

# Bergen Community College

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## ASSESSMENT REPORT FORM ADMINISTRATIVE AND EDUCATIONAL SUPPORT

**Assessment Period:** 7/1/13 – 6/30/15

**AES Department:** Cerullo Learning Assistance Center – Tutoring Center

**Department Head:** Khairia Fazal, Managing Director of Learning Assistance Services

**Department Assessment Liaisons:**

Margaret Roidi, Manager of Cerullo Learning Assistance Center

John Findura, Writing Center Supervisor

**Date Submitted:**

❖ **Mission/goal statement or description of the Department:**

The Cerullo Learning Assistance Center (CLAC) is committed to providing quality academic support accessible to all Bergen Community College (BCC) students. The CLAC comprises the Tutoring Center, Math Walk-In Center, Writing Center, English Language Resource Center, and the Tutoring Center at the Meadowlands Campus; all centers offer various avenues of tutorial assistance to address the diverse needs of our student population. A dedicated and trained staff of Peer and Professional Tutors work together in a nurturing environment to foster independent learning while guiding students through their educational journey at BCC.

❖ **Department's Core Objectives/Outcomes:**

- Design student-centered academic support services
- Develop academic support services
- Foster independent learning

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### SEMESTER 1: CREATING A DEPARTMENT-LEVEL ASSESSMENT PLAN

**1. Department's Goal(s) or Outcome(s) to be assessed (from the above section):**

English Basic Skills (EBS) and Writing (WRT) students who frequently attend the Cerullo Learning Assistance Center's (CLAC) Writing Center (WC) will achieve a statistically significant higher final grade and self-reported success in their EBS and WRT courses than a peer group that does not attend the WC.

Definitions

Success: higher final grade and self-reported course competence

Writing Services: one-on-one appointments, walk-in assistance, drop-in appointments

## 2. Means of Assessment:

Four sections\* of EBS and WRT will be randomly selected. TutorTrac, the web-based appointment system utilized by the CLAC, will be employed to record students' visits while Datatel will provide students' final grades.

Also, self-reported surveys will be distributed to the target population in an effort to capture parameters involving perceived confidence and acquired skill level as an effect of the tutorial services received.

All data analyses will be conducted by means of R or SAS statistical software and Microsoft Excel. The assessment will focus on the final grade distributions for all EBS and WRT students from the Fall 2013 semester. Using a regression analysis and associated 95% statistical confidence level, the grades and pass rates amongst students who visited the center and their peers who did not will be evaluated.

\*Although it was initially planned to target four sections each of EBS-011, EBS-012, WRT-101 and WRT-201, the sample size would not have allowed for a significant investigation. Therefore, in the Fall of 2014, it was determined that every section of EBS-011, EBS-012, WRT-101 and WRT-201 should be included in this assessment initiative.

- **Feedback from Vice President:**

## SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE

### 3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.

#### Assessment tools

- Quantitative Data – Datatel and Tutortrac

Four sections\* each of EBS-011, EBS-012, WRT-101 and WRT-201 will be selected to assess the correlation between tutorial visits and academic success. The students' final grades will be compared to the number of visits recorded by the CLAC Writing Center.

\*Although it was initially planned to target four sections each of EBS-011, EBS-012, WRT-101 and WRT-201, the sample size would not have allowed for a significant investigation. Therefore, in the Fall of 2014, it was determined that every section of EBS-011, EBS-012, WRT-101 and WRT-201 should be included in this assessment initiative.

- Qualitative Data – Self-Reported Survey

The students enrolled in the target courses will be asked to complete a self-reported survey. Thus, students' perceptions in regards to their level of confidence and the writing skills they believe they might have gained through their experience at the Writing Center will be captured.

## Sources of Data

As mentioned above, Datatel and TutorTrac will be utilized to identify the correlation between tutorial support via the Writing Center and student academic success.

## Timeline

- **Summer of 2014:** The appropriate course sections will be identified randomly using excel
- **Fall of 2014:** Students' final grades will be collected; their tutorial visits will be examined; surveys of self-reported success will be distributed during the last two weeks of the fall semester and collected the second week of January
- **Spring 2015:** Statistical analyses will be conducted thoroughly to identify the correlation in question

### **3B. Desired results department and Vice President would like to see.**

The desired results are focused on identifying a positive correlation between increasing number of Writing Center visits and the students' final grades, reported level of confidence, and reported belief in gained writing skills.

- **Feedback from CIE:**

## **SEMESTER 3: COLLECTING AND ANALYZING DATA**

### **4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)**

#### Quantitative

The CLAC worked closely with the Center of Institutional Effectiveness office in conducting research into the pass rates of students who attended the Writing Center versus those who did not, as well as a grade comparison.

While the difference in grades was not statistically significant, there is evidence of higher pass rates for students who attended the Writing Center compared to those who did not, as well as a higher percentage of A, B+, B, C+ and C grades for Writing Center attendees. The only cohorts that did not follow this were the spring 2014 and fall 2014 EBS-012 classes, which both had lower pass rates for Writing Center attendees as well as more D, E and F grades. These two groups, however, also had the lowest Writing Center participation, with the fall 2014 cohort only having nine attendees, of which five ultimately passed. The data collected excludes AIMS, Title V, International, Web, and Meadowlands sections of EBS-011, EBS-012, WRT-101 and WRT-201. Please see APPENDIX A.

Below please find the data collected in regards to students' pass rates and grade distribution.

Table 1 - Fall 2013 Pass Rates

CLASS	ATTENDED	TOTAL	PASSED	PERCENTAGE
EBS-011	Yes	41	38	93%
	No	560	428	76%
EBS-012	Yes	21	16	76%
	No	134	90	67%
WRT-101	Yes	84	77	92%
	No	1819	1502	83%
WRT-201	Yes	51	49	96%
	No	1057	905	86%

Table 2 - Spring 2014 Pass Rates

CLASS	ATTENDED	TOTAL	PASSED	PERCENTAGE
EBS-011	Yes	28	26	93%
	No	163	101	62%
EBS-012	Yes	27	19	70%
	No	358	364	74%
WRT-101	Yes	87	81	93%
	No	1115	881	79%
WRT-201	Yes	111	103	93%
	No	1307	1147	88%

Table 3 - Fall 2014 Pass Rates

CLASS	ATTENDED	TOTAL	PASSED	PERCENTAGE
EBS-011	Yes	33	27	82%
	No	520	353	68%
EBS-012	Yes	9	5	56%
	No	149	110	74%
WRT-101	Yes	84	77	92%
	No	1783	1425	80%
WRT-201	Yes	59	57	97%
	No	1078	910	84%

Table 4 - Fall 2013 Grade Distribution

CLASS	ATTENDED	A, B+, B, C+, C	D, E, F	Difference
EBS-011	Yes	76%	24%	+7%
	No	69%	31%	
EBS-012	Yes	53%	47%	+2%
	No	51%	49%	
WRT-101	Yes	84%	16%	+6%
	No	78%	22%	
WRT-201	Yes	92%	8%	+9%
	No	83%	17%	

Table 5 - Spring 2014 Grade Distribution

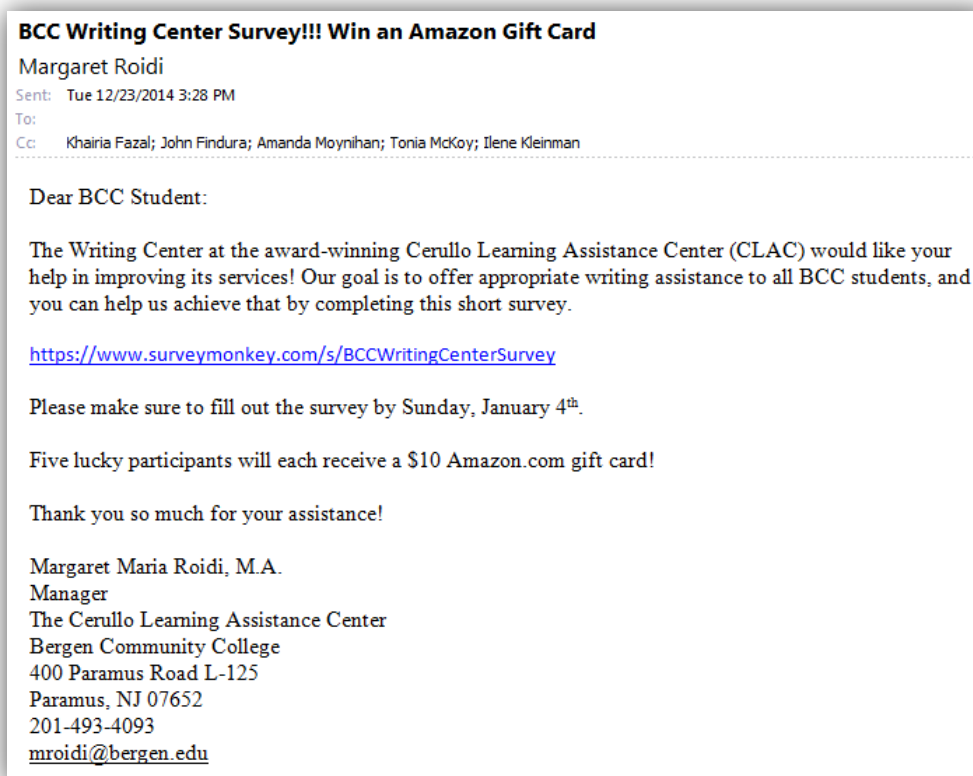
CLASS	ATTENDED	A, B+, B, C+, C	D, E, F	Difference
EBS-011	Yes	61%	39%	+10%
	No	51%	49%	
EBS-012	Yes	44%	56%	-18%
	No	62%	38%	
WRT-101	Yes	92%	8%	+7%
	No	85%	15%	
WRT-201	Yes	88%	12%	+5%
	No	83%	17%	

Table 6 - Fall 2014 Grade Distribution

CLASS	ATTENDED	A, B+, B, C+, C	D, E, F	Difference
EBS-011	Yes	70%	30%	+9%
	No	61%	39%	
EBS-012	Yes	55%	45%	-12%
	No	67%	33%	
WRT-101	Yes	84%	16%	+8%
	No	76%	24%	
WRT-201	Yes	92%	8%	+11%
	No	81%	19%	

Qualitative

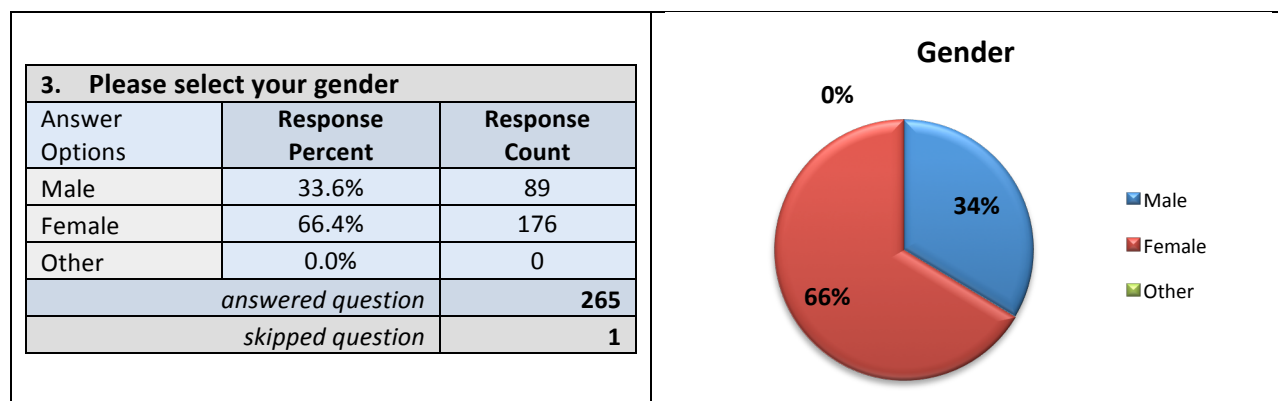
The CLAC worked closely with the Center of Institutional Effectiveness office in developing 14 survey questions. It was determined that offering an incentive to students would result in a higher response rate.



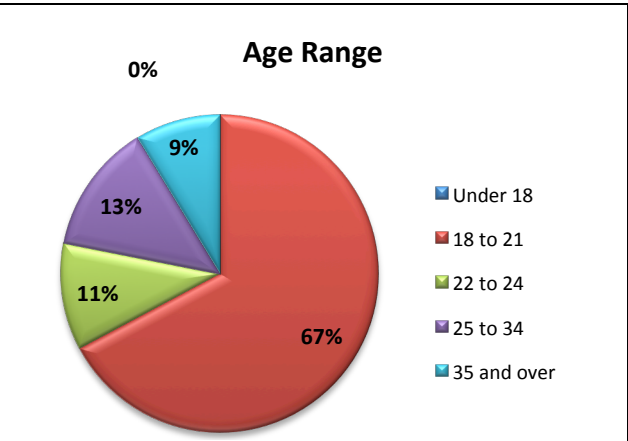
The survey was sent to students who were registered for EBS-011, EBS-012, WRT-101, and WRT-201 who had used the Writing Center during the previous three semesters. The majority of responses to the qualitative survey questions were overwhelmingly positive. Many responses called for no changes since the services offered adequately meet students' needs. Improvements that were suggested were often aspects that had already been under consideration, such as enlarging the Writing Center area. The additional comments that students could write in Question 14 - *Please enter any additional comments you have about your experiences of the Writing Center* were also positive.

Writing Center Survey	
1. Please enter your 7 digit student ID	
Answer Options	Response Count
	<b>257</b>
<i>answered question</i>	257
<i>skipped question</i>	9

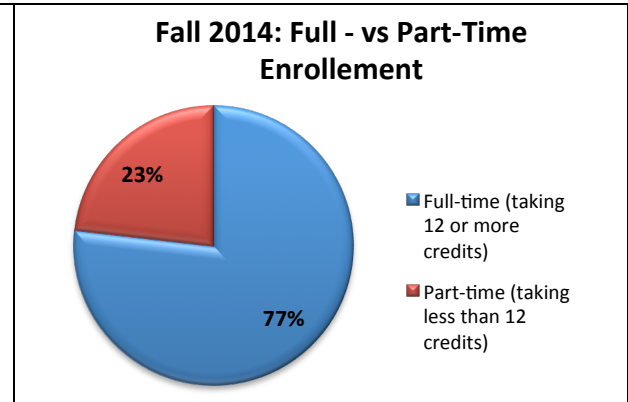
2. Please enter your first and last name		
Answer Options	Response Percent	Response Count
First Name	100.0%	263
Last Name	100.0%	263
<i>answered question</i>		<b>263</b>
<i>skipped question</i>		3



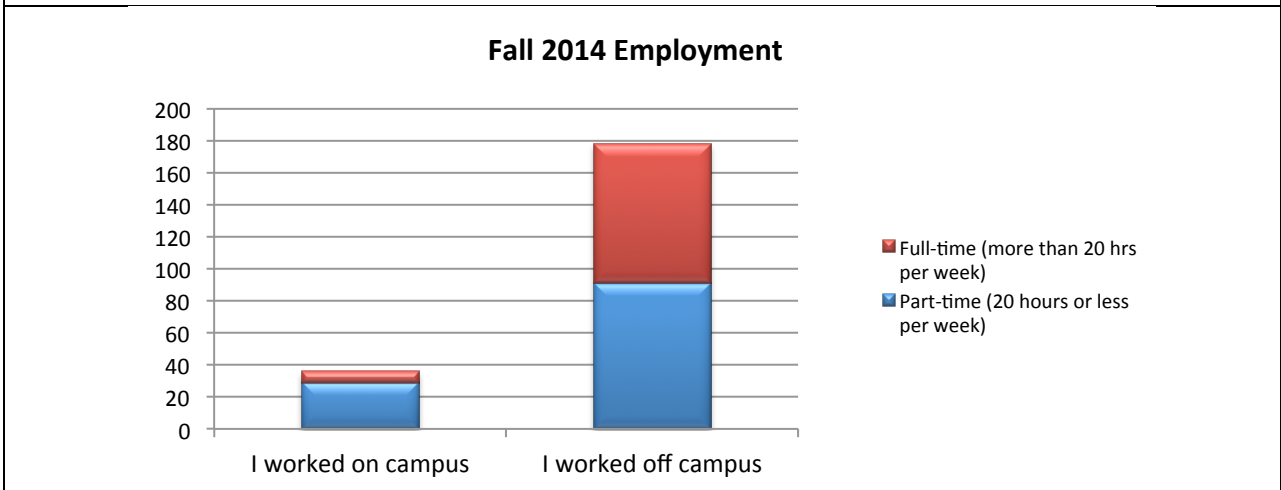
4. Please select your age range		
Answer Options	Response Percent	Response Count
Under 18	0.0%	0
18 to 21	67.2%	178
22 to 24	10.9%	29
25 to 34	13.2%	35
35 and over	8.7%	23
<b>answered question</b>		<b>265</b>
<b>skipped question</b>		<b>1</b>



5. Were you a full-time or part-time student in Fall 2014?		
Answer Options	Response Percent	Response Count
Full-time (taking 12 or more credits)	76.8%	202
Part-time (taking less than 12 credits)	23.2%	61
<b>answered question</b>		<b>263</b>
<b>skipped question</b>		<b>3</b>



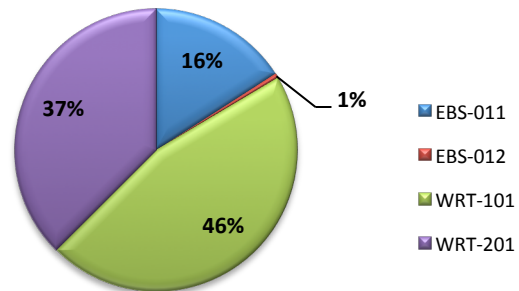
6. Did you work in Fall 2014?			
Answer Options	Full-time (more than 20 hrs per week)	Part-time (20 hours or less per week)	Response Count
I worked on campus	7	29	36
I worked off campus	87	91	178
<b>answered question</b>			<b>203</b>
<b>skipped question</b>			<b>63</b>



7. In Fall 2014 you were enrolled in EBS-011, EBS-012, WRT-101 or WRT-201. Please select which of these four courses you were enrolled in in Fall 2014.

Answer Options	Response Percent	Response Count
EBS-011	15.9%	28
EBS-012	0.6%	1
WRT-101	46.0%	81
WRT-201	37.5%	66
<b><i>answered question</i></b>		<b>176</b>
<b><i>skipped question</i></b>		<b>90</b>

In Fall 2014 Enrollment



8. How many times did you miss class in the course you selected in question 8?

Answer Options	Response Average	Response Total	Response Count
Number of times you missed class	1.45	292	201
<b><i>answered question</i></b>			<b>201</b>
<b><i>skipped question</i></b>			<b>65</b>

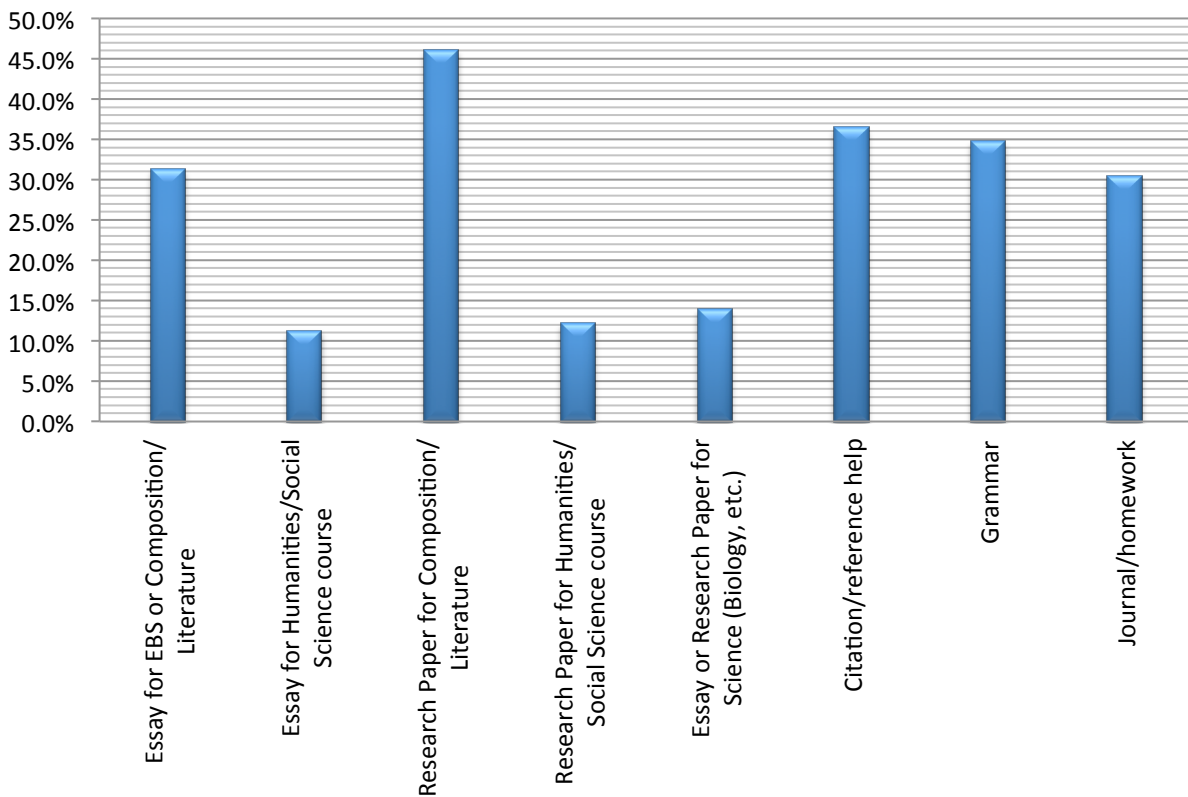
9. How many times were you late for class in the course you selected in question 8?

Answer Options	Response Average	Response Total	Response Count
Number of times you were late for class	1.13	224	199
<b><i>answered question</i></b>			<b>199</b>
<b><i>skipped question</i></b>			<b>67</b>



<b>10. What did you work on in the writing center in Fall 2014? Please select all that apply</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Essay for EBS or Composition/Literature	31.3%	36
Essay for Humanities/Social Science course	11.3%	13
Research Paper for Composition/Literature	46.1%	53
Research Paper for Humanities/Social Science course	12.2%	14
Essay or Research Paper for Science (Biology, etc.)	13.9%	16
Citation/reference help	36.5%	42
Grammar	34.8%	40
Journal/homework	30.4%	35
<b><i>answered question</i></b>		<b>115</b>
<b><i>skipped question</i></b>		<b>151</b>

**Reasons Visting the Writing Center**

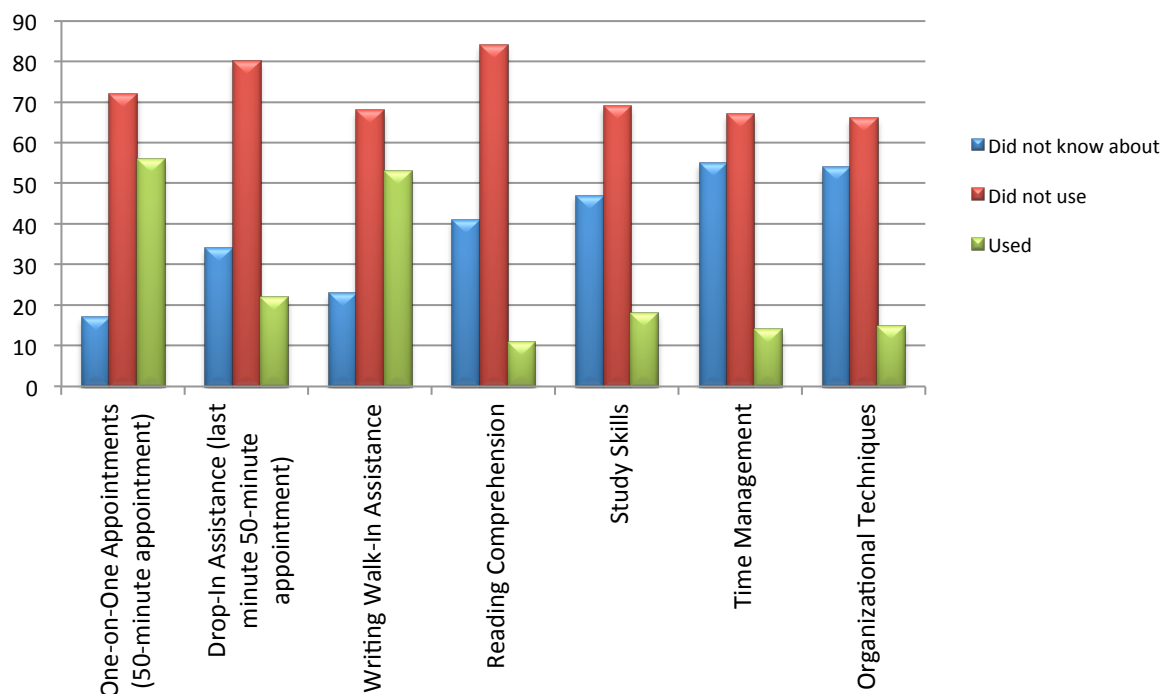


11. What activities did you engage in with your tutor that helped you complete the work you specified in question 11?	
Answer Options	Response Count
	79
<i>answered question</i>	<b>79</b>
<i>skipped question</i>	<b>187</b>

Most respondents' answers centered on: (1) writing essays, (2) doing research, (3) MLA and/or APA formats, (4) grammar, and (5) citations. Please see APPENDIX B.

12. Please indicate which Writing Center services you used, did not use or did not know about in Fall 2014.				
Answer Options	Used	Did not use	Did not know about	Response Count
One-on-One Appointments (50-minute appointment)	56	72	17	145
Drop-In Assistance (last minute 50-minute appointment)	22	80	34	136
Writing Walk-In Assistance	53	68	23	144
Reading Comprehension	11	84	41	136
Study Skills	18	69	47	134
Time Management	14	67	55	136
Organizational Techniques	15	66	54	135
<i>answered question</i>				<b>148</b>
<i>skipped question</i>				<b>118</b>

**Writing Center Services Fall 2014**



<b>13. Please describe services you would like to have available to you from the writing center</b>	
<b>Answer Options</b>	<b>Response Count</b>
	61
<i>answered question</i>	<b>61</b>
<i>skipped question</i>	<b>205</b>

While many respondents indicated that they were pleased with the services available and saw no need for change, others did indicate services they would like to see, such as:

- “These should be mock essays to help prepare for development of ideas and to help the ‘flow’ of papers”
- “Allow longer drop in sessions if there is no student waiting”
- “Give information about each person's specialty”
- “Help with grammar”
- “I would like more information on what else is offered”
- “More computers, a bit more commodious space”
- “One on one appointment consisting of more than one hour”
- “More tutors that speak Spanish”
- “Proofreading”
- “Have the option to schedule a one to one session online”
- “More honor students”

Please see APPENDIX C.

<b>14. Please enter any additional comments you have about your experiences of the Writing Center</b>	
<b>Answer Options</b>	<b>Response Count</b>
	47
<i>answered question</i>	<b>47</b>
<i>skipped question</i>	<b>219</b>

The majority of responses for question 14 is very positive and included such statements as:

- “The writing center is a very helpful resource”
- “The tutors really helped me with my papers”
- “The writing center is great and I highly recommend students take this opportunity”
- “Good tutors, great at explaining”
- “They are very knowledgeable and thorough”
- “My first experience in the writing center was good. Now, I am comfortable going there and asking for help”
- “I used the writing center a lot and I really appreciate the help I could get”
- “I like it so much because it’s so helpful. It helps me when I need it most” and “It’s great!”

Please see APPENDIX D.

## 5. Recommendations for Improvement:

Upon the completion of this assessment project, the CLAC team discussed the results and collaborated to develop effective strategies to improve the services offered.

Below please find the CLAC staff's recommendations based on the findings:

- Aggressive advertising campaign for the Writing Center referencing services offered, such as Reading Comprehension appointments
  - Offer study groups as well as workshops for citations and pre-writing strategies
  - There should be mock essays to help prepare for development of ideas and to help the 'flow' of papers
  - Allow longer drop-in sessions if there is no student waiting
  - Publicize tutors' credentials for students and the BCC community
  - Assist students more in grammar-specific areas
  - Provide a more commodious space
  - Hire bilingual tutors (specifically, Spanish-speaking individuals)
  - Communicate Writing Center mission and expectations to students and the BCC community regarding services offered
  - Investigate the option to schedule one-on-one sessions online
  - Continue to recruit Phi Theta Kappa (PTK) and Honors students
  - Focus more on increasing EBS-012 attendance in the Writing Center
- **Feedback from Vice President:**

## SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE

### 6. Use of Results:

Each member of the CLAC team reviewed the data collected and provided critical feedback on a one-on-one basis. Although this study pertained to the Writing Center, each member of the CLAC supervisory team was involved in the development of the recommendations in an effort to foster collaborative ownership and innovative perspectives.

Below please find the detailed action plan on each recommendation made:

- Restructured the Writing Center in the summer of 2015
- Re-institute workshops on citations and pre-writing strategies
  - In the Summer of 2015, appropriate resources will be collected to support the above-mentioned study groups

- In the fall of 2015, a Workshop series, titled *WritingWorks*, will be offered on a pilot basis to currently enrolled students; one-on-one interviews or focus groups will be conducted with the workshop participants to assess their perception of the services received
  - Create an online bank of mock essays to help students become familiar with college-level expectations, formats, and styles during Summer II of 2015
  - Reinforce Writing Center policy in regards to walk-ins
  - Create a photo board with writing/humanities tutors' specialties in the Writing Center
  - Research the feasibility of allowing students to make appointments online via TutorTrac
  - Continue to work alongside PTK and School of Honors in recruiting Peer Tutors
  - Coordinate sensitivity training for all CLAC employees
  - Schedule Writing Center personnel visits to EBS-012 classes to disseminate CLAC information
- 
- **Feedback from CIE:**

## Appendix A

June 19, 2015

# Writing Center Assessment

The purpose of this assessment is to compare the pass rates and grade distributions of students in EBS and WRT courses who attended the writing center with students who did not attend the writing center for three semesters: fall 2013, spring 2014 and fall 2014.

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## Pass Rates and grade distribution <sup>1</sup>

### Fall 2013

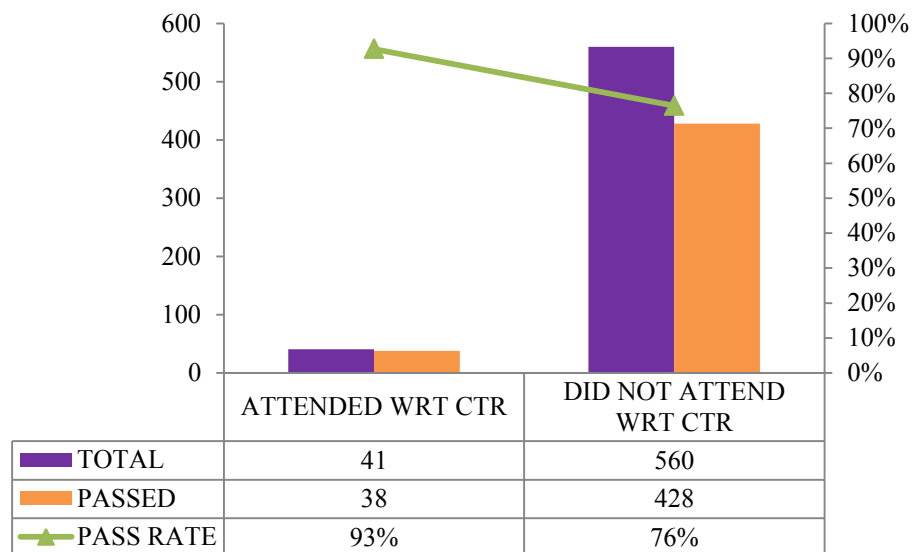
#### EBS-011

The pass rate for students taking EBS-011 in fall 2013 who attended the writing center was higher than the pass rate of students taking EBS-011 in fall 2013 who did not attend the writing center.

**Table 1** Pass rate of students taking EBS-011 in fall 2013 by writing center attendance

	TOTAL	PASSED	PASS RATE
<b>ATTENDED WRT CTR</b>	41	38	93%
<b>DID NOT ATTEND WRT CTR</b>	560	428	76%

**Figure 1** Pass rate of students taking EBS-011 in fall 2013 by writing center attendance



<sup>1</sup> Data in all semesters excludes all EBS-011, EBS-012, WRT-101, WRT-201 course sections that were international, Title V, Aims, web, or not in Paramus.

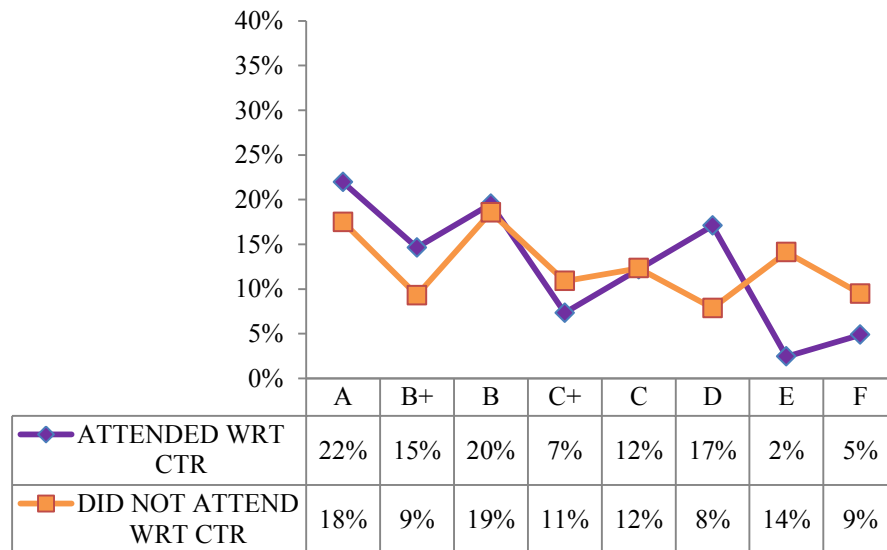


The grade distribution of students in EBS-011 in fall 2013 who attended the writing center and students who did not attend the writing center is shown in the table and figure below.

Table 2 Grade distribution of students taking EBS-011 in fall 2013 by writing center attendance

	A	B+	B	C+	C	D	E	F
<b>ATTENDED WRT CTR</b>	22%	15%	20%	7%	12%	17%	2%	5%
<b>DID NOT ATTEND WRT CTR</b>	18%	9%	19%	11%	12%	8%	14%	9%

Figure 2 Grade distribution of students taking EBS-011 in fall 2013 by writing center attendance



In fall 2013, for EBS-011 students who attended the writing center there was no statistically significant relationship between the number of visits to the writing center and their grade<sup>2</sup> (Pearson  $r = -0.106$ ,  $p = .511$ ).

<sup>2</sup> Grade was assigned numeric value for the correlation testing

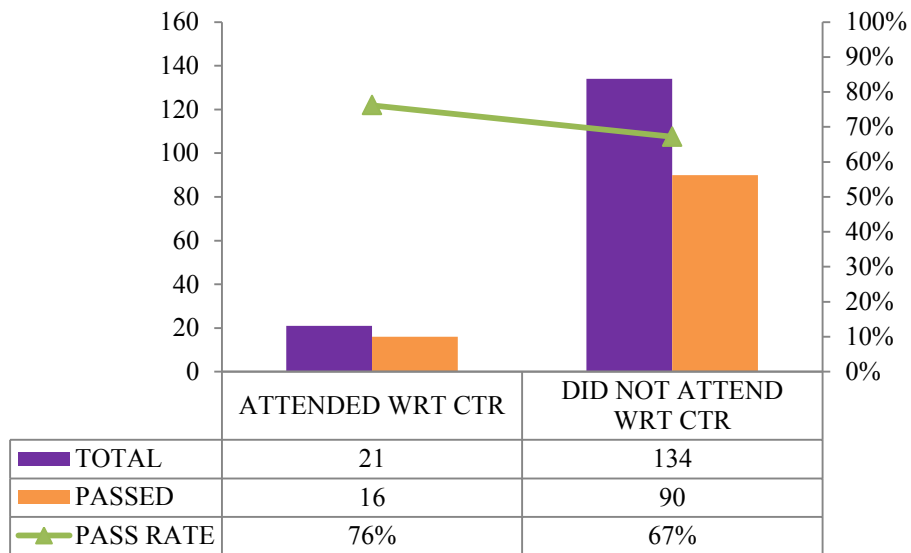
**EBS-012**

The pass rate for students taking EBS-012 in fall 2013 who attended the writing center was higher than the pass rate of students taking EBS-012 in fall 2013 who did not attend the writing center.

Table 3 Pass rate of students taking EBS-012 in fall 2013 by writing center attendance

	TOTAL	PASSED	PASS RATE
ATTENDED WRT CTR	21	16	76%
DID NOT ATTEND WRT CTR	134	90	67%

Figure 3 Pass rate of students taking EBS-012 in fall 2013 by writing center attendance

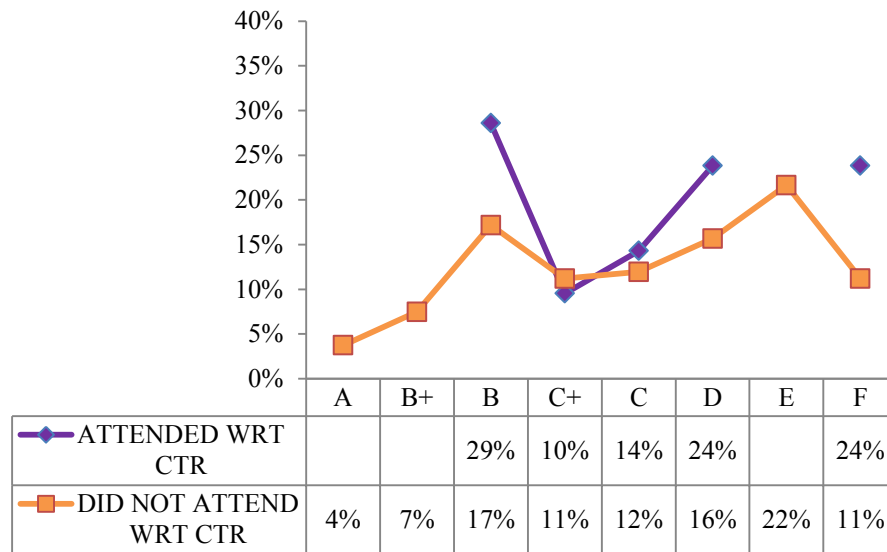


The grade distribution of students in EBS-012 in fall 2013 who attended the writing center and students who did not attend the writing center is shown in the table and figure below.

Table 4 Grade distribution of students taking EBS-012 in fall 2013 by writing center attendance

	A	B+	B	C+	C	D	E	F
<b>ATTENDED WRT CTR</b>			29%	10%	14%	24%		24%
<b>DID NOT ATTEND WRT CTR</b>	4%	7%	17%	11%	12%	16%	22%	11%

Figure 4 Grade distribution of students taking EBS-012 in fall 2013 by writing center attendance



In fall 2013, for EBS-012 students who attended the writing center there was no statistically significant relationship between the number of visits to the writing center and their numeric grade (Pearson  $r = -0.00$ ,  $p = .999$ ).

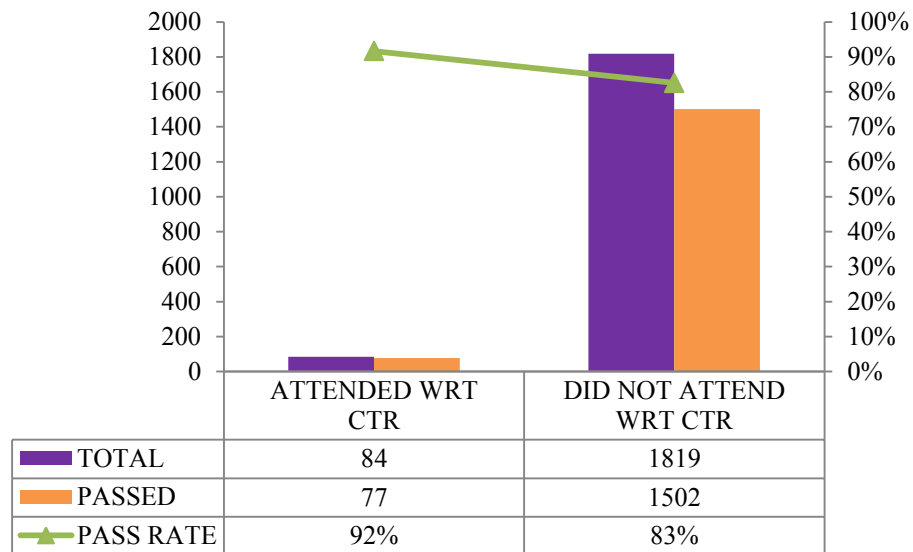
**WRT-101**

The pass rate for students taking WRT-101 in fall 2013 who attended the writing center was higher than the pass rate of students taking WRT-101 in fall 2013 who did not attend the writing center.

Table 5 Pass rate of students taking WRT-101 in fall 2013 by writing center attendance

	TOTAL	PASSED	PASS RATE
ATTENDED WRT CTR	84	77	92%
DID NOT ATTEND WRT CTR	1819	1502	83%

Figure 5 Pass rate of students taking WRT-101 in fall 2013 by writing center attendance

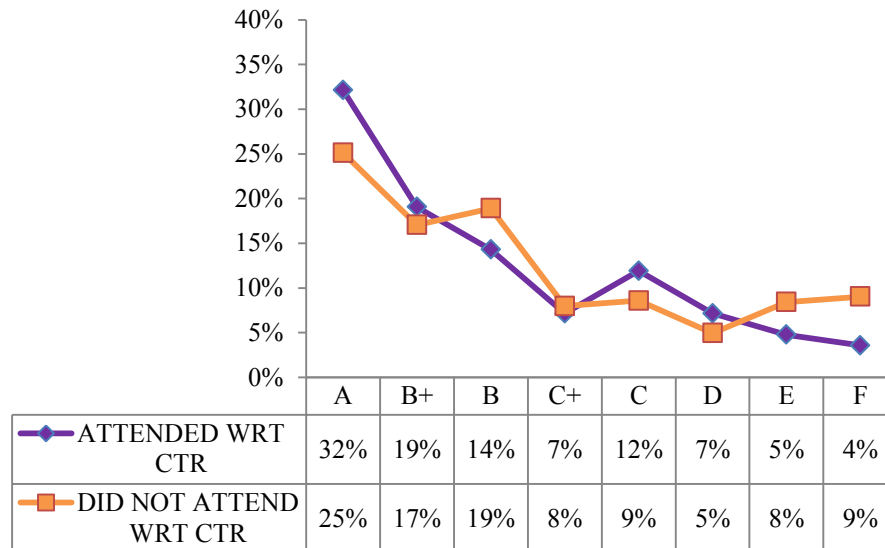


The grade distribution of students in WRT-101 in fall 2013 who attended the writing center and students who did not attend the writing center is shown in the table and figure below.

Table 6 Grade distribution of students taking WRT-101 in fall 2013 by writing center attendance

	A	B+	B	C+	C	D	E	F
<b>ATTENDED WRT CTR</b>	32%	19%	14%	7%	12%	7%	5%	4%
<b>DID NOT ATTEND WRT CTR</b>	25%	17%	19%	8%	9%	5%	8%	9%

Figure 6 Grade distribution of students taking WRT-101 in fall 2013 by writing center attendance



In fall 2013, for WRT-101 students who attended the writing center there was no statistically significant relationship between the number of visits to the writing center and their grade (Pearson  $r = .150$ ,  $p = .172$ ).

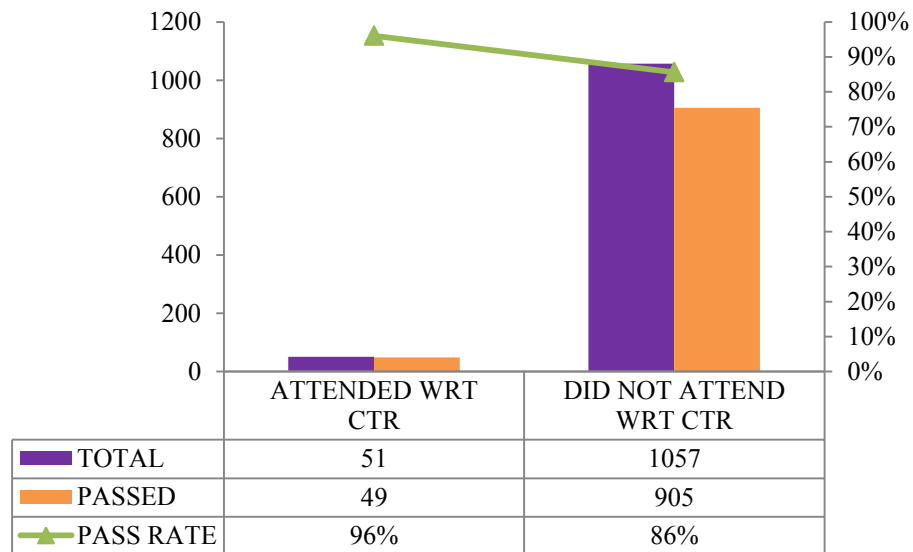
**WRT-201**

The pass rate for students taking WRT-201 in fall 2013 who attended the writing center was higher than the pass rate of students taking WRT-201 in fall 2013 who did not attend the writing center.

**Table 7** Pass rate of students taking WRT-201 in fall 2013 by writing center attendance

	TOTAL	PASSED	PASS RATE
<b>ATTENDED WRT CTR</b>	51	49	96%
<b>DID NOT ATTEND WRT CTR</b>	1057	905	86%

**Figure 7** Pass rate of students taking WRT-201 in fall 2013 by writing center attendance

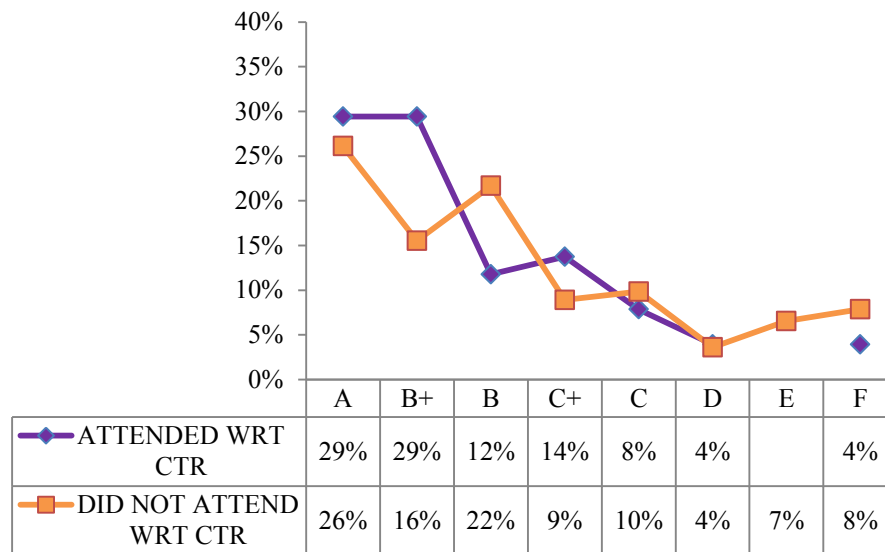


The grade distribution of students in WRT-201 in fall 2013 who attended the writing center and students who did not attend the writing center is shown in the table and figure below.

Table 8 Grade distribution of students taking WRT-201 in fall 2013 by writing center attendance

	A	B+	B	C+	C	D	E	F
<b>ATTENDED WRT CTR</b>	29%	29%	12%	14%	8%	4%		4%
<b>DID NOT ATTEND WRT CTR</b>	26%	16%	22%	9%	10%	4%	7%	8%

Figure 8 Grade distribution of students taking WRT-201 in fall 2013 by writing center attendance



In fall 2013, for WRT-201 students who attended the writing center there was no statistically significant relationship between the number of visits to the writing center and their grade (Pearson  $r = .097$ ,  $p = .5$ ).

**Spring 2014**

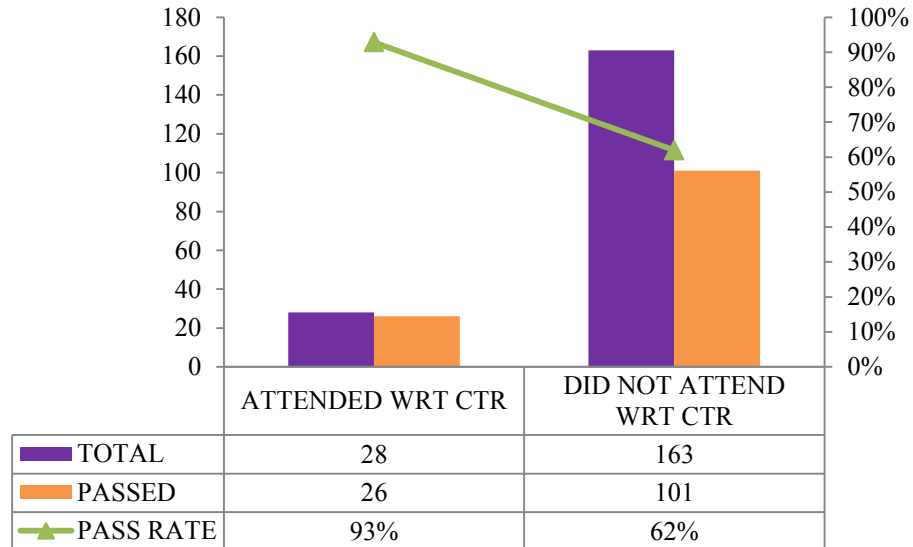
**EBS-011**

The pass rate for students taking EBS-011 in spring 2014 who attended the writing center was higher than the pass rate of students taking EBS-011 in spring 2014 who did not attend the writing center.

**Table 9** Pass rate of students taking EBS-011 in spring 2014 by writing center attendance

	TOTAL	PASSED	PASS RATE
<b>ATTENDED WRT CTR</b>	28	26	93%
<b>DID NOT ATTEND WRT CTR</b>	163	101	62%

**Figure 9** Pass rate of students taking EBS-011 in spring 2014 by writing center attendance



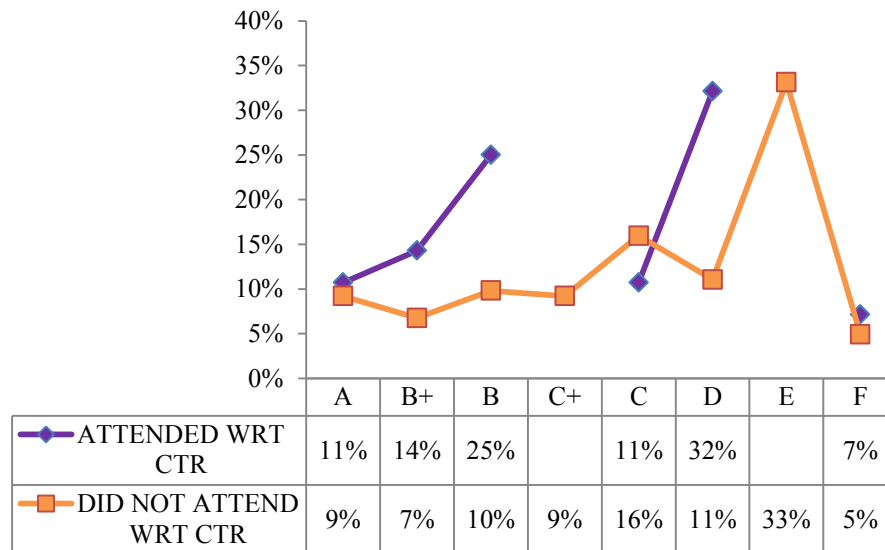


The grade distribution of students in EBS-011 in spring 2014 who attended the writing center and students who did not attend the writing center is shown in the table and figure below.

Table 10 Grade distribution of students taking EBS-011 in spring 2014 by writing center attendance

	A	B+	B	C+	C	D	E	F
<b>ATTENDED WRT CTR</b>	11%	14%	25%		11%	32%		7%
<b>DID NOT ATTEND WRT CTR</b>	9%	7%	10%	9%	16%	11%	33%	5%

Figure 10 Grade distribution of students taking EBS-011 in spring 2014 by writing center attendance



In spring 2014, for EBS-011 students who attended the writing center there was no statistically significant relationship between the number of visits to the writing center and their grade (Pearson  $r = -0.221$ ,  $p = .258$ ).

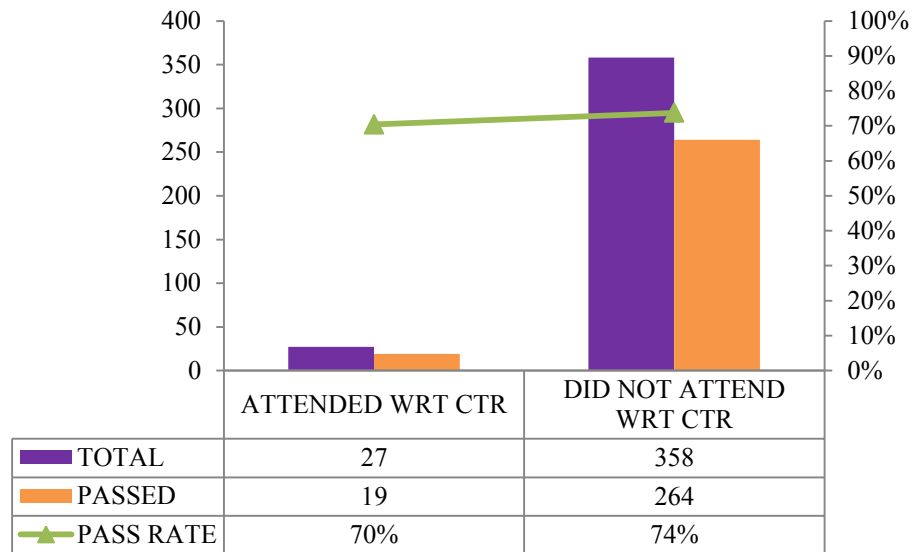
**EBS-012**

The pass rate for students taking EBS-012 in spring 2014 who attended the writing center was lower than the pass rate of students taking EBS-012 in spring 2014 who did not attend the writing center.

Table 11 Pass rate of students taking EBS-012 in spring 2014 by writing center attendance

	TOTAL	PASSED	PASS RATE
ATTENDED WRT CTR	27	19	70%
DID NOT ATTEND WRT CTR	358	264	74%

Figure 11 Pass rate of students taking EBS-012 in spring 2014 by writing center attendance

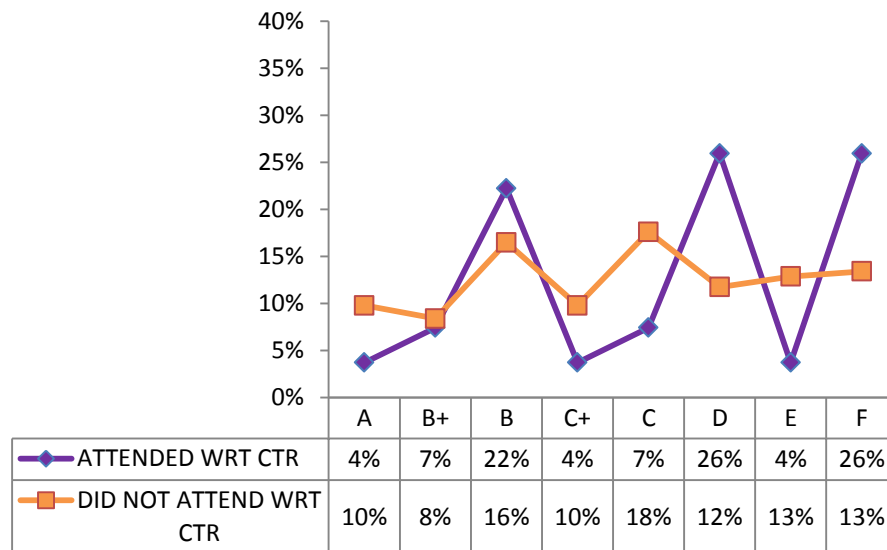


The grade distribution of students in EBS-012 in spring 2014 who attended the writing center and students who did not attend the writing center is shown in the table and figure below.

Table 12 Grade distribution of students taking EBS-012 in spring 2014 by writing center attendance

	A	B+	B	C+	C	D	E	F
<b>ATTENDED WRT CTR</b>	4%	7%	22%	4%	7%	26%	4%	26%
<b>DID NOT ATTEND WRT CTR</b>	10%	8%	16%	10%	18%	12%	13%	13%

Figure 12 Grade distribution of students taking EBS-012 in spring 2014 by writing center attendance



In spring 2014, for EBS-012 students who attended the writing center there was a statistically significant relationship between the number of visits to the writing center and their numeric grade (Pearson  $r = .462$ ,  $p = .015$ ).

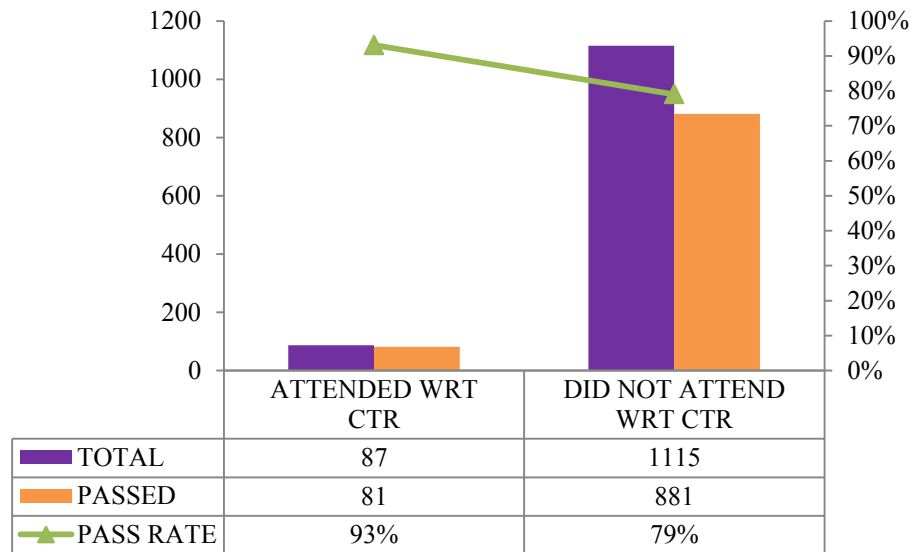
**WRT-101**

The pass rate for students taking WRT-101 in spring 2014 who attended the writing center was higher than the pass rate of students taking WRT-101 in spring 2014 who did not attend the writing center.

Table 13 Pass rate of students taking WRT-101 in spring 2014 by writing center attendance

	TOTAL	PASSED	PASS RATE
ATTENDED WRT CTR	87	81	93%
DID NOT ATTEND WRT CTR	1115	881	79%

Figure 13 Pass rate of students taking WRT-101 in spring 2014 by writing center attendance

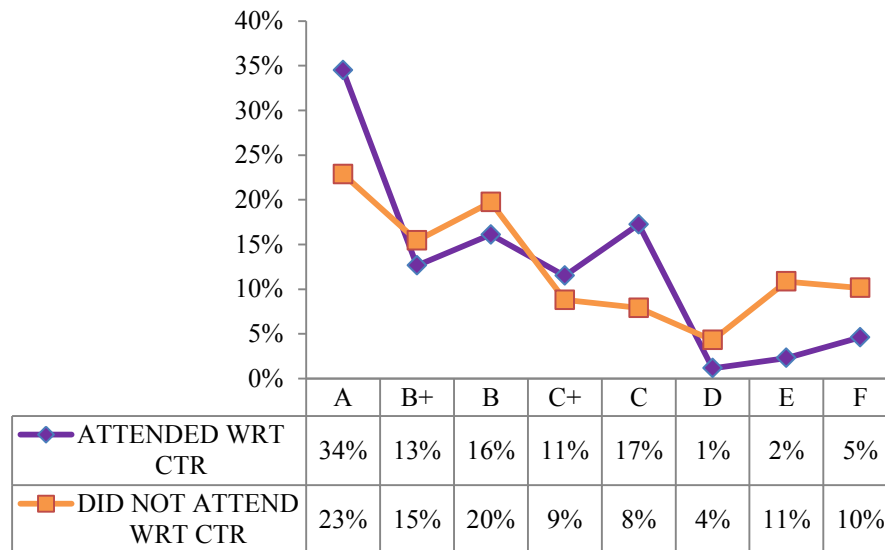


The grade distribution of students in WRT-101 in spring 2014 who attended the writing center and students who did not attend the writing center is shown in the table and figure below.

Table 14 Grade distribution of students taking WRT-101 in spring 2014 by writing center attendance

	A	B+	B	C+	C	D	E	F
<b>ATTENDED WRT CTR</b>	34%	13%	16%	11%	17%	1%	2%	5%
<b>DID NOT ATTEND WRT CTR</b>	23%	15%	20%	9%	8%	4%	11%	10%

Figure 14 Grade distribution of students taking WRT-101 in spring 2014 by writing center attendance



In spring 2014, for WRT-101 students who attended the writing center there was no statistically significant relationship between the number of visits to the writing center and their grade (Pearson  $r = .205$ ,  $p = .056$ ).

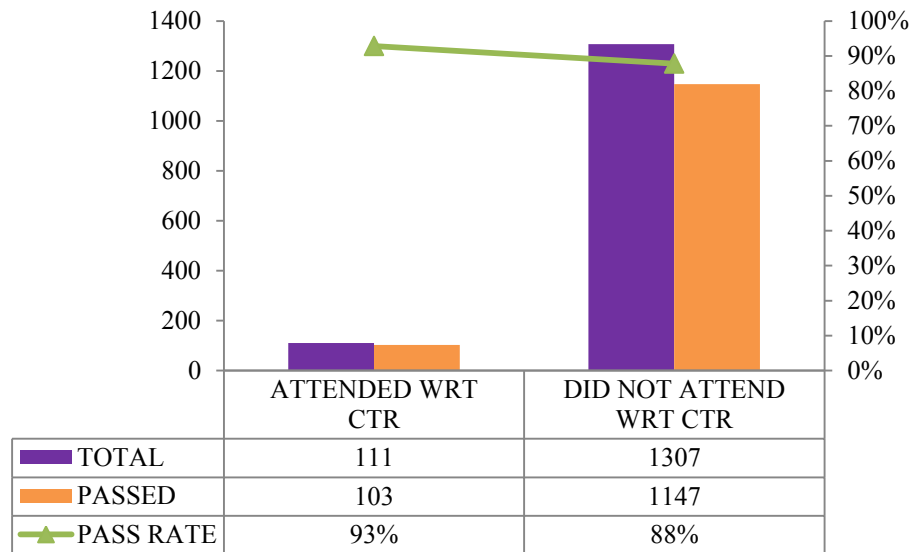
**WRT-201**

The pass rate for students taking WRT-201 in spring 2014 who attended the writing center was higher than the pass rate of students taking WRT-201 in spring 2014 who did not attend the writing center.

Table 15 Pass rate of students taking WRT-201 in spring 2014 by writing center attendance

	TOTAL	PASSED	PASS RATE
ATTENDED WRT CTR	111	103	93%
DID NOT ATTEND WRT CTR	1307	1147	88%

Figure 15 Pass rate of students taking WRT-201 in spring 2014 by writing center attendance

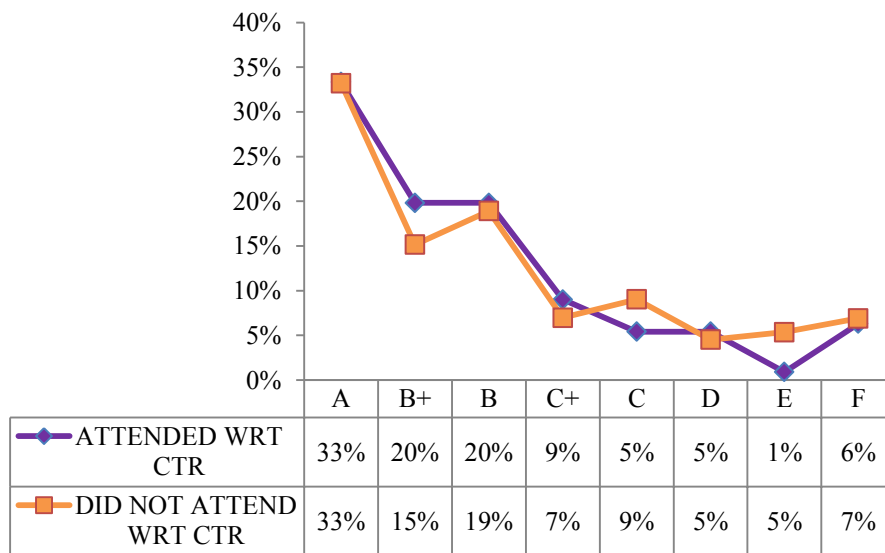


The grade distribution of students in WRT-201 in spring 2014 who attended the writing center and students who did not attend the writing center is shown in the table and figure below.

Table 16 Grade distribution of students taking WRT-201 in spring 2014 by writing center attendance

	A	B+	B	C+	C	D	E	F
<b>ATTENDED WRT CTR</b>	33%	20%	20%	9%	5%	5%	1%	6%
<b>DID NOT ATTEND WRT CTR</b>	33%	15%	19%	7%	9%	5%	5%	7%

Figure 16 Grade distribution of students taking WRT-201 in spring 2014 by writing center attendance



In spring 2014, for WRT-201 students who attended the writing center there was no statistically significant relationship between the number of visits to the writing center and their grade (Pearson  $r= 0.17$ ,  $p= .074$ ).

**Fall 2014**

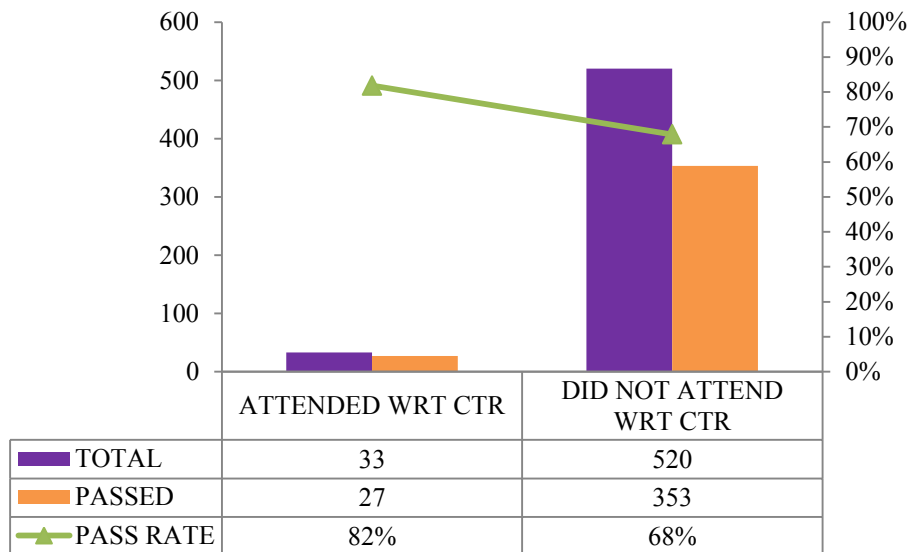
**EBS-011**

The pass rate for students taking EBS-011 in fall 2014 who attended the writing center was higher than the pass rate of students taking EBS-011 in fall 2014 who did not attend the writing center.

**Table 17 Pass rate of students taking EBS-011 in fall 2014 by writing center attendance**

	TOTAL	PASSED	PASS RATE
<b>ATTENDED WRT CTR</b>	33	27	82%
<b>DID NOT ATTEND WRT CTR</b>	520	353	68%

**Figure 17 Pass rate of students taking EBS-011 in fall 2014 by writing center attendance**



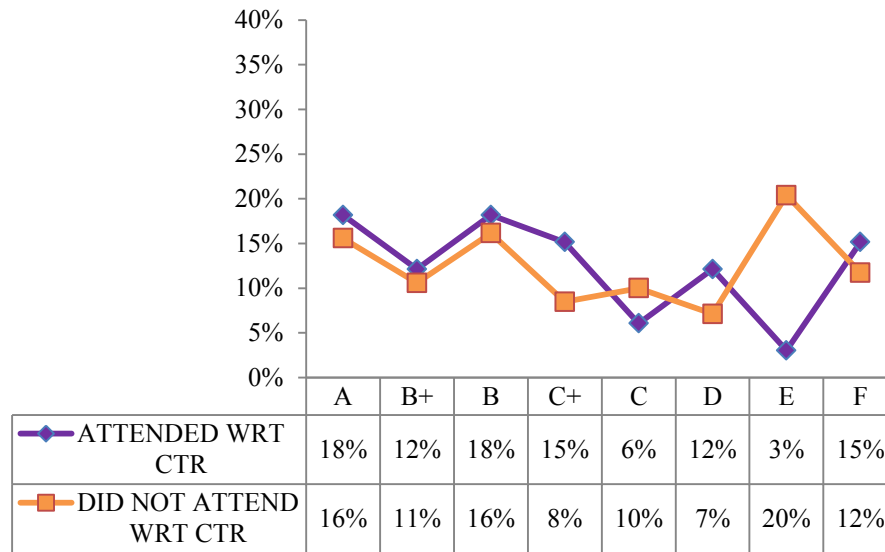


The grade distribution of students in EBS-011 in fall 2014 who attended the writing center and students who did not attend the writing center is shown in the table and figure below.

Table 18 Grade distribution of students taking EBS-011 in fall 2014 by writing center attendance

	A	B+	B	C+	C	D	E	F
<b>ATTENDED WRT CTR</b>	18%	12%	18%	15%	6%	12%	3%	15%
<b>DID NOT ATTEND WRT CTR</b>	16%	11%	16%	8%	10%	7%	20%	12%

Figure 18 Grade distribution of students taking EBS-011 in fall 2014 by writing center attendance



In fall 2014, for EBS-011 students who attended the writing center there was no statistically significant relationship between the number of visits to the writing center and their grade (Pearson  $r=0.202$ ,  $p=0.26$ ).

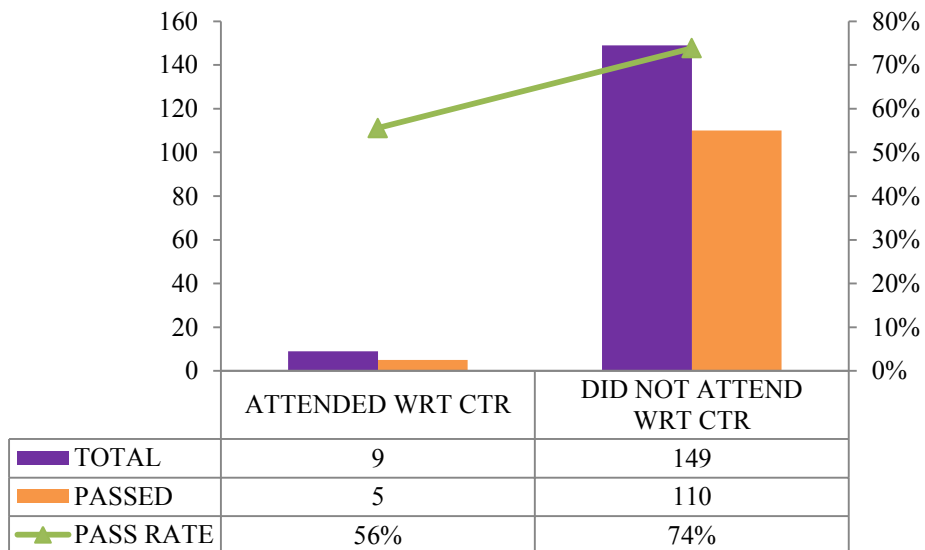
**EBS-012**

The pass rate for students taking EBS-012 in fall 2014 who attended the writing center was lower than the pass rate of students taking EBS-012 in fall 2014 who did not attend the writing center.

**Table 19 Pass rate of students taking EBS-012 in fall 2014 by writing center attendance**

	TOTAL	PASSED	PASS RATE
<b>ATTENDED WRT CTR</b>	9	5	56%
<b>DID NOT ATTEND WRT CTR</b>	149	110	74%

**Figure 19 Pass rate of students taking EBS-012 in fall 2014 by writing center attendance**

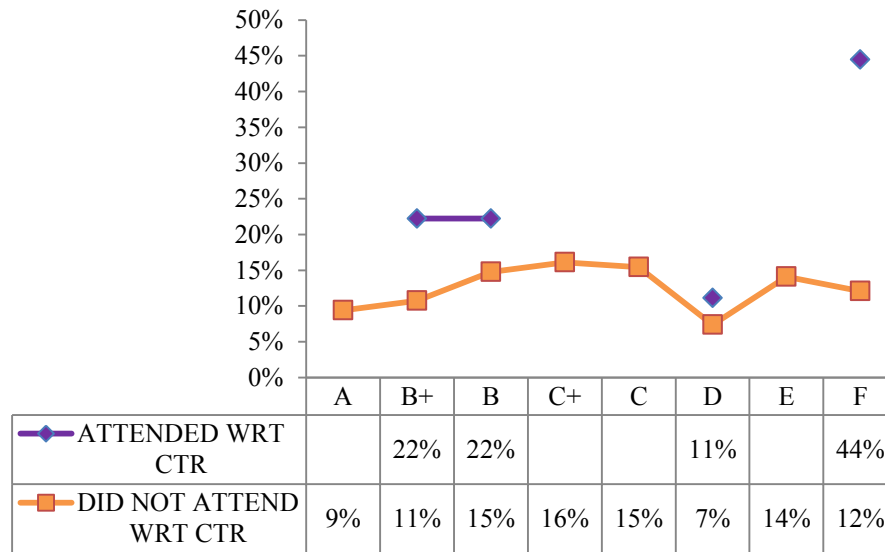


The grade distribution of students in EBS-012 in fall 2014 who attended the writing center and students who did not attend the writing center is shown in the table and figure below.

Table 20 Grade distribution of students taking EBS-012 in fall 2014 by writing center attendance

	A	B+	B	C+	C	D	E	F
<b>ATTENDED WRT CTR</b>		22%	22%			11%		44%
<b>DID NOT ATTEND WRT CTR</b>	9%	11%	15%	16%	15%	7%	14%	12%

Figure 20 Grade distribution of students taking EBS-012 in fall 2014 by writing center attendance



In fall 2014, for EBS-012 students who attended the writing center there was no statistically significant relationship between the number of visits to the writing center and their numeric grade (Pearson  $r = .294$ ,  $p = .443$ ).

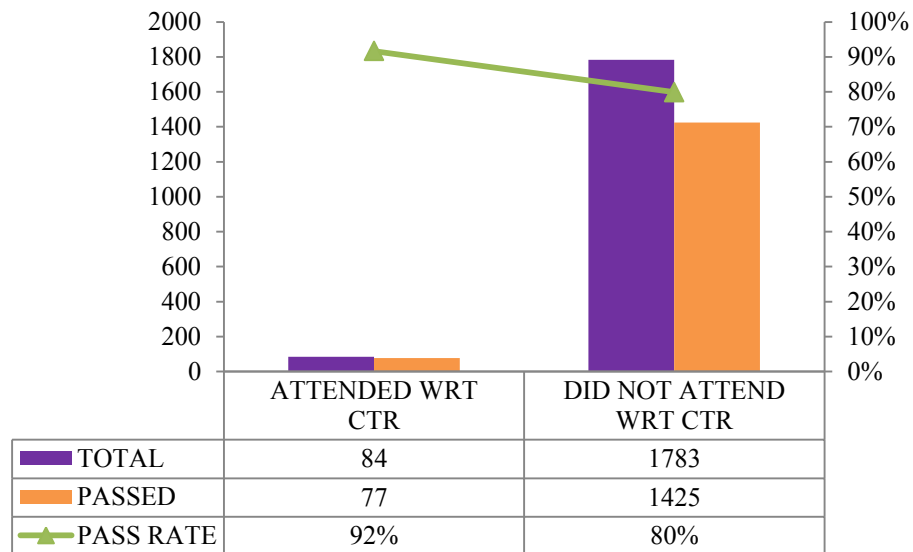
**WRT-101**

The pass rate for students taking WRT-101 in fall2014 who attended the writing center was higher than the pass rate of students taking WRT-101 in fall 2014 who did not attend the writing center.

Table 21 Pass rate of students taking WRT-101 in fall 2014 by writing center attendance

	TOTAL	PASSED	PASS RATE
ATTENDED WRT CTR	84	77	92%
DID NOT ATTEND WRT CTR	1783	1425	80%

Figure 21 Pass rate of students taking WRT-101 in fall 2014 by writing center attendance

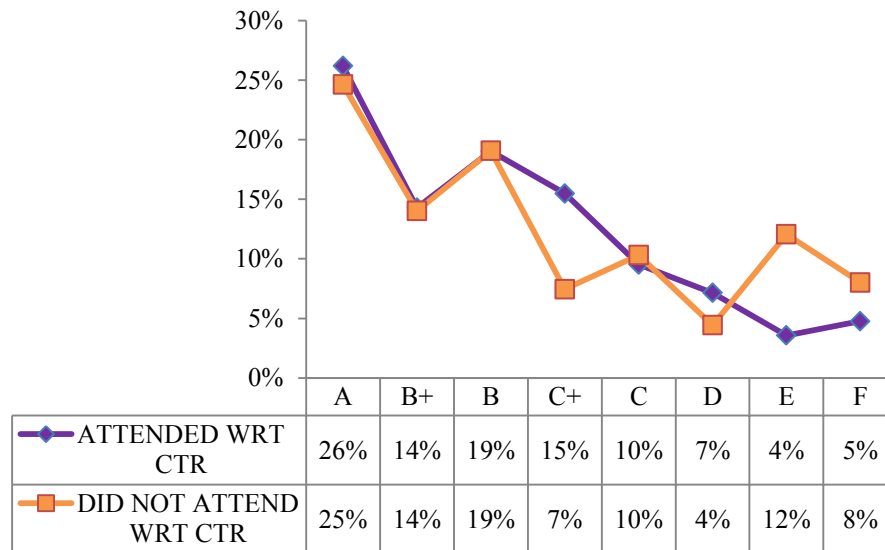


The grade distribution of students in WRT-101 in fall 2014 who attended the writing center and students who did not attend the writing center is shown in the table and figure below.

**Table 22** Grade distribution of students taking WRT-101 in fall 2014 by writing center attendance

	A	B+	B	C+	C	D	E	F
<b>ATTENDED WRT CTR</b>	26%	14%	19%	15%	10%	7%	4%	5%
<b>DID NOT ATTEND WRT CTR</b>	25%	14%	19%	7%	10%	4%	12%	8%

**Figure 22** Grade distribution of students taking WRT-101 in fall 2014 by writing center attendance



In fall 2014, for WRT-101 students who attended the writing center there was no statistically significant relationship between the number of visits to the writing center and their grade (Pearson  $r = .094$ ,  $p = .396$ ).

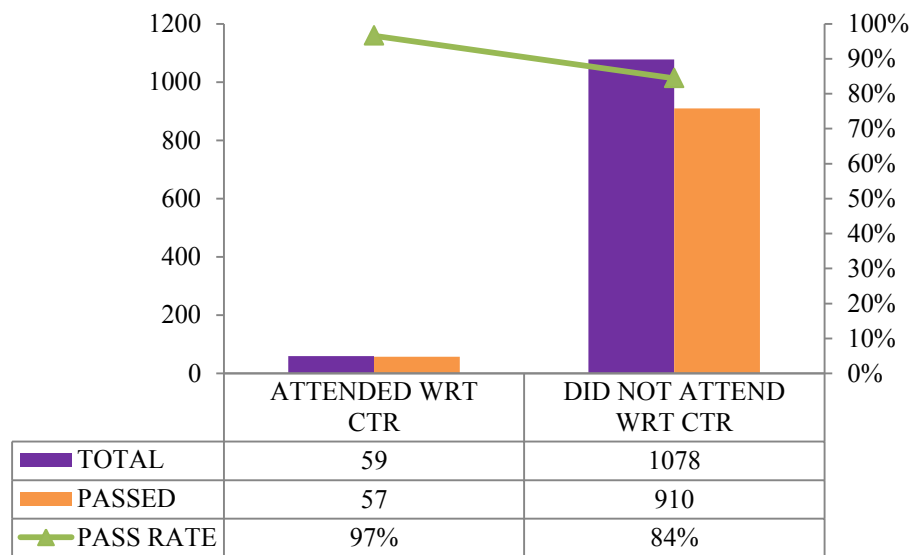
**WRT-201**

The pass rate for students taking WRT-201 in fall 2014 who attended the writing center was higher than the pass rate of students taking WRT-201 in fall 2014 who did not attend the writing center.

Table 23 Pass rate of students taking WRT-201 in fall 2014 by writing center attendance

	TOTAL	PASSED	PASS RATE
ATTENDED WRT CTR	59	57	97%
DID NOT ATTEND WRT CTR	1078	910	84%

Figure 23 Pass rate of students taking WRT-201 in fall 2014 by writing center attendance

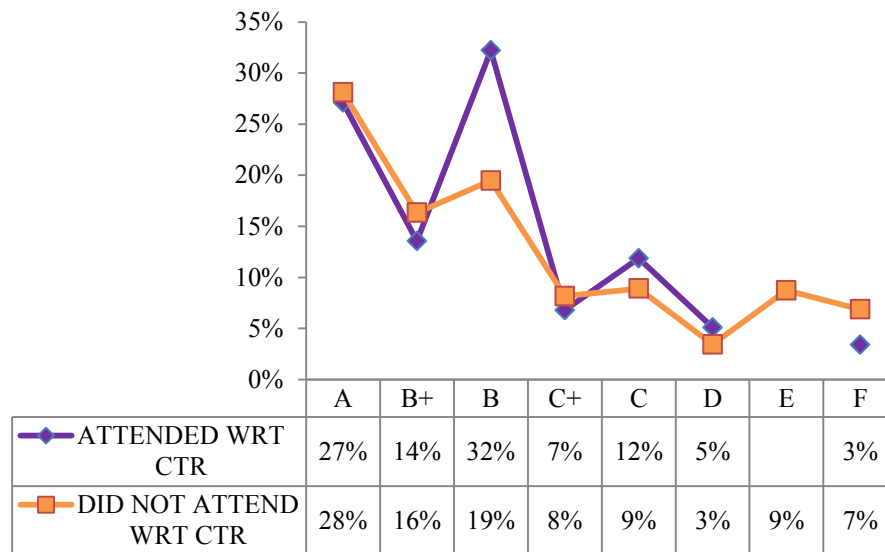


The grade distribution of students in WRT-201 in fall 2014 who attended the writing center and students who did not attend the writing center is shown in the table and figure below.

Table 24 Grade distribution of students taking WRT-201 in fall 2014 by writing center attendance

	A	B+	B	C+	C	D	E	F
<b>ATTENDED WRT CTR</b>	27%	14%	32%	7%	12%	5%		3%
<b>DID NOT ATTEND WRT CTR</b>	28%	16%	19%	8%	9%	3%	9%	7%

Figure 24 Grade distribution of students taking WRT-201 in fall 2014 by writing center attendance



In fall 2014, for WRT-201 students who attended the writing center there was no statistically significant relationship between the number of visits to the writing center and their grade (Pearson  $r=0.128$ ,  $p=.336$ ).

## Appendix B

11. What activities did you engage in with your tutor that helped you complete the work you specified in question 11?	
Answer Options	Response Count
	79
<i>answered question</i>	<b>79</b>
<i>skipped question</i>	<b>187</b>

Number	Response Date	Response Text
1	Jan 2, 2015 10:55 PM	Just how to research and use different resources
2	Dec 28, 2014 12:37 AM	How to look up references by critics for research project
3	Dec 27, 2014 5:41 PM	I needed help with MLA and APA formats and my tutor was amazing with helping me learn it.
4	Dec 27, 2014 5:33 PM	I worked with grammar, spelling, essay writing and others.
5	Dec 27, 2014 5:02 PM	How to use better grammar
6	Dec 26, 2014 5:31 PM	She would explain any part of what we were doing that I was confused about.
7	Dec 26, 2014 5:07 PM	grammar
8	Dec 26, 2014 3:40 AM	No tutor
9	Dec 25, 2014 11:46 PM	History Research Paper and how to word my information.
10	Dec 24, 2014 11:33 PM	Helped me with suggestions and revision.
11	Dec 24, 2014 6:12 PM	N/A
12	Dec 24, 2014 5:23 PM	Revising my research papers, and essays
13	Dec 24, 2014 7:40 AM	I wanted to have someone read my research paper for grammatical issues.
14	Dec 24, 2014 5:42 AM	I didn't have a tutor, if you mean the professor just normal class work I suppose?
15	Dec 24, 2014 5:32 AM	My Homework.
16	Dec 24, 2014 12:54 AM	Same ones in class
17	Dec 23, 2014 11:41 PM	I asked my tutor to read my essay for an opinion regarding if essay makes sense, for improvements, grammar, etc.
18	Dec 23, 2014 11:28 PM	Just revising essay and help with conclusion
19	Dec 23, 2014 11:15 PM	Everything
20	Dec 23, 2014 10:15 PM	going through my essays
21	Dec 23, 2014 10:10 PM	None
22	Dec 23, 2014 9:29 PM	Discussed about topics, grammar, and sentence structures.
23	Dec 23, 2014 8:55 PM	N/A
24	Dec 22, 2014 4:56 PM	N/A
25	Dec 21, 2014 5:10 PM	I needed help with citation.
26	Dec 20, 2014 1:39 PM	Research paper
27	Dec 20, 2014 2:03 AM	My tutor use to help me make the MLA citation.
28	Dec 19, 2014 3:51 PM	I never had a tutor for that class.
29	Dec 18, 2014 11:57 PM	Having a proper connection with the Professor to make my essays personal and knowing what the requirements on getting an acceptable grade.



30	Dec 18, 2014 10:22 PM	homework help.
31	Dec 18, 2014 4:02 PM	Grammar checks, mistaken concepts on the Research Paper.
32	Dec 18, 2014 2:10 PM	I really never used the writing center, mostly because I was fine with completing all of my work at home.
33	Dec 18, 2014 5:29 AM	I never went to the writing center this semester
34	Dec 18, 2014 1:54 AM	The tutor was very helpful with my essays and homework
35	Dec 17, 2014 3:22 PM	I asked the tutor for grammar errors, wording, and flow of my paper.
36	Dec 17, 2014 5:42 AM	Slide powerpoints for lessons, animated (does not mean cartoon) videos that relate to the lesson, going over vocabulary we had to search up ourselves, and writing professional essays
37	Dec 17, 2014 3:55 AM	Did not use the writing center
38	Dec 17, 2014 2:14 AM	I did not attend the writing center.
39	Dec 17, 2014 1:27 AM	By trying my best in completing these activities by myself and then making them check it to see if I got everything right in my essays like citations and grammar and to see if I put the citations right where they belonged on the paper as well.
40	Dec 16, 2014 7:10 PM	Helped with my research paper and how to use the sources on the library website
41	Dec 16, 2014 6:06 PM	grammar
42	Dec 16, 2014 5:46 PM	.
43	Dec 16, 2014 4:39 PM	I had a One-on-One appointment with my tutor. He was patient and really knew about writing.
44	Dec 16, 2014 3:04 PM	I was not in the tutoring center. I took this course in SPRING 2014. Not fall.
45	Dec 16, 2014 3:02 PM	Grammar check
46	Dec 16, 2014 1:57 PM	The professor was always helpful, she never let us down and she makes sure we do our best instead of doing our worst.
47	Dec 16, 2014 6:17 AM	needed help with citation for Research paper.
48	Dec 16, 2014 3:42 AM	a few papers for my WRT201 class
49	Dec 16, 2014 3:32 AM	Never went to a tutor
50	Dec 16, 2014 3:17 AM	Grammatical errors, also she helped me on the outline
51	Dec 16, 2014 2:22 AM	N/A
52	Dec 16, 2014 2:15 AM	proofreading
53	Dec 16, 2014 2:02 AM	Went onto Purdue owl
54	Dec 16, 2014 1:09 AM	correct grammar
55	Dec 16, 2014 12:30 AM	Grammar
56	Dec 16, 2014 12:23 AM	N/A
57	Dec 16, 2014 12:12 AM	Research paper formatting
58	Dec 15, 2014 11:29 PM	This year in Writing 201
59	Dec 15, 2014 11:17 PM	Readings, lots of readings...
60	Dec 15, 2014 10:51 PM	gave her search engines to find sources but it didn't work for me when I tried before I sought help
61	Dec 15, 2014 10:41 PM	Research
62	Dec 15, 2014 10:20 PM	writing essays and papers

<b>63</b>	Dec 15, 2014 10:08 PM	Sentence sturcture
<b>64</b>	Dec 15, 2014 9:31 PM	i was happy and tutor is a lot of help me about homework. i got understand and tutor is very deep explain to me clearly. i am improve.
<b>65</b>	Dec 15, 2014 9:24 PM	proof reading
<b>66</b>	Dec 15, 2014 7:48 PM	she helped me really well. She told me my mistakes and how to improve them. She was friendly so i was comfortable with her to talking my mistakes in english. she was so nice.
<b>67</b>	Dec 15, 2014 6:16 PM	Helped me to write better
<b>68</b>	Dec 15, 2014 5:15 PM	Helped with structure as well as grammatical assistance
<b>69</b>	Dec 15, 2014 5:02 PM	I used the tutoring center for math
<b>70</b>	Dec 15, 2014 4:34 PM	Adjectives , parrelism, pronouns, ect.
<b>71</b>	Dec 15, 2014 3:56 PM	I did not engage in any activity with a tutor
<b>72</b>	Dec 15, 2014 3:50 PM	Reading over my paper together and correcting all of my errors.
<b>73</b>	Dec 15, 2014 3:47 PM	I didn't have a tutor
<b>74</b>	Dec 15, 2014 3:42 PM	we engaged in my homework. No activities.
<b>75</b>	Dec 15, 2014 3:14 PM	making outline
<b>76</b>	Dec 15, 2014 3:09 PM	The tutor gave me good creative criticism and helped me fix my grammatical errors in my paper.
<b>77</b>	Dec 15, 2014 3:03 PM	None.
<b>78</b>	Dec 15, 2014 2:46 PM	Tutors helped me a lot with grammar and spelling since English is not my first language, my writing improved a lot.
<b>79</b>	Dec 15, 2014 2:44 PM	help me improve my writing,grammer, and more understadung of english.

### Appendix C

13. Please describe services you would like to have available to you from the writing center	
Answer Options	Response Count
	61
<i>answered question</i>	<b>61</b>
<i>skipped question</i>	<b>205</b>

Number	Response Date	Response Text
1	Jan 2, 2015 10:55 PM	More understanding as an older adult going back to school its difficult adjusting and learning again.
2	Dec 28, 2014 12:37 AM	n/a
3	Dec 27, 2014 5:33 PM	I appreciate the way they have taught me. They really helped to get a good grade in my classes.
4	Dec 26, 2014 5:07 PM	walk in writing service is very helpful
5	Dec 25, 2014 11:46 PM	History Math Language
6	Dec 24, 2014 11:33 PM	I am satisfied with what i have.
7	Dec 24, 2014 5:23 PM	Revising papers
8	Dec 24, 2014 9:07 AM	These should be mock essays to help prepare for development of ideas and to help the "flow" of papers.
9	Dec 24, 2014 7:40 AM	Allowed longer drop in sessions if there is no student waiting. I do not see why one student is forced to end help after 20 minutes, despite no other student waiting for assistance.
10	Dec 24, 2014 5:42 AM	Research paper help?
11	Dec 23, 2014 11:41 PM	The services provided so far seems sufficient to me.
12	Dec 23, 2014 11:28 PM	I was satisfied with what I got and received, it's nice that my tutor was on-time too.
13	Dec 23, 2014 11:15 PM	Not sure, the tutoring center is good as it is
14	Dec 23, 2014 10:15 PM	Just a good amount of tutors is enough
15	Dec 23, 2014 10:10 PM	None really
16	Dec 23, 2014 9:29 PM	Give information about each person's speciality.
17	Dec 23, 2014 8:55 PM	help me with my grammar
18	Dec 21, 2014 5:10 PM	I would like more information on what else is offered.
19	Dec 20, 2014 9:11 PM	The Writing Center is well developed and has nice, caring people on board. So I personally would not want to change anything.
20	Dec 20, 2014 2:03 AM	I love the one on one appointment.
21	Dec 19, 2014 3:51 PM	I think that there is enough services.
22	Dec 19, 2014 2:04 AM	Everything was fine
23	Dec 18, 2014 11:57 PM	Other students to incorporate the same classes and assist others to improve literacy and ability to write prose.
24	Dec 18, 2014 4:02 PM	It is the best so far...
25	Dec 18, 2014 3:24 PM	Services where I can drop in whenever I am available will be most useful for me, only because scheduling an appointment is difficult.

26	Dec 18, 2014 2:10 PM	Just someone to read over my paper and make sure it's ok, though I'm sure there are already people who are willing to do that.
27	Dec 18, 2014 7:12 AM	I didn't even know about the writing center
28	Dec 17, 2014 3:22 PM	For the writing walk in. There was a little wait but nothing really absurd.
29	Dec 17, 2014 11:04 AM	Everything is there really.
30	Dec 17, 2014 5:42 AM	More computers, a bit more commodious space
31	Dec 17, 2014 2:14 AM	I cannot say that the center requires anything more than it already does. I hear nothing but good things about it.
32	Dec 17, 2014 12:42 AM	competitive personal
33	Dec 16, 2014 7:10 PM	Don't remember the guy who helped me. It was very good, went fast some times but would slow down and repeat things
34	Dec 16, 2014 6:06 PM	one on appointment consisting of more than one hour
35	Dec 16, 2014 5:46 PM	.
36	Dec 16, 2014 4:39 PM	More tutors that speak Spanish, using the Writing Center would be easier for me if I could communicate better in my language in order to paste all my thoughts on my assignment.
37	Dec 16, 2014 2:33 PM	PROOFREADING
38	Dec 16, 2014 1:57 PM	I would like to have all the services available for when I start Writing 101. Therefore, I can get and have all the help I need.
39	Dec 16, 2014 3:17 AM	Don't know
40	Dec 16, 2014 2:02 AM	Able to help better when writing essays
41	Dec 16, 2014 12:30 AM	Group study
42	Dec 16, 2014 12:23 AM	Walk-in essay appointments and follow-up appointments.
43	Dec 16, 2014 12:12 AM	Nothing
44	Dec 15, 2014 11:29 PM	Maybe have the option to schedule a one to one session online!
45	Dec 15, 2014 10:41 PM	How to research
46	Dec 15, 2014 10:20 PM	nothing everything i need available to me is already in use.
47	Dec 15, 2014 10:08 PM	I think the services offered are great
48	Dec 15, 2014 9:31 PM	sometime, I went to Walk-In-Center available and i finished homework from EBS like at 30min.
49	Dec 15, 2014 9:24 PM	all are useful
50	Dec 15, 2014 7:48 PM	i would like that there should be more walk in hours.
51	Dec 15, 2014 6:16 PM	everything was good
52	Dec 15, 2014 5:15 PM	More honor studetns
53	Dec 15, 2014 4:34 PM	i believe the services are great and an amazing opportunity to help students , so in my opinion everything is already available.
54	Dec 15, 2014 3:56 PM	speech organization, speech preperation, Essay format and structure.
55	Dec 15, 2014 3:50 PM	Being able to use the computers and correct it in the writing center instead of going to the library and struggling to look for a computer to work on
56	Dec 15, 2014 3:47 PM	I think there are enough services available
57	Dec 15, 2014 3:42 PM	A few more walk-ins grouch out the day
58	Dec 15, 2014 3:14 PM	outline helping on essays
59	Dec 15, 2014 3:07 PM	They're all great
60	Dec 15, 2014 2:46 PM	Help with essay writing, particularly grammar and errors check.

<b>61</b>	Dec 15, 2014 2:44 PM	i like that she helped me with my research paprer. i want they should hire more people and i can make another apponitents in any time.
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### Appendix D

14. Please enter any additional comments you have about your experiences of the Writing Center	
Answer Options	Response Count
	47
<i>answered question</i>	<b>47</b>
<i>skipped question</i>	<b>219</b>

Number	Response Date	Response Text
1	Jan 2, 2015 10:55 PM	Programs suited for more Adults returning to school with having been out of the loop or school for 30 some odd years. Some help catering to this age group. And courses which take life and work experience for adults 40 and over and give credit for.
2	Dec 28, 2014 12:37 AM	The librarian was helpful.
3	Dec 27, 2014 10:09 PM	very good and helpfull
4	Dec 27, 2014 5:41 PM	The writing center is a very helpful resource.
5	Dec 27, 2014 5:33 PM	Most of the time I just walked into the writing center but they never sent me back without any help. They have managed somebody anyhow to help me out.
6	Dec 25, 2014 11:46 PM	I loved it.
7	Dec 24, 2014 11:33 PM	All is well
8	Dec 24, 2014 5:23 PM	I really enjoyed the time in the tutoring center. Most of tutors were kind and friendly, and they tried their best to revise my paper. But sometimes, I noticed that some tutors wanted to finish the tutoring after 30mins or somewhere... not all, but at those times, they did not look at my essay diligently, so the quality was not so good... other things are really good!
9	Dec 24, 2014 9:07 AM	I have never been to the Writing Center and never knew where it was on campus.
10	Dec 24, 2014 7:40 AM	Several peers felt my paper was too long for them to even look for grammatical issues. It was 17 pages, I understand that is a large task however asking me about themes when I need a proof read, or what the papers subject matter was... when simply reading it would answer the question seems like an avoidance technique. The professionals there however were more up to the task and slowly chipped away at it.
11	Dec 24, 2014 5:42 AM	I didn't even know about any of this so I guess its helpful I learned now.
12	Dec 23, 2014 11:41 PM	Its all good
13	Dec 23, 2014 11:28 PM	I missed one appointment because I was sick but it was difficult to contact them about my absence.
14	Dec 23, 2014 11:15 PM	The tutors I had are nice and always helpful
15	Dec 23, 2014 10:10 PM	Its a friendly environment
16	Dec 23, 2014 9:29 PM	I couldn't make an appointment sometimes because I worked during semester. So, Writing walk-in was really helpful too.
17	Dec 23, 2014 8:55 PM	none
18	Dec 23, 2014 2:22 AM	Never used it, never felt I needed it. No comments.

19	Dec 20, 2014 2:03 AM	I had learner a lot in my class as well as the tutors really helped me with my papers.
20	Dec 19, 2014 3:51 PM	The writting center is great and I highly recommend student to take this oppotunity.
21	Dec 19, 2014 2:04 AM	Everything was fine
22	Dec 18, 2014 4:02 PM	They were usually good and nice to give me some advise for my problems on wiriting course
23	Dec 18, 2014 2:10 PM	I've heard they help a lot and a lot of my friends have used the writing center so I'm sure it's great
24	Dec 18, 2014 1:54 AM	My experiance was fine at the tutoring center,I was glad they helped me
25	Dec 17, 2014 3:22 PM	The writing center was a great way to know about my papers mistakes, I will traditionally be returning for other classes.
26	Dec 17, 2014 11:04 AM	Overall it was pretty good, maybe some more tutors would be helpful. That would mean more flexibility.
27	Dec 16, 2014 7:10 PM	Don't know much about it My teacher brought us there. Thats the only reason I used it and knew about it
28	Dec 16, 2014 6:06 PM	good tutors, great at explaining. my only issues is the tutors who i have a hard time understanding because of their accent
29	Dec 16, 2014 5:46 PM	.
30	Dec 16, 2014 3:04 PM	This survey should have more options at the beginning such as, "Other:" I did not take this course in fall 2014 and I was never in the writing center. I used the library and did not use the writing center for anything.
31	Dec 16, 2014 1:57 PM	I never been to the Writing Center, because my professor was very helpful.
32	Dec 16, 2014 6:17 AM	My experiance is good with the writing center. I received help for the research paper i was doing for WRT101.
33	Dec 16, 2014 3:32 AM	I had no idea that there was a Writing Center.
34	Dec 16, 2014 3:17 AM	I liked tutoring, the tutors were pretty good
35	Dec 16, 2014 12:23 AM	I did not know about these services.
36	Dec 16, 2014 12:12 AM	They are very knowledgeable and thorough.
37	Dec 15, 2014 11:29 PM	One time for a walk in tutoring, the tutor, who was older and white, had a stereotypical attitude. I'm a Muslim and I wear a scarf on my head. I ask the tutor to read my essay for any grammatical errors or point out awkward sentences before I hand it in. Instead she kept on making comments on how surprise she is on how I speak English and write very well. She kept on asking me personal question regarding where I am from, what language I speak etc, which I did not want to answer because it was not an appropriate time (I came to the tutoring center for help not for therapy lol). Overall, just because I have a scarf on does not mean I'm an immigrant and we didn't even go over my essay fully. This also happened while I had a one to one session with a math tutor but thats for another survey.
38	Dec 15, 2014 10:51 PM	When I mentioned I received help above, I meant I just asked a librarian. I do not know where the Writing Center is located but it looks like it would have also helped me in my research paper.

<b>39</b>	Dec 15, 2014 10:41 PM	I am not good at computer technics, so it was good for me how to use online reseraching program.
<b>40</b>	Dec 15, 2014 9:31 PM	yes, i am experiences of the Writing Center but i have to go to appointment before set available for tutor. i noticed, i am hard write communicate. After, i got an interpreter in the tutor. i am a lot of better. we are easy communicate about homework.
<b>41</b>	Dec 15, 2014 7:48 PM	My first experience in writing center was good. Now, i am comfortable going there and asking for help.
<b>42</b>	Dec 15, 2014 5:15 PM	its a nice environment
<b>43</b>	Dec 15, 2014 3:56 PM	The writing center should present a tutoring applicant with a form of confirmation of the applicant's eligibility, such as a quick essay to test the applicant's skills, which would be used as solid evidence of the applicant's eligibility
<b>44</b>	Dec 15, 2014 3:50 PM	It's Great!
<b>45</b>	Dec 15, 2014 3:42 PM	N/a
<b>46</b>	Dec 15, 2014 2:46 PM	I used the writing center a lot and I really appreciate the help I could get.
<b>47</b>	Dec 15, 2014 2:44 PM	i like it so much. because it's so much helpful. It helps me when i need it most.