

Retention Services

Tutoring and Academic Support Center

Annual Report
2019 – 2020



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 2019-20 academic year was the year of the COVID-19 pandemic. Following spring break, all courses and services were offered online.

We employed a motivated staff of para-professionals, faculty, and staff across two district sites. Our team of 26 employees reflects the diversity of the district. In the 2019 - 2020 year, TASC employed 21 tutors. The Tutoring and Academic Support Center had 1,027 individual credit appointments attended by 221 students in approximately 63 courses. Facilitated Learning Sessions (FLS) were attended by 21 students for a total of 69 contacts. The CLC had 1,811 appointments serving 211 students. TASC began participating in STAR-CA in the fall of 2019. MiraCosta tutors had 35 contacts in 6 courses, and MiraCosta students had 24 contacts in 8 courses.

Drop-in tutoring was offered in Accounting, Economics, and Music. Over 180 students were served for 875 contacts. Of the students utilizing drop-in tutoring, 71% seek drop-in help within the first 8 weeks of the semester. Student Success Workshops served 577 students for 721 contacts.

Embedded tutoring was offered in 4 sections serving 149 enrolled students in fall and 10 sections serving 265 enrolled students in spring.

Academic Success Coaching (ASC) served 488 students for 587 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 69% for students not receiving tutoring. The student persistence rate (semester to semester retention) over a 3-year period is 81% for students receiving appointment tutoring and is 64% for students not receiving tutoring. Of students who seek tutoring, 72% do it within the first 8 weeks of the semester. Our data in reference to disproportionately impacted (DI) populations for Black/African American, Latinx, and Re-Entry (over 25 years old) students show a 7-10 % increase in success and retention rates over a three-year span over students who do not utilize tutoring services in the same DI categories. 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 19-20 saw 5,090 contacts in all service components. 432 unduplicated students came in for a total of 2,838 appointment contacts at OC and CLC. 1,247 unduplicated students came in for a total of 2,183 drop-in contacts. 21 unduplicated FLS students came in for a total of 69 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:** All tutors will receive CRLA Levels 1 and 2 training.

Results: All tutors received CRLA Level 1 and 2 training. One tutor resigned prior to the start of the spring semester and one tutor was ineligible to work for 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 2019-2020. 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. Skilled tutors will receive training in Academic Success Coaching. An organizational structure will be developed and implemented.

Results: An Academic Success Coaching program was continued. Four tutors served as Academic Success Coaches. Academic Success Coaching served 488 students in 587 contacts in AY 19-20.

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 for tutored students is 74% compared to 69% for un-tutored students. The average successful course completion rate of students who attend drop-in tutoring is 82% compared to 70% for students who do not attend drop-in tutoring. The average retention rate is 5% higher for students who seek tutoring.

Please note that due to the pandemic, spring 2020 data for success and retention is slightly higher than it is normally. This is because the many students who withdrew following the pandemic were given an EW and EW isn't counted in success and retention; it decreased the sample of enrollments significantly and we didn't get the variability in W's and F's we usually see in any normal semester.

Successful Course Completion Rates

By appointment

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Tutored	71%	75%	80%	73%	74%	74%
Un-tutored	68%	68%	68%	69%	67%	71%

By drop-in

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Drop-in student	75%	79%	76%	77%	81%	83%
Not a drop-in student	67%	70%	68%	67%	67%	72%

Retention Rates

By appointment

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Tutored	84%	85%	87%	86%	82%	83%
Un-tutored	81%	80%	82%	80%	80%	80%

By drop-in

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020

Drop-in student	87%	86%	82%	90%	90%	87%
Not a drop-in student	81%	82%	81%	80%	79%	83%

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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 81% whereas un-tutored students persisted at 64%. Students who attended drop-in tutoring persisted at 84% whereas students who did not attend drop-in tutoring persisted at 64%. Persistence is defined as continuous enrollment from one primary semester to the next.

Primary Term Persistence

By appointment

	Tutored	% Persisted		Overall	% Persisted
Fall 2017	991			15,072	
Spring 2018	845	85.27%		10,416	69.11%
Fall 2018	196			14,111	
Spring 2019	146	74.49%		7,771	55.07%
Fall 2019	154			13,452	
Spring 2020	126	81.82%		9,136	67.92%

By drop-in

	Drop-in	% Persisted		Overall	% Persisted
Fall 2017	151			15,072	
Spring 2018	139	92.05%		10,416	69.11%
Fall 2018	166			14,111	
Spring 2019	121	72.89%		7,771	55.07%
Fall 2019	112			13,452	
Spring 2020	96	85.71%		9,136	67.92%

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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 4% 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
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%
Fall 2018					
Tutored	36%	28%	16%	1%	13%
Un-tutored	31%	23%	13%	0%	18%
Spring 2019					
Tutored	35%	20%	14%	4%	14%
Un-tutored	34%	21%	13%	1%	20%
Fall 2019					
Tutored	33%	20%	20%	1%	17%
Un-tutored	30%	21%	15%	1%	19%
Spring 2020					
Tutored	45%	15%	12%	1%	2%
Un-tutored	39%	20%	10%	1%	7%
Average					
Tutored	35%	22%	16%	2%	13%
Un-tutored	32%	22%	14%	1%	17%

Overall GPA

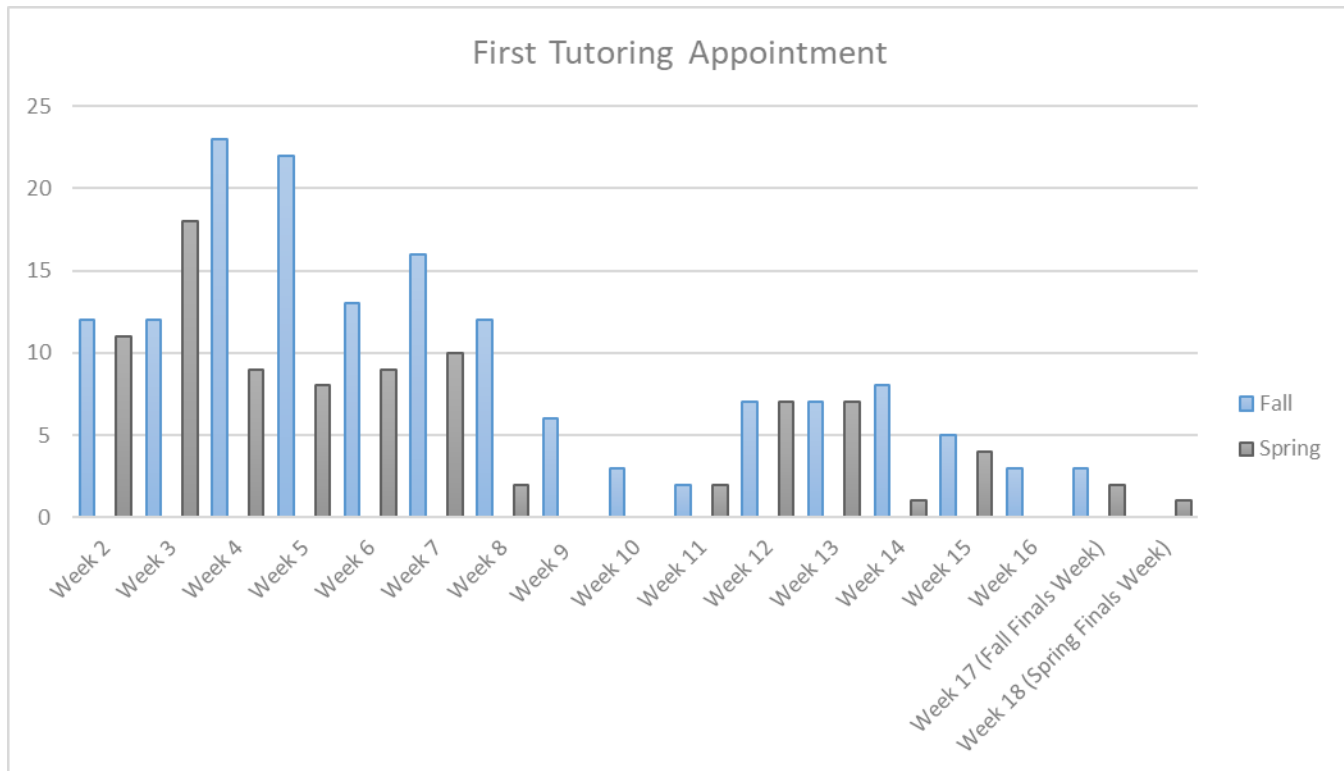
Only enrollments where tutoring was provided

	Fall 2019	Spring 2020
Tutored Students	2.35	2.48
Un-tutored Students	2.18	2.43

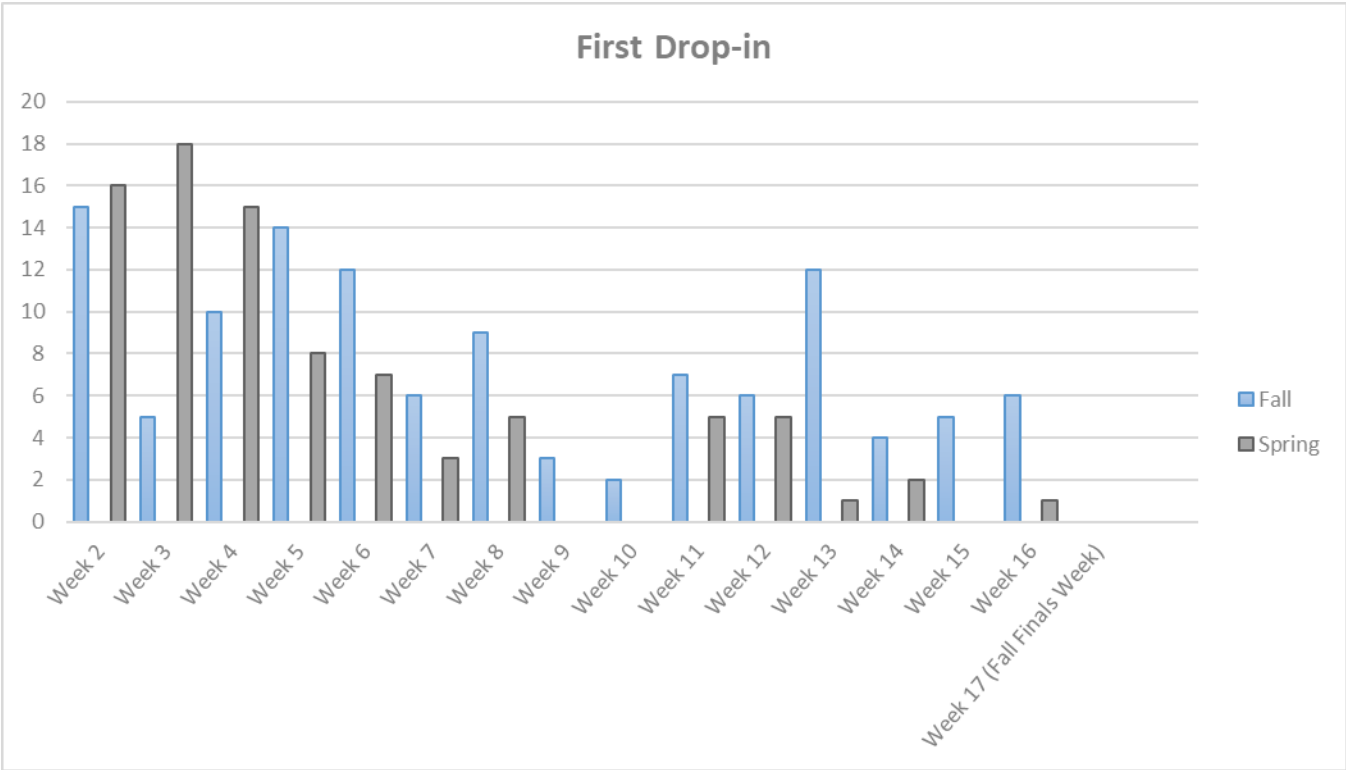
Drop-ins

	Fall 2019	Spring 2020
Drop-in student	2.43	2.43
Not a drop-in student	2.19	2.19

Of students who seek appointment tutoring, 73% do it within the first 8 weeks of the semester.



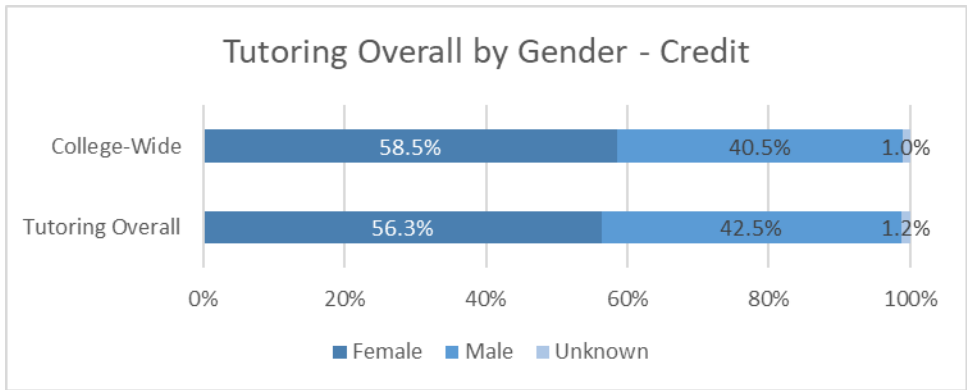
Of students who seek drop-in help, 71% do it within the first 8 weeks of the semester.

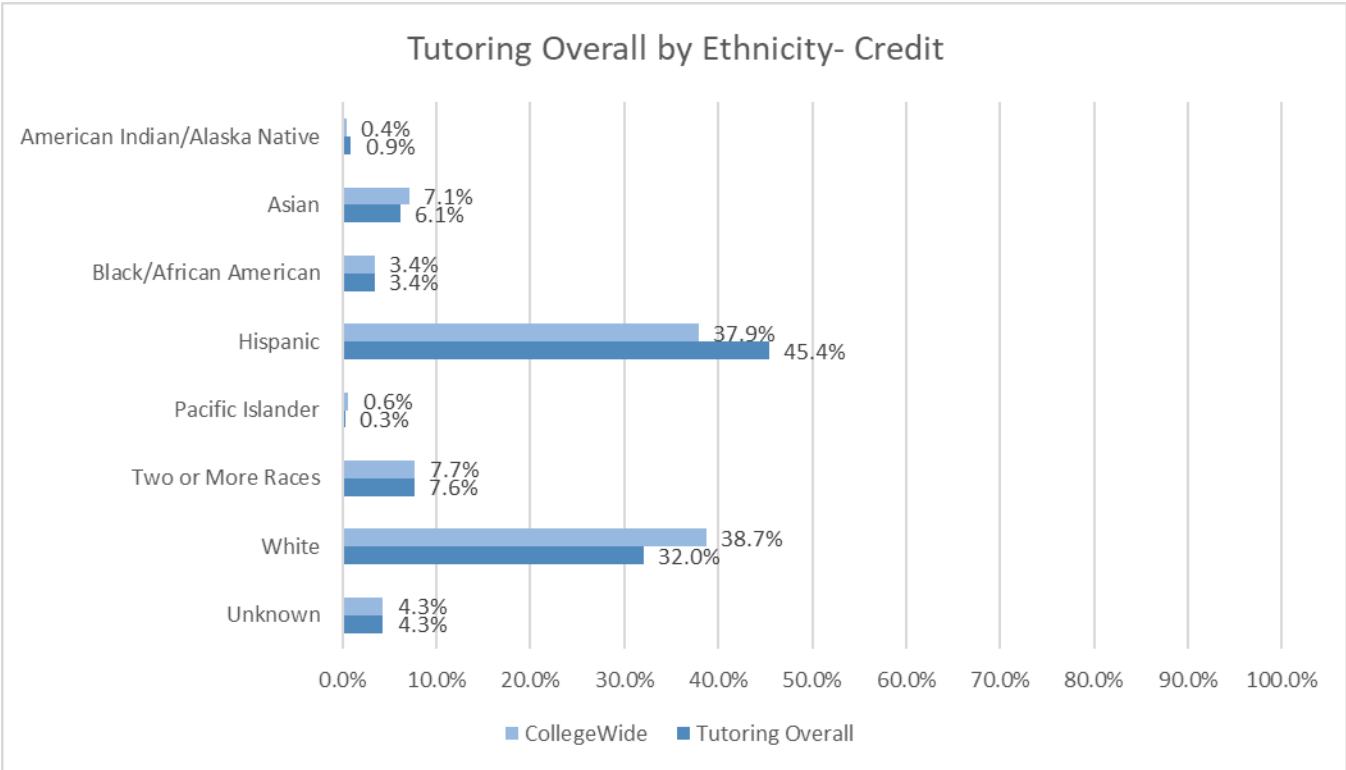


1. Late start vs. full term courses are not taken into consideration
 2. "First" appointment is by course. So a student taking multiple courses is counted once per course.
 3. No differentiation between students who need help on a single concept vs those who need more in-depth assistance.
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Tutee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

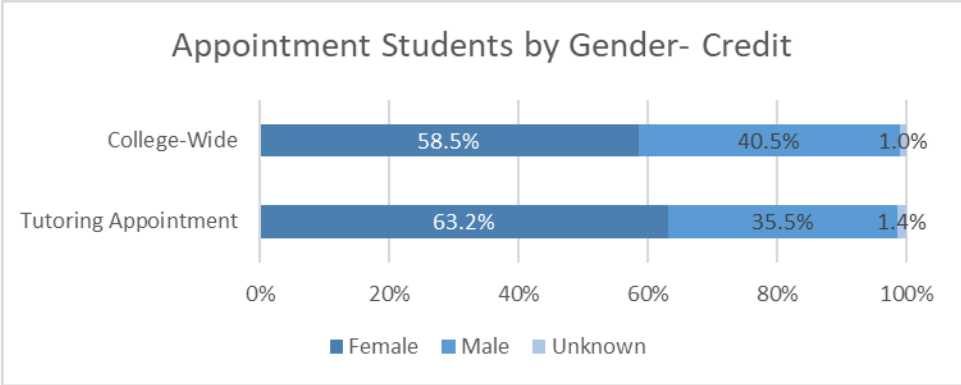
Credit Students who participated in any TASC activity

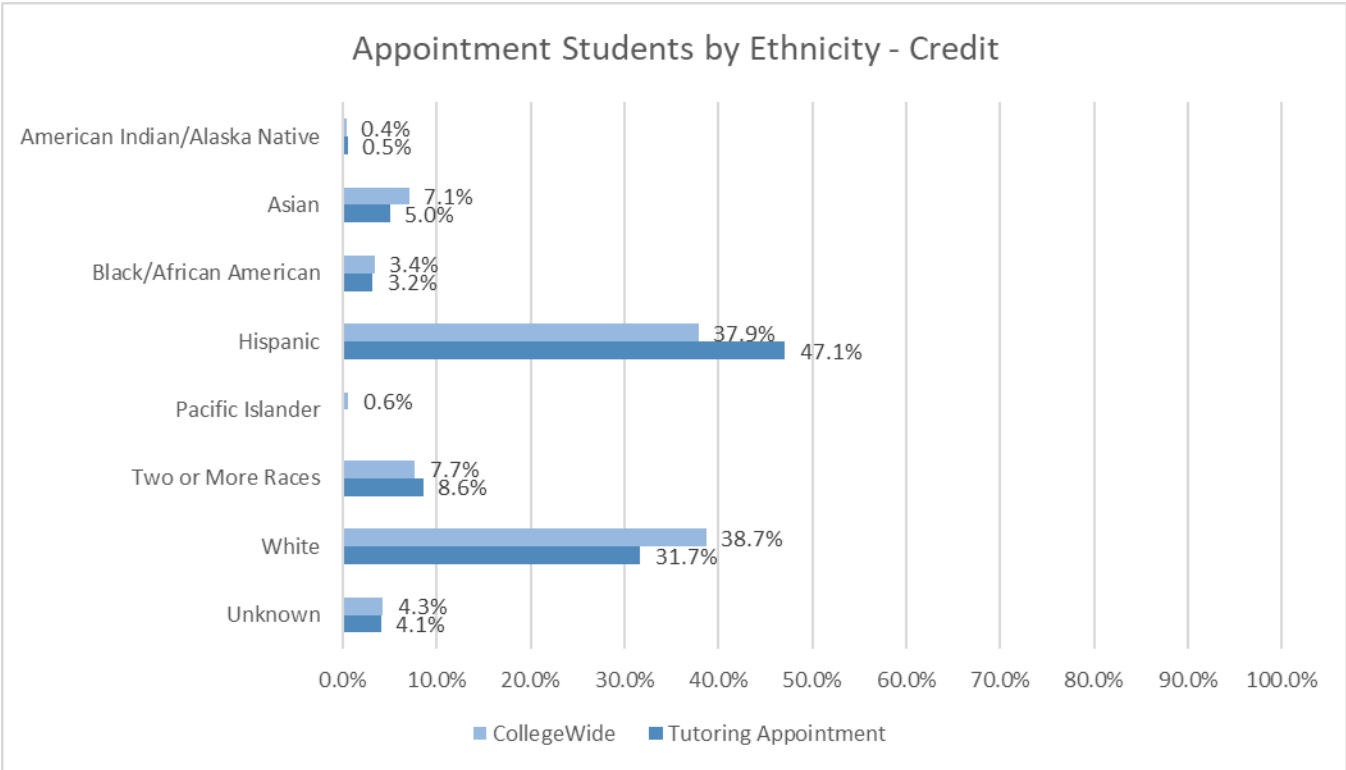




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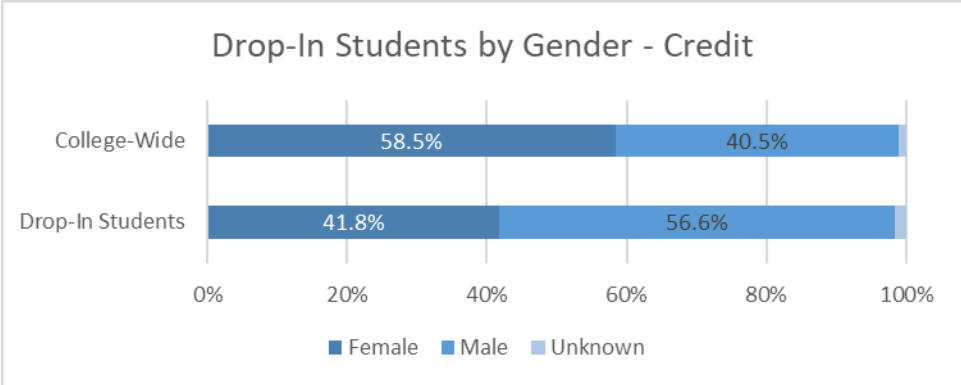
Oceanside and San Elijo Campus Appointment Tutees

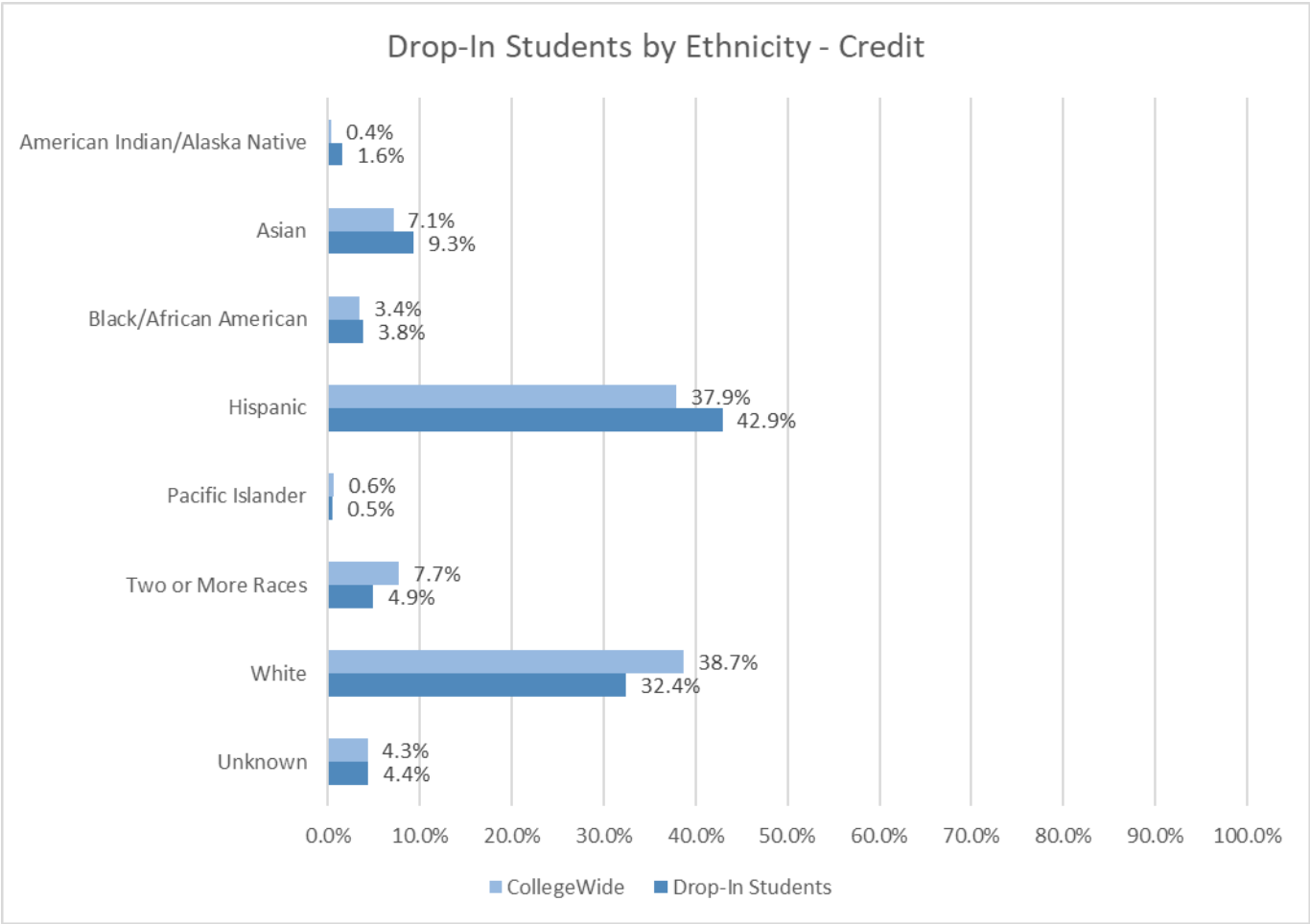




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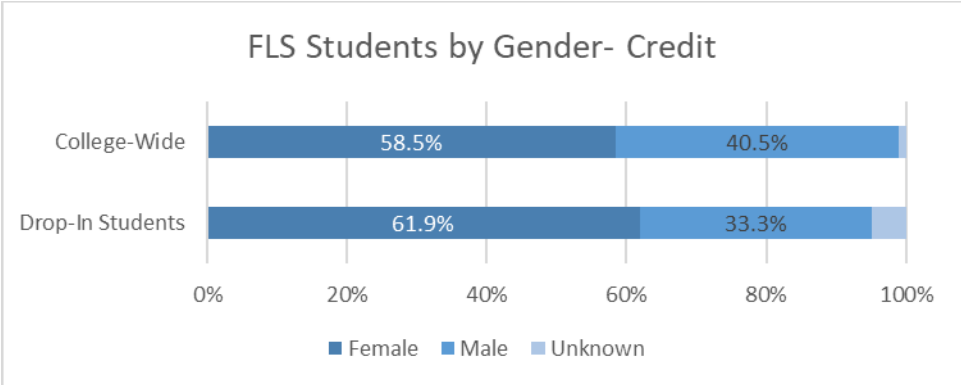
Oceanside and San Elijo Campus Drop-in Tutees

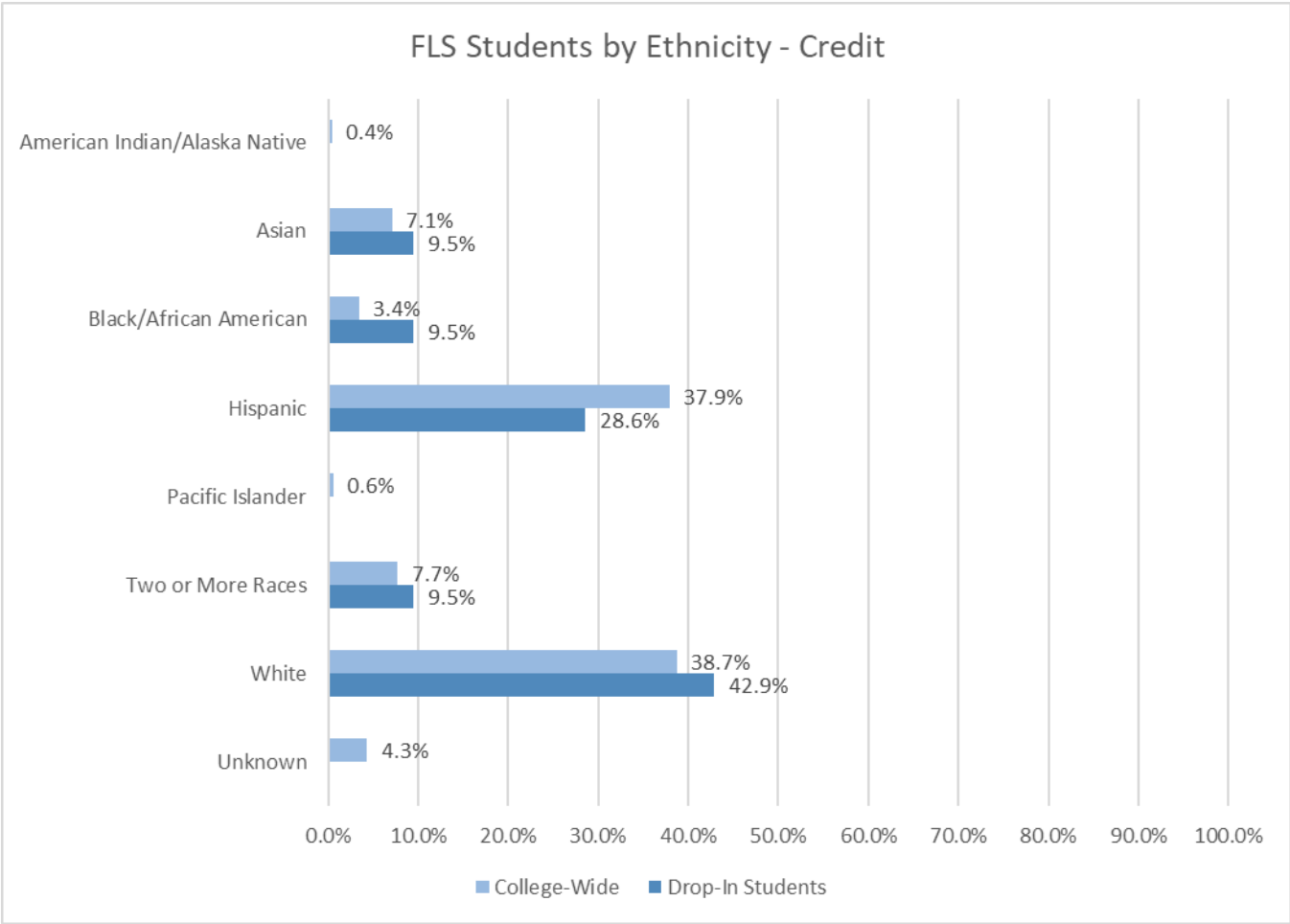




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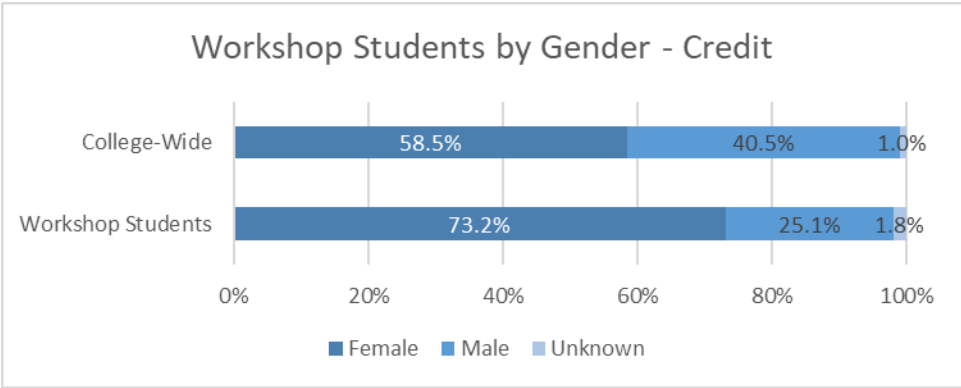
Facilitated Learning Session Participants

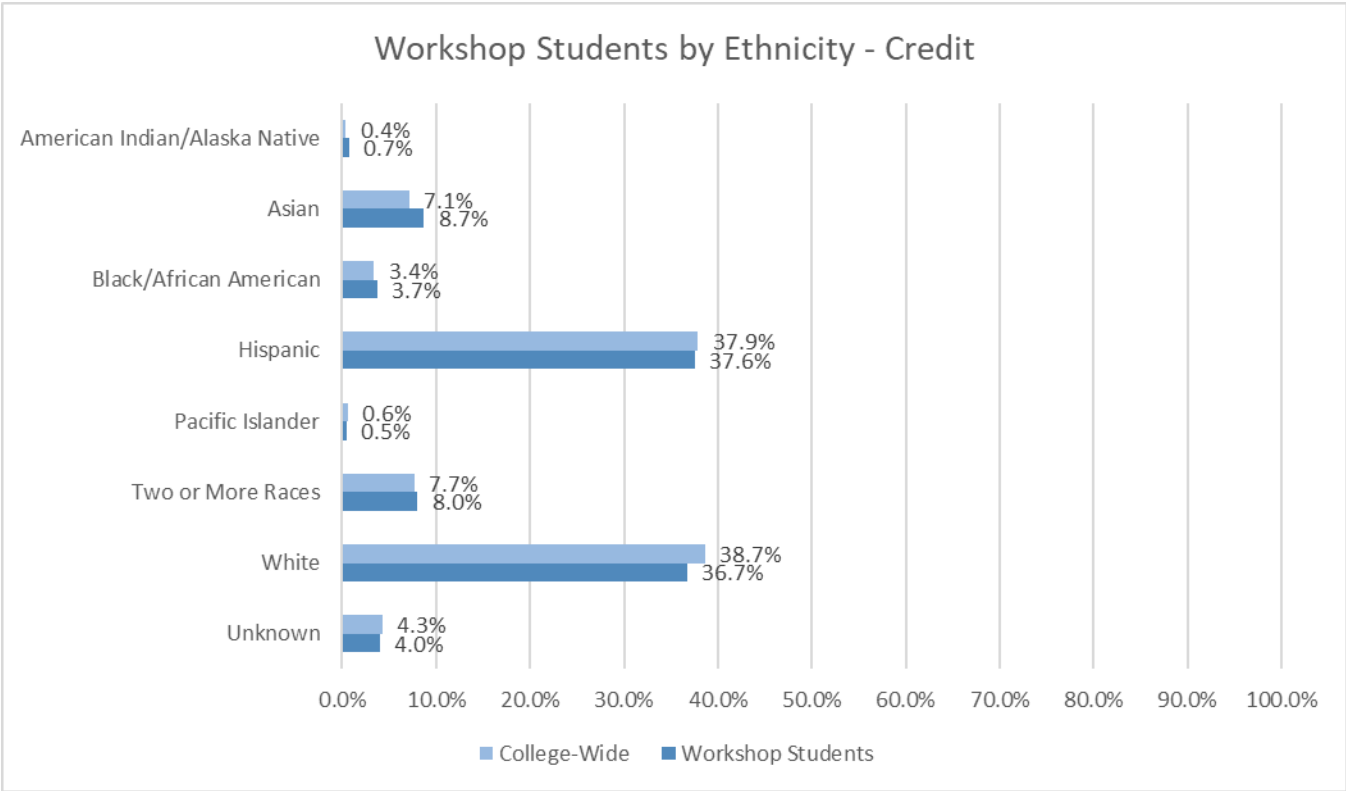




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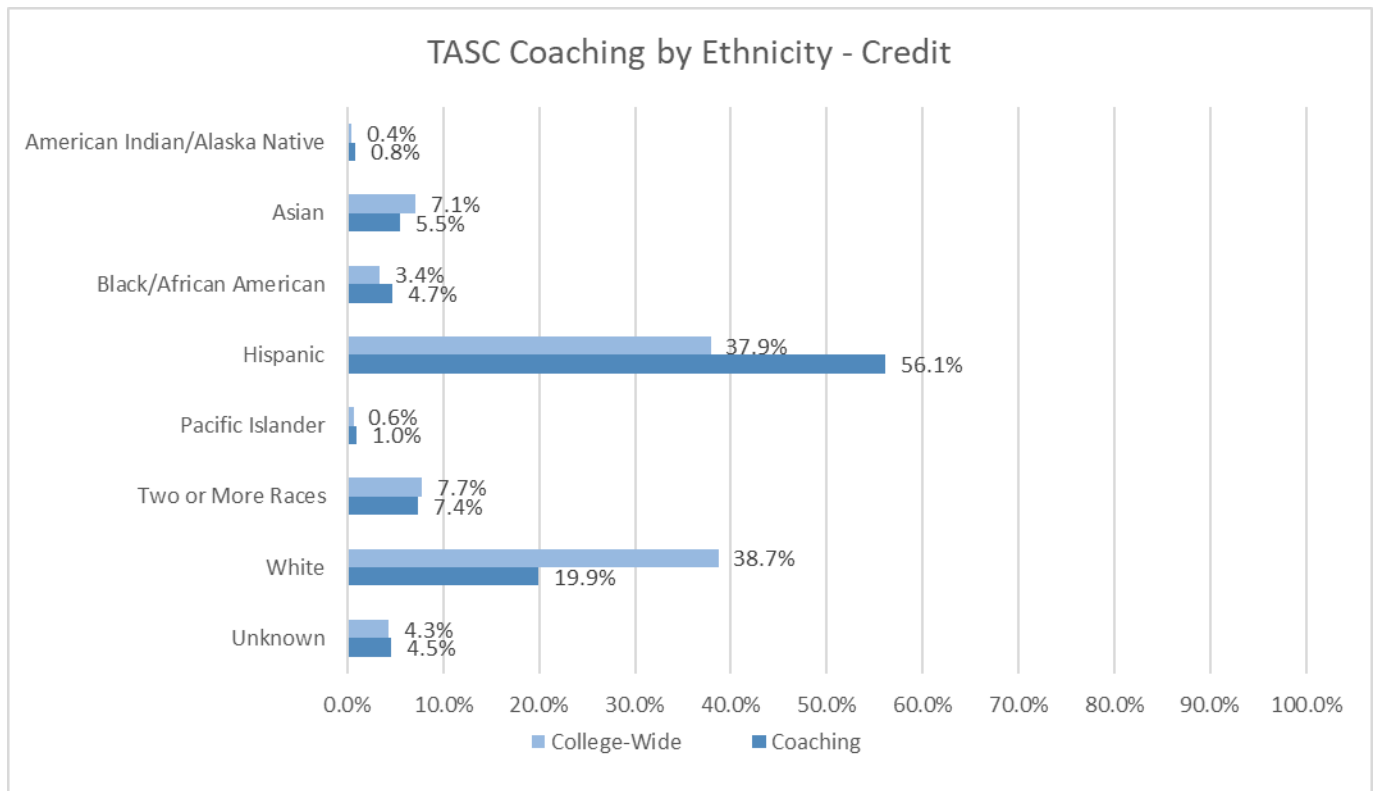
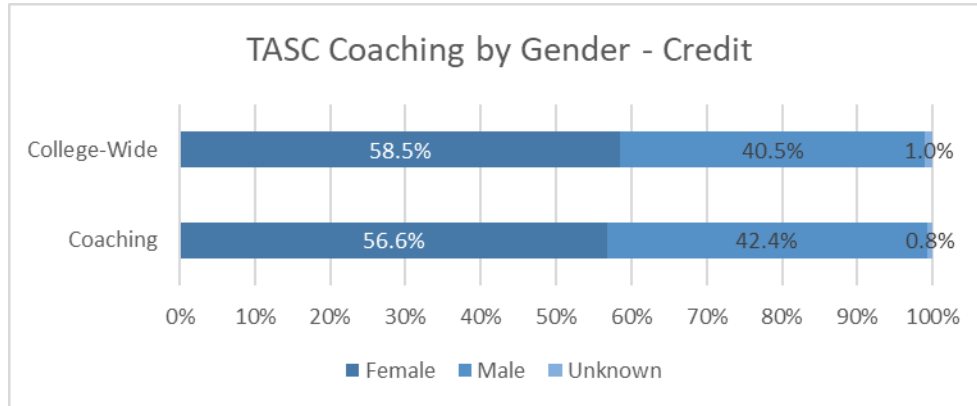
Student Success Workshop Participants





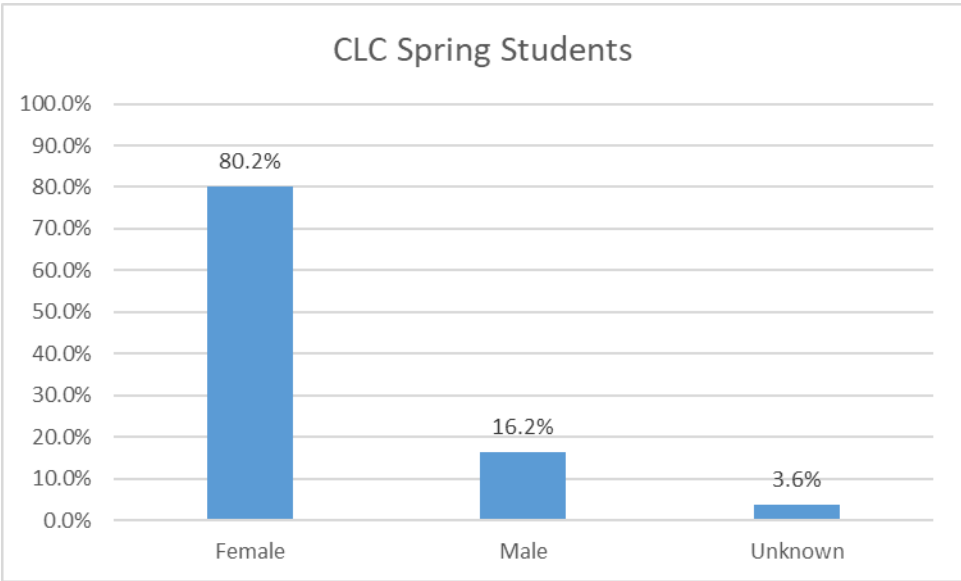
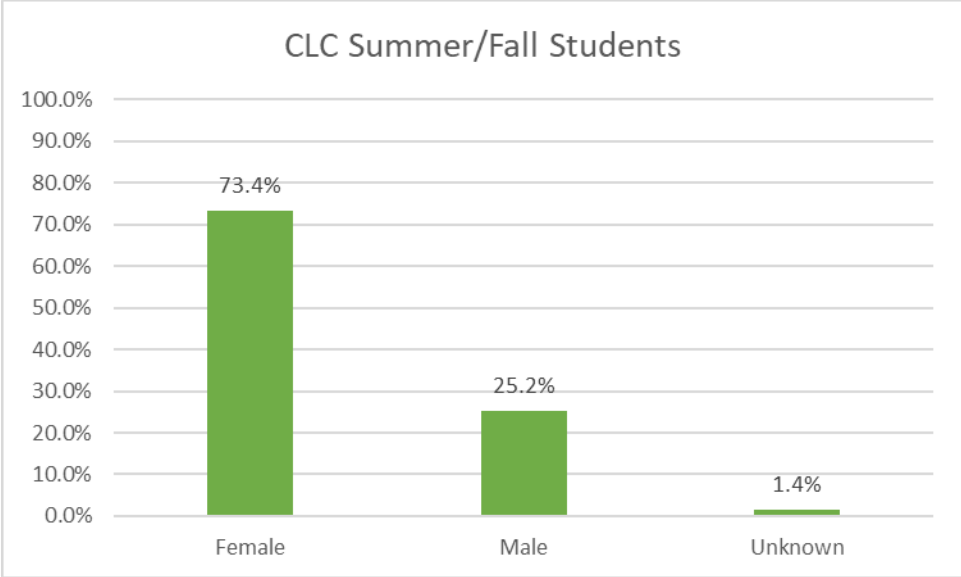
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Academic Success Coaching Students Served

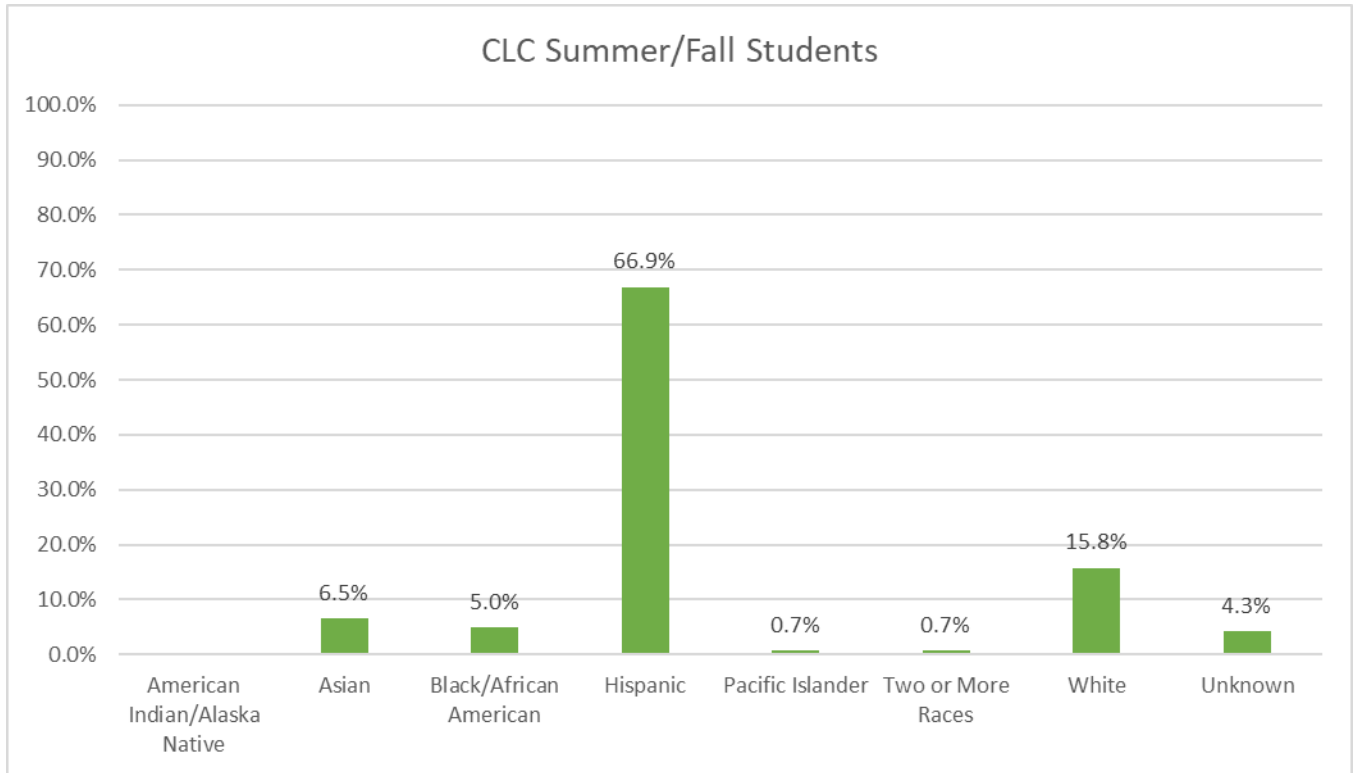


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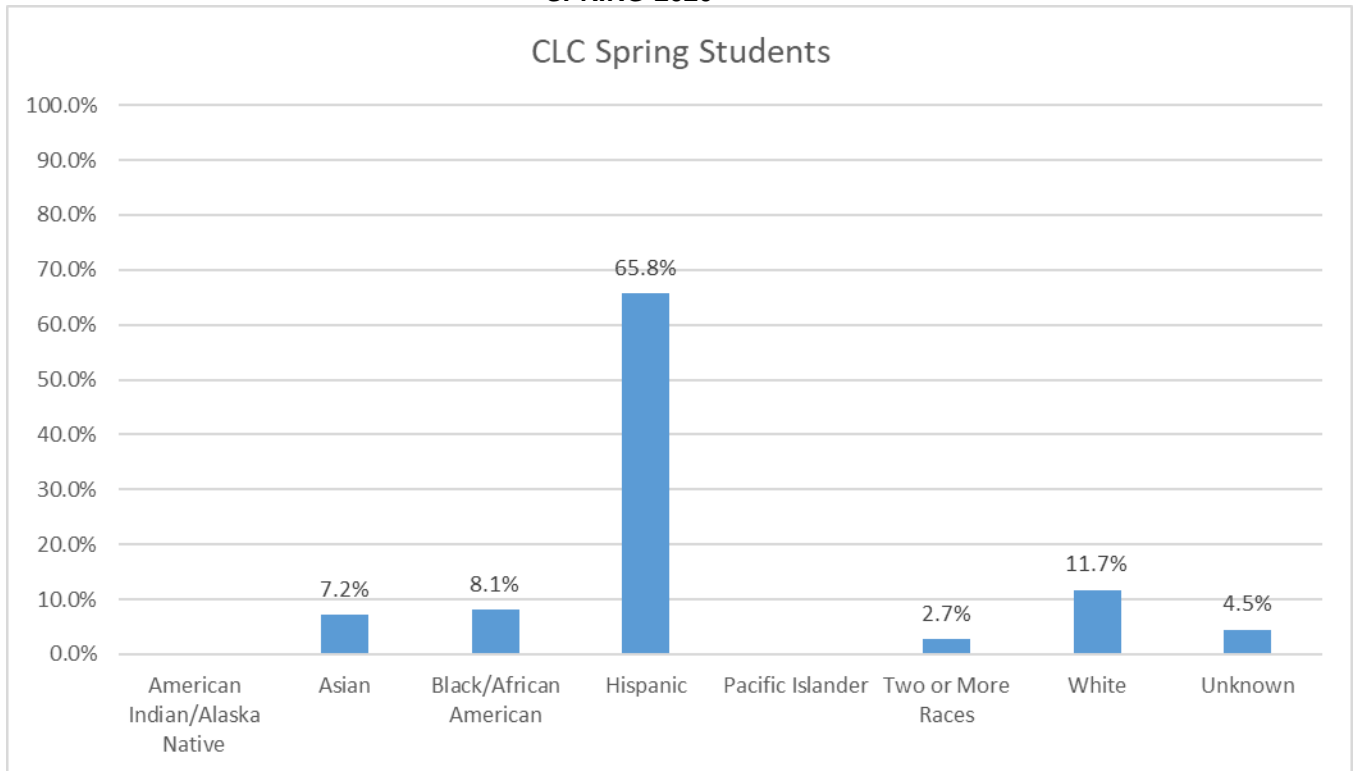
Community Learning Center Tutoring Appointments and Drop-ins



SUMMER 2019 / FALL 2019



SPRING 2020



Equity

Black/AA vs Non: Appointment Tutoring

		Black/AA					
		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
SUCCESS	TASC Appointment Tutored	50.0%	60.5%	75.0%	78.6%	83.3%	80.0%
	Not TASC Tutored	54.8%	55.9%	66.0%	72.2%	57.0%	56.9%
RETENTION	TASC Appointment Tutored	78.6%	73.7%	75.0%	100.0%	83.3%	100.0%
	Not TASC Tutored	74.1%	73.0%	84.5%	85.0%	74.4%	74.1%

** Blue denotes that the percentage is based on a sample of less than 10 students.*

		Not Black/AA					
		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
SUCCESS	TASC Appointment Tutored	69.9%	75.7%	80.6%	72.2%	73.4%	73.4%
	Not TASC Tutored	64.3%	68.2%	67.9%	69.7%	67.1%	71.0%
RETENTION	TASC Appointment Tutored	84.0%	85.4%	86.9%	85.0%	82.1%	81.9%
	Not TASC Tutored	78.6%	79.9%	81.9%	80.7%	80.5%	80.5%

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Black/AA vs Non: Drop In Tutoring

		Black/AA					
		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
SUCCESS	Drop In Tutored	50.0%	75.0%	77.8%	84.6%	66.7%	100.0%
	Not Drop In Tutored	60.0%	65.2%	58.5%	59.3%	60.0%	69.2%
RETENTION	Drop In Tutored	83.3%	75.0%	88.9%	92.3%	100.0%	100.0%
	Not Drop In Tutored	77.8%	81.8%	72.3%	64.4%	75.6%	79.5%

* Blue denotes that the percentage is based on a sample of less than 10 students.

		Not Black/AA					
		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
SUCCESS	Drop In Tutored	75.9%	78.9%	76.3%	76.7%	81.6%	82.8%
	Not Drop In Tutored	67.1%	70.1%	68.7%	67.5%	67.8%	72.0%
RETENTION	Drop In Tutored	86.7%	88.6%	81.7%	83.0%	89.5%	86.2%
	Not Drop In Tutored	81.5%	82.2%	81.5%	72.2%	79.1%	82.4%

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Latinx vs Non: Appointment Tutoring

		Latinx					
		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
SUCCESS	TASC Appointment Tutored	65.0%	71.6%	75.0%	67.9%	72.6%	71.1%
	Not TASC Tutored	57.1%	62.2%	61.8%	66.7%	62.1%	66.7%
RETENTION	TASC Appointment Tutored	82.5%	83.4%	86.0%	82.7%	82.1%	82.2%
	Not TASC Tutored	75.9%	76.9%	79.6%	79.7%	78.5%	77.7%

		Not Latinx					
		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
SUCCESS	TASC Appointment Tutored	72.2%	77.1%	84.6%	76.1%	74.7%	75.9%
	Not TASC Tutored	68.3%	71.2%	71.8%	71.1%	69.7%	73.0%
RETENTION	TASC Appointment Tutored	78.7%	85.8%	86.9%	88.5%	82.1%	83.3%
	Not TASC Tutored	72.6%	81.5%	83.6%	80.8%	81.4%	81.9%

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Latinx vs Non: Drop In Tutoring

		Latinx					
		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
SUCCESS	Drop In Tutored	72.2%	71.1%	68.4%	63.8%	82.4%	83.6%
	Not Drop In Tutored	61.1%	63.1%	60.3%	61.4%	61.1%	80.0%
RETENTION	Drop In Tutored	87.3%	85.5%	78.9%	73.9%	88.2%	89.1%
	Not Drop In Tutored	79.5%	78.6%	77.7%	67.4%	75.5%	80.0%

		Not Latinx					
		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
SUCCESS	Drop In Tutored	77.6%	85.0%	81.5%	85.0%	80.3%	73.8%
	Not Drop In Tutored	70.3%	74.2%	73.0%	70.4%	70.9%	68.8%
RETENTION	Drop In Tutored	85.9%	90.0%	84.0%	89.2%	90.9%	84.0%
	Not Drop In Tutored	82.4%	84.3%	83.2%	74.4%	80.9%	79.5%

Reentry student vs. Non: Appointment Tutoring

		Reentry Student (25 and over)					
		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
SUCCESS	TASC Appointment Tutored	68.3%	74.8%	77.0%	76.6%	78.6%	67.2%
	Not TASC Tutored	63.2%	67.9%	66.1%	69.7%	67.6%	67.0%
RETENTION	TASC Appointment Tutored	78.5%	83.0%	80.5%	88.3%	84.5%	77.0%
	Not TASC Tutored	69.3%	78.8%	78.3%	79.2%	77.9%	76.7%

		Not Reentry Student (Under 25)					
		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
SUCCESS	TASC Appointment Tutored	70.4%	75.4%	83.8%	69.0%	69.5%	84.2%
	Not TASC Tutored	66.1%	67.9%	68.6%	69.3%	66.4%	71.9%
RETENTION	TASC Appointment Tutored	76.0%	86.3%	92.3%	84.0%	80.0%	89.5%
	Not TASC Tutored	69.4%	80.2%	83.7%	81.0%	81.4%	81.7%

Reentry student vs. Non: Drop In Tutoring

		Reentry Student (25 and over)					
		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
SUCCESS	Drop In Tutored	71.2%	80.9%	74.2%	73.5%	83.3%	79.5%
	Not Drop In Tutored	68.0%	69.8%	64.8%	68.8%	67.5%	69.0%
RETENTION	Drop In Tutored	81.4%	88.2%	77.4%	80.7%	90.5%	82.1%
	Not Drop In Tutored	80.4%	80.1%	76.7%	72.4%	76.5%	80.9%

		Not Reentry Student (Under 25)					
		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
SUCCESS	Drop In Tutored	77.1%	77.4%	78.4%	80.2%	80.0%	84.3%
	Not Drop In Tutored	66.5%	70.1%	70.5%	66.4%	67.4%	73.1%
RETENTION	Drop In Tutored	89.5%	87.8%	86.3%	85.8%	89.3%	88.2%
	Not Drop In Tutored	81.8%	83.0%	83.7%	71.7%	80.5%	82.9%

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Number of Students Served (Tutees)

By Appointment

Students Served	SUMMER	FALL	SPRING	TOTAL by Campus
Oceanside		160	91	251
Community Learning Center	88	141	111	340
TOTAL by Semester	88	301	202	591

Figures for each term and by semester are unduplicated.
Total by campus is unduplicated total for AY 19-20.

By Drop-In

Students Served	FALL	SPRING	TOTAL
Accounting	108	77	185
Coaching	337	171	508
Music	8	8	16
Student Success Workshops	242	380	622
TOTAL by Semester	695	636	1331

Semester totals reflect some duplication; figures for each term are unduplicated.
Total is unduplicated total for AY 19-20.

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

Student Contacts	SUMMER	FALL	SPRING	TOTAL
Oceanside		669	358	1027
Community Learning Center	405	836	570	1811
TOTAL	405	1505	928	2838

Drop-Ins

Student Contacts	FALL	SPRING	TOTAL
Accounting	532	295	827
Coaching	375	212	587
Music	29	19	48
Student Success Workshops	320	437	757
TOTAL	1256	963	2219

Hours of Tutoring

Appointments

Appointment Hours	FALL	SPRING
	NO. OF HOURS	NO. OF HOURS
Oceanside	644	368
*CLC	511	380
^ONLINE	27	187
TOTAL	1182	935

*CLC hours exclude Tutor Coordinator hours.
 ^ONLINE are hours dedicated to STAR-CA.

Groups, Drop-ins, Labs

Group Hours	FALL		SPRING		TOTAL HOURS BY ACTIVITY
	Oceanside	San Elijo	Oceanside	San Elijo	
Academic Success Coaching	365		354		719
Embedded Tutoring	42		154		196
FLS	10		34		44
LRNS Lab	37		16		53
Accounting Drop-ins	345		441	21	807
Auto Tech Drop-ins	3		2		5
Music Drop-ins	43		19		62
TOTAL HOURS BY SEMESTER	845	0	1020	21	Grand Total 1886

Number of Tutors Employed

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** All tutors will receive CRLA Levels 1 and 2 training.

Tutors	SUMMER	FALL	SPRING
Oceanside	0	21	17
San Elijo	0	0	1
CLC	1	6	5
UNDUPLICATED TOTAL FOR 2019 - 2020 = 21			

17 of the 21 tutors served in multiple departmental roles (81%)

- ❖ 3 of the 21 tutors served as trainers for new tutors (14%)
- ❖ 2 of the 21 tutors served as Facilitators (9%)
- ❖ 8 of the 21 tutors served as drop-in tutors (38%)
- ❖ 4 of the 21 tutors served as academic success coaches (19%)

Disciplines in which Tutoring was provided

Tutoring was offered in 63 courses at Oceanside, in the following disciplines:

Accounting
Administration of Justice
Anthropology
Automotive Technology
Business Office Technology
Business Administration
Computer Studies and Information Technology
Counseling
Economics
History
Learning Skills
Media Arts and Technologies
Music
Political Science
Psychology
Sociology
Spanish
Study Skills

STAR-CA

MiraCosta began participating in STAR-CA in the fall of 2019. (www.star-CA.org)

MiraCosta students who received tutoring from STAR-CA

Sessions	Course	Minutes Per Course
6	Accounting	170
1	Calculus	4
1	Economics	4
1	Italian	16
2	Music	9
6	Political Science	95
4	Pre-calculus	140
3	Statistics	64
Total: 24	8	502

MiraCosta tutors who provided tutoring for STAR-CA

Sessions	Course	Minutes Per Course
16	Accounting	554
4	Economics	209
1	Italian	16
3	Music	12
6	Political Science	95
5	Spanish	199
Total: 35	6	1085

MiraCosta tutors assisted students who attended these colleges:

American River College
City College of San Francisco
MiraCosta College
Moorpark College
Mt. San Jancinto College
San Diego Mesa College
Skyline College

Facilitated Learning Session Overview by Semester

Facilitated Learning Session Overview	Fall 2019	Spring 2020
Number of FLS offered ¹	1	1
Number of Courses	1	1
Number of Instructors	1	1
Individual Students Served (Unduplicated) ²	5	16
Total Number of Student Contacts	7	62
Total Number of all Sessions ³	15	42
Number of Facilitators	1	1

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.

Fall 2019

Course	Instructor	# of sessions offered	# of students (unduplicated)	# of student contacts
LRNS 42	Schaefer	15	5	7

Spring 2020

Course	Instructor	# of sessions offered	# of students (unduplicated)	# of student contacts
ANTH 101	Miller	42	16	62

Fall 2019 Student Success Workshops	
Workshop	# of Attendees
Citing in APA Style (5 sessions)	4
Minimize Stress (2 sessions)	2
MiraCosta Library Welcome & Tour (4 sessions)	3
Overcoming Math Anxiety	21
Student Orientation to Online Learning (12 sessions)	178
Yoga on the Green (23 sessions)	112
Total	320

Spring 2020 Student Success Workshops	
Workshop	# of Attendees
Minimize Stress (1 sessions)	0
MiraCosta Library Welcome & Tour (9 sessions)	6
Research from Home (2 sessions)	33
Student Orientation to Online Learning (35 sessions)	377
Yoga on the Green (11 sessions)	21
Total	437