b>	SUMMER	FALL	SPRING	TOTAL
Oceanside		855	720	1575
Community Learning Center	281	958	1325	2564
<b>TOTAL</b>	281	1813	2045	4139

### Drop-Ins

<b>Student Contacts</b>	SUMMER	FALL	SPRING	TOTAL
Accounting		478	463	941
Administration of Justice		5		5
Automotive Technology		23		23
Child Development		5	2	7
Computer Studies & Information Technology		34	4	38
Economics		171	204	375
Media Arts & Technologies		38	24	62
Music		51	29	80
Academic Success Coaching		529	262	791
Student Success Workshops	119	324	350	793
<b>TOTAL</b>	119	1658	1338	3115

Of students seeking Accounting and Economics drop-in help, 66 contacts in fall and 42 contacts in spring took place at the San Elijo Campus.

## Hours of Tutoring

### Appointments

Appointment Hours	SUMMER	FALL	SPRING
	NO. OF HOURS	NO. OF HOURS	NO. OF HOURS
Oceanside		775	697
*CLC	124	713	688
ONLINE		282	241
<b>TOTAL</b>	124	1770	1626

\*CLC hours exclude Tutor Coordinator hours.

### Groups, Drop-ins, Labs

Group Hours	FALL		SPRING		TOTAL HOURS BY ACTIVITY
	Oceanside	San Elijo	Oceanside	San Elijo	
Academic Success Coaching	928		596		1524
FLS	43		42		85
LRNS Lab	36		38		74
Accounting Drop-ins	305	80	348	72	805
Admin of Justice Drop-ins	76				76
Auto Tech Drop-ins	128				128
Child Dev Drop-ins	56		15		71
CSIT Drop-ins	51		33		84
MAT Drop-ins	168		90		258
Music Drop-ins	88		33		121
<b>TOTAL HOURS BY SEMESTER</b>	1879	80	1195	72	<b>Grand Total 3226</b>

**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
<b>Oceanside</b>	0	26	23
<b>San Elijo</b>	0	1	1
<b>CLC</b>	2	7	6
<b>UNDUPLICATED TOTAL FOR 2018 - 2019 = 28</b>			

23 of the 28 tutors served in multiple departmental roles (82%)

- ❖ 3 of the 28 tutors served as trainers for new tutors (11%)
- ❖ 2 of the 28 tutors served as Facilitators (7%)
- ❖ 15 of the 28 tutors served as drop-in tutors (54%)
- ❖ 17 of the 28 tutors served as academic success coaches (61%)

25% 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. 12 new tutors were hired in the fall of 2018. One tutor resigned prior to the start of the spring semester.

## **Disciplines in which Tutoring was provided**

Tutoring was offered in 5 courses at San Elijo and 83 courses at Oceanside, in the following disciplines:

Accounting  
Administration of Justice  
Anthropology  
Art  
Automotive Technology  
Business Administration  
Child Development  
Computer Studies and Information Technology  
Economics  
French  
Geology  
History  
Learning Skills  
Media Arts and Technologies  
Music  
Political Science  
Psychology  
Religious Studies  
Sociology  
Spanish  
Study Skills

## eTutoring

MiraCosta has been participating in the Western eTutoring Consortium since 2012 – 2013. One TASC tutor is assigned a total of 7.5 hours of eTutoring per week for the fall and spring semesters.

<b>eTutoring</b>	SUMMER	FALL	SPRING	TOTAL
Contacts	173	414	359	946
Unduplicated # of Students Served	31	51	55	122

<b>eQuestions (asynchronous) by discipline</b>	SUMMER	FALL	SPRING	TOTAL
Accounting		1		1
Anatomy & Physiology		1		1
Biology		1	1	2
Calculus	11	1		12
Chemistry	2	4	5	11
Computer Science (Java/C++)			1	1
Economics	1		1	2
Math	17	1	9	27
Microsoft Office		2		2
Psychology		1		1
Spanish		3	4	7
Statistics	1	1	2	4
Writing		1	1	2

<b>eChat (synchronous) by discipline</b>	SUMMER	FALL	SPRING	TOTAL
Accounting	9	41	19	69
Anatomy & Physiology		2	4	6
Biology	1		2	3
Calculus	41	87	83	211
Chemistry	17	35	31	83
Economics			1	1
Math	68	216	162	446
Spanish		5	13	18
Statistics		1	5	6
Unclassified	5	3	13	21
Writing			1	1
# of Sessions	141	390	337	865
Average length of session	32 min	37 min	33 min	35 min

## Facilitated Learning Session Overview by Semester

Facilitated Learning Session Overview	Fall 2018	Spring 2019
Number of FLS offered <sup>1</sup>	2	2
Number of Courses	2	2
Number of Instructors	2	2
Individual Students Served (Unduplicated) <sup>2</sup>	37	33
Total Number of Student Contacts	216	180
Total Number of all Sessions <sup>3</sup>	46	43
Number of Facilitators	2	2

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 2018

	# of students enrolled	FLS participants	Non-participants	% of FLS participation
<b>TOTALS FOR ALL FLS</b>	<b>52</b>	<b>25</b>	<b>27</b>	<b>55%</b>
<b>Average Successful Course Completion Rate</b>		<b>90%</b>	<b>49%</b>	
<b>W's</b>	<b>10</b>	<b>2</b>	<b>8</b>	
<b>% of W's</b>	<b>19%</b>	<b>8%</b>	<b>30%</b>	
<b>Average Grade in Course</b>		<b>3.31</b>	<b>2.97</b>	
<b>Average Overall GPA</b>		<b>3.12</b>	<b>2.59</b>	

#### Spring 2019

	# of students enrolled	FLS participants	Non-participants	% of FLS participation
<b>TOTALS FOR ALL FLS</b>	<b>63</b>	<b>22</b>	<b>41</b>	<b>33%</b>
<b>Average Successful Course Completion Rate</b>		<b>94%</b>	<b>55%</b>	
<b>W's</b>	<b>12</b>	<b>0</b>	<b>12</b>	
<b>% of W's</b>	<b>19%</b>	<b>0%</b>	<b>29%</b>	
<b>Average Grade in Course</b>		<b>2.96</b>	<b>2.44</b>	
<b>Average Overall GPA</b>		<b>2.91</b>	<b>2.23</b>	

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 2018

Course	Instructor	# of sessions offered	# of students (unduplicated)	# of student contacts
ANTH 101	Miller	32	23	147
LRNS 42	Schaefer	14	14	69

Spring 2019

Course	Instructor	# of sessions offered	# of students (unduplicated)	# of student contacts
ANTH 101	Miller	28	22	138
LRNS 42	Schaefer	15	11	42

<b>Summer 2018 Student Success Workshops</b>	
<b>Workshop</b>	<b># of Attendees</b>
Student Orientation to Online Learning (3 sessions)	119
<b>Total</b>	<b>119</b>

<b>Fall 2018 Student Success Workshops</b>	
<b>Workshop</b>	<b># of Attendees</b>
Citing in APA Style (6 sessions)	5
Citing in MLA Style (6 sessions)	0
Fake News (2 sessions)	2
Finding Scholarly Articles (4 sessions)	0
Minimize Stress (2 sessions)	8
MiraCosta Library Welcome & Tour (8 sessions)	6
Overcoming Math Anxiety	14
Student Orientation to Online Learning (13 sessions)	225
Yoga on the Green (8 sessions)	64
<b>Total</b>	<b>324</b>



<b>Spring 2019 Student Success Workshops</b>	
<b>Workshop</b>	<b># of Attendees</b>
Finding Scholarly Articles (2 sessions)	3
Minimize Stress (2 sessions)	4
MiraCosta Library Welcome & Tour (4 sessions)	2
Overcoming Math Anxiety	17
Student Orientation to Online Learning (14 sessions)	212
The Citation Struggle is Real (4 sessions)	2
Yoga on the Green (24 sessions)	112
<b>Total</b>	<b>352</b>