PROGRAM REVIEW OF CENTERS AND CENTERS
Pilot Review – Phase I

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

Name of Lab or Center: Writing Center and English 800 Lab
Division: Language Arts

I. **GENERAL PURPOSE OF THE LAB*** *(Data resources: CSM Course Catalog; Course Outline of Record; department records)*
    Note: The term "lab" will be used to refer to Centers as well as Centers in this document.

    a. **Briefly describe the general purpose of the lab.**

> Input text here.
> The Writing Center and English 800 Lab provide support for student writing needs at many levels: one-on-one tutoring conferences with English and ESL instructors, tutorials on specific writing and critical thinking skills (in hard copy and on the web), English and ESL reference materials, and group workshops to assist students with their writing skills. Computers with access to the World Wide Web are also available for students who wish to research, compose, and print their essays. The Centers also have DVD and VHS equipment for viewing literature, plays and films. For students not enrolled in English or ESL 400, the Centers offer drop-in hours as well as English and ESL 850, which give students access to all of the above.

    b. **List the courses that are linked to this lab.**

> Courses linked to the Writing Center through the Hour-by-Arrangement requirement:
> ENGL 100   LIT 105
> ENGL 100-101   ESL 400
> ENGL 110   ENGL 165
>
> Courses linked to the English 800 Lab through the Hour-by-Arrangement requirement:
> ENGL 828   ENGL 838
> ENGL 848
>
> Courses open to all students who wish to use the services of the Writing Center:
> ENGL and ESL 850

II. **STUDENT LEARNING OUTCOMES** *(Data resources: SLOs listed on Course Outline of Record; records maintained by the department; CSM SLO/Assessment Coordinator; SLO Website – http://www.collegeofsanmateo.edu/sloac/; "Student Self-Assessment and Satisfaction Survey"; other lab surveys.)*

Briefly describe the Student Learning Outcomes (SLOs) for the lab.

SLO 1:
Students should demonstrate mastery of specific writing skills after completion of any tutorials.
SLO 2:
After conferences with faculty, students should be able to identify, understand, and incorporate the writing skills that they need to work on.

a. **If an assessment of the lab's SLOs has been completed, briefly describe this evaluation. Which support services for courses or programs were assessed? How were they assessed? What are the findings of the assessment? Based upon this assessment, what changes to the lab will be considered or implemented in the future?**

In Spring 2009, the Centers completed student surveys to evaluate whether students felt the Centers were helping them to meet goals as defined by the SLOs. The results were as follows:

SLO 1: Of 286 students who responded to the survey question on tutorials, 87.4% felt that the tutorials were either "helpful" or "very helpful" in improving their writing skills.

SLO 2: Of 313 students who responded to the survey question on conferences, 96% felt that one-on-one tutoring (essay conferences) were either "helpful" or "very helpful."

The faculty coordinators and staff at the Centers continue to work with English and ESL faculty to improve the tutorials. We have also added drop-in hours to improve student access to faculty for one-on-one conferences.

The lab also assessed student writing assignments:

Currently, 100% of writing assignments given to assess tutorials show that students have mastered the relevant skills. This is a result of a system in which students repeat writing assignments until they demonstrate mastery of the skills. We are exploring ways to assess student progress more effectively, including refining rating scales so that these writing assignments provide more meaningful data.

c. **If SLOs were assessed for courses or programs using the lab, briefly describe this evaluation. What are the findings of the assessment? Based upon this assessment, what changes to the lab will be considered or implemented in the future?**

The English Department's SLO results for all courses show that students are weakest at the sentence level, particularly in skills such as proofreading and creating fluent sentences. SLO assessment for the more advanced English Composition classes (English 100, 110, and 165) also suggests that students need more direct assistance in using the MLA (Modern Language Association) method to cite quotations from research.

Although faculty were well aware of these problems long before the institution of SLOs, the English Department and Lab Coordinators are continuing to explore ways to improve existing materials and to create new instructional materials that students can use in the Centers in order to improve their sentence level skills (within the context of their essays) and their use of citations.

The ESL Department's SLO results also show that students don't proofread effectively, particularly when writing in-class essays. The ESL results suggest that the Writing Center (in cooperation with the ESL department) could train faculty who work in the Centers to help students actually proofread (with proofreading marks that the ESL department has adopted throughout its curriculum). This might help students proofread more effectively on their in-class writing assignments. In addition, the ESL department has proposed that ESL 400 teachers could use the Centers and the Grammar Workshops more for paraphrase and quotation help.

d. **Using the results from the "Student Self-Assessment and Satisfaction Survey," summarize the findings in the grid below on how students rated their progress on general education Student Learning Outcomes.**

The column headings identify the GE-SLOs. The first row headings indicate the matrix/scale students used to self-assess progress.

GE SLOs→ Matrix/Scale:	Effective Communication	Q S	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Major /Moderate Progress	1. Express ideas and provide supporting evidence effectively in writing (n=319): 87.8% 2. Effectively express ideas and provide supporting evidence orally (n=266): 75.9% 3. Comprehend, interpret, and analyze information I read (n=302): 82.1% 4. Comprehend, interpret, and analyze information I hear (n=275): 81.1%		1. Effectively identify, develop, and evaluate arguments (n=280): 77.9% 2. Effectively assess the legitimacy or adequacy of different types of information (n=271): 75,6%	1. Work effectively with others of diverse backgrounds (n=233): 78.1% 2. Acknowledge the value of diverse opinions and perspectives: (n=253): 79.4%	1. Identify ethical issues and evaluate their consequences (n+237): 76.8%
Minor /No Progress	1. Express ideas and provide supporting evidence effectively in writing (n=319): 12.2 2. Effectively express ideas and provide supporting evidence orally (n=266): 24.1%		1. Effectively identify, develop, and evaluate arguments (n=280): 22.1% 2. Effectively assess the legitimacy or adequacy of different types of	1. Work effectively with others of diverse backgrounds (n=233): 21.9%	Identify ethical issues and evaluate their consequences (n+237): 20.6%

	3. Comprehend, interpret, and analyze information I read (n=302): 17.9% 4. Comprehend, interpret, and analyze information I hear (n=275): 18.9%		information (n=271): 24.4%	2. Acknowledge the value of diverse opinions and perspectives: (n=253): 20.6%	
Does Not Apply to Lab		X			

e. **If general education Student Learning Outcomes have been measured using another type of assessment, such as student surveys, summarize the findings in the grid below on how students rated their progress on these Student Learning Outcomes. (Please identify data sources.)**

Not applicable. See response to " II d."

III. **DATA EVALUATION** *(Data resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Centers, Spring 2009"; "Core Program and Student Success Indicators" for department(s) using lab obtained from the Office of Planning, Research, and Institutional Effectiveness – see website at* http://www.smccd.net/accounts/csmresearch/prie/program_review.html *.)*

a. **Referring to all lab usage data available, evaluate the proportion of students using the facility versus the potential population of users. If data is available, indicate the number of users and specify whether this is a duplicated or unduplicated count. If applicable, discuss programmatic, course offering or scheduling changes being considered as a result of lab usage projections? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to lab operations?**

> Students Using the Writing Center and English 800 Lab
> In the Fall of 2008, 8,649 students visited the Writing Center or English 800 Lab. and 27,034 students accessed the Writing Center or English 800 Lab website. In Spring of 2009, 7,926 students used the Writing Center and or English 800 Lab, and 19,757 students accessed the Writing Center or English 800 Lab website. These numbers are duplicated in that they include students who visit the Centers more than once. After the Spring 2009 semester, the Centers will use the SARS attendance system for more accurate information.
>
> Potential Population of Users
> English courses that include an "Hour-by-Arrangement" requirement (see item 1b above) enrolled approximately 1,987 students during the Fall 2008 semester, with 107 enrolled in ESL and 1,880 in English courses or Literature 105.

For the courses open to all students (English and ESL 850), the potential population includes all CSM students and, arguably, the adolescent and adult population of the Bay Area. Some students who enroll in English 850 are not otherwise enrolled in the college.

The "Student Self-Assessment and Satisfaction Survey" for Spring 2009 provides the following data:

The enrollment profile indicates that of the students who completed the survey, 3.6 % were enrolled in 1 course, 8.4 % in two courses, 17.2 % in three, 35.1% in four, 19.8% in five, 9.4% in six, 5.5% in seven, and 1% in eight. This reflects a total of 308 students who took the survey. Of these courses, 85.6% were day and 14.3% were evening courses. This is an unduplicated count.

Our scheduling and open hours are appropriate given these numbers. No major changes will be implemented to the hours that the Centers are open, but we do need more faculty coverage, especially during the day.

b. **Discuss staffing of the lab. Obtain FTE data for classified and certificated personnel assigned to staff the lab (available from division deans). Evaluate the current data and departmental projections as indicated on the "Core Program and Student Success Indicators." If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest? If student assistants work in the lab, discuss hours of employment, job duties, and how they support program services and scheduling.**

The Centers are staffed by six student assistants (who, during the Spring semester, work a total of 50 hours per week) and four part-time instructional aides who work 72 hours per week during the Fall and Spring semesters. Three of the instructional aides are on an 11-month contract, while one is on a 9-month contract.

The job duties of the student assistants and instructional aides include helping students with procedural questions; opening, closing, and cleaning the Centers; and maintenance of computers, the lab website, and data reports. Assistants and aides also help with scheduling student appointments.

The Centers are also staffed by both full- and part-time faculty members in English and ESL; these faculty work a total of 68.5 units in the lab. A total of 11 part time faculty worked 23.5 of these units, while a total of 15 full-time faculty worked for the remaining 45 units.

Both the Writing Center and English 800 Lab are often understaffed during peak hours. As a result, many students are unable to get appointments to work with faculty. This creates a particularly serious problem if the lab is to meet the Hour-by-Arrangement requirements as currently defined by the California State System Office (see V.a. below).

According to the "Core Program and Student Success Indicators," enrollment projections for the English department will remain essentially the same, with 563.9 FTES for 2008-2009. There is a slight increase projected over the next two academic years, with 5.

66.8 and 569.7 projected for 2009-10 and 2010-11 respectively. However, these numbers are a linear projection based on enrollment trends from the previous three years and do not reflect the likely increase in enrollment due to the well-publicized cutbacks from the CSU system in 2009 or the national and state budget crises. Numbers for the ESL Department and for the college as a whole project similar trends.

These trends suggest that the Writing Center and 800 Lab will require an increase in faculty hours.

        c. **Report on student satisfaction as indicated in the "Student Self-Assessment and Satisfaction Survey" and, if applicable, as indicated in other student surveys.**

For the surveys conducted separately by the Centers, see response to question "II b," above.

The Spring 2009 "Centers and Learning Centers Student Satisfaction Survey" indicates that overall, students rate the services available very highly: 93% rated the quality of the services they received as "good to excellent," while 96% indicated that the lab staff was helpful and 92.5 % said that procedures for using the lab were clear and easy to follow. Students (93%) also appreciate the computers available in the Centers and said they were working properly. In addition, 90.1% understood what lab activities were expected of them.

Most importantly, 98% said that individual meetings with faculty were helpful and 96.7% believed that work in the Centers helped their academic performance.

On the other hand, the results show that students would like more open hours and more faculty available for appointments: Only 27.4% said the lab was open when they needed it, while 36.6% said that this was true only "sometimes" and 28.8% said "rarely," and 6.6% said "never." This indicates that the Centers should extend open hours. When students were asked if they were able to get help when they needed it, 0% answered "always," while 44.4% said only "sometimes" and 19.8% said "rarely" or "never." This indicates that we need more faculty assigned to the Centers.

IV. **STUDENT SUCCESS EVALUATION AND ANALYSIS** *(Data resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Centers, Spring 2009"; "Educational Master Plan, 2008" – see website at http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html ; student success data from departmental "Core Program and Student Success Indicators" – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html ; previous Program Review and Planning reports; other department records.)*

        a. **Based on findings from the "Student Self-Assessment and Satisfaction Survey" and other student surveys administered by the lab, briefly describe how effectively the lab addresses students' needs relative to overall college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (***Note that item IV b, below, specifically addresses equity, diversity, age, and gender.***)**

Please identify the survey instruments used and the number of respondents.

> The College success rates overall is 71.7%. The "Student Self-Assessment and Satisfaction Survey" for Spring 2009 (with 308 respondents) indicates that students believe that the Centers helped their academic performance, with 97% believing that it was "somewhat" or "very" helpful. For comments related to unmet needs, see responses to "Ill b" and "Ill c" above.

       b. **Briefly discuss how effectively the lab addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures that will be considered or implemented in order to improve student success with specific regard to equity, diversity, age, and gender.**

> The English 800 Lab is working closely with faculty teaching in the "Rising Scholars" and "Writing in the End Zone" Learning Communities, both of which are designed to improve the retention and success rates of at-risk students, many of whom come from diverse backgrounds. Of 349 students who responded to relevant questions on the Spring 2009 survey, 96.6% said the Centers' staff was helpful, 92.5% said that the Centers' procedures were clear and easy to follow, and 90.1% of students understood what was expected of them.
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> English 850 students are often older (working or retired) members of the community who are interested in improving their job-related skills, studying for writing-related graduate school entrance exams, or working on creative writing projects.
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> The Centers are also working closely with a number of students from the Martha Williams School, who are enrolled in English 850. This school specializes in assisting learning-disabled students, particularly those who are on the spectrum for autism.
>
> The Centers' instructional aides and student assistants help reach diverse students. Aides and students assistants include Spanish, French, Chinese, Russian, and Arabic speakers. However, the Centers, along with the English and ESL departments, could benefit from more diverse faculty.
>
> Of the 308 students who took the "Student Self-Assessment and Satisfaction Survey," in Spring 2009, 50 were Asian, 11 African American, 26 Filipino, 74 Hispanic, 2 Native American, 9 Pacific Islander, 84 White, and 52 Other. In terms of Gender, 155 were female, 134 were male, with 19 unrecorded. In terms of age, 140 were 19 years or younger, 88 were 20-24 years old, 21 were 25-29, 13 were 30-34, 11 were 35-49, 12 were 40-49. 11 were 50 or older, and 12 did not know. The survey does not give us information about other forms of diversity, such as sexual orientation, learning styles, preparedness, or learning disabilities. Our student population includes significant numbers from all these groups.

V. **REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS** *(Data Resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Centers, Spring 2009"; "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan" – see website at http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html ; student*

success data from departmental "Core Program and Student Success Indicators" – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html ; previous Program Review and Planning reports; department records; other environmental scan data.)

    a. **Using the matrix provided below and reflecting on the lab relative to students' needs, briefly analyze the lab's strengths and weaknesses and identify opportunities for and possible threats to the lab (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the lab; review program links to other campus and District programs and services; look at similar Centers at other area colleges; and investigate auxiliary funding.**

        Note: Please indicate the source of the data that was used to complete this section.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Student satisfaction with the Writing Center and English 800 Lab is high, according to the Centers' past and recent surveys (see sections "II b" and "III c"). Faculty in both the English and ESL departments rate the Centers very highly, particularly for the individual conferences students are able to have with instructors. Faculty working in the Writing Center and English 800 Lab report that the Centers provide them with an opportunity to collaborate, share assignments, ask for clarification and communicate with other faculty concerning individual needs of students—which helps them be more effective teachers. The Writing Center offers a Personal Statement Workshop for college applicants as well as special ESL Workshops. The Computer-Assisted Classroom (CAC), which is part of the Writing Center, allows faculty to deliver courses in hybrid classes, with students all having access to personal computers and instructional materials available on the class website.	Members of the community beyond CSM, including working professionals, retirees, and students from other colleges and graduate schools have reported their positive experiences with English 850. Other colleges Writing and Learning Centers, including those at Skyline and Canada look to CSM as a model as evidenced by conversations and visits to our Centers.

	ESL 850 is the third highest concurrently enrolled class among ESL 827, 828, and 400 (see Core Program and Student Success Indicators). This shows that the Writing Center provides significant writing support for CSM's ESL population.	
Weaknesses	Some faculty in the English department are dissatisfied with the supplementary instructional materials, such as the grammar and sentence fluency tutorials. While lab coordinators and staff continually revise the tutorials, some faculty worry that tutorials may be assigned to students who do not need them, given the hour-by-arrangement requirement.	Like the English department as a whole, the Writing Center and English 800 Lab are understaffed. This severely affects our ability to serve students, particularly those enrolled in courses with an hour-by-arrangement (HBA) requirement.

The HBA requirement is itself a concern (see external threats, below). |
| **Opportunities** | In order to meet the hour-by-arrangement requirement, CSM faculty will continue to work on materials that can give students meaningful practice with writing. One faculty member is taking a sabbatical for the Spring 2010 semester to create a new book of sentence combining materials for students in transfer level classes. | The Writing Center should promote our English 850 courses through CSM's Public Relations office.

We should continue to offer the Personal Statement Workshop to members of the community beyond CSM. |
| **Threats** | Coordinators of the Centers have worked with administration to come up with a vision of an integrated learning center for building 10N. Faculty in several Language Arts departments, including English, were reluctant to make changes to Language Arts labs that were already working effectively. After a long process involving many meetings, the administration decided that their vision for the learning center could not accommodate the Writing Center and English 800 Lab. Thus, when the campus has a new building designed as a "learning center," our Centers will not be represented.

The English department is very concerned about what programs the | All threats to funding could undermine our efforts to reach out to the community beyond CSM.

Funding for faculty is most important, but funding for equipment (computers and software, instructional materials) is essential to sustain the quality of Centers.

The most serious concern for both Centers is the status of the Hour-by-Arrangement requirement. We have received several messages from the State Chancellor's office, some of which make the requirements for HBA seem virtually impossible for us to meet. Of greatest concern is the "line of sight" requirement, which states |

	new building will have. Past experience at CSM and at many other colleges show that student tutoring (the dominant mode of tutoring at most community colleges) does little to help student writing. Tutors who are not trained in English Composition tend to focus on correcting errors in student writing, a practice that research has shown produces few positive long-term results. This kind of tutoring is also frustrating to faculty who teach both English and ESL classes because their students do not learn the concepts that will enable them to become better writers. We believe that the work done in the Centers is an essential form of instruction that would be undermined by student tutors. The Writing Center and 800 Lab are designed to give students the individual attention that they are not able to get from classroom instruction alone.	that all work for the HBA must be completed within sight of an instructor who meets minimum qualifications. Our Centers have been very successful in creating a program that requires all students to work with faculty. But we do not require sixteen hours of work per student to be completed in sight of an instructor. At this point, the State has not clarified the requirements. However, we clearly need more space if each HBA student must be supervised face-to-face for sixteen hours each semester. Due to the strong reputation of CSM's Writing Center and 800 Lab, another external threat is that students from other colleges in our district make use of the Centers because of insufficient support at their own colleges. To state the obvious, the current national and state budget crises pose a very real threat to the survival of our program. As we anticipate higher student enrollment, we struggle with diminishing funds.

b. **If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).**

Instructional equipment grants in previous years have enabled us to create effective learning environments in the 800 Lab and Writing Center as well as the "Quiet Room" and Computer Assisted Classroom (CAC), which is used to teach English classes. Computers in the CAC have been updated within the last two years. Computers in the English 800 Lab were updated in 2008 by a Basic Skills Initiative grant. In the CAC, some computers were updated in 2007 by an instructional equipment grant and the rest were updated in 2009 by a Basic Skills Initiative grant.

At the same time, some older computers in the Centers could be updated. The computers in the Quiet Room have not been updated since 2005. We would also like to install software such as Timbuktu, a program designed for classes taught in computer classrooms.

VI. **Action Steps and Outcomes** *(Data Resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Centers, Spring 2009"; "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan" – see website at http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html ; student success data from departmental "Core Program and Student Success Indicators" – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html ; previous Program Review and Planning reports; department records; other environmental scan data.)*

    a. **Identify the lab's action steps. Action steps should be broad issues and concerns that incorporate** <u>some sort of measurable action</u> **and should connect to the** *"Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan";* **the Division work plan; and GE- or certificate SLOs.**

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1. Serve a larger number of students who are enrolled in pre-transfer-level English courses
2. Use English 850 to increase service to students enrolled in courses other than English Composition, ESL and Literature.
3. Use English 850 to increase service to the larger community beyond students currently enrolled at College of San Mateo.
4. Work with the ESL Department to develop new instructional materials to serve ESL students enrolled in native-speaker English classes and transfer-level composition and literature courses.
5. Implement the SARS attendance program so that we can get more accurate data for planning
6. Strengthen the implementation of HBA for distance learning courses

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    b. **Briefly explain, specifically, how the lab's action steps relate to the Educational Master Plan.**

Action step #1: The Educational Master Plan indicates that " a greater proportion of students enrolling at CSM are placing at the lowest levels of mathematics and English" and that "the college needs to develop specific strategies and allocate resources to address the issue" (17) and that 15.4% of new students are being placed in our lowest level English course, English 828 (71). The English 800 Lab serves these students and will continue to improve our services by working closely with classroom teachers, including those teaching courses designed to improve basic skills student success, such as "Writing in the End Zone" and "Rising Scholars." This action step is also related to the college's goals for student equity, as outlined in the "Recommendations and Action Steps" section of the Master Plan, which notes that African American and Hispanic students "place into the lowest level of...English courses" and have the lowest completion rates among ethnic groups at the college.

Action step #2, 5 and 6: CSM's course completion rate, according to the Master Plan, has remained stable at 72%. However, the Plan also notes a "persistent decline in the number of AA/AS degrees and certificates earned since 1992-93 (18.2%)" (31). Transfers have also declined significantly, with the total percentage declining by 40% since 1989-90, though CSM remains in the top 10% statewide. With better data for planning and improved use of the HBA, the Writing Center and English 800 lab can have an impact on these numbers by expanding our services beyond students enrolled in the English department. For example, we have offered

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a workshop (through English 850) offering extensive assistance to students writing applications and personal statements to four-year colleges. By continuing to expand the "drop-in hours" for students in courses other than English, the Writing Center can improve the college's course completion rate, improving success. Persistence and retention.

Action step #3: Enrollment at CSM has declined in spite of the fact that population in San Mateo County has increased (37). The Master Plan notes that San Mateo County is experiencing a "demographic shift and an increasing percentage of its service area population is between 45 and 60 years of age" (18). This suggests that all programs at CSM should attempt to serve the larger community in innovative ways. The Writing Center's English and ESL 850 program allows us to serve working adults and seniors who are not otherwise enrolled in the college and to customize the curriculum according to their needs.

Action step #4: The Master Plan identifies students who place into ESL (with an increase of 11%), but does not specifically identify second language students who opt to take courses in the native speaker track. However, the plan does note that approximately 38% of our students are Asian while 20% are Hispanic. Of these, many may be fluent speakers of English, but many others may need more assistance to pass classes in the native speaker track. Ideally our new services for ESL students will be available online (as our materials for native speakers already are) which is consistent with the findings of the "Student Speaks" survey as noted in the Master Plan (93) stating that students would like to see more course materials available online. The Centers should consider developing an online Writing Center program for students enrolled in distance education courses in the English department.

<p style="text-align:center">c. Identify and explain the lab's outcomes, the measurable "mileposts" which will allow you to determine when the action steps are reached.</p>

Action step #1: Soon, both the Writing Center and English 800 Lab will be installing SARS, an attendance program that will allow us to track student usage of the Centers with greater accuracy. While we already track general usage of the Centers, the SARS program will enable us to identify what classes students are enrolled in and will allow us to distinguish between students making use of the Writing Center (generally students enrolled in more advanced and ESL classes) and the English 800 Lab. SARs will allow us to track the attendance and activities of students enrolled in particular courses such as Rising Scholars and Writing in the End Zone. After we have used SARS to measure our student population for a semester, we will be able to contrast these numbers with the total number of students enrolled in these courses and work on strategies to increase enrollment.

Action step #2: SARs will also allow us to measure student enrollment in courses other than English, ESL, or Literature, so that we can see if our strategies to increase this group of students have been successful.

Action step #3 : As with action steps 1 and 2, we will be able to measure our student population more accurately and set target goals when we have installed the SARS system.

Action step #4: We will be able to see how many students are using the new materials designed for ESL through our website and SARS. We will also want to measure the success of ESL students in native speaker courses by surveying English faculty about their experiences with these students.

Action step #5: We will be able to use the SARS system successfully for Fall 2009.

> Action step #6: With either SARS or our current attendance program, we will require distance learners to log in to keep track of how many distance learners are meeting the HBA.

VII. **SUMMARY OF RESOURCES NEEDED TO REACH LAB ACTION STEPS** *(Data Resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Centers, Spring 2009"; "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan" – see website at http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html ; student success data from departmental "Core Program and Student Success Indicators" – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html ; previous Program Review and Planning reports; department records; other environmental scan data.)*

    a. **In the matrices below, itemize the resources needed to reach lab action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.**

    *Note: **Whenever possible, requests should stem from assessment of SLOs and the resulting lab changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.**

Faculty Time Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving lab action steps based on SLO assessment.
83 units of faculty time (total for both Centers)	We recognize that given the current fiscal crisis, our faculty units will likely be reduced during the next academic year. However, in order to increase the number of students we serve in both Centers, we must increase faculty units beyond the current 68.5. The Centers cannot serve more students than they are already serving without more faculty. Action step #4, which requires us to update our existing ESL materials, will require extensive consultation with ESL faculty and will very likely require ESL faculty to write materials.	We need more faculty to offer one-on-one help to a larger number of students enrolled in below transfer as well as other college courses and the larger community.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not	If applicable, briefly indicate how the requested resources

	Granted	will link to achieving lab action steps based on SLO assessment.
Because we reduced our instructional aide coverage by .5 during the past year, we depend heavily on our instructional aides to run the lab. If one of the current half-time IAs resigns, we will need a replacement.	Instructional aides are necessary for the day-to-day administration of the Centers and they will continue to be necessary with increases in enrollment.	All classified positions are necessary to serve the current student population, as well as the increased population we hope to serve.

b. **For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for <u>instruction</u> (such as computers, furniture for Centers and Centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.**

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving lab action steps based on SLO assessment.
Item: 30 iMac 20-inch computers with 2 GB RAM, 320 GB hard drives, keyboards, mice and Apple Protection Plan Number: 30 Vendor: Apple Unit price: $1268 Total Cost: $38,000	Having new computers will allow students to access our materials and research and compose their essays in the Centers, where they have access to help from teachers. This is particularly important for our low-income students, who make up a large proportion of our basic skills students. When we do not receive updated computers and the old ones eventually die, low-income students will no longer have these resources.	Students currently make use of all the available resources; to increase the number of students we serve, we will need more resources.

* Status = New, Upgrade, Replacement, Maintenance or Repair.

VIII. **Course Outlines – for Centers that are discrete courses** *(Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean)*

a. **If applicable to the lab, list by course number (e.g. CHEM 210) all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.**

Course Number	Last Updated	Six-year Update Due
ENGL 850	1/26/2004	2010
ESL 850	1/11/2004	2010

Upon its completion, please email this Program Review of Centers and Centers report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.

Date of evaluation:

Please list the department's Program Review of Centers and Centers report team:

Primary program contact person: Kathleen Steele
Phone and email address: (650) 574-6350; steele@smccd.edu

Full-time faculty: Juanita Alunan, Daniel Keller and Kathleen Steele
Part-time faculty: Barbara Jones
Administrators: Sandra Stefani Comerford
Classified staff: Ricky Wong
Students: Olena Mykhaylichenko

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Faculty's signatures   *Date*

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Dean's signature   *Date*