

**Miramar College
Supervised Tutoring Report**

Fall 2009-Spring 2012

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Introduction

The PLACe at Miramar College is the centralized tutoring center that provides students assistance with academic support services that go beyond the classroom. Students come to The PLACe to utilize the tutoring services to further develop their math, writing, or college reading/study skills. Students also receive assistance in improving the way information is processed and organization management. The services offered at the PLACe include one-on-one tutoring, online tutoring, open writing/math labs, ongoing study groups and workshops, and independent study.

The data in this report will be used for multiple purposes: 1) Miramar College will use it for accreditation (Library and Learning Resources Support of Accreditation Standard IIC), 2) The PLACe administration will use it to determine best practices and inform planning, and 3) Miramar College and the District will use it for deciding how services are rendered in the future.

The key questions that this report will serve to answer are:

- What proportion of students enrolled in basic skills math, English, and ESOL courses participate in tutoring?
- What is the demographic profile of students who participate in tutoring?
- How well do tutoring students perform in their Basic Skills courses relative to students who do not receive tutoring?
- Are students who participate in tutoring more likely to persist from term to term (fall to spring) compared to students who do not receive tutoring?

Methodology

This report examines Student Characteristics (Part I), Enrollment (Part II), and Student Outcomes (Part III). Specifically, in regard to Student Outcomes, this report shows the differences in the success and retention rates of those Basic Skills math, English, and ESOL students who received supervised tutoring compared to those students who did not receive supervised tutoring across six terms (Fall 2009, Fall 2010, Fall 2011, Spring 2010, Spring 2011, & Spring 2012). Differences in persistence rates for five cohort terms (Fall 2007 to Fall 2011) were also examined between the two groups.

It is important to note that students who received supervised tutoring for either math, ESOL, and English subjects at the tutoring center were matched with their corresponding math, ESOL, and English courses when determining the student outcomes of these students. That is, all tutoring subjects were excluded from analyses, except math, ESOL, and English subjects, because they serve as confounds in determining the outcomes of students. To provide additional points of comparison, tutoring outcomes for all three colleges in the district and collegewide outcomes are included as benchmarks.

Terms and Definitions

Success Rates: Percentage of students who completed a course with a grade of A, B, C, or P out of total enrollments as of census. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100.

Retention Rates: Percentage of students who completed a course with a grade of A, B, C, D, F, P, NP, I, or RD out of total enrollments as of census. The retention rate is calculated by dividing the numerator by the denominator and multiplying by 100.

Term Persistence Rates: Measure of Basic Skills math, ESOL, and English college students who were enrolled in a fall term as of census (eliminating drops and never attends prior to census) and who completed the term with a grade notation of A, B, C, D, F, P, NP, I, or RD, then were enrolled as of census in the subsequent spring term and received a grade notation for that term.

Tutoring Student: Students who received 0.1 or more cumulative hours of tutoring for the target course in a given term comprise the “students with tutoring” group. Conversely, students who received no tutoring for the target course comprise the “students without tutoring” group.

Highlight of the findings

- On average, female students comprised the majority of Miramar's Basic Skills math, English, and ESOL tutoring students (59%) relative to their male student counterpart (41%) across the six terms being reported (see Tables/Figures 1.1 & 1.2).
- The ethnic groups that comprised the largest headcounts of those who received tutoring were White students (31%), followed by Asian/Pacific Islander and Latino students (24% & 20%, respectively) on average. For the fall terms, all three ethnic groups showed fluctuating patterns in headcount (see Table/Figure 1.3). For the spring terms, both African American and Latino students who received tutoring showed a steady increase in headcount, whereas White student headcount fluctuated over the same terms being reported (see Table/Figure 1.4).
- Students who were between ages 18 and 24, on average, constituted nearly half of the students (44% on average) who received tutoring at Miramar College. For the fall terms, the trend in headcount nearly decreased over time for this age group (see Table/Figure 1.5), whereas for the spring terms the trend in headcount fluctuated over time (see Table/Figure 1.6).
- The number of students enrolled in Basic Skills Math classes who received tutoring decreased 24% between Fall 2009 and Spring 2012 (see Table 2.1). However, the number of students enrolled in Basic Skills English and ESOL classes who received tutoring both showed an increasing trend between Fall 2009 and Spring 2012 (43% & 53%, respectively) (see Tables 2.2 & 2.3).
- Overall, on average, the success, retention, and term persistence rates of Basic Skills students who received tutoring in English, Math, and ESOL were consistently higher compared to the success, retention, and term persistence rates of those Basic Skills students who had not received tutoring in English, Math, and ESOL across the six terms being reported.

Part I. Student Characteristics

Figure 1.1. Miramar College Tutoring Students by Gender (Fall)

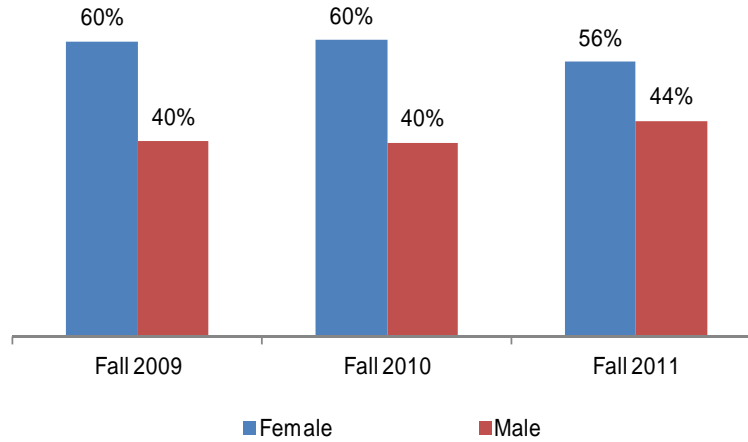


Table 1.1. Miramar College Tutoring Students by Gender (Fall)

	Fall 2009		Fall 2010		Fall 2011	
Female	181	60%	151	60%	136	56%
Male	120	40%	99	40%	107	44%
Total	301	100%	250	100%	243	100%

Source: SDCCD Information System

Figure 1.2. Miramar College Tutoring Students by Gender (Spring)

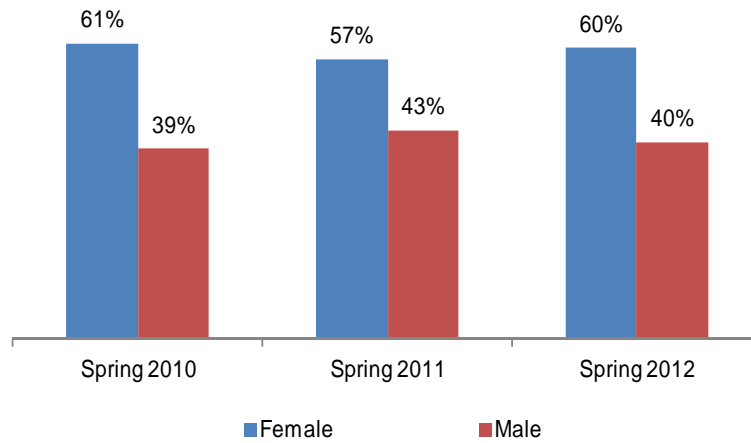


Table 1.2. Miramar College Tutoring Students by Gender (Spring)

	Spring 2010		Spring 2011		Spring 2012	
Female	173	61%	142	57%	232	60%
Male	111	39%	106	43%	157	40%
Unreported	1	0%	0	0%	0	0%
Total	285	100%	248	100%	389	100%

Source: SDCCD Information System

Figure 1.3. Miramar College Tutoring Students by Ethnicity (Fall)

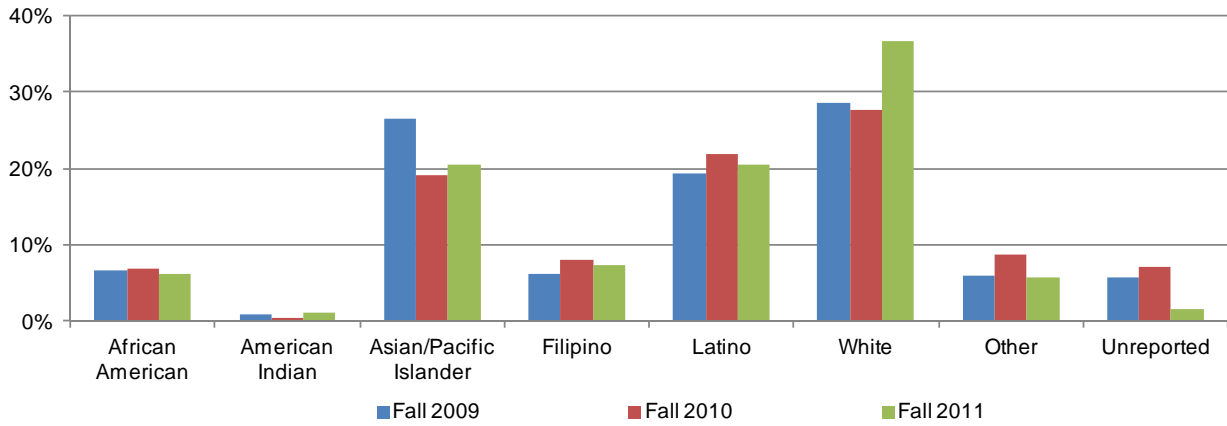


Table 1.3. Miramar College Tutoring Students by Ethnicity (Fall)

	Fall 2009		Fall 2010		Fall 2011	
	Count	Percentage	Count	Percentage	Count	Percentage
African American	20	7%	17	7%	15	6%
American Indian	3	1%	1	0%	3	1%
Asian/Pacific Islander	80	27%	48	19%	50	21%
Filipino	19	6%	20	8%	18	7%
Latino	58	19%	55	22%	50	21%
White	86	29%	69	28%	89	37%
Other	18	6%	22	9%	14	6%
Unreported	17	6%	18	7%	4	2%
Total	301	100%	250	100%	243	100%

Source: SDCCD Information System

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Figure 1.4. Miramar College Tutoring Students by Ethnicity (Spring)

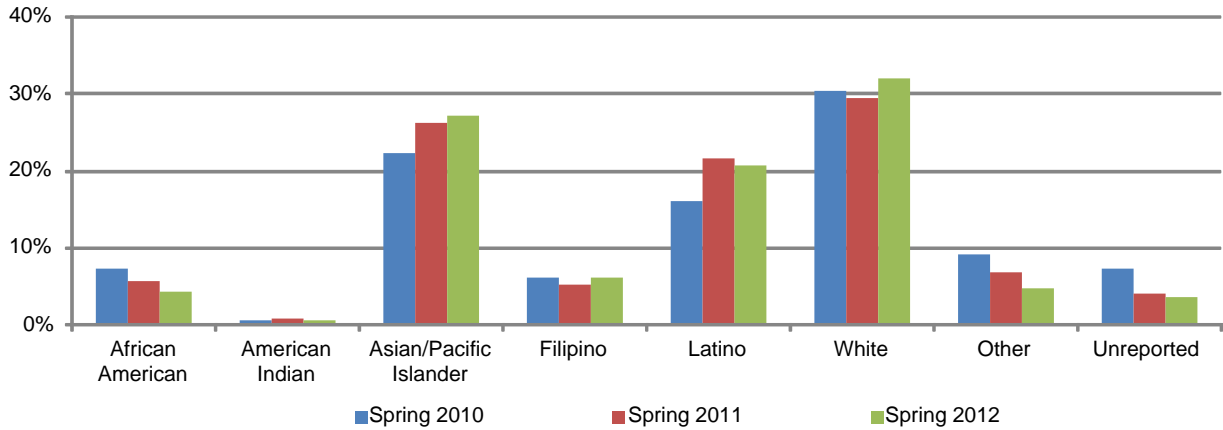


Table 1.4. Miramar College Tutoring Students by Ethnicity (Spring)

	Spring 2010		Spring 2011		Spring 2012	
African American	21	7%	14	6%	17	4%
American Indian	2	1%	2	1%	3	1%
Asian/Pacific Islander	64	22%	65	26%	106	27%
Filipino	18	6%	13	5%	24	6%
Latino	46	16%	54	22%	81	21%
White	87	31%	73	29%	125	32%
Other	26	9%	17	7%	19	5%
Unreported	21	7%	10	4%	14	4%
Total	285	100%	248	100%	389	100%

Source: SDCCD Information System

Figure 1.5. Miramar College Tutoring Students by Age (Fall)

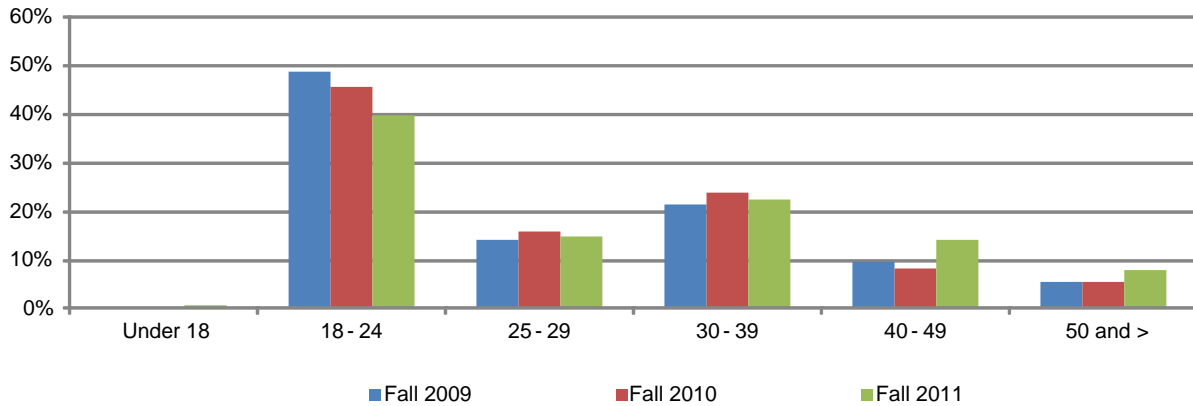


Table 1.5. Miramar College Tutoring Students by Age (Fall)

	Fall 2009		Fall 2010		Fall 2011	
	Count	Percentage	Count	Percentage	Count	Percentage
Under 18	0	0%	1	0%	2	1%
18 - 24	147	49%	114	46%	97	40%
25 - 29	43	14%	40	16%	36	15%
30 - 39	65	22%	60	24%	55	23%
40 - 49	29	10%	21	8%	34	14%
50 and >	17	6%	14	6%	19	8%
Total	301	100%	250	100%	243	100%

Source: SDCCD Information System

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Figure 1.6. Miramar College Tutoring Students by Age (Spring)

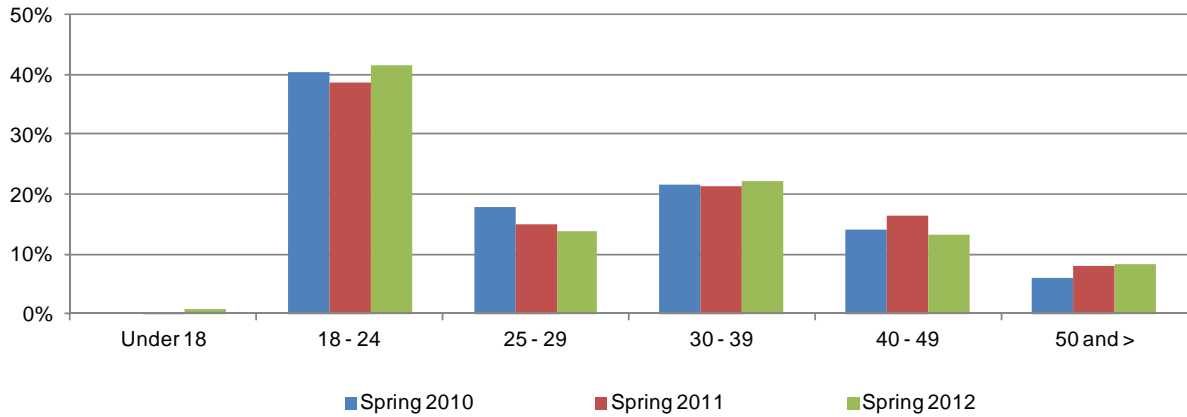


Table 1.6. Miramar College Tutoring Students by Age (Spring)

	Spring 2010		Spring 2011		Spring 2012	
	Count	Percentage	Count	Percentage	Count	Percentage
Under 18	0	0%	1	0%	3	1%
18 - 24	115	40%	96	39%	162	42%
25 - 29	51	18%	37	15%	54	14%
30 - 39	62	22%	53	21%	86	22%
40 - 49	40	14%	41	17%	52	13%
50 and >	17	6%	20	8%	32	8%
Total	285	100%	248	100%	389	100%

Source: SDCCD Information System

Part II. Enrollment

Table 2.1. Miramar College Math Enrollments by Tutoring Status

	Students with Tutoring	Students without Tutoring	Students at All Colleges with Tutoring
Fall 2009	135	645	868
Spring 2010	169	500	777
Fall 2010	156	725	892
Spring 2011	133	713	919
Fall 2011	122	893	926
Spring 2012	102	790	1,201
Total	817	4,266	5,583

Source: SDCCD Information System

Table 2.2. Miramar College English Enrollments by Tutoring Status

	Students with Tutoring	Students without Tutoring	Students at All Colleges with Tutoring
Fall 2009	164	1,103	902
Spring 2010	93	785	708
Fall 2010	75	1,108	1,180
Spring 2011	81	1,005	916
Fall 2011	84	998	863
Spring 2012	236	889	1,368
Total	733	5,888	5,937

Source: SDCCD Information System

Table 2.3. Miramar College ESOL Enrollments by Tutoring Status

	Students with Tutoring	Students without Tutoring	Students at All Colleges with Tutoring
Fall 2009	155	315	435
Spring 2010	147	251	502
Fall 2010	115	323	466
Spring 2011	155	316	517
Fall 2011	151	314	494
Spring 2012	237	214	569
Total	960	1,733	2,983

Source: SDCCD Information System

Persistence Rates

Figure 2.4. Miramar College Term Persistence Rates for Basic Skills Math Students

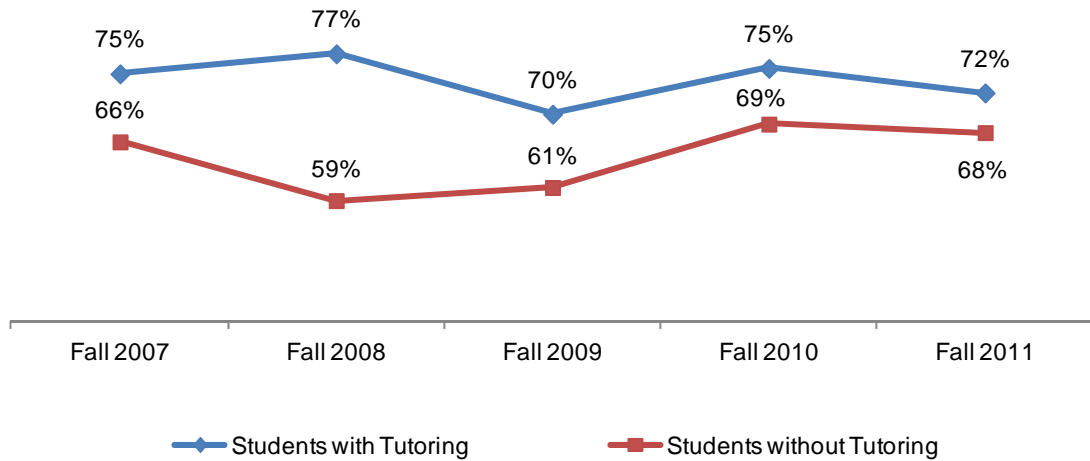


Table 2.4. Miramar College Term Persistence Rates for Basic Skills Math Students

	Students with Tutoring	Students without Tutoring	Students at All Colleges with Tutoring	Collegewide First-Time Students
Fall 2007	75%	66%	81%	61%
Fall 2008	77%	59%	81%	62%
Fall 2009	70%	61%	81%	63%
Fall 2010	75%	69%	80%	66%
Fall 2011	72%	68%	82%	69%
Average	74%	65%	81%	64%

Source: SDCCD Information System

Figure 2.5. Miramar College Term Persistence Rates for Basic Skills English Students

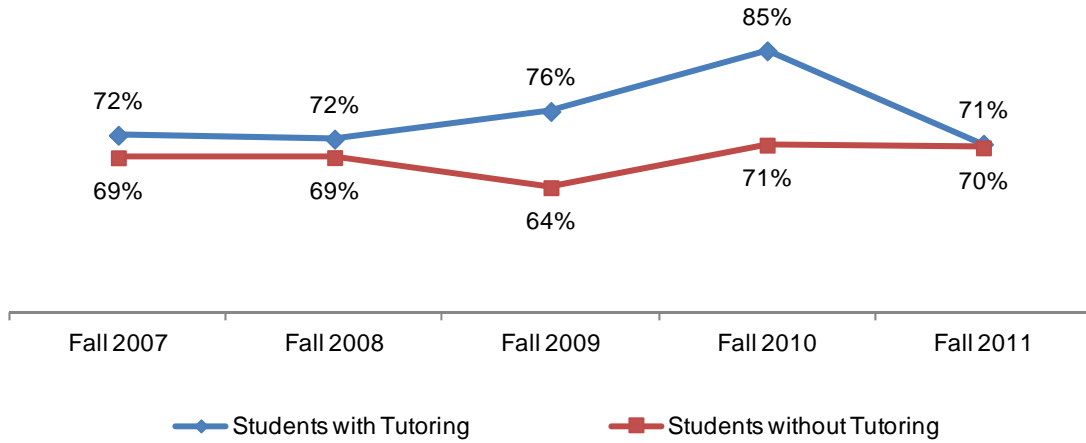


Table 2.5. Miramar College Term Persistence Rates for Basic Skills English Students

	Students with Tutoring	Students without Tutoring	Students at All Colleges with Tutoring	Collegewide First-Time Students
Fall 2007	72%	69%	80%	61%
Fall 2008	72%	69%	82%	62%
Fall 2009	76%	64%	86%	63%
Fall 2010	85%	71%	82%	66%
Fall 2011	71%	70%	83%	69%
Average	75%	69%	82%	64%

Source: SDCCD Information System

Figure 2.6. Miramar College Term Persistence Rates for Basic Skills ESOL Students

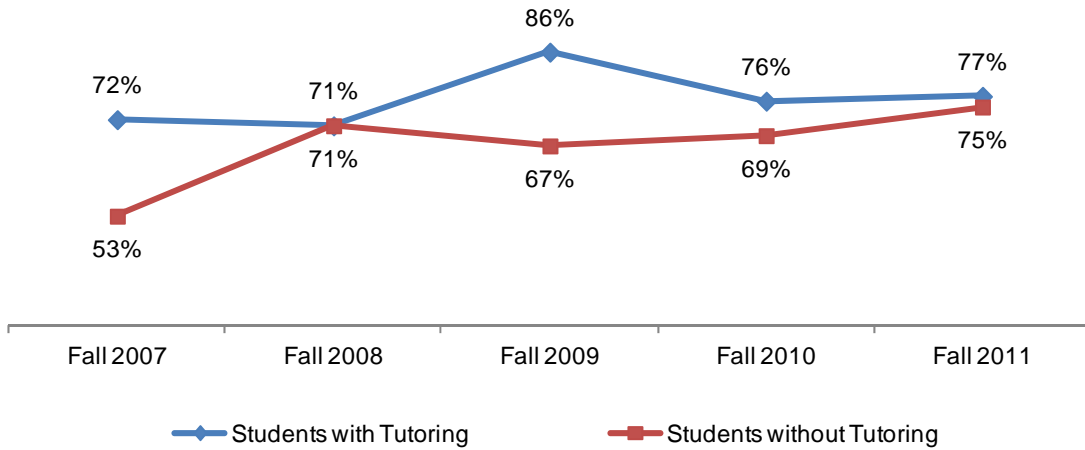


Table 2.6. Miramar College Term Persistence Rates for Basic Skills ESOL Students

	Students with Tutoring	Students without Tutoring	Students at All Colleges with Tutoring	Collegewide First-Time Students
Fall 2007	72%	53%	79%	61%
Fall 2008	71%	71%	74%	62%
Fall 2009	86%	67%	84%	63%
Fall 2010	76%	69%	78%	66%
Fall 2011	77%	75%	87%	69%
Average	76%	67%	81%	64%

Source: SDCCD Information System

Part III. Student Outcomes

Success Rates

Figure 3.1. Miramar College Success Rates for Basic Skills Math Students

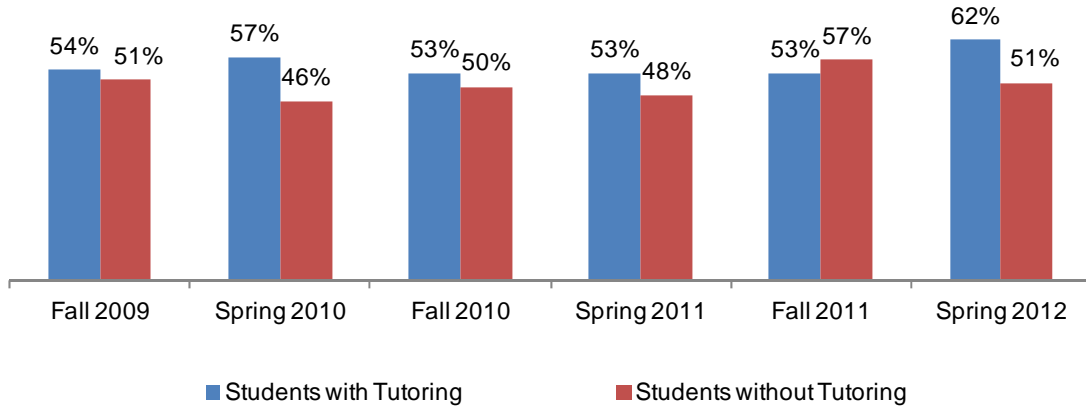


Table 3.1. Miramar College Success Rates for Basic Skills Math Students

	Students with Tutoring	Students without Tutoring	Students at All Colleges with Tutoring	All Coursework Collegewide
Fall 2009	54%	51%	52%	68%
Spring 2010	57%	46%	54%	68%
Fall 2010	53%	50%	54%	67%
Spring 2011	53%	48%	54%	67%
Fall 2011	53%	57%	58%	67%
Spring 2012	62%	51%	55%	69%
Average	55%	51%	55%	68%

Source: SDCCD Information System

Figure 3.2. Miramar College Success Rates for Basic Skills English Students

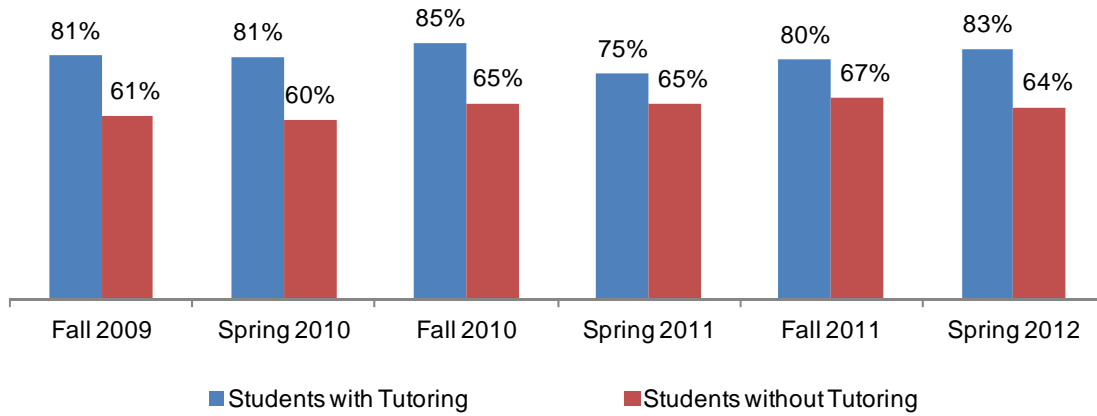


Table 3.2. Miramar College Success Rates for Basic Skills English Students

	Students with Tutoring	Students without Tutoring	Students at All Colleges with Tutoring	All Coursework Collegewide
Fall 2009	81%	61%	78%	68%
Spring 2010	81%	60%	76%	68%
Fall 2010	85%	65%	74%	67%
Spring 2011	75%	65%	75%	67%
Fall 2011	80%	67%	75%	67%
Spring 2012	83%	64%	76%	69%
Average	81%	64%	76%	68%

Source: SDCCD Information System

Figure 3.3. Miramar College Success Rates for Basic Skills ESOL Students

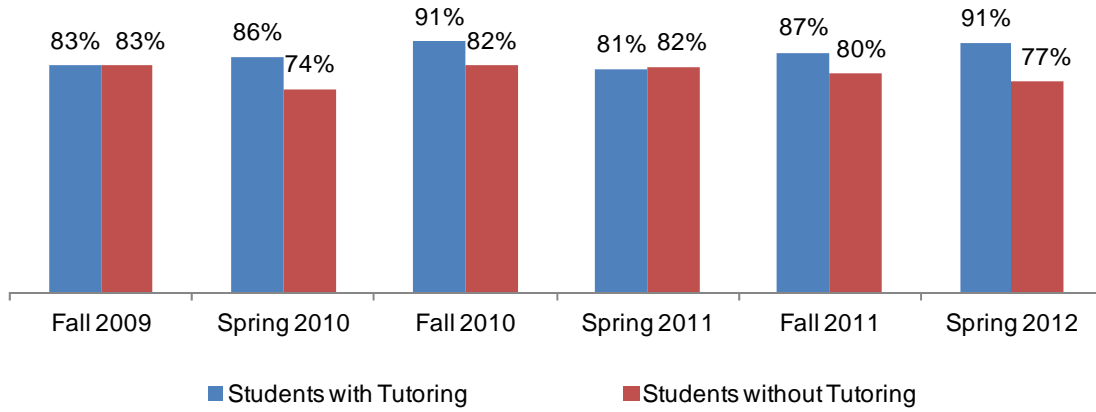


Table 3.3. Miramar College Success Rates for Basic Skills ESOL Students

	Students with Tutoring	Students without Tutoring	Students at All Colleges with Tutoring	All Coursework Collegewide
Fall 2009	83%	83%	82%	68%
Spring 2010	86%	74%	83%	68%
Fall 2010	91%	82%	83%	67%
Spring 2011	81%	82%	84%	67%
Fall 2011	87%	80%	89%	67%
Spring 2012	91%	77%	86%	69%
Average	87%	80%	85%	68%

Source: SDCCD Information System

Retention Rates

Figure 4.1. Miramar College Retention Rates for Basic Skills Math Students

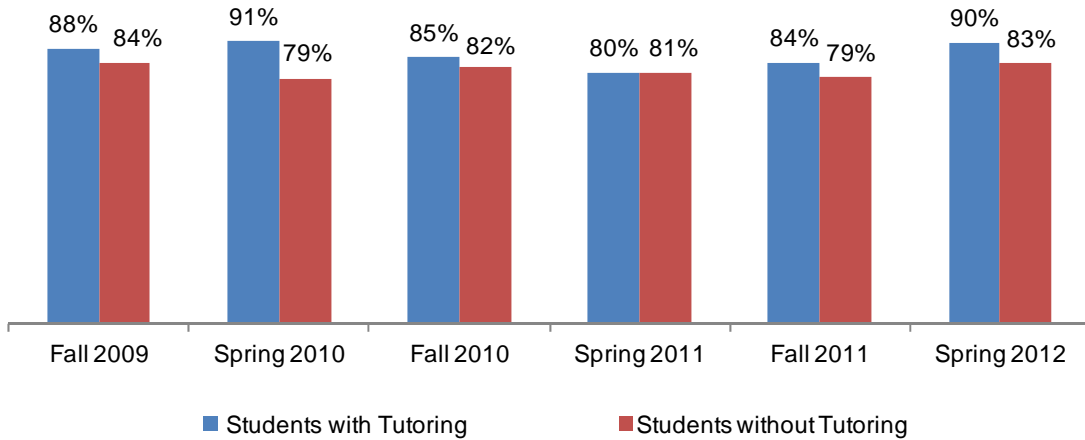


Table 4.1. Miramar College Retention Rates for Basic Skills Math Students

	Students with Tutoring	Students without Tutoring	Students at All Colleges with Tutoring	All Coursework Collegewide
Fall 2009	88%	84%	82%	85%
Spring 2010	91%	79%	84%	85%
Fall 2010	85%	82%	84%	85%
Spring 2011	80%	81%	85%	85%
Fall 2011	84%	79%	87%	83%
Spring 2012	90%	83%	85%	86%
Average	86%	81%	85%	85%

Source: SDCCD Information System

Figure 4.2. Miramar College Retention Rates for Basic Skills English Students

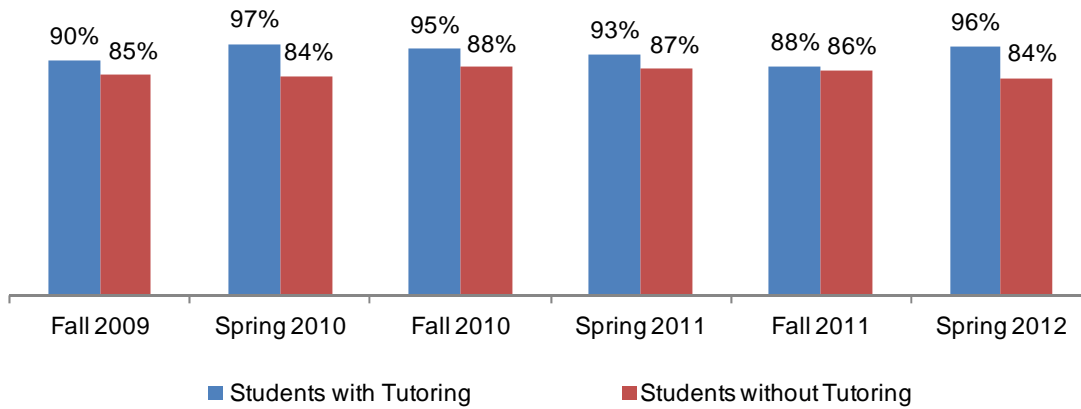


Table 4.2. Miramar College Retention Rates for Basic Skills English Students

	Students with Tutoring	Students without Tutoring	Students at All Colleges with Tutoring	All Coursework Collegewide
Fall 2009	90%	85%	94%	85%
Spring 2010	97%	84%	95%	85%
Fall 2010	95%	88%	94%	85%
Spring 2011	93%	87%	94%	85%
Fall 2011	88%	86%	90%	83%
Spring 2012	96%	84%	93%	86%
Average	93%	86%	93%	85%

Source: SDCCD Information System

Figure 4.3. Miramar College Retention Rates for Basic Skills ESOL Students

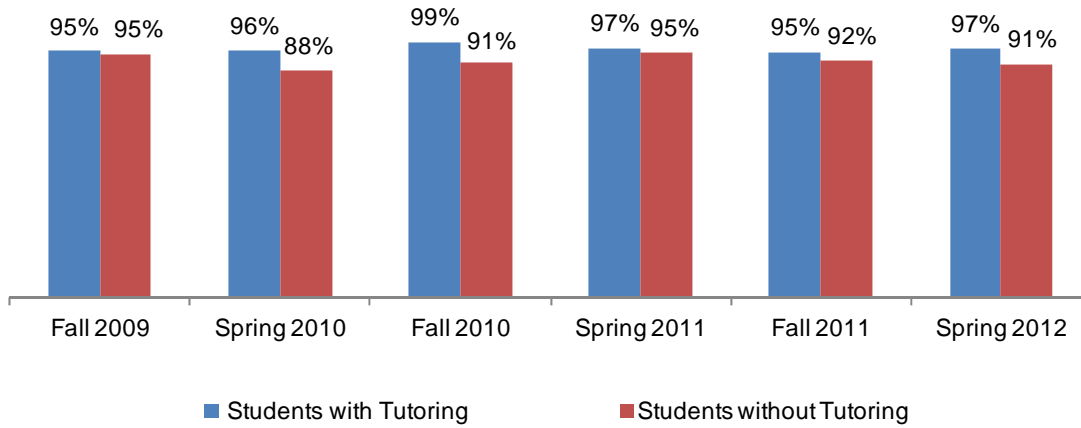


Table 4.3. Miramar College Retention Rates for ESOL Students

	Students with Tutoring	Students without Tutoring	Students at All Colleges with Tutoring	All Coursework Collegewide
Fall 2009	95%	95%	96%	85%
Spring 2010	96%	88%	97%	85%
Fall 2010	99%	91%	95%	85%
Spring 2011	97%	95%	97%	85%
Fall 2011	95%	92%	96%	83%
Spring 2012	97%	91%	96%	86%
Average	96%	92%	96%	85%

Source: SDCCD Information System