Retention Services

Tutoring and Academic Support Center

Annual Report 2020 – 2021

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 2020-21 academic year was the year of the COVID-19 pandemic. All courses and services were offered online.

We employed a motivated staff of para-professionals, faculty, and staff. Our team of 25 employees reflects the diversity of the district. In the 2020 - 2021 year, TASC employed 22 tutors. The Tutoring and Academic Support Center had 492 individual credit appointments attended by 156 students in approximately 45 courses. The CLC had 1,179 appointments serving 184 students. TASC began participating in STAR-CA in the fall of 2019. MiraCosta tutors had 51 contacts in 4 courses, and one MiraCosta student utilized STAR for assistance in Spanish.

Drop-in tutoring was offered in Accounting, Economics, CSIT, MAT, Music and Sociology. Over 52 students were served for 183 contacts. Of the students utilizing drop-in tutoring, 52% seek drop-in help within the first 8 weeks of the semester. Student Success Workshops served 800 students for 840 contacts.

Embedded tutoring was offered in 24 sections serving 381 enrolled students in fall and 20 sections serving 224 enrolled students in spring.

Academic Success Coaching (ASC) served 29 students for 35 contacts. Academic Success coaches were assigned to support Academic and Career Pathways as mentors. 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 over a three year period sustained a college success rate (earn a grade of C, pass, or better) of 86% 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 63% for students not receiving tutoring. Of students who seek tutoring, 48% 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.

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 86% compared to 68% for un-tutored students. The average successful course completion rate of students who attend drop-in tutoring is 94% compared to 73% for students who do not attend drop-in tutoring. The average retention rate is 14% higher for students who seek appointment or drop-in 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 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Tutored	80%	73%	74%	74%	81%	91%
Un-tutored	68%	69%	67%	71%	67%	69%

By drop-in

	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Drop-in student	76%	77%	81%	83%	94%	93%
Not a drop-in student	68%	67%	67%	72%	74%	72%

Retention Rates

By appointment

	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Tutored	87%	86%	82%	83%	86%	96%
Un-tutored	82%	80%	80%	80%	77%	79%

By drop-in

	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Drop-in student	82%	90%	90%	87%	97%	100%
Not a drop-in student	81%	80%	79%	83%	82%	83%

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Student Persistence Data

Tutored students also persist at a 13% 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 63%. Students who attended drop-in tutoring persisted at 75% whereas students who did not attend drop-in tutoring persisted at 63%. Persistence is defined as continuous enrollment from one primary semester to the next.

Primary Term Persistence

By appointment

	Tutored	% Persisted		Overall	% Persisted
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%
Fall 2020	80			12,308	
Spring 2021	58	72.50%		8,024	65.19%

By drop-in

	Drop-in	% Persisted		Overall	% Persisted
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%
Fall 2020	40			12.308	
Spring 2021	27	67.50%		8,024	65.19%

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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 similar rates. However, the withdrawal rate is 7% 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/EW
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%
Fall 2020					
Tutored	39%	20%	16%	5%	14%
Un-tutored	37%	18%	10%	1%	23%
Spring 2021					
Tutored	50%	19%	15%	7%	4%
Un-tutored	37%	20%	10%	1%	21%
Average					
Tutored	40%	20%	16%	3%	11%
Un-tutored	35%	21%	12%	1%	18%

Overall GPA

Only enrollments where tutoring was provided

	Fall 2020	Spring 2021
Tutored Students	2.54	2.98
Un-tutored Students	2.29	2.40

Drop-ins

	Fall 2020	Spring 2021
Drop-in student	3.33	3.48
Not a drop-in student	2.50	2.47

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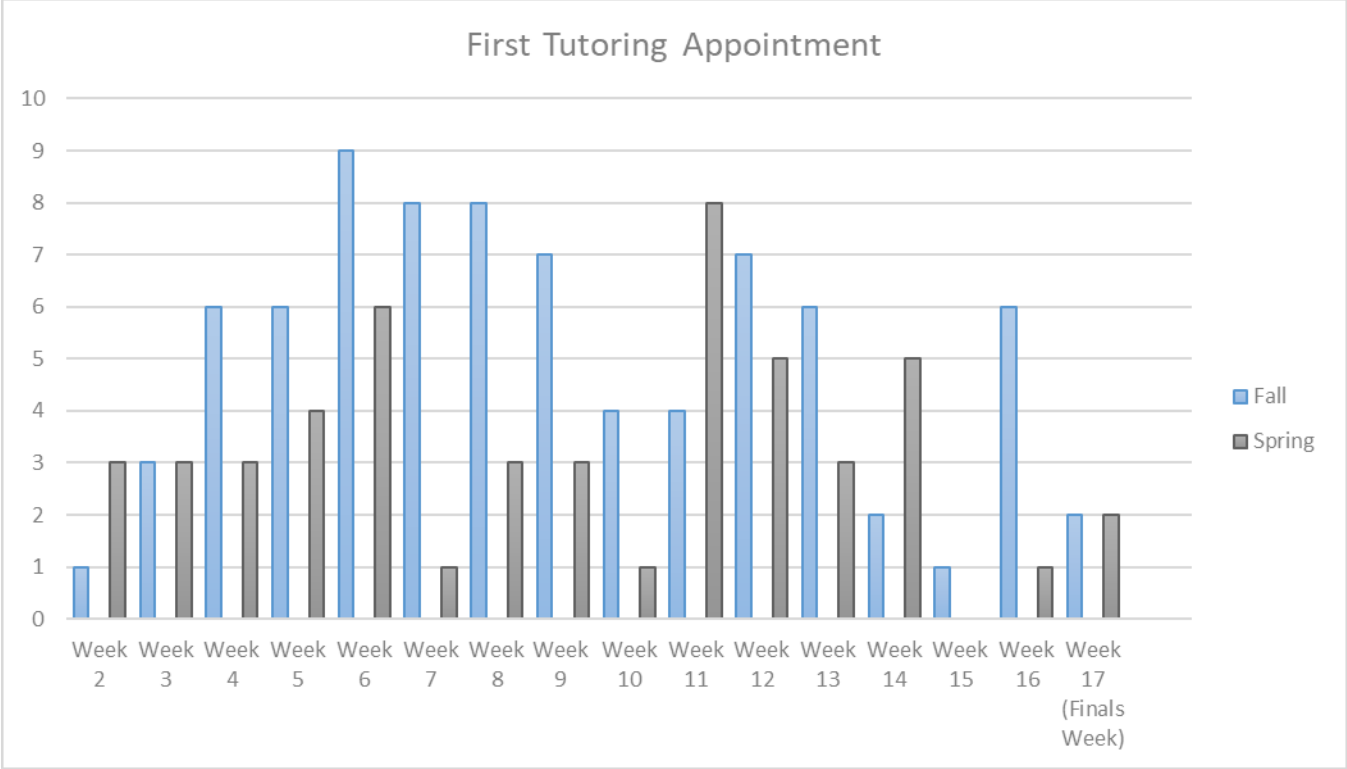
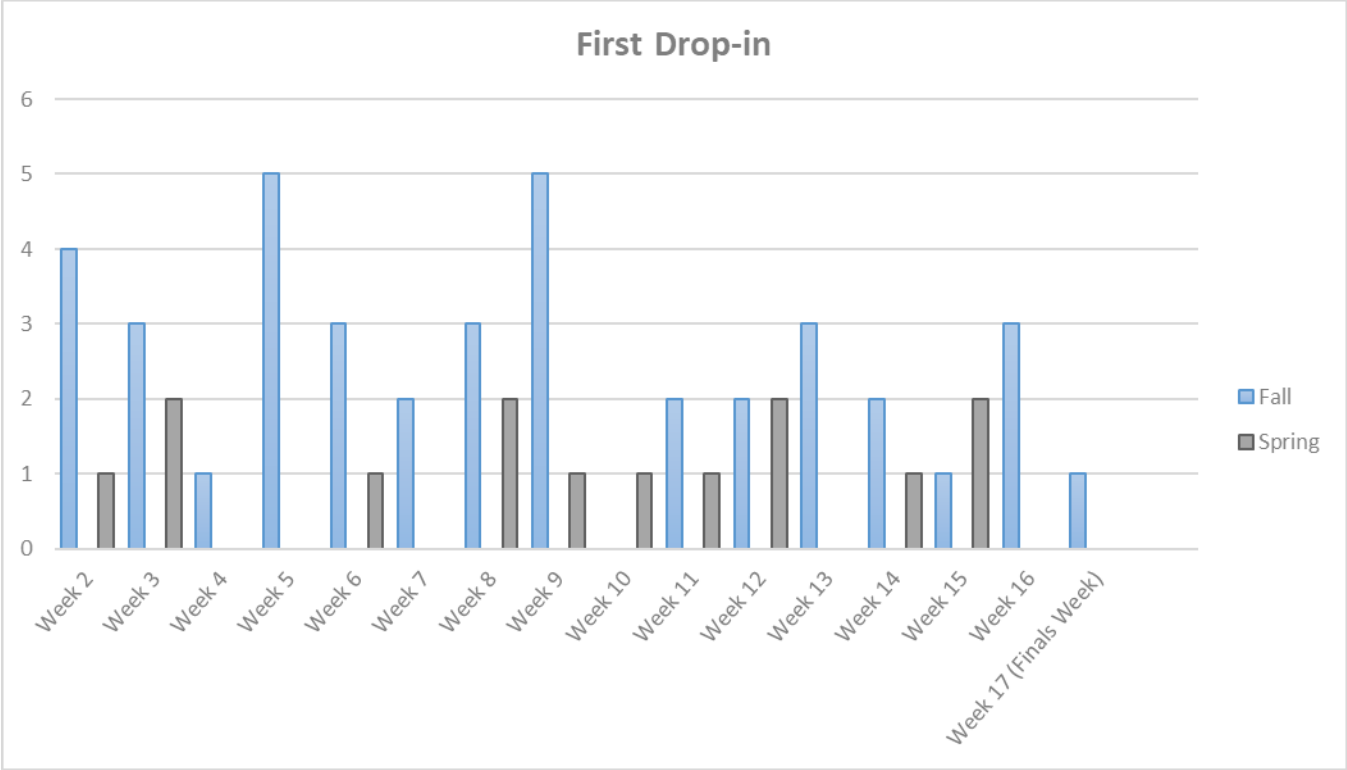
Of students who seek appointment tutoring, 48% do it within the first 8 weeks of the semester.



Of students who seek drop-in help, 52% 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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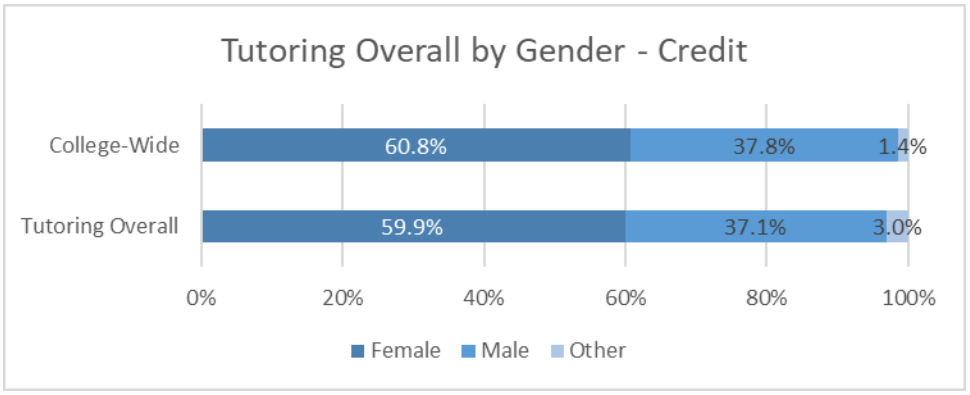
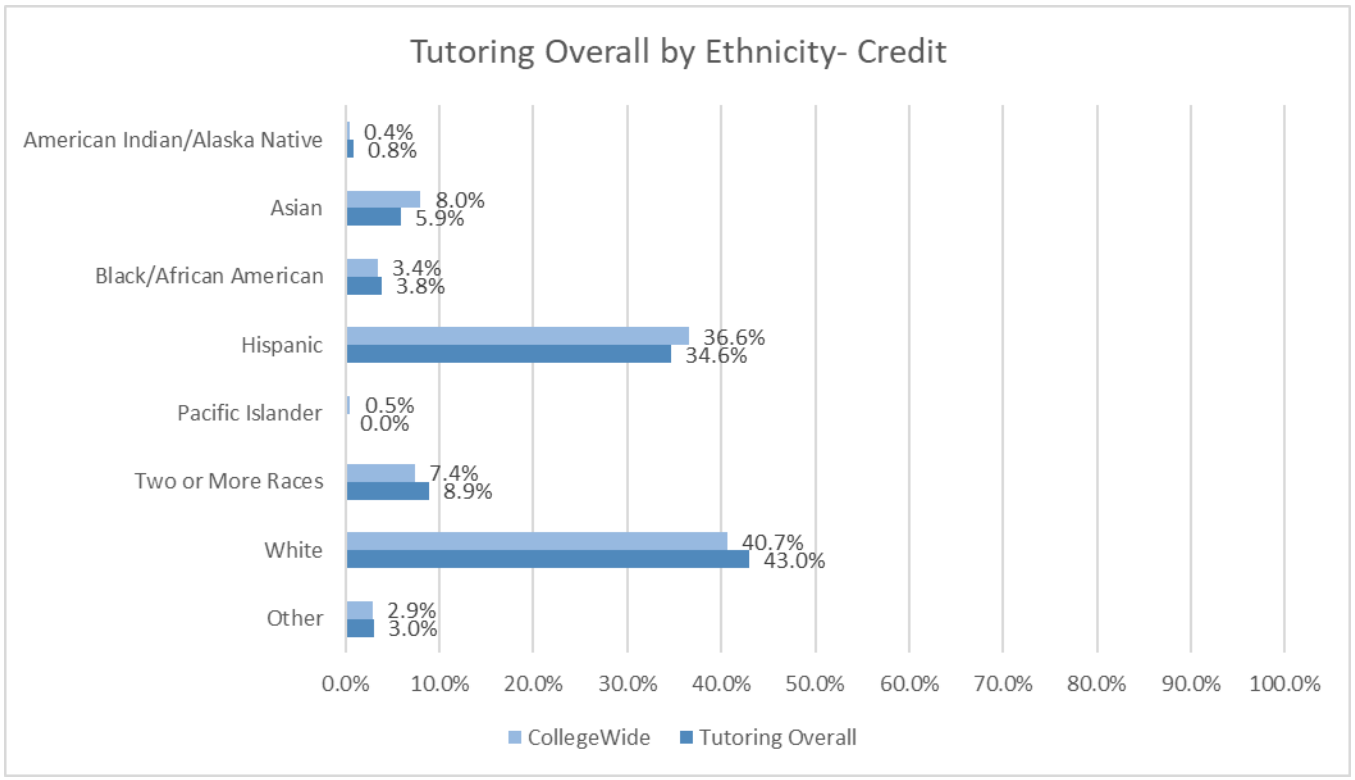
Tutee Demographics

Credit Students who participated in any TASC activity





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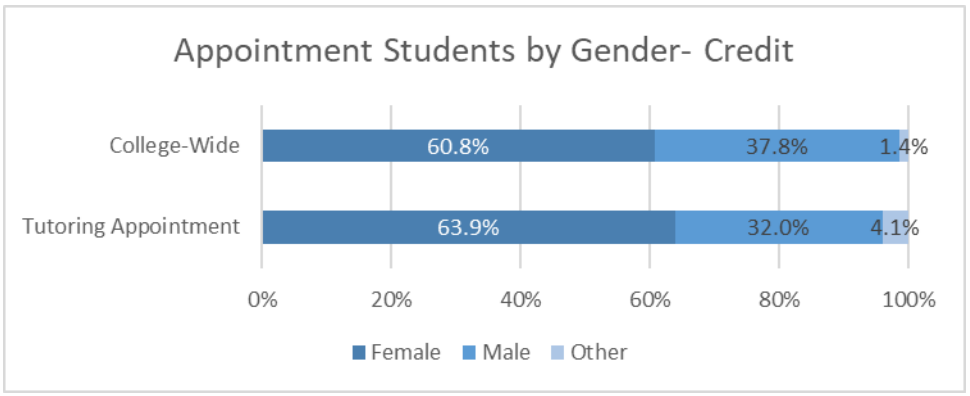
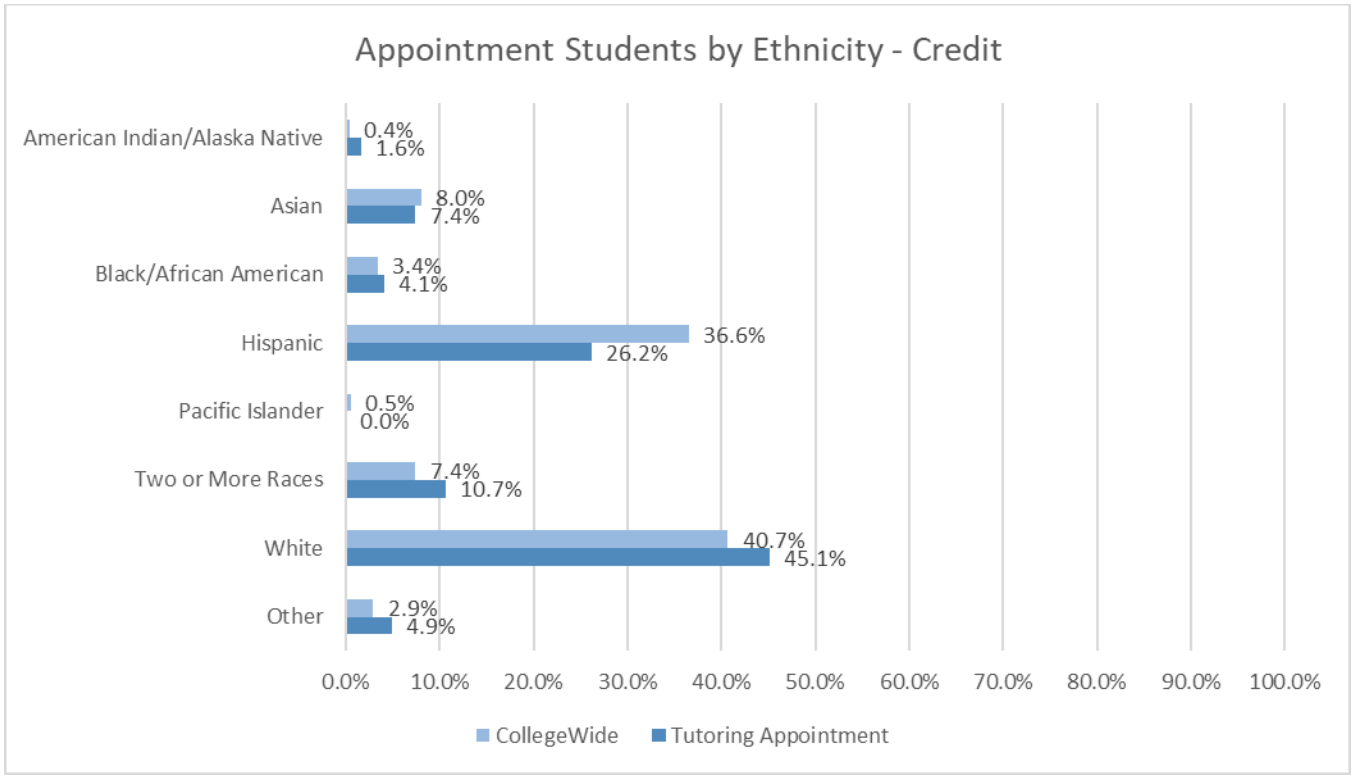
Credit Appointment Tutees





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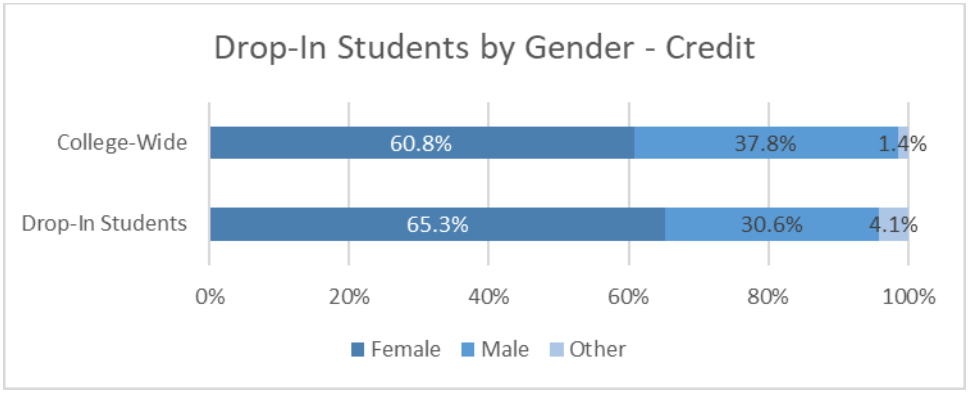
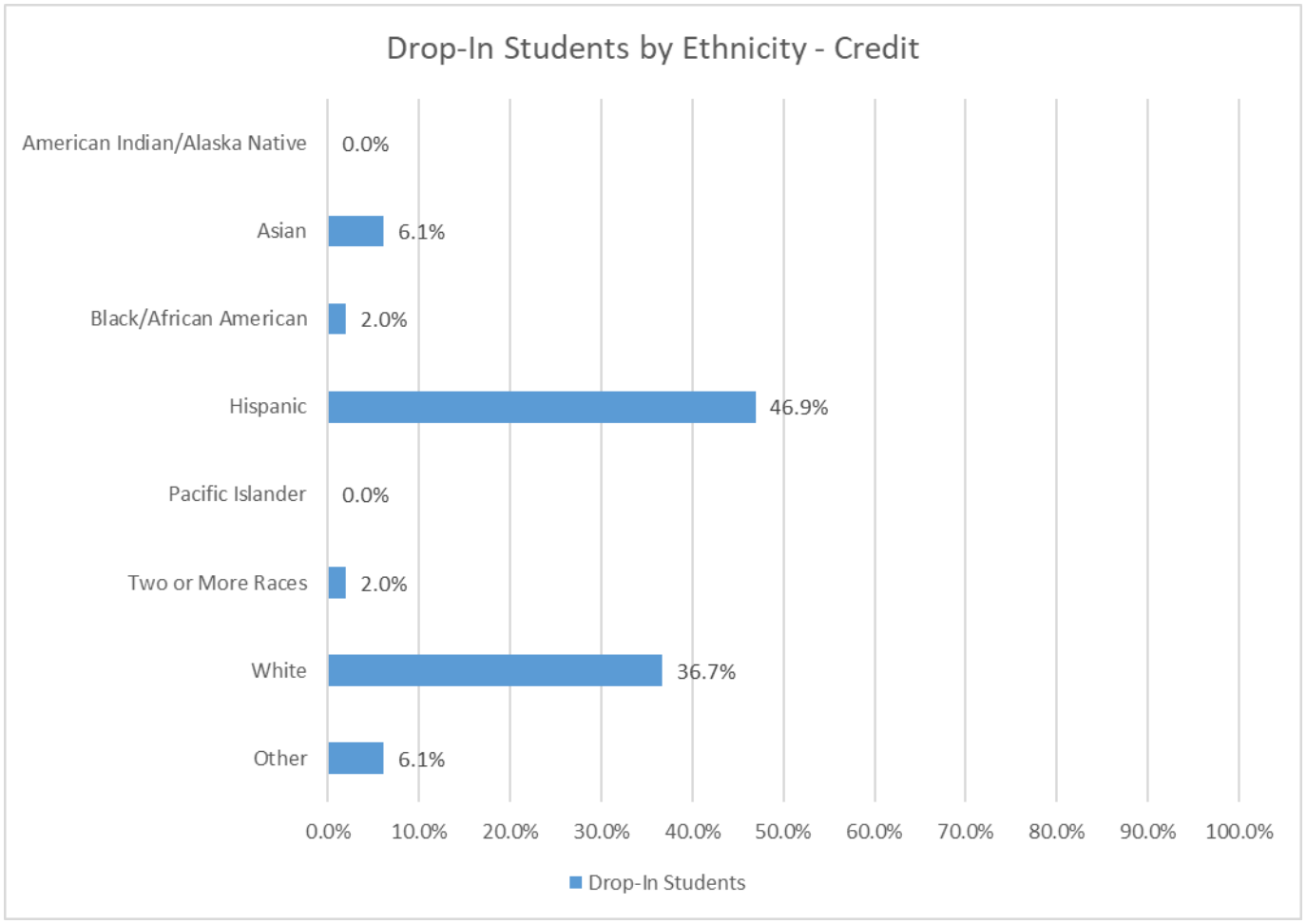
Credit Drop-in Tutees





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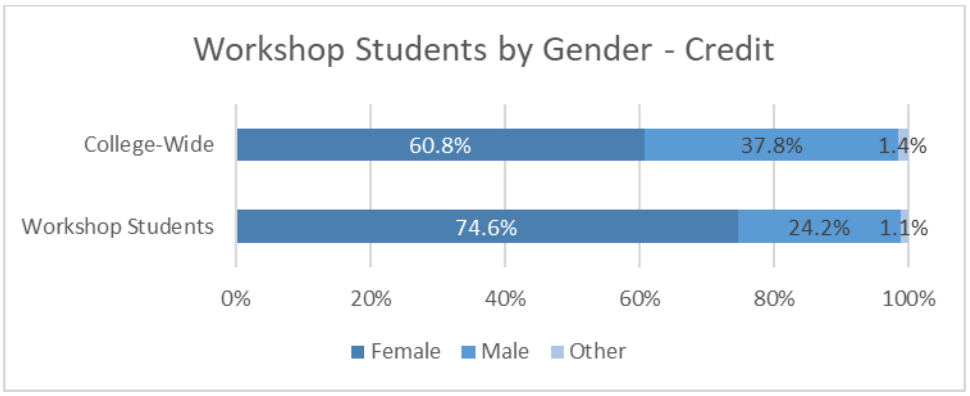
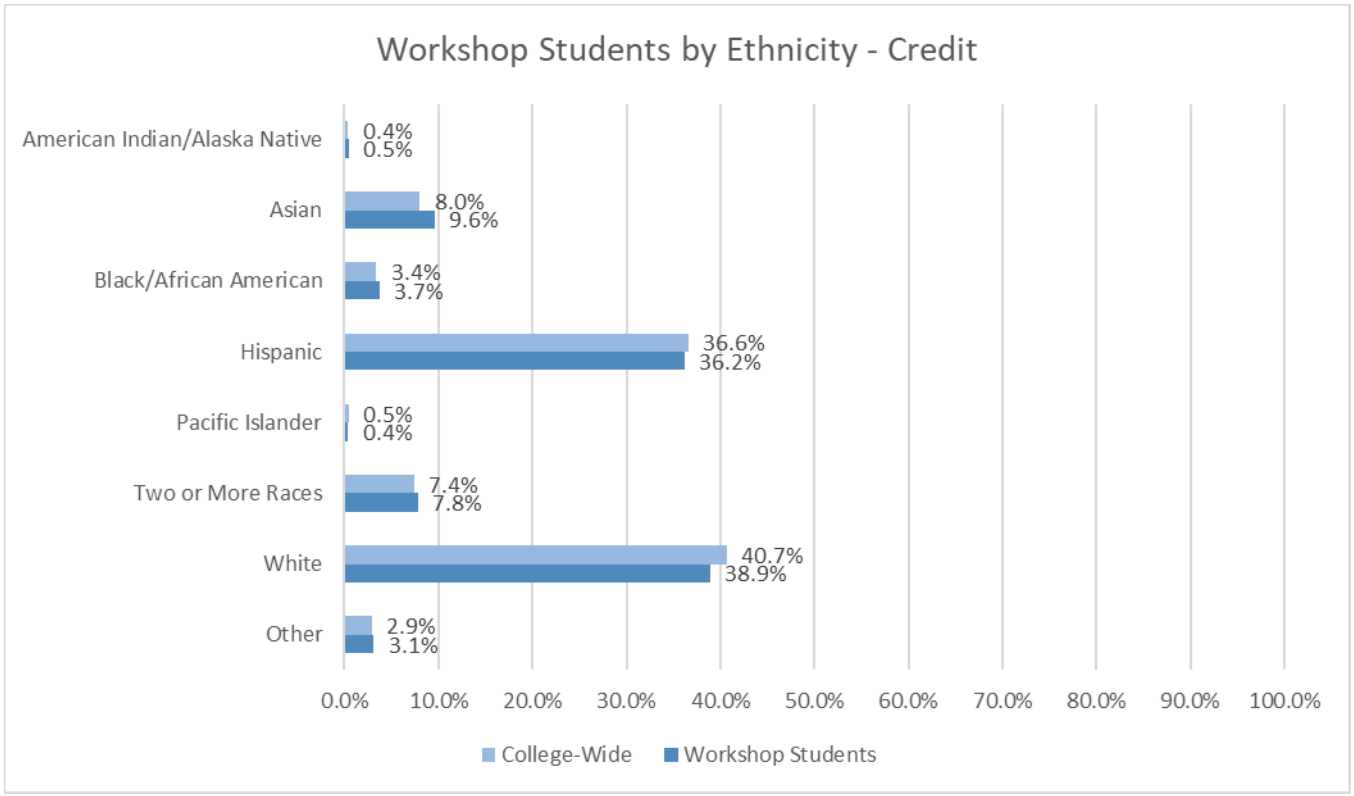
Student Success Workshop Participants





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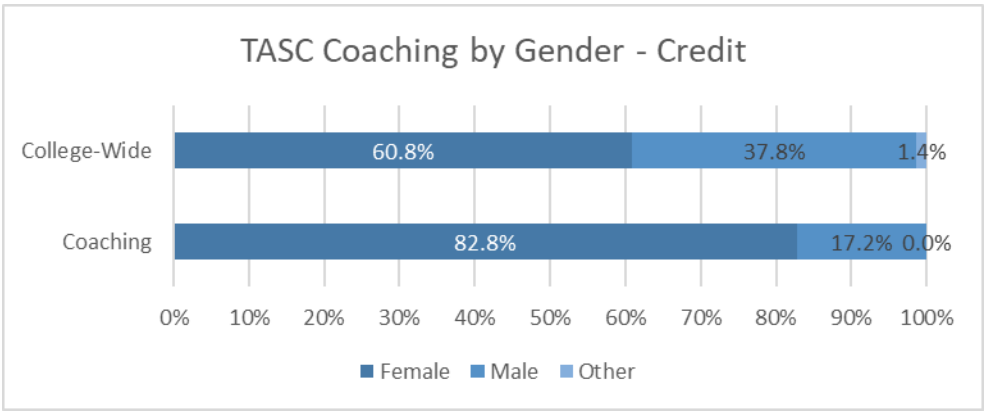
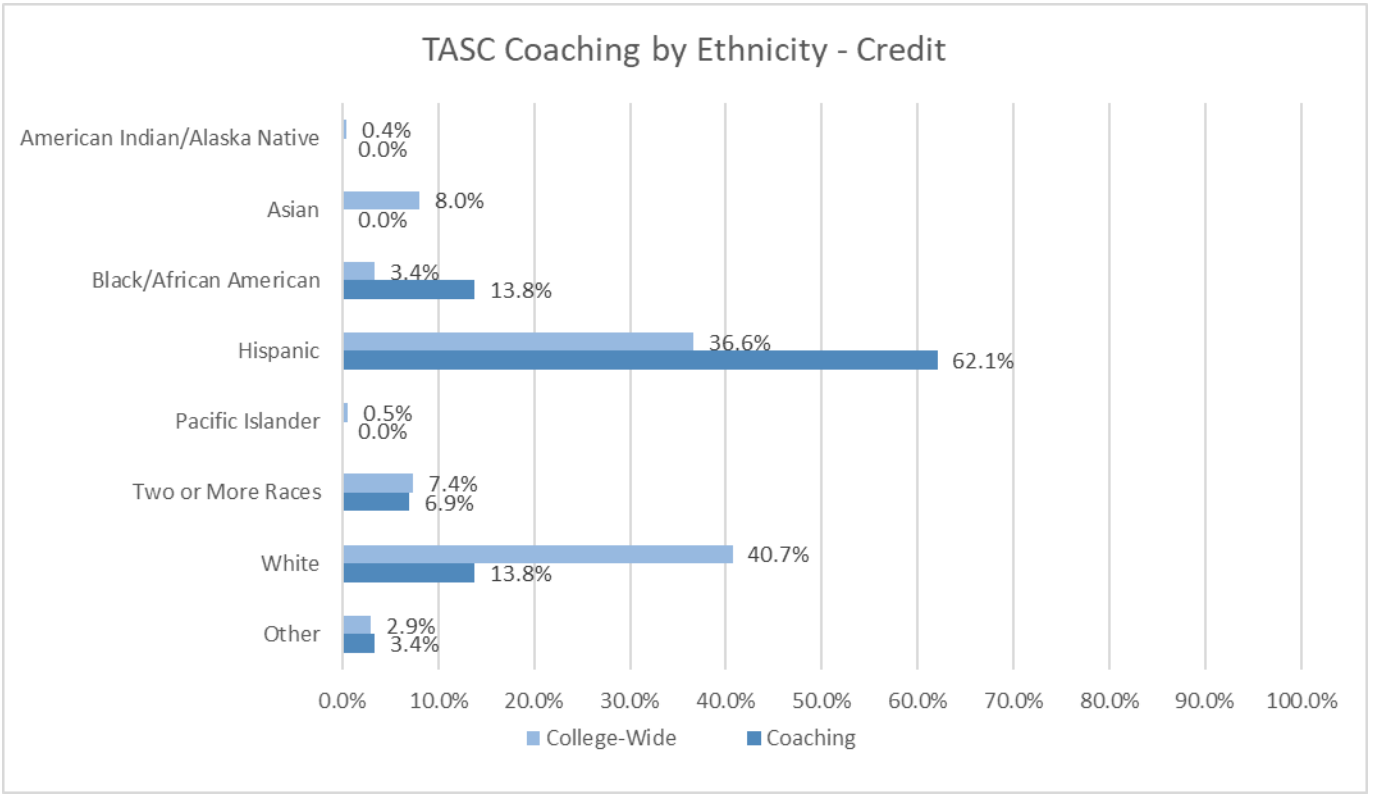
Academic Success Coaching Students Served





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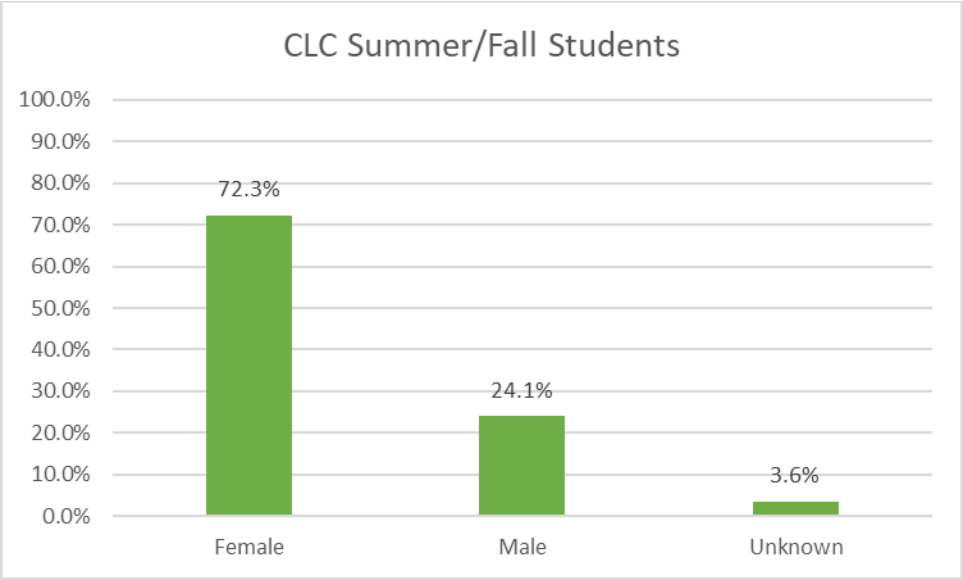
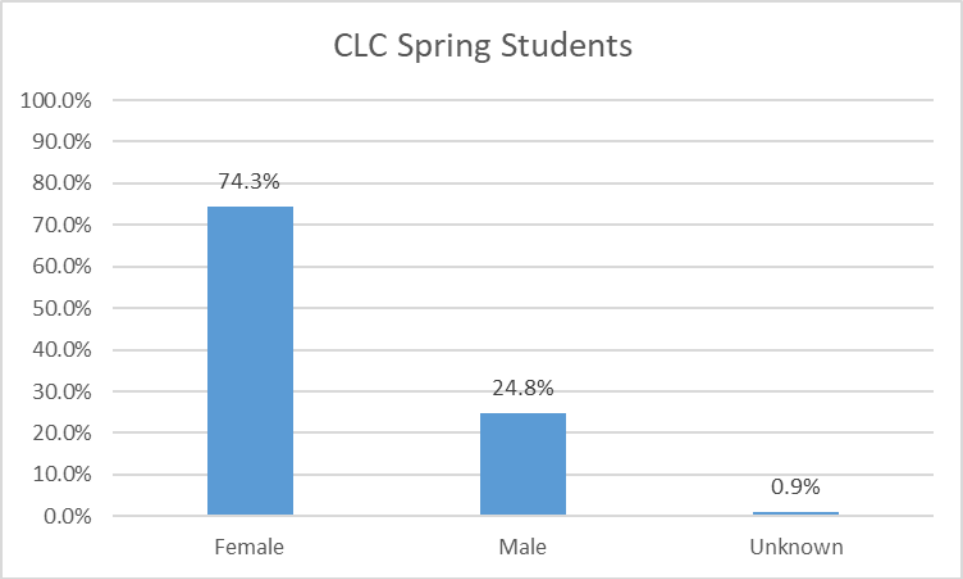
Community Learning Center Tutoring Appointments and Drop-ins





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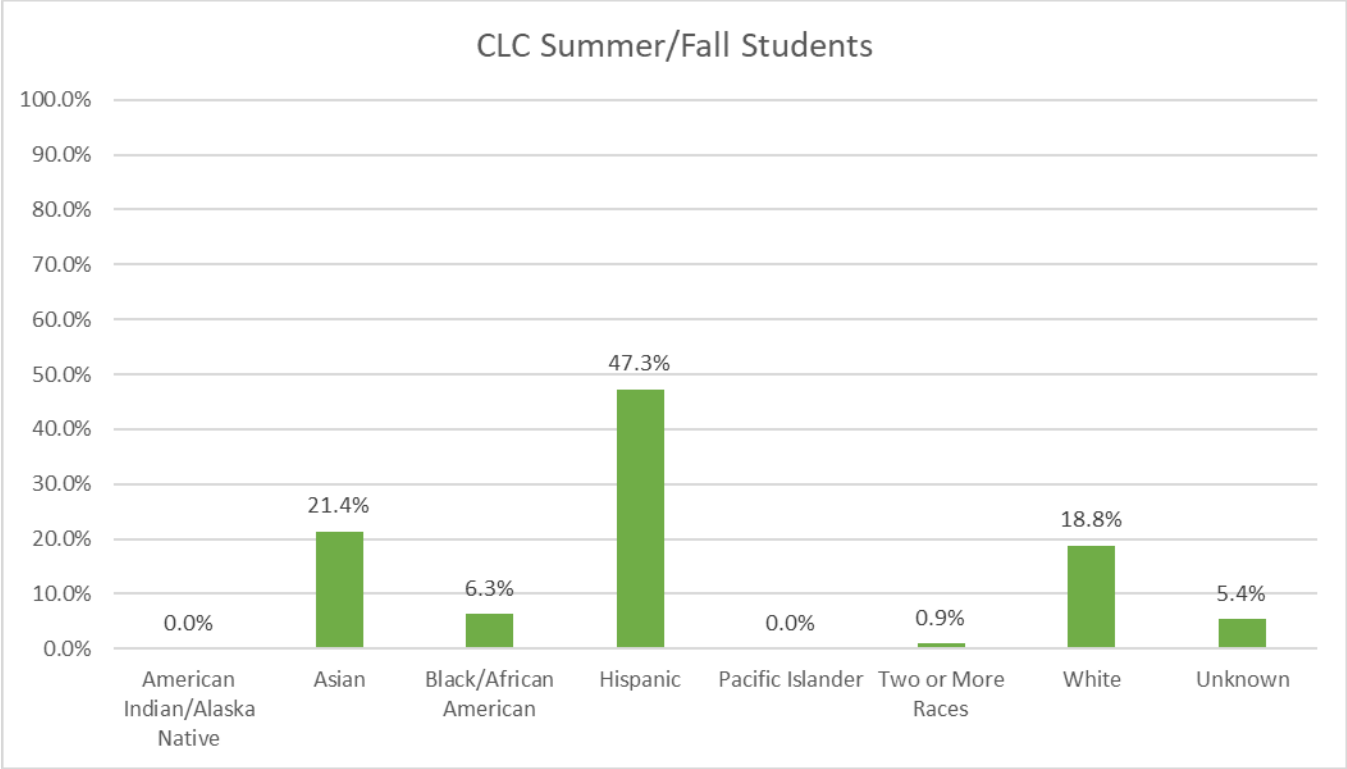
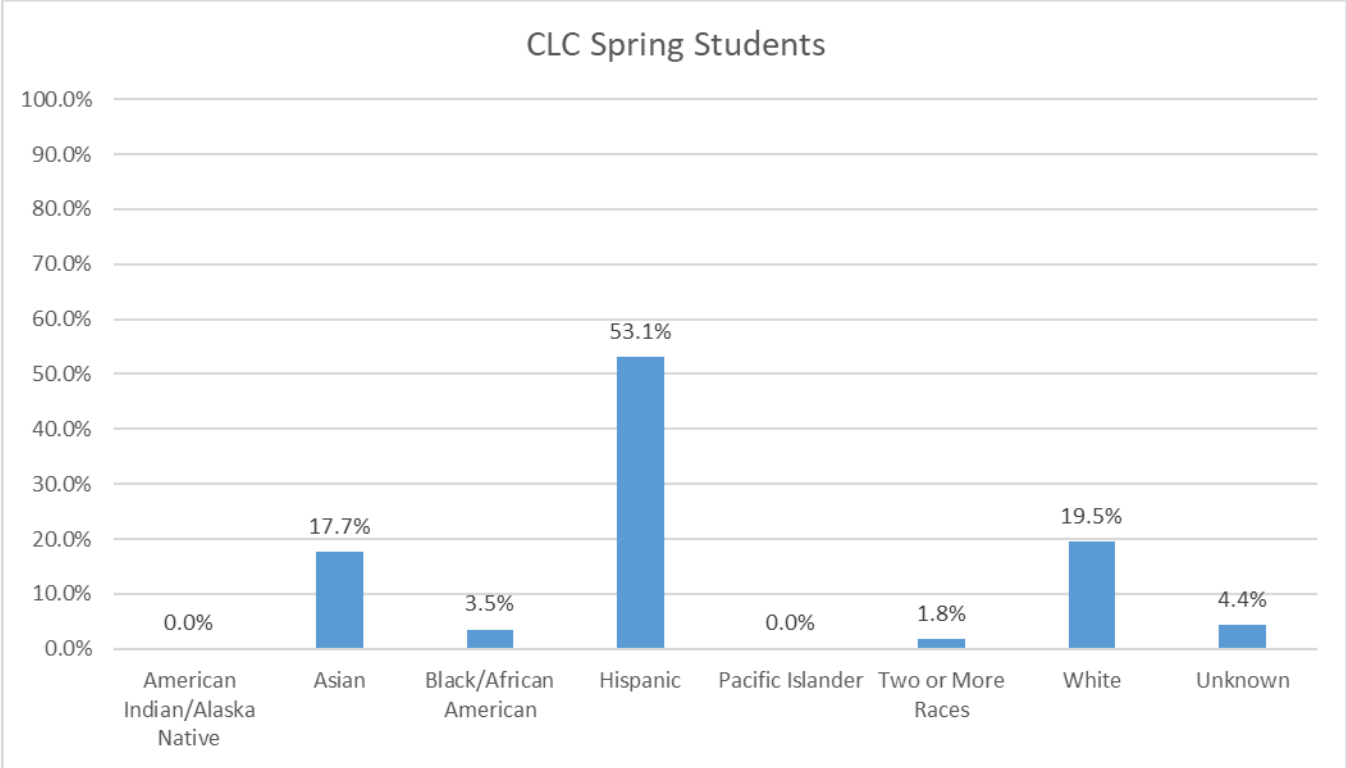
SUMMER 2020 / FALL 2020



SPRING 2021



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Equity

Black/AA vs Non: Appointment Tutoring

		Black/AA					
		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
SUCCESS	TASC Appointment Tutored	75.0%	78.6%	83.3%	80.0%	66.7%	50.0%
	Not TASC Tutored	66.0%	72.2%	57.0%	56.9%	40.0%	53.3%
RETENTION	TASC Appointment Tutored	75.0%	100.0%	83.3%	100.0%	66.7%	100.0%
	Not TASC Tutored	84.5%	85.0%	74.4%	74.1%	60.0%	66.7%

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

		Not Black/AA					
		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
SUCCESS	TASC Appointment Tutored	80.6%	72.2%	73.4%	73.4%	81.6%	92.3%
	Not TASC Tutored	67.9%	69.7%	67.1%	71.0%	68.0%	69.1%
RETENTION	TASC Appointment Tutored	86.9%	85.0%	82.1%	81.9%	86.8%	96.2%
	Not TASC Tutored	81.9%	80.7%	80.5%	80.5%	77.5%	79.5%

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Black/AA vs Non: Drop In Tutoring

		Black/AA					
		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
SUCCESS	Drop In Tutored	77.8%	84.6%	66.7%	100.0%		100.0%
	Not Drop In Tutored	58.5%	59.3%	60.0%	69.2%	65.7%	66.7%
RETENTION	Drop In Tutored	88.9%	92.3%	100.0%	100.0%		100.0%
	Not Drop In Tutored	72.3%	64.4%	75.6%	79.5%	80.0%	88.9%

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

		Not Black/AA					
		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
SUCCESS	Drop In Tutored	76.3%	76.7%	81.6%	82.8%	91.2%	92.9%
	Not Drop In Tutored	68.7%	67.5%	67.8%	72.0%	73.9%	72.7%
RETENTION	Drop In Tutored	81.7%	83.0%	89.5%	86.2%	94.1%	100.0%
	Not Drop In Tutored	81.5%	72.2%	79.1%	82.4%	81.5%	79.1%

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Latinx vs Non: Appointment Tutoring

		Latinx					
		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
SUCCESS	TASC Appointment Tutored	75.0%	67.9%	72.6%	71.1%	76.9%	90.9%
	Not TASC Tutored	61.8%	66.7%	62.1%	66.7%	63.3%	62.5%
RETENTION	TASC Appointment Tutored	86.0%	82.7%	82.1%	82.2%	92.3%	90.9%
	Not TASC Tutored	79.6%	79.7%	78.5%	77.7%	76.2%	76.0%

		Not Latinx					
		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
SUCCESS	TASC Appointment Tutored	84.6%	76.1%	74.7%	75.9%	83.0%	90.7%
	Not TASC Tutored	71.8%	71.1%	69.7%	73.0%	69.5%	71.6%
RETENTION	TASC Appointment Tutored	86.9%	88.5%	82.1%	83.3%	83.0%	97.7%
	Not TASC Tutored	83.6%	80.8%	81.4%	81.9%	77.5%	80.6%

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Latinx vs Non: Drop In Tutoring

		Latinx					
		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
SUCCESS	Drop In Tutored	68.4%	63.8%	82.4%	83.6%	90.0%	100.0%
	Not Drop In Tutored	60.3%	61.4%	61.1%	80.0%	67.4%	68.5%
RETENTION	Drop In Tutored	78.9%	73.9%	88.2%	89.1%	95.0%	100.0%
	Not Drop In Tutored	77.7%	67.4%	75.5%	80.0%	77.2%	75.9%

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

		Not Latinx					
		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
SUCCESS	Drop In Tutored	81.5%	85.0%	80.3%	73.8%	92.9%	91.7%
	Not Drop In Tutored	73.0%	70.4%	70.9%	68.8%	77.7%	74.2%
RETENTION	Drop In Tutored	84.0%	89.2%	90.9%	84.0%	92.9%	100.0%
	Not Drop In Tutored	83.2%	74.4%	80.9%	79.5%	84.3%	80.8%

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Reentry student vs. Non: Appointment Tutoring

		Reentry Student (25 and over)					
		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
SUCCESS	TASC Appointment Tutored	77.0%	76.6%	78.6%	67.2%	87.1%	83.3%
	Not TASC Tutored	66.1%	69.7%	67.6%	67.0%	69.7%	67.5%
RETENTION	TASC Appointment Tutored	80.5%	88.3%	84.5%	77.0%	93.5%	90.0%
	Not TASC Tutored	78.3%	79.2%	77.9%	76.7%	78.1%	78.2%

		Not Reentry Student (Under 25)					
		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
SUCCESS	TASC Appointment Tutored	83.8%	69.0%	69.5%	84.2%	77.1%	100.0%
	Not TASC Tutored	68.6%	69.3%	66.4%	71.9%	65.5%	69.4%
RETENTION	TASC Appointment Tutored	92.3%	84.0%	80.0%	89.5%	81.3%	100.0%
	Not TASC Tutored	83.7%	81.0%	81.4%	81.7%	76.3%	79.7%

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Reentry student vs. Non: Drop In Tutoring

		Reentry Student (25 and over)					
		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
SUCCESS	Drop In Tutored	74.2%	73.5%	83.3%	79.5%	89.5%	91.7%
	Not Drop In Tutored	64.8%	68.8%	67.5%	69.0%	72.2%	61.1%
RETENTION	Drop In Tutored	77.4%	80.7%	90.5%	82.1%	94.7%	100.0%
	Not Drop In Tutored	76.7%	72.4%	76.5%	80.9%	80.5%	67.1%

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

		Not Reentry Student (Under 25)					
		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
SUCCESS	Drop In Tutored	78.4%	80.2%	80.0%	84.3%	93.3%	100.0%
	Not Drop In Tutored	70.5%	66.4%	67.4%	73.1%	74.6%	82.1%
RETENTION	Drop In Tutored	86.3%	85.8%	89.3%	88.2%	93.3%	100.0%
	Not Drop In Tutored	83.7%	71.7%	80.5%	82.9%	82.2%	89.6%

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

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Number of Students Served (Tutees)

By Appointment

Students Served	SUMMER	FALL	SPRING	TOTAL by Campus
Oceanside		81	51	156
Community Learning Center	18	106	113	184
TOTAL by Semester	18	187	164	340

Figures for each term and by semester are unduplicated.
Total by campus is unduplicated total for AY 20-21.

By Drop-In

Students Served	FALL	SPRING	TOTAL
Drop-ins	40	15	52
Coaching	22	7	29
Embedded Tutoring	81	58	134
Student Success Workshops	480	340	800
TOTAL by Semester	623	420	1015

Semester totals reflect some duplication; figures for each term are unduplicated.
Total is unduplicated total for AY 20-21.

Number of Student Contacts

Individual Appointments Attended

Student Contacts	SUMMER	FALL	SPRING	TOTAL
Oceanside		274	218	492
Community Learning Center	183	505	674	1179
TOTAL	183	779	892	1854

Drop-Ins

Student Contacts	FALL	SPRING	TOTAL
Drop-ins	140	43	183
Coaching	26	9	35
Embedded Tutoring	211	268	479
Student Success Workshops	497	343	840
TOTAL	874	663	1537

Hours of Tutoring

Appointments

Appointment Hours	FALL	SPRING
	NO. OF HOURS	NO. OF HOURS
Oceanside	294	216
*CLC	437	324
^ONLINE	118	139
TOTAL	849	679

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

Groups, Drop-ins, Labs

Group Hours	FALL Online	SPRING Online	TOTAL HOURS BY ACTIVITY
Academic Success Coaching	580	398	978
Embedded Tutoring	900	520	1420
Accounting Drop-ins	524	323	847
TOTAL HOURS BY SEMESTER	2004	1241	**Grand Total 3245**

Number of Tutors Employed

Tutors	SUMMER	FALL	SPRING
ONLINE	0	22	18
ONLINE CLC	1	4	3
UNDUPLICATED TOTAL FOR 2020 - 2021 = 22			

21 of the 22 tutors served in multiple departmental roles (95%)

- 3 of the 22 tutors served as trainers for new tutors (14%)
- 12 of the 22 tutors served as embedded tutors (55%)
- 14 of the 22 tutors served as drop-in tutors (64%)
- 7 of the 22 tutors served as academic success coaches (32%)

Disciplines in which Tutoring was provided

Tutoring was offered in 45 courses Online, in the following disciplines:

Accounting
Anthropology
Business Administration
Computer Studies and Information Technology
Design
Economics
Italian
Learning Skills
Media Arts and Technologies
Music
Political Science
Psychology
Sociology
Spanish
Study Skills

STAR-CA

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

MiraCosta tutors who provided tutoring for STAR-CA

Sessions	Course	% of Minutes Per Course
10	Accounting	20%
11	Economics	22%
1	Italian	2%
29	Spanish	57%
Total: 51	**4**	**1133**

MiraCosta tutors assisted students who attended these colleges:
City College of San Francisco
MiraCosta College
Mt. San Jancinto College
Skyline College

Embedded Tutoring Overview by Semester

Embedded Tutoring Overview	Fall 2020	Spring 2021
Number of embedded tutoring sessions [1]	24	20
Number of Courses	18	12
Number of Instructors	12	10
Individual Students Served (Unduplicated)[2]	381	224
Total Number of Student Contacts	211	268
Number of Embedded Tutors	11	8

1. In some cases, more than one session per course was offered to accommodate student schedules.
2. These represents the number of students enrolled in the courses for which embedded tutoring support was provided.

Fall 2020

Course	Instructor
ACCT 201	Loedel
ACCT 202	Loedel
ANTH 101	Miller
CSIT 180	All
DESN 101	Clarke
LRNS 42	Peck
MAT 125	Cotnoir
MUSIC 152/252	Torok
SOC 101	Hoskins
SOC 101	Lopez
SOC 101	Soto-Gomez
SOC 101	Williams
SOC 207	Lopez

Spring 2021

Course	Instructor
ACCT 201	Loedel
ACCT 202	Loedel
ANTH 101	Miller
DESN 101	Clarke
LRNS 42	Peck
MAT 110, 210	All
MAT 125, 150	Cotnoir
MUSIC 152/252	Torok
SOC 101	Davis
SOC 101	Hoskins
SOC 101	Soto-Gomez

Student Success Workshops	
Summer 2020 Workshops	**# of attendees**
Student Orientation to Online Learning (9 sessions)	220
Fall 2020 Workshops	**# of attendees**
Student Orientation to Online Learning (27 sessions)	502
Spring 2021 Workshops	**# of attendees**
Student Orientation to Online Learning (25 sessions)	442