# Tables

This is to test table markdown rendering.

## Table 1, with bolded headings:

| **Col 1** | **Col 2** | **Col 3** | **Col 4** |
| --- | --- | --- | --- |
| A1 | B1 | C1 | D1 |
| A2 | B2 | C2 | D2 |
| A3 | B3 | C3 | D3 |

Text immediately after the table

## Table 2, with different indentations

Here, the header is left aligned, the A column is center aligned, and the B column content is right aligned.

| Col 1 | Col 2 |
| --- | --- |
| A1 | B1 |
| A2 | B2 |

## Table 3, multiline table cells

This tests what tables look like with multiline cells.

### Multiline 1: Table as layout

This example shows multiline tables in which the table is really just layout and there is a *lot* of content in each cell.

| **Cycle 1: Alternative Strategies Tested** | **Cycle 2: Modifications to Alternative Strategies** |
| --- | --- |
| **Improved access to & tracking of performance data**   * Tailored outreach to instructors during orientation   (instructor luncheons-1 site)   * Established mechanism for accessing students' grades (designated person to gather & distribute info) * Shared spreadsheet containing feedback from instructors   **Systematic & planful use of information on academic performance to inform coaching**   * Focused more deliberately on academics during coaching * Created one-page coaching guide to flag academic issues (2 sites)   **Additional resources & supports**   * Expanded portfolio assignment to include academic focus (1 site) * Hired Academic Coordinator (1 site) * Created a textbook library (1 site) * Ordered and distributed Wi-Fi hotspots (1 site) * Increased referrals to existing college tutoring & support services | **Additions and enhancements**   * Increased coach access to information on academic histories and grades * Updated one-page coaching guide to a Weekly Academic Coaching Notes Sheet * Created Academic Coaching Binder (Year Up, 2018) * Conducted formal coach training on the Academic Coaching Binder * Focused on academic issues in Learning Community meetings * Increased centralization of information on support resources   **Strategies abandoned or de-emphasized**   * Abandoned efforts to provide shared access to Wi-Fi hotspots (strategy to be tested cycle 1, but not executed) * Lowered expectations that instructors would serve as primary source of information on students’ academic performance |

Source: Britt et al. (2021).

### Multiline 2: Table with occasional multilines

This example shows more of an analysis table that has some multiline content.

| **Model** | **Group 1** | **Group 2** | **Aggregate** |
| --- | --- | --- | --- |
| Dependent variable:  V1 | -.125  (.026) | -.057 (.013) | -.08  (.026) |
| V2 | .65\*\*\*  (.10) | .79\*\*\*  (.04) | .7\*\*\*  (.05) |
| V3 | 1.05  (.67) | -.03  (.40) | .45  (.9) |