The Teaching & Learning Center Annual Report: 2021 - 2022

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The Teaching & Learning Center Annual Report: 2021- 2022

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Mission

The mission of the Teaching & Learning Center is to help our diverse community of students develop the skills, strategies, and mindset necessary for academic and professional success. Based on assessed needs and in collaboration with faculty, we provide students with resources, services, and opportunities that foster independent, lifelong learning.

Goals, Objectives, and Student Learning Outcomes

Through high quality, meaningful, and comprehensive one-on-one and group services, our goals are to:

1) Reinforce course content and foster our students' capacity to think critically and creatively.
   Objective A) Promote students' academic success by helping them develop content mastery and critical thinking skills.

   Objective B) Provide and model learning strategies and skills that enable students to become independent learners.

   Objective C) Help students develop awareness about their own thinking and learning preferences and foster their creative thinking skills to improve their academic success.

   > SLO 1.1) Student will be able to identify and apply appropriate content-specific and learning/study strategies for learning the course material.

2) Provide students with the resources, personal connections, and knowledge to successfully navigate disciplinary and institutional expectations in ways that contribute to lifelong wellness.
   Objective A) Foster students' ability to effectively and responsibly navigate their academic environment by explaining and modeling success strategies.

   Objective B) Help students feel more confident and comfortable utilizing appropriate success strategies to navigate the academic environment.

   > SLO 2.1) Students who participate in academic coaching consultations will demonstrate increased feelings of confidence and comfortableness with their ability to implement successful learning and study strategies or skills for academic success.

   > SLO 2.2) Students who participate in academic coaching consultations will improve their academic standing and demonstrate progress in their enrolled courses.

   > SLO 2.3) Student demonstrates preparedness by planning for their tutorial session and arriving with relevant materials.

   > PLO 2.1) TLC will demonstrate a 2% increase in students scheduling academic coaching consultations, especially for students who have received Early Alerts.

3) Help students become stronger, more collaborative, and increasingly self-directed learners and communicators.

Objective A) Help students develop strong writing and presentation strategies that are transferable across disciplines and into everyday life by providing impactful one-on-one consultations and customized workshops.

Objective B) Foster independent learning by helping students identify, process, and communicate challenges with their coursework to others and the steps they can take to overcome those challenges.

Objective C) Help students feel more comfortable and confident working through their coursework collaboratively.

SLO 3.1) Students who participate in more than one tutorial session will demonstrate an increased ability to articulate what aspects, concepts, steps, or processes they need help with.

SLO 3.2) Students who participate in one-on-one tutorial sessions will be able to articulate to the tutor proper knowledge, skills, or steps for successfully mastering the course material.
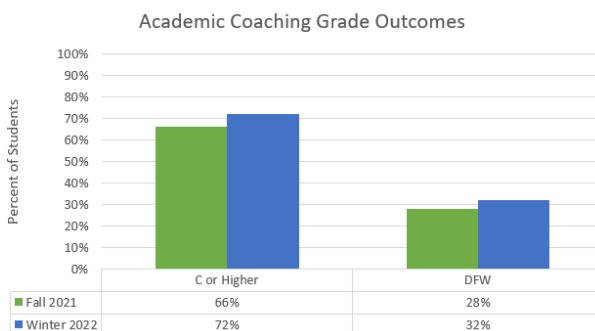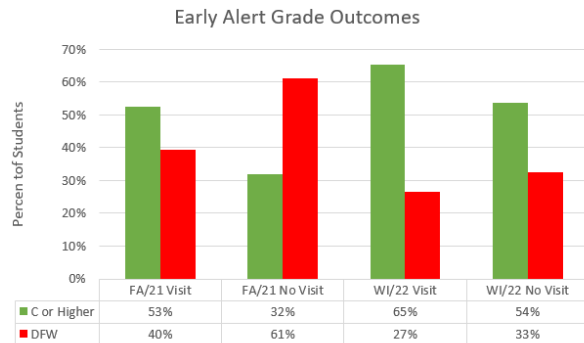
Executive Summary

The Teaching & Learning Center (TLC) is housed in the LLIC at Delta College and is accredited up to level 3 by the College Reading & Learning Association (CRLA). It is comprised of two Student Development Specialists, five part-time professional Learning Consultants, and an Office Professional. The TLC typically has peer learning consultants (peer tutors), but since COVID-19, student recruitment has been challenging. Many of the professional learning consultants have taken classes and worked with faculty in the content area they tutor. They have unique, specialized knowledge that fits Delta courses, which external tutoring services do not provide. The TLC has been an integral part of Delta College since its origin, and our staff takes pride in working with faculty and other departments to provide the best services and resources for our students' academic and personal success.

TLC Programs:

- One-on-one and group tutoring
- Facilitated study groups
- Structured Learning Assistance
- Customized workshops for faculty and students
- Academic coaching

Main Takeaways

- DFW rates for Early Alert students who utilized the TLC were 40% compared to 61% for those who didn't utilize the TLC for assistance.

- Contact hours from FA/20 to FA/21 increased by 1,968 hours and there were 2,298 more visits.

- There were 53 more tutoring sessions in the winter compared to the fall. Historically, fall semester utilization is typically higher so seeing an increase in winter utilization is predictive of continued increases in utilization.

- Between the fall and winter semester, nearly 7/10 students who took part in academic coaching received a C or higher in their course. Most students who visit for academic coaching are on the verge of failing.

- Based on exit survey data, 100% of students were satisfied with our services and would recommend our services to others.

Early Alert Grade Outcomes

	FA/21 Visit	FA/21 No Visit	WI/22 Visit	WI/22 No Visit
C or Higher	53%	32%	65%	54%
DFW	40%	61%	27%	33%

Academic Coaching Grade Outcomes

	C or Higher	DFW
Fall 2021	66%	28%
Winter 2022	72%	32%

Service Usage Data

Total Visits the Past Five Years

For the 21/22 Academic Year, the Teaching & Learning Center increased the number of visits from Fall 20' to Fall 21'. Due to the near removal of developmental math courses, Winter 22' visits decreased as SLA utilization went down. "Total visits" include any type of service utilized by a student in the TLC (tutoring, Cyber Tutor, SLA, facilitated study groups, academic coaching, workshops, etc.).

Total Visits the Past Five Years

	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
Fall	17129	12321	3620	5918
Winter	8208	4511	4642	1602
Total	25337	16832	8262	7520
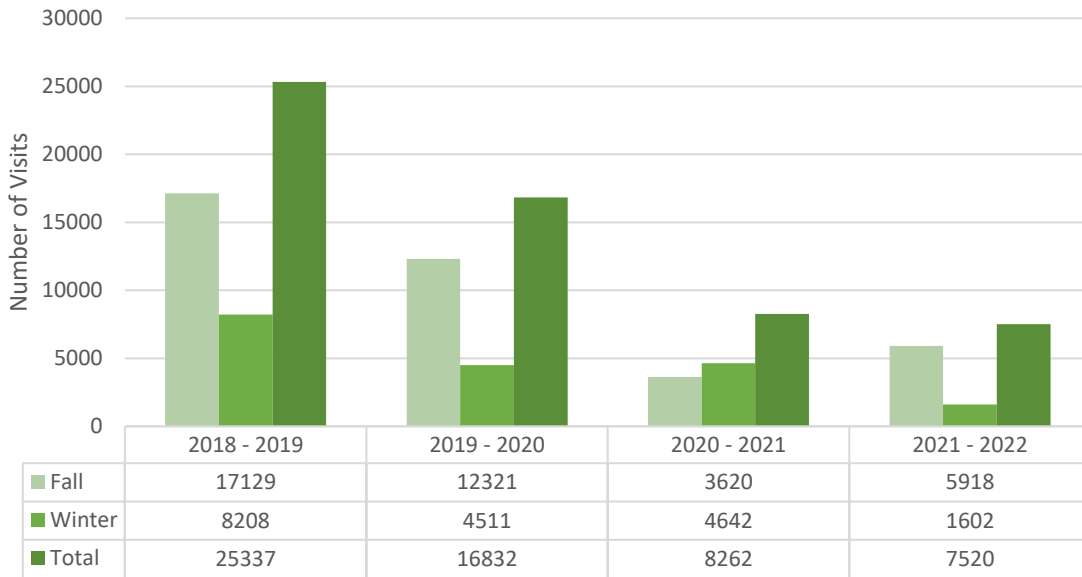
Contact Hours for the 21/22 Academic Year

Student contact hours increased from Fall 2020 to Fall 2021. Due to the near removal of developmental math courses, Winter 22' contact hours decreased. However, Winter 22' visits and contact hours for tutoring actually increased compared to Fall 21'.

Contact Hours

	Fall 2020	Winter 2021	Fall 2021	Winter 2022
Contact Hours	1779	2480	3747	994
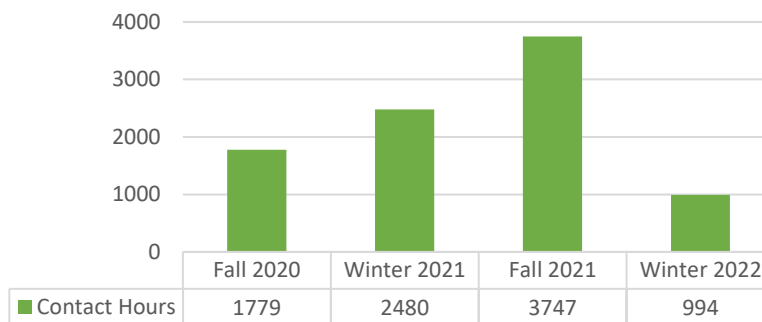
Unique Students Reached

Unique students from last academic year (20/21) to this academic year (21/22) remained relatively the same. When considering the average between both semesters in an academic year, there was a .5% increase in unique students this academic year.

Percent of Unique Students Reached
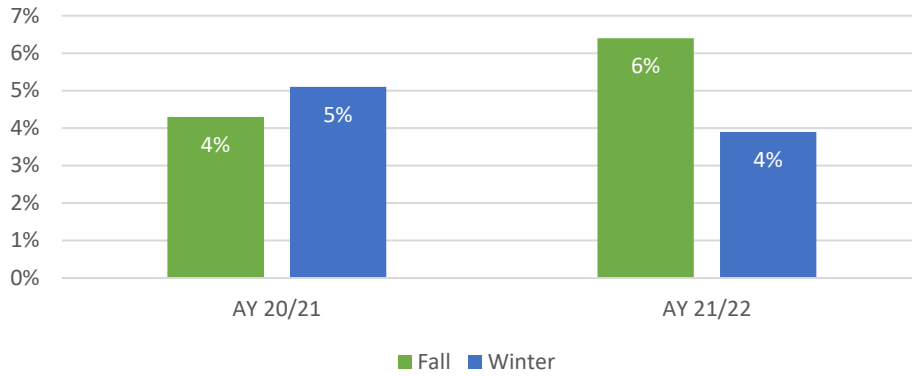
	2020 - 2021	2021 - 2022
Fall		
Tutoring	114	206
SLA	191	246
Fall Total	305	452
% Reached	**4.3%**	**6.4%**
Winter		
Tutoring	179	226
SLA	162	30
Winter Total	341	266
% Reached	**5.1%**	**3.9%**
Annual Total	**646**	

Visits by Course and Division(s)

Top Ten Courses Fall 2021

Course	Value
MTH-099	127
MTH-264	87
MTH-119	73
MTH-118	30
PNE-121	30
CHM-101	28
MTH-161	27
MTH-122	22
BIO-152	21
MTH-208	21

■ Top Ten Courses FA/21

Top Ten Courses Winter 2022

Course	Value
MTH-095	56
MTH-122	50
NUR-101A	42
MTH-119	41
CHM-101	36
CHM-111	36
MTH-120	32
MTH-118	30
MTH-209	29
MTH-208	28
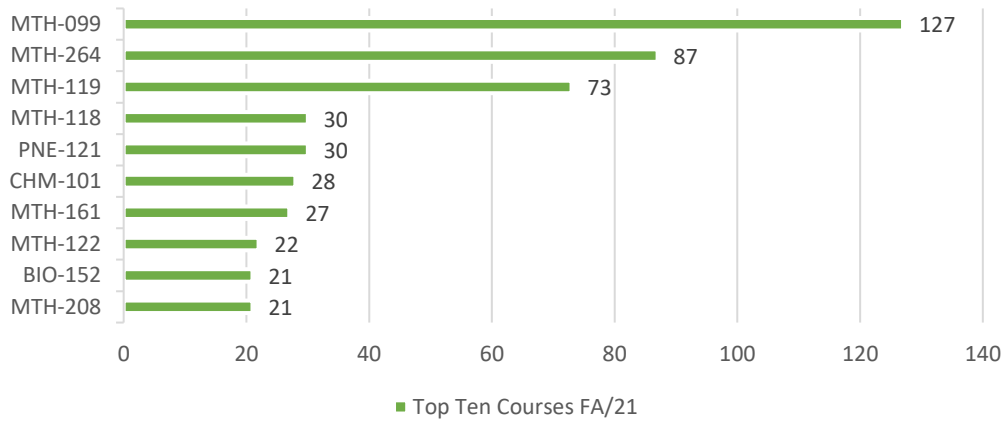
■ Top Ten Courses Winter 2022
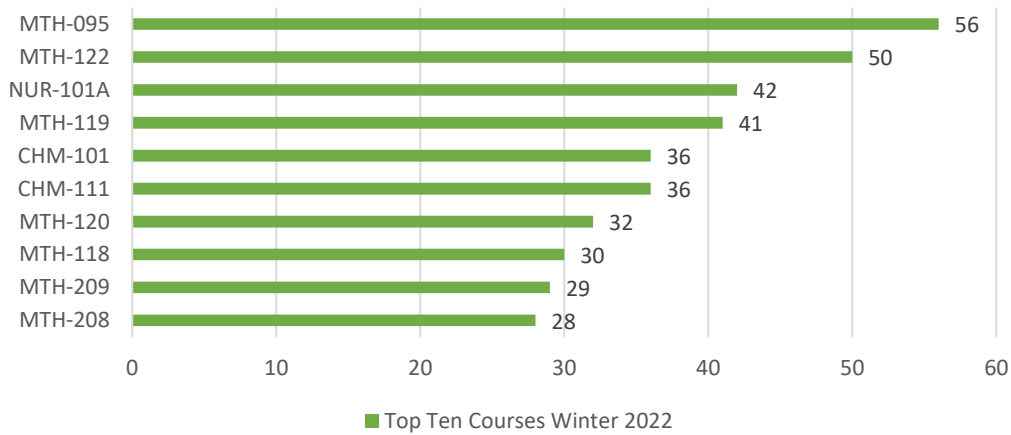
Visits by Division
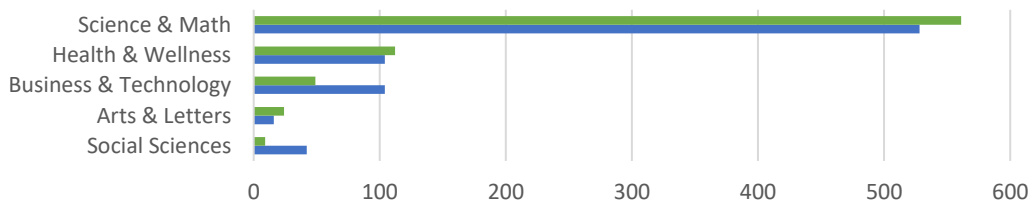
	Social Sciences	Arts & Letters	Business & Technology	Health & Wellness	Science & Math
Fall 2021	9	24	49	112	561
Winter 2022	42	16	104	104	528
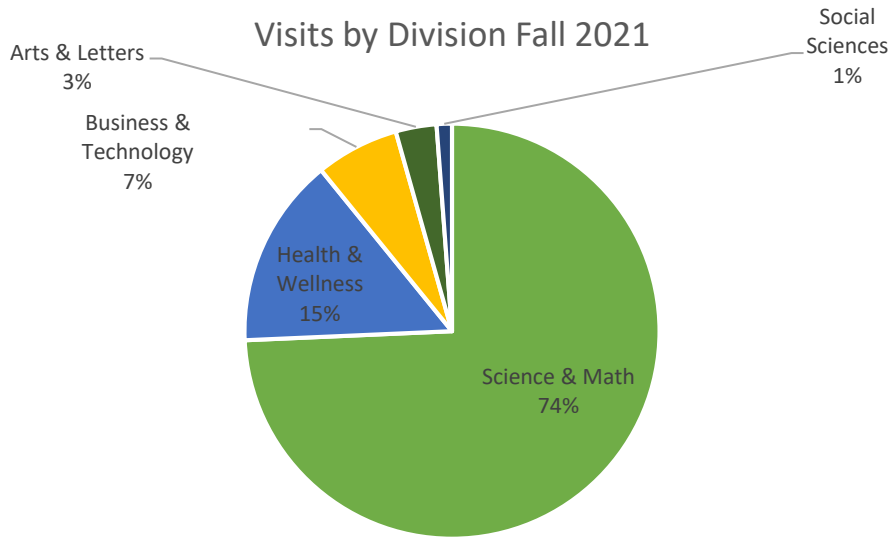
Visits by Division Fall 2021

Social Sciences
1%

Arts & Letters
3%

Business &
Technology
7%

Health &
Wellness
15%

Science & Math
74%

■ Science & Math ■ Health & Wellness ■ Business & Technology ■ Arts & Letters ■ Social Sciences

Visits by Division Winter 2022

Social Sciences
5%

Arts & Letters
2%

Business & Technology
13%

Health &
Wellness
13%
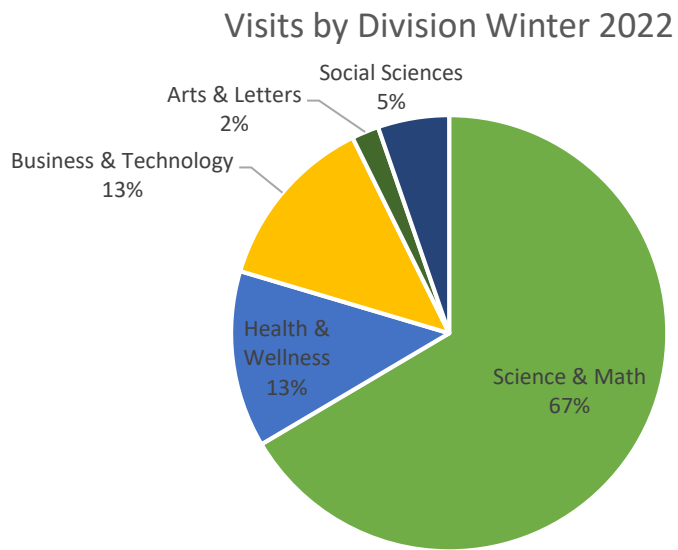
Science & Math
67%

■ Science & Math ■ Health & Wellness ■ Business & Technology ■ Arts & Letters ■ Social Sciences

Visits by Discipline or Program

Fall 2021 Visits by Discipline/Programs

Discipline/Program	Visits
Math	439
Nursing	84
Chemistry	47
Biology	37
Physics	28
Respiratory Care	21
Office Administration	15
Computer Science	13
American Sign Language	11
Other	10
ACCUPLACER	9
Astronomy	9
Management	7
Accounting	6
Skilled Trades	6
Medical Sonography	5
Writing	5
Political Science	4
Radiography	4
Reading	4
Economics	2
Physical Therapy	2
Art	1
Physical Therapy	1
Chemical Processing	1
Dental Assisting	1
English	1
Fire Science	1
French	1
Geography	1
Philosophy	1
Psychology	1
Sociology	1
Spanish	1

■ Fall 2021 Visits by Discipline/Programs

Winter 2022 Visits by Discpline/Program

Discipline/Program	Visits
Math	363
Nursing	77
Chemistry	74
Biology	53
Computer Science and Technology	43
Physics	25
Electrical Technology	23
Radiography	15
Criminal Justice	12
Astronomy	9
Management	9
Psychology	9
Lifelong Wellness	8
Sociology	8
English	7
Residenital Construction	7
Skilled Trades	7
Communications	6
Office Administration	6
Spanish	6
ACCUPLACER	4
WET Technology	4
Economics	3
History	3
American Sign Language	3
Sonography	2
Information Technology	2
Physical Therapy	2
Respiratory Care	2
Astrology	1
Business Math	1
Computer Aided Design	1
Dental Assisting	1
Dental Hygiene	1
French	1
Geology	1
Machining	1
Physical Science	1
Political Science	1

■ Winter 2022 Visits by Discpline/Program

As evidenced in the bar graphs for visits by course, division, and discipline(s)/program(s), math and the physical sciences makeup a majority of our tutoring visits. With the introduction of academic coaching and an increase in its demand, nursing has become a more prevalent part of our services.

Visits by Reason[1]

Total Visits by Reason

	FSG	Writing	Other	Academic Coaching	Course Concepts	Quiz/Test Prep	Homework
Fall 2021	51	7	61	97	43	175	345
Winter 2022	28	40	101	86	167	98	283

Total Visits by Service Type

	Other	Academic Coaching	Facilitated Study Group	Tutoring	SLA
Fall 2021	36	97	51	595	4806
Winter 2022	41	86	28	648	799

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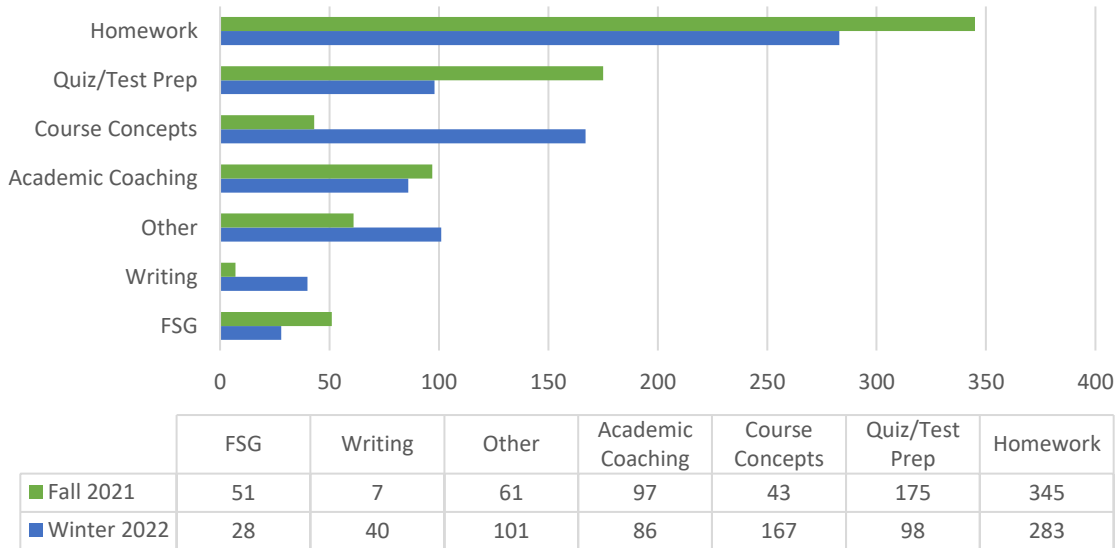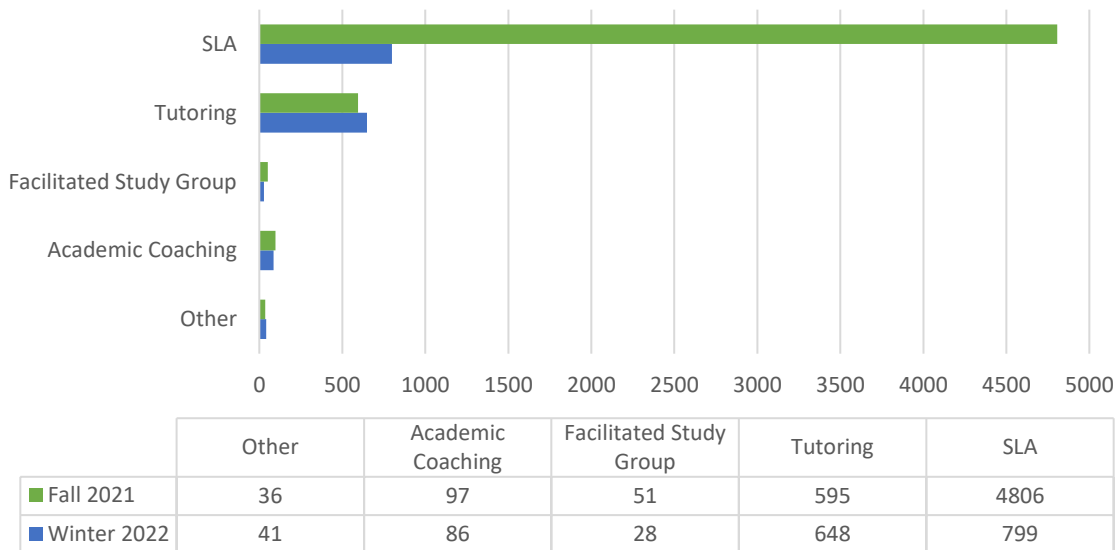
[1] Total Visits by Service Type and specifically "Academic Coaching" on the Y axis aligns with PO 2.1

Student Demographics

Based on the demographic data collected in TracCloud, the TLC's typical students are female, have taken around three or more full-time semesters worth of credits, and have GPAs between 2.7 and 3.69. TracCloud collects race/ethnicity data, but the identifiers are pulled from Colleague which only has three categories: NHS, HIS, and UE. Most students who visit the TLC are NHS, but the categories are too broad to inform us of students by race/ethnicity.

Percent of Unique Students by Gender

	Fall 2021	Winter 2022
Female	77.2	79.7
Male	22.8	20.3
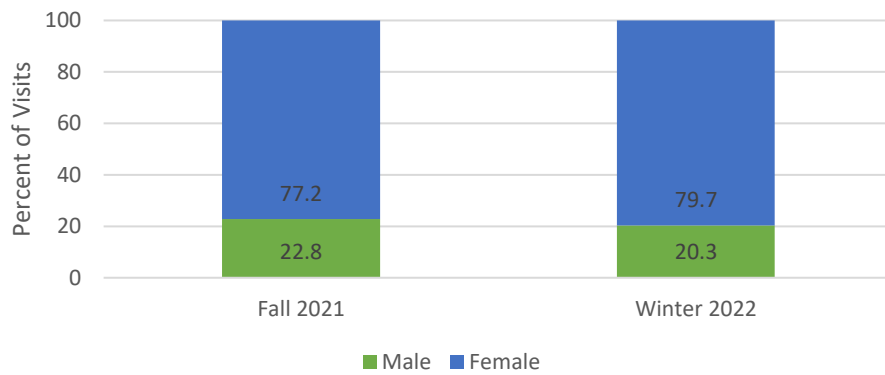
Average Percent of Unique Students by City for FA/21 and WI/22

- Saginaw 35%
- Bay 15%
- Midland 12%
- Other 38%
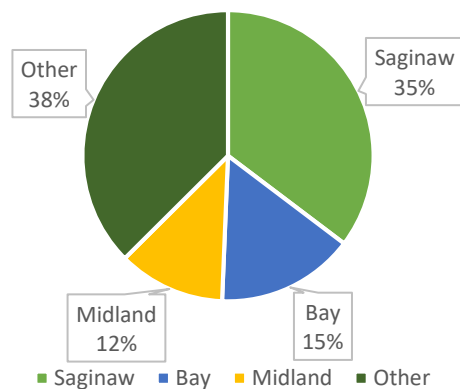
Percent of Unique Students by Completed Credit Hours

Fall 2021
- 45% More than Four Full Terms
- 22% Three to Four Full Terms
- 15% One to Two Full Terms
- 17% Less Than One Full Term

Winter 2022
- 47% More than Four Full Terms
- 24% Three to Four Full Terms
- 15% One to Two Full Terms
- 14% Less Than One Full Term

Legend:
- Less Than One Full Term
- One to Two Full Terms
- Three to Four Full Terms
- More than Four Full Terms

Percent of Unique Students by GPA

Fall 2021
- 8% A (3.7 - 4.0)
- 62% B (2.7 - 3.69)
- 20% C (2.0 - 2.69)
- 10% C- or Lower (.1 - 1.99)

Winter 2022
- 14% A (3.7 - 4.0)
- 56% B (2.7 - 3.69)
- 19% C (2.0 - 2.69)
- 11% C- or Lower (.1 - 1.99)

Legend:
- C- or Lower (.1 - 1.99)
- C (2.0 - 2.69)
- B (2.7 - 3.69)
- A (3.7 - 4.0)

Direct Measures of Student Learning Outcomes

Pre- and Post-Understanding Ratings (aligns with SLO 1.1 and 3.2)

Two rubrics were developed to **directly** measure student learning in the Teaching & Learning Center. This academic year (AY21/22) the data was overwhelmingly positive and showed growth in learning. Below are rubrics for the pre- and post-understanding ratings as well as data results. Note that a student coming in for a one-on-one tutoring session receives a pre-session understanding rating and when the session ends, the student receives a post-understanding rating.

Pre-Session Understanding Rating

Criteria (Performance Attribute)	1 Not Yet Meeting	2 Emerging	3 Developing	4 Meeting
Demonstrates content-area knowledge[2] at the beginning of the tutoring session.	**Student:** Initially unable to demonstrate knowledge, skills, or steps to successfully master course topic, outcome, or task.	**Student:** Initially demonstrates a very vague or superficial understanding of concept/content/skill, but struggles to independently and successfully fulfill the skills or steps to master course topic, outcome, or task.	**Student:** Initially demonstrates general understanding of concept/content/skill and is somewhat, but not fully able to independently and successfully fulfill the skills or steps to master course topic, outcome, or task.	**Student:** Initially demonstrates understanding of concept/content/skill to independently and successfully fulfill the skills or steps to master course topic, outcome, or task. Student may work slowly, unevenly, or with some hesitation, but is able to complete the process.
	Tutor: Provides overview of concept/content/skill as well as direct explicit step-by-step instructions.	**Tutor:** Provides sizeable amount of structured guidance (i.e. repeats steps, reviews text, etc.)	**Tutor:** Provides moderate amount of structured guidance (i.e. small reminders, question starters, or prompts, etc.)	**Tutor:** Provides minimal to no guidance and is more supportive and reassuring than instructional.

Post-Session Understanding Rating

Criteria (Performance Attribute)	1 Not Yet Meeting	2 Emerging	3 Developing	4 Meeting	5 Exceeding
Demonstrates content-area knowledge/skills after the tutor helps the student.	**Student:** Still unable to demonstrate knowledge, skills, or steps to successfully master course topic, outcome, or task.	**Student:** Demonstrates a very vague or superficial understanding of concept/content/skill, but struggles to independently and successfully fulfill the skills or steps to master course topic, outcome, or task.	**Student:** Demonstrates general understanding of concept/content/skill and is somewhat, but not fully able to independently and successfully fulfill the skills or steps to master course topic, outcome, or task.	**Student:** Demonstrates understanding of concept/content/skill to independently and successfully fulfill the skills or steps to master course topic, outcome, or task. Student may work slowly, unevenly, or with some hesitation, but is able to complete the process.	**Student:** Easily demonstrates mastery of concept/content/skill to independently and successfully master course topic, outcome, or task. Student solves problem confidently and is able to "teach" problem to someone else.
	Tutor: Still needs to provide overview of concept/content/skill as well as direct explicit step-by-step instructions.	**Tutor:** Still needs to provide sizeable amount of structured guidance (i.e. repeats steps, reviews text, etc.)	**Tutor:** Still needs to provide moderate amount of structured guidance (i.e. small reminders, question starters, or prompts, etc.).	**Tutor:** Still provides minimal to no guidance and is more supportive and reassuring than instructional, but feels the student is not quite exceeding.	**Tutor:** Believes no additional guidance or support is necessary at this time.

Fall 2022 Pre-Understanding to Post-Understanding Ratings								
			Post-Understanding Rating					
			Not Yet Meeting	Emerging	Developing	Meeting	Exceeding	Total
Pre-Understanding Rating	Not Yet Meeting	Count	2	22	18	0	1	43
		%	4.7%	51.2%	41.9%	0.0%	2.3%	100.0%
	95.3% of students who visited with a pre-understanding rating of "Not Yet Meeting" showed growth in learning.								
	Emerging	Count	0	9	97	50	0	156
		%	0.0%	5.8%	62.2%	32.1%	0.0%	100.0%
	94.2% of students who visited with a pre-understanding rating of "Emerging" showed growth in learning.								
	Developing	Count	0	0	41	235	46	322
		%	0.0%	0.0%	12.7%	73.0%	14.3%	100.0%
	87.3% of students who visited with a pre-understanding rating of "Developing" showed growth in learning.								
	Meeting	Count	0	0	0	41	61	102
		%	0.0%	0.0%	0.0%	40.2%	59.8%	100.0%
	59.8% of students who visited with a pre-understanding rating of "Meeting" showed mastery of the course content by the end of the session.								
Total		Count	2	31	156	326	108	623
		%	0.3%	5.0%	25.0%	52.3%	17.3%	100.0%

Winter 2022 Pre-Understanding to Post-Understanding Ratings								
			Post-Understanding Rating					
			Not Yet Meeting	Emerging	Developing	Meeting	Exceeding	Total
Pre-Understanding Rating	Not Yet Meeting	Count	4	12	21	2	0	39
		%	10.3%	30.8%	53.8%	5.1%	0.0%	100.0%
	89.7% of students who visited with a pre-understanding rating of "Not Yet Meeting" showed growth in learning.								
	Emerging	Count	1	18	126	33	0	178
		%	0.6%	10.1%	70.8%	18.5%	0.0%	100.0%
	89.3% of students who visited with a pre-understanding rating of "Emerging" showed growth in learning.								
	Developing	Count	0	0	43	259	24	326
		%	0.0%	0.0%	13.2%	79.4%	7.4%	100.0%

	86.8% of students who visited with a pre-understanding rating of "Developing" showed growth in learning.						
	Meeting	Count	0	0	0	32	30	62
		%	0.0%	0.0%	0.0%	51.6%	48.4%	100.0%
	48.4% of students who visited with a pre-understanding rating of "Meeting" showed mastery of the course content by the end of the session.						
Total		Count	5	30	190	326	54	605
		%	0.8%	5.0%	31.4%	53.9%	8.9%	100.0%

Summary Graph of Growth in Learning Based on Students Pre-Understanding Ratings

	Not Yet Meeting	Emerging	Developing	Meeting
Fall 2021	95.3%	94.2%	87.3%	59.8%
Winter 2022	89.7%	89.3%	86.8%	48.4%
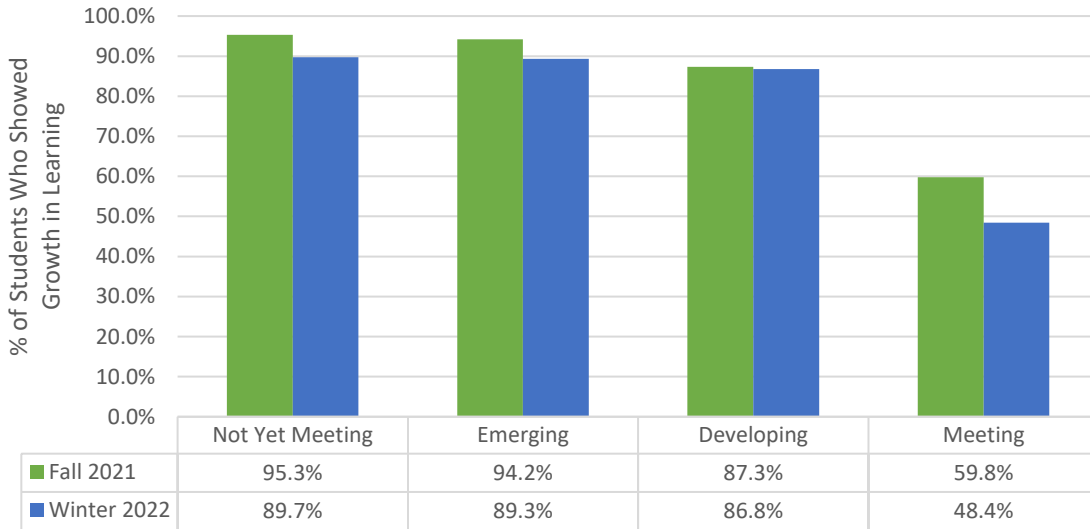
Preparedness Ratings (aligns with SLO 2.3 and 3.1)

Preparedness ratings are utilized to rate a student on their independent effort and preparation for tutoring sessions. Tracking of preparedness started last academic year with the goal that students who receive multiple tutoring sessions become more independent and better prepared for their sessions. Thus far, preparedness ratings have remained relatively similar regardless of visits. This is an area for growth in our Center.

Fall 2021 Preparedness Rating Comparison

	One Visit	Two or More Visits
■ Exceeding	21%	29%
■ Meeting	49%	50%
■ Approaching	27%	18%
■ Not Meeting	4%	3%

■ Not Meeting   ■ Approaching   ■ Meeting   ■ Exceeding
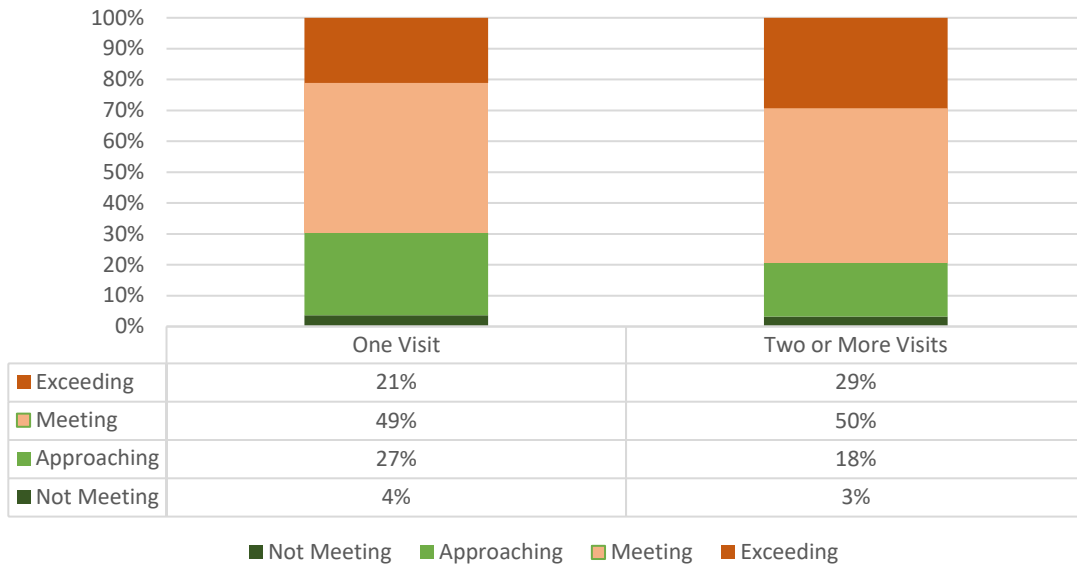
Winter 2022 Preparedness Rating Comparison

	One Visit	Two or More Visits
■ Exceeding	23%	16%
■ Meeting	38%	59%
■ Approaching	28%	21%
■ Not Meeting	10%	4%

■ Not Meeting   ■ Approaching   ■ Meeting   ■ Exceeding
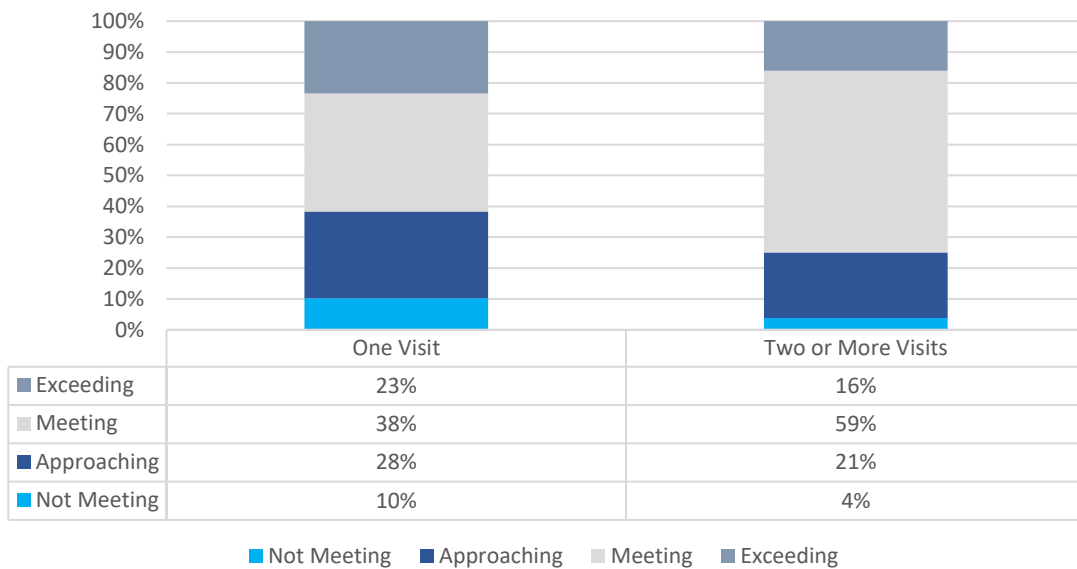
Grade Outcomes

Tutoring
Fall 2021 and Winter 2022

Students who visited 5 or more times had a 7 – 9% lower DFW rate compared to students who visited 1 - 4 times. In the winter semester, 71% of students who visited five or more times received a C or higher compared to 60% for students who visited 1 – 4 times.

Fall 2021 Grade Outcomes by Visits

	1 - 4 Visits	5+ Visits
■ Other	5%	12%
■ DFW	27%	20%
■ C-	1%	3%
■ C or Higher	68%	65%

Winter 2022 Grade Outcomes by Visits

	1 - 4 Visits	5+ Visits
■ Other	7%	8%
■ DFW	30%	21%
■ C -	3%	0%
■ C or Higher	60%	71%
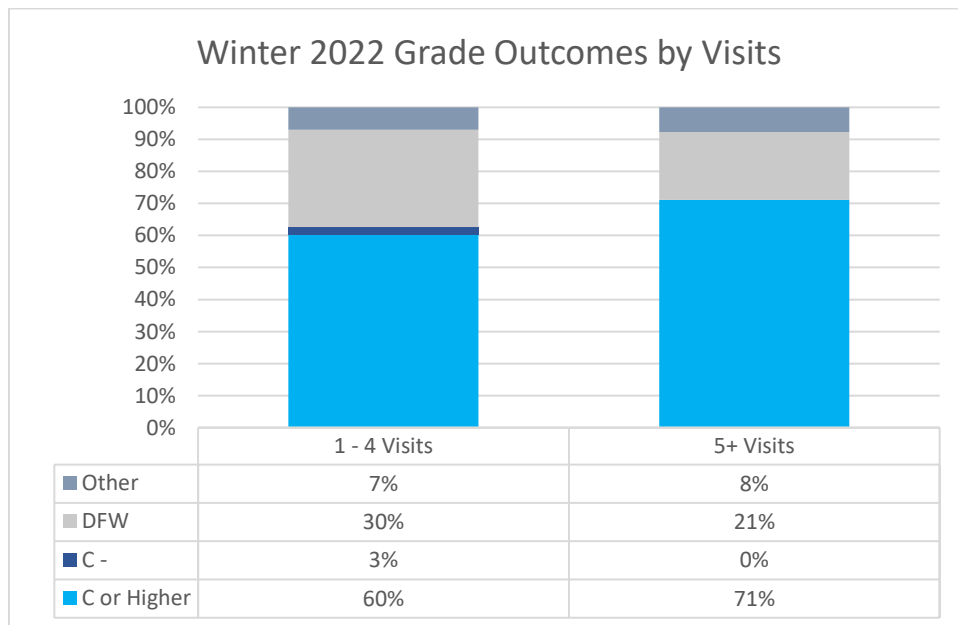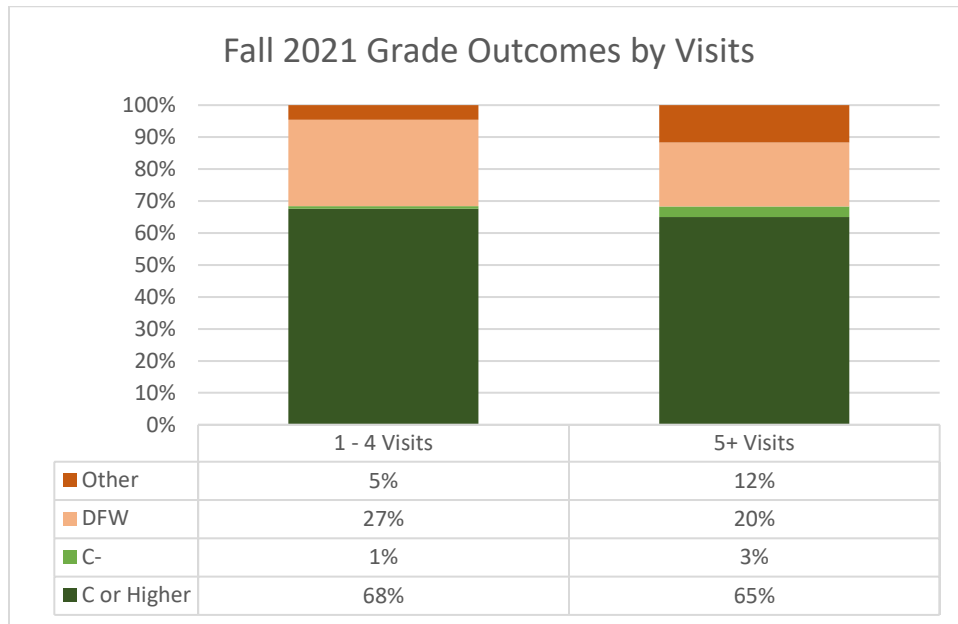
Academic Coaching (aligns with SLO 2.2)

Academic coaching grade outcomes include students who received at least one academic coaching consultation or took part in an academic coaching related workshop. Many students who receive academic coaching are on the verge of "failing" their class. Between the fall and winter semester, nearly 7/10 students who took part in academic coaching received a C or higher in their course.

Academic Coaching Grade Outcomes

	C or Higher	DFW
Fall 2021	66%	28%
Winter 2022	72%	32%
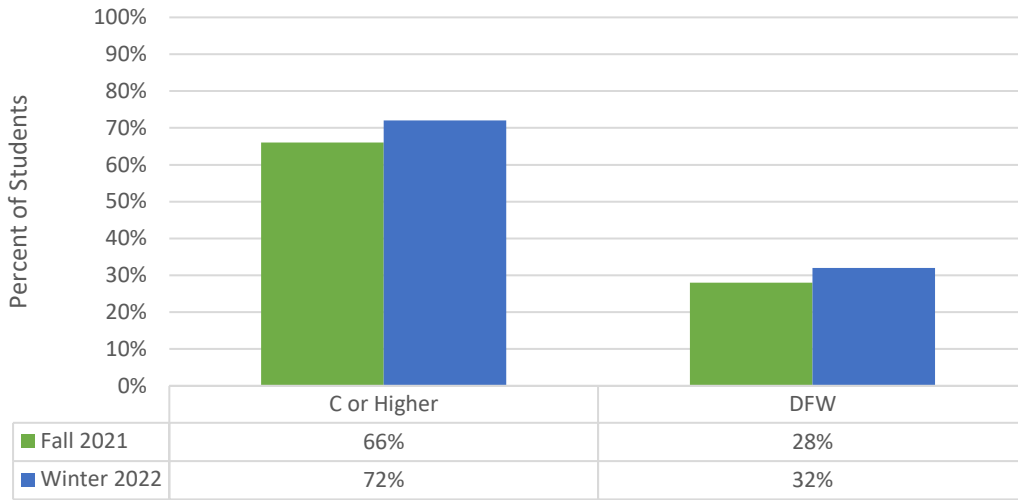
Early Alert[2]

A comparison of Early Alert students who utilized the TLC vs. Early Alert students who did not utilize our services revealed a stark difference between the two groups. This was most evident in the Fall 2021 semester where DFW rates for Early Alert students who didn't visit the TLC were 61% compared to 40% for those who used the TLC for assistance.

Early Alert Grade Outcomes

	FA/21 Visit	FA/21 No Visit	WI/22 Visit	WI/22 No Visit
C or Higher	53%	32%	65%	54%
DFW	40%	61%	27%	33%

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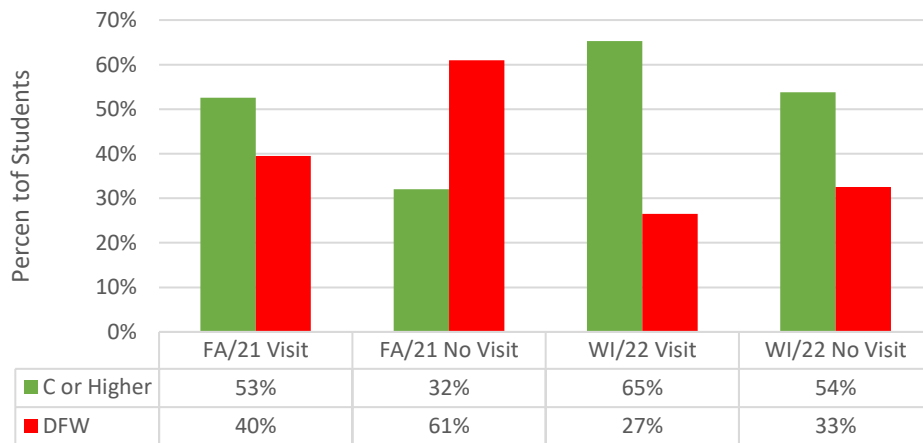
[2] Total percent will not be equal to 100% because students were given grades that fall outside of the "DFW" and/or "C or Higher" categories.

Structured Learning Assistance

There are 30 possible SLA sessions for students to attend. At Delta, SLA sessions are supposed to be mandatory and a part of the students' grade. Historically, students who attend at least half of their SLA are much more likely to receive a C or higher. This academic year, an average of 82% of SLA students who attended at least half of their SLA sessions received a C or higher.

Fall 2021 DFW Rates by SLA Attendance for MTH-095

	1 -14 Attended Sessions	15+ Attended Sessions
Other	5%	1%
DFW	80%	20%
C-	0%	1%
C or Higher	15%	78%
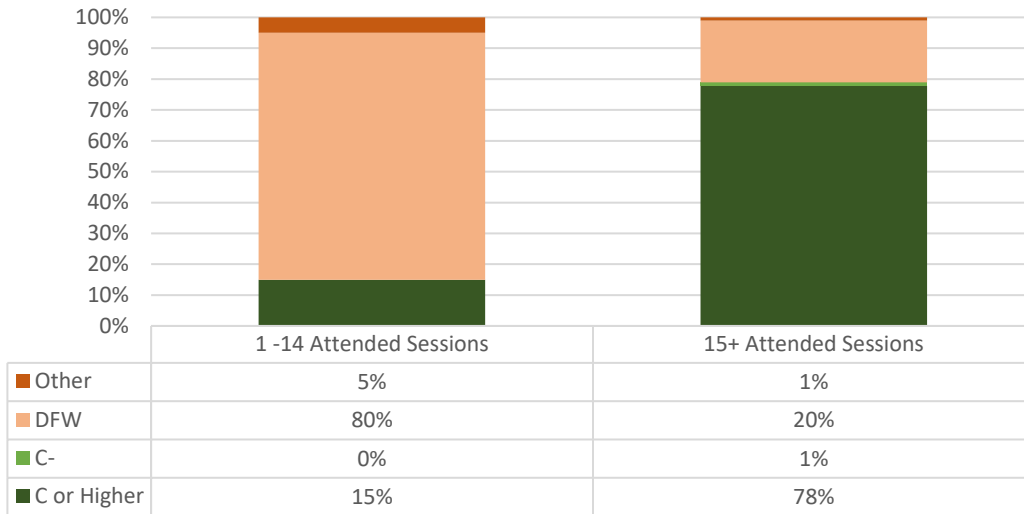
Winter 2022 DFW Rates by SLA Attendance for MTH-095

	1 -14 Attended Sessions	15+ Attended Sessions
Other	0%	3%
DFW	100%	11%
C-	0%	0%
C or Higher	0%	86%
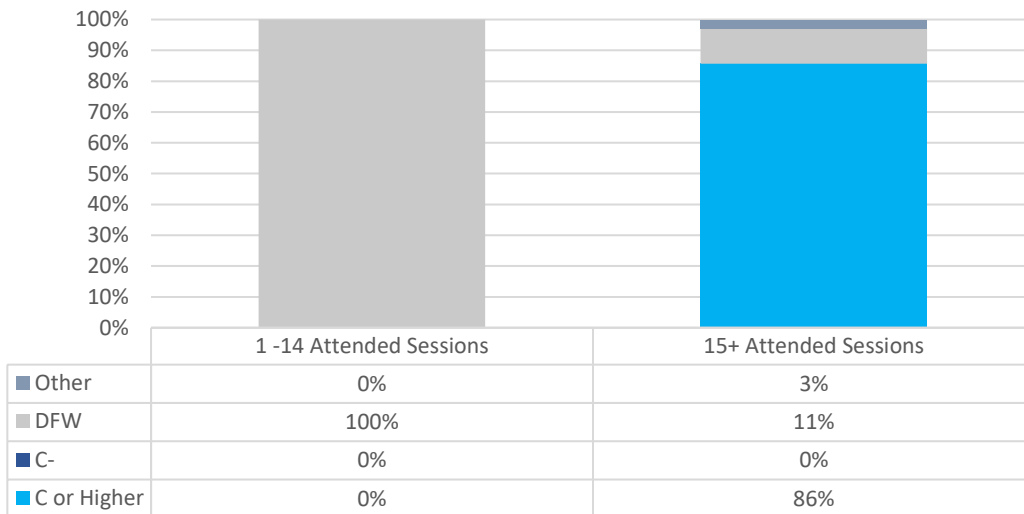
Perkins

Perkins hours increased from Fall 2021 to Winter 2022 by 32 hours. In the fall, 34% of total contact hours were Perkins hours and in the winter 42% of total contact hours were Perkins hours.

Contact Hours for Perkins Students vs. Total Tutoring Hours

	Fall 2021	Winter 2022
Perkins Hours	242	273
Total Tutoring Hours	704	648
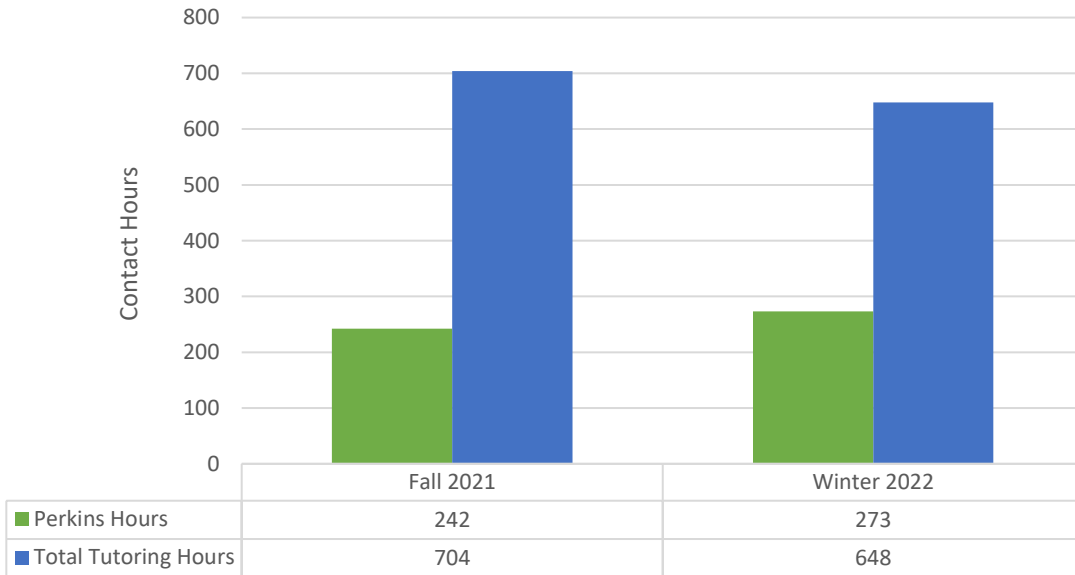
Comprehensive Survey Results

Tutoring Exit Survey Results (aligns with SLO 1.1)
At the end of a tutoring session, learning consultants encourage students to complete an exit survey that is sent via email. The exit survey primarily focuses on tutor effectiveness and independent learning. The responses below were unquestionably positive.

Learning Effectiveness: Fall 2021 and Winter 2022 Exit Survey Results

■ Fall 2021   ■ Winter 2022

Statement	Fall 2021	Winter 2022
My tutor effecitvely explained the subject matter	99%	100%
Throughout most of the session, my tutor had me verbalize what I was learning	90%	96%
My tutor provided me with valuable strategies that will improve how I work through the material	98%	100%
To complete my task, my tutor encouraged me to actively engage with my course materials/resources	98%	94%
Overall, the tutor helped me better understand the course material	99%	98%

Percent of Responses that Strongly Agreed or Agreed

Independent Learning: Fall 2021 and Winter 2022 Exit Survey Results

■ Fall 2021   ■ Winter 2022

Statement	Fall 2021	Winter 2022
I can independently carry out the coursework	81%	90%
I can identify useful strategies to improve my learning in this class	93%	99%
I could explain what I have learned in this session to others	87%	88%
I feel more confident about my ability to learn the material in this class	90%	94%
I belive I will be more successful in the course I received tutoring in	96%	96%

Percent of Responses that Strongly Agreed or Agreed

19

In addition to tracking tutor effectiveness and self-reports of independent learning, the exit survey also focuses on overall satisfaction with the TLC services. This academic year was the first year **_100% of students strongly agreed or agreed that, overall, they were satisfied with our services_**.

How would you like our service to offered in the future?

	Both	Face-to-face (in-person)	Virtually (Zoom; CyberTutor; Virtual Classroom)
Fall 2021	51%	38%	11%
Winter 2022	66%	24%	10%

Overall, I was satisfied with the TLC's services

	Strongly Agree or Agree	Neither Agree or Disagree	Strongly Disagree or Disagree
Fall 2021	100%	0%	0%
Winter 2022	100%	0%	0%
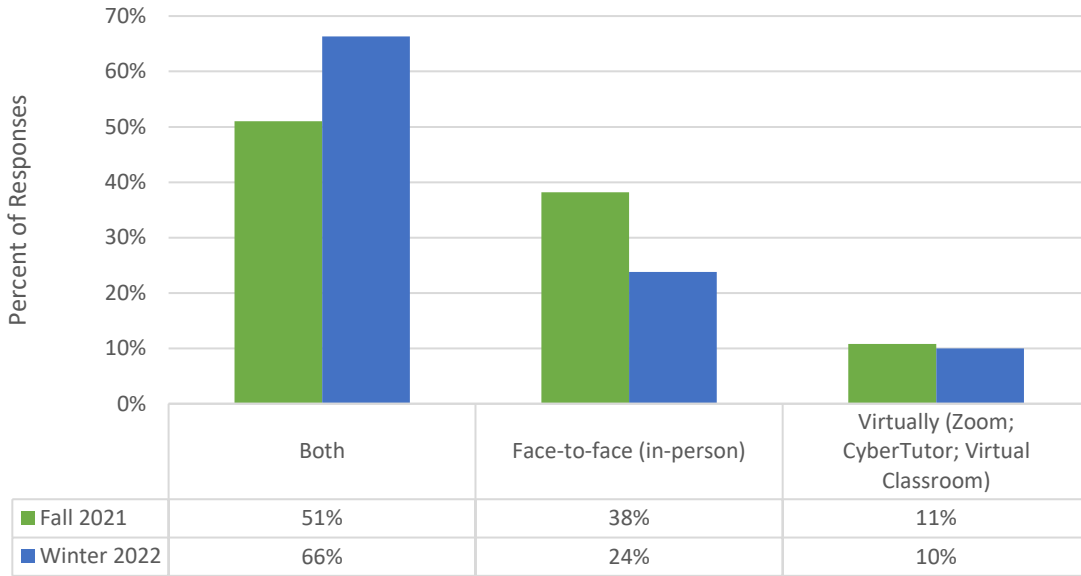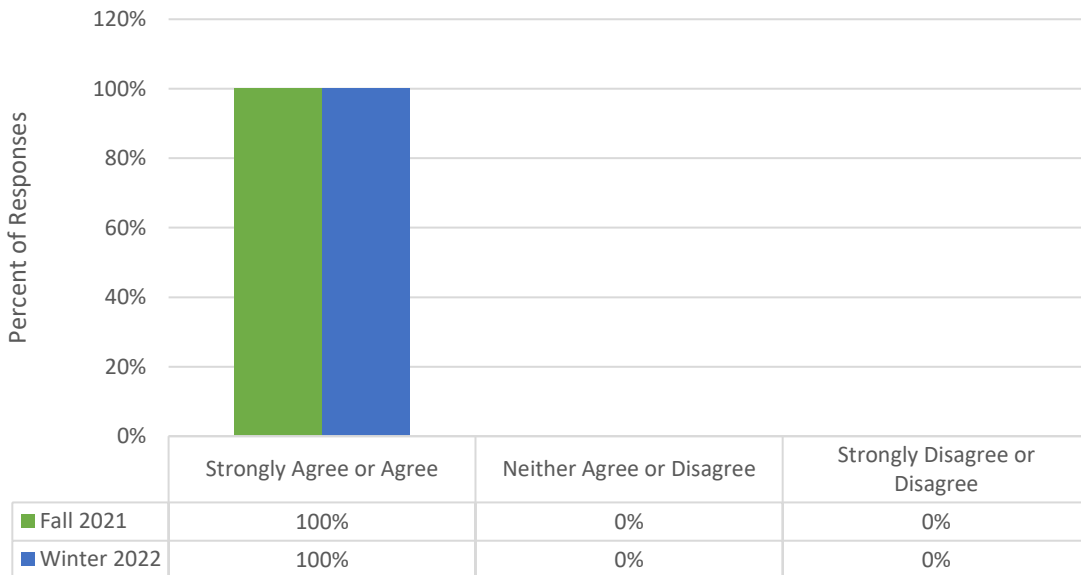
Year-End Survey Results (aligns with SLO 1.1)

Similar to the exit survey, our year-end survey also focuses on tutor effectiveness and self-reports of independent learning. The year-end survey is more in-depth and also contains sections focused on utilization, overall satisfaction, and demographics.

Learning Consultant Effectiveness

■ AY 20/21   ■ AY 21/22

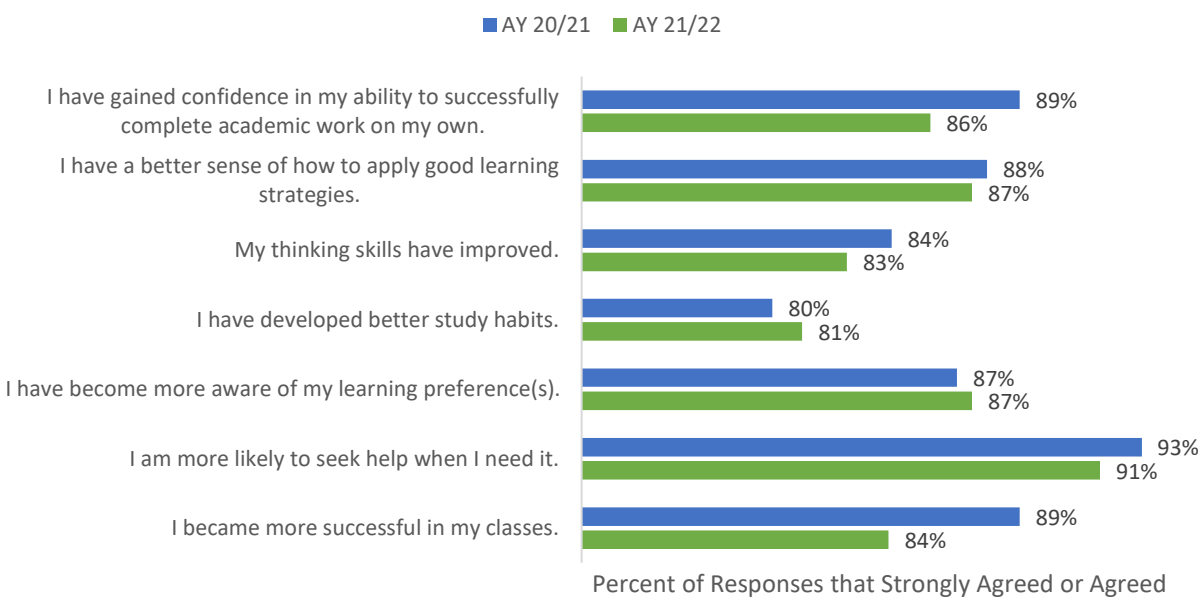| Statement	AY 20/21	AY 21/22
I was satisfied with how well my tutor communicated the subject matter.	95%	91%
My Learning Consultant(s) provided examples that helped clarify course content.	94%	93%
My Learning Consultant(s) encouraged me to use my course materials to work through my questions.	92%	96%
My Learning Consultant(s) encouraged me to verbalize what I was learning.	92%	91%
My Learning Consultant(s) asked helpful question during my sessions.	87%	93%
My Learning Consultant(s) made suggestions about study strategies for my courses.	91%	96%
My Learning Consultant(s) helped me feel more comfortable with the content.	89%	90%

Percent of Responses that Strongly Agreed or Agreed

Independent Learning

■ AY 20/21   ■ AY 21/22

Statement	AY 20/21	AY 21/22
I have gained confidence in my ability to successfully complete academic work on my own.	89%	86%
I have a better sense of how to apply good learning strategies.	88%	87%
My thinking skills have improved.	84%	83%
I have developed better study habits.	80%	81%
I have become more aware of my learning preference(s).	87%	87%
I am more likely to seek help when I need it.	93%	91%
I became more successful in my classes.	89%	84%

Percent of Responses that Strongly Agreed or Agreed

21

Additional Year-End Survey Items

The tutoring services were publicized enough so that I was aware of them.

I felt encouraged by Delta's Faculty and Staff to go to the Teaching and Learning Center for tutoring.

If additional tutoring is needed, I plan to use the tutoring center again.

Overall, I was satisfied with my experience.

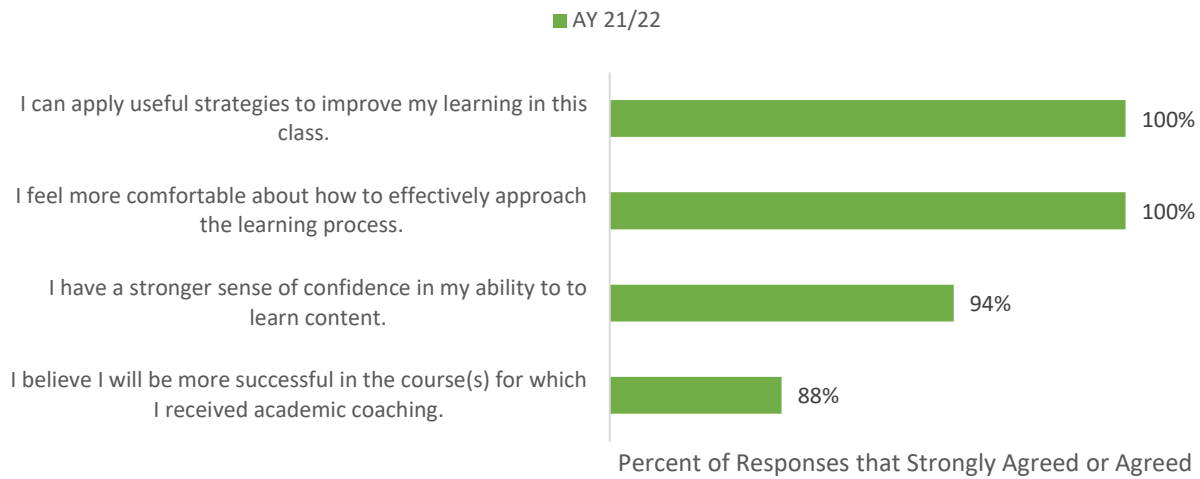82% 84% 86% 88% 90% 92% 94% 96% 98% 100%

■ AY 21/22
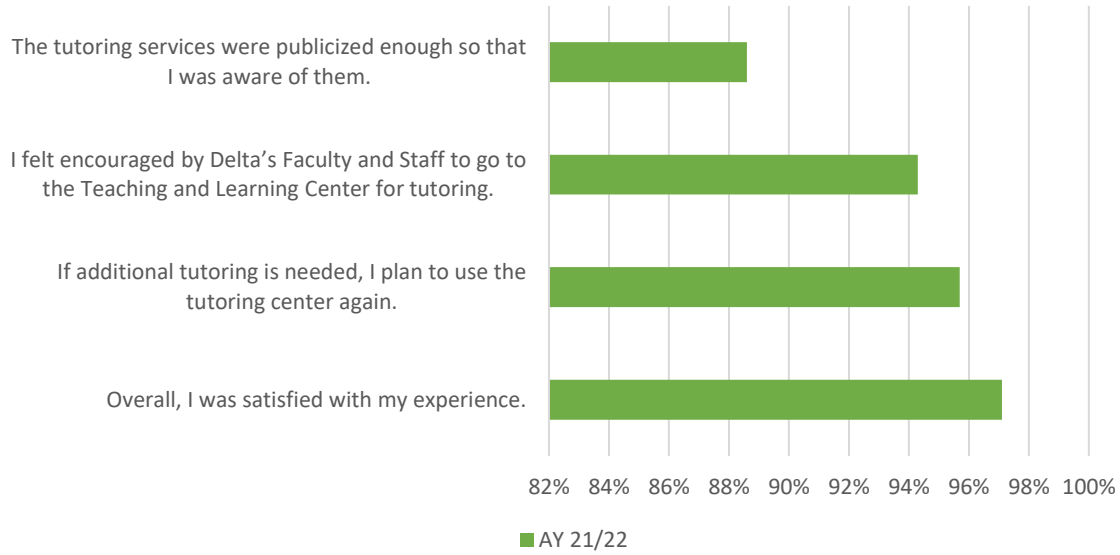
Last academic year, demographic data came from the year-end survey as it was the only way for us to capture our student's demographics. However, now that TracCloud tracks demographic data, the year-end survey demographic data is not present in this report.

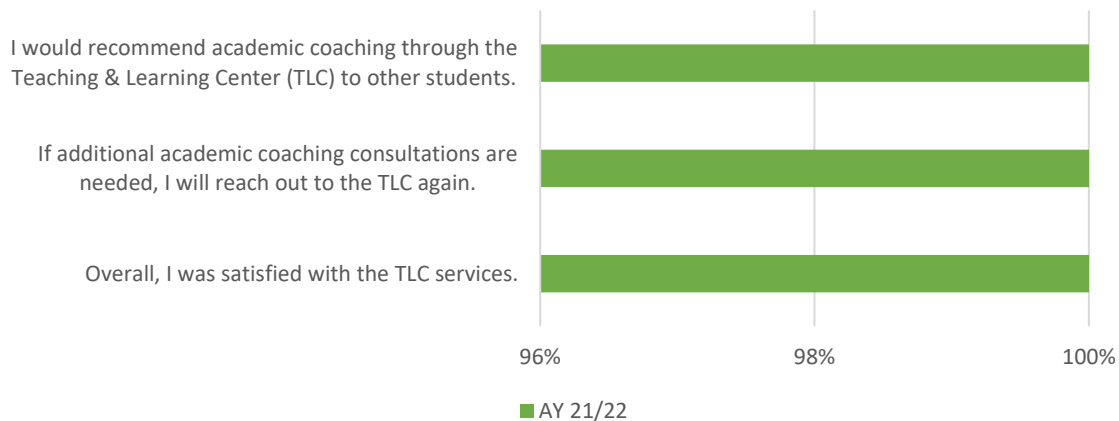Academic Coaching Exit Survey Results (aligns with SLO 2.1)

Learning Consultant Effectiveness: Fall 2021 and Winter 2022 Exit Survey Results

■ AY 21/22

My learning consultant effectively communicated the strategies discussed. — 100%

My learning consultant adapted the session(s) to fit my individual needs. — 100%

Throughout most of the session(s), my learning consultant had me talk about what I was learning. — 100%

My learning consultant provided me with valuable strategies that will improve how I approach learning. — 100%

When appropriate, my learning consultant had me actively engage with my course materials/resources during the… — 94%

Overall, my learning consultant helped me better understand how to use strategies for academic success. — 100%

Percent of Responses that Strongly Agreed or Agreed

22

Independent Learning: Fall 2021 and Winter 2022 Exit Survey Results

■ AY 21/22

I can apply useful strategies to improve my learning in this class.	100%
I feel more comfortable about how to effectively approach the learning process.	100%
I have a stronger sense of confidence in my ability to to learn content.	94%
I believe I will be more successful in the course(s) for which I received academic coaching.	88%

Percent of Responses that Strongly Agreed or Agreed

Additional Exit Survey Items

I would recommend academic coaching through the Teaching & Learning Center (TLC) to other students.

If additional academic coaching consultations are needed, I will reach out to the TLC again.

Overall, I was satisfied with the TLC services.

96%   98%   100%

■ AY 21/22

Advancements and Improvements

Advancements
- First academic year using a tutoring centered LMS (TracCloud).
- A Second Student Development Specialist was added and filled which helped increase tutoring availability in math and hard sciences along with academic coaching.
- This was the second consecutive academic year the TLC has produced an annual report.
- This was the second consecutive year the TLC has had measurable student learning outcomes and program outcomes which were developed to improve our assessment initiatives.
- For the first time, the TLC had baselines from last academic year to help measure growth in student learning and program outcomes.
- Online services were well received by students and have become an integral part of our Center.

- TLC/WRIT service agreement so that staff and students are aware of clear expectations from both parties.

Improvements

- Work on training for CRLA recertification of our program.
- Include assessment focused on staff.
- Improve outreach, buy-in with faculty, and increasing visits.
- Improve our ability, through professional development and training, to increase diversity, inclusion, and belonging.
- Train tutors so they can work with students on their preparedness for tutoring sessions and why it is important for students to be prepared for any academic situation.
- Through data collection and reporting, show our impact on student retention.
- Integrate Learning and Study Strategies Inventory (LASSI) to assess students learning and study and developing interventions for student athletes to promote student success and, more specifically, reduce their DFW rates.
- Develop qualitative approaches, such as focus groups, to assess student learning, retention, persistence, and feelings of belonging.
- Increase full-time staff and availability of staff across campuses.

Appendix

Tutoring Exit Survey

Delta College

TLC Exit Survey

Thank you for taking the time to complete this brief exit survey. Your responses will help the Teaching/Learning Center (TLC) better understand how we can help our students.

• This survey should only take 2-3 minutes to complete.

• Your responses are completely anonymous and cannot be traced back to you.

• No personal information is captured unless you voluntarily offer personal or contact information in any of the comment fields.

• Your responses are combined with those of many others and summarized in a report to further protect your anonymity.

[Next]

Many of our services are being offered in-person or remotely. Please identify below how you met with your tutor today and provide some other general information about your session.

How did you meet with your tutor today? *
- ( ) On campus (face-to-face)
- ( ) Remotely through Zoom
- ( ) Remotely using CyberTutor
- ( ) Other: _____

What was the purpose of your tutoring session? *
- ( ) Discuss homework or another assignment
- ( ) Review before quiz or exam
- ( ) Review after quiz or exam
- ( ) Review learning and/or study strategies
- ( ) Other: _____

What subject was focused on? *
- ( ) Math
- ( ) Writing
- ( ) Technology (e.g. computer science technology, business technology, general tech help, etc.)
- ( ) Physical or Life Science (e.g. chemistry, biology, physics, astronomy, etc.)
- ( ) Social Science (e.g. psychology, sociology, economics, political science, etc.)
- ( ) Accounting
- ( ) Nursing
- ( ) Other: _____

Who was your tutor? *
- ( ) Chris
- ( ) Danielle
- ( ) Dave
- ( ) Elizabeth
- ( ) Jordan
- ( ) Josh
- ( ) Justin
- ( ) Kaitlin
- ( ) Preston
- ( ) Sean
- ( ) I do not remember my tutor's name.

Before this session, approximately how many times have you used the TLC (Teaching/Learning Center) this semester? *
- ( ) 0 (first-time visit)
- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4 or more

[Back] [Next]

These questions ask about the tutor who helped you today. Please rate your opinions on the following questions using a scale of 1 to 5 where 1 is "Strongly Agree" and 5 is "Strongly Disagree."

My tutor effectively explained the subject matter. *
- ( ) Strongly Agree
- ( ) Agree
- ( ) Neither Agree or Disagree
- ( ) Disagree
- ( ) Strongly Disagree

Throughout most of the session, my tutor had me verbalize what I was learning (do not answer if you used CyberTutor).
- ( ) Strongly Agree
- ( ) Agree
- ( ) Neither Agree or Disagree
- ( ) Disagree
- ( ) Strongly Disagree

My tutor provided me with valuable strategies that will improve how I work through the material. *
- ( ) Strongly Agree
- ( ) Agree
- ( ) Neither Agree or Disagree
- ( ) Disagree
- ( ) Strongly Disagree

To complete my task, my tutor encouraged me to actively engage with my course materials/resources (e.g., textbook, class notes, etc.). *

○ Strongly Agree

○ Agree

○ Neither Agree or Disagree

○ Disagree

○ Strongly Disagree

Overall, the tutor helped me better understand the course material. *

○ Strongly Agree

○ Agree

○ Neither Agree or Disagree

○ Disagree

○ Strongly Disagree

Do you have any additional comments you would like to add about your tutor today?

Your answer

Back   Next

These questions ask about what you have gained from tutoring. Please rate your opinions on the following questions using a scale of 1 to 5 where 1 is "Strongly Agree" and 5 is "Strongly Disagree."

As a result of my tutoring session...

I can independently carry out the coursework. *

○ Strongly Agree

○ Agree

○ Neither Agree or Disagree

○ Disagree

○ Strongly Disagree

I can identify useful strategies to improve my learning in this class. *

○ Strongly Agree

○ Agree

○ Neither Agree or Disagree

○ Disagree

○ Strongly Disagree

I could explain what I have learned in this session to others. *

○ Strongly Agree

○ Agree

○ Neither Agree or Disagree

○ Disagree

○ Strongly Disagree

I feel more confident about my ability to learn the material in this class. *

○ Strongly Agree

○ Agree

○ Neither Agree or Disagree

○ Disagree

○ Strongly Disagree

I believe I will be more successful in the course I received tutoring in. *

○ Strongly Agree

○ Agree

○ Neither Agree or Disagree

○ Disagree

○ Strongly Disagree

[Back] [Next]

These questions ask about your overall experience with the TLC. Please rate your opinions on the following questions using a scale of 1 to 5 where 1 is "Strongly Agree" and 5 is "Strongly Disagree."

How would you like our services to be offered in the future? *

○ Face-to-face (in person)

○ Virtually (Zoom; CyberTutor; Virtual Classroom)

○ Both

I would recommend the T/LC to other students. *

○ Strongly Agree

○ Agree

○ Neither Agree or Disagree

○ Disagree

○ Strongly Disagree

If additional tutoring is needed, I will visit the T/LC again. *

○ Strongly Agree

○ Agree

○ Neither Agree or Disagree

○ Disagree

○ Strongly Disagree

Overall, I was satisfied with the T/LC's services. *

○ Strongly Agree

○ Agree

○ Neither Agree or Disagree

○ Disagree

○ Strongly Disagree

Do you have any additional comments you would like to add about your experiences with the TLC's remote tutoring services?

Your answer

[Back] [Submit]

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Academic Coaching Exit Survey

Delta College

Academic Coaching Exit Survey

Thank you for taking the time to complete this brief exit survey. Your responses will help the Teaching & Learning Center (TLC) better understand how we can help our students.

• This survey should only take 2-3 minutes to complete.

• Your responses are completely anonymous and cannot be traced back to you.

• No personal information is captured unless you voluntarily offer personal or contact information in any of the comment fields.

• Your responses are combined with those of many others and summarized in a report to further protect your anonymity.

Sign in to Google to save your progress. Learn more

Next   Clear form

Many of our services are being offered in-person or remotely. Please identify below how you met with your learning consultant most recently, and provide some other general information about your session.

How did you meet with your learning consultant today? *

○ On campus (face-to-face)
○ Remotely through Zoom
○ Other: _____

What was the PRIMARY reason you scheduled this session? *

○ Time Management
○ Study Skills/Exam Preparation
○ Test-Taking Strategies
○ Other: _____

For which subject area did you most recently seek academic coaching assistance? *

○ Accounting
○ Math
○ Nursing
○ Physical or Life Science (e.g. astronomy, chemistry, physics, biology, etc.)
○ Social Science (e.g. psychology, sociology, economics, political science, etc.)
○ Technology (e.g. computer science, business technology, general technology help, etc.)
○ Writing
○ Other: _____

Who was your learning consultant? *

○ Claire
○ Danielle
○ Dave
○ Elizabeth
○ Jordan
○ Josh
○ Justin (Zoom name: J Sinicki)
○ Kaitlin
○ Preston
○ Sean
○ Laura
○ I do not remember my consultant's name.

Before this session, approximately how many times have you used the Teaching & Learning Center (TLC) this semester? *

○ 0 (first-time visit)
○ 1
○ 2
○ 3
○ 4 or more

Back   Next   Clear form

These questions ask about what you have gained from academic coaching. Please rate your opinions on the following questions.

As a result of my academic coaching consultation(s)...

I can apply useful strategies to improve my learning in this class. *

○ Strongly Agree
○ Agree
○ Neither Agree or Disagree
○ Disagree
○ Strongly Disagree

I feel more comfortable about how to effectively approach the learning process. *

○ Strongly Agree
○ Agree
○ Neither Agree or Disagree
○ Disagree
○ Strongly Disagree

I have a stronger sense of confidence in my ability to learn content. *

○ Strongly Agree
○ Agree
○ Neither Agree or Disagree
○ Disagree
○ Strongly Disagree

I believe I will be more successful in the course(s) for which I received academic * coaching.

○ Strongly Agree
○ Agree
○ Neither Agree or Disagree
○ Disagree
○ Strongly Disagree

What are two things that you learned or talked about that you will keep doing or * do differently?

Your answer

Back   Next   Clear form

These questions ask about the learning consultant who helped you today. Please rate your opinions on the following questions.

My learning consultant effectively communicated the strategies discussed. *

○ Strongly Agree
○ Agree
○ Neither Agree or Disagree
○ Disagree
○ Strongly Disagree

My learning consultant adapted the session(s) to fit my individual needs.

○ Strongly Agree
○ Agree
○ Neither Agree or Disagree
○ Disagree
○ Strongly Disagree

Throughout most of the session(s), my learning consultant had me talk about * what I was learning.

○ Strongly Agree
○ Agree
○ Neither Agree or Disagree
○ Disagree
○ Strongly Disagree

My learning consultant provided me with valuable strategies that will improve * how I approach learning.

○ Strongly Agree
○ Agree
○ Neither Agree or Disagree
○ Disagree
○ Strongly Disagree

When appropriate, my learning consultant had me actively engage with my course * materials/resources (e.g., textbook, class notes, etc.) during the session.

○ Strongly Agree
○ Agree
○ Neither Agree or Disagree
○ Disagree
○ Strongly Disagree

Overall, my learning consultant helped me better understand how to use * strategies for academic success.

○ Strongly Agree
○ Agree
○ Neither Agree or Disagree
○ Disagree
○ Strongly Disagree

Do you have any additional comments you would like to add about your learning consultant or your experience working with them?

Your answer

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These questions ask about your overall experience with the Teaching & Learning Center (TLC). Please rate your opinions on the following questions.

How would you like our services to be offered in the future? *

○ Face-to-face (in person)

○ Remotely (Zoom; CyberTutor; Virtual Classroom)

○ Both

I would recommend academic coaching through the Teaching & Learning Center (TLC) to other students. *

○ Strongly Agree

○ Agree

○ Neither Agree or Disagree

○ Disagree

○ Strongly Disagree

If additional coaching consultations are needed, I will reach out to the TLC again. *

○ Strongly Agree

○ Agree

○ Neither Agree or Disagree

○ Disagree

○ Strongly Disagree

Overall, I was satisfied with the TLC services. *

○ Strongly Agree

○ Agree

○ Neither Agree or Disagree

○ Disagree

○ Strongly Disagree

Do you have any additional comments you would like to add about your experiences with the TLC's academic coaching services?

Your answer

If you would like someone from the TLC to reach out to you to discuss your experience in more detail, you may include your name and contact information below (but it is completely optional).

Your answer

Back   Submit   Clear form