The Teaching & Learning Center
Annual Report: 2021 - 2022

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Office Professional: Linda Krukowski
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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.
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.).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>17129</td>
<td>12321</td>
<td>3620</td>
<td>5918</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td>8208</td>
<td>4511</td>
<td>4642</td>
<td>1602</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25337</td>
<td>16832</td>
<td>8262</td>
<td>7520</td>
</tr>
</tbody>
</table>

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’.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2020</th>
<th>Winter 2021</th>
<th>Fall 2021</th>
<th>Winter 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact Hours</strong></td>
<td>1779</td>
<td>2480</td>
<td>3747</td>
<td>994</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>2020 - 2021</th>
<th>2021 - 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutoring</td>
<td>114</td>
<td>206</td>
</tr>
<tr>
<td>SLA</td>
<td>191</td>
<td>246</td>
</tr>
<tr>
<td>Fall Total</td>
<td>305</td>
<td>452</td>
</tr>
<tr>
<td>% Reached</td>
<td>4.3%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutoring</td>
<td>179</td>
<td>226</td>
</tr>
<tr>
<td>SLA</td>
<td>162</td>
<td>30</td>
</tr>
<tr>
<td>Winter Total</td>
<td>341</td>
<td>266</td>
</tr>
<tr>
<td>% Reached</td>
<td>5.1%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Annual Total</td>
<td>646</td>
<td></td>
</tr>
</tbody>
</table>
Visits by Course and Division(s)

Top Ten Courses Fall 2021

- MTH-099: 127 visits
- MTH-264: 73 visits
- MTH-119: 40 visits
- MTH-118: 30 visits
- PNE-121: 30 visits
- CHM-101: 28 visits
- MTH-161: 27 visits
- MTH-122: 22 visits
- BIO-152: 21 visits
- MTH-208: 21 visits

Top Ten Courses Winter 2022

- MTH-095: 56 visits
- MTH-122: 50 visits
- NUR-101A: 42 visits
- MTH-119: 41 visits
- CHM-101: 36 visits
- CHM-111: 36 visits
- MTH-120: 32 visits
- MTH-118: 30 visits
- MTH-209: 29 visits
- MTH-208: 28 visits

Visits by Division

<table>
<thead>
<tr>
<th>Division</th>
<th>Fall 2021</th>
<th>Winter 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences</td>
<td>9</td>
<td>42</td>
</tr>
<tr>
<td>Arts &amp; Letters</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>Business &amp; Technology</td>
<td>49</td>
<td>104</td>
</tr>
<tr>
<td>Health &amp; Wellness</td>
<td>112</td>
<td>104</td>
</tr>
<tr>
<td>Science &amp; Math</td>
<td>561</td>
<td>528</td>
</tr>
</tbody>
</table>
Visits by Division Fall 2021

- Science & Math: 74%
- Health & Wellness: 15%
- Business & Technology: 7%
- Arts & Letters: 3%
- Social Sciences: 1%

Visits by Division Winter 2022

- Science & Math: 67%
- Health & Wellness: 13%
- Business & Technology: 13%
- Arts & Letters: 5%
- Social Sciences: 2%
Visits by Discipline or Program

Fall 2021 Visits by Discipline/Programs

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

Fall 2021 Visits by Discipline/Programs
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

Total Visits by Reason

Total Visits by Service Type

Total Visits by Reason

Total Visits by Service Type

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 Completed Credit Hours

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

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

Percent of Unique Students by GPA

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

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

<table>
<thead>
<tr>
<th>Criteria (Performance Attribute)</th>
<th>1 Not Yet Meeting</th>
<th>2 Emerging</th>
<th>3 Developing</th>
<th>4 Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates content-area knowledge at the beginning of the tutoring session.</td>
<td>Student: Initially unable to demonstrate knowledge, skills, or steps to successfully master course topic, outcome, or task. Tutor: Provides overview of concept/content/skill as well as direct explicit step-by-step instructions.</td>
<td>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. Tutor: Provides sizeable amount of structured guidance (i.e. repeats steps, reviews text, etc.)</td>
<td>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. Tutor: Provides moderate amount of structured guidance (i.e. small reminders, question starters, or prompts, etc.)</td>
<td>Student: Initially demonstrates understanding of concept/content/skill to independently and successfully fulfill the skills or steps to master course topic, outcome, or task. Tutor: Provides minimal to no guidance and is more supportive and reassuring than instructional.</td>
</tr>
</tbody>
</table>

### Post-Session Understanding Rating

<table>
<thead>
<tr>
<th>Criteria (Performance Attribute)</th>
<th>1 Not Yet Meeting</th>
<th>2 Emerging</th>
<th>3 Developing</th>
<th>4 Meeting</th>
<th>5 Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates content-area knowledge/skills after the tutor helps the student.</td>
<td>Student: Still unable to demonstrate knowledge, skills, or steps to successfully master course topic, outcome, or task. Tutor: Still needs to provide overview of concept/content/skill as well as direct explicit step-by-step instructions.</td>
<td>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. Tutor: Still needs to provide sizeable amount of structured guidance (i.e. repeats steps, reviews text, etc.)</td>
<td>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. Tutor: Still needs to provide moderate amount of structured guidance (i.e. small reminders, question starters, or prompts, etc.).</td>
<td>Student: Demonstrates mastery of concept/content/skill to independently and successfully fulfill the skills or steps to master course topic, outcome, or task. Tutor: Believes no additional guidance or support is necessary at this time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tutor: Still needs to provide overview of concept/content/skill as well as direct explicit step-by-step instructions.</td>
<td>Tutor: Still needs to provide sizeable amount of structured guidance (i.e. repeats steps, reviews text, etc.)</td>
<td>Tutor: Still needs to provide moderate amount of structured guidance (i.e. small reminders, question starters, or prompts, etc.).</td>
<td>Tutor: Still needs to provide minimal to no guidance and is more supportive and reassuring than instructional, but feels the student is not quite exceeding.</td>
<td>Tutor: Provides minimal to no guidance and is more supportive and reassuring than instructional.</td>
</tr>
</tbody>
</table>
## Fall 2022 Pre-Understanding to Post-Understanding Ratings

<table>
<thead>
<tr>
<th></th>
<th>Pre-Understanding Rating</th>
<th>Post-Understanding Rating</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Yet Meeting</td>
<td>Not Yet Meeting</td>
<td>2</td>
<td>22</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>4.7%</td>
<td>51.2%</td>
<td>41.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>95.3%</strong> of students who visited with a pre-understanding rating of “Not Yet Meeting” showed growth in learning.</td>
<td>Emerging</td>
<td>0</td>
<td>9</td>
<td>97</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>0.0%</td>
<td>5.8%</td>
<td>62.2%</td>
<td>32.1%</td>
</tr>
<tr>
<td><strong>94.2%</strong> of students who visited with a pre-understanding rating of “Emerging” showed growth in learning.</td>
<td>Developing</td>
<td>0</td>
<td>0</td>
<td>41</td>
<td>235</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>12.7%</td>
<td>73.0%</td>
</tr>
<tr>
<td><strong>87.3%</strong> of students who visited with a pre-understanding rating of “Developing” showed growth in learning.</td>
<td>Meeting</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>41</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>40.2%</td>
</tr>
<tr>
<td><strong>59.8%</strong> of students who visited with a pre-understanding rating of “Meeting” showed mastery of the course content by the end of the session.</td>
<td>Total</td>
<td>2</td>
<td>31</td>
<td>156</td>
<td>326</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>0.3%</td>
<td>5.0%</td>
<td>25.0%</td>
<td>52.3%</td>
</tr>
</tbody>
</table>

## Winter 2022 Pre-Understanding to Post-Understanding Ratings

<table>
<thead>
<tr>
<th></th>
<th>Pre-Understanding Rating</th>
<th>Post-Understanding Rating</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Yet Meeting</td>
<td>Not Yet Meeting</td>
<td>4</td>
<td>12</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>10.3%</td>
<td>30.8%</td>
<td>53.8%</td>
<td>5.1%</td>
</tr>
<tr>
<td><strong>89.7%</strong> of students who visited with a pre-understanding rating of “Not Yet Meeting” showed growth in learning.</td>
<td>Emerging</td>
<td>1</td>
<td>18</td>
<td>126</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>0.6%</td>
<td>10.1%</td>
<td>70.8%</td>
<td>18.5%</td>
</tr>
<tr>
<td><strong>89.3%</strong> of students who visited with a pre-understanding rating of “Emerging” showed growth in learning.</td>
<td>Developing</td>
<td>0</td>
<td>0</td>
<td>43</td>
<td>259</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>13.2%</td>
<td>79.4%</td>
</tr>
</tbody>
</table>
86.8% of students who visited with a pre-understanding rating of “Developing” showed growth in learning.

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Count</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>32</th>
<th>30</th>
<th>62</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>51.6%</td>
<td>48.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Total</th>
<th>Count</th>
<th>5</th>
<th>30</th>
<th>190</th>
<th>326</th>
<th>54</th>
<th>605</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>0.8%</td>
<td>5.0%</td>
<td>31.4%</td>
<td>53.9%</td>
<td>8.9%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

---

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

<table>
<thead>
<tr>
<th>% of Students Who Showed Growth in Learning</th>
<th>Not Yet Meeting</th>
<th>Emerging</th>
<th>Developing</th>
<th>Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2021</td>
<td>95.3%</td>
<td>94.2%</td>
<td>87.3%</td>
<td>59.8%</td>
</tr>
<tr>
<td>Winter 2022</td>
<td>89.7%</td>
<td>89.3%</td>
<td>86.8%</td>
<td>48.4%</td>
</tr>
</tbody>
</table>

---

**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

<table>
<thead>
<tr>
<th></th>
<th>One Visit</th>
<th>Two or More Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Meeting</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>Approaching</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>Meeting</td>
<td>20%</td>
<td>50%</td>
</tr>
<tr>
<td>Exceeding</td>
<td>60%</td>
<td>29%</td>
</tr>
</tbody>
</table>

### Winter 2022 Preparedness Rating Comparison

<table>
<thead>
<tr>
<th></th>
<th>One Visit</th>
<th>Two or More Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Meeting</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>Approaching</td>
<td>30%</td>
<td>21%</td>
</tr>
<tr>
<td>Meeting</td>
<td>30%</td>
<td>59%</td>
</tr>
<tr>
<td>Exceeding</td>
<td>30%</td>
<td>16%</td>
</tr>
</tbody>
</table>

The charts illustrate the percentage distribution of preparedness ratings for one visit and two or more visits in Fall 2021 and Winter 2022.
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

<table>
<thead>
<tr>
<th>Visits</th>
<th>DFW</th>
<th>C-</th>
<th>C or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 4 Visits</td>
<td>27%</td>
<td>1%</td>
<td>68%</td>
</tr>
<tr>
<td>5+ Visits</td>
<td>20%</td>
<td>3%</td>
<td>65%</td>
</tr>
</tbody>
</table>

### Winter 2022 Grade Outcomes by Visits

<table>
<thead>
<tr>
<th>Visits</th>
<th>DFW</th>
<th>C-</th>
<th>C or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 4 Visits</td>
<td>30%</td>
<td>3%</td>
<td>60%</td>
</tr>
<tr>
<td>5+ Visits</td>
<td>21%</td>
<td>0%</td>
<td>71%</td>
</tr>
</tbody>
</table>
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](chart)

**Early Alert**

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](chart)

---

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.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Fall 2021 DFW Rates</th>
<th>Winter 2022 DFW Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 14</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>15+</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td>C or Higher</td>
<td>78%</td>
<td>86%</td>
</tr>
</tbody>
</table>

Fall 2021 DFW Rates by SLA Attendance for MTH-095

Winter 2022 DFW Rates by SLA Attendance for MTH-095
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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2021</th>
<th>Winter 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perkins Hours</td>
<td>242</td>
<td>273</td>
</tr>
<tr>
<td>Total Tutoring Hours</td>
<td>704</td>
<td>648</td>
</tr>
</tbody>
</table>
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**

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

**Independent Learning: Fall 2021 and Winter 2022 Exit Survey Results**

<table>
<thead>
<tr>
<th>Item</th>
<th>Fall 2021</th>
<th>Winter 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can independently carry out the coursework</td>
<td>81%</td>
<td>90%</td>
</tr>
<tr>
<td>I can identify useful strategies to improve my learning in this class</td>
<td>93%</td>
<td>99%</td>
</tr>
<tr>
<td>I could explain what I have learned in this session to others</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>I feel more confident about my ability to learn the material in this class</td>
<td>90%</td>
<td>94%</td>
</tr>
<tr>
<td>I believe I will be more successful in the course I received tutoring in</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>
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 be offered in the future?**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2021</th>
<th>Winter 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both</td>
<td>51%</td>
<td>66%</td>
</tr>
<tr>
<td>Face-to-face (in-person)</td>
<td>38%</td>
<td>24%</td>
</tr>
<tr>
<td>Virtually (Zoom; CyberTutor; Virtual Classroom)</td>
<td>11%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Overall, I was satisfied with the TLC's services**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2021</th>
<th>Winter 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree or Agree</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Neither Agree or Disagree</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly Disagree or Disagree</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Description</th>
<th>AY 20/21</th>
<th>AY 21/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was satisfied with how well my tutor communicated the subject matter.</td>
<td>84%</td>
<td>91%</td>
</tr>
<tr>
<td>My Learning Consultant(s) provided examples that helped clarify course content.</td>
<td>87%</td>
<td>94%</td>
</tr>
<tr>
<td>My Learning Consultant(s) encouraged me to use my course materials to work through my questions.</td>
<td>86%</td>
<td>92%</td>
</tr>
<tr>
<td>My Learning Consultant(s) encouraged me to verbalize what I was learning.</td>
<td>83%</td>
<td>92%</td>
</tr>
<tr>
<td>My Learning Consultant(s) asked helpful question during my sessions.</td>
<td>79%</td>
<td>87%</td>
</tr>
<tr>
<td>My Learning Consultant(s) made suggestions about study strategies for my courses.</td>
<td>80%</td>
<td>91%</td>
</tr>
<tr>
<td>My Learning Consultant(s) helped me feel more comfortable with the content.</td>
<td>81%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Percent of Responses that Strongly Agreed or Agreed

### Independent Learning

<table>
<thead>
<tr>
<th>Description</th>
<th>AY 20/21</th>
<th>AY 21/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have gained confidence in my ability to successfully complete academic work on my own.</td>
<td>86%</td>
<td>89%</td>
</tr>
<tr>
<td>I have a better sense of how to apply good learning strategies.</td>
<td>83%</td>
<td>88%</td>
</tr>
<tr>
<td>My thinking skills have improved.</td>
<td>79%</td>
<td>84%</td>
</tr>
<tr>
<td>I have developed better study habits.</td>
<td>76%</td>
<td>80%</td>
</tr>
<tr>
<td>I have become more aware of my learning preference(s).</td>
<td>90%</td>
<td>87%</td>
</tr>
<tr>
<td>I am more likely to seek help when I need it.</td>
<td>84%</td>
<td>93%</td>
</tr>
<tr>
<td>I became more successful in my classes.</td>
<td>84%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Percent of Responses that Strongly Agreed or Agreed
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

<table>
<thead>
<tr>
<th>Percent of Responses that Strongly Agreed or Agreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>My learning consultant effectively communicated the strategies discussed.</td>
</tr>
<tr>
<td>My learning consultant adapted the session(s) to fit my individual needs.</td>
</tr>
<tr>
<td>Throughout most of the session(s), my learning consultant had me talk about what I was learning.</td>
</tr>
<tr>
<td>My learning consultant provided me with valuable strategies that will improve how I approach learning.</td>
</tr>
<tr>
<td>When appropriate, my learning consultant had me actively engage with my course materials/resources during the...</td>
</tr>
<tr>
<td>Overall, my learning consultant helped me better understand how to use strategies for academic success.</td>
</tr>
</tbody>
</table>
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.

Independent Learning: Fall 2021 and Winter 2022 Exit Survey Results

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

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

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

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

Percent of Responses that Strongly Agreed or Agreed

96% 98% 100%

Overall, I was satisfied with the TLC services.

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

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

Additional Exit Survey Items

AY 21/22

AY 21/22
• TLC/WRITE 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

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:

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

Who was your tutor? *
- Chris
- Danielle
- Dave
- Elizabeth
- Jocelin
- Josh
- Justin
- Rame
- Vanessa
- Sean
- I do not remember my tutor's name.

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:

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
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

Who was your learning consultant? *
- Claire
- Daniela
- Dave
- Elisabeth
- Jordan
- Josh
- Justin (Zoom name: J Spinick)
- Karlin
- Proctor
- 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

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:
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),
- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

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 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:

Those 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:
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_