



# San Antonio College Writing Center Fall 2012- Spring 2013 Final Report

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--Full Version

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1/24/2014

This Report presents data on the SAC Writing Center's Fall 2012 – Spring 2013 operations. It presents information on the usage of the Writing Center as well as data assessing the effectiveness of its operations in terms of pursuing its mission.

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# SAC Writing Center—Fall 2012-Spring 2013 Final Report

## INTRODUCTION

This report contains data on the Fall 2012 – Spring 2013 operations of the SAC Writing Center as well as data assessing its effectiveness. Fall 2012 was the fifth full semester the Writing Center had been in operation as well as the first semester with Jane Focht-Hansen as Director. Lennie Irvin maintained close involvement with the center as the assistant director.

The SAC Writing Center values assessment for the visibility it provides to the SAC community and administration about its operations and the insight it provides for continuous improvement. With this report, we demonstrate our responsibility in pursuing the SAC Writing Center's mission to promote excellence in writing and student success at San Antonio College.

This report contains five sections:

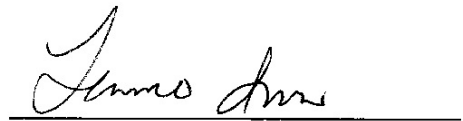
- Data on Writing Center Operations
- Data on Tutoring
- Data on the Effectiveness of Writing Center Tutoring
- Student and Faculty Evaluations of Writing Center Tutoring and Services
- Recommendations

As the second report of a complete academic year, this report continues to present encouraging data on how well the Writing Center has been achieving its goals and fulfilling its mission.

Jane Focht-Hansen, Director



Dr. L. Lennie Irvin, Assistant Director



A note about the data:

This report presents a lot of numbers and every effort has been made to present good data. Key data was obtained from Stop Watch and TutorTrack on usage and from a Google form regarding tutoring. Student data on PGR, Retention, Persistence, and GPA rates were calculated by Dr. David Wood at the San Antonio College Office of Institutional Effectiveness.

## WRITING CENTER OPERATIONS

### FALL 2012-SPRING 2013 TEMP BUDGET EXPENSES

| Pay Period          | Total Staff Expense | Monthly Total   |
|---------------------|---------------------|-----------------|
| 9/1- 9/15           | 1488.47             |                 |
| 9/16 -9/30          | 1631.31             | Sept. = \$3,120 |
| 10/1 – 10/15        | 2045.73             |                 |
| 10/16- 10/31        | 3218.27             | Oct. = \$5,264  |
| 11/1-11/15          | 2760.57             |                 |
| 11/16- 11/30        | 2493.28             | Nov. = \$5,234  |
| 12/1- 12/15         | 2385.09             | Dec. = \$2,385  |
| <b>Fall Total</b>   | <b>\$16,023</b>     |                 |
| 1/1-1/15            | 825.36              |                 |
| 1/16-1/31           | 1,549.50            | Jan. = \$2,375  |
| 2/1-2/15            | 2,314.08            |                 |
| 2/16-2/29           | 2,331.12            | Feb. = \$4,645  |
| 3/1-3/15            | 1,905.34            |                 |
| 3/16-3/31           | 2,187.87            | Mar. = \$4,093  |
| 4/1-4/15            | 1,931.60            |                 |
| 4/16-4/30           | 2,127.92            | April = \$4,059 |
| 5/1-5/15            | 2,200.04            | May = \$2,200   |
| <b>Spring Total</b> | <b>\$17,373</b>     |                 |
| <b>Total</b>        | <b>\$33,396</b>     |                 |

### FALL 2012-SPRING 2013 GIFT BUDGET

| Gift Budget Expenditures |                 |
|--------------------------|-----------------|
| Fall 2012                | \$3,876         |
| Spring 2013              | \$11,800        |
| <b>Total</b>             | <b>\$15,676</b> |

### STAFF FOR FALL 2012

3 Instructional Specialist/Advanced Skills (Coordinator)

4 Tutor Level V Tutors (not all at full 19 hours)

13 Work Study (2 Student Assistants + 7 Tutors) =16 Total

### STAFF FOR SPRING 2013

3 Instructional Specialist/Advanced Skills (Coordinators)

4 Tutor Level V (only two worked consistently)

13 Work-Study (4 Student Assistants + 9 Tutors) = 18 Total

### FALL 2012 – SPRING 2013 DATA ON USAGE—FROM STOP WATCH AND TUTOR TRACK

| MONTH                | TOTAL VISITS | TUTORING SESSIONS | COMPUTER/LAB USE |
|----------------------|--------------|-------------------|------------------|
| AUGUST               | 197          |                   |                  |
| SEPTEMBER            | 937          |                   |                  |
| OCTOBER              | 1,173        |                   |                  |
| NOVEMBER             | 1,502        |                   |                  |
| DECEMBER             | 632          |                   |                  |
| <b>Fall Totals</b>   | <b>4,441</b> | <b>1141</b>       | <b>2,833</b>     |
| JANUARY              |              |                   |                  |
| FEBRUARY             |              |                   |                  |
| MARCH                |              |                   |                  |
| APRIL                |              |                   |                  |
| MAY                  |              |                   |                  |
| <b>Spring Totals</b> | <b>6190</b>  |                   |                  |

### COMPARISON OF TOTAL UNIQUE VISITORS TO THE WRITING CENTER—FROM STOP WATCH

Fall 2010 1188

Spring 2011 1414

Summer 2011 267

Fall 2011 1571

Spring 2012 1873

Fall 2012 1213

Spring 2013 1232

\*\*Note: The shift to Tutor Track has complicated our tracking of lab usage. We are not confident in the usage statistics for this year.

## **CRLA TUTOR TRAINING**

The SAC Writing Center trained a total of 18 tutors in the Fall and 15 in the Spring following its CRLA certified curriculum. The tutors trained this semester are listed below by the level at which they were trained. Tutors are also identified by where they worked: either at the Writing Center (WC) or the Writer's Block (WB).

### **Fall 2012 Certified Tutors**

#### **Level 1**

Cristina Carreon (WB), Elizabeth Hernandez (WB), Vanessa Howe (WC), John Nolan (WC), Natalie Johnson (WB), Vanessa Paiz (WB), Sebastian Ramirez (WB), Michael Klier (WC), Lisa Wolf (WC), Kara Caldwell (WC), Santo Randazzo (WC)

#### **Level 2**

Isaiah Riebeling (WB), Bernale Johnson (WB), Vickie Contreras (WC)

#### **Level 3**

Melina Benavidez (WC), Jane Focht-Hansen (WC), Rhonda Jones, (WC), and Eric Trevino (WC)

### **Spring 2013 Certified Tutors**

#### **Level 1**

Julie Luu (WC), Aaron Reeh (WC), Marle Vargas (WC)

#### **Level 2**

Cristina Carreon (WB), Elizabeth Hernandez (WB), Vanessa Howe (WC), John Nolan (WC), Natalie Johnson (WB), Vanessa Paiz (WB), Sebastian Ramirez (WB), Michael Klier (WC), Lisa Wolf (WC)

#### **Level 3**

Isaiah Riebeling (WB), Bernale Johnson (WB), Vickie Contreras (WC)

## **REVISION AND DEVELOPMENT OF CRLA TUTOR TRAINING MATERIALS**

During Summer 2012, the Director and coordinators began restructuring the SAC Writing Center training materials for Tutor Levels I through III using the feedback from tutors and trainers who pointed out the strengths and deficiencies of training sessions. Revisions primarily focused on creating detailed lesson plans that limit lecturing and PowerPoint presentations and providing more interactive, video, and discussion-based activities. As we have delivered the material, we continue to make adjustments according to feedback from tutors and trainers. The experienced, Certified Level III tutors have played an active role in the creation and

implementation of the revised training materials under the supervision of coordinators and director.

An innovative aspect of the lesson plans is the incorporation of Voice Thread videos as a means to discussion and positive practice. These videos, which were scripted, performed, and edited by experienced tutors, serve to expose new tutors to common tutoring situations so they develop strategies that will help them effectively manage sessions, clients, questions, and conflicts in a professional manner.

So far, the new training material is highly successful. Tutors are more engaged during training sessions, and they are more willing participants in their training. Additionally, Each One Teach One has proven to be one of the most effective strategies we have used in tutor training. Tutors shadow their peers and engage in reflective conversations during which they discuss not only the effectiveness of the strategies used by the tutor, but also the reasons the tutor chose to use these strategies. These metacognitive conversations have improved tutoring sessions because the tutors are aware that they must continuously analyze and alter their tutor strategies to fit the needs of individual writers. Overall, our tutors exhibit excellence in understanding clients, comprehending nuances of assignment sheets, and providing writing guidance to their diverse clients.



## **DISCUSSION: WRITING CENTER OPERATIONS**

The information presented on Writing Center (WC) Operations shows that last year the Writing Center was a busy place. The Spring semester, in particular, fulfilled our goals to see the WC continue to grow. As the data on tutoring will show, we increased the amount of tutoring performed by over 20% during the year. We continue to struggle to obtain solid numbers on how many students use the Writing Center, particularly this year as we transitioned from Stop Watch to Tutor Track. However, if our numbers on usage are correct, the WC also had approximately 30% more students walk through its door in Spring as well.

The staff grew this year, particularly in the Spring Semester. Staffing in the Fall, however, was hamstrung by difficulties with hiring and getting staff in place. The first third of the Fall semester the WC was staffed by essentially a skeleton crew who did heroic work to keep the WC running. In Spring, the WC had a full staff and the center was the busiest it has ever been.

A major component of WC operations this last year was CRLA tutor training. In addition to training our own staff, the WC provided training for tutors in the Writer's Block. Our work of tutor training was made more difficult by the slow hiring of staff, but as our report shows we managed to train a large number of tutors. We continue to evolve our tutor training program as we learn more and have a more experienced staff of tutors who assist with the development of training materials.

This year was also the first year that the WC operations were supplemented by funds from the Alamo Colleges Foundation that had been donated to the WC. These funds helped hire one Coordinator, Frank Kavanaugh, and two hourly tutors. Frank was charged specifically with interfacing with faculty and helping us to serve students in disciplines across the campus. As our data on tutoring will show, Frank's efforts had strong results.

## DATA ON TUTORING

The Writing Center supports student writers in multiple ways. We are broadly counting all of these types of services to calculate our total number of tutoring contacts:

### 1. Tutoring Sessions

A “Tutoring Session” is a 45 minute long, one-on-one session with a student working with them on their writing. These sessions with students are our primary type of support to students.

### 2. “Quick Shot” Tutoring

Quick Shot tutoring sessions capture times when student working in the Writing Center ask for brief assistance from tutors and staff of the Writing Center. These brief help sessions could be 30 seconds or 5 minutes.

### 3. Workshop Sessions

The Writing Center holds workshops inside the Writing Center and inside instructor’s classrooms that request a workshop. These group sessions are always interactive and constitute another way in which we assist students.

## NUMBER OF TUTORING SESSIONS

|   | Fall 2012 | Spring 2013 |
|---|-----------|-------------|
| Total Tutoring Sessions (as logged by Post-Tutor Session Form)  | = 1274    | = 1523      |
| Total Tutoring Sessions (as logged by our Appointment Calendar) | = 1418    | = 1421      |
| <b>Estimated Total Tutoring Sessions:</b>                       | = 1369    | = 1637      |

Determining the exact number of tutoring sessions is difficult. The Stop-Watch/TutorTrack sign in is unreliable, and tutors are not 100% consistent in filling out the tutor form. Total estimated sessions are calculated by adding 7.5% to the amount logged by the post-tutor session form.

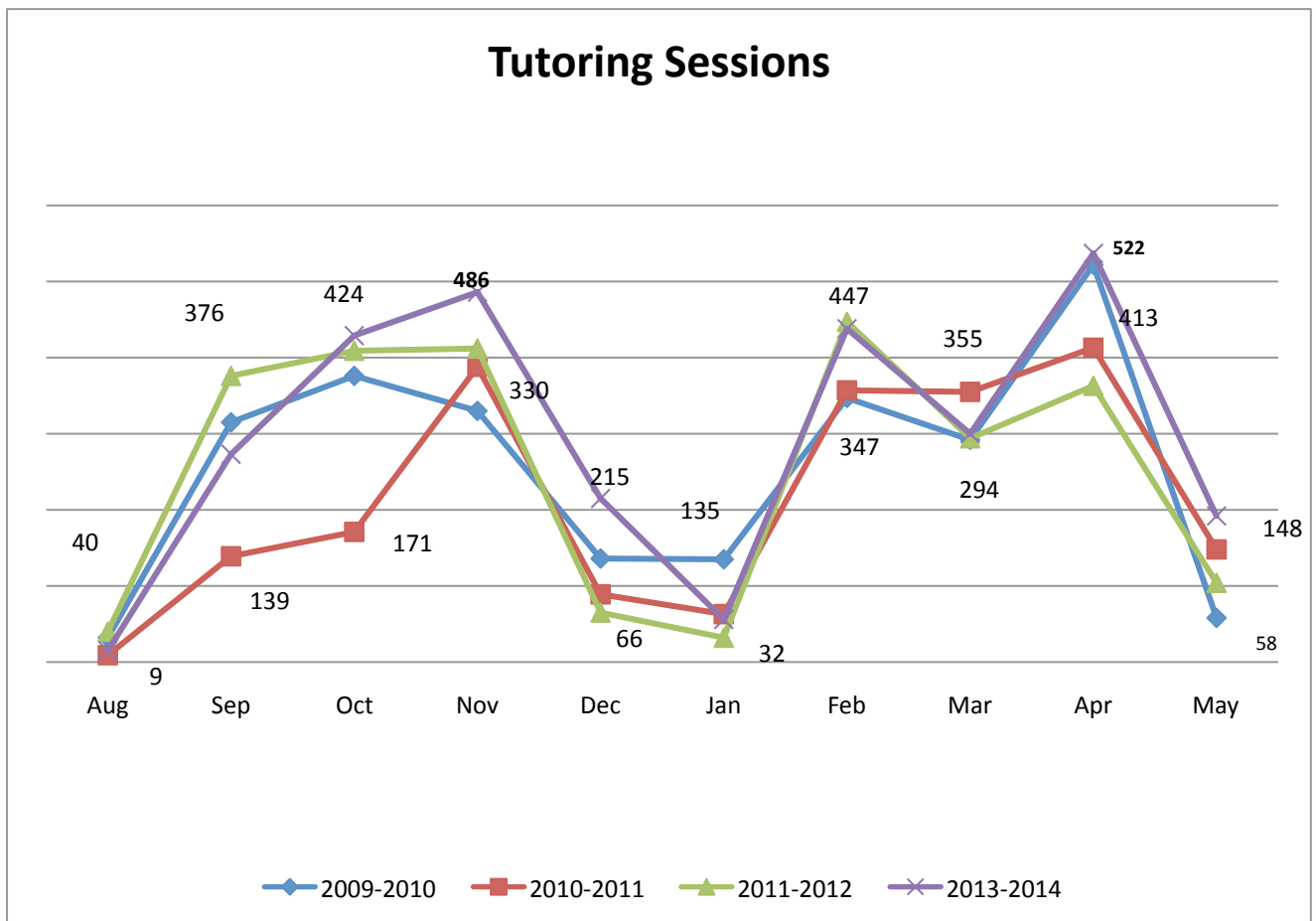
## TUTOR SESSION USAGE DATA FROM POST-TUTOR SESSION FORM

|   |              |          |             |
|---|--------------|----------|-------------|
| <b>Fall12 Data</b>                              | <b>Total</b> | <b>=</b> | <b>1274</b> |
| Total # of one-time tutoring sessions           |              | =        | 318         |
| Total # of students w/ repeat tutoring sessions |              | =        | 264         |
| Total # of students receiving tutoring          |              | =        | 564         |
| Ave. # of sessions for repeat clients           |              | =        | 3.9         |

|   |              |          |             |
|---|--------------|----------|-------------|
| <b>Spring 13 Data</b>                           | <b>Total</b> | <b>=</b> | <b>1523</b> |
| Total # of one-time tutoring sessions           |              | =        | 336         |
| Total # of students w/ repeat tutoring sessions |              | =        | 294         |
| Total # of students receiving tutoring          |              | =        | 630         |
| Ave. # of sessions for repeat clients           |              | =        | 4.0         |

Note: In Spring 2013, 929 of 1523 total sessions were for students who ended up with three or more sessions. That means 61% of all tutoring sessions last Spring were for students who ended up being tutored three or more times. Of the 2797 total tutoring sessions held in both semesters, 2143, or 77% were for repeat clients coming to the writing center more than once.

## MONTHLY SESSION TUTOR USAGE—COMPARISON CHART 2009-2013

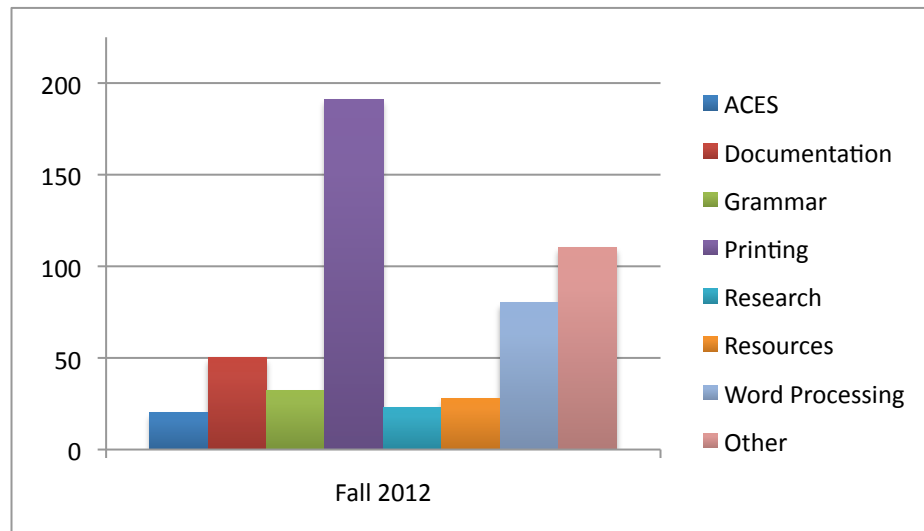


# of tutoring sessions per month, from post-session tutor form

|                     | 2009-2010   | 2010-2011   | 2011-2012   | 2012-2013   |
|---------------------|-------------|-------------|-------------|-------------|
| Aug                 | 32          | 9           | 40          | 15          |
| Sep                 | 315         | 139         | 376         | 273         |
| Oct                 | 376         | 171         | 409         | 429         |
| Nov                 | 330         | 388         | 412         | 486         |
| Dec                 | 136         | 89          | 65          | 215         |
| Jan                 | 135         | 63          | 32          | 56          |
| Feb                 | 347         | 357         | 447         | 438         |
| Mar                 | 292         | 355         | 294         | 300         |
| Apr                 | 522         | 413         | 363         | 537         |
| May                 | 58          | 148         | 104         | 192         |
| <b>Total Annual</b> | <b>2543</b> | <b>2132</b> | <b>2542</b> | <b>2941</b> |

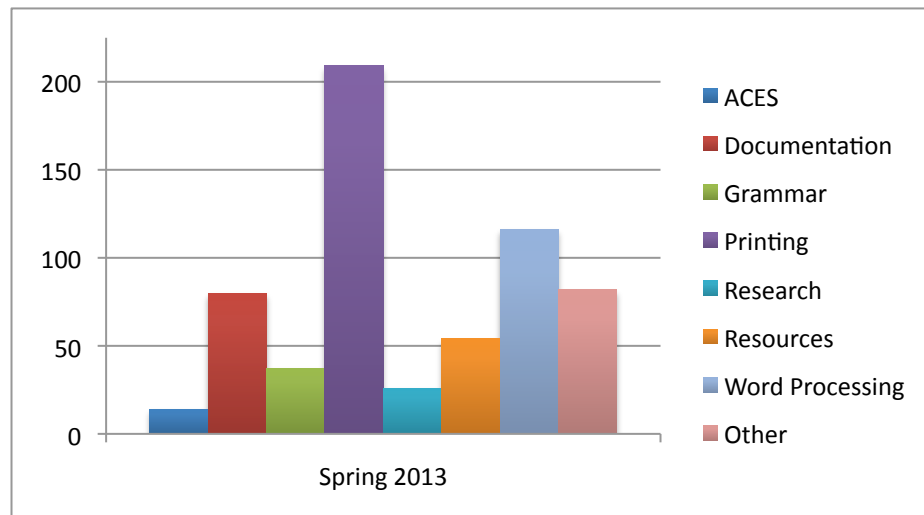
## INFORMATION ON QUICK SHOT TUTORING

Aces: 20  
 Document  
 -ation: 50  
 Grammar: 32  
 Printing: 191  
 Research: 23  
 Resources: 28  
 Word Processing: 80  
 Other: 110



**Fall 2012 Total Quick Shot Sessions = 534**

Aces: 14  
 Document  
 -ation: 80  
 Grammar: 37  
 Printing: 209  
 Research: 26  
 Resources: 54  
 Word Processing: 116  
 Other: 82



**Spring 2013 Total Quick Shot Sessions = 618**

52% of all Quick Shots help went to assistance with printing and word processing.

## STUDENTS ATTENDING WORKSHOP SESSIONS

We've experimented with delivering workshops inside teachers' classrooms at the teacher's request. As a result, we have had much higher numbers of participants, especially in the Spring thanks to the expanded efforts of Frank Kavanaugh.

Number of students attending Writing Center sponsored workshops (either in the Writing Center or in an instructor's classroom):

Fall 2012        =        194

Spring 2013    =        520

In Spring, 19 of 24 workshops (79%) were in disciplines other than English.

7 in GOVT

2 each in PSYC, SOC, HIST, KINE, ARCH, and Other

## TOTAL NUMBER OF TUTORING CONTACTS

|                       | Fall 2012     | Spring 2013   |
|-----------------------|---------------|---------------|
| Tutoring Sessions     | 1369          | 1637          |
| Quick Shot Sessions   | 534           | 618           |
| Workshop Sessions     | 194           | 520           |
| <b>Total Tutoring</b> | <b>= 2097</b> | <b>= 2775</b> |

## TUTOR SESSIONS BY DISCIPLINE

### Fall 2012

These numbers represent the breakdown of the number of 45 minute tutoring sessions as logged by our tutoring form. The records from the Google Form logged 1274 sessions, but we only had complete data on 1235 tutoring sessions. This discrepancy of 39 sessions is due to data improperly being entered and students not being enrolled in SAC.

#### All Tutoring Visits

| Class        | # Visits | Percent |
|--------------|----------|---------|
| ACNT         | 2        | .02%    |
| ARCH         | 2        | .02%    |
| ARTS         | 17       | 1.3%    |
| BIOL         | 7        | .54%    |
| BMGT         | 1        | .01%    |
| CDEC         | 3        | .03%    |
| COMM         | 2        | .02%    |
| DACC         | 1        | .01%    |
| DFTG         | 3        | .03%    |
| Dissertation | 2        | .04%    |
| ECON         | 1        | .01%    |
| EDUC         | 3        | .03%    |
| ENFL         | 4        | .04%    |
| ENGA         | 75       | 5.8%    |
| ENGL         | 809      | 65%     |
| ENGR         | 3        | .03%    |
| ESL          | 57       | 4.4%    |
| ESOL         | 3        | .03%    |
| GEOG         | 1        | .01%    |
| GOVT         | 28       | 2.1%    |
| HIST         | 99       | 7.7%    |
| LGLA         | 1        | .01%    |
| MDCA         | 17       | 1.3%    |
| PHIL         | 14       | 1.1%    |
| PSYC         | 26       | 2.1%    |
| READ         | 29       | .03%    |
| Scholarship  | 4        | .04%    |
| SDEV         | 4        | .04%    |
| SPCH         | 11       | .86%    |
| SOCI         | 3        | .03%    |
| TECA         | 4        | 0.4%    |
|              | 1235     |         |

#### Major % of Tutoring

ENGL Students = **65%**

ENGA/ESL Students = **11%**

HIST Students = **8%**

All Others = **15%**

#### English Dept. Tutoring Detail

| Course       | # of sessions |
|--------------|---------------|
| 0300         | 13            |
| 0301         | 35            |
| 1301         | 402           |
| 1302         | 275           |
| 2300 Level   | 73            |
| <b>Total</b> | <b>809</b>    |

Total Developmental Students = 48

Total Composition Students = 677

Total Sophomore Student = 73

## Tutor Sessions by Discipline

### Spring 2013

These numbers represent the breakdown of the number of 45 minute tutoring sessions as logged by our tutoring form. The records from the Google Form logged 1523 sessions.

| All Tutoring Visits |          |         |
|---------------------|----------|---------|
| Class               | # Visits | Percent |
| ARCH                | 4        |         |
| ARTC                | 16       |         |
| BIOL                | 4        |         |
| CDEC                | 5        |         |
| COMM                | 6        |         |
| DAAC                | 3        |         |
| DRAM                | 10       |         |
| ECON                | 3        |         |
| EDUC                | 1        |         |
| ENGA                | 110      | 7%      |
| ENGL                | 1053     | 69%     |
| ENGR                | 4        |         |
| GEOG                | 6        |         |
| GOVT                | 23       | 1.5%    |
| HIST                | 87       | 5.7%    |
| KINE                | 15       |         |
| PHIL                | 33       | 2.2%    |
| PSYC                | 37       | 2.4%    |
| PSYT                | 4        |         |
| READ                | 16       |         |
| Scholarship Essays  | 12       |         |
| SDEV                | 6        |         |
| SOCI                | 12       |         |
| SPCH                | 8        |         |
| Other/Bad Data      | 46       | 3%      |
|                     | 1523     |         |

### Major % of Tutoring

ENGL Students = **69%**

ENGA/ESL Students = **7%**

HIST Students = **6%**

All Others = **18%**

### English Dept. Tutoring Detail

| Course       | # of sessions |
|--------------|---------------|
| 0300         | 19            |
| 0301         | 189           |
| 1301         | 428           |
| 1302         | 359           |
| 2300 Level   | 58            |
| <b>Total</b> | <b>1053</b>   |

Total Developmental Students = 208

Total Composition Students = 787

Total Sophomore Student = 58



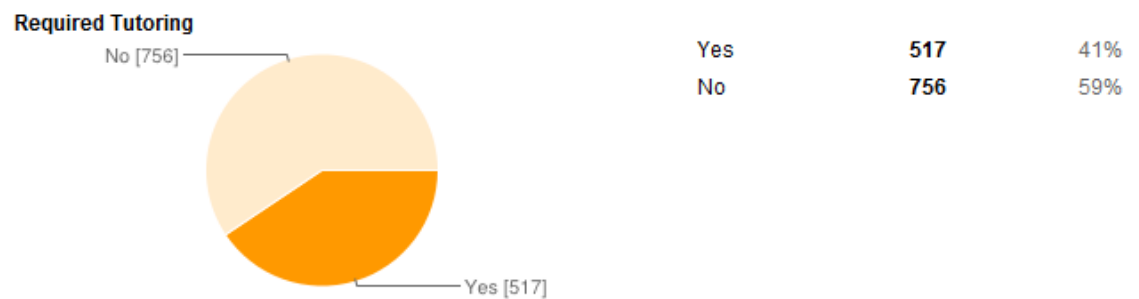
## ADDITIONAL DATA ON TUTORING SESSIONS

\*\*As logged by our online tutor form.

### REQUIRED VS. NON-REQUIRED TUTORING %

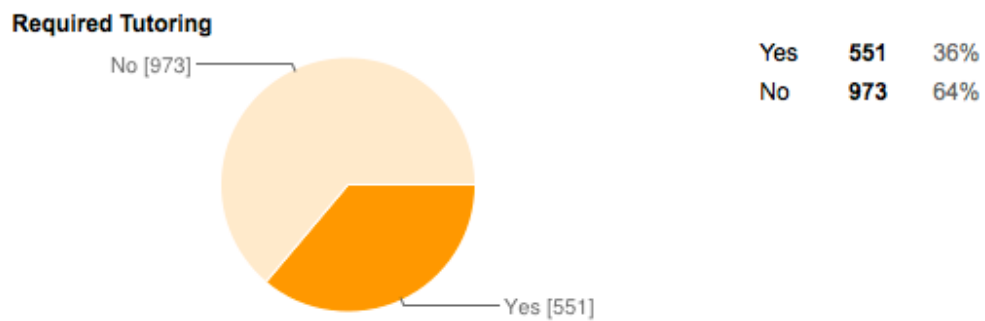
#### Fall 2012

##### 41% of Tutoring Sessions Were Required



#### Spring 2013

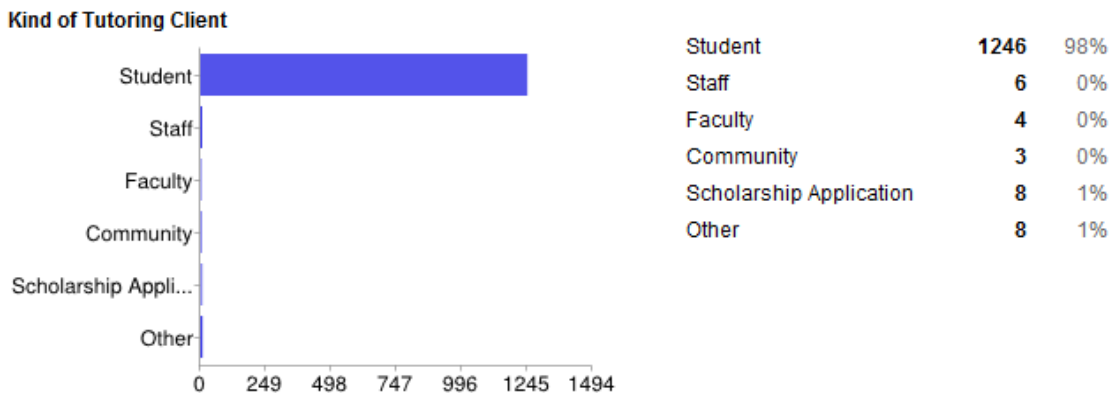
##### 36% of Tutoring Sessions Were Required (41% in Fall)



## KINDS OF TUTORING CLIENTS

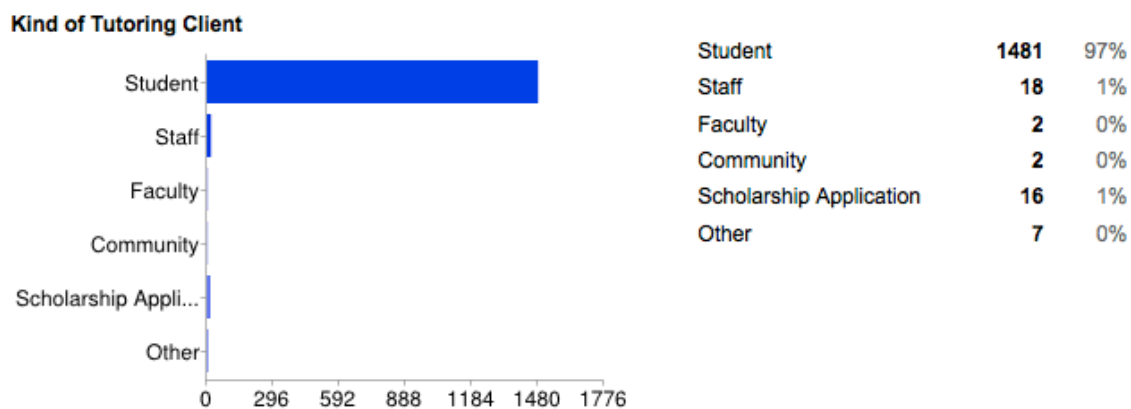
### Fall 2012

#### 98% of Tutoring Was For Students



### Spring 2013

#### 97% of Tutoring Was For Students



## NUMBER OF STUDENT ORIENTATIONS

Fall 2012

Not counted reliably. No data.

Spring 2013

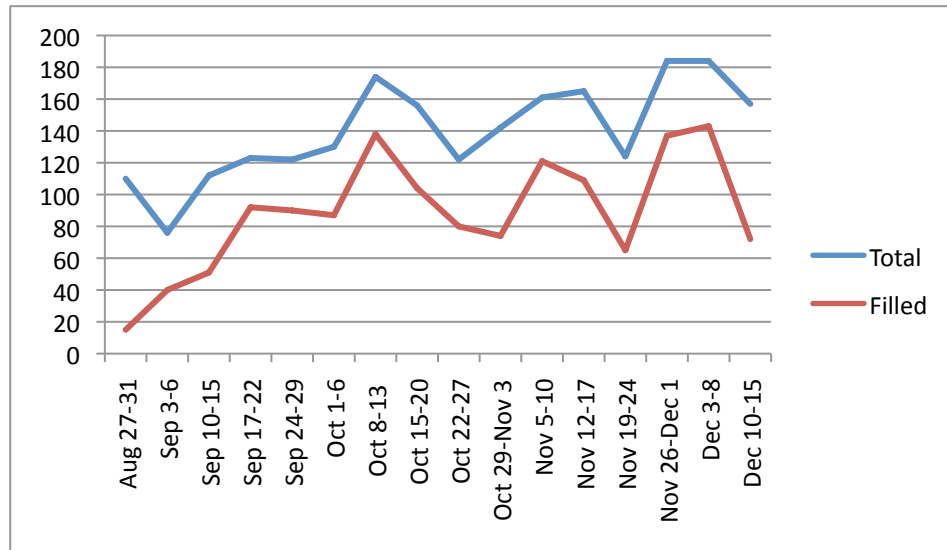
Total Number of Orientations Conducted = 27

Estimated total # of students oriented = 540

## TOTAL APPOINTMENTS AND FILLED APPOINTMENTS

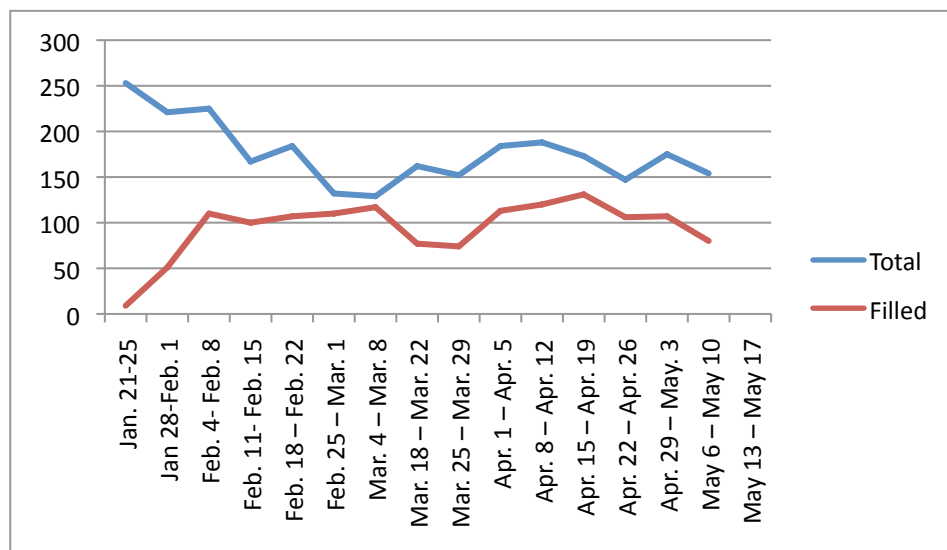
### Fall 2012

(Note: Excluding weeks 1 and 16, 67% of appointments scheduled were filled.)



Number of Appointments Scheduled vs Number Filled

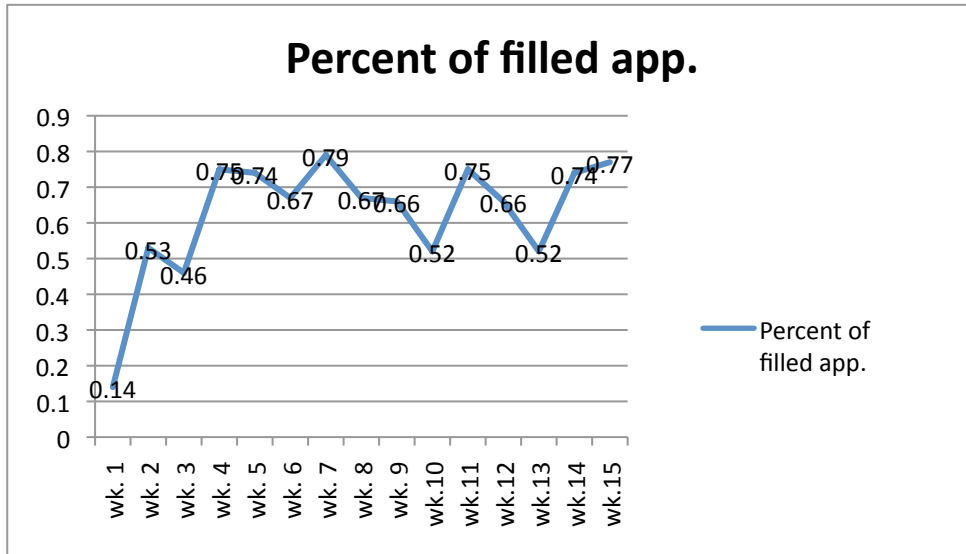
### Spring 2013



Number of Appointments Scheduled vs Number Filled

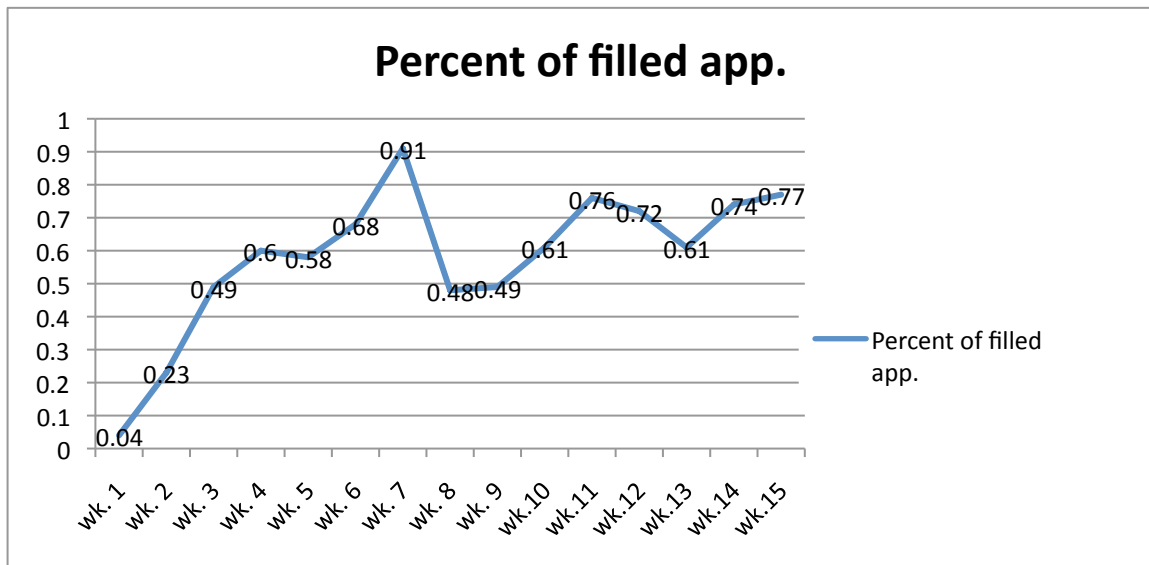
(\*\*\*Strong suspicion that WK1 # of appointments is incorrect due to Google calendar.)

## Fall 2012



61% of Appointments Filled

## Spring 2013



53% of Appointments Filled

## **DISCUSSION: DATA ON TUTORING**

In Fall 2012, the Writing Center (WC) began tallying “tutoring” in a new way to capture more contacts we have with students than just the 45 minute tutoring session. As a result of this change, our numbers of tutoring contacts increased substantially, particularly in the Spring. This new way of counting more accurately records the work that we do in helping students.

Of special note, data on the frequency of tutoring shows how the majority of our tutoring is for repeat customers. Students with repeat sessions average 3.9 to 4.0 sessions. Over both semesters, 77% of all sessions were for repeat clients, and last Spring 61% of these sessions were for students tutored three or more times. Clearly our Frequent Writer Program must have something to do with this level of repeat traffic.

With this report, we also get a four-year (or eight semester) picture of Writing Center usage. Although the data reveals variability exists in monthly usage, it clearly shows how October and November in the Fall and February and April in the Spring are the busiest months for tutoring. This four-year picture also shows how the WC grew last year to its greatest number of tutoring sessions ever.

At the end of October, Frank Kavanaugh began working in the WC with the focused task of interfacing with faculty and promoting more tutoring among the other disciplines. As a result of his work and the entire efforts of the WC, our percentage of tutoring in other disciplines than English grew. Whereas in 2011-12 only 27% of tutoring was for students in other disciplines, this year we saw 35% in Fall and 31% in Spring. Frank also did remarkable work performing workshops in teachers’ classes on writing topics the teachers requested. Of his 24 workshops, 19 were for students in disciplines other than English.

Despite some progress in reaching out to other disciplines, the hard truth is that the WC tutors very few students in subjects other than English. For instance, of all the Government students out of both semesters the WC provided only 51 tutoring sessions for Government students. For Philosophy, we performed only 47 sessions.

In addition, required tutoring sessions remain a substantial portion of all our tutoring. 41% in Fall and 36% in Spring of all tutoring sessions were for students required to attend. As data on the effectiveness of tutoring will show later, these required students appear to benefit more greatly from tutoring—lending support to the idea of making tutoring a requirement.

Our data on appointments reveals the clear double camel hump of the semester with a surge of sessions before mid-term, followed by a lull, and then a surge in sessions again. Fall seems to indicate a connection between the number of sessions offered and the number of sessions filled—the more you offer the more you have. However, Spring did not show this connection

clearly. Looking at this data may help the WC Director and Coordinators plan for how many tutoring sessions they will schedule through the semester.

## **DATA ON THE EFFECTIVENESS OF WRITING CENTER TUTORING**

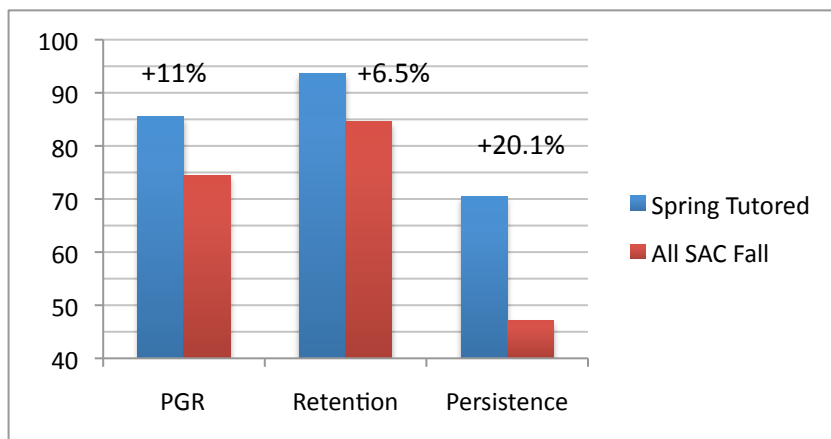
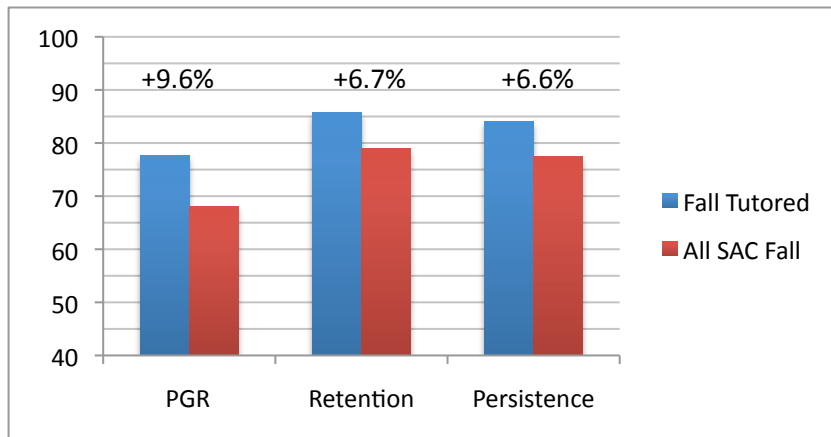
This assessment of tutoring effectiveness involves both quantitative and qualitative data. It includes Progressive Grade Rate, Retention, Persistence and GPA numbers for students who received tutoring. These numbers are generally compared against students who did not receive tutoring and checked in some cases to see whether multiple tutoring sessions make a difference to these percentages.

Qualitatively, data is presented from feedback students wrote into tutor forms filled out with each tutoring session. Students also rated their tutoring sessions on a five point Likert scale. In addition, a survey was administered to both faculty and students who had used the Writing Center at the end of the semester.

A number of conclusions derived from this data will be presented at the end of this section.

## ALL SAC STUDENTS VS ALL TUTORED

How Did Students in Fall 2012 and Spring 2013 Who Received Tutoring in the Writing Center Compare With Students Who Did Not (for the general SAC student population)?



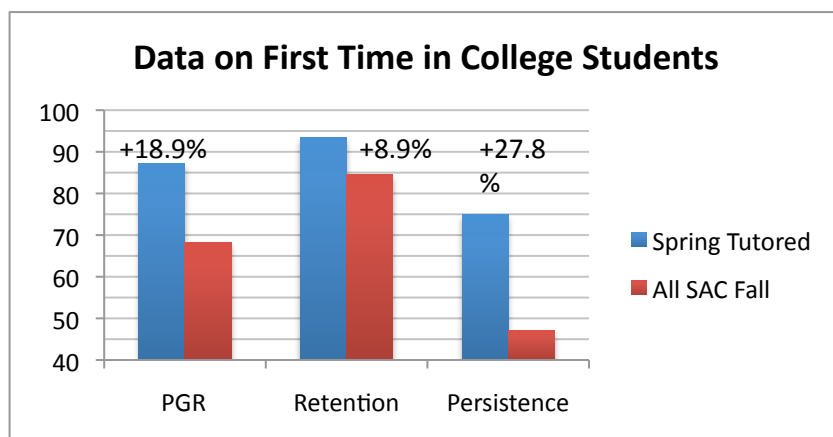
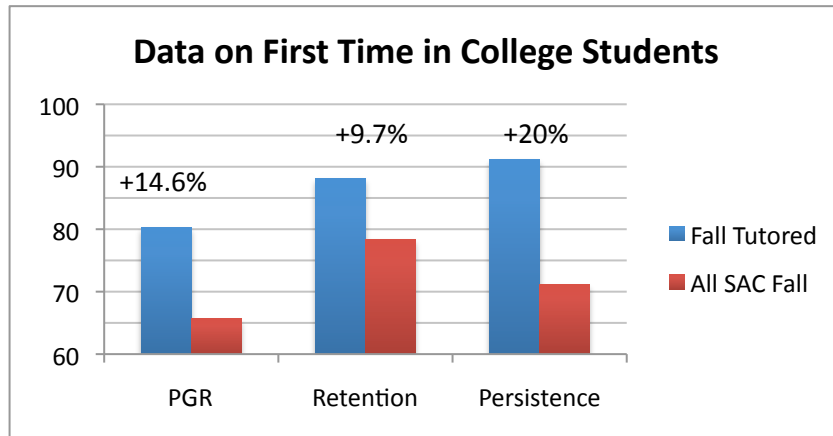
|                            | PGR          | Retention    | Persistence   |
|----------------------------|--------------|--------------|---------------|
| <b>Fall 2012 Tutored</b>   | 77.7%        | 85.7%        | 84.1%         |
| <b>All Fall 2012 SAC</b>   | 68.1%        | 79.0%        | 77.5%         |
|                            | <b>+9.6%</b> | <b>+6.7%</b> | <b>+6.6%</b>  |
| <b>Spring 2013 Tutored</b> | 85.5%        | 93.7%        | 70.5%         |
| <b>All Spring 2013 SAC</b> | 74.5%        | 87.2%        | 50.4%         |
|                            | <b>+11%</b>  | <b>+6.5%</b> | <b>+20.1%</b> |

This data shows that students who come to the Writing Center do better than the general SAC population in all three areas of Productive Grade Rate, Retention, and Persistence. The data shows a solid difference in PGR, a modest improvement in retention, and a significantly better persistence rate in the Spring for students who received tutoring.



## ALL FTIC SAC STUDENTS VS ALL FTIC STUDENTS TUTORED

How Did First Time in College (FTIC) Students in Fall 2012 Who Received Tutoring in the Writing Center Compare With FTIC Students Who Did Not (for the general SAC student population)?

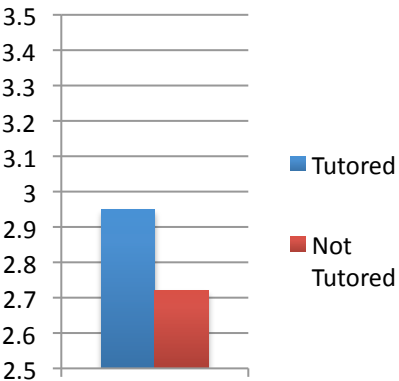
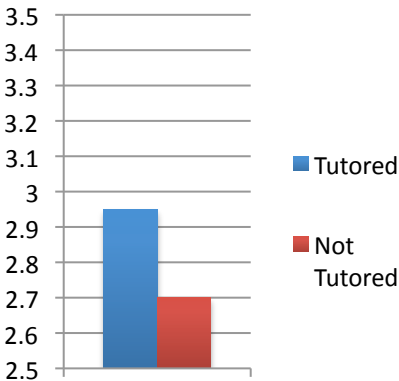
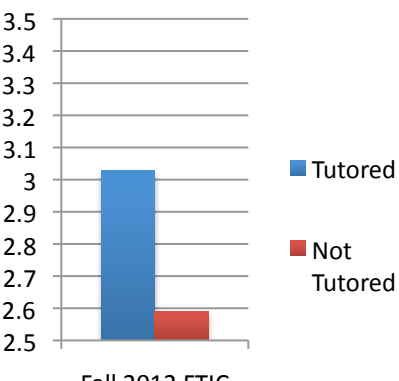
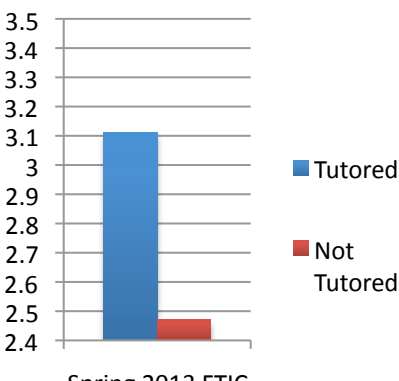


|                                 | PGR           | Retention    | Persistence   |
|---------------------------------|---------------|--------------|---------------|
| <b>Fall 2012 FTIC Tutored</b>   | 80.3%         | 88.1%        | 91.2%         |
| <b>All Fall 2012 FTIC SAC</b>   | 65.7%         | 78.4%        | 71.2%         |
|                                 | <b>+14.6%</b> | <b>+9.7%</b> | <b>+20%</b>   |
| <b>Spring 2013 FTIC Tutored</b> | 87.2%         | 93.5%        | 75.0%         |
| <b>All Spring 2013 FTIC SAC</b> | 68.3%         | 84.6%        | 47.2%         |
|                                 | <b>+18.9%</b> | <b>+8.9%</b> | <b>+27.8%</b> |

This chart compares First Time in College students from the entire SAC population with those FTIC students who came in for tutoring assistance. The data shows the tremendous difference in success factors tutoring makes for this population.

## GRADE POINT AVERAGE

Do students who use the Writing Center end up with a better Grade Point Average than SAC students who do not use the Writing Center?

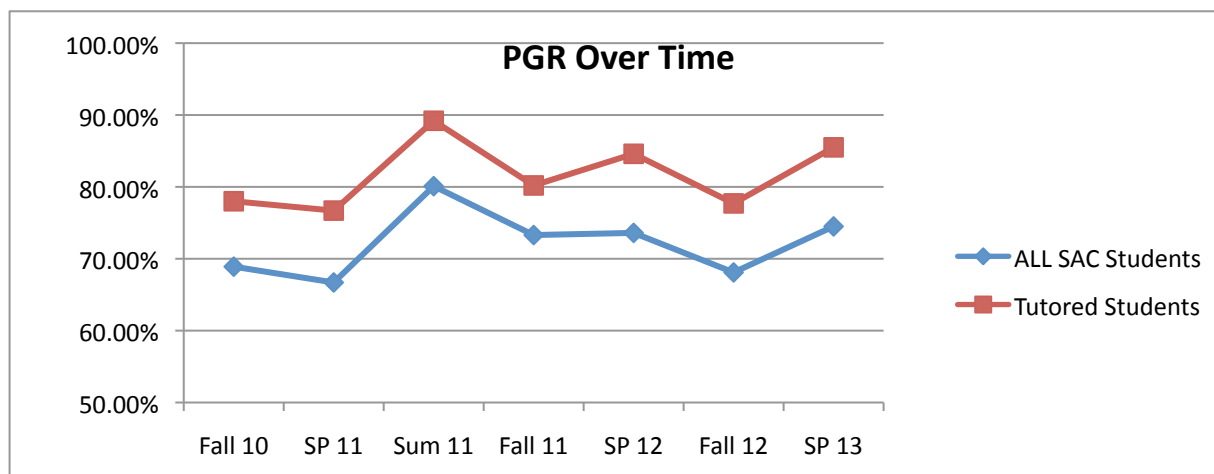
|  |  |
|--|--|
|  <p>Fall 2012 GPA</p>   |  <p>Spring 2013 GPA</p>        |
| <p>GPA receiving tutoring = 2.95<br/>GPA not receiving tutoring = 2.72<br/><b>Percent Difference = +.23%</b></p>   | <p>GPA receiving tutoring = 2.95<br/>GPA not receiving tutoring = 2.70<br/><b>Percent Difference = +.25%</b></p> |
| <p>Do First Time In College (FTIC) students who use the Writing Center end up with a better Grade Point Average than SAC students who do not use the Writing Center?</p> |  |
|  <p>Fall 2012 FTIC GPA</p>  |  <p>Spring 2013 FTIC GPA</p> |
| <p>GPA receiving tutoring = 3.03<br/>GPA not receiving tutoring = 2.59<br/><b>Percent Difference = +.44%</b></p>   | <p>GPA receiving tutoring = 3.11<br/>GPA not receiving tutoring = 2.47<br/><b>Percent Difference = +.64%</b></p> |

This data shows that students receiving tutoring at the Writing Center earn a  $\frac{1}{4}$  point higher cumulative grade point average than students who do not visit the Writing Center for tutoring. The increase in GPA is even higher for FTIC students.

## LONGITUDINAL COMPARISONS OF PGR, RETENTION, AND PERSISTENCE

Data for the following charts for Fall 2010, Summer 2010, and Spring 2011 came from students who signed in to StopWatch and self-identified they were coming to the Writing Center for tutoring. This data came from a time before we had the current tutor form we use for collecting data.

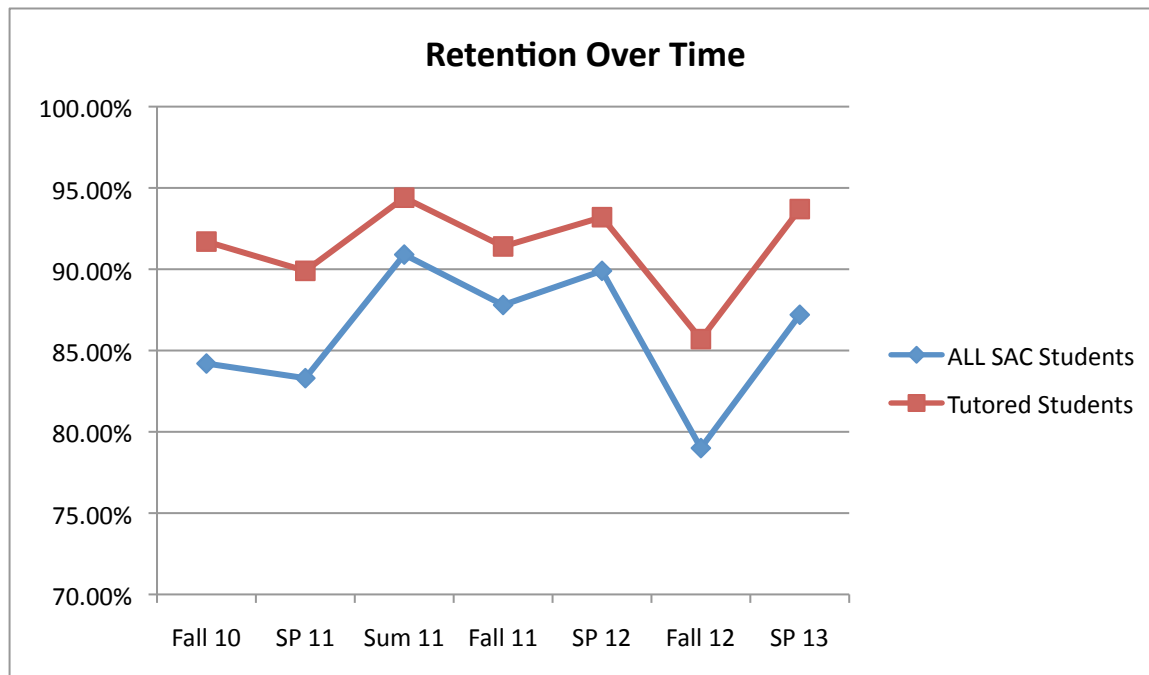
### PGR ALL SAC STUDENTS VS. TUTORED STUDENTS



| Semester            | PGR   | % Difference |
|---------------------|-------|--------------|
| Fall 2010 tutored   | 78.0% | <b>+9.1</b>  |
| All Fall 2010 SAC   | 68.9% |              |
| Spring 2011 tutored | 76.7% | <b>+10.0</b> |
| All Spring 2011 SAC | 66.7% |              |
| Summer 2011 tutored | 89.2% | <b>+9.1</b>  |
| All Summer 2011 SAC | 80.1% |              |
| Fall 2011tutored    | 80.2% | <b>+6.9</b>  |
| All Fall 2011 SAC   | 73.3% |              |
| Spring 2012 tutored | 84.6  | <b>+11.0</b> |
| All Spring 2012 SAC | 73.6  |              |
| Fall 2012 tutored   | 77.7  | <b>+9.6</b>  |
| All Fall 2012 SAC   | 68.1  |              |
| Spring 2013 tutored | 85.5  | <b>+11.0</b> |
| All Spring 2013 SAC | 74.5  |              |

This data shows a consistent improvement in PGR for students who received tutoring in the Writing Center from Fall 2010 through Spring 2013. This improvement may be in part due to the CRLA Tutor Training program which began in Fall 2011.

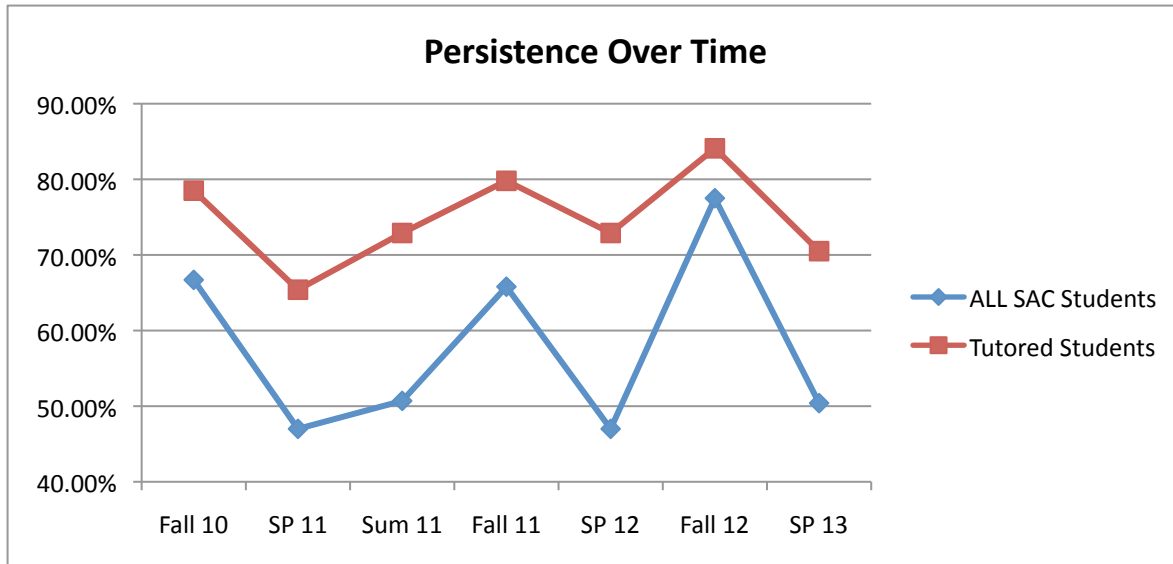
## RETENTION ALL SAC STUDENTS VS TUTORED STUDENTS



| Semester            | Retention | % Difference |
|---------------------|-----------|--------------|
| Fall 2010 tutored   | 91.7%     | <b>+7.5</b>  |
| All Fall 2010 SAC   | 84.2%     |              |
| Spring 2011 tutored | 89.9%     | <b>+6.7</b>  |
| All Spring 2011 SAC | 83.2%     |              |
| Summer 2011 tutored | 94.4%     | <b>+3.5</b>  |
| All Summer 2011 SAC | 90.9%     |              |
| Fall 2011 tutored   | 91.4%     | <b>+3.6</b>  |
| All Fall 2011 SAC   | 87.8%     |              |
| Spring 2012 Tutored | 93.2%     | <b>+6.3%</b> |
| All Spring 2012 SAC | 86.9%     |              |
| Fall 2012 tutored   | 85.7      | <b>+6.7</b>  |
| All Fall 2012 SAC   | 79.0      |              |
| Spring 2013 Tutored | 93.7      | <b>+6.5</b>  |
| All Spring 2013 SAC | 87.2      |              |

This data shows a consistent, though modest, improvement in retention rates over time for students who come into the Writing Center for tutoring.

## PERSISTENCE ALL SAC STUDENTS VS TUTORED STUDENTS

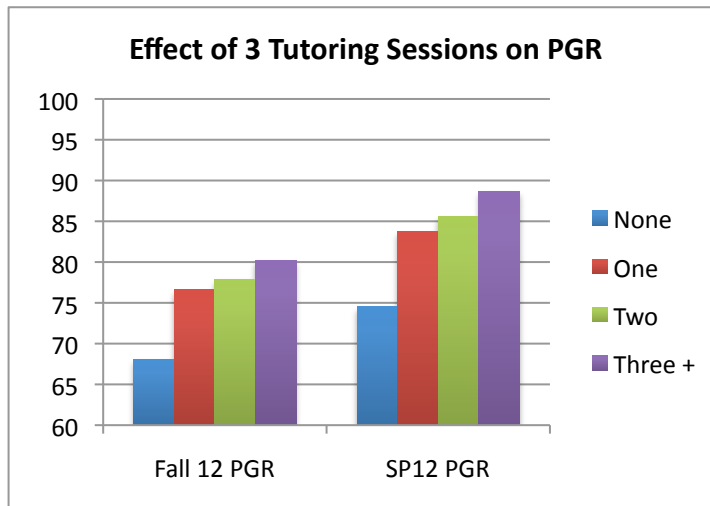


| Semester            | Persistence | % Difference |
|---------------------|-------------|--------------|
| Fall 2010 Tutored   | 78.5%       | <b>+11.8</b> |
| All Fall 2010 SAC   | 66.7%       |              |
| Spring 2011 Tutored | 65.4%       | <b>+18.4</b> |
| All Spring 2011 SAC | 47.0%       |              |
| Summer 2011 Tutored | 72.9%       | <b>+22.2</b> |
| All Summer 2011 SAC | 50.7%       |              |
| Fall 2011 Tutored   | 79.8%       | <b>+14.0</b> |
| All Fall 2011 SAC   | 65.8%       |              |
| Spring 2012 Tutored | 72%         | <b>+25%</b>  |
| All Spring 2012 SAC | 47%         |              |
| Fall 2012 Tutored   | 84.1        | <b>+6.6</b>  |
| All Fall 2012 SAC   | 77.5        |              |
| Spring 2013 Tutored | 70.5        | <b>+20.1</b> |
| All Spring 2013 SAC | 50.4        |              |

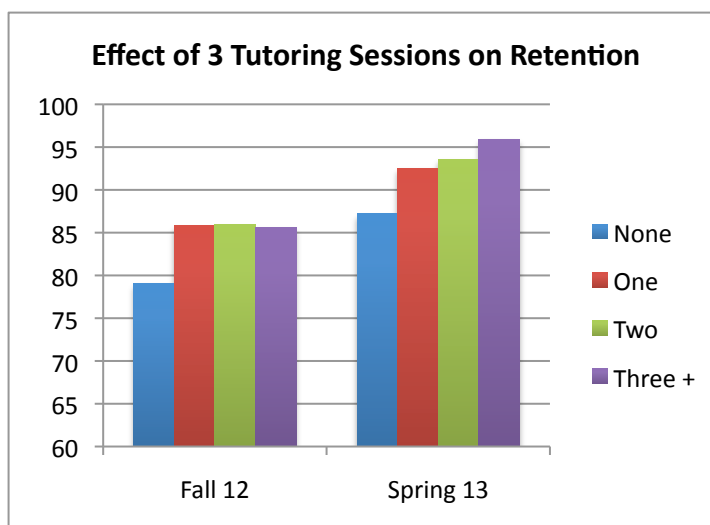
This chart shows remarkable differences in the persistence rate between students who get tutoring in the Writing Center and students who do not.

## EFFECTS OF MULTIPLE TUTORING SESSIONS

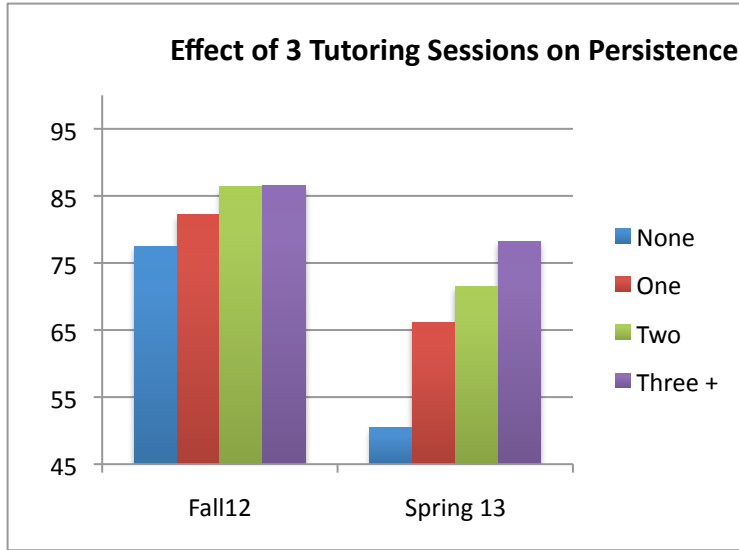
What is the effect on PGR, Retention, Persistence and GPA of multiple tutoring visits?



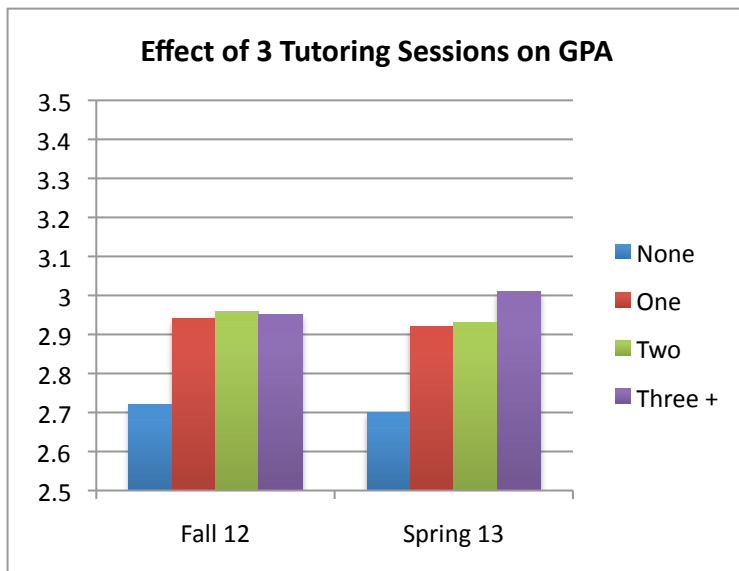
| # Tutoring Sessions | None | One  | Two  | Three or More | % Change from 0 vs. 3 | % Change from 1 to 3 |
|---------------------|------|------|------|---------------|-----------------------|----------------------|
| Fall 12 PGR         | 68.1 | 76.6 | 77.9 | 80.2          | 12.1%                 | +3.6%                |
| SP 12 PGR           | 74.5 | 83.8 | 85.6 | 88.7          | 14.2%                 | +4.9                 |



| # Tutoring Sessions | None | One  | Two  | Three or More | % Change from 0 vs. 3 | % Change from 1 to 3 |
|---------------------|------|------|------|---------------|-----------------------|----------------------|
| F12 Retention       | 79.0 | 85.8 | 85.9 | 85.6          | 6.6%                  | -.2%                 |
| SP13 Retention      | 87.2 | 92.5 | 93.6 | 95.9          | 8.7%                  | 3.4%                 |



| # Tutoring Sessions | None  | One   | Two   | Three or More | % Change from 0 vs. 3 | % Change from 1 to 3 |
|---------------------|-------|-------|-------|---------------|-----------------------|----------------------|
| Fall 12 Persist.    | 77.5% | 82.2% | 86.4% | 86.6%         | +9.1%                 | +4.4%                |
| SP 12 Persist.      | 50.4% | 66.1% | 71.5% | 78.2%         | +27.8                 | +12.1                |



| # Tutoring Sessions | None | One  | Two  | Three or More | % Change from 0 vs. 3 | % Change from 1 to 3 |
|---------------------|------|------|------|---------------|-----------------------|----------------------|
| F12 GPA             | 2.72 | 2.94 | 2.96 | 2.95          | +.23                  | +.01                 |
| SP13 GPA            | 2.7  | 2.92 | 2.93 | 3.01          | +.31                  | +.09                 |

## OTHER INTERESTING DATA ON MULTIPLE TUTORING SESSIONS

Fall 2012 Total Individual Students Tutored = 564

|             |              |
|-------------|--------------|
| 1 Session   | = 318 or 56% |
| 2 Sessions  | = 111 or 20% |
| 3+ Sessions | = 135 or 24% |

Fall 2012 Total Tutoring Sessions = 1274

|                                   |              |
|-----------------------------------|--------------|
| 1 Session                         | = 318 or 25% |
| 2+ Sessions                       | = 956 or 75% |
| Ave # sessions for repeat clients | = 3.9        |

Spring 2013 Total Individual Students Tutored = 630

|             |              |
|-------------|--------------|
| 1 Session   | = 336 or 53% |
| 2 Sessions  | = 124 or 20% |
| 3+ Sessions | = 170 or 27% |

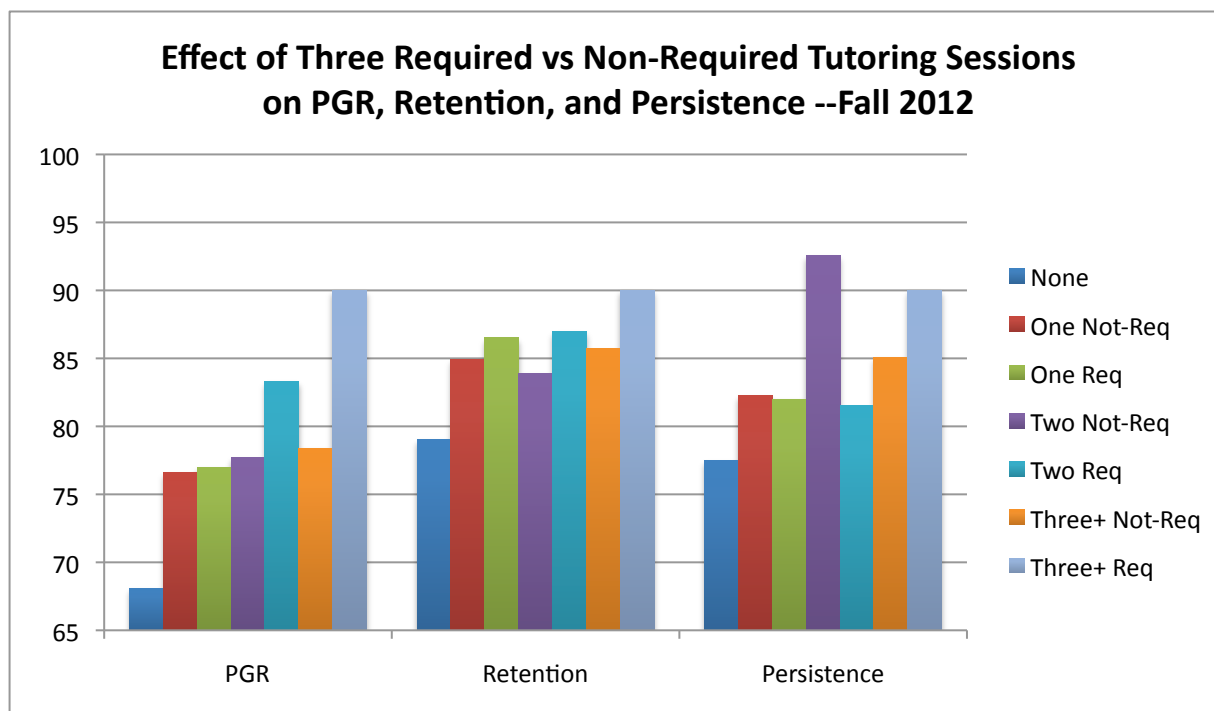
Spring 2013 Total Tutoring Sessions = 1523

|                                   |               |
|-----------------------------------|---------------|
| 1 Session                         | = 336 or 22%  |
| 2+ Sessions                       | = 1187 or 78% |
| Ave # sessions for repeat clients | = 4.0         |



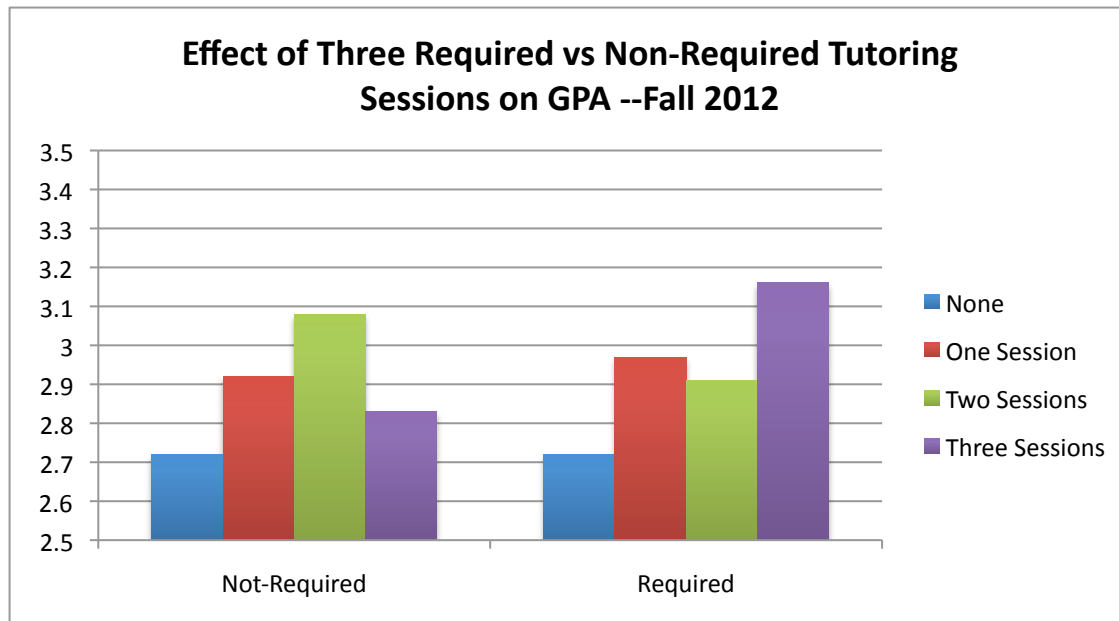
## MULTIPLE TUTORING SESSIONS COMPARING REQUIRED AND NON-REQUIRED TUTORING

What is the effect on PGR, Retention, and Persistence of multiple tutoring visits for required vs non-required tutoring for Fall 2012?



| Tutoring Not Required                     | PGR   | Retention | Persistence | Sem GPA | N   |
|---|-------|-----------|-------------|---------|-----|
| ALL-unique Not Required Fall 2012 tutored | 77.2% | 84.9%     | 84.9%       | 2.93    | 345 |
| Fall 2012 Not Required tutored 1 time     | 76.6% | 84.9%     | 82.3%       | 2.92    | 203 |
| Fall 2012 Not Required tutored 2 times    | 77.7% | 83.9%     | 92.6%       | 3.08    | 68  |
| Fall 2012 Not Required tutored 3 times    | 78.4% | 85.7%     | 85.1%       | 2.83    | 74  |

| Required Tutoring                     | PGR   | Retention | Persistence | Sem GPA | N   |
|---------------------------------------|-------|-----------|-------------|---------|-----|
| ALL-unique Required Fall 2012 tutored | 80.0% | 87.3%     | 83.0%       | 2.99    | 294 |
| Fall 2012 Required tutored 1 time     | 77.0% | 86.5%     | 82.0%       | 2.97    | 200 |
| Fall 2012 Required tutored 2 times    | 83.3% | 87.0%     | 81.5%       | 2.91    | 54  |
| Fall 2012 Required tutored 3 times    | 90.0% | 90.0%     | 90.0%       | 3.16    | 40  |

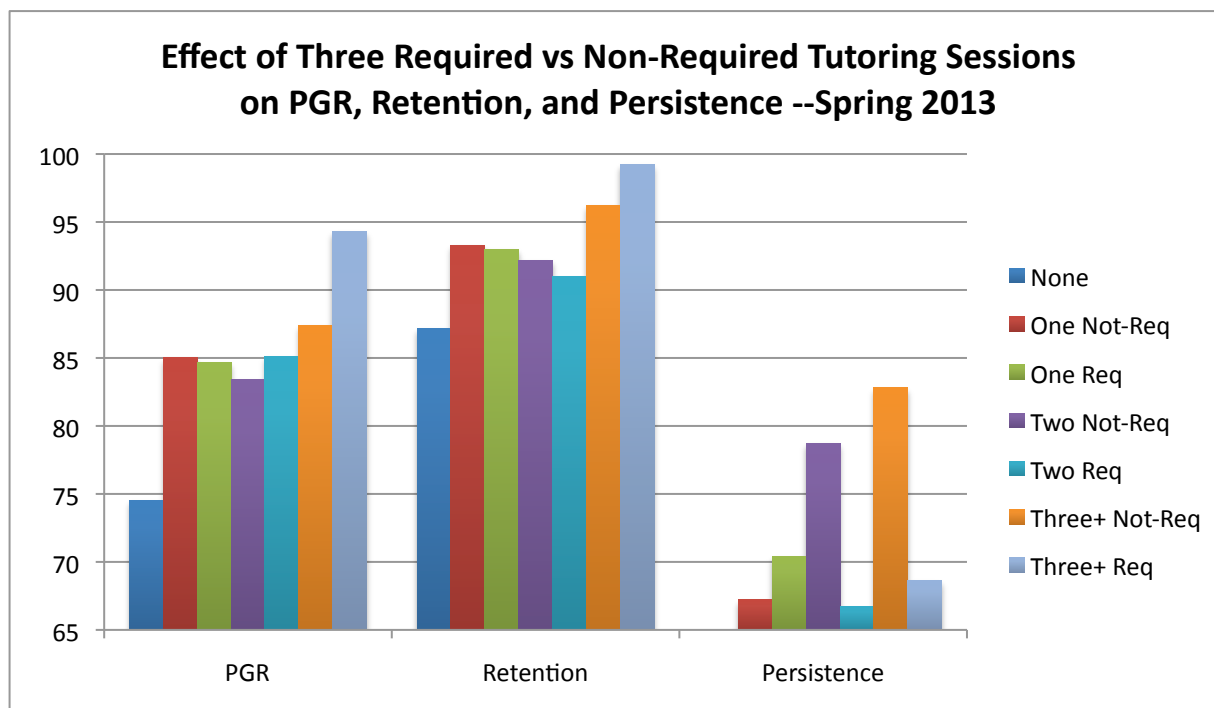


| GPA                            | Not tutored | 1 Session    | 2 Sessions  | 3+ Sessions  |
|--------------------------------|-------------|--------------|-------------|--------------|
| Not-Required Fall 2012 tutored | 2.72        | 2.92 (N=203) | 3.08 (N=68) | 2.83 (N= 74) |
| Required Fall 2012 tutored     | 2.72        | 2.97 (N=200) | 2.91 (N=54) | 3.16 (N=40)  |

Fall 2012 students receiving required tutoring did better than students not required to attend tutoring. 41% of all tutoring sessions in Fall 2012 were required. At the 3+ tutoring threshold non-required students outperformed required students

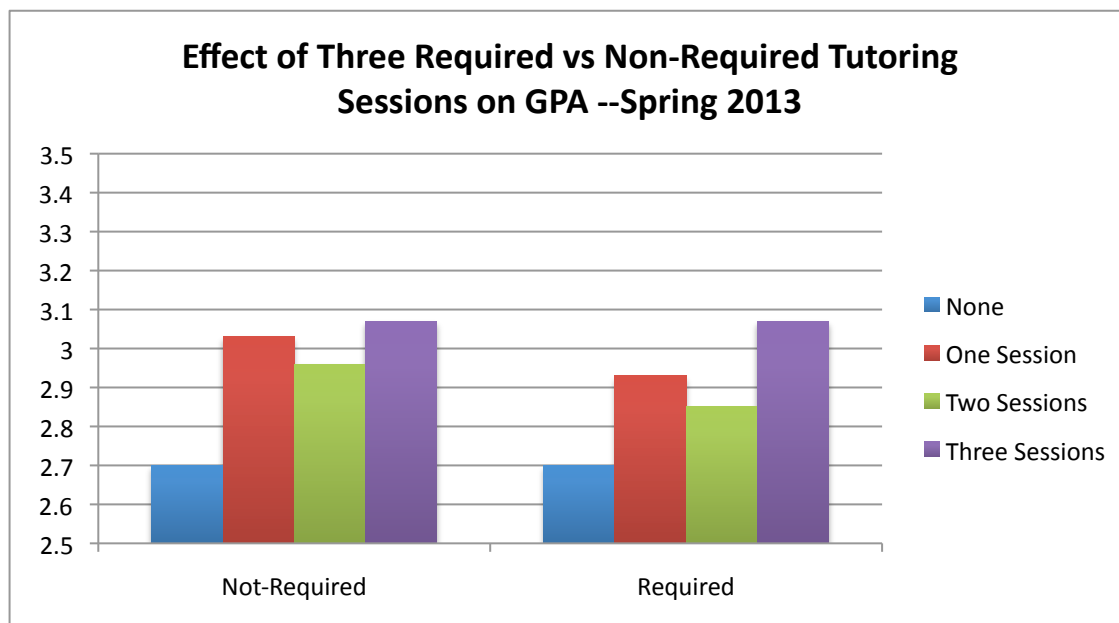
11.6% in PGR  
 4.3% in Retention  
 4.9% in Persistence  
 .33 in GPA

What is the effect on PGR, Retention, and Persistence of multiple tutoring visits for required vs non-required tutoring for Spring 2013?



| Tutoring Not Required                       | PGR   | Retention | Persistence | Sem GPA | N   |
|---|-------|-----------|-------------|---------|-----|
| ALL-unique Not Required Spring 2013 tutored | 85.2% | 93.7%     | 72.4%       | 3.03    | 323 |
| Spring 2013 Not Required tutored 1 time     | 85.0% | 93.3%     | 67.2%       | 3.03    | 198 |
| Spring 2013 Not Required tutored 2 times    | 83.4% | 92.2%     | 78.7%       | 2.96    | 61  |
| Spring 2013 Not Required tutored 3 times    | 87.4% | 96.2%     | 82.8%       | 3.07    | 64  |

| Tutoring Required                       | PGR   | Retention | Persistence | Sem GPA | N   |
|---|-------|-----------|-------------|---------|-----|
| ALL-unique Required Spring 2013 tutored | 86.0% | 93.4%     | 69.4%       | 2.93    | 278 |
| Spring 2013 Required tutored 1 time     | 84.7% | 93.0%     | 70.4%       | 2.93    | 186 |
| Spring 2013 Required tutored 2 times    | 85.1% | 91.0%     | 66.7%       | 2.85    | 57  |
| Spring 2013 Required tutored 3 times    | 94.3% | 99.2%     | 68.6%       | 3.06    | 35  |



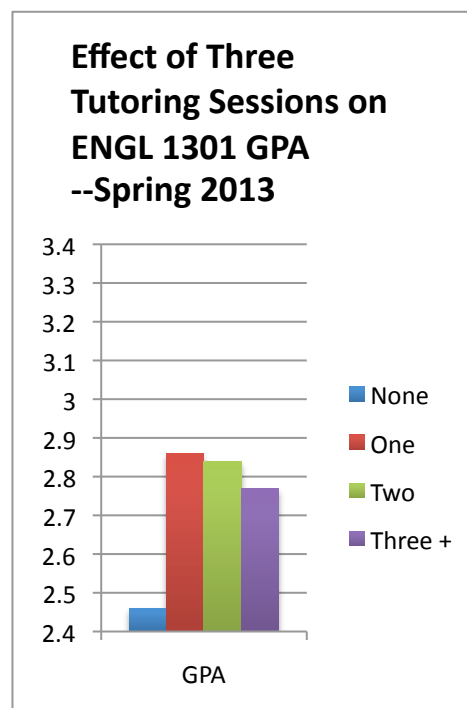
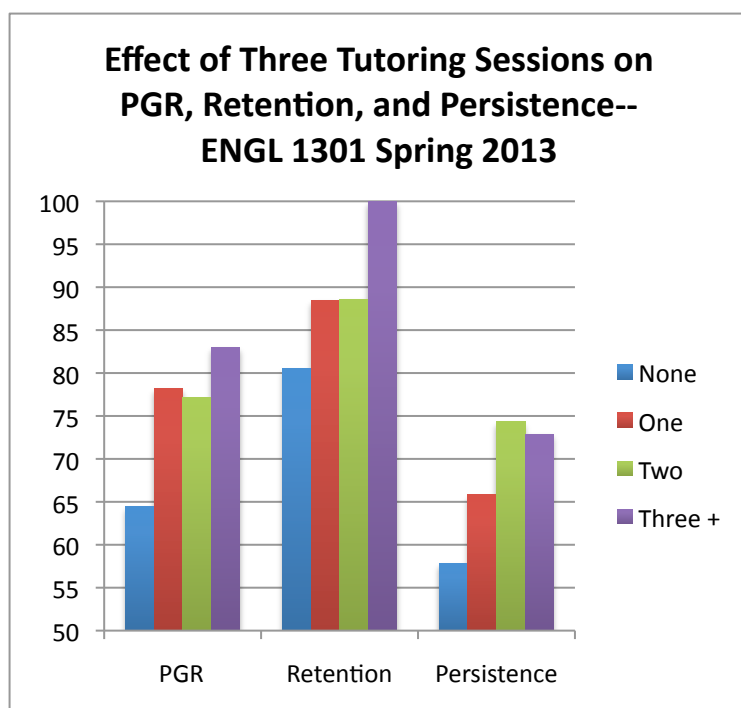
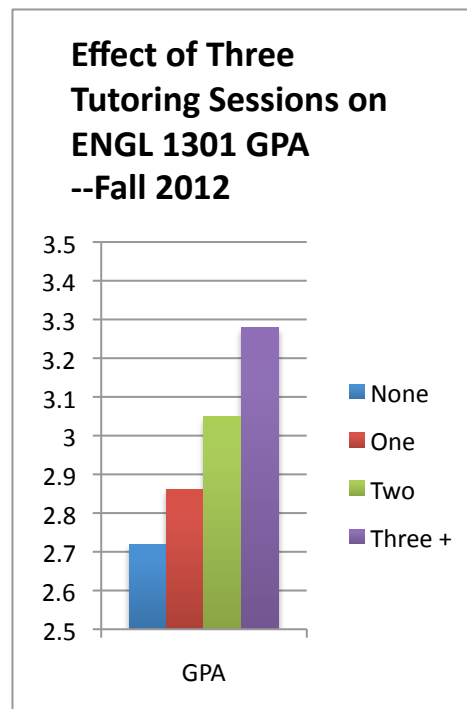
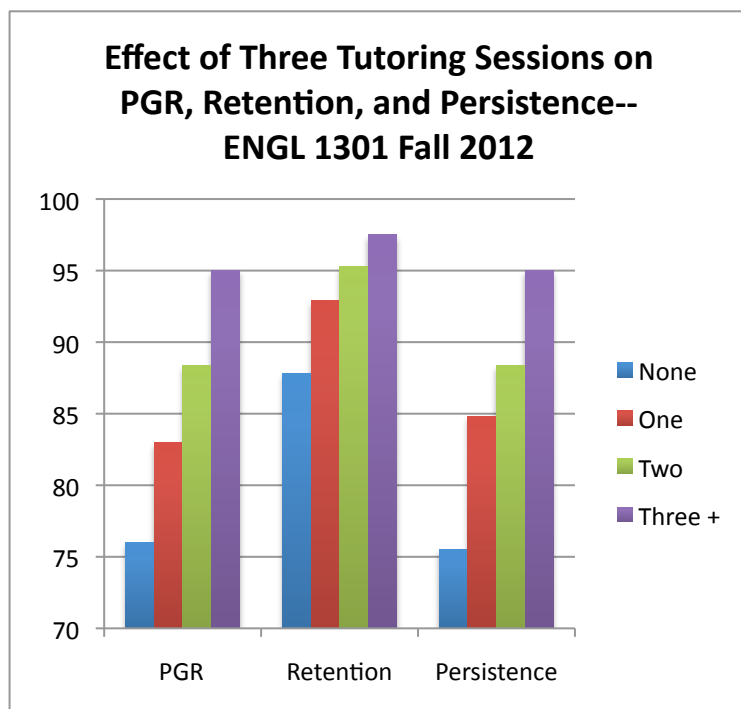
| GPA                              | Not tutored | 1 Session    | 2 Sessions  | 3+ Sessions  |
|----------------------------------|-------------|--------------|-------------|--------------|
| Not-Required Spring 2013 tutored | 2.70        | 3.03 (N=198) | 2.96 (N=61) | 3.07 (N= 64) |
| Required Spring 2013 tutored     | 2.70        | 2.93 (N=186) | 2.85 (N=57) | 3.06 (N=35)  |

Spring 2013 students receiving non-required tutoring did not always do better than students required to attend tutoring. 36% of all tutoring sessions in Spring 2013 were required. At the 3+ tutoring threshold required students performed in relation to non-required student as follows:

- 6.9% in PGR
- 3.0% in Retention
- 14.2% in Persistence
- .01 in GPA

## EFFECTS OF MULTIPLE TUTORING SESSIONS—ENGL1301

What is the effect on PGR, Retention, Persistence and GPA of multiple tutoring visits for English 1301?



### Data on Multiple Sessions for English 1301 Classes

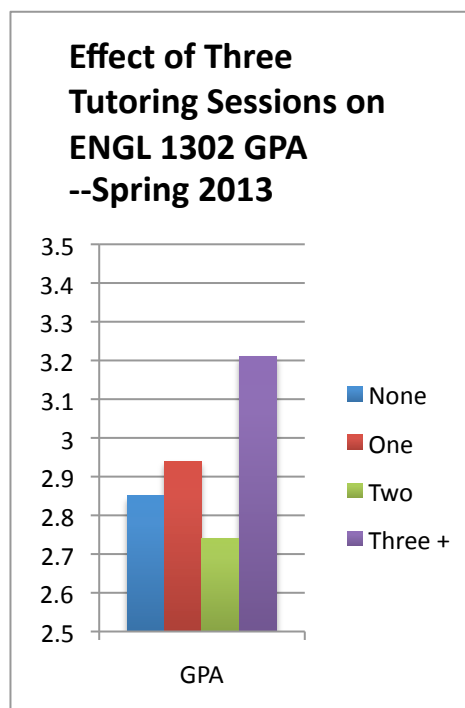
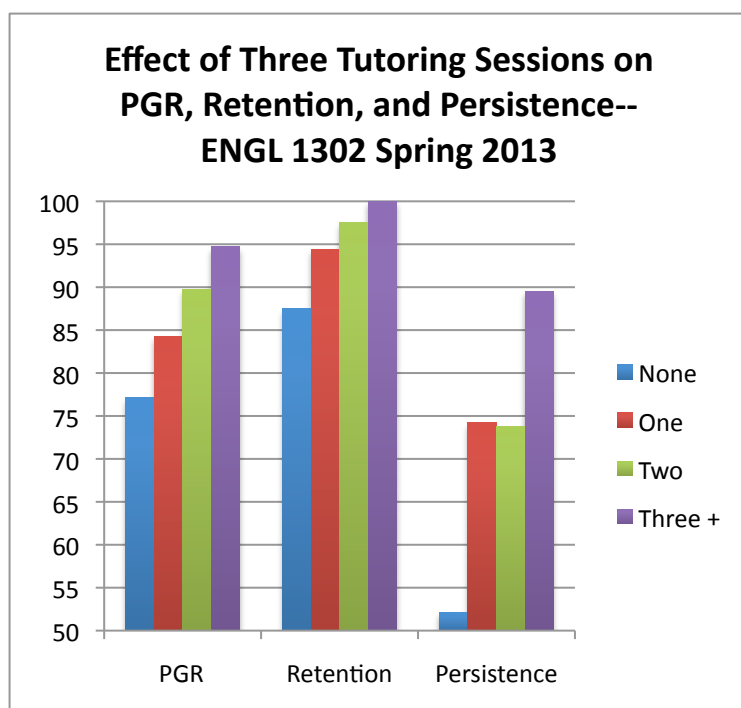
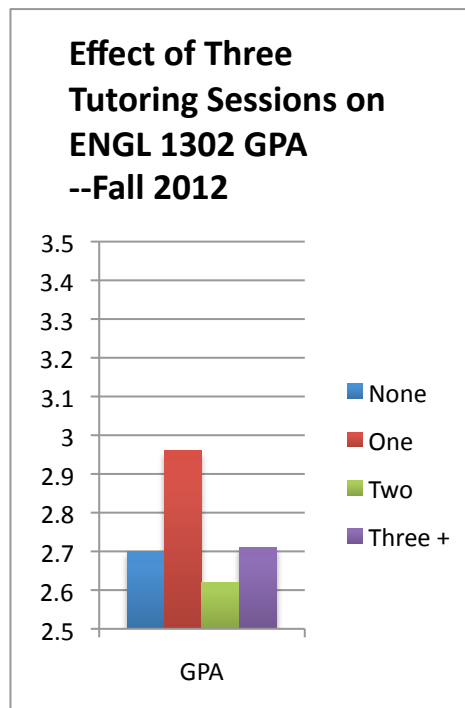
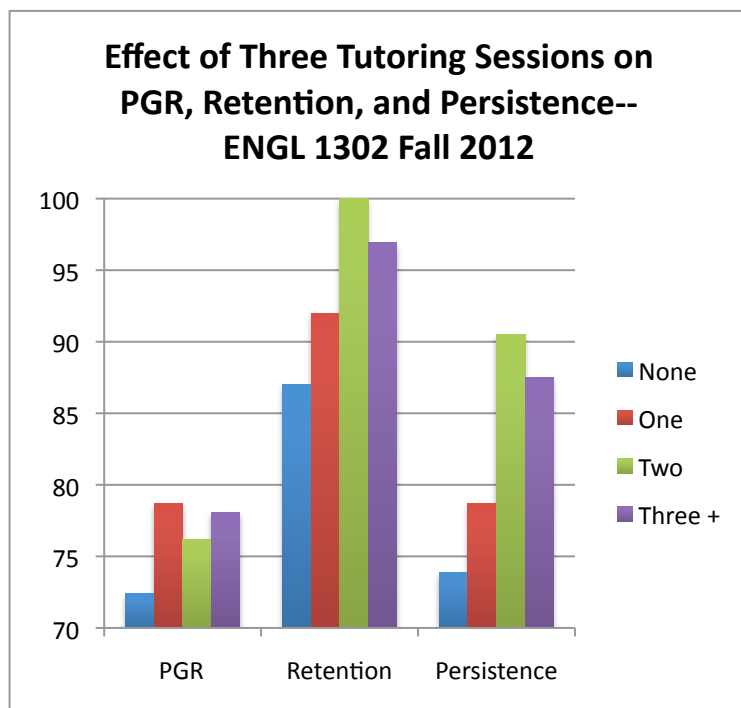
| Fall 2012                   |               |             |            |                      |                              |                            |
|-----------------------------|---------------|-------------|------------|----------------------|------------------------------|----------------------------|
| Number of Tutoring Sessions | None (N=1607) | One (N=112) | Two (N=43) | Three or More (N=40) | % Change from None vs. Three | % Change from One to Three |
| PGR                         | 76.0          | 83.0        | 88.4       | 95.0                 | +19%                         | +12%                       |
| Retention                   | 87.8          | 92.9        | 95.3       | 97.5                 | +9.7                         | +4.6                       |
| Persistence                 | 75.5          | 84.8        | 88.4       | 95.0                 | +19.5                        | +10.2                      |
| Course GPA                  | 2.72          | 2.86        | 3.05       | 3.28                 | +.56                         | +.42                       |

| Spring 2013                 |               |            |            |                      |                              |                            |
|-----------------------------|---------------|------------|------------|----------------------|------------------------------|----------------------------|
| Number of Tutoring Sessions | None (N=2529) | One (N=79) | Two (N=35) | Three or More (N=48) | % Change from None vs. Three | % Change from One to Three |
| PGR                         | 64.4          | 78.2       | 77.1       | 83.0                 | +18.6%                       | +3.5%                      |
| Retention                   | 80.5          | 88.5       | 88.6       | 100                  | +19.5                        | +8.1                       |
| Persistence                 | 57.8          | 65.8       | 74.3       | 72.9                 | +15.1                        | +7.1                       |
| Course GPA                  | 2.46          | 2.86       | 2.84       | 2.77                 | +.31                         | -.09                       |

Fall 2012 data shows that for this gatekeeper class, ENGL1301, multiple tutoring sessions make a significant difference in all these success factors. 12% of all ENGL1301 students attended tutoring sessions.

## EFFECTS OF MULTIPLE TUTORING SESSIONS—ENGL1302

What is the effect on PGR, Retention, Persistence and GPA of multiple tutoring visits for English 1302?



### Data on Multiple Sessions for English 1302 Classes

| Fall 2012                   |              |            |            |                      |                              |                            |
|-----------------------------|--------------|------------|------------|----------------------|------------------------------|----------------------------|
| Number of Tutoring Sessions | None (N=629) | One (N=75) | Two (N=21) | Three or More (N=32) | % Change from None vs. Three | % Change from One to Three |
| PGR                         | 72.4         | 78.7       | 76.2       | 78.1                 | +5.7%                        | -.6%                       |
| Retention                   | 87.0         | 92.0       | 100.0      | 96.9                 | +9.9                         | +4.9                       |
| Persistence                 | 73.9         | 78.7       | 90.5       | 87.5                 | +13.6                        | +8.8                       |
| Course GPA                  | 2.70         | 2.96       | 2.62       | 2.71                 | +.1                          | -.25                       |

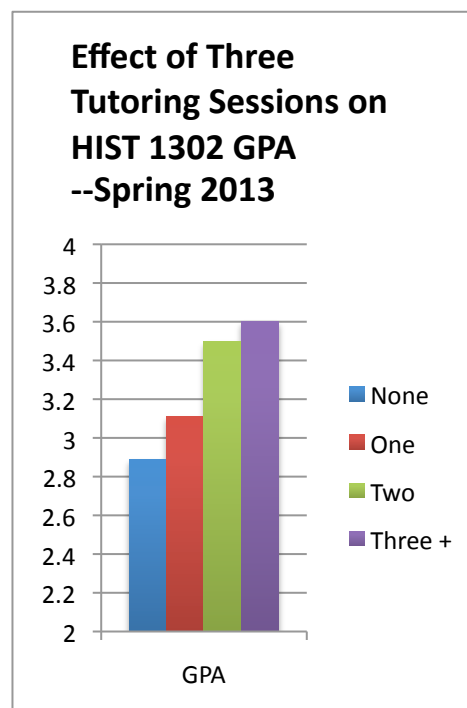
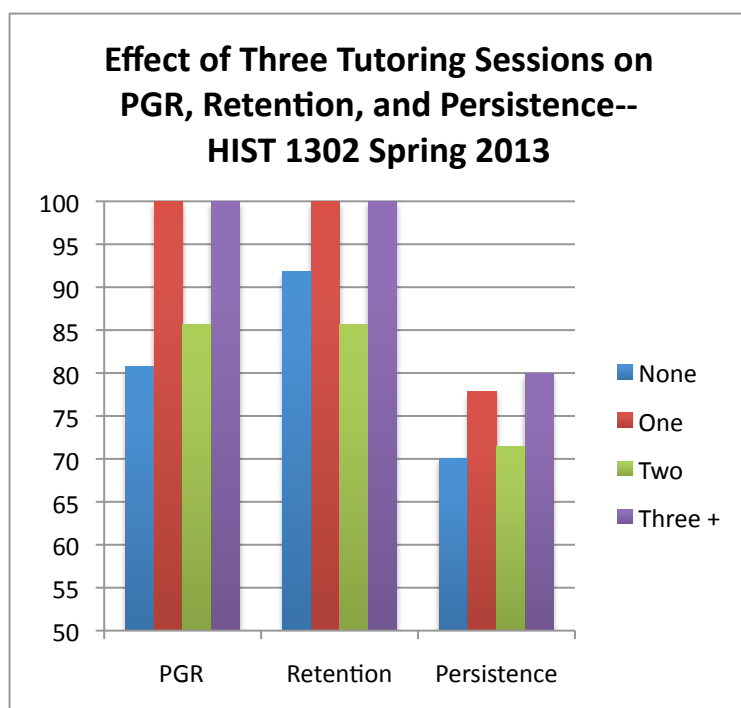
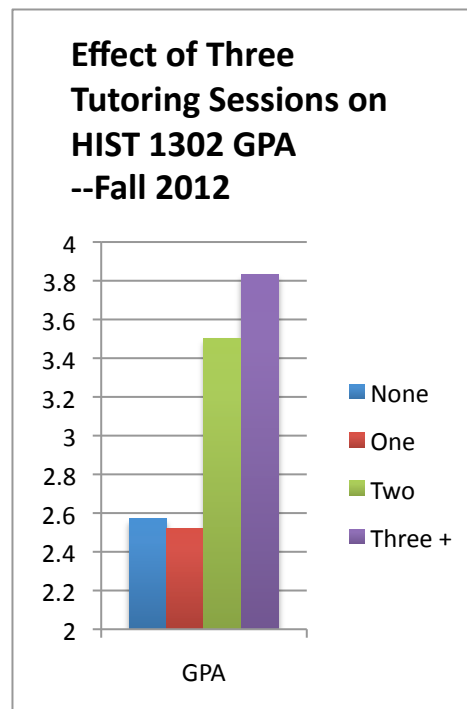
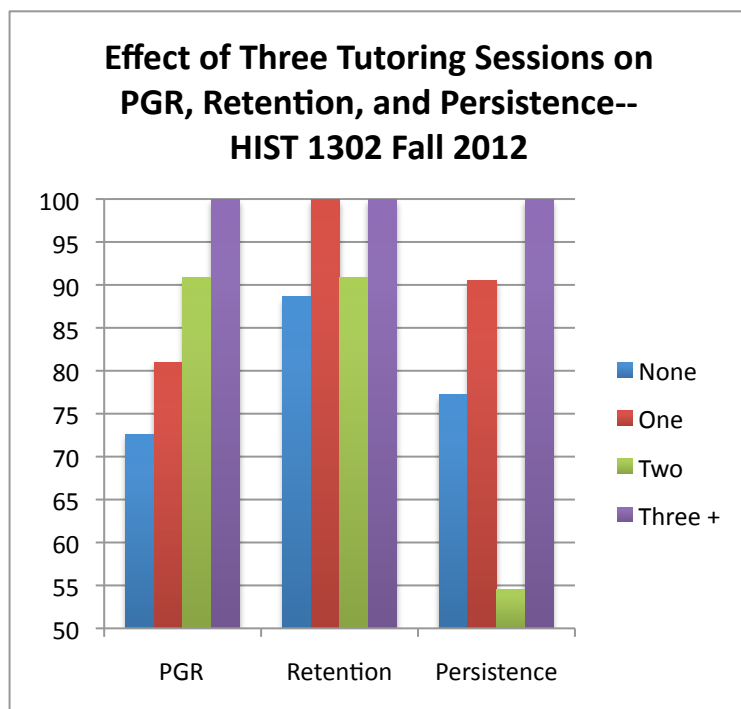
| Spring 2013                 |               |            |            |                      |                              |                            |
|-----------------------------|---------------|------------|------------|----------------------|------------------------------|----------------------------|
| Number of Tutoring Sessions | None (N=3017) | One (N=89) | Two (N=42) | Three or More (N=38) | % Change from None vs. Three | % Change from One to Three |
| PGR                         | 77.1          | 84.3       | 89.7       | 94.7                 | +17.6%                       | +10.4%                     |
| Retention                   | 87.5          | 94.4       | 97.5       | 100                  | +12.5                        | +5.6                       |
| Persistence                 | 52.1          | 74.2       | 73.8       | 89.5                 | +37.4                        | +15.3                      |
| Course GPA                  | 2.85          | 2.94       | 2.74       | 3.21                 | +.36                         | +.27                       |

128 of the 629 (or 20.3%) ENGL1302 students received tutoring in the SAC Writing Center. This data indicates a strong positive effect from three or more tutoring sessions on PGR, Retention, and Persistence; however, the effect on GPA appears negligible.



## EFFECTS OF MULTIPLE TUTORING SESSIONS—HIST1302

What is the effect on PGR, Retention, Persistence and GPA of multiple tutoring visits for History 1302?



### Data on Multiple Sessions for HIST 1302 Classes

| Fall 2012                   |              |            |            |                     |                              |                            |
|-----------------------------|--------------|------------|------------|---------------------|------------------------------|----------------------------|
| Number of Tutoring Sessions | None (N=353) | One (N=21) | Two (N=11) | Three or More (N=6) | % Change from None vs. Three | % Change from One to Three |
| PGR                         | 72.6         | 81.0       | 90.9       | 100.0               | +27.4%                       | +19%                       |
| Retention                   | 88.6         | 100.0      | 90.9       | 100.0               | +11.4                        | +0.0                       |
| Persistence                 | 77.2         | 90.5       | 54.5       | 100.0               | +13.6                        | +9.5                       |
| GPA                         | 2.57         | 2.52       | 3.5        | 3.83                | +1.26                        | +1.31                      |

| Spring 2013                 |               |           |           |                     |                              |                            |
|-----------------------------|---------------|-----------|-----------|---------------------|------------------------------|----------------------------|
| Number of Tutoring Sessions | None (N=2484) | One (N=9) | Two (N=7) | Three or More (N=5) | % Change from None vs. Three | % Change from One to Three |
| PGR                         | 80.8          | 100       | 85.7      | 100                 | +19.2                        | 0                          |
| Retention                   | 91.8          | 100       | 85.7      | 100                 | +8.2                         | 0                          |
| Persistence                 | 70.1          | 77.8      | 71.4      | 80                  | +9.9                         | +2.2                       |
| Course GPA                  | 2.89          | 3.11      | 3.5       | 3.6                 | +.71                         | +.49                       |

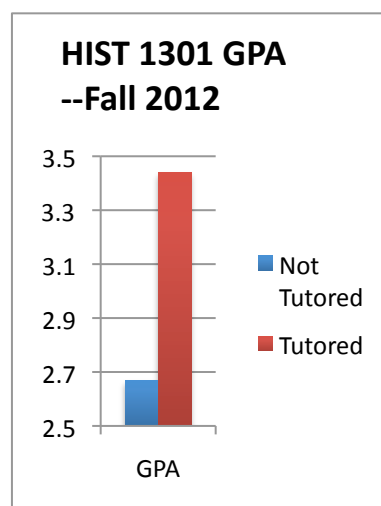
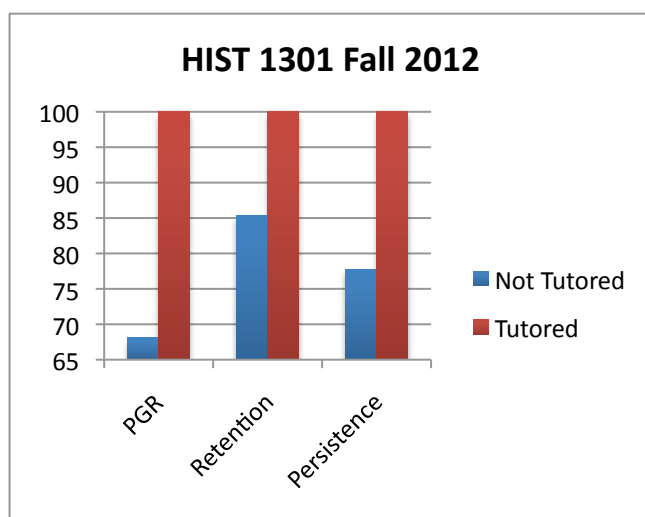
Although the numbers are small for this sampling of HIST1302 students (38 of the 353 received tutoring or 10.8%), this data shows remarkably better results in all these success factors. Even one tutoring session corresponds with superior performance on PGR, Retention, and Persistence. However, the GPA for students receiving only one tutoring session was lower than the course average. These results may indicate that these students are “seekers” and thus stronger and more motivated students; however, the lower GPA indicates that this population instead is weaker academically than their peers.

## EFFECTS OF OVERALL TUTORING WITHIN SINGLE COURSES

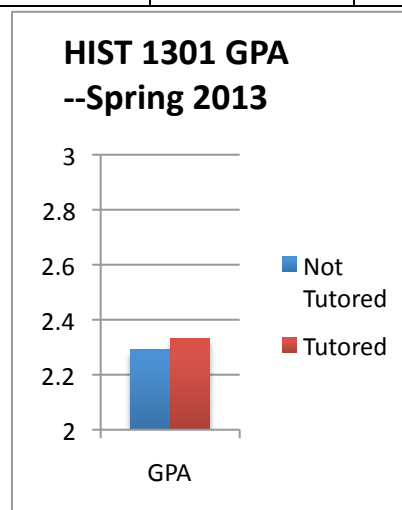
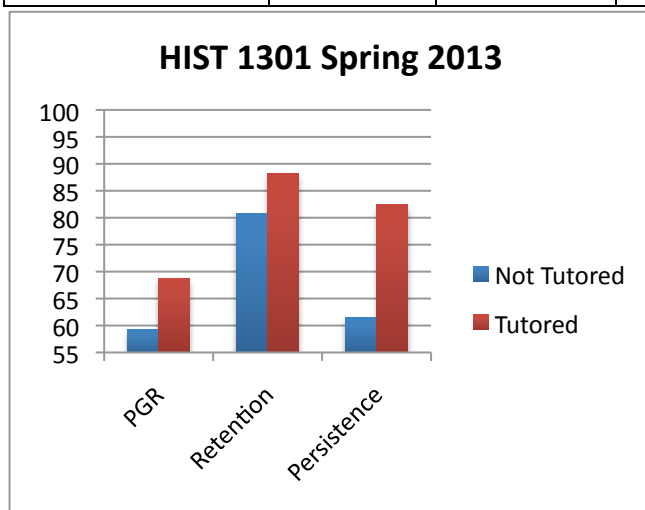
The following section includes data comparing the performance of students within individual courses without enough students received tutoring to track the impact of multiple sessions.

### HIST 1301

What is the effect on PGR, Retention, Persistence and GPA of tutoring visits for History 1301?



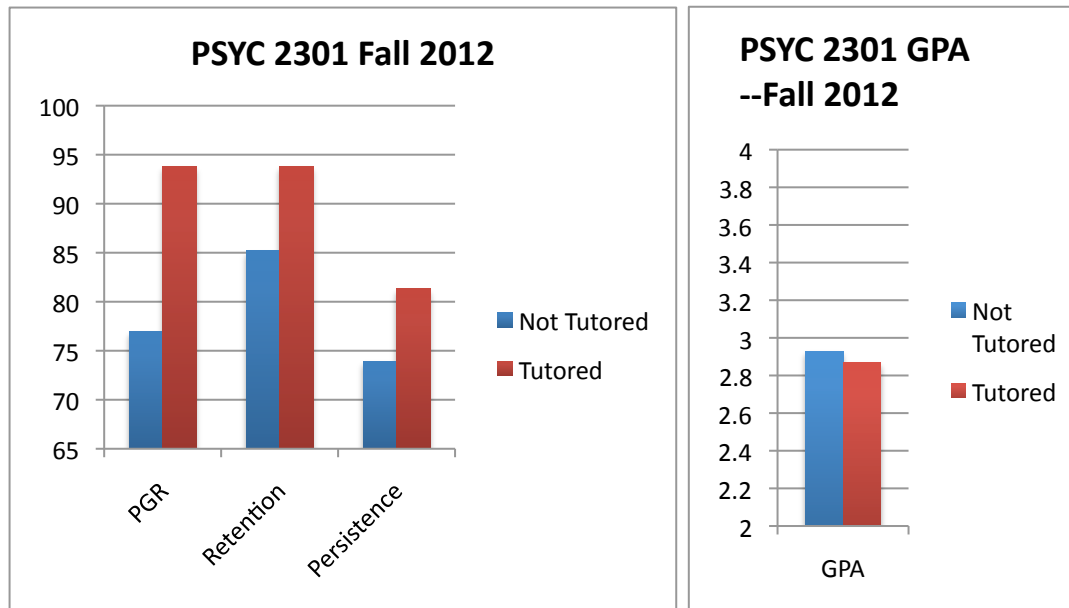
| Fall 2012        | PGR    | Retention | Persistence | Course GPA | N    |
|------------------|--------|-----------|-------------|------------|------|
| HIST1301 tutored | 100.0% | 100.0%    | 100.0%      | 3.44       | 9    |
| All HIST1301 SAC | 69.6%  | 85.3%     | 77.8%       | 2.67       | 3101 |
| Difference       | 30.4%  | 14.7%     | 22.8%       | +.77       |      |



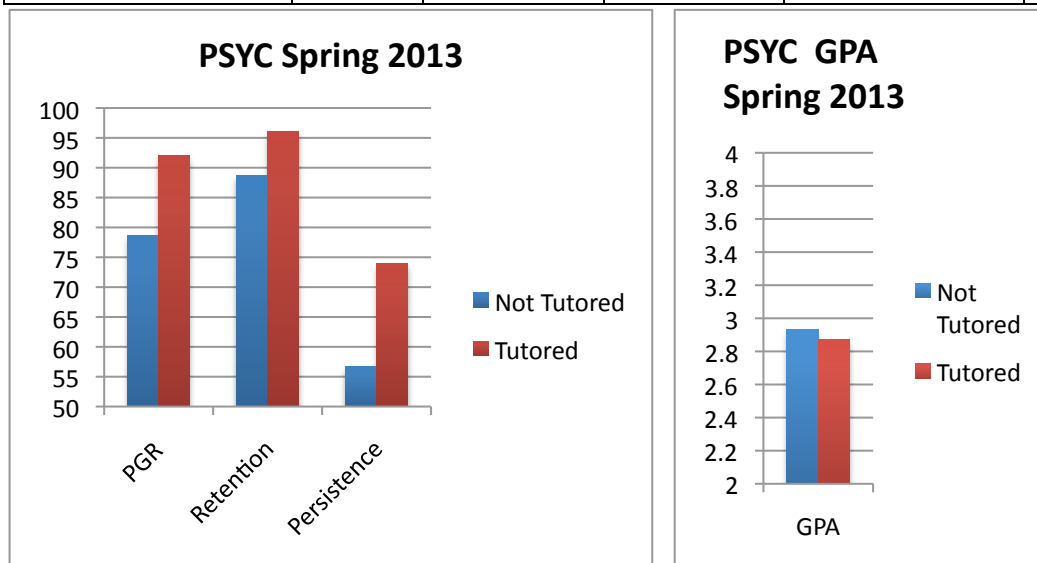
| Spring 2013      | PGR   | Retention | Persistence | Course GPA | N     |
|------------------|-------|-----------|-------------|------------|-------|
| HIST1301 tutored | 68.8% | 88.2%     | 82.4%       | 2.33       | 17    |
| All HIST1301 SAC | 59.2% | 80.8%     | 61.5%       | 2.29       | 2,133 |
| Difference       | +9.6% | +7.4%     | 20.9%       | +.04       |       |

## PSYC 1301

What is the effect on PGR, Retention, Persistence and GPA of tutoring visits for Psychology 2301?



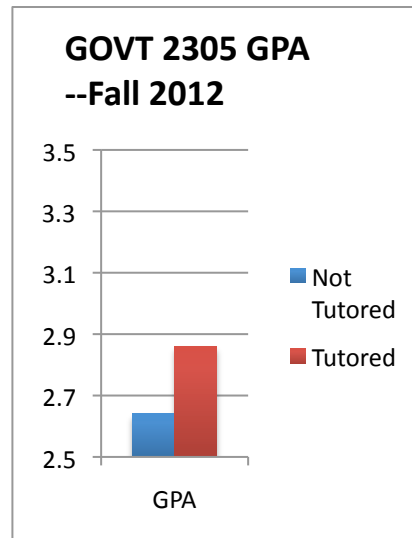
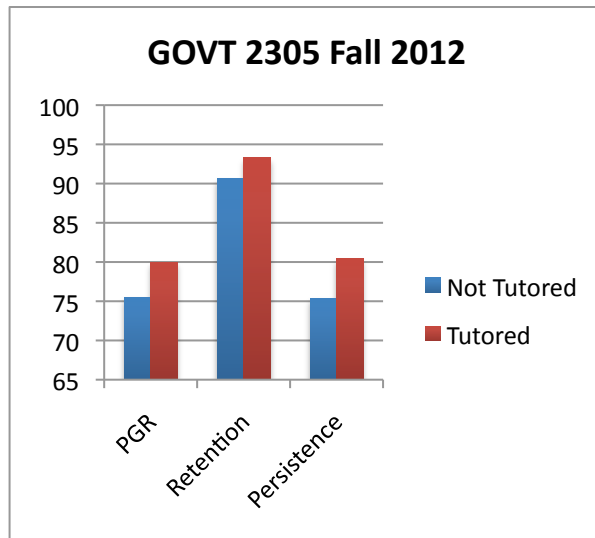
| Fall 2012        | PGR    | Retention | Persistence | Course GPA | N    |
|------------------|--------|-----------|-------------|------------|------|
| PSYC2301 tutored | 93.8%  | 93.8%     | 81.3%       | 2.87       | 16   |
| All PSYC2301 SAC | 77.0%  | 85.2%     | 73.9%       | 2.93       | 1987 |
| Difference       | +16.8% | +8.6%     | +7.4%       | -.06       |      |



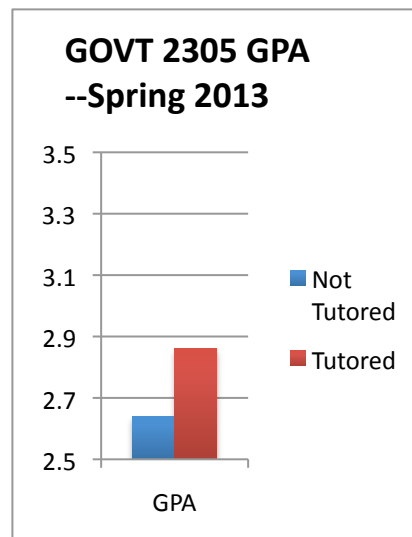
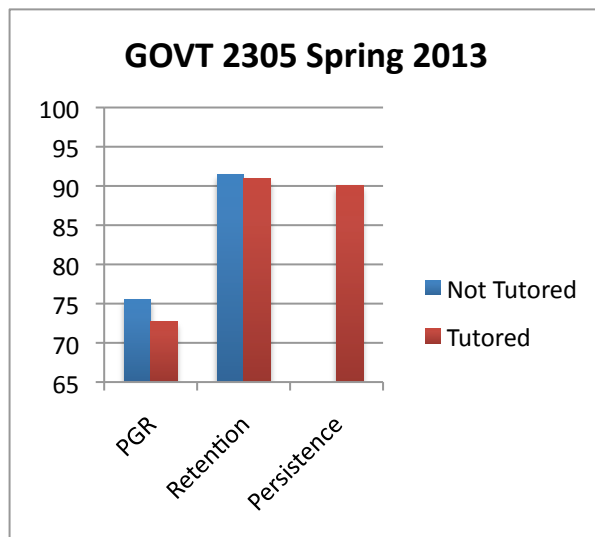
| Spring 2013          | PGR    | Retention | Persistence | Course GPA | N    |
|----------------------|--------|-----------|-------------|------------|------|
| PSYC2301 & 2 tutored | 92%    | 96%       | 73.9%       | 2.9        | 24   |
| All PSYC2301 & 2 SAC | 78.7   | 88.7%     | 56.7%       | 2.65       | 2995 |
| Difference           | +13.3% | +7.3%     | +17.2%      | +.25       |      |

## GOVT 2305

What is the effect on PGR, Retention, Persistence and GPA of tutoring visits for Government 2305?



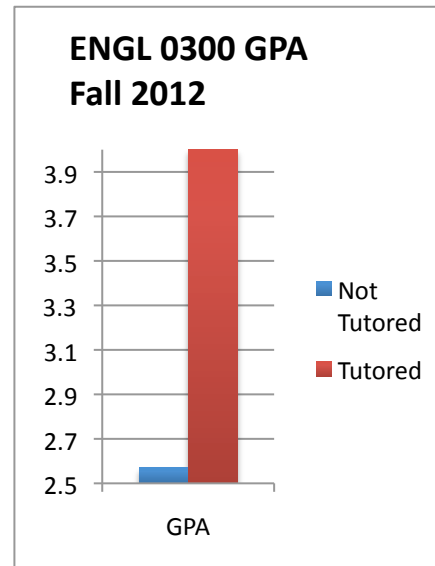
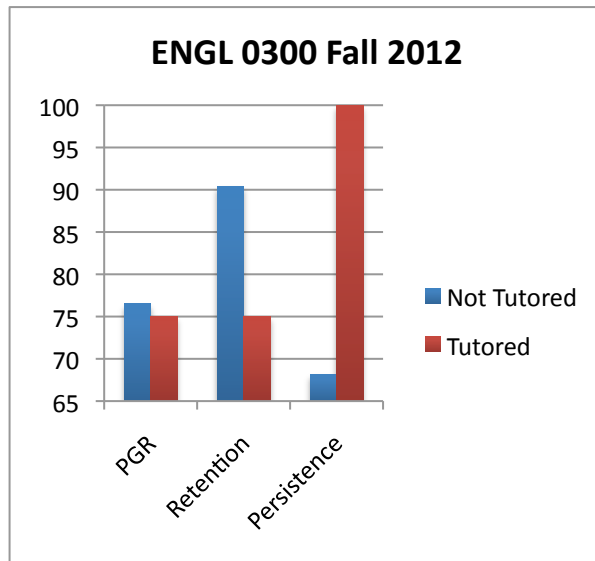
| Course           | PGR   | Retention | Persistence | Course GPA | N    |
|------------------|-------|-----------|-------------|------------|------|
| GOVT2305 tutored | 80.0% | 93.3%     | 80.0%       | 2.86       | 15   |
| All GOVT2305 SAC | 75.5% | 90.7%     | 75.4%       | 2.64       | 1899 |
| Difference       | +4.5% | +3.3%     | +4.6%       | +2.2       |      |



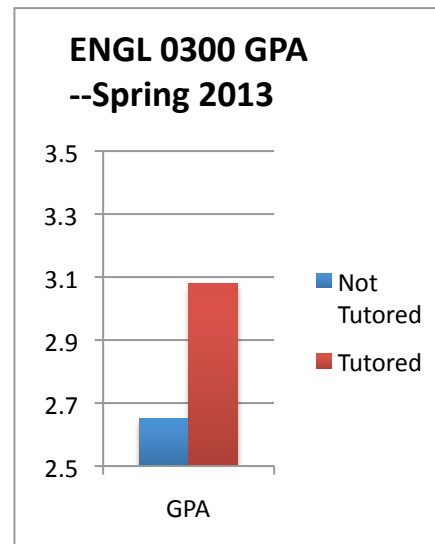
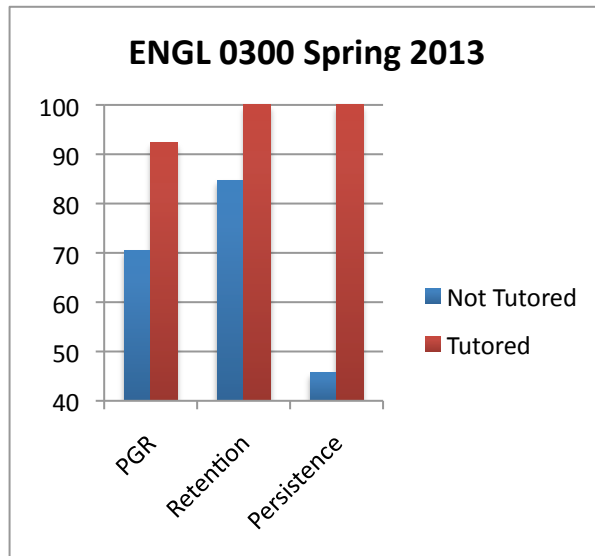
| Course           | PGR   | Retention | Persistence | Course GPA | N    |
|------------------|-------|-----------|-------------|------------|------|
| GOVT2305 tutored | 72.7% | 90.9%     | 90.0%       | 2.56       | 10   |
| All GOVT2305 SAC | 75.5% | 91.4%     | 55%         | 2.58       | 2991 |
| Difference       | +4.5% | +3.3%     | +4.6%       | +2.2       |      |

## ENGL 0300

What is the effect on PGR, Retention, Persistence and GPA of tutoring visits for English 0300?



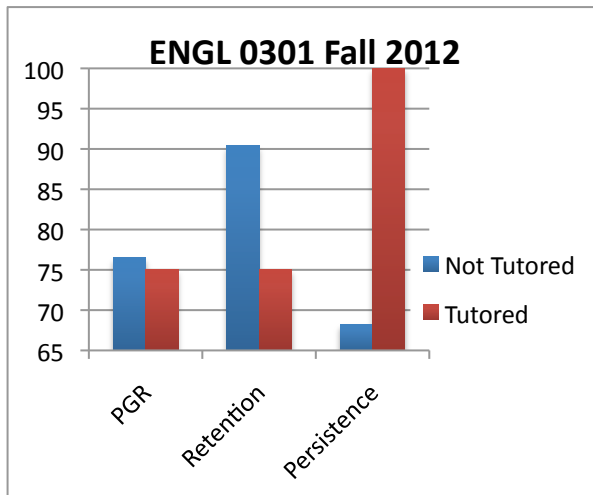
| Fall 2012         | PGR   | Retention | Persistence | Course GPA | N   |
|-------------------|-------|-----------|-------------|------------|-----|
| ENGL 0300 tutored | 75.0% | 75.0%     | 100.0%      | 4.00       | 8   |
| All ENGL 0300 SAC | 76.5% | 90.4%     | 68.2%       | 2.57       | 475 |
| Difference        | -1.5% | -14.6%    | +31.8%      | +1.43      |     |



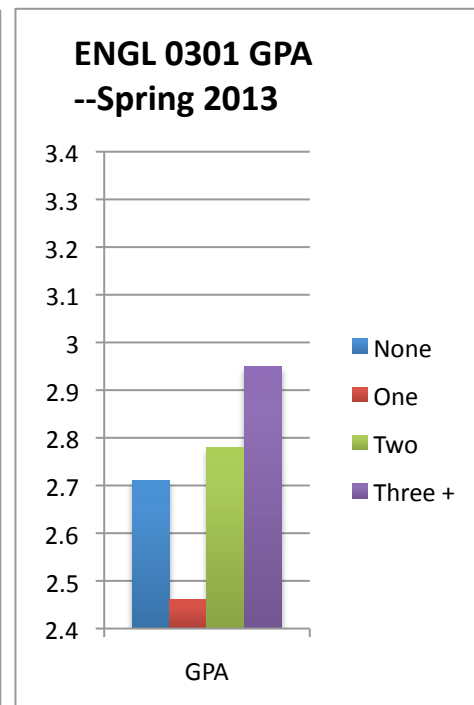
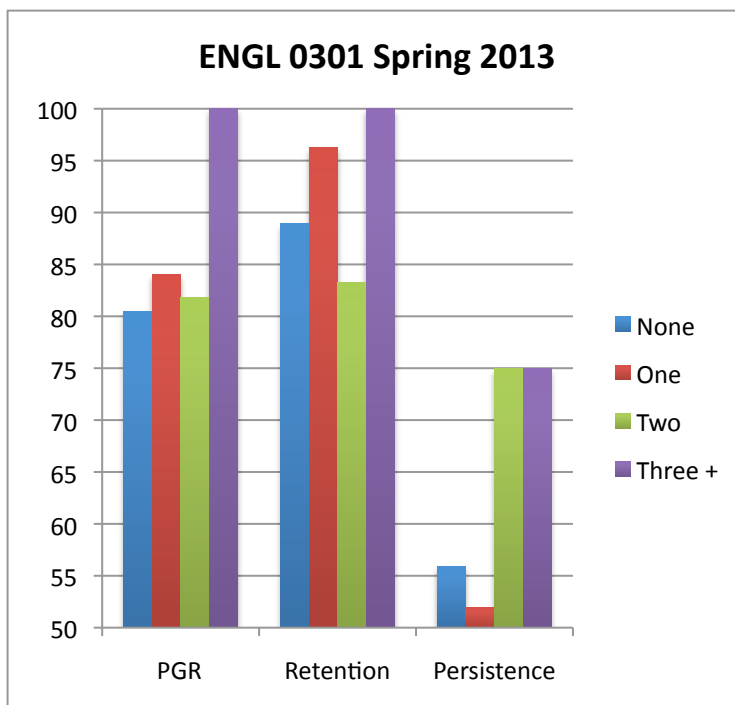
| Spring 2013       | PGR    | Retention | Persistence | Course GPA | N   |
|-------------------|--------|-----------|-------------|------------|-----|
| ENGL 0300 tutored | 92.3%  | 100%      | 100.0%      | 3.08       | 13  |
| All ENGL 0300 SAC | 70.5%  | 84.7%     | 45.7%       | 2.57       | 501 |
| Difference        | +21.8% | +15.3%    | +54.3%      | +0.51      |     |

## ENGL 0301

What is the effect on PGR, Retention, Persistence and GPA of tutoring visits for English 0301?



| Course            | PGR   | Retention | Persistence | Course GPA | N   |
|-------------------|-------|-----------|-------------|------------|-----|
| ENGL 0301 tutored | 78.9% | 89.5%     | 84.2%       | 2.53       | 19  |
| All ENGL 0301 SAC | 77.3% | 88.9%     | 70.2%       | 2.65       | 980 |
| Difference        | +1.6% | +.6%      | +24.0%      | -1.2       |     |

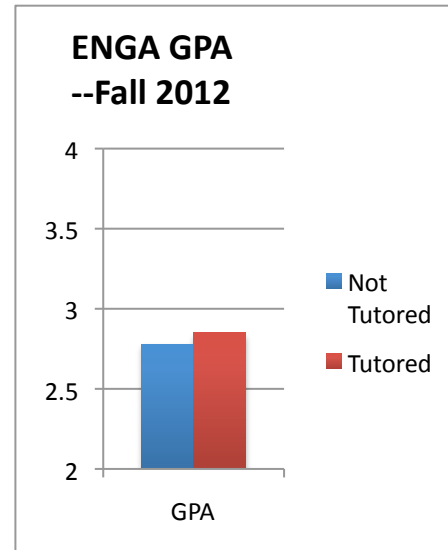
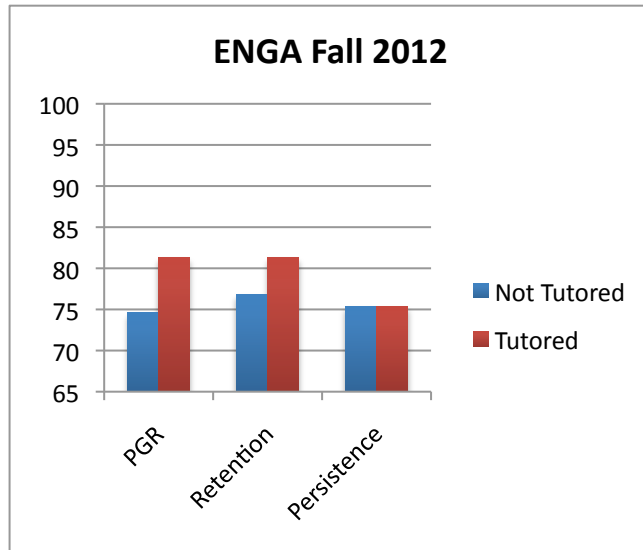


| <b>Spring 2013 ENGL0301</b>                |                         |                       |                       |                                     |   |   |
|--|-------------------------|-----------------------|-----------------------|-------------------------------------|---|---|
| <b>Number of<br/>Tutoring<br/>Sessions</b> | <b>None<br/>(N=821)</b> | <b>One<br/>(N=27)</b> | <b>Two<br/>(N=12)</b> | <b>Three or<br/>More<br/>(N=20)</b> | <b>% Change<br/>from None<br/>vs. Three</b> | <b>% Change<br/>from One<br/>to Three</b> |
| <b>PGR</b>                                 | 80.5                    | 84                    | 81.8                  | 100                                 | +19.5                                       | +16.0                                     |
| <b>Retention</b>                           | 88.9                    | 96.3                  | 83.3                  | 100                                 | +11.1                                       | +3.7                                      |
| <b>Persistence</b>                         | 55.9                    | 51.9                  | 75.0                  | 75.0                                | +19.1                                       | +23.1                                     |
| <b>Course GPA</b>                          | 2.71                    | 2.46                  | 2.78                  | 2.95                                | +.24  | +.49                                      |

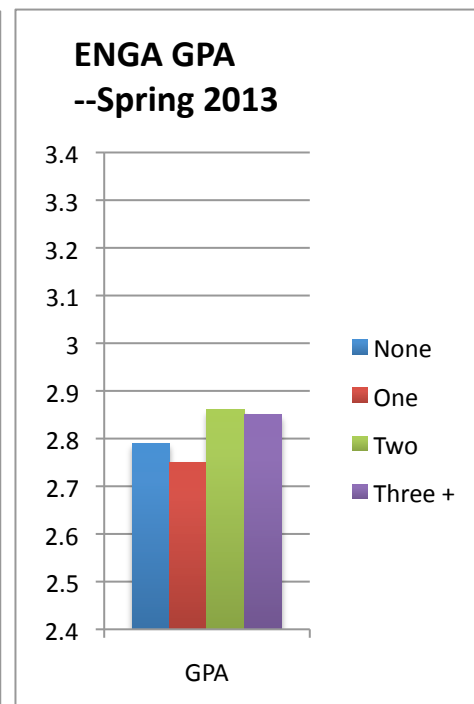
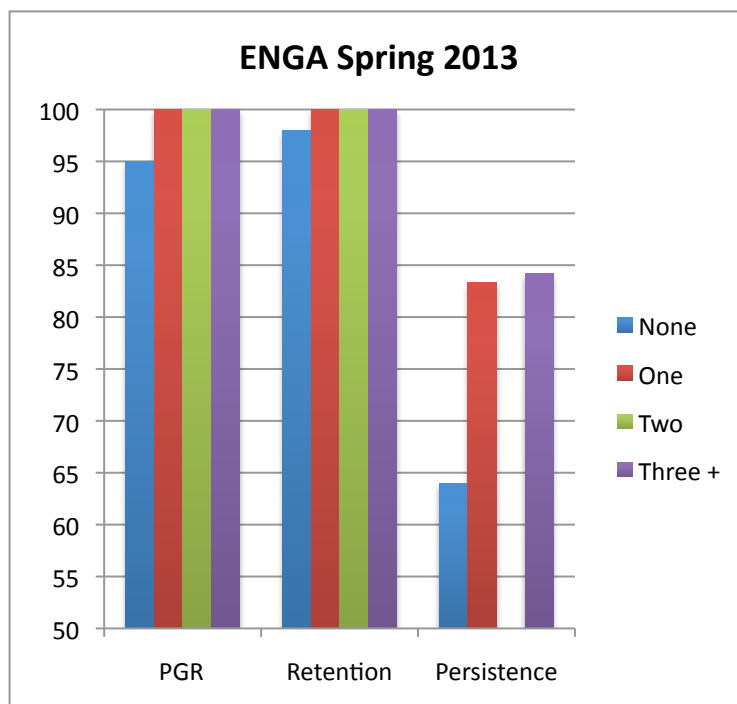


## ENGA

What is the effect on PGR, Retention, Persistence and GPA of tutoring visits for ENGA Classes?  
(This data includes ENGA 0351 and ENGA 0361 student data.)



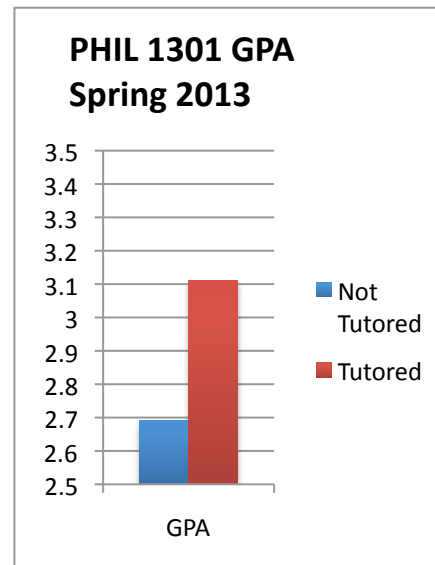
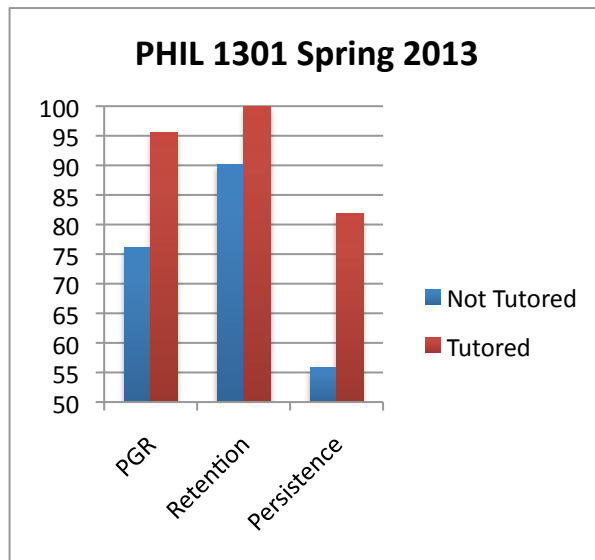
| Course       | PGR   | Retention | Persistence | Course GPA | N  |
|--------------|-------|-----------|-------------|------------|----|
| ENGA tutored | 81.3% | 81.3%     | 75.4%       | 2.85       | 32 |
| All ENGA SAC | 74.6% | 76.8%     | 76.2%       | 2.78       | 84 |
| Difference   | +6.7% | +4.5%     | -.8%        | +.07       |    |



| Spring 2013 ENGA            |             |           |           |                      |                              |                            |
|-----------------------------|-------------|-----------|-----------|----------------------|------------------------------|----------------------------|
| Number of Tutoring Sessions | None (N=86) | One (N=6) | Two (N=7) | Three or More (N=19) | % Change from None vs. Three | % Change from One to Three |
| PGR                         | 95.0        | 100       | 100       | 100                  | +5.0                         | +0                         |
| Retention                   | 98.0        | 100       | 100       | 100                  | +2.0                         | +0                         |
| Persistence                 | 64.0        | 83.3      | 14.3      | 84.2                 | +20.2                        | +23.1                      |
| Course GPA                  | 2.79        | 2.75      | 2.86      | 2.85                 | +.06                         | +.10                       |

### PHIL 0301

What is the effect on PGR, Retention, Persistence and GPA of tutoring visits for PHIL 1301?



| Spring 2013       | PGR    | Retention | Persistence | Course GPA | N     |
|-------------------|--------|-----------|-------------|------------|-------|
| PHIL 1301 tutored | 95.5%  | 100%      | 81.8%       | 3.11       | 22    |
| All PHIL 1301 SAC | 76.2%  | 90.1%     | 55.8%       | 2.69       | 1,838 |
| Difference        | +19.3% | +19.9%    | +26.0%      | +.42       |       |

## **DISCUSSION: DATA ON THE EFFECTIVENESS OF WRITING CENTER TUTORING**

Data on the large comparison of all students receiving tutoring vs the entire SAC student population continues to show that students tutored in the Writing Center (WC) end up with better PGR, tend to stay in classes more, and are more likely to return to SAC the next semester. Students tutored in the Fall had a 9.6% higher PGR and in Spring an 11% higher PGR. Although the Fall Persistence rate was only 6.6%, the Spring rate was 20%. To put this information in other terms, in the Fall of 2013 only 50.4% of SAC students registered in the previous Spring returned to SAC. However, 70.5% of the students who were tutored in Spring 2013 were back at SAC in Fall 2013. One explanation for these astounding persistence numbers might be that the WC tutors a population more committed to their education and more likely to stay in school. Another explanation, however, might be that the WC helps students become more engaged in their education, promoting their self-identity and confidence as students pursuing their degree.

Just as last year's Fall11-Spring12 report demonstrated, this year's report shows the strong benefit of tutoring for First Time in College Students. Every success factor is amplified for this student population. For instance, for a class of 20 FTIC students, 3 to 5 more students pass with a C and 4 to 5 more students would stay in school for the next semester. Also, those FTIC students receiving tutoring end up with about a half letter grade higher GPA, significantly breaking above the 3.0 level.

Interestingly, this report presents 2 ½ years of longitudinal data comparing students who received tutoring at the WC and those SAC students who did not. These charts show how the WC results track the trends of the general SAC population. A number of things stand out from these numbers. First, WC tutored students consistently earn a 10% better PGR than the general SAC population. Also, persistence rates from Spring to Fall—bridging the summer gap—are 20% higher for students tutored in the WC.

Since the WC's inception, we have been interested in the effects of multiple tutoring sessions. The Pilot Study conducted under the auspices of the Achieving the Dream grant found that students' success factors improved significantly if they had at least three tutoring sessions. With our Frequent Writer Program and our discussion with faculty, we encourage students to have at least three tutoring sessions in a semester. As our previous reports have shown, the initial findings of the Pilot Study are generally confirmed in this report as well. Approximately 77% of all tutoring sessions last year were for repeat clients coming back to the WC. Also, these repeat clients averaged four tutoring sessions during the semester. These numbers speak both to the success of our Frequent Writer Program and to the general satisfaction students have with the

WC and its tutoring—they keep coming back. As page 29 and 30 show, for those students who have three or more tutoring sessions, their success factors are substantially better than students who do not receive tutoring.

For the first time, this report also presents a full year's worth of data on a comparison between tutoring for students required to attend WC tutoring and students not-required. Students not required to attend fit the traditional category of "seekers." They have the wherewithal and self-efficacy to seek out help. This population also traditionally is considered to show stronger academic behavior (as witnessed by seeking help) and so would perform better academically than those "non-seekers."

Students required to attend tutoring represent a group that matches the general SAC population (although they do not fit the definition of a random sample according to statistical research methodology). Interestingly, our data (particularly from Fall) contradicts our expectations of what we might call "self-selection bias"—that results of students who self-select are skewed because we are helping a population who would do better anyway. By showing the positive effect of tutoring on students required to attend tutoring, we are isolating in a better way the impact of this tutoring. The data on pages 32-35 show that required students did better than students not required to attend tutoring, particularly in the area of PGR. We have only a one-year picture at this point, and the Fall and Spring results are not consistent, but this data on required tutoring points to the positive efficacy of WC tutoring.

Looking at tutoring effectiveness within individual courses provides a more fine-grained perspective on the WC's performance. While the results within classes are generally positive, particularly in PGR, one area deserves special mention—tutoring for Developmental English students. Previous assessments performed by the WC have shown the significant—even remarkable—impact tutoring has on this population. Although the WC saw few Engl0300 or Engl0301 students in the Fall, the WC saw a good number in the Spring, and these results remain consistent with past assessments—that tutoring makes a big difference for Developmental students.

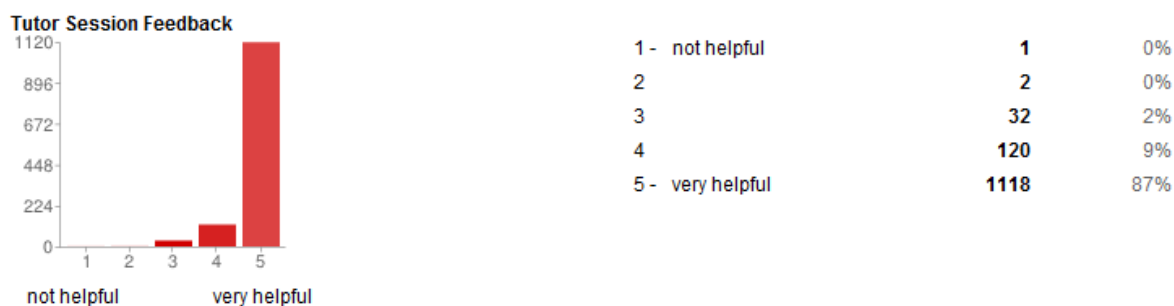
## STUDENT AND FACULTY EVALUATIONS OF WRITING CENTER TUTORING AND SERVICES

### STUDENT RATING OF TUTORING SESSIONS

This student satisfaction survey was given to students as they finished their tutoring session, without the tutor present.

#### From Fall 2012 Student Feedback

The following chart comes from student ratings of 1273 tutoring sessions. After each session, students were asked to rate their session from very helpful (5) to not helpful (1).



87% of students rated tutoring as “very helpful” (5 of 5); 96% as helpful or above (4 of 5 at least).

#### From Spring Student Feedback

The following chart comes from student ratings of 1526 tutoring sessions. After each session, students were asked to rate their session from very helpful (5) to not helpful (1).



87% of students rated tutoring as “very helpful” (5 of 5); 96% as helpful or above (4 of 5 at least).

Students also wrote a closing feedback comment after their tutoring sessions. The graphics below are “wordle” images that compile all comments made by students and display an image with the word sizes relative to the number of times that word is used.

[illegible]

## **Fall 2012--A Set of Randomly Selected Student Comments from the Tutor Form**

**\*Note:** Forms are written quickly; errors left as written.

In general it was very helpful, because there were random thoughts in my head that were not taking me to any place, in other words were not helpful for my essay till my tutor Frank help me organize them.

Very helpful in every way. I will leave here with a better understanding of MLA formating.

Mr. Frank was a very helpful tutor. I see forward to come and get help from Mr. Frank.

She was helpful and showed me how to use the resources online...

Good help on intro

The tutoring that i received was phenomenal. THANKS!

we read through my story, she helped me correct grammatical errors.

very well infromed on my topic and was able to complete my assaignment with understanding. GREAT!

The tutoring session was very helpful. I thought I had written a pretty good paper, and the tutor who assisted me was helpful in answering a few grammar related questions and making suggestions.

Cathy helped me with my essay and was very informative

i think she was very helpful and i believe i will git a good grade thaks to Melina.

we fixed minor errors and finished what we did the day befor... yay im done ... Thanks :-)

she was very inlightning to my subject at matter and help me find sources to help me through the process of writting my essay.

I enjoyed having Kim work with me. She helped me out very much, I understand the assignment very well now.

it was a very well time spent. i felt that he helped me a lot.

Santo was very helpful in organizing and fixing small gramatical errors i did not notice as i quickly read over them. I enjoyed working with him as we worked together well and understood what i was trying to write. Thank You Santo

I was really lost in all most all aspects of my strucure, now going through and reading where i can make changes really helped.

Michael was very helpful and gave me some insight on how I might be able to improve my paper. He pointed out some things I needed to work on like my in text citations, and also qoutes.

John helped me with my essay and told me what I should do to get a better grade.

I had alot of good sugestions on my paper, was really nice and helpful.

## **Spring 2013--A Set of Randomly Selected Student Comments from the Tutor Form**

\*Note: Forms are written quickly; errors left as written.

Excellent help and tools. Give this guy a raise.

He was very helpful and explained everything clear.

She did help me and gave me a better view about how to write a paper and how to include details.

The help was very successful and I got help that I needed for my class work and when I had a question I got an answer and got help for it to.

My tutor today was great she was really helpful and gave good detail in what she was helping with. I could feel the help unlike some other labs where the tutors just leave you at your work. Very respectful and helpful today.

I feel bad for those that have a hard time with basic classes, but that's why there is tutoring because is the most helpful thing you could do, I'll recommend you that.

This session was very helpful.

The tutor was very clear and give me tips on how to write on my essay using the outline I made. I they could use a little more explaining in the writing examples the students bring.

Very helpful awesomeness.

I would like Vickie so much since she was a great tutor and helped me so much to understand my assignment.

She help me to direct my essay to the thesis, because I was a little lost,so I learned from her and I am thankful

He help a lot with questioning, at that gave me a lot of new ideas to improve my draft and expand. I am really thankful

She help encourage me to express my ideas better by giving me tips, and not the exactes words i needed. So i learned help with final revision and to make a better statement in my conclusion

Help me in how to include a dialogue in a narration essay, help with better word choice and some correctiones. And brainstorm new ideas

My tutor was great, i would love if she could work with me again sometime.

she was very nice, and helped me get ideas out of my head and on paper, and made sure they were worded correctly. thanks! :D

Much help with MLA format i was a little lost, and she made it easy to understand. And help me nicely with the final revision

I liked that she showed me how to use other words instead of being reapeitive with one word.

She explained the difference of the mla format and gave me websites and information paper on that. She helped with proofreading and revising the paper. I believe she was a great help



After each tutoring session, tutors filled out a part of the tutor form asking them to summarize the tutoring session and what it focused on. The following wordle images of these tutor comments.

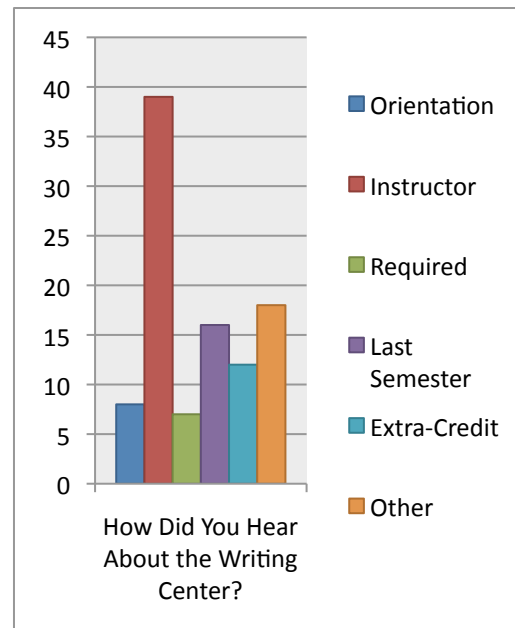
[illegible][illegible]

## DATA FROM STUDENT SURVEYS

Students were invited to fill out a nine question survey evaluating the Writing Center. The following data presents relevant questions related to performance from 122 student surveys.

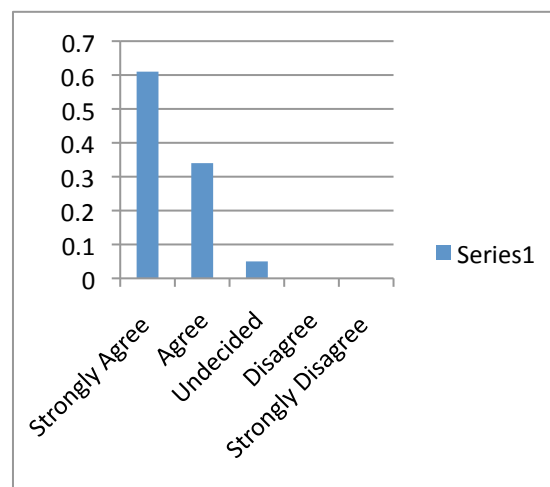
### 1. How did you hear about the Writing Center

- Orientation in the WC: 8%
- My instructor told my class about it: 39%
- My instructor required me/my class to use it: 7%
- I went to the center last semester: 16%
- My instructor offered extra credit to use it: 12%
- Other: 18%



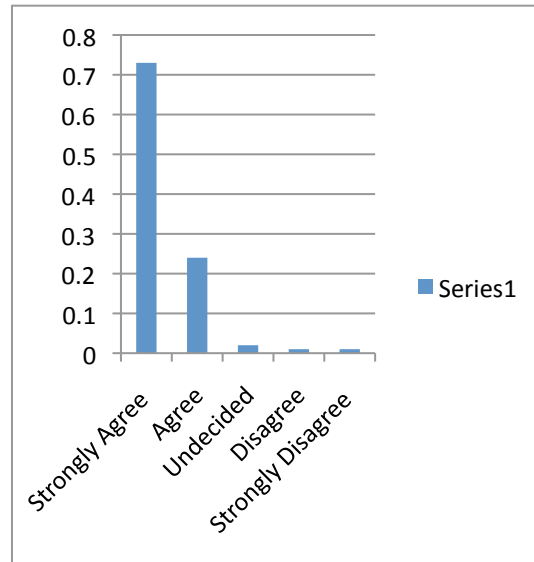
### 2. The Writing Center has been effective in helping me become a more confident writer.

- Strongly Agree: 61%
- Agree: 34%
- Undecided: 5%
- Disagree: 0%
- Strongly Disagree: 0%



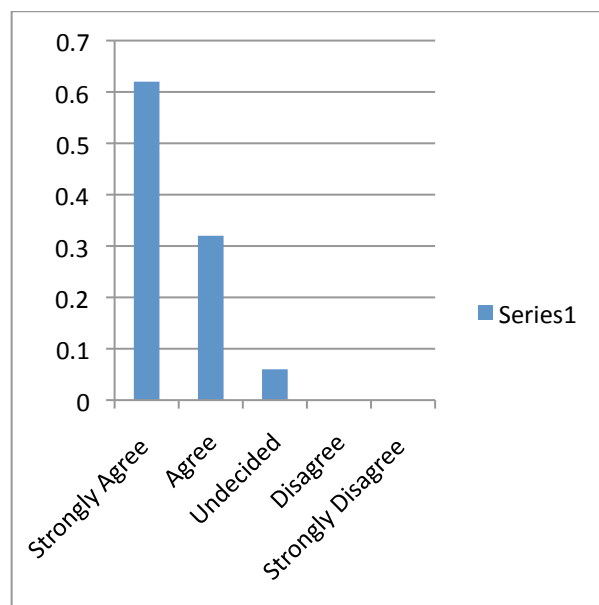
3. The Writing Center tutors recognized good points as well as what needed improvement in my paper:

- Strongly Agree: 73%
- Agree: 24%
- Undecided: 2%
- Disagree: 1%
- Strongly Disagree: 1%



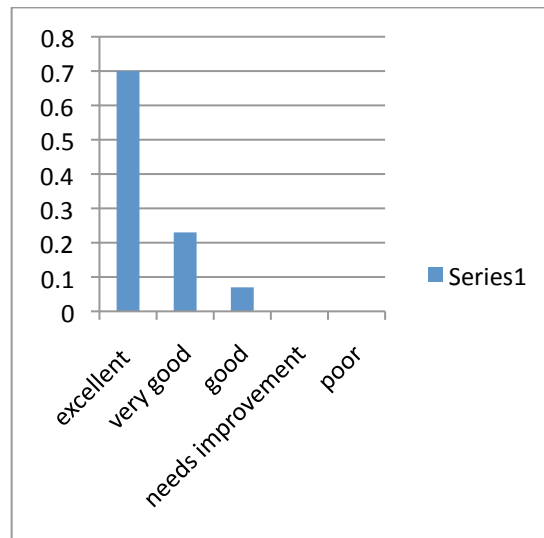
5. The Writing Center helped me understand writing for college coursework:

- Strongly Agree: 62%
- Agree: 32%
- Undecided: 6%
- Disagree: 0%
- Strongly Disagree: 0%



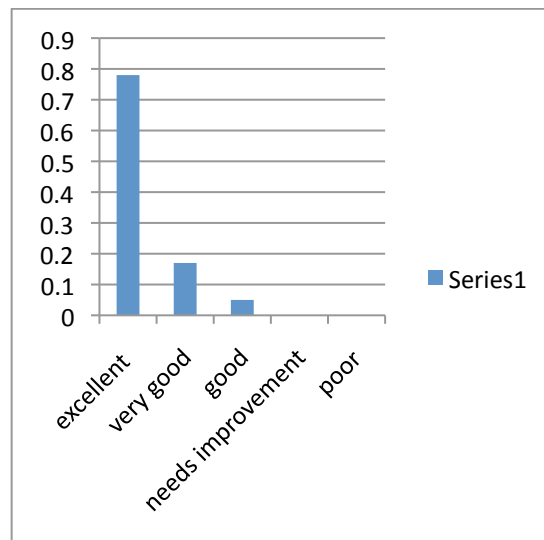
6. The quality of tutoring I received at the Writing Center was

- Excellent: 70%
- Very Good: 23%
- Good: 7%
- Needs Improvement: 0%
- Poor: 0%



7. Tutor professionalism, communication skills, and patience were

- Excellent: 78%
- Very Good: 17%
- Good: 5%
- Needs Improvement: 0%
- Poor: 0%



8. What was the most helpful part of your Writing center experience?

- Step-by-step notes
- Learning how to create outlines
- Tutors' communication
- Handouts
- Grammar
- Tutors' patience
- Explanation of sentence structure
- Tutors encourage writer to think outside the box
- Citation help
- Learning how to organize an essay
- Tutor helped writer gain confidence
- Tutor provided summary of information discussed during session
- Tutor helped writer brainstorm ideas
- Punctuation
- Learning how to develop a thesis statement
- Research resources
- Research strategies
- Attentive tutors

What was the least helpful?

- Session time is too short
- Writing Center needs more printers and computer
- Printers do not often work
- Appointments are hard to get

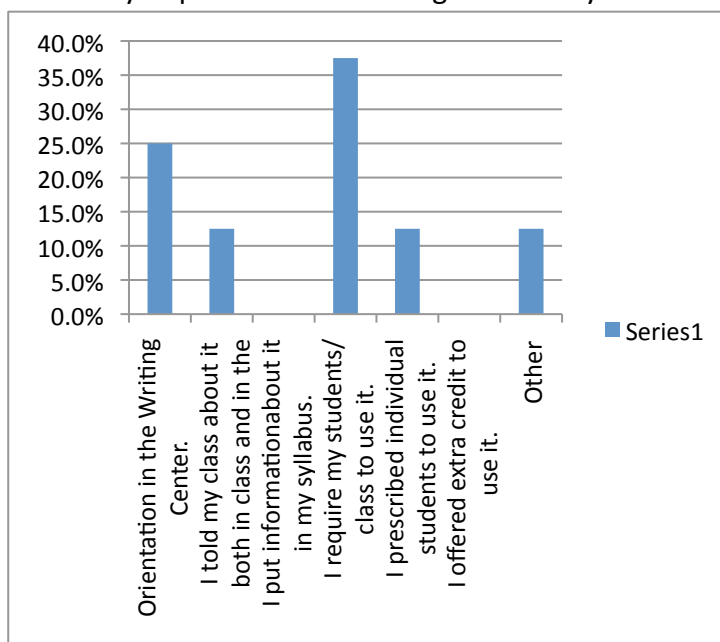
9. What other suggestions or comments do you have about improving the Writing Center?

- Session time should be longer
- More online options
- More tutors/More available appointments
- Longer Friday hours

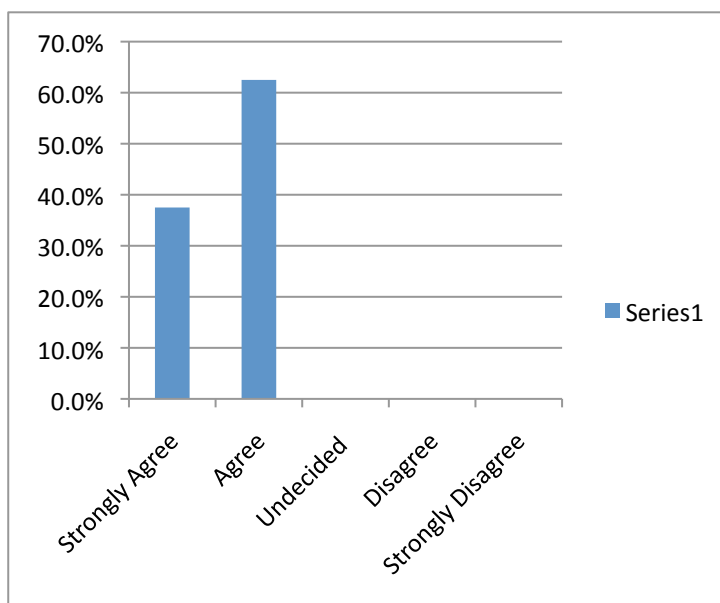
## FACULTY SURVEY DATA

The following data come from a survey faculty were invited to fill out online. The following results come from eight faculty who filled out the survey. N=8

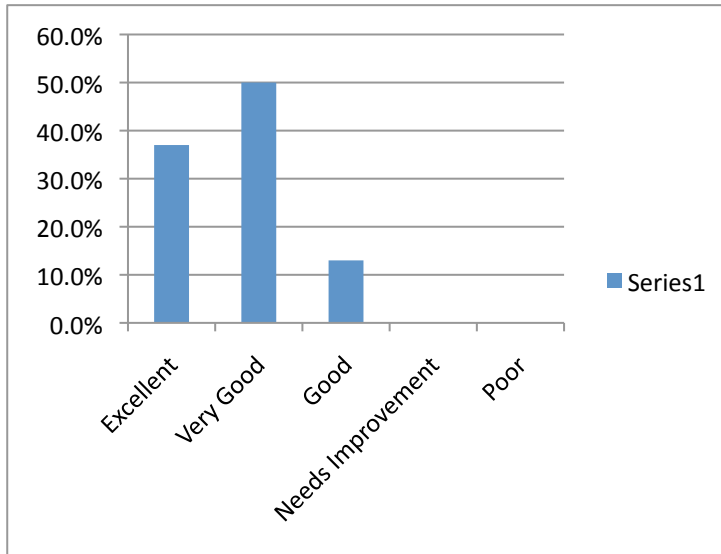
### 1. How did you promote the Writing Center to your students?



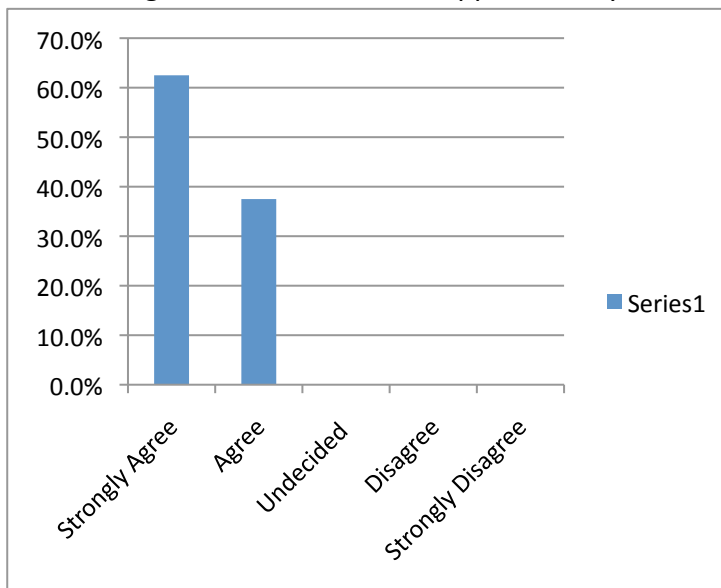
### 2. The Writing Center has been effective at helping my students become stronger and more aware writers?



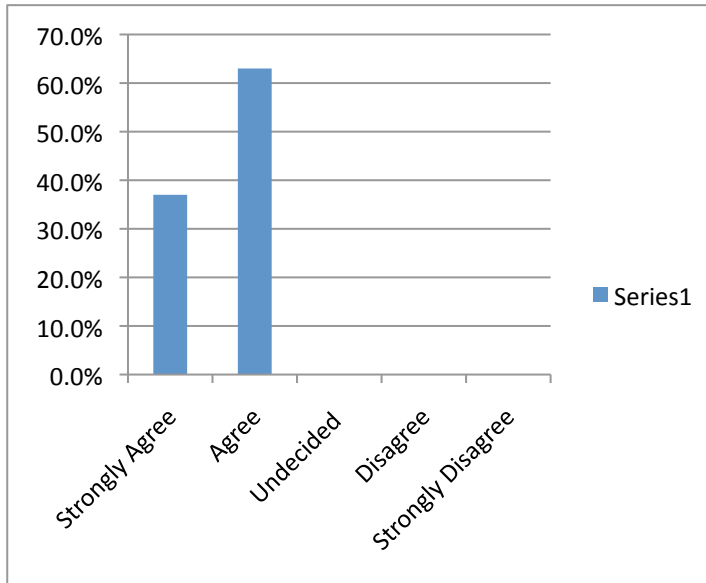
3. In your experience, the quality of services offered at the Writing Center



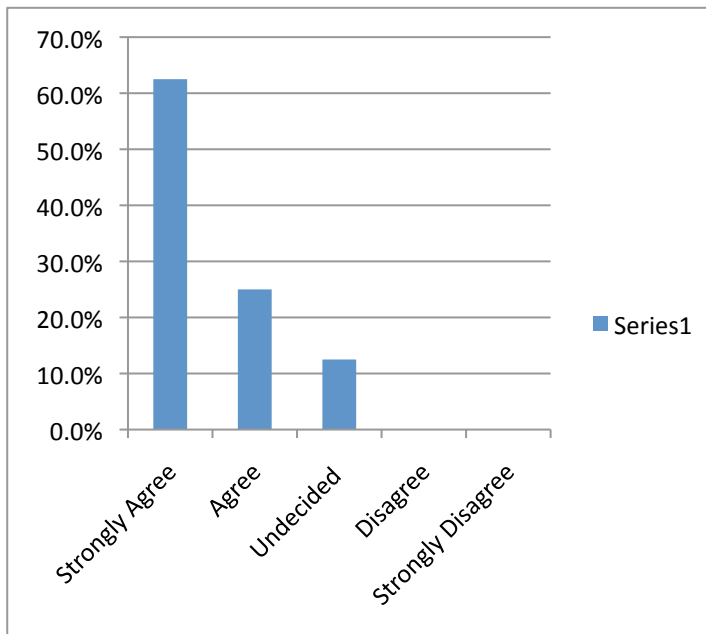
4. The Writing Center is a valuable support for my teaching



5. Students comment positively on their sessions in the Writing Center



6. The Writing Center is a valuable resource for my students





|  |
|--|
| <b>7. To support your teaching and use of writing assignments, the Writing Center could do a better job at...</b>  |
| I realize now that what happens for my students in the Writing Center is mainly invisible to me as a teacher, so it actually is hard for me to see the impact the Writing Center is having in my students. Unless I ask them how it went or what kind of help they got, I don't know. I would like to see some kind of note report on issues tutors are seeing and addressing in my students' writing, and how they have been working to address them. I realize this kind of reporting might be hard, and it would change some ways the WC has operated, but without this kind of communication from the Writing Center, I don't know how helpful or not the Writing Center is for my students. |
| Nothing. You have been a wonderful asset to all my developmental courses.  |
| Repeat the workshops on grammar. The students feel they need refreshers in grammar and are interested in those workshops. The workshops this semester were mostly geared at research.  |
|  |
| <b>8. Expand in any of the above queries if you choose</b>   |
| The students had positive reviews after attending tutoring sessions at the Writing Center. They felt more comfortable and confident with the writing process after receiving help from a tutor   |

## **DISCUSSION: STUDENT AND FACULTY EVALUATIONS OF WRITING CENTER TUTORING AND SERVICES**

Feedback from students after they complete a tutoring session continues to be positive. 96% of the 2799 tutoring sessions logged by our tutor form were rated as “helpful” or at least 4 out of 5 possible points. 87% of these sessions were given the highest score of “very helpful” or 5 out of 5. These satisfaction numbers are remarkable.

The wordle images of the student comments also demonstrate students’ positive feedback on the tutoring they receive at the Writing Center. The randomly selected comments included in the report also fleshes out the kinds of statements students—unprompted and unwatched by WC staff—make about the tutoring they have experienced. While the previous sections present numbers and data on tutoring in the WC, these statements by students attest to the real difference our tutors make for SAC students.

This report also presents for the first time a wordle image of what tutors say as they describe tutor sessions. These descriptions are composed with the student present and are often collaborative efforts as the tutor and student attempt to describe what they did and accomplished in the tutoring session. These images provide another interesting window into what happens within a tutoring session.

Students and faculty were also surveyed at the end of the Fall semester about their impressions about the WC and its tutoring. This survey was administered to 122 students (22% of all students tutored). The student survey reveals a number of interesting findings:

- The number one way students learn about the WC is from their instructor—not orientations
- 95% of students agreed that the WC had helped them become more confident writers.
- 95% of students also agreed that the WC helped them understand writing for college

Students also affirmed their opinion that the tutoring they received was both excellent and professional. Coupled with the data from students immediately after tutoring sessions, this end-of-semester survey of student opinion also shows the excellent job the WC is doing in the students’ eyes.

The faculty survey, while only having eight respondents, also confirmed the strong work of the WC from the faculty perspective. Most significantly, 100% of teachers agreed that the WC is a valuable support for their teaching and has been effective in helping their students improve as writers.

## RECOMMENDATIONS

The following are recommendations for the future direction of the Writing Center. These recommendations are being made in January 2014 and are tempered by occurrences in Fall 2013.

### 1. **The Writing Center Needs to Grow and Become Institutionalized**

The strong assessment numbers presented in this report affirm what past assessments have shown—that the WC is a support service that has a major impact on student success. Because the WC helps students succeed at SAC and provides support to faculty instruction, the WC needs to continue to grow to better serve this large campus.

As the set back of Fall 2013 shows, growth will happen if the WC is “institutionalized” and made more stable. What does institutionalization mean? It means the hiring of more hourly tutors and establishing a more secure funding base for the WC so that it can serve more students. Perhaps various staffing changes need to be explored to help this transition occur, but after almost five years in existence, the WC has proven its worth. The WC and Administration need to work together to establish a growth plan for the WC if it is going to continue to evolve and grow.

### 2. **The Writing Center Needs to Continue the Growth of In-Class Workshops and Working With Faculty Across the College**

Although our efforts to expand workshops in classes at faculty requests collapsed due to the Fall 2013 staffing problems, this report shows the astounding growth we had in workshops when we had a Coordinator focused on interfacing with faculty and consulting with them on their use of writing in their classroom. The position of Writing Across the Curriculum Coordinator should become a part of the Writing Center’s future growth and institutionalization.

One charge placed upon the WC by Dean Krueger was to serve more students in disciplines other than English. Although the WC accomplished this goal modestly, the WC has more work to do to connect with faculty across the college and help this growth into a truly campus-wide WC to occur. One thing the WC might try—that shows in the data—is to recommend faculty who assign essays in History, Psychology, Philosophy, or Government require students (or entice them) to have at least one tutoring session. Data has shown even one session with these students makes a large difference in success.

3. **The Writing Center Needs to Continue and Strengthen the Frequent Writer Program**

This report shows the astounding success of the Frequent Writer Program—it is due in large part to this promotion that we have so many return clients, and in turn these returning students succeed in better numbers. This program has been part of the WC since its inception, and perhaps we take it somewhat for granted. However, the Frequent Writer Program is very important for the WC and its success and merits continued attention and emphasis.

4. **The Writing Center Needs to Become More Conscious and Deliberate in its Efforts at Student Engagement and Confidence Building**

This report indicates that one of the WC's strengths is in how it helps students become better students who are connected to SAC and to their studies. Certainly the WC helps students with their writing, but the WC also appears to influence students' identity and sense of their own belonging within the "culture" of SAC and college. The WC already appears to be successful in helping students adapt to college and become successful (as data on FTIC and gatekeeper classes particularly show), and this recommendation only means the WC should continue to recognize and foster this kind of engagement and confidence it helps generate in its clients.

5. **Requiring Three Tutoring Sessions for Developmental Writing Students—a Continued Imperative**

Last year, our report strongly recommended that efforts should be made to implement a three-tutoring requirement for all Developmental English students. While the Writer's Block emerged and offered tutoring last year, this past recommendation was not made a priority. However, our data continues to indicate that tutoring provides important support for these writers and helps them become more successful in significantly greater numbers.

Following this recommendation will fall upon The Writer's Block, however, and not necessarily the Writing Center.

6. **The Writing Center Needs New Computer Equipment**

The intense activity related to the development of tutor training materials pushed our technology to its breaking point. Our tutors are using video as well as screen capture and various presentation tools to craft new training modules for our CRLA training. However, the current computers we have designated at our "Digital Writing Center" in GH 200 are old and not up to these multimedia composition tasks. Students involved in

digital writing projects also are hampered by the limitations of our old computers. For these reasons, we need some new, more powerful, computers in GH 200.

## CONCLUSION

The SAC Writing Center entered its fourth year of existence in Spring 2013—it no longer can be considered as a “new” Writing Center. In fact, the Writing Center is maturing and becoming a more integral part of SAC with each year. The ongoing assessment performed by the Writing Center—as witnessed by this report—shows the positive impact that the Writing Center has on student success at SAC.

The challenge for the staff of the Writing Center as well as the administration of SAC will be determining what the WC will grow into in the future—or even if that growth will happen. The Writing Center is poised to move to a new level, but as Fall 2014 demonstrated, the ability for the WC to grow (or even maintain past levels of operations) is vulnerable. The goal moving forward should be to make the Writing Center a more stable institution within the college so that this growth can continue to flourish.

## APPENDIX A: COMPLETE RAW DATA RESULTS FROM INSTITUTIONAL RESEARCH FOR FALL 2012

List of General Queries, including Multiple Tutoring Sessions

| Query # 1<br>ALL SAC | Semester                                 | PGR   | Retention | Persistence | Sem GPA | N     |
|----------------------|--|-------|-----------|-------------|---------|-------|
| 1                    | All Fall<br>2012 SAC<br>Students         | 68.1% | 79.0%     | 77.5%       | 2.72    | 26680 |
| 2                    | ALL-unique<br>Fall 2012<br>tutored       | 77.7% | 85.7%     | 84.1%       | 2.95    | 553   |
| 3                    | Fall 2012<br>tutored 1<br>time           | 76.6% | 85.8%     | 82.2%       | 2.94    | 309   |
| 4                    | Fall 2012<br>tutored 2<br>times          | 77.9% | 85.9%     | 86.4%       | 2.96    | 110   |
| 5                    | Fall 2012<br>tutored 3<br>times          | 80.2% | 85.6%     | 86.6%       | 2.95    | 134   |
| 6                    | All Fall<br>2012 SAC<br>FTIC<br>Students | 65.7% | 78.4%     | 71.2%       | 2.59    | 4286  |
| 7                    | Fall 2012<br>All FTIC<br>Tutored         | 80.3% | 88.1%     | 91.2%       | 3.03    | 147   |

| Query #2<br>ENGL1301 | Semester                                       | PGR   | Retention | Persistence | Course<br>GPA | Sem GPA | N    |
|----------------------|--|-------|-----------|-------------|---------------|---------|------|
| 1                    | All Fall<br>2012 SAC<br>ENGL1301<br>Students   | 76.0% | 87.8%     | 75.5%       | 2.72          | 2.69    | 1607 |
| 2                    | All-unique<br>Fall 2012<br>ENGL1301<br>tutored | 86.7% | 94.4%     | 87.7%       | 2.99          | 3.01    | 195  |
| 3                    | Fall 2012<br>ENGL1301                          | 83.0% | 92.9%     | 84.8%       | 2.86          | 2.97    | 112  |

|   |                                    |       |       |       |      |      |    |
|---|------------------------------------|-------|-------|-------|------|------|----|
|   | tutored 1 time                     |       |       |       |      |      |    |
| 4 | Fall 2012 ENGL1301 tutored 2 times | 88.4% | 95.3% | 88.4% | 3.05 | 3.02 | 43 |
| 5 | Fall 2012 ENGL1301 tutored 3 times | 95.0% | 97.5% | 95.0% | 3.28 | 3.13 | 40 |

| Query #3 ENGL1302 | Semester                              | PGR   | Retention | Persistence | Course GPA | Sem GPA | N   |
|-------------------|---------------------------------------|-------|-----------|-------------|------------|---------|-----|
| 1                 | All Fall 2012 SAC ENGL1302 Students   | 72.4% | 87.0%     | 73.9%       | 2.70       | 2.63    | 629 |
| 2                 | All-unique Fall 2012 ENGL1302 tutored | 78.1% | 94.5%     | 82.8%       | 2.83       | 2.86    | 128 |
| 3                 | Fall 2012 ENGL1302 tutored 1 time     | 78.7% | 92.0%     | 78.7%       | 2.96       | 2.94    | 75  |
| 4                 | Fall 2012 ENGL1302 tutored 2 times    | 76.2% | 100.0%    | 90.5%       | 2.62       | 2.81    | 21  |
| 5                 | Fall 2012 ENGL1302 tutored 3 times    | 78.1% | 96.9%     | 87.5%       | 2.71       | 2.71    | 32  |

| Query #4 HIST1302 | Semester                             | PGR   | Retention | Persistence | Course GPA | Sem GPA | N   |
|-------------------|--------------------------------------|-------|-----------|-------------|------------|---------|-----|
| 1                 | All Fall 2012 SAC HIST 1302 Students | 72.6% | 88.6%     | 77.2%       | 2.57       | 2.60    | 353 |
| 2                 | All-                                 | 86.8% | 97.4%     | 81.6%       | 3.00       | 2.90    | 38  |



|   |   |        |        |        |      |      |    |
|---|---|--------|--------|--------|------|------|----|
|   | unique<br>Fall 2012<br>HIST<br>1302<br>tutored  |        |        |        |      |      |    |
| 3 | Fall 2012<br>HIST<br>1302<br>tutored 1<br>time  | 81.0%  | 100.0% | 90.5%  | 2.52 | 2.71 | 21 |
| 4 | Fall 2012<br>HIST<br>1302<br>tutored 2<br>times | 90.9%  | 90.9%  | 54.5%  | 3.50 | 2.86 | 11 |
| 5 | Fall 2012<br>HIST<br>1302<br>tutored 3<br>times | 100.0% | 100.0% | 100.0% | 3.83 | 3.59 | 6  |

| Query #5<br>Tutoring<br>Not<br>Required | Semester  | PGR   | Retention | Persistence | Sem GPA | N   |
|---|---|-------|-----------|-------------|---------|-----|
| 1                                       | ALL-unique<br>Not<br>Required<br>Fall 2012<br>tutored | 77.2% | 84.9%     | 84.9%       | 2.93    | 345 |
| 2                                       | Fall 2012<br>Not<br>Required<br>tutored 1<br>time     | 76.6% | 84.9%     | 82.3%       | 2.92    | 203 |
| 3                                       | Fall 2012<br>Not<br>Required<br>tutored 2<br>times    | 77.7% | 83.9%     | 92.6%       | 3.08    | 68  |
| 4                                       | Fall 2012<br>Not<br>Required                          | 78.4% | 85.7%     | 85.1%       | 2.83    | 74  |

|  |                    |  |  |  |  |  |
|--|--------------------|--|--|--|--|--|
|  | tutored 3<br>times |  |  |  |  |  |
|--|--------------------|--|--|--|--|--|

| Query #6<br>Tutoring<br>Required | Semester                                       | PGR   | Retention | Persistence | Sem GPA | N   |
|----------------------------------|--|-------|-----------|-------------|---------|-----|
| 1                                | ALL-unique<br>Required<br>Fall 2012<br>tutored | 80.0% | 87.3%     | 83.0%       | 2.99    | 294 |
| 2                                | Fall 2012<br>Required<br>tutored 1<br>time     | 77.0% | 86.5%     | 82.0%       | 2.97    | 200 |
| 3                                | Fall 2012<br>Required<br>tutored 2<br>times    | 83.3% | 87.0%     | 81.5%       | 2.91    | 54  |
| 4                                | Fall 2012<br>Required<br>tutored 3<br>times    | 90.0% | 90.0%     | 90.0%       | 3.16    | 40  |

| Query #8<br>ESLA* | Course                    | PGR   | Retention | Persistence | Sem GPA | N   |
|-------------------|---------------------------|-------|-----------|-------------|---------|-----|
|                   | Unique<br>ESLA<br>tutored | 82.1% | 84.6%     | 100.0%      | 3.24    | 9   |
|                   | All ESLA<br>SAC           | 78.5% | 80.9%     | 77.0%       | 3.00    | 217 |

| Query #9<br>ENGL0300 | Course                        | PGR   | Retention | Persistence | Course<br>GPA | Sem GPA | N   |
|----------------------|-------------------------------|-------|-----------|-------------|---------------|---------|-----|
|                      | Unique<br>ENGL0300<br>tutored | 75.0% | 75.0%     | 100.0%      | 4.00          | 2.95    | 8   |
|                      | All<br>ENGL0300<br>SAC        | 76.5% | 90.4%     | 68.2%       | 2.57          | 2.26    | 475 |

| Query #10<br>ENGL0301 | Course                  | PGR   | Retention | Persistence | Course GPA | Sem GPA | N   |
|-----------------------|-------------------------|-------|-----------|-------------|------------|---------|-----|
|                       | Unique ENGL0301 tutored | 78.9% | 89.5%     | 84.2%       | 2.53       | 2.71    | 19  |
|                       | All ENGL0301 SAC        | 77.3% | 88.9%     | 70.2%       | 2.65       | 2.41    | 980 |

| Query #11<br>ENGA* | Course              | PGR   | Retention | Persistence | Sem GPA | N  |
|--------------------|---------------------|-------|-----------|-------------|---------|----|
|                    | Unique ENGA tutored | 81.3% | 81.3%     | 75.4%       | 2.85    | 32 |
|                    | All ENGA SAC        | 74.6% | 76.8%     | 76.2%       | 2.78    | 84 |

| Query #12<br>GOVT2305 | Course                  | PGR   | Retention | Persistence | Course GPA | Sem GPA | N    |
|-----------------------|-------------------------|-------|-----------|-------------|------------|---------|------|
|                       | Unique GOVT2305 tutored | 80.0% | 93.3%     | 80.0%       | 2.86       | 2.99    | 15   |
|                       | All GOVT2305 SAC        | 75.5% | 90.7%     | 75.4%       | 2.64       | 2.67    | 1899 |

| Query #13<br>HIST1301 | Course                  | PGR    | Retention | Persistence | Course GPA | Sem GPA | N    |
|-----------------------|-------------------------|--------|-----------|-------------|------------|---------|------|
|                       | Unique HIST1301 tutored | 100.0% | 100.0%    | 100.0%      | 3.44       | 3.49    | 9    |
|                       | All HIST1301 SAC        | 69.6%  | 85.3%     | 77.8%       | 2.67       | 2.69    | 3101 |

| Query #14<br>PSYC2301 | Course | PGR   | Retention | Persistence | Course GPA | Sem GPA | N  |
|-----------------------|--------|-------|-----------|-------------|------------|---------|----|
|                       | Unique | 93.8% | 93.8%     | 81.3%       | 2.87       | 2.96    | 16 |

|  |                        |       |       |       |      |      |      |
|--|------------------------|-------|-------|-------|------|------|------|
|  | PSYC2301<br>tutored    |       |       |       |      |      |      |
|  | All<br>PSYC2301<br>SAC | 77.0% | 85.2% | 73.9% | 2.93 | 2.73 | 1987 |

## APPENDIX B: COMPLETE RAW DATA RESULTS FROM INSTITUTIONAL RESEARCH FOR SPRING 2013

### List of General Queries, including Multiple Tutoring Sessions

| Query #1 ALL SAC | Semester                          | PGR   | Retention | Persistence | Sem GPA | N      |
|------------------|-----------------------------------|-------|-----------|-------------|---------|--------|
| 1                | All Spring 2013 SAC Students      | 74.5% | 87.2%     | 50.4%       | 2.70    | 25,971 |
| 2                | ALL-unique Spring 2013 tutored    | 85.5% | 93.7%     | 70.5%       | 2.95    | 620    |
| 3                | Spring 2013 tutored 1 time        | 83.8% | 92.5%     | 66.1%       | 2.92    | 327    |
| 4                | Spring 2013 tutored 2 times       | 85.6% | 93.6%     | 71.5%       | 2.93    | 123    |
| 5                | Spring 2013 tutored 3 times       | 88.7% | 95.9%     | 78.2%       | 3.01    | 170    |
| 6                | All Spring 2013 SAC FTIC Students | 68.3% | 84.6%     | 47.2%       | 2.47    | 1,408  |
| 7                | Spring 2013 All FTIC Tutored      | 87.2% | 93.5%     | 75.0%       | 3.11    | 56     |

| Query #2 ENGL1301 | Semester                                       | PGR   | Retention | Persistence | Course GPA | Sem GPA | N     |
|-------------------|--|-------|-----------|-------------|------------|---------|-------|
| 1                 | All Spring 2013 SAC <b>ENGL1301</b> Students   | 64.4% | 80.5%     | 57.8%       | 2.46       | 2.31    | 2,529 |
| 2                 | ALL-unique Spring 2013 <b>ENGL1301</b> tutored | 79.5% | 91.9%     | 69.9%       | 2.82       | 2.83    | 167   |
| 3                 | Spring 2013 <b>ENGL1301</b> tutored 1 time     | 78.2% | 88.5%     | 65.8%       | 2.86       | 2.78    | 79    |
| 4                 | Spring 2013 <b>ENGL1301</b> tutored 2 times    | 77.1% | 88.6%     | 74.3%       | 2.84       | 2.81    | 35    |
| 5                 | Spring 2013 <b>ENGL1301</b> tutored 3 times    | 83.0% | 100%      | 72.9%       | 2.77       | 2.94    | 48    |

**\*\*Note:** One student who had 37 tutoring visits was cut from the calculations for the effectiveness of x3 tutoring. But the student was left in the ALL 1301 calculations.

| <b>Query #3<br/>ENGL1302</b> | <b>Semester</b>                                   | <b>PGR</b> | <b>Retention</b> | <b>Persistence</b> | <b>Course<br/>GPA</b> | <b>Sem<br/>GPA</b> | <b>N</b> |
|------------------------------|---|------------|------------------|--------------------|-----------------------|--------------------|----------|
| <b>1</b>                     | All Spring 2013 SAC<br><b>ENGL1302</b> Students   | 77.1%      | 87.5%            | 52.1%              | 2.85                  | 2.78               | 3,017    |
| <b>2</b>                     | ALL-unique <b>ENGL1302</b><br>Spring 2013 tutored | 88.0%      | 96.4%            | 77.5%              | 2.96                  | 2.97               | 169      |
| <b>3</b>                     | Spring 2013 <b>ENGL1302</b><br>tutored 1 time     | 84.3%      | 94.4%            | 74.2%              | 2.94                  | 2.95               | 89       |
| <b>4</b>                     | Spring 2013 <b>ENGL1302</b><br>tutored 2 times    | 89.7%      | 97.5%            | 73.8%              | 2.74                  | 2.77               | 42       |
| <b>5</b>                     | Spring 2013 <b>ENGL1302</b><br>tutored 3 times    | 94.7%      | 100%             | 89.5%              | 3.21                  | 3.22               | 38       |

| <b>Query #4<br/>ENGL0301</b> | <b>Semester</b>                                   | <b>PGR</b> | <b>Retention</b> | <b>Persistence</b> | <b>Course<br/>GPA</b> | <b>Sem<br/>GPA</b> | <b>N</b> |
|------------------------------|---|------------|------------------|--------------------|-----------------------|--------------------|----------|
| <b>1</b>                     | All Spring 2013 SAC<br><b>ENGL0301</b> Students   | 80.5%      | 88.9%            | 55.9%              | 2.71                  | 2.38               | 821      |
| <b>2</b>                     | ALL-unique <b>ENGL0301</b><br>Spring 2013 tutored | 89.3%      | 94.9%            | 64.4%              | 2.70                  | 2.83               | 59       |
| <b>3</b>                     | Spring 2013 <b>ENGL0301</b><br>tutored 1 time     | 84.0%      | 96.3%            | 51.9%              | 2.46                  | 2.49               | 27       |
| <b>4</b>                     | Spring 2013 <b>ENGL0301</b><br>tutored 2 times    | 81.8%      | 83.3%            | 75.0%              | 2.78                  | 3.10               | 12       |
| <b>5</b>                     | Spring 2013 <b>ENGL0301</b><br>tutored 3 times    | 100%       | 100%             | 75.0%              | 2.95                  | 3.13               | 20       |

| <b>Query #5<br/>HIST1302</b> | <b>Semester</b>                                    | <b>PGR</b> | <b>Retention</b> | <b>Persistence</b> | <b>Course<br/>GPA</b> | <b>Sem<br/>GPA</b> | <b>N</b> |
|------------------------------|--|------------|------------------|--------------------|-----------------------|--------------------|----------|
| <b>1</b>                     | All Spring 2013<br><b>HIST1302</b> SAC<br>Students | 80.8%      | 91.8%            | 70.1%              | 2.89                  | 2.81               | 2,484    |
| <b>2</b>                     | ALL-unique <b>HIST1302</b><br>Spring 2013 tutored  | 95.2%      | 95.2%            | 76.2%              | 3.35                  | 3.35               | 21       |
| <b>3</b>                     | Spring 2013<br><b>HIST1302</b> tutored 1<br>time   | 100%       | 100%             | 77.8%              | 3.11                  | 3.16               | 9        |
| <b>4</b>                     | Spring 2013<br><b>HIST1302</b> tutored 2<br>times  | 85.7%      | 85.7%            | 71.4%              | 3.50                  | 3.49               | 7        |
| <b>5</b>                     | Spring 2013<br><b>HIST1302</b> tutored 3<br>times  | 100%       | 100%             | 80.0%              | 3.60                  | 3.50               | 5        |

| <b>Query #6<br/>ENGA</b> | <b>Semester</b>                               | <b>PGR</b> | <b>Retention</b> | <b>Persistence</b> | <b>Course<br/>GPA</b> | <b>Sem<br/>GPA</b> | <b>N</b> |
|--------------------------|---|------------|------------------|--------------------|-----------------------|--------------------|----------|
| <b>1</b>                 | All Spring 2013<br><b>ENGA</b> SAC Students   | 95.0%      | 98.0%            | 64.0%              | 2.79                  | 2.78               | 86       |
| <b>2</b>                 | ALL-unique <b>ENGA</b><br>Spring 2013 tutored | 100%       | 100%             | 68.8%              | 2.83                  | 2.80               | 32       |
| <b>3</b>                 | Spring 2013 <b>ENGA</b><br>tutored 1 time     | 100%       | 100%             | 83.3%              | 2.75                  | 2.39               | 6        |
| <b>4</b>                 | Spring 2013 <b>ENGA</b><br>tutored 2 times    | 100%       | 100%             | 14.3%              | 2.86                  | 2.83               | 7        |
| <b>5</b>                 | Spring 2013 <b>ENGA</b><br>tutored 3 times    | 100%       | 100%             | 84.2%              | 2.85                  | 2.92               | 19       |

| Query #7<br>Tutoring<br>NotRequired | Semester   | PGR   | Retention | Persistence | Sem<br>GPA | N   |
|-------------------------------------|--|-------|-----------|-------------|------------|-----|
| 1                                   | ALL-unique<br><b>NotRequired</b><br>Spring 2013<br>tutored | 85.2% | 93.7%     | 72.4%       | 3.03       | 323 |
| 2                                   | Spring 2013<br><b>NotRequired</b><br>tutored 1 time        | 85.0% | 93.3%     | 67.2%       | 3.03       | 198 |
| 4                                   | Spring 2013<br><b>NotRequired</b><br>tutored 2 times       | 83.4% | 92.2%     | 78.7%       | 2.96       | 61  |
| 5                                   | Spring 2013<br><b>NotRequired</b><br>tutored 3 times       | 87.4% | 96.2%     | 82.8%       | 3.07       | 64  |

| Query #8<br>Tutoring<br>Required | Semester  | PGR   | Retention | Persistence | Sem<br>GPA | N   |
|----------------------------------|---|-------|-----------|-------------|------------|-----|
| 1                                | ALL-unique <b>Required</b><br>Spring 2013 tutored | 86.0% | 93.4%     | 69.4%       | 2.93       | 278 |
| 2                                | Spring 2013 <b>Required</b><br>tutored 1 time     | 84.7% | 93.0%     | 70.4%       | 2.93       | 186 |
| 3                                | Spring 2013 <b>Required</b><br>tutored 2 times    | 85.1% | 91.0%     | 66.7%       | 2.85       | 57  |
| 4                                | Spring 2013 <b>Required</b><br>tutored 3 times    | 94.3% | 99.2%     | 68.6%       | 3.06       | 35  |



### Individual Course Single Inquiries for Spring 2013

| Query #9 PSYC & PSYT | Course                     | PGR    | Retention | Persistence | Sem GPA | N     |
|----------------------|----------------------------|--------|-----------|-------------|---------|-------|
|                      | Unique PSYC & PSYT tutored | 92.0 % | 96.0%     | 73.9%       | 2.90    | 24    |
|                      | All PSYC & PSYT SAC        | 78.7 % | 88.7%     | 56.7%       | 2.65    | 2,995 |

\*\*\*Because these are different course prefixes, I am not sure you can run data on both together. We can isolate out the two if need be.

| Query #10 PHIL | Course              | PGR    | Retention | Persistence | Sem GPA | N     |
|----------------|---------------------|--------|-----------|-------------|---------|-------|
|                | Unique PHIL tutored | 95.5 % | 100%      | 81.8%       | 3.11    | 22    |
|                | All PHIL SAC        | 76.2 % | 90.1%     | 55.8%       | 2.69    | 1,838 |

| Query #11 ENGL0300 | Course                  | PGR    | Retention | Persistence | Course GPA | Sem GPA | N   |
|--------------------|-------------------------|--------|-----------|-------------|------------|---------|-----|
|                    | Unique ENGL0300 tutored | 92.3 % | 100%      | 100%        | 3.08       | 3.11    | 13  |
|                    | All ENGL0300 SAC        | 70.5 % | 84.7%     | 45.7%       | 2.65       | 2.37    | 501 |

| Query #12 GOVT2305 | Course                  | PGR    | Retention | Persistence | Course GPA | Sem GPA | N     |
|--------------------|-------------------------|--------|-----------|-------------|------------|---------|-------|
|                    | Unique GOVT23__ tutored | 72.7 % | 90.9%     | 90.0%       | 2.56       | 2.96    | 10    |
|                    | All GOVT23__ SAC        | 75.5 % | 91.4%     | 55.0%       | 2.58       | 2.61    | 2,991 |

| <b>Query #13<br/>HIST1301</b> | <b>Course</b>                        | <b>PGR</b> | <b>Retention</b> | <b>Persistence</b> | <b>Course<br/>GPA</b> | <b>Sem<br/>GPA</b> | <b>N</b> |
|-------------------------------|--------------------------------------|------------|------------------|--------------------|-----------------------|--------------------|----------|
|                               | Unique<br><b>HIST1301</b><br>tutored | 68.8<br>%  | 88.2%            | 82.4%              | 2.33                  | 2.74               | 17       |
|                               | <b>All HIST1301<br/>SAC</b>          | 59.2<br>%  | 80.8%            | 61.5%              | 2.29                  | 2.36               | 2,133    |