

COLLEGE CENTER OF LEARNING

GOAL

The Center of Learning goal is to improve retention through academic success. To accomplish this goal, the Center of Learning provides students with the resources and support necessary to improve their academic skills, become independent and lifelong learners, and ultimately earn a degree at Mississippi Delta Community College.

VISION

The College Center of Learning provides all MDCC students with access to quality academic support in terms of resources and services to supplement their classroom instruction. The College Center of Learning offers resources and services in a professional, welcoming, and compassionate environment that is equipped with the most up-to-date technological and educational materials.

CORE VALUES

The College Center of Learning is guided by values that are conducive to superior customer service and student success. These core values include: integrity, respect, scholarship, independence, empowerment, responsibility, teamwork, and excellence.

ACADEMICS, CAREER & TECHNICAL, AND HEALTH SCIENCES

In the Center of Learning, students and faculty may take advantage of a host of resources and services. Faculty may assign students specific assignments to complete in the Center. These assignments may be delivered in the form of extra credit, remediation, and/or review. Activities in the College Center of Learning do not replace classroom instruction but are designed to supplement classroom instruction. Instructors must specify in writing exactly the task that needs to be completed and submit it to the Center of Learning instructor to whom he/she is assigned. At that time, the faculty member and instructor may collaborate and fine-tune the assignment process. Faculty members may review resources at any time. Additionally, the CCL staff is available to assist faculty in determining what software or CCL resources are available to meet the academic needs of the students.

General Education II

The Center of Learning is committed to sustaining the College's goal of retaining students by helping them achieve the highest levels of academic success. In an effort to provide a structured means of academic support for students, the College Center of Learning provides one hour per week per class for students enrolled in General Education II.

There are several options available for student use in the Center of Learning during scheduled times for students enrolled in General Education II. Supplemental lessons may be accessed via several software programs – QuestionMark Perception; Queue Grammar Skills I, II, and III; Essay Punch; Achievement Skills Bank 5; and Plato Pathways. Diagnostic tests are available through Plato Pathways and Achievement Technologies Skills Bank 5. Both of these software programs have diagnostic prescriptives and courseware aligned to diagnostic assessment objectives. All of these resources are available for review and adaptation to fit students' needs. Center of Learning instructors are available to assist with supplemental coursework needs.

Center of Learning Lab times are not designed to replace classroom instruction but to serve as an additional learning resource tool. All instructors are expected to attend lab times with their class and be fully engaged in the instructional process. Fully engaged includes, but is not limited to, providing instruction, assistance, feedback, and/or monitoring students' progress and behavior. Only the room formerly referred to as the CCN room will be used for lab instruction. Computers in the conference room will not be used for scheduled class times.

Special Needs

For students with special needs, the Center of Learning has provisions for makeup tests, activities, and lectures. In the event that a faculty member makes a request for a student to complete a makeup test in the Center of Learning, he/she must complete the appropriate form and submit it to the administrative assistant. Special accommodations must be indicated on the form. All tests are supervised and returned to the administrative assistant to be filed. Only the instructor who has given the assignment may pick up the tests. Further detailed faculty procedures are indicated on the form.

Using CCL Resources/Checkout

Faculty members may provide the Center of Learning with lectures, notes, activities, etc. for students. The notes and/or activities may be in the form of a CD Rom, DVD, hard copies, videos, floppy disks, etc. Students are required to check out these materials for use in or out of the Center. The faculty member decides how learning materials, on file in the Center of Learning for students' use, are to be distributed.

Laptop computers are available for faculty checkout. The laptops may be checked out to use for classroom instruction and/or to review materials. The time allocated for the use of the laptops is 24 hours, and extended time should be approved by the Center Director.

Orientation Sessions

The CCL instructors are available to conduct Center of Learning orientation sessions. The orientation may be tailored to fit the needs of students. Orientations may include demonstrations of specific software or resources or a general orientation about Center use and student policies and procedures. Students may access the general online orientation by visiting our website; otherwise, orientations must be scheduled in advance.

ACT COMPASS PLACEMENT TESTING

As a means of improving the accuracy rate for student placement, the ACT Compass is available for placement testing. The goals of this testing instrument are to identify students at risk and improve placement procedures, thus reducing the failure and withdrawal rate. Students interested in placement testing must be referred by faculty or staff. All ACT placement testing must be approved by the Director of the Center of Learning.

IMPROVEMENT OF STUDY SKILLS

The Improvement of Study Skills class is a one hour credit course offered during the evening hours in the College Center of Learning (see schedule of classes). This course is available to any student interested in sharpening those skills needed to be successful in college. College Improvement of Study Skills (1411) fosters insight and practices of critical reading and study techniques needed for efficient and effective perusal of college level courses. Topics include effective study habits, reading methods, use of the library, note taking, report writing, etc.

MDCC STUDENTS

The Center of Learning is available to assist students in their quest to become independent lifelong learners. Students who visit the Center **should expect** the following:

- Full time staff members who specialize in the major subject areas
- Staff members who facilitate the learning process
- Exposure to a wide range of learning materials
- Resources that empower the students and enhance the learning process

Students **should not expect** the Center of Learning staff to:

- Reteach skills and objectives
- Proofread papers
- Grade homework and other outside assignments
- Take responsibility for student learning

Learning resources may include but are not limited to computer/software assisted tutorials, audiovisual material, books, adaptive resources, individualized tutorial services, and workshops. All students must sign in upon entering the CCL and sign out upon departure. All resources that are used by students, i.e., software, study guides, videos, must be checked out by the administrative assistant or one of the CCL staff members. Students who have been required by the classroom instructor to complete specific assignments in the Center must see a CCL staff member for detailed instructions on completing the assignment. Students who visit the Center voluntarily may or may not see a CCL staff member after signing in. CCL staff members are available to help students address areas of academic difficulties or concerns.

Students with Disabilities

Students with a documented disability and registered with the Office of Disability

Services are entitled to accommodations. The CCL administrative staff should be notified of accommodations as soon as possible.

Student Use

Students are expected to adhere to the student code of conduct governing all MDCC Students. Failure to adhere to this policy may result in immediate dismissal from the Center and loss of center privileges.

PEER TUTORS

The Center of Learning is committed to engaging students in the success and retention initiative. Students who are interested in taking part in encouraging and assisting their peers may apply to become CCL Peer Tutors. The peer tutor's goal is consistent with the Center, which is to retain students through graduation by providing the necessary academic support. The tutors are patient and compassionate individuals, committed to dedicating time and effort that will provide their peers with the opportunity for academic success.

CENTER OF LEARNING STAFF

The Center of Learning staff is committed to engaging the campus community in the student success and retention initiative. Each staff member has specific professional responsibilities to adhere to while working in the College Center of Learning. All responsibilities are directly related to student success and retention. These may include but are not limited to facilitating the learning process, monitoring student progress, tutoring students, collaborating with colleagues regarding Center activities and operations, and researching and reviewing materials/resources to aid in the improvement of the Center.

The staff is comprised of an activity director, full-time instructional staff members, faculty liaisons, peer tutors, and an administrative assistant.

CENTER OF LEARNING RESOURCES

EQUIPMENT/HARDWARE

The equipment in the Center of Learning is available for use by the MDCC community. The Center of Learning policy regarding the proper use of equipment and technology is consistent with the policies set forth by the college and Computer Services. Proper use of the equipment and privileges to use the equipment is mandatory.

- **Smart Board:** This interactive piece of technology provides students with easy access to the Internet, CD-ROMs and other multimedia resources. The result is enhanced visibility and group interaction for the classroom. The touch-sensitive design of the SMART Board interactive whiteboard benefits students with auditory and sight impairments, motor-skill disabilities, learning disabilities and behavioral problems.
- **LCD Projector:** For enhancing the quality of CCL workshops, training sessions, and presentations.
- **T.V. / VCR / DVD:** These resources are available as an additional means of

accommodating students with different learning styles.

- **Scanner:** For electronic reformatting of out-of-date or otherwise inaccessible information to instructors as well as students. The scanner is also used to modify various types of media including but not limited to text, photography, art, and computer graphics.
- **50 Windows XP Operating System Computers:** Disability accessibility options as well as CD-ROM / DVD accessibility are available.

SOFTWARE

- **ACT Compass:** Compass ESL is a comprehensive, computer-adaptive testing system that helps place students into appropriate courses and maximizes the information postsecondary institutions need to ensure student success.
- **A.D.A.M. Interactive Anatomy Software:** AIA offers the ultimate interactive program for the study of human anatomy and related topics.
- **CyberEd Biology Series:** This user friendly software includes presentations, interactive lessons, a glossary, pre-/post tests, and the periodic table. Student can prepare for exams and quizzes at their own pace, review new concepts learned in class with additional online study time, and practice test taking skills from the comfort of home. Instructors can add stunning visuals and multimedia lectures to help explain complex science concepts, extend the learning day by using CyberEd programs as homework assignments, and reinforce classroom instruction with additional online study time and test taking practice.
- **CyberEd Chemistry Series:** This user friendly software includes presentations, interactive lessons, a glossary, pre-/post tests, and the periodic table. Students can prepare for exams and quizzes at their own pace, review new concepts learned in class with additional online study time, and practice test taking skills from the comfort of home. Instructors can add stunning visuals and multimedia lectures to help explain complex science concepts, extend the learning day by using CyberEd programs as homework assignments, and reinforce classroom instruction with additional online study time and test taking practice.
- **Essay Punch:** This interactive software helps students already familiar with writing a paragraph begin to write a short essay. Students learn the techniques of expository writing such as persuading, informing, or describing. Choosing from a menu of topics, students are guided to develop an idea and write their own short essay. Steps to finished essays include pre-writing, outlining, organizing, revising, rewriting, and publishing. Instructors can monitor their student's progress by using a special feature called the "record management system."
- **Inspiration:** Using the proven power of visual learning, Inspiration Software helps students strengthen critical thinking, comprehension, and writing skills across the curriculum. Students build graphic organizers to represent concepts and relationships and use the integrated outlining capability to further organize ideas for reports.
- **Mosby's Nursing Skills Software: Basic Nursing Skills, Intermediate Nursing Skills, Advanced Nursing Skills**
In this innovative series, real-life nurses provide clear demonstrations of how to perform key nursing procedures in actual clinical situations. This CD-ROM set

offers a convenient electronic format, searchable contents, closed captioning throughout and networking capabilities.

- **PLATO Learning (Praxis Simulated Test):** Going far beyond a simple simulation, this program offers assessment based and aligned remediation in reading, writing, and math based on the results of the test and its assessment of the learner's proficiency in essential skill areas. The system creates a learning path to provide the instruction needed to fill identified skill gaps. It includes courseware that helps learners sharpen skills they need to increase their chances of success. With immediate feedback, learners can make the best use of their study time. This software offers an automatic online scoring engine for the essay portion of the test. By recording student data and test scores, the system provides the valuable performance reporting administrators, teachers, and students need to monitor progress and demonstrate results.
- **PLATO Pathways:** Through the use of this user friendly software, administrators and instructors can build customized curricula, access alignments to state and national standards, reference and launch offline materials and URLs, and include third-party software products. Group and class tools allow instructors and administrators to enroll learners, build classes, and assign custom curriculum to as single learner or to groups of learners. The system can incorporate student demographic data and features robust reporting capabilities, including over 30 unique reports that allow instructors to track individual, class, and school performance.
- **QuestionMark Perception Software: For Administrator/Instructor Use Only ~** QMP Authoring Manager is a Windows-based application that provides a powerful environment for creating and publishing questions and assessments and managing support content. With Authoring Manager, administrators and instructors are able to do the following:
 - Create 20 different types of questions using wizards or the built-in question editor
 - Use wizards to guide authors through the process of assembling questions into assessments
 - Build helpful feedback into questions to enhance learning retention – feedback can be embedded within the question or can link to external learning resources to facilitate remediation
 - Include multimedia files such as audio, video, Macromedia Flash animations and Macromedia Captivate simulations to Perception questions
 - Store and manage questions and their supporting resources in local or shared (remote) databases called repositories
 - Work collaboratively in multi-author environments with many security options that protect question and assessment folders against unauthorized access
 - Configure Workflow to define and control question development and deployment processes
- **Queue Software: English Grammar, Writing Skills, & Reading Comprehension ~** This comprehensive collection of 46 best-selling grammar programs on a single CD-ROM features highly interactive tutorials and extensive drills for reinforcement. **Mastering English Grammar:** includes the following: A Speech Package, Working with Sentences, and Capitalization and More Punctuation. Practical Grammar I, II, and III present a series of related concepts in grammar, explain each concept, test the student's understanding, and provide exercises to reinforce understanding. Each title

applies a variety of approaches to maintain student interest and features highly interactive tutorials and extensive drills for reinforcement.

Building Reading Comprehension: includes the following: The World of Reading, Reading for Enrichment, Reading in the Content Areas, Reading for Competency, Improving Reading Skills, Toward Better Reading skills, and College Level Reading Comprehension.

Developing Writing Skills: Hundreds of hours of interactive lessons on a single CD-ROM disc help students of all ages fine-tune their writing skills. Subjects include writing clear, logical sentences, avoiding clichés and overworked words, and the most common usage problems. Also includes instruction in research skills. A variety of question formats and immediate feedback maintain student interest. Topics include the following: Learning to Write, Basic English Composition Package, Developing Writing Skills, Dictionary Skills, Practicing Writing Skills, Practical Composition Series, How to do Research, and Usage.

- **Skills Bank 5:** Reading Series, Writing Series, and Language Arts Series ***Reading Series:*** Brush up on key reading fundamentals with self-paced instruction covering vocabulary, Latin roots, compound words, word usage, and reading comprehension. ***Writing Series:*** Boost students' writing ability and improve language mechanics. Instruction covers parts of speech, sentence structure, and paragraph organization. Lessons include comprehension skills, effective letter writing and communication strategies throughout the program.

Language Arts Series: Learn and review all fundamental language skills including capitalization, punctuation, parts of speech and verbs. Students will develop and reinforce grammar, spelling, and language skills.

- **Thinkwell Mathematics Materials: Pre- Algebra, Beginning Algebra, Intermediate Algebra, College Algebra, Pre-Calculus, Calculus I & II, and Physics I** This next-generation software communicates the fundamentals of Beginning Algebra, Intermediate Algebra, College Algebra, Pre-Calculus, Calculus I & II, and Physics I to students using the engaging, interactive media they prefer and automatically reports on students' progress.

Features for Students:

- ¾ Comprehensive Video Tutorials
- ¾ Interactive Exercises with Feedback
- ¾ Review Materials
- ¾ Real-Life Applications
- ¾ Student Help Center
- ¾ Free Technical Support

Features for Instructors:

- ¾ Custom Website
- ¾ Custom Reports and Tracking
- ¾ Community Features
- ¾ Test Bank and Test Generator
- ¾ Professor Help Center
- ¾ Free Technical Support

- **Turn It In Plagiarism Software:** Recognized worldwide as the standard in online plagiarism prevention, Turn It In helps educators and students take full advantage of the Internet's educational potential. Used by thousands of institutions in over fifty

countries, Turn It In's products promote originality in student work, improve student writing and research skills, encourage collaborative learning, and save valuable instructor time.

- **Type Focus Career Inventory:** Type Focus Careers is an interactive online program that helps students develop excellent career plans starting with self-awareness, using personality type strengths.
- **Word Perfect Office 12 Software:** Word Perfect Office offers word processing, spreadsheet, presentation, address book, and database applications. Word Perfect Office 12 is also designed for compatibility with industry-standard file formats such as Microsoft Office, XML, PDF, and HTML. VIDEOS/VHS TAPES
 - Acing the ACT
 - Trigonometry (Mckeage/Turner) 5th ed. eight chapters / Qty. 6
 - Basic College Mathematics “An Applied Approach” 12 chapters / Qty. 11
 - Text Specific Videos for Gustafson and Frisk’s College Algebra 8th ed. nine chapters / Qty. 6
 - A&P / Bone Markings of Skull Qty. 2
 - A&P / Bone Markings of Legs and Arms Qty. 2
 - CCL Workshop “Study Skills and Note-taking” / Qty. 3
 - CCL Workshop “Preparing for and Acing Final Exams” / Qty. 7
 - CCL Workshop “How to Answer Essay Questions” / Qty. 1
 - A Look at Productive Tutoring Techniques / Qty. 3
 - Academic Success Skills
 - o Time Management
 - o Lecture Note-taking
 - o Staying Focused: Improving Motivation and Concentration
 - o How Do I Know What to Study?
 - o Guidelines for Taking a Multiple Choice Exam
 - Study Skills Video for Student Success
 - o Critical Thinking
 - o Note-Taking
 - o Reading
 - o Writing
 - o Math/Science
 - o Test-Taking

MODELS

Anatomy & Physiology:

- o Giant 4 part heart
- o Basic kidney
- o Giant eye
- o Deluxe brain (8 part)
- o Digestive system
- o Muscular system
- o Muscular kidney
- o Disarticulated half skeleton
- o Skin burn pathologies
- o Inner ear, middle ear, and outer ear

Chemistry:

- o Student Molecular Model 100 “Atom” Set / Qty. 5

FREQUENTLY ASKED QUESTIONS (FAQs)**Students**

- How much do tutorial services cost?

Services are FREE! ! !

- Do you offer services at the MDCC satellites?

Yes, tutors are available at GHEC and at the Greenwood Center. Please check the website for the times that a CCL staff person will be available at those sites.

- Are tutors always available for every subject?

Center of Learning instructors and peer tutors have expertise in the major subject areas, which include Language Arts, Reading, Math, and Science. Assistance in these areas may occur on various levels. Learning resources are not limited to instructors; there are computer assisted tutorials, audiovisual resources, and manipulative resources available to students as well.

- Will my instructor be informed that I am receiving assistance in the Center of Learning?

When instructors require specific assignments to be completed by students in the Center, the results of those assignments or attendance records are given to the instructor. Center of Learning staff members do not divulge information regarding voluntary student visits to faculty/staff without an agreement or consent from the student.

- May I install my personal software on the PC that I am using?

There should be absolutely no personal installation of any kind on CCL computers.

- Will I receive accommodations for my disability in the Center of Learning?

The Center of Learning does provide reasonable and appropriate accommodations for students with disabilities who are registered with the disabilities coordinator.

- If I have commendations and/or complaints, to whom should I report this information?

The Center of Learning staff welcomes feedback. Evaluation forms are available to students for the purpose of providing the CCL staff with feedback. Complaints that need immediate attention should be relayed to the CCL Director.

- May I work in a group in the Center of Learning?

We have found that small study and learning groups are effective means of learning. We allow students to work in groups but ask that noise and conversational volume be kept to a minimum.

Faculty

- May I reserve a time to bring my class over to complete assignments in the Center?

To ensure that the Center is available for all students, reservation slots are unavailable for entire classes. There will never be a guarantee that computers will be available for classes. It is strongly suggested that you provide the student with the assignment to be completed in the CCL and require them to complete those assignments outside of class times.

Please be reminded that you may schedule an orientation for your students so that they may receive the appropriate instructions and guidance for the software they may be required to use. Students will receive the necessary support upon arrival to complete assignments.

- When I give students in my class an assignment to complete in the Center of Learning, will the CCL staff be able to accommodate the volume of traffic that could potentially be created?

The Center of Learning has full-time faculty members, part-time faculty liaisons, and part time peer tutors to provide services to students. In the event that no one is available or specific resources are not available, appropriate arrangements will be made to meet the needs of your students.

- Would Title III purchase supplemental materials that I have chosen for students to use to improve their learning in specific areas?

Title III funding is available to assist in our retention efforts. Retention is a responsibility and a priority for all of MDCC faculty and staff. Decisions to purchase specific resources to be used in the College Center of Learning are based on feedback from students and faculty regarding students' academic needs.

We welcome your feedback and collaborative efforts in order to make the most reasonable decisions regarding the purchase of student resources.

- I would like to use the Center of Learning, but I am unsure about what resources I would like the students to use. Where do I start?

The Center of Learning is an MDCC resource. The open door policy gives faculty and staff access to resources for review and use during any of our operating hours. The Center of Learning staff welcomes you. Additionally, each faculty member has a Center of Learning resource person. Please contact the Center for the name of your CCL resource person. Your CCL resource person will work collaboratively with you to design and implement learning resources for your students.

COLLEGE CENTER OF LEARNING

Make-Up Testing Procedure

The College Center of Learning will administer make-up exams for MDCC students taking courses both on-line and on-campus. A make-up exam is a test that has already been administered by the instructor but which the student has missed. The Center of Learning staff will verify I.D., time the exam and monitor test takers as closely as their other duties allow.

The make-up exam service is available during the regular daytime hours of operation. Please set Monday-Thursday deadlines only.

Instructor Procedures:

1. Please inform your students that they must bring a picture I.D. when they take an exam in the Center of Learning. Students must also know their MDCC student I.D. number. For security purposes, picture I.D. cards will be held until after the test is finished.
2. Complete an Exam Instruction Sheet for each different set of exams you submit to the Center of Learning. Include all specific instructions to students on this sheet.
3. The Center of Learning space and monitoring limitations require that the exams be between 30 minutes and 2 hours long.
4. Please identify a range of times/dates for your students to take exams. Students who wait until the last possible moment to take an exam may sometimes find that we cannot accommodate them due to overcrowding or lack of staff. (Reminder: No deadlines the day before a holiday).
5. Please send the correct number of tests. Maximum: Ten different copies of tests. We keep tests in the CCL for a maximum of one month.
6. Center of Learning staff cannot make announcements to students, nor collect homework. If needed, have your students submit class work to you.

Please complete the attached Make-Up Exam Instruction Sheet.

**College Center of Learning
Location: Stanny Sanders Library**

Hours of Operation:

Monday-Wednesday 7:30 AM-4:30 PM, 5:00 PM-8:00 PM
Tuesday 7:30 AM-4:30 PM
Thursday 7:30 AM-4:00 PM

Make-Up Exam Instructions

Instructor _____
Department _____
Contact Number _____
Email Address _____
Course Title and Number _____
Exam Title _____
Number of Exams _____ Number of Answer Sheets _____
Time Limit _____ (30 minutes – 2 hours)
Last day students may take exam _____

For greater test security, number your test in the upper right hand corner.

Return Instructions: Please personally pick up exams.

Answer Material Required

None (Answer on exam)
Answer sheet
Both exam and answer sheet
Own paper
Other (Please specify)

Resource Material Allowed

Reference/textbooks
Notes
Calculator
Dictionary
Other (Please specify)
None

Additional instructions _____

Instructor signature _____

Students' Names (Picture I.D. will be required)_____

CENTER OF LEARNING
ACT COMPASS PLACEMENT TEST

REFERRAL

Date _____ Instructor/Staff _____

Name of Referral (Student) _____ Last 4 digits of S.S. # _____

Major _____ Phone Number _____
Home Cellular

Reasons for Referral _____

Center of Learning Use: _____ _____
Approved: <input type="checkbox"/> Yes <input type="checkbox"/> No

Test Date: _____ Time: _____
Location: _____

Signature: _____
Director

**MISSISSIPPI DELTA COMMUNITY COLLEGE
CENTER OF LEARNING**

DATA RELEASE FORM

Students who wish to voluntarily release their College Center of Learning records to Mississippi Delta Community faculty, staff, and/or administration, are required to complete this data release form.

I, _____ consent to the release of information regarding my progress in the College Center of Learning to the following individual(s) employed by MDCC:

_____ for the specific purpose(s) of coordination of academic services and/or classroom credit.

I do understand that I may revoke this consent at any time except to the extent that the action has been taken. I further understand that this consent will end at the end of the current semester and cannot be renewed without my written consent.

Tutee Signature _____

Instructor/Tutor Signature _____

NOTE TO INDIVIDUAL(S) RECEIVING THIS INFORMATION: This information has been disclosed to you from the records of the above student whose confidentiality is protected. Refrain from making further disclosure of it without specific consent of the person to whom it pertains, or as otherwise permitted by such regulations.

MISSISSIPPI DELTA COMMUNITY COLLEGE
College Center of Learning
Evaluation Form (Instructors)

Please Rate All Items Using the Following Scale:

1 =Yes 2 =No 3=Unsure 4=Not Applicable

Department _____
Course(s) Taught _____ **Date** _____

Location:

_____ The location of the tutoring facility is convenient.

Scheduling:

_____ I am able to schedule an appointment to consult with CCL staff with ease.

Instructor Use:

_____ I am aware that there is a College Center of Learning.

_____ I know the College Center of Learning staff.

_____ I am familiar with the services and resources available in the College Center of Learning. I understand how to integrate the services and resources available in the College Center of Learning to benefit students enrolled in this course.

_____ I require students to complete specific assignments in the College Center of Learning. I have referred students to the College Center of Learning.

_____ I am able to effectively convey to students enrolled in this the course, the services and resources available to them in the College Center of Learning.

Services/Resources:

_____ As a result of visiting the College Center of Learning, students study more effectively for the course.

_____ A major objective of the tutorial program is to provide students help in becoming an independent learner in the course. Is this objective being met?

_____ Are you satisfied with the overall quality of the services and/or resources provided by College Center of Learning?

Grades:

_____ Before the establishment and use of the College Center of Learning, what did you expect the average grade to be in your course.

A B C D F Withdrawal

_____ Now, after the establishment and use of the College Center of Learning, what do you anticipate the average grade to be in this course?

A B C D F Withdrawal

_____ Have the tutorial services helped raise students' grades?

_____ Have the tutorial services kept students from dropping courses?

Future Service:

_____ I will refer more students and faculty to College Center of Learning for the utilization of available services.

_____ If I had problems in teaching a concept, I would seek assistance here.

_____ If I had problems securing necessary resources for my course, I would seek assistance here.

_____ If I had problems with a course I am enrolled in, I would seek assistance here.

Please attach any additional comments and suggestions.

MISSISSIPPI DELTA COMMUNITY COLLEGE
College Center of Learning
Evaluation Form (Students)

Please Rate All Items Using the Following Scale:

1 =Yes 2 =No 3 =Not Applicable

Name of Tutor or Learning Resource _____

Course(s) Tutored _____ **Date** _____

Location:

_____ The location of the tutoring session is convenient.

Scheduling (if applicable):

_____ I was able to schedule an appointment with ease.

Tutor (if applicable):

_____ My tutor communicated easily with me.

_____ I felt comfortable about asking my tutor questions.

_____ My tutor was familiar with the material.

_____ My tutor explained the subject matter so I could understand it.

_____ My tutor had a genuine interest and knowledge of the subject matter.

_____ My tutor had good rapport with me.

_____ My tutor listened carefully.

_____ My tutor answered questions well and provided examples to clarify problems.

_____ My tutor spoke clearly and distinctly.

_____ My tutor came well prepared for each session.

_____ My tutor allocated enough time for questions.

_____ My tutor encouraged my participation in the session.

_____ My tutor suggested ways to improve my study habits.

Services/Resources:

_____ As a result of visiting the College Center of Learning, I study more effectively for the course.

_____ A major objective of the tutorial program is to provide you help in becoming an independent learner in the course. Was this objective met?

_____ I used resources, i.e. computer, software, models, videos, study guides etc. provided by the CCL.

_____ Were you satisfied with the overall quality of the services and/or resources provided by College Center of Learning?

Grades:

_____ Before visiting the College Center of Learning, what did you expect your grade in the course to be?

A B C D F Withdrawal

_____ Now, after being tutored, what do you anticipate that your grade in the course will be?

A B C D F Withdrawal

_____ Have the tutorial services helped you raise your grades?

_____ Have the tutorial services kept you from dropping courses?

Future Service:

_____ I would refer a friend to the MDCC College Center of Learning.

_____ If I had problems in another course, I would seek assistance here.

Please attach any additional comments

