

The Writing Center CUE 2008-2009 Final Report

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During 2008-2009, the Writing Center participated in three CUE initiatives: CPE Outreach and Preparation, mainly geared toward non-CUNY transfers, Writing across the Forensic Science Curriculum, and Refining WAC/WID Involvement in Pivotal Core Courses. During the year, more has been accomplished on the CPE preparation front and the Writing across the Forensic Science Curriculum, as well as on the general WAC front, simply because more could be accomplished with more established initiatives. During 2008-2009, the Writing Center was involved in the usual activities: 1) offering CPE tutoring and workshops to all students, targeting transfer students, specifically non-CUNY transfers, and preparing appeal students; 2) making class presentation to WI courses across the curriculum, tutoring students in writing specific to the disciplines, and offering WAC/WID workshops; 3) offering workshops and tutoring for forensic science students; 4) offering workshops and tutoring specifically geared to students in WI core courses in literature, philosophy, and history.

I. CPE 2008-2009

On the preparation front, during 2008-2009, the Writing Center engaged in **78** CPE workshops, with an additional **22** workshops offered in June alone. For the academic year, the Writing Center offered a total of **100** CPE workshops. During fall 2008-spring 2009, the Writing Center served **1,122** students who sought CPE preparation for **2,308** sessions.

► CPE Preparation: All Students Fall 2008

On the CPE front, the Writing Center offered a total of **34** preparatory and hands-on skills workshops on both tasks, close reading workshops for Task 1, and workshops that guided students through the online CPE tutorial. Continuing with its previous initiatives to increase show rate, the Writing Center's fall 2008 services increased substantially: **206** more students and **549** more sessions than in fall 2007. The college show rate for required students has increased to 78.8% and the Writing Center show rate for preparation is approximately 44.37% of the number of required students who took the exam. Therefore, the Writing Center shows a great increase in both the number of students and the frequency with which they attended our prep services.

Here are the numbers. In the fall 2008, approximately **540** students attended tutoring and/or workshops for a total of **1,148** sessions. The workshops alone saw **356** students who attended multiple offerings for **509** sessions. An additional **119** students participated in **378** sessions: **65** outstanding students availed themselves of both tutoring and workshops for a total of **261** sessions.

CPE Fall 2008: All Students

	Students	Sessions
One-on-One Tutoring	119	378
Workshops Only (34)	356	509
Both Offerings	65	261
Total	540	1148

Outcomes for All Students

The tables below detail overall outcomes for all students and individual outcomes for students attending workshops only, students attending tutoring alone, and students attending both. The numbers are revealing though not at all predictable, as the exact reverse was the norm in past years. This fall, the pass rates for students who availed themselves of both or either services are very close.

Writing Center Students					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
540	1148	416	71	85.42%	53

Only 487 students were tested. The remaining 53 were either not slotted for the October exam or were absent. The same applies to the tables below. Pass rates were calculated on the number of students who took the exam and necessarily eliminating the rest.

The tables below show a different breakdown, with consistent results:

Writing Center Students: Tutoring Only					
CPE Students	# of Sessions	Passes	Failures	Percent Passed	Absent or N/A
119	378	82	15	84.54%	22

Writing Center Students: Workshops Only					
CPE Students	# of Sessions	Passes	Failures	Percent Passed	Absent or N/A
356	509	282	47	85.71%	27

Writing Center Students: Both Offerings					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
65	261	52	9	85.25%	4

As the tables indicate, the Writing Center showed an overall pass rate of 85.42% for the fall 2007 CPE. Students who attended different combinations of tutoring and workshops showed similar results: students who attended only tutoring showed an **84.54%** pass rate; students who attended only workshops showed an **85.71%** pass rate; and students who attended both offerings

showed an **85.25%** pass rate. The overall college pass rate for the October CPE was **79.5%** for both required and optional test takers. One can only surmise what that pass rate would have been without Writing Center interventions.

CPE: Transfer Students Fall 2008

Originally, the Writing Center targeted approximately **100** transfer students for the fall 2007 CPE. We vastly exceeded our target in that **211** transfer students sought the help of the Writing Center in tutoring and workshops for a total of **489** sessions. Of that number, 86 were CUNY transfers and 125 were the targeted non-CUNY transfers. The outreach for targeting non-CUNY transfers was especially effective: of the **158** non-CUNY students who took the exam, **125** availed themselves of Writing Center services and showed an **80%** pass rate on the CPE. In other words, the Writing Center served **79.11%** of non-CUNY transfer test takers.

Outcomes: All Transfer Students 2008

The table below indicates the outcomes for all transfer students who sought our services. We gauged transfer student status by doing outcomes for all transfers with at least 12 transferred credits from either a CUNY or non-CUNY institution.

Writing Center Students: Transfer Students Only					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
211	489	145	41	77.96%	25

Writing Center Students: CUNY Transfer Students Only					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
86	206	57	19	75.00%	10

Writing Center Students: Non-CUNY Transfer Students Only					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
125	283	88	22	80.00%	15

College wide results for CUNY and non-CUNY transfers are close and both CUNY and non-CUNY transfers seemed to do equally well overall: 103 CUNY transfers showed an 80.6% passing rate while 158 non-CUNY transfers showed a 79.1% passing rate. The need for transfer student use of the Center’s services is imperative given the higher likelihood of their failing the exam. Such remains an incontrovertible fact in light of non-transfer student pass rate: **non-transfer John Jay** students who attended Writing Center offerings showed a **90.03%** pass rate.

CPE: Appeal Students and Outcomes Fall 2008 (Including Transfer Appeal Students)

Our records show that **12** appeal students took the October 2008 exam. Outcomes show that **11** students passed and **1** failed, bringing the pass rate for appeal students to **91.67%**.

Of the 12 appeals students who took the fall exam, **7** were transfer students, and **all** transfer students (**100%**) passed the exam. The average score for all appeal students who attended the Writing Center was **44.08** and they showed an average increase of **14.45** points from previous scores. (*Please see **Appendix 1** for list of appeals and results.)

► CPE Preparation: All Students Spring 2009

In the spring 2009, to date, the Writing Center offered a total of **44** preparatory and hands-on skills workshops on both tasks, close reading workshops for Task 1, and workshops that guided students through the online CPE tutorial (**9** January workshops and **35** spring 2009 workshops). The overall push to increase show rates for the CPE led to a minor increase in the number of students in the spring over the fall’s already high population of students served: **42** more students and **14** more sessions than in fall 2008; however, in contrast to spring 2008, the numbers also showed a minor increase of **51** more students and **61** more sessions. The College’s own show rate for required test takers was 77.4%, somewhat lower than in the fall.

Here are the numbers. In the spring 2009, approximately **582** students attended tutoring and workshops for a total of **1161** sessions (including January). The workshops alone saw **404** students, some of whom attended multiple offerings for **578** sessions. An additional **122** students participated in **390** one-one-one tutoring sessions, with **56** students availing themselves of both tutoring and workshops for a total of **192** sessions.

CPE Spring 2009: All Students (Including January)

	Students	Sessions
Tutoring Only	122	390
Workshops Only (45)	404	578
Both Services	56	192
Total	582	1160

Outcomes for All Students Spring 2009 (Including January)

The tables below detail overall outcomes for all students and individual outcomes for students attending workshops only, students attending tutoring alone, and students attending both.

Writing Center Students					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
582	1160	412	64	86.55%	106

The tables below show a different breakdown:

Writing Center Students: Tutoring Only					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
122	390	69	10	87.34%	43

Writing Center Students: Workshops Only					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
404	578	305	40	88.41%	59

Writing Center Students: Both Offerings					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
56	192	38	14	73.08%	4

As the tables indicate, the Writing Center showed an overall pass rate of 86.55% for the spring 2009 CPE. Students who only attended one-on-one tutoring showed an **87.34%** pass rate; students who only attended workshops showed an **88.41%** pass rate, and students who availed themselves of both services showed a pass rate of **73.08%**, indicating the overall greater needs of these students. The College pass rate for the March 2009 was **76.7%** (the total University pass rate was 76.9%, pass rates having gone down across the board). As a side note, according to the CUNY Office of Institutional Research and Assessment, the most significant difference in the pass rate of John Jay Writing Center students for the March administration, as opposed to those who did not seek our help, consisted in Task 2 scores, validating what the Director already knew.

Transfer Students Spring 2009

Originally, the Writing Center targeted approximately 100 transfer students for the spring 2009 CPE. We more than met our target in that **186** transfer students sought the help of the Writing Center in tutoring and workshops for a total of **437** sessions.

Outcomes: All Transfer Students Spring 2009

The table below indicates the outcomes for all transfer students who sought our services:

Writing Center Students: CUNY Transfer Students Only					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
58	178	34	9	79.07%	15

Writing Center Students: Non-CUNY Transfer Students Only					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
128	259	92	17	84.40%	19

Since this year's CUE initiative targeted non-CUNY transfers, as in the fall of 2008, the non-CUNY transfers showed a substantially higher pass rate than the CUNY transfers for those

students who made use of Writing Center services. College wide in the fall 2008 and spring 2009, CUNY transfers showed a higher pass rate than non-CUNY transfer, but as a result of Writing Center intervention, non-CUNY transfers did well in the spring 2009: **74.3%** passed, closing in on the overall college pass rate of 76.7%. College-wide, **303** non-CUNY transfers took the March exam; however, those **128** non-CUNY transfer students who had Writing Center intervention (**42.24%** of those tested) showed an impressive **84.40%** pass rate. On the other hand, **non-transfer John Jay** students who took advantage of our services showed a remarkable **88.27%** pass rate.

CPE: Appeal Students and Outcomes January 2009-Spring 2009 (Including Transfer Appeal Students)

January 2009

During January, a total of **27** students participated in **93** CPE tutoring and workshop sessions in ongoing preparation for the CPE. In January, **19** (68 sessions) out of 31 students from a list provided by Testing attended the Writing Center for CPE preparation and then took the exam. Only a total of **22** students were actually tested. Out of all appeals students, **20** passed and only **2** failed, giving the appeal students a **90.91%** pass rate for January appeals students, with an average score of **46.68** points, and an increase in scores of **17.00** points. Moreover, 5 out of 6 non-CUNY transfer appeals students passed, giving non-CUNY transfers an **83.33%** pass rate. (*See **Appendix 2** for a detailed breakdown)

Spring 2009

Originally, pending preparation, there were **16** appeals students approved for the March 2009 CPE by committee decision (some were originally approved for January but took the March exam instead). However, many did not take advantage of timely preparation, some re-appealed for deferrals, and others just showed no results either because they were not in school, not eligible, were not permitted to take the exam because they lacked preparation, or were absent from the exam. Of the **16** students, only **11** took the spring 2009 CPE. Even with Writing Center intervention in some cases, the overall results for appeals were dismal: **6** passed and **5** failed. In other words, **54.55%** passed in the spring as opposed to the **91.67%** in the fall and **90.91%** in January. Those who took advantage of Writing Center services did so for very few workshop sessions, sometimes only one, and some were deferrals with no history of failure on the CPE who could not be forced to attend preparation, indicating that stricter mandates need to be placed on appeals and especially deferral students to ensure that they achieve the historical success of appeal students and the current success of CPE students at large.

Of the 11 appeals students who took the exam, **6** were transfer students. Of that number, all **6** transfer appeals sought the services of the Center: **5** passed and **1** failed, making it an **83.33%** pass rate, results identical to those in January. The average score for all appeal students was **36.55** points; however, those students who availed themselves of Writing Center services had an average score of **38.30** points. The average increase in scores those who came to the Writing Center was **9.40** points. (*Please see **Appendix 3** for list of appeals and results.)

II. WAC/WID 2008-2009

During 2008-2009, the Writing Center was involved in **227** WAC/WID activities. The Writing Center made **47** class presentation to WI courses, offered **180** WID workshops (**171** Center based and **9** classroom based).

During fall 2008, the Writing Center made **17** class presentations to WI courses (there were fewer WI courses, many of which were cross listed, and some scheduling problems) and offered **87** WID workshops for writing specific to the disciplines (**83** in-Center and **4** class): a total of **104** WAC activities. Given the encouragement of the WAC coordinator, **3** Writing Fellows offered **4** workshops each, and one Graduate Teaching Intern offered **2**. Despite the Director’s best efforts, the number of students from WI courses who sought the help of the Writing Center in one-to-one tutoring alone was also lower than hoped for. While students from English 100 W courses have mandatory sessions written into the curriculum, students from WI courses do not and the low attendance is and partly due to the inertia of some WI faculty and partly to student apathy. The table below reflects WI/WAC students served overall in the fall.

During spring 2009, the Writing Center made **30** class visits to WI courses and offered **93** WID workshops (**88** Center and **5** class based on faculty request). Only **1** WF offered 3 workshops in the spring.

The tables below reflect WI/WAC students served overall in the fall and spring (See **Annual Report 2008-2009** for a list of workshops and class visits.)

General WAC/WID Fall 2008: All Students

	Students	Sessions
WAC Tutoring*	50	109
WID Workshops	72	159
WID Presentations	275	281
Total	397	549

*We only counted WI students who came for tutoring specifically for WI courses and not WI students who sought tutoring for other courses as well.

Tutoring Outcomes: Students from WI Courses Fall 2008

All One-on-One WI WAC							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
50	109	34	11	75.56%	39	6	86.67%

The **75.55%** of students with grades higher than C and the **86.67%** of students who passed their WI courses may be gratifying, but the number of students who were motivated to seek out the Writing Center’s help in improving their WAC skills is not; neither is the fervor with which all Writing Fellows helped in the Writing Center’s WAC/WID efforts.

General WAC/WID Spring 2009: All Students

	Students	Sessions
WAC Tutoring*	96	214
WID Workshops	106	164
WID Presentations	508	515
Total	710	893

*We only counted WI students who came for tutoring specifically for WI courses and not WI students who sought tutoring for other courses as well.

Tutoring Outcomes: Students from WI Courses Spring 2009

All One-on-One WI WAC							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
96	214	75	18	80.65%	83	8	91.21%

The pass rate of **91.21%**, which would be significantly higher but for many students in challenging science classes, may be gratifying but, once again, the number of students who were motivated to seek out the Writing Center's help in improving their WAC skills is not; neither is the unwillingness of almost all Writing Fellows—with three outstanding exceptions—to help in the Writing Center's WAC/WID efforts. Although some professors were eager to send students to the Writing Center for assistance, most were not, limiting the effectiveness of the program.

III. Special WAC Emphasis: Writing Across the Forensic Science Curriculum

During its third funded year implementing the Writing across the Science Curriculum initiative, the Writing Center continued to develop workshops specifically oriented toward the unique challenges facing forensic science students and continued to encourage students in science classes to seek one-on-one tutoring. The Writing Center offered a total of **67** workshops for the year, 10 more than in the previous year. Specifically, in the fall, **38** workshops were offered (4 by the WF) and students were encouraged to attend one-on-one tutoring sessions for their science writing. In the end, **54** students attended **171** sessions of tutoring and workshops. In light of the extreme difficulty of science courses, **66.67%** of students earning grades higher than C and the **73.33%** of students who passed their science courses are not insignificant figures; however, the relatively small number of students who took advantage of these sessions indicates that the initiative needs to be expanded and intensified beyond the scope of chemistry courses taught by engaged faculty.

All Science WI WAC Fall 2008							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
54	171	30	15	66.67%	33	12	73.33%

During the spring, the Writing Center made **5** class presentations to the newly dubbed WI biochemistry and non-WI courses in chemistry and offered 29 science workshops.

In the end, **37** students attended **92** sessions of tutoring and workshops under the initiative in the spring. In light of the extreme difficulty of science courses, **71.43%** pass rate in the spring are not insignificant figures; moreover, we refined our outcomes to see how many students passed with a C or better: **72.00%** of those students who passed got a C+ or better.

Total Science WI WAC Spring 2009							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
37	92	18	17	51.43%	25	10	71.43%

We eliminated duplication for the number of students who attended both tutoring and workshops. (*Please see **Appendix 4** for separate tutoring and workshop results for fall and spring)

IV. Special WAC Emphasis: WI Core Courses in Literature, History, Philosophy

During the first year of the initiative, the Writing Center targeted approximately **25** WI core courses in Literature 230/231/232, History 232, and Philosophy 231 (only 10 courses were offered in the fall and only 15 in the spring). The director enlisted the cooperation of all faculty members teaching those courses but had barely any response at all. Unlike science faculty, only 2 faculty members in English and 1 faculty member in philosophy evidenced any interest. The Director was able to collect only two course syllabi, both from colleagues in the English department. During fall 2008, the Writing Center made **10** class presentations to the targeted courses and offered **31** in-Center workshops in writing specific to literature, history, and philosophy. The workshops were routinely emailed to the targeted faculty who were encouraged to advertise the workshops and ask that students attend. Unfortunately, while many students attended the workshops, there were **NO** students from the targeted courses and, in light of poor faculty response to the initiative, the Director cannot blame this lack of attendance on student apathy alone.

Still, while there was no interest in the advertised workshops, some students from the targeted courses did seek one-to-one assistance. Outcomes show that **90.91%** received grades higher than a C and **100%** passed the courses overall.

One-on-One LPH WI WAC Fall 2008							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
12	26	10	1	90.91%	11	0	100.00%

During spring 2009, the second semester of its initiative, the Writing Center made **13** class presentations to WI core courses in philosophy, history, and literature, and conducted **35** workshops (**34** Center-based and **1** class based workshop at faculty request). One-on-one tutoring showed considerably more students in the spring of 2009 over the fall of 2008: an increase of 29 students and 87 sessions. Moreover, pass rates remained high, with **100.00%** of students who attended one-on-one tutoring in the spring passing their classes and **85.37%** earning grades A-C+.

One-on-One LPH WI WAC Spring 2009							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
41	113	35	6	85.37%	39	0	100.00%

Moreover, unlike in the fall, students from targeted classes attended workshops geared toward writing in philosophy, literature, and history. The Writing Center has broken down pass rates for those students who attended workshops as well. Results show that workshop students earned a **96.55%** pass rate, and **74.14%** earned grades higher than a C.

Workshops LPH WI WAC Spring 2009							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
58	69	43	15	74.14%	56	2	96.55%

V. Other Outcomes Data: Survey Data as Assessment

As in prior years, the Writing Center surveyed students and faculty under the various WAC initiatives. The best survey results came from the science initiative simply because WI faculty response to surveys was poor and WI student surveys were part of the larger 842 student population we surveyed during the year and could not be surveyed separately. (Please see **Appendix 5** for actual Survey Data)

Writing for Science Student/Tutor Evaluations and Workshop Evaluations

We gauged student perception of and satisfaction with tutoring sessions for the sciences. We distributed surveys to 7 students who attended the Writing Center for one-on-one tutoring and 41 surveys for science focused workshops. On the one-on-one front, feedback was overwhelmingly positive with all 7 students indicating that their tutor was well prepared and knowledgeable and all 7 indicating that their tutor was helpful and friendly. With regards to student perception of learning achieved in the session and overall progress, the Writing Center received 12 top category responses, 2 mid-range response, and 0 low-end responses, indicating that all students believed that they were receiving at least a moderate amount of help and had achieved at least a moderate amount of progress. Moreover, all 7 students indicated that they would return to the Writing Center for future instruction. For those students who attended workshops, the results were also very positive. In total, 37 found the workshops to be very useful, 4 found them to be moderately useful, and not one single student found the workshops to be unhelpful. Moreover, 34 students indicated that they would attend another workshop, 7 indicated that they may attend future workshops, and 0 students indicated that they would not attend any workshops in the future.

Science Faculty Survey Outcome

As stipulated in our initiative, we surveyed science faculty teaching science classes and obtained 2 responses. Both sent students to the Writing Center and found much or moderate progress from their students as a result of Writing Center intervention. Moreover, both surveys

indicated that students were sent to workshops at least some of the time, with both responses indicating that students benefited from some of the workshops. More importantly, however, both of the professors who responded indicated that those students who attended Writing Center preparation and took it seriously received significant benefits from the services.

General Writing Intensive Faculty Survey Outcome

Only 1 WI faculty member responded to the WI surveys, fewer than last year's already sad turnout. This respondent did not report sending students to the Writing Center and indicated an inability to judge the progress of his/her students. It appears that faculty are growing tired of being surveyed every year by the Writing Center.

Writing Intensive Faculty Teaching Pivotal Core Courses in Literature, History, Philosophy

Consistent with their general unresponsiveness throughout the term, only one professor in the Literature/History/Philosophy targeted initiative responded to the survey. This professor indicated that he/she had sent students to the Writing Center and that these services were moderately helpful. This professor only alerted students to some of the Writing Center's workshops and a few students showed improvement following these workshop sessions. (Another professor, who did not respond to the survey, indicated in an email that the workshop for her class was useful and benefited students but we could not include the professor in our survey responses.)

VI. Overview of CUE 2008-2009

This year on CUE was difficult, rewarding, and successful--all at the same. The difficulty consisted in getting the LPH initiative off the ground in the fall and the continued laborious CPE outreach. At this point, the liaison's original concept of automating CPE outreach remains just that: a concept. However, both the fall and spring CPE outreach saw the coordinated involvement of different college entities: Liaison, Writing Center, Counseling, transfer peer mentors, Testing, and so on. The original portions of the automation initiative that could be continued were the Writing Center's CPE Preparation Awareness Days, the proposed one-stop CPE website (soon to become a reality), the messages in Blackboard, and a substitute undertaking, that of purchasing 3000 CDs of the John Jay online tutorial for non-CUNY transfer outreach on the CPE, which are still being distributed to non-CUNY transfers at workshops.

The rewarding part of the outreach was that the push for preparation awareness resulted in a greater show rate at CPE workshops and tutoring: on average, on all fronts, the Writing Center's show rate for 2008-2009 increased significantly, by **29.71%** over 2007-2008, by **32.94%** over 2006-2007 and by **105.75%** over 2005-2006, showing the effectiveness of the liaison's sustained outreach over the past few years.

Other rewarding aspects of this year's CUE consisted of the successful preparation of non-CUNY transfers for the CPE, the better than expected results with the science initiative in terms of faculty interest and involvement, and the awakening of interest in the new LPH initiative in the spring. In the fall, non-CUNY transfers who participated in the targeted

intervention showed an **80.00%** pass rate; in the spring, with the push to increase participation in workshops, the non-CUNY transfers who responded to the call showed an **84.40%** pass rate. Both of these pass rates are improvements over equivalent numbers from the previous year.

The science initiative prospered mostly in the spring 2009. The Writing Center intensified its outreach to faculty and students. Although the number of students served fell from the fall, this decrease resulted from the fact that the majority of students attend biochemistry in the fall, and the spring semester is primarily filled by repeat students, so the total registered population was smaller. The participation of several science faculty was also crucial, all of whom showed a keen interest in the initiative and helped get students involved. The general outcomes for the fall were comparable to the spring: **73.33%** passed in the fall. In the spring, when the number of participating students and sessions doubled, the outcomes showed a **71.43%** pass rate. Far more important to the overall success of the initiative was the feedback from professors who indicated that they could see a clear improvement in those students who took Writing Center tutoring seriously. This has led to the biochemistry professors mandating their students to attend Writing Center tutoring. In the coming year, the Writing Center will broaden its initiative to include molecular biology.

While the fall proved difficult in getting the WI core course history/literature/philosophy initiative off the ground, the spring proved to be much better. The Writing Center saw greater student participation in LPH tutoring and especially in workshops. While both fall and spring saw **100%** pass rate of the targeted students who took advantage of our services, in the fall, **90.91%** had grades above C and in the spring **85.37%** received grades higher than a C. Those who attended our LPH workshops in the spring showed a **96.55%** overall pass rate.

In retrospect, in terms of funding, Writing Center CUE 2008-2009 was not as well funded as during the previous year. The Writing Center's portion of CUE was \$52,000, a reduction of \$14,000 over the previous year. Still, the money enabled us to pursue worthy initiatives whose goal was to maximize student success in important academic areas, initiatives that we will continue during the next academic year.

Appendix 1: CPE Appeals Students Fall 2008

Fall 2008 Appeals Students' Results							
Last Name	First Name	Score	Increase	Pass	Fail	Absent	Transfer Status
Almonte	Enedina	35	5	1			CT
Dones	Jonathan	53	28	1			NT
Gardner	Christine	44	18	1			CT
Gracheva	Yulia	67	N/A	1			NCT
Herndon	Karlise	50	21	1			NT
Jimenez	Emmanuel	42	15	1			NCT
Law	Cindy	41	16	1			NCT
Loughran	Kevin	56	N/A	1			
Luna	Ishaira	49	23	1			NT
McDougal	David	27	-3		1		NT
Reza	Firoz	40	14	1			CT
Saine	Momadou	22	3		1		
Salamea	Julio	44	15	1			CT
Tapia	Niwayra	37	7	1			NT
Averages		43.36	13.50	12	2	0	
						Pass Percent	85.71%

* NCT=Non-CUNY Transfer; CT=CUNY Transfer; NT=Non-Transfer

Appendix 2: CPE Appeals Students January 2009

January 2008 Appeals Students' Results							
Last Name	First Name	Score	Increase	Pass	Fail	Absent	CUNY Transfer
Alonzo	Marcos	56	26	1			NT
Cruickshank	Kyle	41	16	1			NT
Diaz	Veronica	37	N/A	1			NT
Edmonds	Ana	26	7		1		NT
Evangelista	Irma	46	16	1			NT
Fernandez	Melissa	52	25	1			NT
Gullon	Alexis	52	20	1			NCT
Harrison	Clifford	47	17	1			NT
Lopez	Julieta	49	N/A	1			NT
Mendez	Alexander	41	16	1			NT
Morgan	Georgia	54	24	1			NCT
Parker	Jason	54	N/A	1			NCT
Richardson	Tranda	19	1		1		NCT
Ron	Anthony	50	23	1			NT
Ruiz	Jasmine	41	15	1			NT
Santana	Yesenia	50	N/A	1			NT
Santiago	Grisel	50	20	1			NT
Shehu	Ida	55	N/A	1			NCT
St. Paul	Dominique	53	N/A	1			NT
Tepelidis	Fevronia	52	25	1			NT
Wenninger	Kathryn	51	18	1			NCT
Williams	Sadia	51	23	1			CT
Averages		46.68	17.00	20	2	0	
Pass Percent						90.91%	

* NCT=Non-CUNY Transfer; CT=CUNY Transfer; NT=Non-Transfer

Appendix 3: CPE Appeals Students Spring 2009

Spring 2009 Appeals Students' Results							
Last Name	First Name	Score	Increase	Pass	Fail	Absent	Transfer Status*
Clarke	AnneMarie Davy	32	4		1		NT
Glasgow-Reed	Nadia	35	10	1			NT
Hale	John	56	N/A	1			NCT
Janashvili	Svetlana	44	11	1			CT
McIntosh	Jania	30	11		1		CT
Nawaz	Javiria	19	N/A		1		NT
Novas	Sonia	34	11	1			NCT
Sargsyan	Suzanna	32	N/A		1		NT
Fuscaldo	Nora	38	N/A	1			NCT
Simon	Quanda	50	N/A	1			CT
Thomas	Emmanuel	32	N/A		1		NT
Averages		36.55	9.40	6	5	0	
						Pass Percent	54.55%

* NCT=Non-CUNY Transfer; CT=CUNY Transfer; NT=Non-Transfer

Appendix 4: Fall 2008-Spring 2009 Science Outcomes Breakdown

Fall 2008

All Science WI WAC							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
54	171	30	15	66.67%	33	12	73.33%

One-on-One Science WI WAC							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
24	47	12	7	63.16%	15	4	78.95%

Science Workshops WI WAC							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
43	124	26	12	68.42%	28	10	73.68%

Spring 2009

Total Science WI WAC							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
37	92	18	17	51.43%	25	10	71.43%

Science One-on-One WI WAC							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
25	44	15	8	65.22%	18	5	78.26%

Science Workshops WI WAC							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
20	48	8	12	40.00%	12	8	60.00%

Appendix 5: Survey Data

Writing Center Student/Tutor Evaluations for Science

		Number
Type of Writing Help Received	Formulating Thesis	0
	Organization and Development	5
	Documentation	4
	Grammar/Style	4
	Proofreading/Editing	2
My tutor was	Well-Prepared/Knowledgeable	7
	Helpful/Friendly	7
	Unprepared	0
	Unhelpful	0
Rate Learning Experience	Learned Much	6
	Moderate Help.	1
	Not Help	0
Progress in Writing Skills	Much Progress	6
	Mod. Progress	1
	No Progress	0
Will Return	Yes	7
	No	0
Total		7

Writing Center Workshop Evaluations for Science

Category	Choice	Number
Reason for Coming	Came on Own	23
	Sent by Professor	20
How Did Student Know about Workshop	Writing Center Web Page	0
	Posted Flyers	11
	Lobby Kiosks	0
	Student Newspaper	1
	Information Received in Class	35
	Other	5
How Useful Was Workshop	Very Useful	37
	Moderately Useful	4
	Not Useful	0
Likelihood of Attending Other Workshops	Will Attend Other	34
	May Attend	7
	Never Attend	0

General Writing Intensive Faculty Outcome Survey

Writing Intensive Faculty	
Total Number of Faculty Responses	1
Sent Students	
Yes	1
No	0
Improvement	
Much	0
Moderate	1
None	0
Cannot Judge	0
Areas of Improvement	
Thesis Formulation	0
Organization and Development	0
Essay Planning	0
Use of Evidence	1
Discipline Specific Writing	0
Documentation	1
Subject-Verb Agreement	1
Sentence Boundaries	0
Tenses/Irregular Verbs	1
Pronoun Agreement	0
Unity and Coherence	0
Punctuation	0
General Style	0
Foreign Language Interference	0
Informed Students of Workshops	
Always	1
Sometimes	0
Never	0
Students Benefited from Workshops	
Many	0
Few	1
None	0
Do Not Know	0

Writing Intensive Faculty for Core Courses in Philosophy, Literature, and History

Writing Intensive Faculty	
Total Number of Faculty Responses	1
Sent Students	
Yes	1
No	0
Improvement	
Much	0
Moderate	1
None	0
Cannot Judge	0
Areas of Improvement	
Thesis Formulation	1
Organization and Development	1
Essay Planning	1
Use of Evidence	0
Discipline Specific Writing	0
Documentation	0
Subject-Verb Agreement	0
Sentence Boundaries	0
Tenses/Irregular Verbs	0
Pronoun Agreement	0
Unity and Coherence	0
Punctuation	0
General Style	1
Foreign Language Interference	1
Informed Students of Workshops	
Always	0
Sometimes	1
Never	0
Students Benefited from Workshops	
Many	0
Few	0
None	0
Do Not Know	1