Program Review Self-Study

The Self-Study section of this program review must be submitted by Friday, November 4, 2016.

You will find General Instructions for completing this program review as well as answers to some Frequently Asked Questions under the General Information and Contacts drop down of the Program Review tab at SLAPEC’s home page.

General

1. What is the name of your program? Writing Center

2. Who is the primary contact person for this Program Review? Leslie Saito-Liu

3. Please list the names of others who will be collaborating on this program review:
   Vida Sabouri

4. How does the program contribute to the fulfillment of the College’s mission? (Click here for the College’s mission statement)

   The Writing Center provides students with tutorial assistance in writing, thus addressing the following points of the College’s mission:
   • transfer preparation
   • general education
   • pre-collegiate basic skills

5. Which College programs or shared governance groups rely on your services?
   • Academic departments that require students to compose written assignments
   • transfer center and EOPS have asked for workshops for their students re: UC Personal Insight Questions and Transfer Essays and scholarship essays
   • counseling, student services, and Title III program requested participation in early alert workshops and short promotional video

6. Describe any external influences that impact the program (Federal or State regulation, advisory boards, etc.).

   Title 5 guidelines that the Writing Center has in place:
   a. All Writing Center activities occur in a “Designated Learning Center”
   b. Immediate supervision is provided
c. Supervisor is certificated (a faculty member)
d. Tutors successfully complete Tutor Training course
e. Tutors are approved by instructor from discipline tutored
f. Tutees enroll in a noncredit course – Supervised Tutoring (LS110E)
g. Tutees are referred by counselor or instructor
h. A tracking system (SARS) is in place for recording positive attendance

Closing the Loop

In answering the following questions, please refer to the program’s most recent Program Review submissions. You may find these by clicking on the hyperlinks corresponding to the following academic years: 2013-2014 and 2014-2015. Program reviews for other years have been archived under Documents at the old Program Review committee home page.

7. What were the program’s goals and objectives from its 2013-2014 and 2014-2015 program reviews? Please discuss how your program was successful in meeting its goals and objectives and any challenges faced by the program in meeting its goals and objectives.

NOTE: This is the first time we are submitting an independent program review for the writing center. In previous years, we submitted a report with the English Department, but we were advised to file a separate program review in order to appropriately evaluate and advocate for our program.

8. Was the program allocated any additional resources to help it meet its goals and objectives and influence student success? If the program was allocated additional resources, how did they help the program meet its goals and objectives? Alternatively, if the program requested resources that were not allocated, what was the impact on the program?

Additional funds were located to permit Vida Sabouri, our Instructional Lab Technician (ILT), to complete out-of-class duties, such as the processing of LS110E forms, as the classification study interfered with the processing of our 2013 reclassification. The Office of Diversity and Equity also provided some additional funds to pay for Vida to conduct writing center orientations and assist with writing center registration for Puente, Success, and FYE students in addition to doing outreach at the Veterans’ Center and EOPS.

It must be noted that the way funds are swept at the end of each fiscal year makes it impossible for the writing center to plan and offer having services for the duration of summer school. For example, although funds were provided in the budget for 2016-17, the fiscal year ends June 30. The following year’s budget is usually not finalized until September, which means that the period of July 1-July 30 is not covered by the allocated
funds for 2016-17. As a result, we can offer only about 3 weeks of writing center service, which only addresses part of summer session.

9. **What are the program’s proposed goals and objectives for the next 3 years? How do they align with the College’s 2020 goals and objectives?** (See the Educational and Facilities Master Plan p. 12) What resources will help the program achieve these goals? What do you think you need today to help you meet your goals and objectives for the next three years? (Please include the details in the program’s Budget Resource Survey narrative portion of Program Review.)

**Consolidation with Tutorial Services:** In May 2016, the English department voted to consolidate the writing center with tutorial services as part of the college’s plan to create a Success Center within the library. We hope to move forward with this consolidation over the next three years, particularly as plans for the renovation of the library take place.

**Instructional Videos:** We would like to consider creating instructional videos of our workshop presentations. In-person attendance has been rather light, with only a few students attending a few workshops each semester despite scheduling workshops at different times on different days throughout the semester. We think that the creation of instructional videos might help provide students with a useful learning experience and one that they can revisit as they see fit.

**Peer Tutors/Faculty Supervisors:** We would like to continue to provide strong support for our students through use of trained peer tutors and faculty supervisors. We have had some difficulty recruiting new peer tutors despite 3-5 students completing the peer tutoring course each semester.

10. **List the types of data the program collects to demonstrate its effectiveness and efficiency in meeting the needs of each of its constituencies** (e.g. point-of-service surveys, utilization data):
- Use of FormSmarts helps us understand what courses students are taking that are driving them to seek writing assistance and the types of assignments that are causing students to seek help.
- Use of SARS helps us understand the overall number of students we have served.
- At the end of each semester, we work with Miqueas Dial to create a survey on SurveyMonkey, which we send to find out students’ satisfaction with services and to seek recommendations from students about how we could improve our services.

11. **In evaluating the data referred to in the previous question, what conclusions can you draw about the program's effectiveness and efficiency in meeting the needs of each of its constituencies?**

**Enrollment and Use:** The data from SARS attendance reports show the following:
- FA2015: 891 students registered for LS110E
- total hours in the Writing Center: 1913
• Spring 2016: 651 students registered for LS110E
• total hours in the Writing Center: 1255 hours
• annual total: 1542 students, 3168 hours

In comparison/contrast, SARS data from 2014-15:
• FA2014: 566 students registered for LS110E
• total hours in the Writing Center: 1545 hours
• SP2015: 696 students registered for LS110E
• total hours in the Writing Center: 1831 hours
• annual total: 1262 students, 3376 hours

Thus, we have experienced a 22% increase in the number of students served but a 6% decrease in the amount of time students are spending in the Writing Center.

We started this program in Spring 2012 with 67 students registered for the Writing Center. We have had significant growth in our registration since Spring 2013 when we replaced English Labs with the tutoring program in the Writing Center. In fact, we have had an average of 650 students registered in the Writing Center each semester for the last 3 years. We are hoping to have the same number of registration as we consolidate with the Tutorial Center services.

**Student/Faculty Satisfaction with Services:** Our survey results show that the majority (91.18%) of the students who took the survey recommended the Writing Center services to their peers. 75% of the students who took our survey believed that tutoring had a significant to moderate effect on their grades. Overall, students showed satisfaction with the services provided by the Writing Center. About 80% of the students stated that they would use the Writing Center if it were open on Fridays and about 70% said that they would use the Writing Center if it were open during summer.

The instructors have also expressed satisfaction with the help their students get with their papers in the Writing Center. We have seen a lot of cooperation from the communication studies and counseling instructors in bringing their students to the Writing Center for registration.

12. Based on the above conclusions, what actions or objectives does the program propose?

We would strongly encourage the college to move forward with consolidating the Writing Center and Tutorial Center as soon as possible. Although we have seen a significant increase in our numbers, we hope to reach more students around campus. We believe consolidation with the Tutorial Center would help to raise the program’s visibility and student access to our services. Currently we are in a remote area at the back of the
library. As much as we try to advocate for our services, it is very difficult to encourage students to visit us. Also, we hope to get more attendance for our workshops due to more foot traffic in the Tutorial Center. Finally, we hope to have the necessary funding to stay open on Fridays and over the summer. Consolidating with the Tutorial Center and operating as a single service will bring down some of our costs and would give us the opportunity to be more available to the students.

Additionally, as we move to consolidating services, it is imperative that the library’s student printing services be improved. There need to be clear instructions, signage, and an easily accessible location for printers. Alternative methods of payment and payment processing should also be considered; for example, instead of having a print card onto which students have to add funds, having a machine that can accept coins and ATM and/or credit card purchases would be useful. Finally, having at least one color printer/copier for student use would be appreciated.

13. How will the program measure the impact of the proposed changes?

A cost analysis would show clearly how much money would be saved if both services are provided under the supervision of one supervisor or coordinator. We will continue to use SARS, FormSmarts, and SurveyMonkey or other programs selected by the college to analyze student attendance rates, subjects that drive students to seek assistance, and satisfaction with service.

**Learning Outcomes**

Please check the PLO Assessment Schedule for the program by visiting SLAPEC’s home page under "Master Schedule". The Master schedule includes submissions as of 7/15/16. Spring 2016 submissions are due October 30, 2016.

14. Are there any Learning Outcome assessment results (Program Learning Outcomes (PLOs)) submissions that have been scheduled that were not submitted? If so, please tell us how you will address these submissions.

N/A – The Writing Center does not have individually established PLOs as until this year our evaluation of program outcomes was always in the context of the English department’s assessments.

15. How does your program define student success?

- Students are *successful* if/when they can:
  1. Demonstrate knowledge of the writing process and put process strategies to use;
  2. Understand and identify effective time-management and study skills;
  3. Identify their preferred learning modes and employ them in order to complete writing assignments.
4. Express more confidence in approaching their writing assignments, completing their writing assignments, and acknowledging when they need assistance.

- Peer tutors are **successful** if/when they can:
  1. Understand and follow legal guidelines for peer support and professionalism in the workplace;
  2. Demonstrate knowledge of effective writing strategies, time management skills, facilitated learning techniques, and various types of learners;
  3. Facilitate individual learning of course concepts through differentiated strategies that address a wide variety of learners;
  4. Demonstrate interpersonal skills, including but not limited to effective verbal and non-verbal communication and emotional intelligence.

16. **How have the program’s assessments produced a positive impact for student success? Please share your success stories.**

   N/A

17. **Based on the program’s assessment results, what changes has the program made or is it planning to make to improve student success?**

   N/A

18. **What institutional changes need to be made to help the program improve student success?** (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)

   **Computer hardware and reliable internet connectivity** will need to continue to be priorities for the Writing Center to function. Additionally, a **projector and screen** will continue to be needed for Powerpoint presentations. We are hopeful that the **HVAC repair job** will improve the air quality and temperature in the Writing Center in order to make the facility more comfortable and healthy for all who work in the space.

**Conclusions**

19. **Please describe any notable accomplishments since the last program review.**

   - Steady student enrollment with over 1,000 hours of assistance provided each semester (see question 11)
   - Scheduled presentation of 30-40 focused topic workshops each semester
   - Participation in early alert workshop development and one instructional session
   - Creation of a Title III video to promote the writing center
   - In-class assistance regarding how to address an essay prompt in four sections of history during Fall 2015 and Spring 2016
   - Creation of an instructional handout for history instructor re: Chicago style documentation for research writing assignment
• Weekly marketing of workshops offered and ongoing marketing of services via all-campus email, social media, and direct email/posted announcements via Canvas.
• Participation in West Fest and WVC Open House; classroom demonstration of “Understanding Essay Prompts” workshop

20. Is there anything else you would like to report that was not included in the answers to the previous questions?

With the help of the Tutorial/Success Center Coordinator plus some funding from the college, we believe we will be able to provide WVC students free help with their writing assignments in the summer 2017.

21. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

The Writing Center has been very successful in addressing WVC students’ needs. After 2013, when the Writing Center model replaced the half-unit English labs, a lot of students registered for the Writing Center and started coming to the Writing Center regularly to get help with their writing assignments. From 2013 to present, we have experienced a 900% growth in student use.

However, we are not open in the evenings or on Fridays when most students are free and can get help from our tutors or can attend our workshops. We also have not been able to offer support services for the duration of summer sessions due to annual clearing of budgets, fiscal year dates, and timing of approved budgets. We are hoping to expand our services to include more hours and days as well as summer session once we consolidate with the Tutorial/Success Center.

Please enter the date on which you submitted this program review Self-Study (Please be sure to press submit after completing this survey): 11/02/16

Now that you have reflected back on the previous academic year and set goals for the next year, please proceed to fill out the Budget and Resources Allocation Survey narrative. This narrative looks ahead to 2017/18 and future years. It can also alert the Budget and Resource Allocation Committee to needs that can be met during the current academic year if resources are available.
PROGRAM REVIEW
2015 – 2016

BUDGET AND RESOURCES ALLOCATION SURVEY
LOOKING AHEAD TO 2017-2018
Budget and Resource Allocation Request

The Budget and Resource Allocation narrative section of the program review must be submitted by Friday, November 4, 2016.

Your program will be asked next semester to provide to the Budget and Resource Advisory Council (BRAC) a complete organizational budget for the next fiscal year; information supplied in this Program Review narrative is used to support substantive changes to budgets, especially as relates to new or significantly increased expenditures, equipment, software & information systems, and staffing. You may find some answers to your questions and other useful information at BRAC’s website. For definitions, examples, and other information pertaining to this Budget and Resource Narrative Self-Study, you may download the current BRAC “Budget Development Handbook”, as well as other supporting documents, from the Documents folder of BRAC’s website. If you have questions regarding this Budget and Resources Self-Study, please contact the Budget and Resource Advisory Council (BRAC).

General

1. **What is the name of your program?** Writing Center

2. **Who is the primary contact person for this program review?** Leslie Saito-Liu

3. **Please list the names of others who will be collaborating on this program review:**
   Vida Sabouri

4. **Examining your current fiscal year budget, has the funding been adequate to meet the needs of your program? If not, please explain.**
   No; total funds requested for supplies and materials were not provided, so we may find ourselves short of materials this semester.

   We could use additional funds for non-instructional printing in order to more strongly market our workshops and services.

   Additional funds and a means of retaining funds to pay for labor and materials during summer session need to be secured in order for the writing center to be able to operate from July 1-July 30. Otherwise, the provided funds only cover the month of June.

   We are still waiting for reclassification of our ILT position and an increase of her time from 80%/11 month to 100%/12 months in order to be able to offer services for the duration of the college’s summer schedule.

5. **If you are requesting additional budget and/or resources for the 2017-2018 year, explain how those resources will be used, especially to improve learning outcomes and program goals. Please provide specific examples and rationale.**
Increasing the ILT’s work assignment from 80-100% will enable the Writing Center to continue to efficiently process student registration, provide informational orientations to students about the services provided, provide reporting on usage and service satisfaction as requested, and ensure smooth operations of the Writing Center. Additionally, the change in her position will enable us to offer writing center support for all students for the duration of the college’s summer schedule.

Additional non-instructional supply material funding is needed to produce signage to help students locate the Writing Center and to raise awareness of our services (tutoring, workshops, study space).

Additional classified salary, student salary, and front desk attendant salary are needed in order to provide summer school students with Writing Center support. Please note the comment above in question 4 regarding on-going problems with fiscal year end dates and budgeting re: summer session. Currently, the English department does not offer any basic skills courses in the summer because instructors have noted that students need support services like the Writing Center if they are to succeed in their course. English department faculty are in agreement that ALL summer students are in need of services like the Writing Center in order to help students feel more confident and get the writing support they need to successfully complete course assignments.

Note: Please describe and explain below only those resources that represent a substantive change to your organization’s budget, especially as relates to new or significantly increased expenditures, equipment, software & information systems, and staffing.

**Personnel**

If your program requires personnel beyond staffing currently budgeted, enter your additional full-time and part-time personnel resource needs here. Any needs that require you to request faculty hiring prioritization must be included in this program review.

However, it is not the scope of the program review and annual budget allocation process to fund resources for additional full-time personnel. Requests for new permanent employee positions must be made to the President’s Cabinet and District’s Executive Management Team through coordination with your Division/Program Chair. Only resource requests for hourly employees will be considered and funded based on the information you provide in this program review.

6. **Personnel – Full-time Instructional**
   Please describe the specific position(s) and the number of positions only. (For example: We need two additional Mathematics instructors.)
7. **Personnel – Permanent Non-Instructional**
   Please describe the specific position(s) and the number of positions only. (For example: We need two additional laboratory aides or classified staff.)

   **Adjustment of the ILT’s position from 80% to 100% is necessary as we move forward with consolidating services with the Tutorial Center.** It is our understanding that the ILT position itself is being reworked so that the job description aligns with the job duties and expectations. The increase in work assignment is necessary to process the number of students who register with the Writing Center, produce reports regarding use and satisfaction, and to support the Writing Center activities. This assignment’s work will only increase once the Writing Center and Tutorial Center merge. As noted previously, adjustment of this position is also necessary if the college wants to provide writing center support for summer students.

8. **Personnel – Part-time Hourly**
   Please describe the specific position(s), the total number of hours for each position, and the hourly rate, if known. (For example: We need two additional part-time laboratory instructional aides to work for 40 hours per week per semester estimated at $15 per hour for an estimated total of $19200 per academic year)

   **Front desk attendants:**
   - $1625 not covered by Federal Work Study (FWS): Federal Work Study (FWS) requires students to work 10 hours per week but only provides $3500 per student worker annually. 10 hours x $12.75 = $127.50 x 15 weeks = $1912.50 x 2 semesters = $3825; thus $325 is needed per student worker. We currently utilize 5 student workers.
   - Additionally, FWS does NOT pay for summer employment, so an additional $765 is needed (15 hours x $12.75 x 4 weeks)

   **Student tutors:**
   - Fall/Spring: 50 hours/week x $14.75 x 14 weeks x 2 semesters = $20,650
   - Summer: 15 hours x $14.75 x 4 weeks = $885

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**Materials and Supplies**

Please indicate only the resources being requested that are **above** the program’s base-level, currently budgeted **recurring needs**. Note that “Instructional” indicates the expenditure is for items used to support direct student instruction, i.e. – used by students in the classroom or lab. “Non-Instructional” are items not used by students.

9. **Materials and Supplies – Instructional**
   $1700: for CAW classroom students: paper, whiteboard markers and erasers, other office supplies used by students; toner cartridges
10. Materials and Supplies – Non-Instructional
   $2270: cleaning supplies; awards for students ($150 per semester x 2 semesters); new
   signage; Epson printer cartridges ($40 for color x 5 cartridges; $14 for black x 5
   cartridges)

Other Operating Expenses and Services
   Please indicate only the resources being requested that are above the program’s base-level,
currently budgeted recurring needs.

11. Other Operating Expenses and Services – Contracted Services
   Non-instructional: FormSmarts fee: $50; non-instructional

12. Other Operating Expenses and Services – Dues

13. Other Operating Expenses and Services – Memberships
   Non-instructional: International Writing Centers Association membership plus 2
   publications: $70

14. Other Operating Expenses and Services – Consulting Services

15. Other Operating Expenses and Services – Repair / Maintenance
   $1000 reserve for fixing laptops and printers for instructional purposes

16. Other Operating Expenses and Services – Travel and Conferences. Note that Faculty
   Travel and Conference funding is covered by ACE contract, which provides $200 per
   faculty member annually.

Equipment
   Please indicate only the resources being requested that are above the program’s base-level
   recurring needs.

17. Equipment – Computer and Technology (Computers of any type, tablets, printers,
   accessories).
   Indicate whether the equipment is used for direct student instruction or for other office or
   administrative, non-instructional purposes.

   $1500-$3000 to either fix two laptops or buy two new laptops for the CAW classroom
   (instructional)

18. Computer Software
   List both recurring software license fees and any new software purchase requests. Also
   indicate whether the software is used for direct student instruction or for other office or
   administrative, non-instructional purposes.
19. **Equipment – Other**
   Please indicate whether the equipment is used for direct student instruction or for other office or administrative, non-instructional purposes.

**Other**

Please indicate only the resources being requested that are **above** the program’s base-level recurring needs.

20. **Other – Other**

   Instructional books, magazines, and periodicals: $300 (copies of Best Essays and Voices anthologies to have in writing center for instruction about student writing samples)

   Instructional duplicating: workshop handouts and worksheets $50

   Non-instructional duplicating: $700 LS110E forms, posters, cards, flyers, workshop schedules

21. **Please enter the date on which you submitted the Budget and Resource survey** (be sure to click submit when you are done): **11/02/16**