

**Collaborative Learning Center and Academic Support at York College:  
A Baseline Report**

April 2018  
covering development in the period 2015-2018  
with special emphasis on AY 2016-2017

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**Mission Statement**

The mission of the Collaborative Learning Center (CLC) is to provide comprehensive, centralized tutorial services to all registered York College students. We endeavor to help students develop the necessary skills which will enable them to succeed in their college-level classes and future careers. The CLC's knowledgeable, courteous and caring consultants encourage higher levels of thinking and learning. We offer an individualized, systematic, and structured learning experience. Our trained consultants work with students to increase their understanding of course content materials, develop study and learning strategies, and facilitate improvement in students' grades, which leads to higher student retention rates.

## **Introduction: A Period of Change 2015-2017**

This report is divided into three parts. Part I examines what has been done in the past few years, since the Provost charged a “Tutoring and Supplemental Task Force” (2014) with investigating the current state of academic support services on the York campus and making recommendations. Part I responds to points raised by the task force, Part II details our current assessment efforts with a focus on AY 2016-2017, and Part III makes some recommendations for the future. This introduction provides an overview of the report and a brief narrative of the changes that have been made over the past few years, and the cast of characters who have been working on improving our tutoring services.

**Personnel Changes:** Part I provides a progress report on the points raised by the Task Force in its final report. It thus provides an update on activity in the period from Fall 2015-Spring 2018. During that time, the Provost has tasked Prof. Cindy Haller, working as an Academic Affairs fellow, with overseeing the changes described below. Carollette McDonald, who had been Writing Center Manager, first switched to the Academic Achievement Center when that position became open, then was appointed by the college to coordinate the work of the various tutoring centers on campus, including both the WC and the AAC, as well as department-based tutoring. Eventually Ms. McDonald became the Manager of the combined Collaborative Learning Center. Jo-Ann Glenn has during this period served first as Writing Center Manager and now as Learning Specialist running the day-to-day operations of the CLC, and providing important contributions to the assessment work; she has been our go-to person from the beginning on the implementation of WConline, and she was responsible for providing the data in a format usable by OIRA. Raquel Coy, a college assistant with enhanced duties in the CLC, and has also been instrumental in assembling data, including compiling the Tutoring Record data by hand and also the notes on the focus group (see part II for both). What we have done has been a team effort, and this report includes enormous amounts of their work and input.

**York College Instructional Support Advisory Committee:** Convened by Ms. McDonald and Prof. Haller, this committee includes faculty with oversight responsibilities for tutoring. Issues such as tutor training, tutor compensation, tutoring technology, assessment, and the use of the WConline database, among others, were discussed here. Members include ; Virginia Thompson; James Popp; Jo-Ann Glenn; Jonathan Hall; Ivica Arsov; Alicia Cesar; Catherine Foster; Donald Auriemma. The Provost has attended several meetings of the committee.

**Faculty Director:** The role of what was initially the Faculty Director of the Writing Center has evolved as well. Professor Jonathan Hall of the English Department has been wearing two hats for the past three academic years: as Faculty Director of the Writing Center (and later the

Collaborative Learning Center) and as Writing Across the Curriculum Coordinator: Writing Fellows and Assessment. These two roles are synergetic, especially given the way that both the WAC program and the tutoring services have evolved in the past few years. The professional development series (see below) is a core function of the Faculty Director's portfolio, but with the WAC Fellows key participation in facilitating this series, the WAC Coordinator: WAC Fellows and Assessment is necessarily involved as well. During the past several years there has been no conflict, as the same person has held both roles. In the future, with different people in the two roles, the coordination might become considerably more complicated. (See discussion of Administrative structure in Part III.)

**WAC Fellows:** The WAC Fellows (sometimes called Writing Fellows) are advanced CUNY graduate students who, as part of their support package from the Graduate Center, are assigned to work on the York campus to support the WAC program. They serve a variety of functions in the WAC program itself—working on its website, helping with the Writing Intensive course certification process, working with individual faculty on syllabus and assignment design, developing workshops for faculty, curating a CUNY-wide website on the Academic Commons, working with departments on assessment projects. But in recent years, they have also taken on additional responsibilities in the Writing Center. All the fellows—all experienced classroom teachers—currently tutor 5 hours per week in the CLC.

**York Tutoring Professional Development Series:** In addition, under the supervision of Dr. Hall, the WAC Fellows have for the past three years facilitated the five 2-hour sessions of the York Tutoring Professional Development Series. This tutor training program received a certification by the College Reading and Learning Association (CRLA), which authorizes York's program to issue individual Level I tutoring certifications to tutors who successfully complete the 10 hours of training. The outside evaluation of our training program by the CRLA, based on an extensive submission of supporting materials from our program, is itself an important assessment of our program, and the certification of (some of) our tutors provides an additional indication of the improving quality of tutoring. The goal of the series is to increase reflective practice and professionalism among our tutors, most of whom are also our current or former York students.

**The Tutors:** Our Writing Consultants and our Subject Area Tutors are now working together in the same room and share the same Professional Development Series with a goal of reflective practice. They are primarily our own undergraduate students, though we have some recent graduates and a few hired from the local community. It is a position that requires both high academic proficiency and significant people skills.

**Tutor Classification:** Their title is "College Assistant," and unfortunately they are currently

paid at the lower end of that compensation scale, on a par with college assistants who “perform routine clerical work.” By rights, they should be in the highest part of the College Assistant scale, because the official description of the upper salary range includes the language that appropriately describes their task: “ May assist in instructional programs, including tutoring and assisting students in areas such as reading and mathematics.” Basically, based on their level of skill and on their duties, they should be paid almost double the current rate.

**The Tradeoff:** Of course the reason that we are underpaying our tutors is because of our continuing underfunding. This forces us to an unpleasant trade-off between offering more sessions at lower wages for tutors vs. fewer sessions with pay that is more appropriate. The choice that we have made so far is clear. We have implemented a \$1 per hour increase for returning tutors who were certified through our professional development program. But it is indicative of our perilous funding position that recent raises in the minimum wage have seriously disrupted our budgeting process, and in some cases wiped out the financial reward for gaining certified tutor status from the CRLA, resulting in a situation where uncertified tutors and certified tutors were being paid the same (minimum) wage..

**AY 2016-2017:** The second part of the report will provide a sampling of assessment projects that have been undertaken by first the Writing Center and later the CLC. Here the focus is primarily on AY 2016-2017, the last for which we have complete data and the second year in which we made use of WConline as our scheduling and record-keeping database. I will also provide samplings of materials from other periods, as examples of the kinds of assessments we might work with in the future. As will be discussed in Part II, it is very difficult to draw direct cause-and-effect lines between activities in a tutoring center and student achievement. In Writing Center scholarship, a notorious fallacy is pointing to the GPA of students who use the Center, or to course grades, and then claiming credit for them; of course, this is not a controlled experiment, the students are self-selected, the tutors vary also, and there is no way to tell what a student might or might not have done if they didn't have the tutoring session. Added to that uncertainty, it is difficult to capture what goes on in any given session, though we do have a Tutoring Record, which we have recently begun capturing in digital form, and this will give us some new approaches. All of this is by way of saying that the materials presented in Part II are very preliminary. Many of them are demographic, which can be useful if they indicate, for example, underserved populations. But assessment of tutoring is very much a work in progress.

**Future Visions:** Part I will narrate our progress and challenges on the Task Force points and Part II will document our current assessment efforts. Part III will briefly make some recommendations for the future of tutoring at York, including some possible clarifications to the current reporting structure.

## Part I New Approaches for York Tutoring 2015-2018

The past few years have been a time of change and development for student academic support services at York College. The “Tutoring and Supplemental Instruction Task Force,” convened by the Provost in 2014, studied our efforts in academic support services for tutors. Part I of this report is intended as an update on the current state of the topics identified by the Task Force, what progress has (or has not) been made in each area and what might be needed in the future. Passages in italics are quoted directly from the Executive Summary of the Task Force report. (Numbering has been added.)

1 *The academic support services provided are very uncoordinated and severely underfunded.* This finding actually describes two separate issues. The coordination issue has been addressed to some extent (see below) but the underfunding has not.

1.1 At the outset of the period in question (Fall 2015), tutoring did indeed take place in several different areas without much coordination:

- Writing Center—peer tutoring writing in all courses, from ENG 125 to advanced writing intensive courses. Overseen by Writing Center Manager (staff) and Faculty Director (full time faculty with 1 course reassigned time per semester)
- Academic Achievement Center—peer tutoring in various subject areas. Overseen by AAC manager
- Math Center—tutoring in mathematics courses. Overseen by Math faculty member and Math Center manager
- Department-based tutoring—in Physics, Chemistry.... Overseen by faculty in those departments,
- SEEK tutoring—mostly embedded tutoring in SEEK courses. Overseen by SEEK director.

1.2 Several of our initiatives in the period 2015-2018 are relevant to this basic item:

- to reorganize tutoring administration, to get all these directors talking to each other, as in the Instructional Support Advisory Committee,
- to give tutors from multiple centers a common professional development experience, and thus to align tutoring philosophy and practices even when the subjects tutored are very different
- to combine the Academic Achievement Center and the Writing Center into the physical space of the Collaborative Learning Center.

2 *The academic support services centers are critically understaffed both with*

2.1 *administrative staff and*

2.2 *tutors*

This has not changed. We are still understaffed in both areas due to continuing funding issues.

3 *The spaces allocation and locations for academic support services in all centers are inadequate. The academic support service centers' locations are inappropriate*

These space issues have been addressed by combining the former Academic Achievement Center (which had indeed been located in a room that was too small and remote) with the former Writing Center in AC-1C18. This is a large and pleasant space. It does get pretty loud when multiple sessions are going on.

3.1 We have discussed with the administration enlarging the space by creating a link to a nearby office, but this has not happened yet. We also would benefit from a dedicated Conference Room where we could pursue experiments in Group tutoring, workshops, trainings, etc.

3.2 Beyond the CLC, tutoring takes place in various venues across campus, most notably the Math Learning Center but also locations in various departments.

4 *Most tutors delivering academic support services are untrained and uncertified.*

We have made significant progress in this area. We are now in the third year of presenting a 10-hour York Tutoring Professional Development Series for tutors. We based this series on the topics and materials developed by the College Reading and Learning Association (CRLA), and we have applied for and received certification of the series from the CRLA. This means that a tutor who completes all five 2-hour sessions receives a certification from CRLA.

4.1 Tutors participating in the series come from all tutoring centers. We began with the (then) Writing Center and Academic Achievement Center, later added SEEK, department-based tutoring, including, this year, Occupational Therapy.

4.2 Presenting this series of workshops is time-consuming and requires expertise in areas such as learning styles, tutoring ethics, tutoring techniques, etc. (see the description in Appendix B). It has been made possible by a growing synergy with the Writing Across the Curriculum (WAC) program. The series has been facilitated by WAC Fellows (advanced CUNY graduate students assigned to work at York to support the WAC Program) under the supervision of Professor Jonathan Hall, who is both the WAC Coordinator: WAC Fellows and Assessment and the Faculty Director of the Collaborative Learning Center.

4.3 The WAC Fellows (usually 6 per year) tutor in the Writing Center themselves for 5

hours per week, and during their weekly meetings with Professor Hall they receive advanced training in tutoring theory and pedagogy. They are advanced graduate students and experienced classroom teachers, which in itself provides a more pedagogically sophisticated background for tutoring.

4.4 Some continuing issues with training: The Professional Development series for tutors is not required of all tutors, and tutors can only be certified if they attend five separate sessions spread out over the academic year; missing one session means they cannot be certified.. They will receive an increase in pay of a dollar per hour, but only if they return the next academic year after they complete the series. New tutors still begin with “shadowing” experienced tutors, and gradually work through the series. As of Fall 2017, we have certified more than a dozen tutors.

### 5 *The academic support service centers have no college-wide database*

Beginning in Fall 2015, first the Writing Center, and later the Academic Achievement Center and the Math Center, and now the combined CLC, have been using WOnline, an inexpensive web-based service which allows students to make appointments online, keeps track of tutoring schedules, and provides data on sessions. (SEEK has a separate database using different software. )

5.1 The use of WOnline facilitates making connections with the college data base by collaborating with the Office of Institutional Research. (See section II.B below.)

5.2 As of Spring 2018, our WOnline installation supports the scheduling and capturing of session information in: “Writing” (former Writing Center) “Subject Areas” (former AAC), “Math Learning Center,” “Chemistry,” “Physics,” and “Occupational Therapy.”

5.3 As of Spring 2018 we now have laptops available for use during every session. Tutors may work with students on them during the session if desired. In any event the Tutoring Record is now electronic, a part of WOnline, and we will be able to compile more detailed data about tutoring sessions in a more accessible way. (Previous records were on paper and required laborious effort to compile data..)

### 6 *The College has no comprehensive assessment of the effectiveness of academic intervention on retention and graduation rates. The College has no cost-benefit analysis to assess the academic returns--positively or negatively—of the funding provided for academic support interventions.*

We will address this issue extensively in Part II. Generally, though, it can be said that one issue



with tutoring assessment, well-documented in Writing Center scholarship especially, is that it is extremely difficult to prove cause and effect. This occasionally leads, even in some conference presentations, to assertions that, for example, a high average GPA among writing center clients is a marker of tutoring effectiveness, when it could, of course, simply be a matter of self-selection: better students realize when they need help, and they seek it out. Tutoring is essentially an individualized activity, and the credo of the tutor is to tailor the session to the specific needs of the student, and this makes it very difficult to construct controlled assessments.

Nevertheless, assessment of tutoring services, as of everything else, is a crucial component of program operations, and we address this in Part II below.

*7 The College needs to have a stronger commitment to out-of-class academic improvement of its students.*

As this report suggests, there has been continuing attention to these issues, but they need to be backed up by increased and steady resources.

*8 The College needs to pilot an online tutoring service*

8.1 Briefly: the Task Force report contemplates contracting with outside professional tutoring services for online tutoring. The prices quoted begin at \$35/hour. We should note that current peer tutors make minimum wage; therefore, assuming no increase in funding, we would have to cut at least one and possibly two in-person 1-on-1 tutoring sessions to pay for each online session. These professional services often consist of videos rather than personal interaction, and in any case non-York students would be unfamiliar with our student population and our specific courses.

8.2 A different model would enable peer tutoring mediated through WOnline etc. We have begun to experiment with this in AY 2017-2018 on a limited basis. But we currently do not have enough funding to satisfy the current demand for in-person tutoring, and so any added online tutoring would result in fewer available in-person sessions. (See Appendix F for more detail.)

*9 The College needs to hire a retention officer whose main focus is coordinating retention practices of the College.*

This report has no information on this one.

*10 Better academic relationships and coordination are needed among faculty, academic services and students*

This is an area for future work, and we have set it as a priority for AY 2018-2019.. Anecdotal evidence suggests that many faculty are not aware of what tutoring centers, especially in writing,

actually do—and do not do. (i.e. they are not a proofreading service, do not provide ongoing grammatical instruction, but rather they do concentrate on higher order concerns in writing.)

10.1 We need to reach out to faculty and bring them into the CLC. In past years we have experimented with an “InfoSheets” approach: faculty who have specific often highly-technical writing assignments can work with a WAC Fellow to develop materials to help non-specialist tutors provide meaningful support to students working on those assignments. See Robinson, Heather M., and Jonathan Hall. “Connecting WID and the Writing Center: Tools for Collaboration.” *The WAC Journal*, vol. 24, 2013.

10.2 We plan to survey faculty about their conception of what tutoring does/is supposed to do. In addition to a survey, there will need to be a public discussion of this—perhaps in next year’s Writing Across the Curriculum Colloquium.

11 *The College needs an official college-wide academic services website*

See our website:

<https://www.york.cuny.edu/academics/departments/collaborative-learning-center>

Always a work in progress, but it already contains information for students, faculty, active tutors and prospective tutors.

**Overall**, this point-by-point discussion of the previous assessment effort from 2014 shows that we have used those findings of the Task Force to make decisions and incorporate changes in the operations of our tutoring services at York. Closing one loop of assessment is, of course, only the opening of the next phase of a recursive process, and this is why this report is described as a “baseline” for future review and improvement in our tutoring services.

## Part II Baseline Assessment Data from AY 2016-2017

In Spring 2015, working with Executive Director of Institutional Effectiveness Mary Osborne, we developed a York College Tutoring Assessment Plan (see Appendix A). The changes in administration and the consolidation into the CLC required some modifications to that plan, and delay of other elements, but the guiding questions from that document are still relevant:

- Who is coming to the Writing Center? (See sections II.A and II.B below)
- How many students on probation are coming for tutoring? (See II.B below)
- Is our tutor training program calibrated to national standards? (See section II.C below)
- What do students report they are being taught? (See sections II.D and II.E below)
- What do tutoring directors (at York and elsewhere) think students should be learning?  
(See Part III)
- What do faculty say they want their students to learn from tutoring? What do faculty report their students are learning from tutoring? (Survey project for next year see part III)

### II.A. Who is coming to our Centers?: Basic Usage Data—from WConline

Since we have begun using WConline as our database, we have a much better source of data on who our students are, when they came to the CLC and for what purpose, and we are working on getting more information about what happened during the session. We now have laptops available during sessions, which will enable better, more accessible data from the Tutoring Record.

#### GLOBAL STATISTICS

NOTE: All statistics are from AY 2016-2017, i.e. from July 1, 2016-June 30, 2017.

APPOINTMENTS	9971
UNIQUE CLIENTS WITH APPOINTMENTS	1550

696 Walk-In Appointments (included in Occupied Hours)

9513.5 Occupied Hours (Actual sessions)

595 Missed Appointments\*

\* = DOES NOT COUNT IN (Occupied Hours) APPOINTMENT STATISTICS

:

1397 New Clients Registered

133 Profiles Updated

APPOINTMENTS BY CENTER		
Math Learning Center	2568	25.75%
Academic Achievement Center	4107	41.19%
Writing Center	3296	33.06%
<b>TOTAL</b>	<b>9971</b>	<b>100.00%</b>

NOTE: Other areas (Chemistry, Occupational Therapy) will be added the following AY.

## TUTORS EMPLOYED

[# of tutors employed, by semester and center AY 2016-2017]

Center	Fall 2016	Spring 2017
Writing Center (WC)	14	15
Academic Achievement (AAC)	24	18
Math Learning Center (MLC)	13	13
<b>TOTAL</b>	<b>51</b>	<b>46</b>

NOTE: Does not include department-based tutoring in Physics, Chemistry etc. nor SEEK.

## II. B. Who is coming to our Centers?: Initiatives in collaboration with the Office of Institutional Research and Assessment (OIRA)

One line of inquiry involved matching data from the various tutoring centers, derived from WConline, with CUNY data. We worked with the Office of Institutional Research and Assessment to see whether we could find useful information about who was using tutoring services. This section presents the results of three such projects. (See also Appendix G.)

### Project 1: Using Demographic Data to Identify Underserved Groups

The most interesting data from the OIRA study suggested that there are two demographic groups who are under-represented, relative to their prevalence in the overall York population, in their use of the tutoring centers:

MEN under-represented in AAC and WC but NOT in MLC			
MEN enrolled Fall 2016	MEN enrolled Spring 2017	Gap: Center-Overall York	
35.0%	35.0%		Overall York population
28.0%	23.0%	9.5%	AAC clients
22.0%	22.0%	13.0%	WC clients
34.0%	36.0%	0.0%	MLC clients

<b>HISPANICS under-represented in all 3 centers</b>			
HISPANICS enrolled Fall 2016	HISPANICS enrolled Spring 2017	Gap: Center-Overall York	
23.0%	22.0%		Overall York population
15.0%	16.5%	6.8%	AAC clients
17.9%	16.7%	5.2%	MLC clients
18.2%	17.1%	4.9%	WC clients

**Goal:** Outreach to these populations to bring their use of the centers in line with percentage in overall population.

### **Project 2: What is the overall GPA of our tutees ?**

Working with OIRA, we compared the average GPA of visitors to the tutoring Centers vs. York students who did NOT visit. The results showed that there was virtually no statistically meaningful difference in GPAs between students who made use of the AAC or the MLC vs. those who did not. For the Writing Center, though, the difference was about .016 of a grade point, or 5.67%.

#### **GPA differences between Center-visitors and Non-visitors**

Center	Avg. GPA of Center visitors	Avg. GPA of non-visitors	Difference	% difference
AAC	2.7953	2.7827	0.0126	0.45%
MLC	2.7736	2.7836	-0.0100	-0.36%
WC	2.9327	2.7753	0.1574	5.6%

**Goal: Bring DOWN the average GPA of CLC clients:** We would love to claim, of course, that our tutoring is responsible for the better academic performance of Writing Center clients. We hope and believe that we are helping our students, of course, but the cases are so individual and there are just too many variables involved to claim cause and effect.

One hypothesis we had going in, based on anecdotal data, was that students using the Writing Center, especially, might have been a self-selected group with a higher GPA than average. One way to look to the future would be to set a goal of bringing the average GPA for Writing tutoring down—yes DOWN—to the average GPA level for York as a whole. This seemingly counterintuitive goal is based on the idea that students who are academically stronger are likely

also to be more adept at realizing when they need help and more likely to ask for it. Further investigation is needed.

In subject area tutoring, one would expect that struggling students would be the main clientele. From this perspective, even though there is basically no difference between GPAs of clients and non-clients in subject area tutoring, the AAC and MLC still may need to do some outreach to bring in some students who are struggling but not seeking help.

**Project 3: How many students on academic probation are coming for tutoring?  
Can we increase that number through direct outreach?**

Another initiative from our WC assessment plan was to use OIRA data regarding students on academic probation. We wanted to see whether these at-risk students

- a) were already using our tutoring services and/or
- b) could be induced to begin using our tutoring services by direct outreach through email and snailmail.

OIRA data: Active Probationary Students

# of students on academic probation list	515
# of students on list no longer at York	-192
Active probationary students (APS) at time of study	323

a) How many students on probation are coming for tutoring?

(Combining OIRA data with WConline data)

# of APS already receiving tutoring in one or more centers	105
# of APS NOT already receiving tutoring	218
% of active probationary students already receiving tutoring	32.5%

b) Can we increase that number through direct outreach?

# of APS invited via email and snailmail to make use of tutoring services	218
# of specifically invited APS who registered for tutoring	6
Success rate of outreach in bringing APS to Center	2.7%
% of active probationary students receiving tutoring after outreach	34.3%

**Conclusion and Follow-up Plan:** The particular materials that we used for outreach seem to have resulted in a slight increase in active probationary students making use of tutoring services. Further investigation might ask:

- Did the active probationary students who made use of our tutoring services, both those who were already doing so and those who came in after being directly invited, end up

surviving academic probation to stay at York?

- If so, we might contact them and ask whether they believe that the tutoring services they received played a role in that successful retention, and if so, how.
- We might also compare the eventual rates of retention among active probationary students who used tutoring services vs. active probationary students who did not.

## **II. C. Is our tutor training program calibrated to national standards?: Tutor Certifications through York Tutoring Professional Development Series**

York's application to certify the York Tutoring Professional Development series by the College Reading and Learning Association (CRLA) was submitted in 2015 and approved by the organization. The application involved a detailed description of our overall program, our administrative structure, and, more specifically, the contents of our workshop series, which must cover certain crucial tutoring topics. (See Appendix B for an outline of the series.)

As mentioned above, this professional development program has been made possible by cooperation between the Writing Across the Curriculum program, including the WAC Fellows who facilitate the workshops under the supervision of the Faculty Director of the CLC and the WAC Coordinator: WAC Fellows and Assessment.

In order to become a Certified CRLA Level I tutor, our tutors must attend all five of the two-hour sessions and receive at least a satisfactory evaluation from their supervisor in the Centers.

*CRLA Level I Certifications through the York Tutoring Professional Development Series AY 2016-2017 (with tutoring subject):*

5	Writing
2	Spanish
1	Psychology;
1	Math
1	Humanities (History, Poli. Sci., Phil.)
10	<b><i>Total Tutors Certified AY 2016-2017.</i></b>

## II. D. What do Tutors and Students Report is happening during sessions?: Tutoring Record Data

Starting with the Spring 2018 semester, with the arrival of our laptops for use during sessions and for capturing tutoring records digitally, we will be able to provide more robust data on what happens in these sessions. In the past, with paper records, the data below has been cumbersome to capture and laborious to collate, requiring compilation by hand, with no cross-tabbing.

### Topics Discussed and Stage of Assignment: Writing Center Tutors

Nevertheless, here is a preview of the type of data we can expect to get in the future, from a project carried out in the Writing Center Spring 2016. The Writing Center tutoring record has a series of boxes that tutors can check to indicate what topics are discussed, and what stage the student's writing assignment was in when the session occurred:

<b>Stages of Assignment</b>	<b>Total</b>	
Brainstorming	281	22.6%
Partial Draft	234	18.8%
Full Draft	531	42.8%
Graded Paper	118	9.5%
No Specific Assignment	78	6.3%
	1242	100%

<b>Topics of Discussion</b>	<b>Total</b>	
Sentence Structure Grammar & Mechanics	872	25.8%
Paragraph Organization	479	14.2%
Proper Citation MLA/ APA/ Chicago	414	12.2%
Thesis Statement/ Topic Sentences	382	11.3%
Gathering Ideas	342	10.1%
Developing Paragraphs	239	7.1%
Introducing/ Explaining Quotes	216	6.4%
Outlining & Mapping	211	6.2%
Synthesizing	131	3.9%
Conducting Research/ Finding Sources	95	2.8%
TOTAL	3381	100%



## Student Takeaways

The Tutoring Record is designed to be co-created by tutor and tutee during the session; it includes a space for the student to indicate two “takeaways” from the session. An examination of a sample of 45 tutoring records from all centers (see Appendix C) showed that

- Subject Area tutoring takeaways seemed to be focused on specific topics (e.g. “Photosynthesis topics made clearer” )
- Writing sessions takeaways tended to be general writing topics rather than focused on that specific session (e.g. “Writing an effective thesis statement”).

With the advent of the electronic Tutoring Record in Spring 2018, future data may permit more specific analysis. In addition, tutors are being trained to prompt students to focus on important learning outcomes, instead of merely local ones, on the one hand, or overly general ones, on the other.

### **E. What do students say about the Writing Center?: Focus Group results**

In December 2016 we convened a Focus Group of (then-)Writing Center clients.. We asked students to talk about their satisfaction during the session (as far as they remember it), short-term satisfaction immediately after the session, and, perhaps most importantly, long-term effects (if any).

One subtopic of interest was that some of the students present expressed the belief that the Writing Center was only for first-year composition, which of course is not true. (Roughly half of Writing clients are enrolled in non-composition courses, especially writing intensive courses.)

Another was that students called for better communication with the expectations of the professors.

See Appendix D for a summary of student responses.

We plan to conduct another student focus group in May 2018.

### Part III Recommendations for the Future

**Funding:** None of the recommendations made in this report or by the Task Force will mean anything if there is not a meaningful and sustained increase in funding for tutoring services at York. Many of the assessment projects in this report have identified underserved groups, and of course our goal is always to further outreach to make our services more visible, accessible, and attractive to prospective clients. Such outreach may be counterproductive, however, if our schedules are already full and we do not have the financial capacity currently to meet the needs of more clients, even though those students may be at risk and may sorely need academic support in the CLC.

**CUE Funding priorities:** We should move funding away from programs that are focused on the CAT-W exam. This test is being de-emphasized across CUNY and may even be eliminated eventually. Our summer immersion programs (except CLIP) are holdovers from earlier days when York had to admit students who were extremely underprepared for college work. Rather than trying to “fix” them in a brief flurry focused on passing a test for admission, let’s work with them on a sustained and sensible basis once they’re here.

**Other Revenue streams:** Eliminating unneeded and expensive programs may free up some CUE money for tutoring services, but other streams of revenue need to be explored as well. We need a dedicated revenue stream. Some Writing Centers (e.g. Rutgers) actually have endowments. Even compared to other CUNY campuses, York is underfunded as a whole.

**Tutor Compensation:** In the official CUNY job description for College Assistants, the word “tutoring” appears only in the highest category. Instead we have been paying our tutors only minimum wage, and in fact increases in the minimum wage have wiped out the advantage in pay that CRLA-certified tutors were supposed to have over uncertified ones—a crucial incentive for a program that remains voluntary. Given the importance of certified tutors in both the Task Force report and developments in the CLC, the pay equity situation needs to be addressed. And it can only be addressed by increases in overall funding, because otherwise administrators of the tutoring centers are being asked to choose between paying our tutors a (somewhat bigger fraction of) what their efforts are worth or providing more sessions for students who already cannot always schedule an appointment due to high demand for services. We cannot ethically consider approaches such as outside online tutoring, or hiring tutors with higher degrees (e.g. adjunct faculty) unless we have very significant increases in the tutoring budgets. This ongoing financial starvation is, of course, a chronic issue for tutoring centers not only across CUNY but across the country and around the world, but that does not mean that we can escape addressing the underfunding issue at York.

**Tutor Training:** We plan to continue the York Tutoring Professional Development series. Currently this series is certified as Level I. For Level II certification, we need to add academic coursework. There is a course in Peer Tutoring in Writing (ENG 245) already on the books at York and it is scheduled to be taught for the first time by Prof. Hall in Fall 2018. This would be the first step in taking the training of tutors to the next level. We also need to find ways—perhaps including online aspects and/or repeated sessions—to make the series more universal—currently it is optional—and easier for tutors to attend all 5 sessions.

### **Physical Infrastructure**

As mentioned above, we have discussed taking over a nearby office by making renovations in the CLC. This would provide extra space for behind-the-scenes work. Even better would be if we could make it into a conference room, preferably soundproofed, where we could not only have meetings but also conduct group tutoring sessions, workshops, etc.

### **Multilingual Learners**

An ongoing concern both in our Writing Center/Collaborative Learning Center and in our Writing Across the Curriculum Program involves how best to address the extreme language diversity of York students. One approach that is gaining ground in national discussions of multilingual students is the technique of translanguaging. In the context of tutoring, this would involve the use of non-English languages, by the tutee and/or the tutor, at strategic points in a session. Our peer tutors, of course, are drawn from that same language pool, and so one angle we have begun to investigate is: how do a tutor's own language background and proficiencies figure into strategies when tutoring a student who shares that language? Should a tutor stick strictly to English or strategically switch into another language—and if so when, under what conditions?

We have conducted some preliminary surveys and interviews investigating this topic, which Dr. Hall and two tutors presented at last year's National Peer Tutoring in Writing conference. For more information see Appendix E.

### **Reporting Structure**

The previous Writing Center (WC) was part of the Writing Program, a college-wide entity housed in the English department. Under this regime, the Faculty Director (FD) of the WC reported to the Chair of the English Department. Theoretically the FD-CLC could come from any department, but in practice it is the English Department that has supplied this position, and the FD-WC before it. Thus perhaps there remains a role for the Chair of the English Department—and the Writing Program Director as well.

During the recent re-organization, the CLC is now in Academic Affairs, and the FD has reported to the CUE Director, as representative of the Provost.

The Manager of the CLC, and the Learning Specialist associated with Writing Tutoring are full-time staff employees and are the ones who run the center on a day-to-day basis, with the Specialist having a desk that is directly in the area where tutoring sessions occur.

What exactly is the reporting structure here? It's a little unclear. Both the FD-CLC and the Manager report to the CUE Director, and the Learning Specialist reports both to the Manager and the FD-CLC. In practice we have operated, as befits the title of the unit, collaboratively. The Manager and Learning Specialist have worked together for years, the current FC and the current CUE director are both faculty members in the English department, so there have not been any major problems over jurisdiction so far. But for the future, it would be in everybody's interest to clarify this issue.

### **Assessment Report**

The CLC is a crucial resource for York students who may be struggling in their academic work, and thus is a vital component in York's plans for improving retention, progress toward graduation, and pass rates in gateway courses.

Tutoring center practices and pedagogy are the subject of a recognized scholarly discipline with constantly evolving research, and so CLC structures and approaches must be constantly updated in tune with national best practices in order to deploy appropriate technology, innovative administrative and assessment practices, and enhanced tutoring techniques.

This report provides a baseline for future assessment practices of the CLC at York. It situates us at the conclusion of an important transitional phase, but there is much more work to do, both in terms of revising and refining our practices in the center, and in terms of finding ways to get more insight about who is coming to the CLC, what is happening in the sessions there, and how we can better help our student clients to succeed in their academic endeavors. Thus this report looks forward as well as backward, and should be regarded as the first of many.

### **Appendices**

A York College Tutoring Assessment Plan 2016-2017

B York Tutoring Professional Development Series

C Student takeaways from Tutoring Record

D Focus group results

E Translanguaging in Peer Tutoring

F Online tutoring

G Tables from collaboration with OIRA

**APPENDIX A****York College Tutoring Assessment Plan 2016-2017**

Question 1: What do we want our students to learn/take away from tutoring?

<b>Outcomes Assessed</b>	<b>Method of Assessment</b>	<b>Evidence to be Collected</b>	<b>Method Of Collection</b>	<b>Faculty/Staff</b>	<b>Timeframe</b>
What do students report they are being taught?	Review of student reports of tutoring  Student retrospective focus groups	Feedback from tutoring reports which asks students to list two things they learned during each session	Students to fill out report at each session  Sampling of 45 tutoring reports from the AA, MLC and Writing centers taken from the beginning, middle and end of the semester  Student focus groups during finals week and end of spring 2017 semester	Jonathan Hall, JoAnn Glenn, and Virginia Thompson	Spring 2017

What do tutors report their students are learning?	Review of tutoring report form	Feedback from tutors on tutoring reports	Sampling of 45 tutoring reports from the AA, MLC and Writing centers taken from the beginning, middle and end of the semester	Jonathan Hall, JoAnn Glenn, and Virginia Thompson	
What do faculty say they want their students to learn from tutoring? What do faculty report their students are learning from tutoring	Faculty survey	Faculty responses	online	Jonathan Hall, Carollette McDonald, with consult from Cindy Haller and Virginia Thompson	
What do tutoring directors (at York and elsewhere) think students should be learning?	Review of student learning outcomes on syllabi Best tutoring practices information	Course syllabi student learning outcomes Information on best practices	OAA syllabus database records Professional information about tutoring goals Other colleges' practices	Jonathan Hall, JoAnn Glenn, Virginia Thompson, Cindy Haller	January 2017

<p><b>Who is coming for tutoring?</b></p> <p>What is the overall/major GPA of our tutees</p> <p>How many students on probation are coming for tutoring</p> <p>Are most tutees full or part-time students</p>	<p>Connection of WOnline data with CUNYfirst data</p>	<p>WOnline: Tutees by school, course, major, and transfer or native student</p> <p>OIRA CUNYfirst data using EMPL IDs</p>	<p>WOnline reports</p> <p>OIRA reports</p>	<p>Jonathan Hall, JoAnn Glenn, Carolette McDonald, Virginia Thompson and Office of Institutional Research and Assessment (OIRA)</p>	<p>Spring 2017</p>
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<p><b>Is our tutor training program calibrated to national standards?</b></p>	<p>Certification by College Reading and Learning Association</p>	<p>Program descriptions, training materials, tutor contact hours, tutor attendance</p>	<p>Uploaded to CRLA website for evaluation by outside examiner</p>	<p>Jonathan Hall</p>	<p>Spring 2016-Fall 2016. Certification is good for 5 years then repeat.</p>
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**APPENDIX B: YORK TUTORING PROFESSIONAL DEVELOPMENT SERIES**  
**AY 2016-2017 10 Hours of Tutor Training (5 sessions, 2 hours each)**

**Session 1: 11/10 FOUNDATIONS OF TUTORING**

*Introduce tutors to what tutoring is and how it is done at York. Go over basic outline of tutoring at York, including administrative procedures. Establish tutoring as a practice bound by ethical guidelines, and detail those expectations for tutors.*

Definition of tutoring and tutor responsibilities – include norms/procedures at York specifically, such as diagnostic/assessment worksheets. Also directive/non-directive continuum (1)

Basic tutoring guidelines/ tutoring do's and don'ts (2)

Techniques for beginning and ending a tutoring session (3)

**Session 2: 12/1 ACTIVE LEARNING AND LEARNING STYLES**

*Introduce tutors to theories of learning, and stress the importance of understanding where various different types of learners are coming from, and how their needs may vary. An important component of being able to work with diverse learners is being proficient in active listening/paraphrasing, and communicating in general. Practice (role-play) these communication strategies with a partner, working on tutoring various types of learners.*

4 Adult learners and/or learning theory and/or learning styles (4)

5 Active listening and paraphrasing (9)

6 Communication skills (8)

**Session 3: 2/2 ETHICS & HANDLING DIFFICULT SITUATIONS**

*Building off of Session 2, this session focuses primarily on how to handle difficult situations. Great communication skills are of paramount importance for handling difficult situations, so practice using the communication skills learned in Session 2 in various difficult situations. Additionally, briefly discuss how to begin and end a tutoring session, and again practice this skill with a partner, further honing communication skills.*

7 Assertiveness and/or handling difficult situations (5)

8 Compliance with ethics and philosophy of the tutoring profession and/or compliance with sexual harassment concerns and/or compliance with plagiarism concerns (13) – ONLINE?

9 Referral Skills (10)

**Session 4: 3/2 GOAL SETTING 7 ROLE MODELING**

*Working toward being the best student you can be is essential to being a good role model as a tutor. This session focuses on good study and planning skills, and then how to model these skills for tutees. Discuss your individual strategies for success with a partner/group and then practice modeling this behavior.*

10 Setting goals and/or planning (7)

Study skills (11)

11 Role modeling (6)

**Session 5: 4/6 CRITICAL THINKING AND MULTILINGUAL LEARNER ISSUES**

*This session moves into more abstract and long-term skills such as critical thinking and problem solving. Tutors can practice leading tutees toward solutions through problem solving steps, and modeling critical thinking when working with words and ideas. Finally, if tutors find that additional resources may be useful for tutees, tutors should know where/how to find these resources and how to refer tutees thereto.*

Critical thinking skills (12) Using questions effectively to motivate critical thinking

Tutoring second language writers



## Appendix C Student takeaways from the Tutoring Record

<b>What Students Feel They've Taken Away from Tutoring Sessions</b>	<b>Course</b>	<b>Take Away</b>	<b>Area</b>
	Acc	Deferred Tax Asset, liability, reconcile from accrual to tax/ permanent and temporary differences	SA
		Statement of Cash Flows/ summary closes in owner's equity, retained earnings if cont'd net loss	SA
	Bio	Photosynthesis topic made clearer, Photosystem PS IT and I	SA
		Brain and function, Chp. 12	SA
		Muscles(vertebral column, head, face, neck, arm)	SA
		Central nervous system (brain and spinal cord)	SA
		ECG, heart anatomy	SA
	Bus	How to decrease my cost while adding value to my camera/	SA
		How to predict the decision my competitors will make cont'd	
		Structuring paper outline/	Writ
		Introduction, conclusion, how to paraphrase	Writ
		It's good to ask questions while writing my research paper/	Writ
		The more facts the better	cont'd
	CLDV	Thesis statement, body paragraph, organize ideas	Writ
		Learn definition of words to avoid using words with common meanings/	Writ
		If quote is more than 4 lines, it should be a block quote	cont'd
		Thesis, spelling, paragraph format, topic sentence/	Writ
		Making the ideas of the essay stronger	cont'd
		To fix the conclusion, use more formal words in writing	Writ
		Thesis reorganization, developing ideas	Writ
		Grammar, organization of ideas	Writ
	Econ	Finding mean, mode, median using calculator and graph/	SA

## Appendix D Summary of the notes from the focus group

- The majority students who attended the focus group session were students who were repeat users of the Center. They used the services at the Center at least 3 times before. (There was one exception who stated that he only received tutoring once.)
- These students cited many advantages of the Center, of which include:
  - o Tutoring is helpful because they get to hear their own work aloud ["I wrote that?"] and it is good to have outside perspective.
  - o Tutoring provides information that students didn't previously have.
  - o Tutoring provides continuous learning/extension of the classroom.
  - o Tutors tend to have more knowledge/expertise.
  - o The Center provides a more controlled environment for studying than library
- These students also cited a few ways that services at the Center could be improved, or which include:
  - o Better communication with the expectations of the professors. One student expressed concern about the expectations of thesis statement structure not aligning with the advice given by tutors.
  - o Increase student awareness of the Center. Some students expressed not knowing about the Center or workshops until they were upperclassmen. Others mentioned misunderstanding about the kind of tutoring they could receive at the then Writing Center. They believed that the Writing Center only offered help in English courses.
  - o More specialized /subject-area tutors wanted. As this suggestion was made when the CLC was the Writing Center, the students wanted more writing tutors who excelled in tutoring writing in specific disciplines. [The tutor profile page of the CLC website was created to address this issue.]
  - o More bi-lingual/multi-lingual tutors
  - o More tutors
  - o More computers
  - o More walk-in appointments.
  - Possible solutions:
    - o Increase faculty outreach by sending out surveys in order to gauge their expectations of tutoring services.
    - o Increase faculty outreach by fostering a sense of interactivity by sending out surveys to gauge their specific needs and the mechanics of student referrals for struggling students.
    - o Increase faculty outreach by including CLC literature/promo material at specific faculty gatherings (for example, the Prof. 101 sessions for adjuncts).
    - o Increase faculty outreach by strongly encouraging a section on all syllabi promoting the CLC and its services.
    - o Increase CLC campus presence by attending club promotional events.
    - o Increase CLC campus presence through more advertisements (promote our Youtube channel/resources/services on campus television and physical flyers).
    - o Increase CLC campus presence by completing the video advertisement in current production.

## Appendix E. Translanguaging in Peer Tutoring

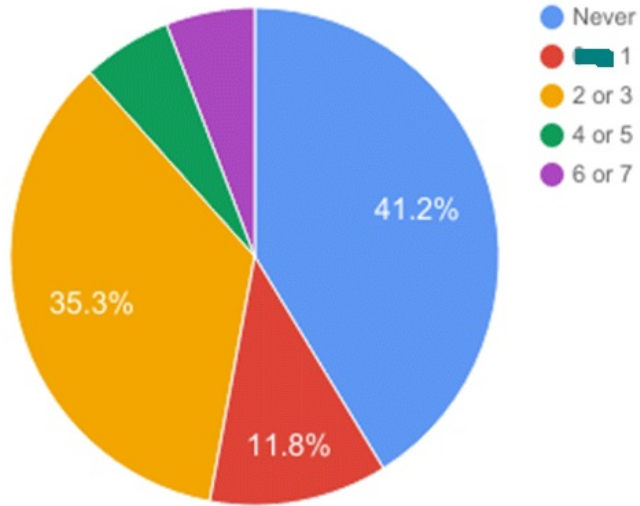
The issue of how tutors should work with multilingual learners is all too often discussed in terms based on a deficit model: how to help students who are at a very early stage of language development who may be struggling in their courses, especially writing courses, as they strive to improve their language skills. Such students are indeed an important client base, though a relatively small one. They need services and we need to make sure that they get them. But working with multilingual students is a much broader undertaking: at York at least 78 different languages are spoken, and only a little over half of our students report English as their native language. What should a tutor in a Collaborative Learning Center (supporting both writing and subject-areas) know about working with these students?

But before answering the “should” questions, we need to ask what is already happening, for in this regard, as in so many, the practice of multilingual students—and multilingual peer tutors—is way ahead of our theory and research, and the best way forward is to ask them. Our “Translanguaging in Peer Tutoring” project began with a desire to create worksheets/handouts that tutors/consultants could refer to for some strategies for working with multilingual students.. One of our CUNY Writing Fellows—an advanced graduate student who supports the Writing Across the Curriculum program—began to draft these worksheets, but realized that what would help most—and would be a necessary prerequisite to such a guide—would be to have more information from tutors—and the multilingual students they tutored—on their needs. The Fellow then created created, two surveys—one for students using the Center, and one for the tutors themselves. Both surveys focus specifically on translanguaging pedagogy, which has been explored extensively in both K-12 (Celic and Selzer; Creese and Blackledge; Velasco and Garcia) and college (Canagarajah) level classrooms, as applied to the collaborative relation of the Center. Rather than seeing students’ languages as radically separate, and prioritized into “native” and “second” languages, translanguaging envisions a single communicative repertoire from which language users select appropriate resources for negotiating particular situations or projects. In the tutoring process, the repertoires of both tutor and tutee are in play.

What we found—and what we presented at the National Peer Tutoring in Writing Conference in October 2017—is that translanguaging was already happening. Many of our tutors reported that they already used their non-English languages during tutoring sessions. Sessions that employed translanguaging for a portion of the time were common, and conducted in multiple languages, including Spanish, Cantonese, and French.

See graph of survey result on next page.

Out of every ten sessions, how often do you use a language other than English in consulting sessions?  
(17 responses)



## Appendix F Online Tutoring

We are currently piloting an asynchronous solution for writing tutoring (E-Tutoring) through WOnline. Students are able to attach a Microsoft Word file to an E-Tutoring appointment. The tutor makes comments on the document using MS Word's track changes and comments feature. The tutor uploads their annotated document to WOnline within 12 hours, and then the student can log back into WOnline and download the annotated document.

Another possible form of synchronous, face-to-face online tutoring is available through Blackboard's Collaborate Ultra function. It is free, and IT has already set up a "course" for CLC tutoring services to be provided through this function. Students would not need to sign up for separate service. They would only need access to WOnline for a link generated through Collab. Ultra to start the virtual session. The only thing preventing us from launching a pilot through Collaborate Ultra is the potential noise level in the physical CLC space and the requisite headsets that would minimize that noise.

APPENDIX G (starting on next page)

OIRA / CLC data for AY 2016-2017

# Fall 2016: Students who have visited AA Center/Lab vs. Students who have not visited A A Center/Lab

## Report

Visited AA Center/Lab		Cumulative GPA as of Form A date in Fall 2016	Cumulative GPA at the end of Fall 2016	Total Cumulative Credits Earned as of Form A date in Fall 2016	Total Cumulative Credits Earned at the end of Fall 2016	SAT Verbal Score	SAT Math Score	College Admissions Average	Age
Visited AA Lab/Center	N	315	380	381	381	239	239	312	381
	Minimum	.00	.67	.0	.0	210	220	62.00	17
	Maximum	4.00	4.00	154.0	167.0	620	680	96.20	62
	Mean	2.7953	2.7989	54.163	70.038	405.9	430.0	81.6439	24.61
	Std. Deviation	.63412	.60726	39.0295	34.9983	69.16	77.21	7.63472	7.930
Not Visited AA Lab/Center	N	5693	7921	7979	7978	4644	4644	5680	7979
	Minimum	.00	.00	.0	.0	200	200	56.30	11
	Maximum	4.00	4.00	220.0	229.5	790	800	98.70	70
	Mean	2.7827	2.6986	48.787	63.594	428.9	447.1	80.6721	23.64
	Std. Deviation	.65500	.78298	45.3952	43.7845	76.82	82.68	7.29574	7.593
Total	N	6008	8301	8360	8359	4883	4883	5992	8360
	Minimum	.00	.00	.0	.0	200	200	56.30	11
	Maximum	4.00	4.00	220.0	229.5	790	800	98.70	70
	Mean	2.7834	2.7032	49.032	63.888	427.8	446.3	80.7227	23.68
	Std. Deviation	.65388	.77605	45.1365	43.4418	76.62	82.50	7.31630	7.611

### Degree Status Desc \* Visited AA Center/Lab Crosstabulation

			Visited AA Center/Lab		Total
			Visited AA Lab/Center	Not Visited AA Lab/Center	
Degree Status Desc	DEGREE	Count	379	6863	7242
		% within Visited AA Center/Lab	99.5%	86.0%	86.6%
	NONDEGREE	Count	2	1116	1118
		% within Visited AA Center/Lab	0.5%	14.0%	13.4%
Total	Count	381	7979	8360	
	% within Visited AA Center/Lab	100.0%	100.0%	100.0%	

**Full Part Time Desc \* Visited AA Center/Lab Crosstabulation**

			Visited AA Center/Lab		Total
			Visited AA Lab/Center	Not Visited AA Lab/Center	
Full Part Time Desc	FULL-TIME	Count	294	4867	5161
		% within Visited AA Center/Lab	77.2%	61.0%	61.7%
	PART-TIME	Count	87	3112	3199
		% within Visited AA Center/Lab	22.8%	39.0%	38.3%
Total		Count	381	7979	8360
		% within Visited AA Center/Lab	100.0%	100.0%	100.0%

**SEEK CD Desc \* Visited AA Center/Lab Crosstabulation**

			Visited AA Center/Lab		Total
			Visited AA Lab/Center	Not Visited AA Lab/Center	
SEEK CD Desc	Regular	Count	324	7321	7645
		% within Visited AA Center/Lab	85.0%	91.8%	91.4%
	SEEK	Count	57	658	715
		% within Visited AA Center/Lab	15.0%	8.2%	8.6%
Total		Count	381	7979	8360
		% within Visited AA Center/Lab	100.0%	100.0%	100.0%

**Ethnicity Imputed Desc \* Visited AA Center/Lab Crosstabulation**

			Visited AA Center/Lab		Total
			Visited AA Lab/Center	Not Visited AA Lab/Center	
Ethnicity Imputed Desc	American Indian or Native Alaskan	Count	1	78	79
		% within Visited AA Center/Lab	0.3%	1.0%	0.9%
	Asian or Pacific Islander	Count	134	2197	2331
		% within Visited AA Center/Lab	35.2%	27.5%	27.9%
	Black, Non-Hispanic	Count	165	3288	3453
		% within Visited AA Center/Lab	43.3%	41.2%	41.3%
	Hispanic, Other	Count	57	1871	1928
		% within Visited AA Center/Lab	15.0%	23.4%	23.1%
	White, Non-Hispanic	Count	24	545	569
		% within Visited AA Center/Lab	6.3%	6.8%	6.8%
Total		Count	381	7979	8360
		% within Visited AA Center/Lab	100.0%	100.0%	100.0%

**Gender Desc \* Visited AA Center/Lab Crosstabulation**

			Visited AA Center/Lab		Total
			Visited AA Lab/Center	Not Visited AA Lab/Center	
Gender Desc	Men	Count	106	2792	2898
		% within Visited AA Center/Lab	27.8%	35.0%	34.7%
	Women	Count	275	5187	5462
		% within Visited AA Center/Lab	72.2%	65.0%	65.3%
Total		Count	381	7979	8360
		% within Visited AA Center/Lab	100.0%	100.0%	100.0%

**AdmissionType2 \* Visited AA Center/Lab Crosstabulation**

			Visited AA Center/Lab		Total
			Visited AA Lab/Center	Not Visited AA Lab/Center	
Admission Type	First-time Freshman	Count	30	941	971
		% within Visited AA Center/Lab	7.9%	11.8%	11.6%
	Transfer	Count	38	815	853
		% within Visited AA Center/Lab	10.0%	10.2%	10.2%
	Readmit	Count	19	384	403
		% within Visited AA Center/Lab	5.0%	4.8%	4.8%
	Continuing Degree	Count	290	4674	4964
		% within Visited AA Center/Lab	76.1%	58.6%	59.4%
	Non-Degree	Count	2	1116	1118
		% within Visited AA Center/Lab	0.5%	14.0%	13.4%
	First-time Graduate Matriculant	Count	0	36	36
		% within Visited AA Center/Lab	0.0%	0.5%	0.4%
	Graduate Transfer	Count	0	2	2
		% within Visited AA Center/Lab	0.0%	0.0%	0.0%
	Unknown	Count	2	11	13
		% within Visited AA Center/Lab	0.5%	0.1%	0.2%
Total		Count	381	7979	8360
		% within Visited AA Center/Lab	100.0%	100.0%	100.0%



**Degree Pursued Level Desc \* Visited AA Center/Lab Crosstabulation**

			Visited AA Center/Lab		Total
			Visited AA Lab/Center	Not Visited AA Lab/Center	
Degree Pursued Level Desc	BACHELOR'S	Count	378	6762	7140
		% within Visited AA Center/Lab	99.2%	84.7%	85.4%
	MASTER'S	Count	1	101	102
		% within Visited AA Center/Lab	0.3%	1.3%	1.2%
	NONDEGREE	Count	2	1116	1118
		% within Visited AA Center/Lab	0.5%	14.0%	13.4%
Total	Count		381	7979	8360
	% within Visited AA Center/Lab		100.0%	100.0%	100.0%

**Language at Home Desc \* Visited AA Center/Lab Crosstabulation**

			Visited AA Center/Lab		Total
			Visited AA Lab/Center	Not Visited AA Lab/Center	
Language at Home Desc	ENGLISH ONLY	Count	73	1558	1631
		% within Visited AA Center/Lab	19.2%	19.5%	19.5%
	LANGUAGE OTHER THAN ENGLISH	Count	135	2421	2556
		% within Visited AA Center/Lab	35.4%	30.3%	30.6%
	UNKNOWN	Count	173	4000	4173
		% within Visited AA Center/Lab	45.4%	50.1%	49.9%
Total	Count		381	7979	8360
	% within Visited AA Center/Lab		100.0%	100.0%	100.0%

# Fall 2016: Students who have visited MLC vs. Students who have not visited MLC

## Report

		Cumulative GPA as of Form A date in Fall 2016	Cumulative GPA at the end of Fall 2016	Total Cumulative Credits Earned as of Form A date in Fall 2016	Total Cumulative Credits Earned at the end of Fall 2016	SAT Verbal Score	SAT Math Score	College Admissions Average	Age
Visited MLC									
Visited MLC	N	146	262	263	263	161	161	215	263
	Minimum	1.31	.00	.0	.0	200	220	62.00	17
	Maximum	4.00	4.00	209.0	214.5	640	620	97.50	61
	Mean	2.7736	2.6778	30.831	51.620	415.65	432.80	81.7084	23.48
	Std. Deviation	.56489	.74770	39.1050	36.6362	74.076	71.039	7.35991	7.965
Have not visited MLC	N	5862	8039	8097	8096	4722	4722	5776	8097
	Minimum	.00	.00	.0	.0	200	200	56.30	11
	Maximum	4.00	4.00	220.0	229.5	790	800	98.70	70
	Mean	2.7836	2.7040	49.623	64.286	428.19	446.72	80.6883	23.69
	Std. Deviation	.65598	.77699	45.1983	43.5891	76.679	82.829	7.31148	7.599
Total	N	6008	8301	8360	8359	4883	4883	5991	8360
	Minimum	.00	.00	.0	.0	200	200	56.30	11
	Maximum	4.00	4.00	220.0	229.5	790	800	98.70	70
	Mean	2.7834	2.7032	49.032	63.888	427.77	446.26	80.7249	23.68
	Std. Deviation	.65388	.77605	45.1365	43.4418	76.620	82.498	7.31506	7.611

### Degree Status Desc \* Visited MLC Crosstabulation

			Visited MLC		Total
			Visited MLC	Have not visited MLC	
Degree Status Desc	DEGREE	Count	261	6981	7242
		% within Visited MLC	99.2%	86.2%	86.6%
	NONDEGREE	Count	2	1116	1118
		% within Visited MLC	0.8%	13.8%	13.4%
Total	Count	263	8097	8360	
	% within Visited MLC	100.0%	100.0%	100.0%	

**Full Part Time Desc \* Visited MLC Crosstabulation**

		Visited MLC		Total
		Visited MLC	Have not visited MLC	
Full Part Time Desc	Count	215	4946	5161
	% within Visited MLC	81.7%	61.1%	61.7%
	Count	48	3151	3199
	% within Visited MLC	18.3%	38.9%	38.3%
Total	Count	263	8097	8360
	% within Visited MLC	100.0%	100.0%	100.0%

**SEEK CD Desc \* Visited MLC Crosstabulation**

			Visited MLC		Total
			Visited MLC	Have not visited MLC	
SEEK CD Desc	Regular	Count	242	7403	7645
		% within Visited MLC	92.0%	91.4%	91.4%
	SEEK	Count	21	694	715
		% within Visited MLC	8.0%	8.6%	8.6%
Total	Count	263	8097	8360	
	% within Visited MLC	100.0%	100.0%	100.0%	

**Ethnicity Imputed Desc \* Visited MLC Crosstabulation**

			Visited MLC		Total
			Visited MLC	Have not visited MLC	
Ethnicity Imputed Desc	American Indian or Native Alaskan	Count	2	77	79
		% within Visited MLC	0.8%	1.0%	0.9%
	Asian or Pacific Islander	Count	73	2258	2331
		% within Visited MLC	27.8%	27.9%	27.9%
	Black, Non-Hispanic	Count	122	3331	3453
		% within Visited MLC	46.4%	41.1%	41.3%
	Hispanic, Other	Count	47	1881	1928
		% within Visited MLC	17.9%	23.2%	23.1%
	White, Non-Hispanic	Count	19	550	569
		% within Visited MLC	7.2%	6.8%	6.8%
Total	Count	263	8097	8360	
	% within Visited MLC	100.0%	100.0%	100.0%	

**Gender Desc \* Visited MLC Crosstabulation**

			Visited MLC		Total
			Visited MLC	Have not visited MLC	
Gender Desc	Men	Count	88	2810	2898
		% within Visited MLC	33.5%	34.7%	34.7%
	Women	Count	175	5287	5462
		% within Visited MLC	66.5%	65.3%	65.3%
Total	Count	263	8097	8360	
	% within Visited MLC	100.0%	100.0%	100.0%	

**AdmissionType2 \* Visited MLC Crosstabulation**

			Visited MLC		Total
			Visited MLC	Have not visited MLC	
Admission Type	First-time Freshman	Count	70	901	971
		% within Visited MLC	26.6%	11.1%	11.6%
	Transfer	Count	51	802	853
		% within Visited MLC	19.4%	9.9%	10.2%
	Readmit	Count	10	393	403
		% within Visited MLC	3.8%	4.9%	4.8%
	Continuing Degree	Count	127	4837	4964
		% within Visited MLC	48.3%	59.7%	59.4%
	Non-Degree	Count	2	1116	1118
		% within Visited MLC	0.8%	13.8%	13.4%
	First-time Graduate Matriculant	Count	0	36	36
		% within Visited MLC	0.0%	0.4%	0.4%
	Graduate Transfer	Count	0	2	2
		% within Visited MLC	0.0%	0.0%	0.0%
	Unknown	Count	3	10	13
		% within Visited MLC	1.1%	0.1%	0.2%
Total	Count	263	8097	8360	
	% within Visited MLC	100.0%	100.0%	100.0%	

**Degree Pursued Level Desc \* Visited MLC Crosstabulation**

			Visited MLC		Total
			Visited MLC	Have not visited MLC	
Degree Pursued Level Desc	BACHELOR'S	Count	261	6879	7140
		% within Visited MLC	99.2%	85.0%	85.4%
	MASTER'S	Count	0	102	102
		% within Visited MLC	0.0%	1.3%	1.2%
	NONDEGREE	Count	2	1116	1118
		% within Visited MLC	0.8%	13.8%	13.4%
Total	Count	263	8097	8360	
	% within Visited MLC	100.0%	100.0%	100.0%	

**Language at Home Desc \* Visited MLC Crosstabulation**

			Visited MLC		Total
			Visited MLC	Have not visited MLC	
Language at Home Desc	ENGLISH ONLY	Count	49	1582	1631
		% within Visited MLC	18.6%	19.5%	19.5%
	LANGUAGE OTHER THAN ENGLISH	Count	82	2474	2556
		% within Visited MLC	31.2%	30.6%	30.6%
	UNKNOWN	Count	132	4041	4173
		% within Visited MLC	50.2%	49.9%	49.9%
Total	Count	263	8097	8360	
	% within Visited MLC	100.0%	100.0%	100.0%	

## Fall 2016: Students who have visited WC vs. Students who have not visited WC

### Report

Visited		Cumulative GPA as of Form A date in Fall 2016	Cumulative GPA at the end of Fall 2016	Total Cumulative Credits Earned as of Form A date in Fall 2016	Total Cumulative Credits Earned at the end of Fall 2016	SAT Verbal Score	SAT Math Score	College Admissions Average	Age
Visited WC	N	308	494	494	494	298	298	404	494
	Minimum	1.28	.00	.0	4.0	200	210	59.60	16
	Maximum	4.00	4.00	213.5	229.5	660	720	97.50	59
	Mean	2.9327	2.8727	39.288	57.110	398.0	428.02	82.2653	24.27
	Std. Deviation	.61088	.68537	42.7671	40.5039	75.24	80.326	7.61621	8.824
Have not visited WC	N	5700	7807	7866	7865	4585	4585	5587	7866
	Minimum	.00	.00	.0	.0	200	200	56.30	11
	Maximum	4.00	4.00	220.0	225.0	790	800	98.70	70
	Mean	2.7753	2.6925	49.644	64.313	429.7	447.44	80.6135	23.65
	Std. Deviation	.65520	.78024	45.2137	43.5869	76.32	82.506	7.28089	7.527
Total	N	6008	8301	8360	8359	4883	4883	5991	8360
	Minimum	.00	.00	.0	.0	200	200	56.30	11
	Maximum	4.00	4.00	220.0	229.5	790	800	98.70	70
	Mean	2.7834	2.7032	49.032	63.888	427.8	446.26	80.7249	23.68
	Std. Deviation	.65388	.77605	45.1365	43.4418	76.62	82.498	7.31506	7.611

### Degree Status Desc \* Visited WC Crosstabulation

			Visited WC		Total
			Visited WC	Have not visited WC	
Degree Status Desc	DEGREE	Count	485	6757	7242
		% within Visited	98.2%	85.9%	86.6%
	NONDEGREE	Count	9	1109	1118
		% within Visited	1.8%	14.1%	13.4%
Total	Count	494	7866	8360	
	% within Visited	100.0%	100.0%	100.0%	

**Full Part Time Desc \* Visited WC Crosstabulation**

			Visited WC		Total
			Visited WC	Have not visited WC	
Full Part Time Desc	FULL-TIME	Count	414	4747	5161
		% within Visited	83.8%	60.3%	61.7%
	PART-TIME	Count	80	3119	3199
		% within Visited	16.2%	39.7%	38.3%
Total		Count	494	7866	8360
		% within Visited	100.0%	100.0%	100.0%

**SEEK CD Desc \* Visited WC Crosstabulation**

			Visited WC		Total
			Visited WC	Have not visited WC	
SEEK CD Desc	Regular	Count	451	7194	7645
		% within Visited WC	91.3%	91.5%	91.4%
	SEEK	Count	43	672	715
		% within Visited WC	8.7%	8.5%	8.6%
Total		Count	494	7866	8360
		% within Visited WC	100.0%	100.0%	100.0%

**Ethnicity Imputed Desc \* Visited WC Crosstabulation**

			Visited WC		Total
			Visited WC	Have not visited WC	
Ethnicity Imputed Desc	American Indian or Native Alaskan	Count	3	76	79
		% within Visited	0.6%	1.0%	0.9%
	Asian or Pacific Islander	Count	158	2173	2331
		% within Visited	32.0%	27.6%	27.9%
	Black, Non-Hispanic	Count	203	3250	3453
		% within Visited	41.1%	41.3%	41.3%
	Hispanic, Other	Count	90	1838	1928
		% within Visited	18.2%	23.4%	23.1%
	White, Non-Hispanic	Count	40	529	569
		% within Visited	8.1%	6.7%	6.8%
Total		Count	494	7866	8360
		% within Visited	100.0%	100.0%	100.0%

**Gender Desc \* Visited WC Crosstabulation**

			Visited WC		Total
			Visited WC	Have not visited WC	
Gender Desc	Men	Count	107	2791	2898
		% within Visited	21.7%	35.5%	34.7%
	Women	Count	387	5075	5462
		% within Visited	78.3%	64.5%	65.3%
Total		Count	494	7866	8360
		% within Visited	100.0%	100.0%	100.0%

**Admission Type \* Visited WC Crosstabulation**

			Visited WC		Total
			Visited WC	Have not visited WC	
Admission Type	First-time Freshman	Count	152	819	971
		% within Visited	30.8%	10.4%	11.6%
	Transfer	Count	51	802	853
		% within Visited	10.3%	10.2%	10.2%
	Readmit	Count	21	382	403
		% within Visited	4.3%	4.9%	4.8%
	Continuing Degree	Count	260	4704	4964
		% within Visited	52.6%	59.8%	59.4%
	Non-Degree	Count	9	1109	1118
		% within Visited	1.8%	14.1%	13.4%
	First-time Graduate Matriculant	Count	0	36	36
		% within Visited	0.0%	0.5%	0.4%
	Graduate Transfer	Count	0	2	2
		% within Visited	0.0%	0.0%	0.0%
	Unknown	Count	1	12	13
		% within Visited	0.2%	0.2%	0.2%
Total		Count	494	7866	8360
		% within Visited	100.0%	100.0%	100.0%

**Degree Pursued Level Desc \* Visited WC Crosstabulation**

			Visited WC		Total
			Visited WC	Have not visited WC	
Degree Pursued Level Desc	BACHELOR'S	Count	483	6657	7140
		% within Visited	97.8%	84.6%	85.4%
	MASTER'S	Count	2	100	102
		% within Visited	0.4%	1.3%	1.2%
	NONDEGREE	Count	9	1109	1118
		% within Visited	1.8%	14.1%	13.4%
Total		Count	494	7866	8360
		% within Visited	100.0%	100.0%	100.0%



**Language at Home Desc \* Visited WC Crosstabulation**

			Visited WC		Total
			Visited WC	Have not visited WC	
Language at Home Desc	ENGLISH ONLY	Count	81	1550	1631
		% within Visited	16.4%	19.7%	19.5%
	LANGUAGE OTHER THAN ENGLISH	Count	180	2376	2556
		% within Visited	36.4%	30.2%	30.6%
	UNKNOWN	Count	233	3940	4173
		% within Visited	47.2%	50.1%	49.9%
Total	Count	494	7866	8360	
	% within Visited	100.0%	100.0%	100.0%	

# Spring 2017: Students who have visited AA vs. Students who have not visited AA

## Report

Visited AA Center/Lab		Cumulative GPA as of Form A date in Spring 2017	Total Cumulative Credits Earned as of Form A date in Spring 2017	College Admissions Average	SAT Verbal Score	SAT Math Score	Age
Visited AA Lab/Center	N	246	279	219	165	165	279
	Minimum	.00	.0	61.40	200	250	17.00
	Maximum	4.00	156.0	96.80	640	650	66.00
	Mean	2.8560	53.552	82.3470	409.64	433.33	25.9606
	Std. Deviation	.67319	37.7133	7.13970	77.064	82.686	9.11410
Not Visited AA Lab/Center	N	6501	7731	5347	4381	4381	7730
	Minimum	.00	.0	56.30	200	200	12.00
	Maximum	4.00	229.5	98.70	790	780	71.00
	Mean	2.7507	53.542	80.7617	428.52	445.90	24.2109
	Std. Deviation	.69535	44.0896	7.33258	76.259	82.061	7.44390
Total	N	6747	8010	5566	4546	4546	8009
	Minimum	.00	.0	56.30	200	200	12.00
	Maximum	4.00	229.5	98.70	790	780	71.00
	Mean	2.7546	53.543	80.8240	427.84	445.44	24.2718
	Std. Deviation	.69479	43.8810	7.33094	76.362	82.108	7.51450

### Degree Status Desc \* Visited AA Center/Lab Crosstabulation

			Visited AA Center/Lab		Total
			Visited AA Lab/ Center	Not Visited AA Lab/ Center	
Degree Status Desc	DEGREE	Count	275	6423	6698
		% within Visited AA Center/Lab	98.6%	83.1%	83.6%
	NONDEGREE	Count	4	1308	1312
		% within Visited AA Center/Lab	1.4%	16.9%	16.4%
Total	Count	279	7731	8010	
	% within Visited AA Center/Lab	100.0%	100.0%	100.0%	

### Full Part Time Desc \* Visited AA Center/Lab Crosstabulation

			Visited AA Center/Lab		Total
			Visited AA Lab/ Center	Not Visited AA Lab/ Center	
Full Part Time Desc	FULL-TIME	Count	207	4267	4474
		% within Visited AA Center/Lab	74.2%	55.2%	55.9%
	PART-TIME	Count	72	3464	3536
		% within Visited AA Center/Lab	25.8%	44.8%	44.1%
Total	Count	279	7731	8010	
	% within Visited AA Center/Lab	100.0%	100.0%	100.0%	

**SEEK CD Desc \* Visited AA Center/Lab Crosstabulation**

			Visited AA Center/Lab		Total
			Visited AA Lab/ Center	Not Visited AA Lab/ Center	
SEEK CD Desc	Regular	Count	250	7138	7388
		% within Visited AA Center/Lab	89.6%	92.3%	92.2%
	SEEK	Count	29	593	622
		% within Visited AA Center/Lab	10.4%	7.7%	7.8%
Total		Count	279	7731	8010
		% within Visited AA Center/Lab	100.0%	100.0%	100.0%

**Ethnicity Imputed Desc \* Visited AA Center/Lab Crosstabulation**

			Visited AA Center/Lab		Total
			Visited AA Lab/ Center	Not Visited AA Lab/ Center	
Ethnicity Imputed Desc	American Indian or Native Alaskan	Count	6	72	78
		% within Visited AA Center/Lab	2.2%	0.9%	1.0%
	Asian or Pacific Islander	Count	89	2187	2276
		% within Visited AA Center/Lab	31.9%	28.3%	28.4%
	Black, Non- Hispanic	Count	118	3253	3371
		% within Visited AA Center/Lab	42.3%	42.1%	42.1%
	Hispanic, Other	Count	46	1717	1763
		% within Visited AA Center/Lab	16.5%	22.2%	22.0%
	White, Non- Hispanic	Count	20	502	522
		% within Visited AA Center/Lab	7.2%	6.5%	6.5%
Total		Count	279	7731	8010
		% within Visited AA Center/Lab	100.0%	100.0%	100%

**Gender Desc \* Visited AA Center/Lab Crosstabulation**

			Visited AA Center/Lab		Total
			Visited AA Lab/ Center	Not Visited AA Lab/ Center	
Gender Desc	Men	Count	64	2779	2843
		% within Visited AA Center/Lab	22.9%	35.9%	35.5%
	Women	Count	215	4952	5167
		% within Visited AA Center/Lab	77.1%	64.1%	64.5%
Total		Count	279	7731	8010
		% within Visited AA Center/Lab	100.0%	100.0%	100.0%

**AdmissionType2 \* Visited AA Center/Lab Crosstabulation**

			Visited AA Center/Lab		Total
			Visited AA Lab/ Center	Not Visited AA Lab/ Center	
Admission Type	First-time Freshman	Count	4	101	105
		% within Visited AA Center/Lab	1.4%	1.3%	1.3%
	Transfer	Count	32	533	565
		% within Visited AA Center/Lab	11.5%	6.9%	7.1%
	Readmit	Count	10	345	355
		% within Visited AA Center/Lab	3.6%	4.5%	4.4%
	Continuing Degree	Count	229	5436	5665
		% within Visited AA Center/Lab	82.1%	70.3%	70.7%
	Non-Degree	Count	4	1308	1312
		% within Visited AA Center/Lab	1.4%	16.9%	16.4%
	First-time Graduate Matriculant	Count	0	2	2
		% within Visited AA Center/Lab	0.0%	0.0%	0.0%
	Unknown	Count	0	6	6
		% within Visited AA Center/Lab	0.0%	0.1%	0.1%
Total		Count	279	7731	8010
		% within Visited AA Center/Lab	100.0%	100.0%	100.0%

**Degree Pursued Level Desc \* Visited AA Center/Lab Crosstabulation**

			Visited AA Center/Lab		Total
			Visited AA Lab/ Center	Not Visited AA Lab/ Center	
Degree Pursued Level Desc	BACHELOR'S	Count	273	6332	6605
		% within Visited AA Center/Lab	97.8%	81.9%	82.5%
	MASTER'S	Count	2	91	93
		% within Visited AA Center/Lab	0.7%	1.2%	1.2%
	NONDEGREE	Count	4	1308	1312
		% within Visited AA Center/Lab	1.4%	16.9%	16.4%
Total		Count	279	7731	8010
		% within Visited AA Center/Lab	100.0%	100.0%	100.0%

**Language at Home Desc \* Visited AA Center/Lab Crosstabulation**

			Visited AA Center/Lab		Total
			Visited AA Lab/ Center	Not Visited AA Lab/ Center	
Language at Home Desc	ENGLISH ONLY	Count	45	1464	1509
		% within Visited AA Center/Lab	16.1%	18.9%	18.8%
	LANGUAGE OTHER THAN ENGLISH	Count	110	2280	2390
		% within Visited AA Center/Lab	39.4%	29.5%	29.8%
	UNKNOWN	Count	124	3987	4111
		% within Visited AA Center/Lab	44.4%	51.6%	51.3%
Total		Count	279	7731	8010
		% within Visited AA Center/Lab	100.0%	100.0%	100.0%

# Spring 2017: Students who have visited MLC vs. Students who have not visited MLC

## Report

Visited MLC		Cumulative GPA as of Form A date in Spring 2017	Total Cumulative Credits Earned as of Form A date in Spring 2017	College Admissions Average	SAT Verbal Score	SAT Math Score	Age
Visited MLC	N	208	245	201	136	136	245
	Minimum	.00	.0	61.30	210	200	17.00
	Maximum	4.00	149.0	95.00	660	690	56.00
	Mean	2.6656	44.986	80.8955	409.19	416.84	25.0082
	Std. Deviation	.69100	36.7979	7.68271	73.091	82.925	7.49644
Have Not Visited MLC	N	6539	7765	5365	4410	4410	7764
	Minimum	.00	.0	56.30	200	200	12.00
	Maximum	4.00	229.5	98.70	790	780	71.00
	Mean	2.7574	53.813	80.8214	428.41	446.32	24.2486
	Std. Deviation	.69478	44.0609	7.31817	76.396	81.934	7.51437
Total	N	6747	8010	5566	4546	4546	8009
	Minimum	.00	.0	56.30	200	200	12.00
	Maximum	4.00	229.5	98.70	790	780	71.00
	Mean	2.7546	53.543	80.8240	427.84	445.44	24.2718
	Std. Deviation	.69479	43.8810	7.33094	76.362	82.108	7.51450

### Degree Status Desc \* Visited MLC Crosstabulation

			Visited MLC		Total
			Visited MLC	Have Not Visited MLC	
Degree Status Desc	DEGREE	Count	245	6453	6698
		% within Visited MLC	100.0%	83.1%	83.6%
	NONDEGREE	Count	0	1312	1312
		% within Visited MLC	0.0%	16.9%	16.4%
Total	Count	245	7765	8010	
	% within Visited MLC	100.0%	100.0%	100.0%	

### Full Part Time Desc \* Visited MLC Crosstabulation

			Visited MLC		Total
			Visited MLC	Have Not Visited MLC	
Full Part Time Desc	FULL-TIME	Count	194	4280	4474
		% within Visited MLC	79.2%	55.1%	55.9%
	PART-TIME	Count	51	3485	3536
		% within Visited MLC	20.8%	44.9%	44.1%
Total	Count	245	7765	8010	
	% within Visited MLC	100.0%	100.0%	100.0%	

**SEEK CD Desc \* Visited MLC Crosstabulation**

			Visited MLC		Total
			Visited MLC	Have Not Visited MLC	
SEEK CD Desc	Regular	Count	221	7167	7388
		% within Visited MLC	90.2%	92.3%	92.2%
	SEEK	Count	24	598	622
		% within Visited MLC	9.8%	7.7%	7.8%
Total		Count	245	7765	8010
		% within Visited MLC	100.0%	100.0%	100.0%

**Ethnicity Imputed Desc \* Visited MLC Crosstabulation**

			Visited MLC		Total
			Visited MLC	Have Not Visited MLC	
Ethnicity Imputed Desc	American Indian or Native Alaskan	Count	1	77	78
		% within Visited MLC	0.4%	1.0%	1.0%
	Asian or Pacific Islander	Count	70	2206	2276
		% within Visited MLC	28.6%	28.4%	28.4%
	Black, Non-Hispanic	Count	117	3254	3371
		% within Visited MLC	47.8%	41.9%	42.1%
	Hispanic, Other	Count	41	1722	1763
		% within Visited MLC	16.7%	22.2%	22.0%
	White, Non-Hispanic	Count	16	506	522
		% within Visited MLC	6.5%	6.5%	6.5%
Total		Count	245	7765	8010
		% within Visited MLC	100.0%	100.0%	100.0%

**Gender Desc \* Visited MLC Crosstabulation**

			Visited MLC		Total
			Visited MLC	Have Not Visited MLC	
Gender Desc	Men	Count	87	2756	2843
		% within Visited MLC	35.5%	35.5%	35.5%
	Women	Count	158	5009	5167
		% within Visited MLC	64.5%	64.5%	64.5%
Total		Count	245	7765	8010
		% within Visited MLC	100.0%	100.0%	100.0%

**AdmissionType \* Visited MLC Crosstabulation**

			Visited MLC		Total
			Visited MLC	Have Not Visited MLC	
Admission Type	First-time Freshman	Count	6	99	105
		% within Visited MLC	2.4%	1.3%	1.3%
	Transfer	Count	33	532	565
		% within Visited MLC	13.5%	6.9%	7.1%
	Readmit	Count	11	344	355
		% within Visited MLC	4.5%	4.4%	4.4%
	Continuing Degree	Count	195	5470	5665
		% within Visited MLC	79.6%	70.4%	70.7%
	Non-Degree	Count	0	1312	1312
		% within Visited MLC	0.0%	16.9%	16.4%
	First-time Graduate Matriculant	Count	0	2	2
		% within Visited MLC	0.0%	0.0%	0.0%
	Unknown	Count	0	6	6
		% within Visited MLC	0.0%	0.1%	0.1%
Total		Count	245	7765	8010
		% within Visited MLC	100.0%	100.0%	100.0%

**Degree Pursued Level Desc \* Visited MLC Crosstabulation**

			Visited MLC		Total
			Visited MLC	Have Not Visited MLC	
Degree Pursued Level Desc	BACHELOR'S	Count	245	6360	6605
		% within Visited MLC	100.0%	81.9%	82.5%
	MASTER'S	Count	0	93	93
		% within Visited MLC	0.0%	1.2%	1.2%
	NONDEGREE	Count	0	1312	1312
		% within Visited MLC	0.0%	16.9%	16.4%
Total		Count	245	7765	8010
		% within Visited MLC	100.0%	100.0%	100.0%

**Language at Home Desc \* Visited MLC Crosstabulation**

			Visited MLC		Total
			Visited MLC	Have Not Visited MLC	
Language at Home Desc	ENGLISH ONLY	Count	47	1462	1509
		% within Visited MLC	19.2%	18.8%	18.8%
	LANGUAGE OTHER THAN ENGLISH	Count	86	2304	2390
		% within Visited MLC	35.1%	29.7%	29.8%
	UNKNOWN	Count	112	3999	4111
		% within Visited MLC	45.7%	51.5%	51.3%
Total		Count	245	7765	8010
		% within Visited MLC	100.0%	100.0%	100.0%

# Spring 2017: Students who have visited WC vs. Students who have not visited WC

## Report

WritingCenter		Cumulative GPA as of Form A date in Spring 2017	Total Cumulative Credits Earned as of Form A date in Spring 2017	College Admissions Average	SAT Verbal Score	SAT Math Score	Age
Visited Writing Center	N	431	474	381	288	288	474
	Minimum	.00	.0	65.50	200	240	16
	Maximum	4.00	167.0	97.50	580	640	71
	Mean	2.8952	47.461	83.1220	400.97	425.52	24.89
	Std. Deviation	.65972	39.1744	6.95054	68.882	70.635	8.902
Have not visited Writing Center	N	6316	7536	5185	4258	4258	7535
	Minimum	.00	.0	56.30	200	200	12
	Maximum	4.00	229.5	98.70	790	780	71
	Mean	2.7450	53.925	80.6552	429.66	446.79	24.23
	Std. Deviation	.69613	44.1346	7.33039	76.509	82.661	7.418
Total	N	6747	8010	5566	4546	4546	8009
	Minimum	.00	.0	56.30	200	200	12
	Maximum	4.00	229.5	98.70	790	780	71
	Mean	2.7546	53.543	80.8240	427.84	445.44	24.27
	Std. Deviation	.69479	43.8810	7.33094	76.362	82.108	7.514

### Degree Status Desc \* WritingCenter Crosstabulation

			WritingCenter		Total
			Visited Writing Center	Have not visited Writing Center	
Degree Status Desc	DEGREE	Count	464	6234	6698
		% within WritingCenter	97.9%	82.7%	83.6%
	NONDEGREE	Count	10	1302	1312
		% within WritingCenter	2.1%	17.3%	16.4%
Total	Count	474	7536	8010	
	% within WritingCenter	100.0%	100.0%	100.0%	

### Full Part Time Desc \* WritingCenter Crosstabulation

			WritingCenter		Total
			Visited Writing Center	Have not visited Writing Center	
Full Part Time Desc	FULL-TIME	Count	391	4083	4474
		% within WritingCenter	82.5%	54.2%	55.9%
	PART-TIME	Count	83	3453	3536
		% within WritingCenter	17.5%	45.8%	44.1%
Total	Count	474	7536	8010	
	% within WritingCenter	100.0%	100.0%	100.0%	



**SEEK CD Desc \* WritingCenter Crosstabulation**

			WritingCenter		Total
			Visited Writing Center	Have not visited Writing Center	
SEEK CD Desc	Regular	Count	434	6954	7388
		% within WritingCenter	91.6%	92.3%	92.2%
	SEEK	Count	40	582	622
		% within WritingCenter	8.4%	7.7%	7.8%
Total		Count	474	7536	8010
		% within WritingCenter	100.0%	100.0%	100.0%

**Ethnicity Imputed Desc \* WritingCenter Crosstabulation**

			WritingCenter		Total
			Visited Writing Center	Have not visited Writing Center	
Ethnicity Imputed Desc	American Indian or Native Alaskan	Count	5	73	78
		% within WritingCenter	1.1%	1.0%	1.0%
	Asian or Pacific Islander	Count	158	2118	2276
		% within WritingCenter	33.3%	28.1%	28.4%
	Black, Non-Hispanic	Count	196	3175	3371
		% within WritingCenter	41.4%	42.1%	42.1%
	Hispanic, Other	Count	84	1679	1763
		% within WritingCenter	17.7%	22.3%	22.0%
	White, Non-Hispanic	Count	31	491	522
		% within WritingCenter	6.5%	6.5%	6.5%
Total		Count	474	7536	8010
		% within WritingCenter	100.0%	100.0%	100.0%

**Gender Desc \* WritingCenter Crosstabulation**

			WritingCenter		Total
			Visited Writing Center	Have not visited Writing Center	
Gender Desc	Men	Count	102	2741	2843
		% within WritingCenter	21.5%	36.4%	35.5%
	Women	Count	372	4795	5167
		% within WritingCenter	78.5%	63.6%	64.5%
Total		Count	474	7536	8010
		% within WritingCenter	100.0%	100.0%	100.0%

**AdmissionType2 \* WritingCenter Crosstabulation**

			WritingCenter		Total
			Visited Writing Center	Have not visited Writing Center	
AdmissionType2	First-time Freshman	Count	15	90	105
		% within WritingCenter	3.2%	1.2%	1.3%
	Transfer	Count	30	535	565
		% within WritingCenter	6.3%	7.1%	7.1%
	Readmit	Count	16	339	355
		% within WritingCenter	3.4%	4.5%	4.4%
	Continuing Degree	Count	403	5262	5665
		% within WritingCenter	85.0%	69.8%	70.7%
	Non-Degree	Count	10	1302	1312
		% within WritingCenter	2.1%	17.3%	16.4%
	First-time Graduate Matriculant	Count	0	2	2
		% within WritingCenter	0.0%	0.0%	0.0%
	Unknown	Count	0	6	6
		% within WritingCenter	0.0%	0.1%	0.1%
Total		Count	474	7536	8010
		% within WritingCenter	100.0%	100.0%	100.0%

**Degree Pursued Level Desc \* WritingCenter Crosstabulation**

			WritingCenter		Total
			Visited Writing Center	Have not visited Writing Center	
Degree Pursued Level Desc	BACHELOR'S	Count	463	6142	6605
		% within WritingCenter	97.7%	81.5%	82.5%
	MASTER'S	Count	1	92	93
		% within WritingCenter	0.2%	1.2%	1.2%
	NONDEGREE	Count	10	1302	1312
		% within WritingCenter	2.1%	17.3%	16.4%
Total		Count	474	7536	8010
		% within WritingCenter	100.0%	100.0%	100.0%

**Language at Home Desc \* WritingCenter Crosstabulation**

			WritingCenter		Total
			Visited Writing Center	Have not visited Writing Center	
Language at Home Desc	ENGLISH ONLY	Count	76	1433	1509
		% within WritingCenter	16.0%	19.0%	18.8%
	LANGUAGE OTHER THAN ENGLISH	Count	179	2211	2390
		% within WritingCenter	37.8%	29.3%	29.8%
	UNKNOWN	Count	219	3892	4111
		% within WritingCenter	46.2%	51.6%	51.3%
Total		Count	474	7536	8010
		% within WritingCenter	100.0%	100.0%	100.0%