The Teaching & Learning Center 2020-2021 Annual Report

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Table of Contents

Teaching & Learning Center 2020 Annual Report
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 50% 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 due to COVID-19, student staff was not permitted to this academic year. 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 could 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' success.
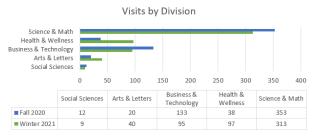
TLC Programs:

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

Main Takeaways

- Winter 2021 visits and contact hours increased compared to the Fall 2020 semester. Historically, utilization of our services is greater in the Fall semesters, but once students became more aware of our remote services, we were able to increase utilization.

- Math and the physical/hard sciences continue to dominate the use of our services.

- Academic coaching visits increased by more than 50%, and in the Winter semester, 80% of students who received academic coaching achieved a C or higher.

- DFW rates for developmental math students who attend at least half of their SLA sessions are 21% or lower across both semesters.

- Each direct measure focused on students' post-session content understanding showed gains in learning.

2020 - 2021 Contact Hours

	Winter 2021	Fall 2020
2020 - 2021 Contact Hours	2480	1779

Visits by Division

	Social Sciences	Arts & Letters	Business & Technology	Health & Wellness	Science & Math
Fall 2020	12	20	133	38	353
Winter 2021	9	40	95	97	313

MTH-099: DFW Percentages by Amount of SLA Sessions Attended

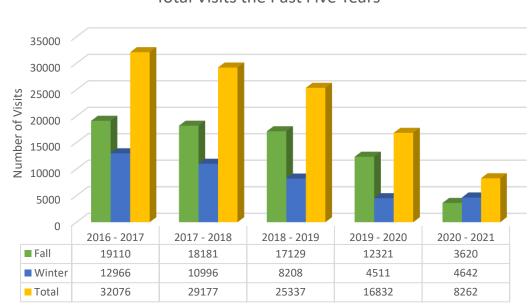|	DFW Rate
No SLA Sessions	100%
1 - 14 SLA Sessions	50%
15+ SLA Sessions	21%

Service Usage Data

Total Visits the Past Five Years

For the 20/21 Academic Year, the Teaching & Learning Center increased the number of visits from Fall to Winter. Visits include any type of service utilized by a student in the TLC (tutoring, Cyber Tutor, SLA, facilitated study groups, workshops, etc.).

Total Visits the Past Five Years

	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
■ Fall	19110	18181	17129	12321	3620
■ Winter	12966	10996	8208	4511	4642
■ Total	32076	29177	25337	16832	8262

Contact Hours for the 20/21 Academic Year

Student contact hours increased from Fall 2020 to Winter 2021. This was primarily due to an increase in SLA contact time. Contact hours are defined as the amount of time learning consultants spent working with a student, synchronously or asynchronously.
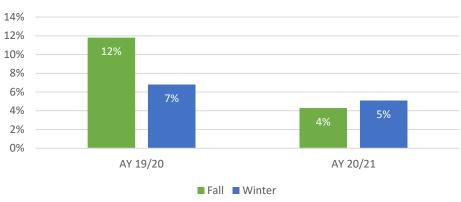
2020 - 2021 Contact Hours

	Winter 2021	Fall 2020
■ 2020 - 2021 Contact Hours	2480	1779

Unique Students Reached

Historically, the percent of unique students reached during Fall and Winter semesters has been around 13%. Due to COVID-19, there was a decrease in students reached this academic year, but the amount of students reached from Fall to Winter increased by 1%.
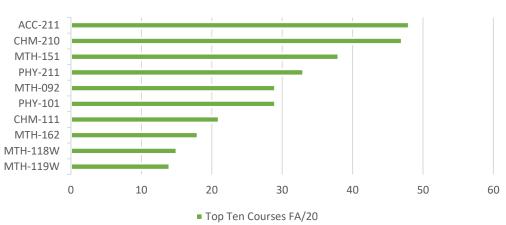
Percent of Unique Students Reached

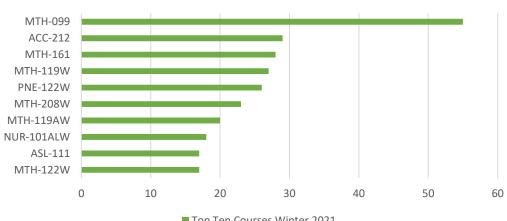|	2019 - 2020	2020 - 2021
Fall		
Tutoring	627	114
SLA	298	191
Fall Total	925	305
% Reached	**11.8%**	**4.3%**
Winter		
Tutoring	324	179
SLA	175	162
Winter Total	499	341
% Reached	**6.8%**	**5.1%**
Annual Total	**1424**	**646**

Visits by Course and Division(s)

Top Ten Courses Fall 2020

Courses (top to bottom): ACC-211, CHM-210, MTH-151, PHY-211, MTH-092, PHY-101, CHM-111, MTH-162, MTH-118W, MTH-119W

■ Top Ten Courses FA/20

Top Ten Courses Winter 2021

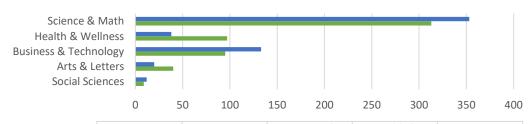Courses (top to bottom): MTH-099, ACC-212, MTH-161, MTH-119W, PNE-122W, MTH-208W, MTH-119AW, NUR-101ALW, ASL-111, MTH-122W
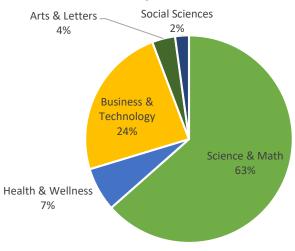
■ Top Ten Courses Winter 2021

Visits by Division

	Social Sciences	Arts & Letters	Business & Technology	Health & Wellness	Science & Math
■ Fall 2020	12	20	133	38	353
■ Winter 2021	9	40	95	97	313

8

Visits by Division Fall 2020

Arts & Letters
4%

Social Sciences
2%

Business &
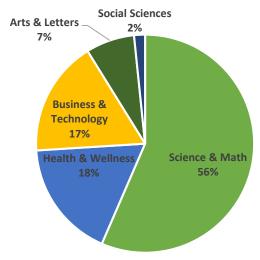Technology
24%

Science & Math
63%

Health & Wellness
7%

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

Visits by Division Winter 2021

Arts & Letters
7%

Social Sciences
2%

Business &
Technology
17%

Science & Math
56%

Health & Wellness
18%
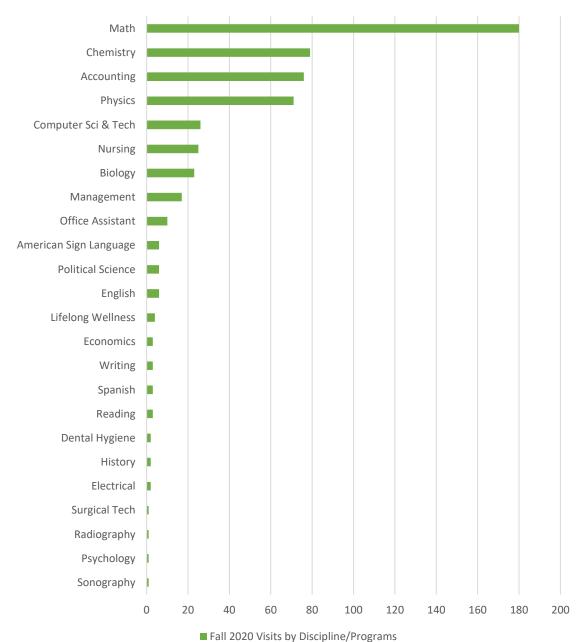
■ Science & Math ■ Health & Wellness ■ Business & Technology ■ Arts & Letters ■ Social Sciences

Visits by Discipline or Program

Fall 2020 Visits by Discipline/Programs

Fall 2020 Visits by Discipline/Programs
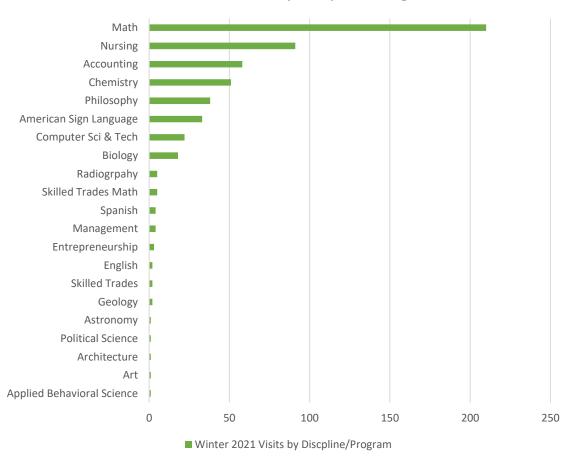
Winter 2021 Visits by Discpline/Program

Winter 2021 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 Service Type[1] and Assignment Type

Total Visits by Service Type

■ Fall 2020 ■ Winter 2021

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[1] "Remote Tutoring" includes online appointments and CyberTutor. WRIT data for Fall 2020 is significantly lower because WRIT Online Submissions were added to our database in Winter 2021.

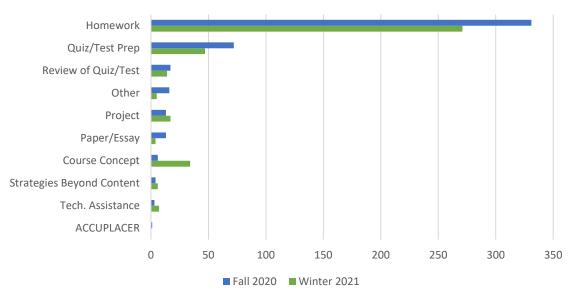**Visits by Assignment Type[2]**

Total Visits by Assignment Type

Bar chart showing total visits by assignment type for Fall 2020 (blue) and Winter 2021 (green):

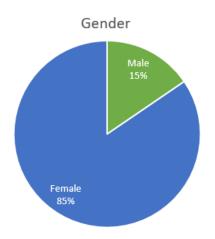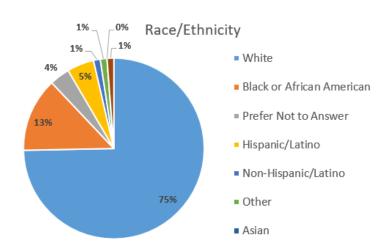| Assignment Type	Fall 2020	Winter 2021
Homework	~330	~270
Quiz/Test Prep	~72	~47
Review of Quiz/Test	~18	~14
Other	~16	~5
Project	~13	~18
Paper/Essay	~13	~4
Course Concept	~6	~34
Strategies Beyond Content	~4	~7
Tech. Assistance	~3	~7
ACCUPLACER	~1	~1

■ Fall 2020   ■ Winter 2021

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[2] Assignment Type data is specific to remote tutoring (appointment or CyberTutor) and/or drop-in. It excludes other service types such as academic coaching, FSG, workshops, etc. Fall 2020 data includes appointment, CyberTutor, drop-in, and Zoom.
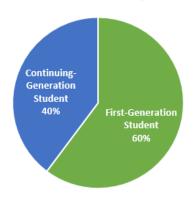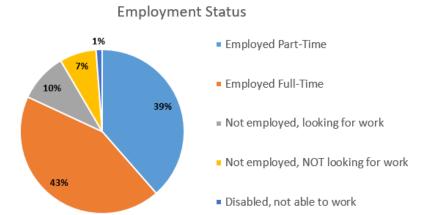
Student Demographics
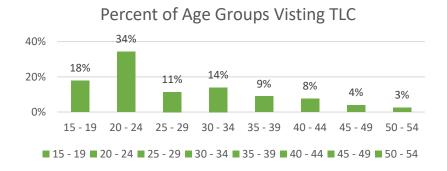
Student Demographics (Year-End Survey)

Gender

- Male 15%
- Female 85%

Race/Ethnicity

- White 75%
- Black or African American 13%
- Prefer Not to Answer 4%
- Hispanic/Latino 5%
- Non-Hispanic/Latino 1%
- Other 1%
- Asian 0%
- Native Hawaiin or Other Pacific Islander 1%

First-Generation Vs. Continuing-Generation Students

- Continuing-Generation Student 40%
- First-Generation Student 60%

Employment Status

- Employed Part-Time 39%
- Employed Full-Time 43%
- Not employed, looking for work 10%
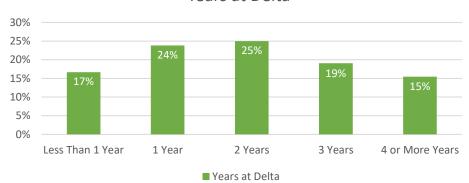- Not employed, NOT looking for work 7%
- Disabled, not able to work 1%

Based on the year-end survey data collected for the 2020-2021 academic year, demographic data suggests that our typical students are white females below the age of 24, who work outside of school in some capacity, and have been at Delta around 1 or 2 years. They are also likely to be first-generation students. We were happy to see that many of the students we are reaching are first-generation students, however, we would like to improve our outreach so we better connect with male students and students of color.
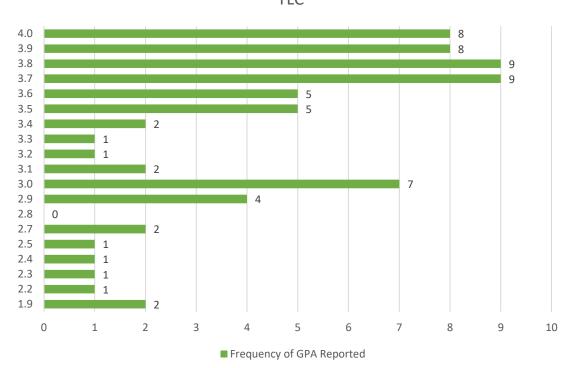
Percent of Age Groups Visting TLC

Age Group	Percent
15 - 19	18%
20 - 24	34%
25 - 29	11%
30 - 34	14%
35 - 39	9%
40 - 44	8%
45 - 49	4%
50 - 54	3%

13

Years at Delta

Category	Years at Delta
Less Than 1 Year	17%
1 Year	24%
2 Years	25%
3 Years	19%
4 or More Years	15%

■ Years at Delta

Frequency of GPAs Reported By Students Who Used the TLC

GPA	Frequency of GPA Reported
4.0	8
3.9	8
3.8	9
3.7	9
3.6	5
3.5	5
3.4	2
3.3	1
3.2	1
3.1	2
3.0	7
2.9	4
2.8	0
2.7	2
2.5	1
2.4	1
2.3	1
2.2	1
1.9	2

■ Frequency of GPA Reported

Percent of Reported GPAs From Students Who Used the TLC by Grade Category

Grade	Percent
C-	3%
C	1%
C+	4%
B-	9%
B	14%
B+	19%
A-	38%
A	12%

■ A ■ A- ■ B+ ■ B ■ B- ■ C+ ■ C ■ C-

14

Assessment: Student Learning Outcomes

Student Learning Outcomes

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

> **Evidence**
> - o Pre-Understanding and Post-Understanding Ratings
> - o Exit Survey Data Results
> - o Year-End Survey Data Results

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.

> **Evidence**
> - o Pre-Understanding and Post-Understanding Ratings

Two rubrics were developed as a direct measure of SLO 1.1 and SLO 3.2. The rubrics (Table 3.1) were developed towards the end of the AY 19/20 and trialed during the Spring/Summer. Fall 2020 served as the first official semester of their implementation. As evidenced in the data, we still had some learning curves with the rubrics (e.g. the "anomaly" category) in Fall 2020, but regardless of the learning curve, the rubrics serve as one of the few ways for our learning center to capture the ***direct*** impact our learning consultants have on learning. The data, especially in the winter, was overwhelmingly positive and showed growth in learning.

For indirect measures of SLO 1.1, exit survey data and year-end survey data were utilized.
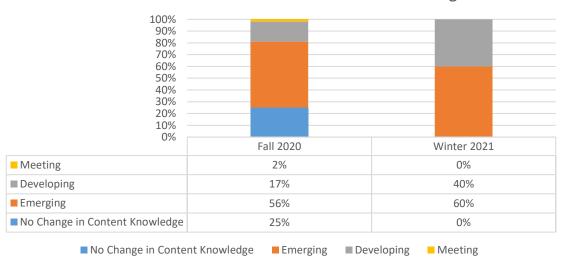
Table 3.1

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

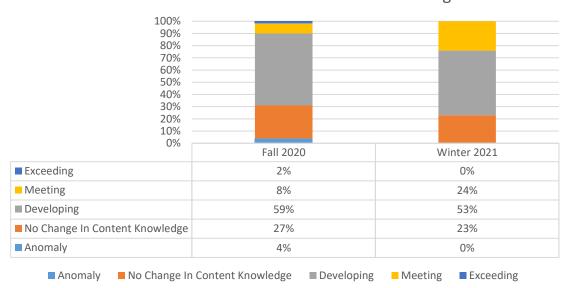| Criteria (Performance Attribute)	1 Not Yet Meeting	2 Emerging	3 Developing	4 Meeting	5 Exceeding
Demonstrates content-area knowledge/skills after the tutor helps the student.	**Student:** Still unable to demonstrate knowledge, skills, or steps to successfully master course topic, outcome, or task.	**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.

Progress of Students Starting at "Not Yet Meeting": Percent of Students Who Gained Content-Area Knowledge

	Fall 2020	Winter 2021
■ Meeting	2%	0%
■ Developing	17%	40%
■ Emerging	56%	60%
■ No Change in Content Knowledge	25%	0%

■ No Change in Content Knowledge   ■ Emerging   ■ Developing   ■ Meeting

For the Winter 2021 semester, **all** students who started at "Not Yet Meeting" (unable to demonstrate content-area knowledge) were either "Emerging" or "Developing" by the end of the session. After some kind of tutoring, all students improved their content knowledge and nearly half were able to demonstrate a general understanding of the content after not being able to demonstrate any. In Fall 2020, 25% of students showed no change in content knowledge whereas in the Winter, all students showed some kind of growth.
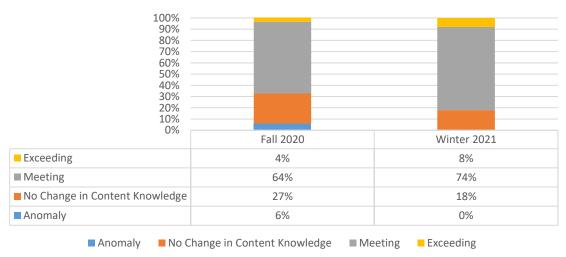
Progress of Students Starting at "Emerging": Percent of Students Who Gained Content-Area Knowledge

	Fall 2020	Winter 2021
■ Exceeding	2%	0%
■ Meeting	8%	24%
■ Developing	59%	53%
■ No Change In Content Knowledge	27%	23%
■ Anomaly	4%	0%

■ Anomaly   ■ No Change In Content Knowledge   ■ Developing   ■ Meeting   ■ Exceeding

For the Winter 2021 semester, almost 80% of students who started at "Emerging" (vague understanding of content-area knowledge) left the session demonstrating a general understanding of the content ("Developing") or demonstrating solid understanding *and* an ability to independently carry out the steps necessary for mastery ("Meeting"). No change in content knowledge and "developing" ratings were similar between semesters, but compared to Fall 2020, there was a 16% increase in students being rated at "meeting" in the Winter 2021 semester.
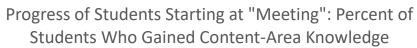
Progress of Students Starting at "Developing": Percent of Students Who Gained Content-Area Knowledge

	Fall 2020	Winter 2021
■ Exceeding	4%	8%
■ Meeting	64%	74%
■ No Change in Content Knowledge	27%	18%
■ Anomaly	6%	0%

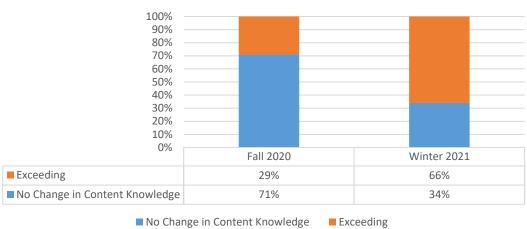■ Anomaly   ■ No Change in Content Knowledge   ■ Meeting   ■ Exceeding

For the Winter 2021 semester, 82.3% of students who already were "Developing" (general understanding of the content) were either "Meeting" (demonstrate content understanding *and* an

ability to independently carry out the steps necessary for mastery) or "Exceeding" (easily demonstrates content understanding, independence in completing the problem, and an ability to "teach" it to another person). Less than 2 out of 10 students showed no improvement. Overall, and in comparison to the Fall 2020 semester, we saw an increase in students gaining some kind of improvement in their content knowledge and ability to independently complete their coursework.

Progress of Students Starting at "Meeting": Percent of Students Who Gained Content-Area Knowledge

	Fall 2020	Winter 2021
■ Exceeding	29%	66%
■ No Change in Content Knowledge	71%	34%

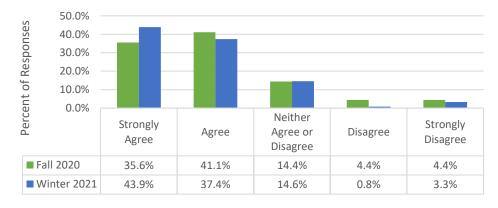■ No Change in Content Knowledge   ■ Exceeding

For the Winter 2021 semester, nearly 7 out of 10 students who started at "Meeting" could *easily* demonstrate content understanding, independence in completing the problem, and an ability to "teach" it to another person. There was a substantial increase (37%) in learning and independence in the Winter semester compared to the Fall.

Exit survey item aligning with SLO 1.1: I can independently carry out the coursework.

- Fall 2020 - Exits survey data indicated 76.7% of respondents agreed or strongly agreed they could independently carry out the coursework (n = 90).
- Winter 2021 – Exit survey data indicated 81.3% of respondents agreed or strongly agreed they could independently carry out the coursework (n = 123)

I can independently carry out the coursework

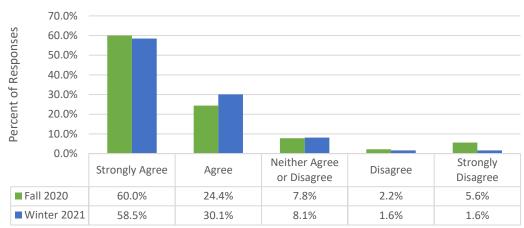|	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
■ Fall 2020	35.6%	41.1%	14.4%	4.4%	4.4%
■ Winter 2021	43.9%	37.4%	14.6%	0.8%	3.3%

Exit survey item aligning with SLO 1.1: I can identify useful strategies to improve my learning in this class.

- Fall 2020- As a result of the tutoring session, 84.4% of respondents agreed or strongly agreed they could identify useful strategies to improve their learning in the class (n = 90).
- Winter 2021 – As a result of the tutoring session, 88.6% of respondents agreed or strongly agreed they could identify useful strategies to improve their learning in the class (n = 123).

I can identify useful strategies to improve my learning in this class (Fall 2020 - Winter 2021)

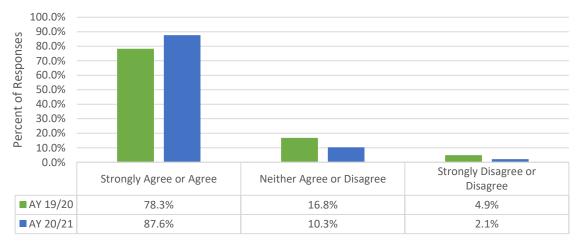|	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Fall 2020	60.0%	24.4%	7.8%	2.2%	5.6%
Winter 2021	58.5%	30.1%	8.1%	1.6%	1.6%

Year-end survey item aligning with SLO 1.1: I have a better sense of how to apply good learning strategies (e.g. note-taking, using the textbook, organization, preparing for class, resourcefulness, time-management).

- Student self-reports in the 19/20 year-end survey indicated that 78.3% of students felt they had a better sense of how to apply good learning strategies (e.g. note-taking, using the textbook, organization, preparing for class, resourcefulness, time-management) as a result of tutoring.
- The 20/21 year-end survey indicated that 87.6% of students felt they had a better sense of how to apply good learning strategies; an increase of 9.3%.

I have a better sense of how to apply good learning strategies

	Strongly Agree or Agree	Neither Agree or Disagree	Strongly Disagree or Disagree
AY 19/20	78.3%	16.8%	4.9%
AY 20/21	87.6%	10.3%	2.1%

AY 19/20   AY 20/21

19

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.
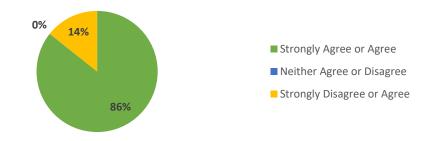
> **Evidence**
> o Academic Coaching Exit Survey

An increase in academic coaching requests this past academic year led to the development of an exit survey for the Winter 2021 semester. Based on the baseline data collected in the winter:
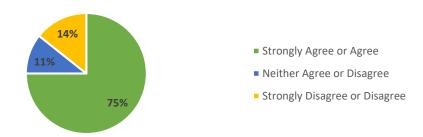
- 86% of students felt more comfortable about how to effectively approach the learning process as a result of academic coaching.
- 75% of students felt a stronger sense of confidence in their ability to learn the course content.

Both results create a good starting point for baseline data in future assessment while also supporting 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.

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

0% 14%
86%

- Strongly Agree or Agree
- Neither Agree or Disagree
- Strongly Disagree or Agree

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

14%
11%
75%

- Strongly Agree or Agree
- Neither Agree or Disagree
- Strongly Disagree or Disagree

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

Evidence
- o Students' self-reports of grades
- o Faculty reports on grades
- o Academic Coaching Exit Survey

Based on the data we received and tracked this academic year, we saw an average 8% percent increase in student's following exam grade after receiving at least one academic coaching consultation (n = 26). Such an increase in academic standing and progress in the course supports SLO 2.2. As a caveat, the data was collected sporadically and student self-reports of grades are considered less reliable than faculty reports. Although initial data is promising, we plan on improving the sample size and getting more faculty buy-in so we can base the data on faculty grade reports as opposed to a mix of students and faculty.
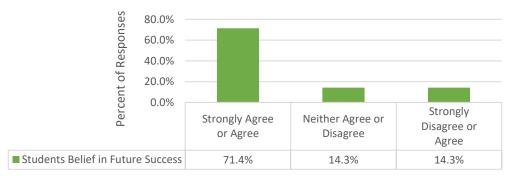
Grade Changes: Next Exam After One or More Consultations

■ Increase   ■ Decrease   ■ No Change

	Mean	Median
Grade Change	+7.9%	+8%

Academic Coaching Exit Survey item aligning with SLO 2.2: I believe I will be more successful in the course(s) for which I received academic coaching.

- Winter exit survey data indicated that 71.4% of students believed they would be more successful in the course they received academic coaching in, supporting SLO 2.2— students who participate in academic coaching consultations will improve their academic standing and demonstrate progress in their enrolled courses.

Percent of Students' Belief in Future Success

	Strongly Agree or Agree	Neither Agree or Disagree	Strongly Disagree or Agree
■ Students Belief in Future Success	71.4%	14.3%	14.3%

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

Evidence
- Preparedness rubric (Table 3.3)

Overall, initial preparedness ratings for first time student visitors were fairly consistent. In the fall semester, 65.1% of students were either meeting or exceeding in preparation for their session. For the Winter 2021 semester, 68.7% of students were either meeting or exceeding in preparation for their session. Data indicates more than half of students' demonstrated "preparedness" for their tutoring session which supports SLO 2.3. Given this was our first academic year utilizing the preparedness ratings, the data will also serve as a solid baseline for upcoming assessment.

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.

Evidence
- Preparedness rubric (Table 3.3)

As evidenced in the Fall 2020 and Winter 2020 Preparedness Rating Comparison graphs, there was little growth or improvement in returning students showing increased preparedness. In the fall, returning students who received a preparedness rating of "exceeding" increased by 2% compared to unique students (new/first time visitors). In the winter, there was actually a 5% decline in the overall amount of returning students who received an "exceeding rating" when compared to unique students. Alternatively, in both semesters returning students did obtain higher "meeting" ratings compared to unique students. To an extent, there was some growth in students demonstrating an increased ability to articulate what aspects, concepts, steps, or processes they need help with. Overall however, there were little differences between preparedness ratings for unique and returning students. This indicated that helping students become more prepared and better able to articulate their needs in future tutoring sessions is an area for growth.
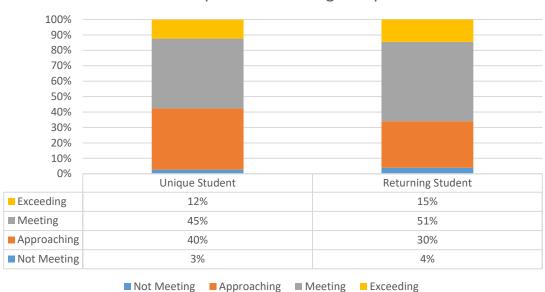
Table 3.3

Preparedness Rubric

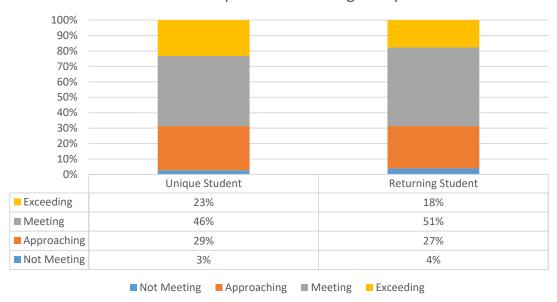| Criteria (Performance Attribute)	1 Not Meeting	2 Approaching	3 Meeting	4 Exceeding
Demonstrates independent effort and preparation for tutoring session.	Student: Unable to demonstrate or express what they need help with[1]. They did not attempt to utilize nor did they bring the necessary resources to help them successfully master the course topic, outcome, or task.	Student: Slightly able to demonstrate or express what they need help with. They brought some of the necessary resources to help them successfully master the course topic, outcome, or task, but the student is rather unwilling to independently engage with the resources that they have.	Student: Able to demonstrate or express what they need help with. They articulated and seemingly attempted to utilize the necessary resources to help them successfully master course topic, outcome, or task.	Student: Demonstrates and expresses a thorough understanding about what they need help with. They articulated what, where, and how they utilized their resources to help them successfully master course topic, outcome, or task.
	Tutor observes: The student made no effort to independently learn the course material prior to the tutoring session. Additionally, the student did not bring resources that they could use in the tutoring session.	Tutor observes: The student made limited effort to independently search for or engage with resources that would help them learn the course material prior to the tutoring session. Student brought resources to the session even though they haven't necessarily used them.	Tutor observes: The student made satisfactory effort to independently engage with their resources that would help them learn the course material and brought those resources with them to the session.	Tutor observes: The student made optimal effort to independently engage with their resources that would help them learn the course material and they brought those resources with them to the session.

[1] "Demonstrate or express what they need help with" refers to the student's ability to clearly articulate what they need help with and/or what their *question* is. This rubric is not an attempt to capture what their level of *content knowledge* is.
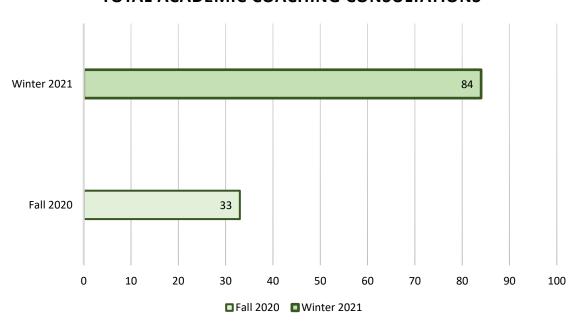
Fall 2020 Preparedness Rating Comparison

	Unique Student	Returning Student
Exceeding	12%	15%
Meeting	45%	51%
Approaching	40%	30%
Not Meeting	3%	4%

Not Meeting   Approaching   Meeting   Exceeding

Winter 2020 Preparedness Rating Comparison

	Unique Student	Returning Student
Exceeding	23%	18%
Meeting	46%	51%
Approaching	29%	27%
Not Meeting	3%	4%

Not Meeting   Approaching   Meeting   Exceeding

PLO 2.1) TLC will demonstrate a 50% increase in students scheduling academic coaching consultations, especially for students who have received Early Alerts.

The academic coaching program started to pick up during the Fall 2020 semester and almost tripled its traffic by the Winter 2021 semester, increasing from 33 academic coaching consultations to 84. The program learning outcome for increasing academic coaching by 50% was exceeded, reaching 154%.

TOTAL ACADEMIC COACHING CONSULTATIONS

Winter 2021: 84
Fall 2020: 33

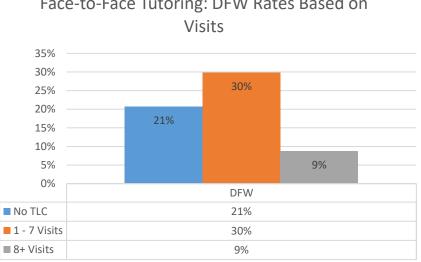☐ Fall 2020 ☐ Winter 2021

Grade Comparisons

Tutoring

Fall 2020

"Face-to-Face Tutoring" includes any student who met with a tutor face-to-face. Services that fall into this category include tutoring by appointment, facilitated study group, and drop-in tutoring. Facilitated study group was included in face-to-face tutoring because most FSG sessions tend to only have one student and end up resembling a one-on-one tutoring session.

Data highlight

- 9% of students who received face-to-face tutoring at least eight times for a particular course were considered a DFW (drop, failure, withdraw) compared to 21% of students who never received tutoring.

Face-to-Face Tutoring: DFW Rates Based on Visits

	DFW
■ No TLC	21%
■ 1 - 7 Visits	30%
■ 8+ Visits	9%

Data highlight

- 81.4% of students who visited a tutor five or more times for a particular course achieved at a least a C in that course.

Face-to-Face Tutoring: Courses Passed Based on Student's Visits

■ No TLC 78% — ■ 1 - 4 Visits 66% — ■ 5+ Visits 81%
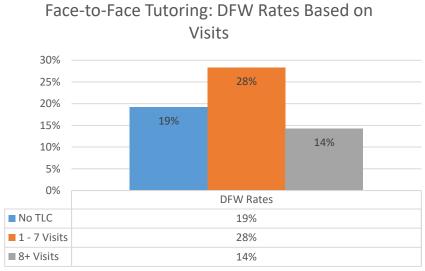
C or Better

25

Winter 2021

All TLC services in the Winter 2021 semester were remote. "Face-to-Face Tutoring" includes any student who met with a tutor via appointment or facilitated study group.
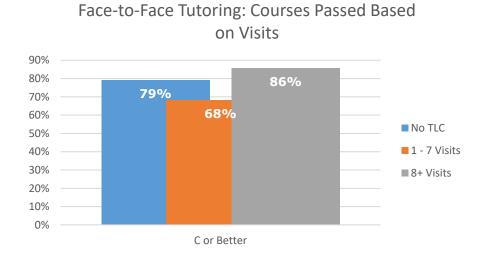
Data highlight

- 14% of students who received face-to-face tutoring at least eight times for a particular course were considered a DFW (drop, failure, withdraw) compared to 19% of students who never received tutoring.

Face-to-Face Tutoring: DFW Rates Based on Visits

	DFW Rates
■ No TLC	19%
■ 1 - 7 Visits	28%
■ 8+ Visits	14%

Data highlight

- 86% of students who visited a tutor eight or more times for a particular course achieved at least a C in that course; a 12% increase compared to Fall 2020.

Face-to-Face Tutoring: Courses Passed Based on Visits

C or Better: No TLC 79%, 1 - 7 Visits 68%, 8+ Visits 86%

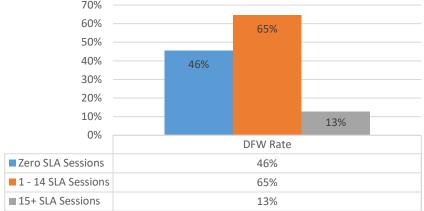**Structured Learning Assistance**

Fall 2020

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. However, out of the 204 students in MTH-099, 77 did not attend a single SLA session which allowed for grade comparisons between three groups: (a) never attended an SLA session, (b) attended less than half the time (1 – 14 sessions), and (c) attended at least half of the time (15+ sessions).
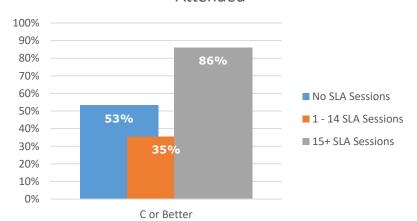
MTH-099 Data highlights:

- Data results for students attending at least half of the time were overwhelmingly positive. Compared to a DFW rate of 46% for students who never attended an SLA session, those who attended 15+ sessions had a DFW rate of 13%.
- 86% of students who attended at least half of their sessions received credit in the course (a C or higher) compared to the 53% for those who never attended a SLA session.

MTH-099: DFW Percentages by Amount of SLA Sessions Attended

	DFW Rate
■ Zero SLA Sessions	46%
■ 1 - 14 SLA Sessions	65%
■ 15+ SLA Sessions	13%

MTH-099: Percent of Students Receiving a C or Better by Amount of SLA Sessions Attended

No SLA Sessions: 53%
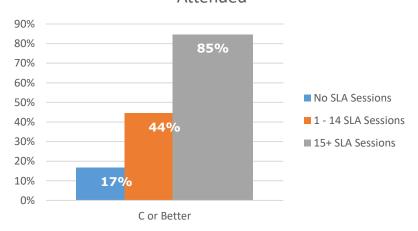1 - 14 SLA Sessions: 35%
15+ SLA Sessions: 86%

27

MTH-092 Data highlights:

- Data results for students attending at least half of the time were also overwhelmingly positive for MTH-092 students. Compared to a DFW rate of 83% for students who never attended an SLA session, those who attended 15+ sessions had a DFW rate of 15%.

- 85% of students who attended at least half of their sessions received credit in the course (a C or higher) compared to the 17% for those who never attended a SLA session.

MTH-092: DFW Percentages by Amount of SLA Sessions Attended

	DFW
■ No SLA Sessions	83%
■ 1 - 14 SLA Sessions	48%
■ 15+ Sessions	15%

MTH-092: Percent of Students Receiving a C or Better by Amount of SLA Sessions Attended
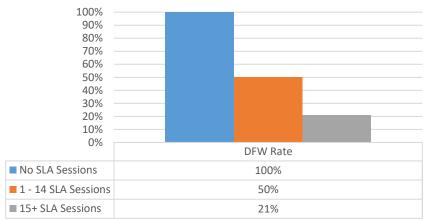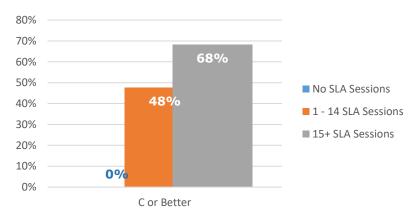
Winter 2021

MTH-099 Data Highlights

- Compared to a DFW rate of 100% for students who never attended an SLA session, those who attended 15+ sessions had a DFW rate of 21%. The Winter 2021 DFW rate rose slightly for those who attended 15+ sessions, but the rate is still overwhelmingly positive compared to students who never attended or only attended half of the time.
- 68% of students who attended at least half of their sessions received credit in the course (a C or higher) compared to the 48% for those who only attended half the time.

MTH-099: DFW Percentages by Amount of SLA Sessions Attended

	DFW Rate
■ No SLA Sessions	100%
■ 1 - 14 SLA Sessions	50%
■ 15+ SLA Sessions	21%

MTH-099: Percent of Students Receiving a C or Better by Amount of SLA Sessions Attended

■ No SLA Sessions
■ 1 - 14 SLA Sessions
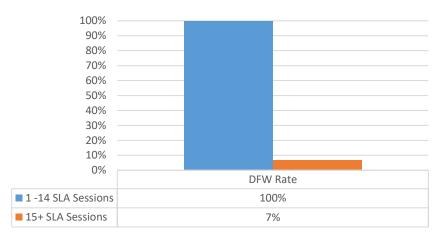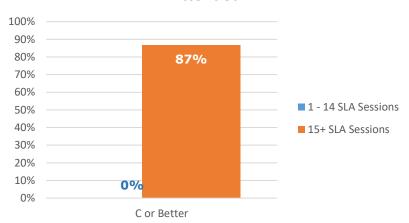■ 15+ SLA Sessions

0%
48%
68%

C or Better

MTH-092 Data Highlights

- Compared to Fall 2020, all MTH-092 students attended at least one SLA session.
- Winter 2021 MTH-092 students had a DFW rate of 7%. Given the DFW rate for Fall 2020 was 15%, DFW rates for Winter 2021 students were cut in half.
- Similar to Fall 2020, 87% of MTH-092 students in Winter 2021 received a C or better in their course.

MTH-092: DFW Percentages by Amount of SLA Sessions Attended

	DFW Rate
■ 1 -14 SLA Sessions	100%
■ 15+ SLA Sessions	7%

MTH-092: Percent of Students Receiving a C or Better by Amount of SLA Sessions Attended

■ 1 - 14 SLA Sessions
■ 15+ SLA Sessions

0% (1 - 14 SLA Sessions), 87% (15+ SLA Sessions) — C or Better
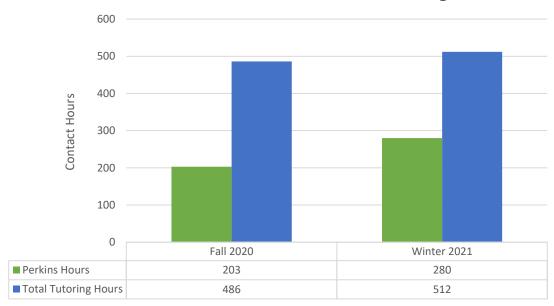
`1

Perkins

Perkins

Perkins hours are an integral part of the Teaching & Learning Center (TLC). Part of the TLC is funded by Perkins and therefore it is pertinent to track the amount of time we spend with Perkins students. For Fall 2020, 41.7% of total tutoring hours were Perkins related. For the Winter 2020 semester, total Perkins hours increased by 77 hours and the percent of total tutoring hours (54.6%) dedicated to Perkins students increased by 12.9%. The aforementioned increases were primarily due to an increase in academic coaching with nursing students (see PLO 2.1).

Contact Hours for Perkins Students vs. Total Tutoring Hours

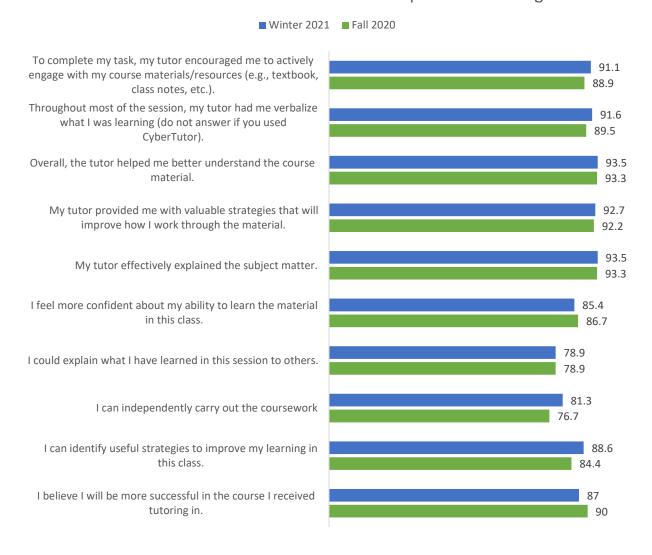|	Fall 2020	Winter 2021
Perkins Hours	203	280
Total Tutoring Hours	486	512

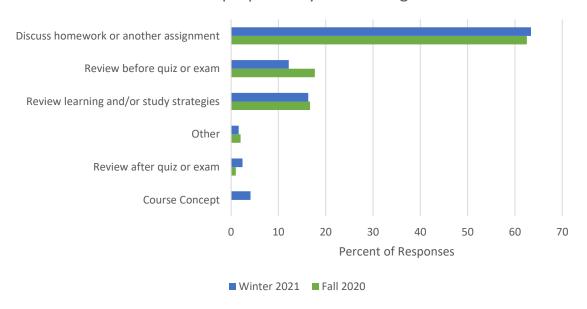## Comprehensive Survey Results

Exit Survey Results

Below are the exit survey results from both Fall 2020 and Winter 2021. This section is simply an overlook of the data as prior sections discussed how the exit survey results tied into the TLC's Student Learning Outcomes.

Fall 2020 and Winter 2021 Exit Survey Results: Percent of Responses that Strongly Agree or Agree with Survey Items Focused on Tutor Effectiveness and Independent Learning
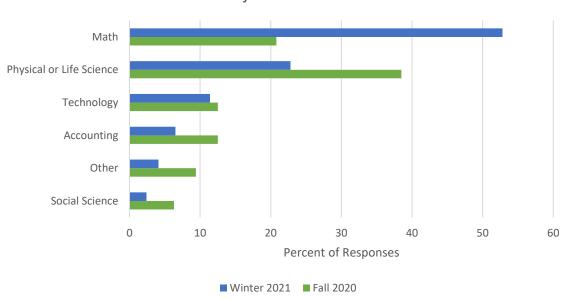
■ Winter 2021   ■ Fall 2020

Survey Item	Winter 2021	Fall 2020
To complete my task, my tutor encouraged me to actively engage with my course materials/resources (e.g., textbook, class notes, etc.).	91.1	88.9
Throughout most of the session, my tutor had me verbalize what I was learning (do not answer if you used CyberTutor).	91.6	89.5
Overall, the tutor helped me better understand the course material.	93.5	93.3
My tutor provided me with valuable strategies that will improve how I work through the material.	92.7	92.2
My tutor effectively explained the subject matter.	93.5	93.3
I feel more confident about my ability to learn the material in this class.	85.4	86.7
I could explain what I have learned in this session to others.	78.9	78.9
I can independently carry out the coursework	81.3	76.7
I can identify useful strategies to improve my learning in this class.	88.6	84.4
I believe I will be more successful in the course I received tutoring in.	87	90

What was the purpose of your tutoring session?

Percent of Responses

■ Winter 2021   ■ Fall 2020

What subject was focused on?

Percent of Responses

■ Winter 2021   ■ Fall 2020
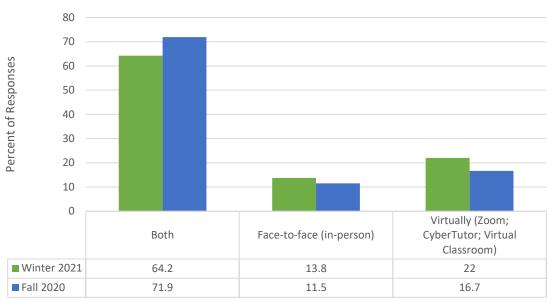
The exit survey results are similar to the data tracked in our database and which is outlined earlier in the report. Many of our student visits are for math or a hard science and more often than not, students tend to visit to discuss homework or another assignment.
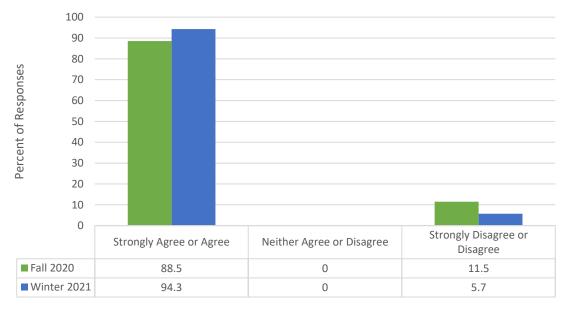
How would you like our service to offered in the future?

	Both	Face-to-face (in-person)	Virtually (Zoom; CyberTutor; Virtual Classroom)
Winter 2021	64.2	13.8	22
Fall 2020	71.9	11.5	16.7

Y-axis: Percent of Responses (0–80)

In light of COVID-19 and the early concerns about student's comfort working remotely, we were pleased to find that many of our students enjoyed our remote services enough to want them offered moving forward.

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

	Strongly Agree or Agree	Neither Agree or Disagree	Strongly Disagree or Disagree
Fall 2020	88.5	0	11.5
Winter 2021	94.3	0	5.7

Y-axis: Percent of Responses (0–100)

Year-End Survey Results

AY 19/20 and AY 20/21 Year-End Survey Results: Percent of Responses that Strongly Agree or Agree with Survey Items Focused on Tutor Effectiveness and Independent Learning

■ AY 19/20   ■ Ay 20/21

Survey Item	AY 19/20	AY 20/21
I was satisfied with how well my tutor communicated the subject matter	94.5	94.8
My tutor(s) provided examples that helped clarify course content	90.8	93.8
I am more likely to seek help when I need it	92.9	92.8
My tutor(s) encouraged me to use my course materials (i.e. textbook; class notes) to work through my question(s)	84.2	91.8
My tutor(s) encouraged me to verbalize what I was learning	82.1	91.6
My tutor(s) made suggestions about study strategies for my courses (i.e. exam prep, understanding the textbook,…)	78.1	90.7
I became more successful in my classes	91.3	88.7
I have gained confidence in my ability to successfully complete academic work on my own	86.4	88.7
My tutor(s) helped me feel more comfortable with the content	89.7	88.7
I have a better sense of how to apply good learning strategies (e.g. note-taking, using the textbook,…)	78.3	87.6
I have become more aware of my learning preference(s)	78.8	86.6
My tutor(s) asked helpful questions during my sessions	84.8	86.6
My thinking skills have improved	81.0	84.4
I have developed better study habits	72.8	80.4

Overall, we saw an increase in items pertaining to tutor effectiveness and independent learning compared to last academic year. Of particular interest was the increase in students feeling as though they could apply good learning strategies. This was a point of emphasis this academic year and will continue to be in future years.

Additional Year-End Survey Results

At what point in the semester did you first use our tutoring services?

- First or Second Week
- Third or Fourth Week
- Around Midterms or Slightly After
- Around Finals

21%
53%
19%
7%

Did you ever want/need tutoring in a course where tutoring was not offered?

Yes
10%

No
90%

What brings you in for tutoring the most?

Help with understanding course material for homework
Help with understanding course material in general
Review course material for exams or quizzes
Writing assignments
Learning and study strategies
Other

0% 5% 10% 15% 20% 25% 30% 35% 40%

- What brings your in for tutoring the most?

36

Advancements and Improvements

Advancements

- Modifications to Access database and appointment-based services improved accuracy in tracking contact hours and other utilization data.
- We developed preparedness, pre-understanding, and post-understandings rubrics utilized by our tutors to serve as direct measures of learning.
- We finalized and rolled out exit surveys and year-end surveys that allowed us to compare indirect measures of learning and growth.
- Learning consultants (tutors) were trained in academic coaching and are now able to provide academic coaching during the Spring/Summer terms.
- This was the first academic year the TLC has produced an annual report in over five years.
- This was also the first year the TLC has had measurable student learning outcomes and program outcomes which were developed to improve our assessment initiatives.

Improvements

- In future annual reports, we would like to showcase program outcomes that pertain to evaluation of and growth of our tutors.
- Recertification of our program is coming up in June 2022.
- We are always working to improve outreach, buy-in with faculty, and increasing visits.
- Improve our ability, through professional development and training, to work with students on developing strategies that extend beyond content and which helps them navigate their college endeavors and/or strategies that they can apply to any course they encounter.
- 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.
- In future reports and data collection, we are looking to show our impact on student retention.
- We are transitioning from the Access database to TracCloud, a student information system built specifically for Learning Centers and also customized to our needs in the TLC.
- Integrating 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, and persistence.

Appendix

Utilization Data Tables

Division	Fall 2020		Winter 2021	
	Visits	Percent of Visits	Visits	Percent of Visits
Science & Math	353	61.9	313	56.5
Health & Wellness	38	6.7	97	17.5
Business & Technology	133	23.3	95	17.1
Arts & Letters	20	3.5	40	7.2
Social Sciences	12	2.1	9	1.6
Total	570	100	554	100

Department	Fall 2020		Winter 2021	
	Visits	Percent of Visits	Visits	Percent of Visits
Math	180	31.6	210	37.9
Chemistry	79	13.9	51	9.2
Accounting	76	13.3	58	10.5
Physics	71	12.5	40	7.2
Computer Science	26	4.6	22	4.0
Nursing	25	4.4	91	16.4
Biology	23	4.0	18	3.2
American Sign Language	6	1.1	33	6
Other Departments	84	14.7	31	5.6
Total	570	100	554	100

Semester	Exceeding	No Change In Content Knowledge
Fall 2020	29%	71%
Winter 2021	66%	34%

Progress of Students Starting at "Developing"			
Semester	Meeting	Exceeding	No Change In Content Knowledge
Fall 2020	63.9%	4%	26.7%
Winter 2021	74%	8%	18%

Progress of Students Starting at "Emerging"			
Semester	Developing	Meeting	No Change In Content Knowledge
Fall 2020	59%	8%	27%
Winter 2021	53%	24%	23%

	Progress of Students Starting at "Not Yet Meeting"			
Semester	Emerging	Developing	Meeting	No Change In Content Knowledge
Fall 2020	56%	17%	2%	24%
Winter 2021	60%	40%	0%	0%

Exit Survey

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

Year-End Survey Table

Survey Item and Percent Change from AY 19/20	Strongly Agree or Agree	Neither Agree or Disagree	Strongly Disagree or Disagree
I was satisfied with how well my tutor communicated the subject matter.	94.8%	3.1%	2.1%
% Change	+.03	-0.7	-0.3

My tutor(s) provided examples that helped clarify course content.	93.8%	3.1%	3.1%
% Change	+3.0	-2.3	-0.7
My tutor(s) encouraged me to use my course materials (i.e. textbook; class notes) to work through my question(s).	91.8%	6.2%	2.0%
% Change	+7.6	-6.8	-0.7
My tutor(s) encouraged me to verbalize what I was learning.	91.6%	6.3%	2.1%
% Change	+9.5	-7.3	-2.3
My tutor(s) asked helpful questions during my sessions.	86.6%	10.3%	3.1%
% Change	+1.8	-0.6	-1.3
My tutor(s) made suggestions about study strategies for my courses (i.e. exam prep, understanding the textbook, problem solving techniques).	90.7%	7.2%	2.1%
% Change	+12.6	-10.3	-2.3
My tutor(s) helped me feel more comfortable with the content.	88.7%	9.3%	2.0%
% Change	-1.0	+1.7	-0.7
I have gained confidence in my ability to successfully complete academic work on my own.	88.7%	8.2%	3.1%
% Change	+2.3	-1.0	-1.3
I have a better sense of how to apply good learning strategies (e.g.	87.6%	10.3%	2.1%

note-taking, using the textbook, organization, preparing for class, resourcefulness, time-management).			
% Change	+9.3	-6.5	-2.8
My thinking skills have improved.	84.4%	13.5%	2.1%
% Change	+3.4	-1.2	-2.3
I have developed better study habits.	80.4%	17.5%	2.1%
% Change	+7.6	-6.4	-1.2
I have become more aware of my learning preference(s).	86.6%	11.3%	2.1%
% Change	+7.8	-5.5	-2.2
I am more likely to seek help when I need it.	92.8%	4.1%	3.1%
% Change	-0.1	-0.8	+0.9
I became more successful in my classes.	88.7%	6.2%	5.1%
% Change	-2.6	+1.3	+1.3