

LEARNING SUPPORT CENTERS PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Writing Center and English 800 Center

Academic Year: 2012-2013

Center Contact: Daniel Keller, Juanita Alunan, Kathleen Steele

Program Review Submission Date: 3/25/13

I. Description of Center

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

The Writing Center and English 800 Center 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 (currently in hard copy and .pdf files on the web); English and ESL reference materials; and group workshops to assist students with specific 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 on literature, plays and films.

Both Centers serve students enrolled in English courses with a TBA (hours to be arranged) requirement, but each serves a distinct population of these students: **The English 800 Center** serves students enrolled in pre-transfer level composition courses designed for native speakers (English 828, 838, and 848); **The Writing Center** serves students enrolled in transfer-level composition courses (English 100, 110, and 165) and ESL 400, the only ESL course that currently includes a TBA requirement. Connected to the two centers are a **Quiet Room** (18-106) where all students can use computers and a **Computer Assisted Classroom** (18-108) for the use of all English instructors. In addition, the Writing Center offers **drop-in hours** (Mon-Thurs, 12-2), which give all students access to all of the above services, regardless of their enrollment in any particular course. Finally, all students may enroll in either English or ESL 850, courses allowing regular individual appointments with instructors in the center at any time, regardless of students' enrollment in classes with TBA hours.

Both Centers support the College Mission and Diversity Statements: the centers provide support to ensure equal opportunity for all students and to help foster a culture of excellence and success through one-on-one tutoring by experienced faculty trained to focus on student-centered learning. Tutoring by experienced faculty (as opposed to student tutoring) is an essential distinguishing feature of our programs at College of San Mateo. The Centers also participate in institutional dialog, working closely with the English Department and Language Arts Division. In addition, faculty coordinators participate in the Learning Support Centers Coordination Committee, a consultation group which focuses on coordination among the College's Learning Center and the discipline-specific Learning Support Centers. Work on this committee has included aligning and updating SLOs, and coordinating resources and hours. This group also allows the centers' faculty coordinators to work with the Learning Center established to support the "five in five" strategies.

II. Summary of Student and Center Data

A. Student Learning Outcomes Assessment

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Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

In addition to student survey data collected by PRIE, the Writing and English 800 Centers collect internal surveys each semester to assess students' awareness of and satisfaction with two of the major functions of the centers: tutorials on specific writing skills and conferences with faculty. The surveys also allow us to learn what work that the majority of students complete in the centers and what they would like to see improved. Finally, the surveys give us information about student satisfaction with the technology available, with the centers' hours and procedures, and with faculty as well as instructional aides and student assistants.

The surveys provide information to help us assess the two SLOs currently listed for both centers:

SLO 1:

Students should demonstrate mastery of specific writing skills after completion of any tutorials.

- In Spring of 2009, 87.4 percent of the 286 students who responded to the survey question felt that the tutorials were either "helpful" or "very helpful" in improving their writing skills.

After the Spring 2009 survey, the Writing Center coordinators revised the survey question to ensure that only students who completed specific tutorials responded. This has resulted in a slightly lower number of respondents but also more accurate information, which continues to show that the overwhelming majority of students feel that the tutorials are helpful. There is little to no change in the responses over time:

- In Spring of 2011, of the 265 students responding to this question, 74 percent found the tutorials "helpful" (130) or "very helpful" (75); 13 percent (35) found the tutorials "not helpful."
- In Fall of 2011, of the 252 students responding, 92 percent found the tutorials "helpful" (134) or "very helpful" (99), while only 19 students found them "not helpful."
- In Spring of 2012, of the 135 students responding to this question, 96 percent of students gave the tutorials a rating of "helpful" (67) or "very helpful" (73). Only a small number of respondents (5) found the tutorials "not helpful."
- In Fall of 2012, of the 132 students responding to this question, 96 percent again responded that the tutorials were "helpful" (83) or "very helpful" (44).
- Surveys obtained through PRIE in June 2012 show very similar results to those obtained by the Writing and English 800 Centers: of 213 students responding, 96 percent said that the tutorials were "somewhat helpful" (99) or "very helpful" (108). Once again, only a very small number of respondents found the tutorials "not helpful."

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These results suggest that the overwhelming number of students who complete tutorials continue to find the work helpful to their writing. Overall, the percentages stay consistent across semesters, with only minor variations. One interesting result is the 35 students who responded that the tutorials were “not helpful” in Spring of 2011. A number of factors may have led to this result: most importantly, the tutorials are assigned at the discretion of individual instructors, based on their assessment of their students’ writing. Most instructors are careful to assign tutorials directly relevant to a problem that an individual student has been having. For example, a student whose grade has suffered due to sentence fragments may complete the tutorial on sentence fragments and see improvement in this area. However, some faculty, particularly newer faculty, may misunderstand the purpose of the tutorials and have entire classes complete one without regard to individual need. For example, one faculty member had two of her English 110 classes complete the “Basic Subject and Verb Agreement” tutorial, which is only appropriate for students who are struggling at very basic levels, usually non-native English speakers; the instructor apparently believed that she was required to assign a tutorial to all her students. The coordinators of the center now regularly contact instructors to explain what tutorials are appropriate at different levels, and to clarify the purpose of the tutorials, stressing that tutorials are not required of all students and are meant only for those students struggling with specific problems. The 2012 results suggest that the coordinators are effectively communicating with faculty and that faculty are better understanding the purpose of the 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.

- In Spring of 2009, a total of 313 students completed the surveys. Of these 96 percent felt that one-on-one tutoring conferences were “helpful” or “very helpful.”

Results since the last program review have remained overwhelming positive:

- In Spring of 2011, a total of 246 students responded to the relevant question on the survey. Of these, 98 percent said that meetings with faculty were “helpful” (60) or “very helpful” (182).
- In Fall of 2011, a total of 334 students responded to this question. Figures are similar to previous years, with 96 percent (320) saying the meetings are “helpful” (123) or “very helpful” (197).
- The Spring of 2012 results show that 98 percent of students found meetings with faculty to be “very” (182) or “somewhat” (60) helpful.
- In Fall of 2012, again 98 percent of 260 students surveyed ranked the faculty as “very helpful” (173) or “helpful” (84).

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- Surveys obtained through PRIE in June of 2012 show very similar results to those obtained by the Writing and English 800 Centers: of 195 respondents, 97 percent said faculty meetings were “very helpful” (142) or “somewhat helpful” (49), with only four respondents saying that the meetings were “not helpful.”

Again, the student surveys show consistently high ratings over time. Comments from the surveys show that students particularly appreciate having faculty working in the Centers.

One drawback to this method of SLO assessment is that, while it allows us to gather information on what the students find helpful, this method alone does not allow us to assess their learning. As noted in the 2009 review, one way to assess SLO #1 is to evaluate essays with topics that the Writing Center assigned after students completes tutorials. Since the 2009 review, faculty in the English department have asked that, rather than assigning specific essay topics unique to the centers, we focus on making sure that, after completion of the tutorials, students can incorporate the skills in the essays written for class. The majority of English faculty (including the centers’ coordinators) feel that the grammatical skills taught in the tutorials should be assessed in the context of their more difficult classroom assignments. The move away from center-assigned essays is positive.

A New SLO (to be included in future assessments)

In 2012, the Learning Support Centers Coordination Committee agreed that all of the College’s Learning Centers should share a common SLO: Students will have knowledge of the center’s resources and how to access them. In future Program Reviews, this SLO can be assessed through the campus-wide survey of centers.

Current data from these sources already suggest that most students are aware of the Writing and English 800 Centers’ resources and know how to access them. In the June 2012 “Student Campus Climate and Satisfaction Survey” focusing on *all* learning centers, 83.5 percent of students state that they “totally agree” with the statement “If I have a problem with my classes, I know where I can get help on campus.” The number of students aware of the centers’ resources is likely to be higher, at least for students enrolled in English classes with TBA requirements because all students enrolled in these courses are required to attend an orientation in the centers at the beginning of each semester.

Survey data also suggest that most students believe the centers are available when they need them. For example, the June of 2012 Writing and English 800 Center survey shows that 89 percent of students responded “mostly” or “always” to the question “Was the center open during the hours when you needed it?” Our ongoing efforts to increase online forms and online tutoring, described in IIB 2 and IIC below, should allow an even higher percentage of students to access the centers.

B. Center Usage Indicators

1. Review center usage and discuss any differences across demographic variables. Refer to [Planning, Research and Institutional Effectiveness \(PRIE\) reports](#), SARS records, and other data sources as appropriate.

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SARS records for Fall of 2012 show a total of 14,448 visits to the centers for a total of 14,230 hours by 2,035 students.

The SARS records for Spring of 2012 show that there were a total of 14,794 student visits to the centers by 2,041 unduplicated students for a total of 13,449 hours in the centers.

SARS records are useful for tracking how many students walk through our doors to attend orientations at the beginning of the term, to work on computers in the “Quiet Room,” or to meet with instructors for assistance with their essays. Most instructors in the English Department feel that the last of these is the most important purpose of the centers. As discussed below (2C), the only consistent complaint in student surveys relates to the desire for more available conference appointments to meet with instructors. The centers’ coordinators continually attempt to improve scheduling and have increased hours available for “drop-in” meetings.

In order to get a stronger sense of when and how often students make appointments with instructors, instructional aides and student assistants in both centers track student meetings through sign-up sheets. This process has helped the centers’ coordinators to make decisions about, for example, the timing and number of “drop-in” hours the centers should have. The high number of cancellations (when students call the centers to cancel their appointments with instructors) and “no shows” (when students do not cancel but fail to show up) also suggest some ways that we can improve our current system. For example, in 2012, there were 3,763 appointments, with 1,022 cancellations and 662 no shows. In response, drop-in hours have recently been introduced in the English 800 Center, and students are filling almost all the appointments created by cancellations and no shows.

The high number of no shows and cancellations may suggest that one problem with our current system of scheduling is that students sign up for appointments with instructors by writing their names on a signup sheet attached in the Writing or English 800 Centers. Because of the high demand for appointments, students must sign up at least a week in advance, and many students do not remember to show up for appointments. In response to this problem, one major goal for the centers in the coming years is to move the appointment schedule online: using software such as Appointment Plus (described in section V, B), students will be able to sign up electronically at any time and receive updates (including appointment reminders and newly available appointment times) via email or text-messaging—media that the current generation of students is far more comfortable with than traditional handwritten calendars.

2. Discuss any differences in student usage of center across modes of delivery. If applicable, refer to [Delivery Mode Course Comparison](#).

In the Fall 2011 semester, the Writing Center received a Measure G Innovation Grant to research and design an online tutoring option. As noted in the grant proposal, many students in Distance Education courses may face serious challenges in getting to campus for in-person meetings in the Writing Center. After receiving the grant, the center created an online component whereby one faculty member is available at designated appointment times for

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online or virtual conferences that utilize technologies such as Skype, instant messaging, and screen-capture software. This option is offered on a limited basis: it is open to all students, but especially benefits students in Distance Education classes who may have difficulties getting to campus. While we would like to expand the online tutoring program, we are limited by the state's strict guidelines regarding TBA hours attached to courses, which require instructors with minimum qualifications in the discipline to be within the "line of sight" of students completing activities to meeting the requirement. The EnglishD offers relatively few distance education classes (usually only three sections each semester), but online tutoring is available to all students.

Adjunct faculty member Joyce Heyman has served as an online tutor since the Fall 2011 semester, offering one hour per week when students can work remotely via the method described above. Student usage has been limited, though survey results show that students who do use this option are highly satisfied with it. (29 of 30 respondents said they would recommend online tutoring to others). Student usage has also generally increased over time. In Fall of 2011, we were unsure of the demand and piloted the program with the option available only to certain classes to be able to meet the demand, but just 20 spaces were taken of the 70 offered (each space representing a 20-minute appointment period with the instructor). In Spring of 2012, when online tutoring was increased to two nights a week, 65 students took 126 available spaces, for a total of 52 percent of spaces taken. Despite a reduction in appointments offered in Fall of 2012, there was a slight increase in the percentage of appointments taken. With online tutoring available only one night a week, 30 of 56 spaces were taken, for a total of 54 percent. In orientations, the online essay conferences are highlighted, but we need to explore ways to increase publicity for the online essay conferences, which our new SLO shared with all the college's learning centers.

Online tutoring may be a promising solution to the problem of limited faculty availability for appointments in the Centers; however, as noted above, we are limited by state requirements for TBA apportionment. While we are planning to increase the availability of online tutorials, the majority of appointments will need to be in person if CSM continues to follow the TBA requirements for funding the centers.

C. Center Efficiency. Is the center efficient in meeting student needs?

Discuss center efficiency, including staffing, hours of operation, tutorial and other services, space utilization, equipment, or technology as appropriate.

The Writing Center is open from 8:00 a.m. to 8:30 p.m. on Monday-Thursday and from 8:00 a.m. to 2:00 p.m. on Friday; the English 800 Center is open from 9:00 a.m.-2:00 p.m. on Monday through Friday.

In 2008, based on budget cutbacks, the centers agreed to replace our full-time Instructional Aide position with one part-time Instructional Aide position. Because of that cut, currently four part-time IAs staff the center, working 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. In addition, the centers are staffed by four student assistants who work a total of 50 hours per week

Although our instructional aides work as efficiently as possible, the centers do lack the continuity and communication that a full-time instructional aide provides and that fosters the culture of excellence and success—

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part of our centers' mission. When one of our instructional aides resigns, we would like to convert two of our part-time positions to one full- instructional aide position. That would mean that the centers would be staffed by one full-time instructional aide and two part-time instructional aides, instead of four part-time instructional aides. The great benefit would result in minimal cost (less than \$300 per year).

The job duties of the instructional aides and student assistants include helping students with procedural questions; opening, closing, and cleaning the centers; and maintenance of computers, the lab website, and data reports. Aides and assistants also help with scheduling student appointments. Three of four IAs are diverse culturally and this diversity promotes the welcoming environment that we seek to create for students.

The main purpose of the centers remains individual tutoring with faculty: both centers are staffed by both full- and part-time faculty members in English and ESL; in a typical semester, such as Spring of 2012, these faculty work a total of 58 units in the lab. A total of 6 part-time faculty worked 13 of these units, while a total of 8 full-time faculty worked for the remaining 45 units.

Faculty units in the centers have been reduced since the last program review and have been consistently reduced over time. This reduction is the cause of the major student complaints in the centers' surveys since the last program review: some students want more hours available for appointments with faculty, and some want more time for appointments. While the online scheduling project (described in detail in part V section C) will allow us to improve scheduling so that we can use our current times as efficiently as possible, there is no solution to the demand for more time except increased units available for faculty hours in the centers.

D. Course Outline Updates (if applicable)

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Two courses linked to the Writing Center—English and ESL 850—allow students who wish to improve their writing to set up individual appointments with faculty members who will help students identify problems and develop content. The courses are flexible and tailored to the specific needs of each student; course content focuses on any area of concern, such as organization, development, and mechanics.

Both English and ESL 850 course outlines were updated in the Fall 2010 semester, so they will not require a new update until 2016. However, we may need to create new courses to allow repeatability of these classes under the new, more restrictive state guidelines for course repeatability. If students cannot repeat these courses (despite the fact that they are pass/no pass, non-transferable, and designed entirely to support

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individual need), the center coordinators will need to create new classes, with numbers such as English and ESL 851 and 852, simply to allow students to work for more than one semester on individualized instruction. We are currently waiting for guidance about repeatability from the office of the Vice President of Instruction.

If we are required to create these new courses, we will do so in the Fall 2014 semester. Each course will have specific content. For example, English 850 can focus on writing college admissions letters and forms, a popular topic for the current English 850 course, while English 851 may focus on proofreading skills.

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E. Website Review

Review the center's website(s) annually and update as needed.

Contact(s)	Date of next review/update
Kathleen Steele, Juanita Alunan and Daniel Keller, Faculty Coordinators (Writing Center and English 800 Center Websites)	March 2014
Greg Lagang, Instructional Aide	

III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment (if applicable)

Explain any recent or projected modifications to the Course SLO assessment process or schedule.

No modifications are planned for the English or ESL 850 courses linked to the Writing Center. If state repeatability policies require us to create new courses (such as English 851 and 852 as described in 2D above) each course will include one specific SLO focusing on whether students have learned the specific skill identified in each course.

B. Center SLO Assessment

Explain any recent or projected modifications to the Center SLO assessment process or schedule.

No modifications are planned for SLO assessment processes or schedules.

C. SLO Alignment (as applicable)

Discuss how Center SLOs support Program SLOs. Discuss how Course and/or Center SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related program and institutional SLOs reports.

The centers support the English and ESL Department SLOs by focusing on areas of student writing that are essential to success in all English and ESL classes. The centers also support many of the General Education SLOs, particularly effective communication (to comprehend, interpret, and analyze written and oral information and express ideas and provide supporting evidence effectively in writing) and Critical Thinking (to identify, develop, and evaluate arguments; to assess the adequacy of both qualitative and quantitative evidence; to understand diverse disciplinary perspectives and to use appropriate modes of inquiry). Through tutorials on specific critical thinking and writing skills, but, above all, through individual meetings with faculty, the centers support these SLOs.

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IV. Additional Factors

Discuss additional factors as applicable that impact the center, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

See section IID for a discussion of how English and ESL 850, two individual instruction courses linked to the center, may be impacted by state policies on course repeatability.

Legal mandates regarding TBA (to be arranged) hours may also affect the centers: most students do not spend an hour a week completing work such as meetings with faculty and tutorials. We may need to develop additional instructional materials for enrichment at all course levels. Our efforts to create new materials and more flexible, electronic scheduling, while driven mainly by our goal to improve student success, should also allow more students to complete the TBA hours. If the TBA requirement is eliminated, we will need to explore alternative funding.

V. Institutional Planning

A. *Results of Plans and Actions*

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

The 2009 Program Review included six plans that we hoped to implement. The results of each plan are discussed below:

1. Serve a larger number of students who are enrolled in pre-transfer-level English courses.

The centers continue to play an important role in learning communities serving students in pre-transfer level English courses. One learning community, Writing in the End Zone, links Introduction to College and Intercollegiate Athletics with Intensive Introduction to Composition and Reading (Writing in the End Zone II) or Varsity Football (Writing in the End Zone III). These courses include one TBA hour, so these students are served in the English 800 Center (for English 828, 838 and 848) or the Writing Center (for English 100). In Fall of 2012, the centers worked with students from the newly formed Puente Learning Community, which links English and career classes in a one-year learning community to increase the number of educationally underrepresented students who enroll in four-year universities, earn college degrees, and return to the community as leaders and mentors. These students begin at the English 838 or 848 level and are served by the English 800 Center.

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In addition to these projects, the centers are linked to the Computer Assisted Classroom, which allows English faculty to teach English 828, 838 and 848 courses such as with computers so that these students, who may lack experience with the writing process, critical thinking and access to computers off campus, can complete essays and research with the guidance of supportive faculty.

2. Use English 850 to increase service to students enrolled in courses other than English Composition, ESL and Literature.

As a result of decreased or static funding to the centers, we have been unable to increase enrollment in the 850 courses. Students enrolled in English and ESL 850 work with faculty who must also work with students required to meet for appointments for all classes with TBA hours. It is impossible to increase enrollment in the 850 courses without new sources of funding. However, the Centers have increased drop-in hours (on Monday-Thursday from 12-2 p.m.) so that all students at CSM can meet with faculty to work on their writing.

3. Use English 850 to increase service to the larger community beyond students currently enrolled at College of San Mateo.

As with Goal 2, it is not possible to increase 850 without increased funding.

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.

ESL faculty members have led highly successful "Grammar Workshops" in the Writing Center since the 2009 Program Review. To improve the workshops and increase faculty and student awareness, Professor Kristi Ridgway received a sabbatical leave in Fall 2012. She created a customized, core text (*Mark It!*) for a series of Active Editing Writing Center workshops. The text responds both to the language needs of CSM's current non-native students and our increasing international student population. She also conducted peer review of the text, piloted sections with students, offered small group workshops in the Learning Center to teach the Active Editing Strategy to students and faculty, and has led workshops, which are based on her text, in the Writing Center throughout the Spring 2013 semester.

5. Implement the SARS attendance program so that we can get more accurate data for planning

The SARS attendance program has been fully implemented in both centers. All students enrolled in courses with TBA requirements attend an orientation at the beginning of the semester to stress the importance of signing in and out of the SARS program. Instructors teaching courses with TBA requirements can get an accurate hourly report of their students' attendance from the centers upon request at any time.

6. Strengthen the implementation of TBA for distance learning courses

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As noted in section B2 above, in the Fall 2011 semester, the Writing Center received a Measure G Innovation grant to research and design an online tutoring option. This funding has allowed us to increase implementation of TBA for students enrolled in Distance Education courses. However, state funding requirements for TBA hours are extremely restrictive so that students in distance education courses must follow the same guidelines as students in on-campus classes. Although CSM is currently a Basic Aid district, we are continuing to follow state guidelines for TBA funding in the event that the college is returned to the state funding system.

However, as discussed below (section V.C), we are currently working on two projects to either create new online tutorials or move more of the existing tutorials online, so that this element of the centers will be more available to students enrolled in distance learning and all courses.

B. Center Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student usage and data noted in Section II. Summary of Student and Program Data.

During the next six years, the centers will

- continue to work with the Learning Support Centers Coordination Committee to improve student awareness of and access to existing services, as discussed above (Section I. B).
- make existing online tutorials more interactive (detailed below, in Section V. C) in order to make appropriate use of existing technology and improve student engagement and success.
- move appointment scheduling online (also described below, V.C) to improve access and make appropriate use of existing technology, in order improve student accessibility and success.
- ensure that all Basic Skills classes in English are given priority access to the Computer Assisted Classroom (18-108) since these students may lack experience with the writing process, critical thinking and access to computers off campus, can complete essays and research with the guidance of supportive faculty.

To improve student learning and success:

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

Both faculty coordinators and instructional aides will benefit from training using the new technologies required to move existing tutorials and the current scheduling system online, as well as those required to create newer, more interactive tutorials.

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2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

As our centers implement technologies and innovations, the faculty coordinators will continue to serve on the Learning Centers Coordination committee and collaborate with other centers to ensure students receive the highest quality of assistance.

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Equipment and Technology:

We are asking for 4 iPads to use both in faculty conferences on our online tutorials and to pilot stages of our project to move from a paper-based reporting system to an online reporting system.

Currently, in the centers there are 5 iMacs and 26 Dell PCs at least five years old. We are asking to replace the old Macs with 5 new ones and to replace the old PCs with 26 cheaper HP Flexible Thin Clients that work off a server. This aligns with our centers' mission of fostering a culture of excellence and success in our students.

Instructional Materials: [Click here to enter long-range planning: Instructional Materials narrative](#)

Classified Staff: As noted (II.C.), based on budget cutbacks in 2008, the centers agreed to replace our full-time instructional aide position with one part-time instructional aide position. Because of that cut, currently four part-time instructional aides staff the center. Although our instructional aides work as efficiently as possible, the centers do lack the continuity and communication that a full-time instructional aide provides and that fosters the culture of excellence and success—part of our centers' mission. When one of our instructional aides resigns, we would like to convert two of our part-time positions to one full-time instructional aide position, which would involve minimal cost (less than \$300 per year). This change would mean that the centers would be staffed by one full-time instructional aide and two part-time instructional aides (instead of four part-time IAs).

Student Assistant: [Click here to enter long-range planning: Student Assistant staff narrative](#)

Facilities: [Click here to enter long-range planning: Facilities narrative](#)

C. *Plans and Actions to Improve Student Success*

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Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

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Plan 1

Title:

Writing Center and English 800 Center "Reading-to-Write" Project

Description

Basic Description: The Writing Center and English 800 Center "Reading Room" project is focused on providing reading skills tutorials and activities for English 828 students to complete for TBA credit. These exercises have been created to help students to better understand the books, articles, and other texts that they are using in their writing assignments. The programs, primarily created by English Department faculty Allison Herman and Kimberly Escamilla, has received funding through BSI and Measure G Innovation grants.

Primary Contacts: Allison Herman, Kimberly Escamilla, and Daniel Keller

Detailed Description: English Department Student Learning Outcome (SLO) assessments, department meetings and retreats have identified reading as a major problem area for students in both Basic Skills and Transfer-level English courses. Currently, the Writing and English 800 Centers provide one-on-one tutoring conferences with instructors and tutorials to assist students with their writing skills. However, the centers have *no* tutorials or conference activities to help students improve their reading skills, despite the fact that our English composition courses have a required reading component. In addition, both centers are funded via To-Be-Arranged (TBA) hours, but many students do not meet the requirement of spending "one hour per week" completing work, in part because of the lack of coherent activities for students to complete. This project (begun in Fall of 2012 and ongoing through Spring of 2013) is focused on researching, creating, and assessing new supplemental activities to improve the reading skills of students enrolled in both developmental and transfer-level classes. Because research shows that reading skills are best taught in the context of writing assignments, the supplemental activities will ask students to make use of the texts they are assigned in their classes, rather than requiring a separate set of readings or attempting to teach skills without a context. While some of the activities may be completed online, they will also ask students to meet with an instructor in the centers or to provide materials to their classroom instructor to demonstrate their progress and verify successful completion of activities.

This project supports many of the current institutional priorities including the "Five in Five" strategies for Basic Skills students in that it attempts to improve the support services currently in place. Since the TBA is a requirement for all English composition courses, development of materials and activities provided through the centers will ideally help students improve in the core areas of reading, writing, and critical thinking. The project will also address two of the "overarching issues" identified by the "Five in Five" leadership team: "the appropriate use of technology, delivery modes/methods," and "a focus on student engagement to enhance student success." Through added

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and improved multimedia and online resources, we will reach students with diverse learning styles and needs and will encourage increased use of the centers and completion of TBA hours.

Action(s)	Completion Date	Measurable Outcome(s)
Survey of English Department faculty to verify current needs in reading and desirable additions to Writing and English 800 Center materials	2013	Faculty will respond to surveys.
Survey of students and faculty in pilot programs	2013	Survey results will indicate faculty and student satisfaction and/or suggest ways to improve the new tutorials.
Document faculty and student usage when programs become fully active and continue surveys	2014	Students and faculty will make use of the new reading tutorials at an equal level to the existing writing tutorials.

Plan 2

Title:

Taking Writing Tutorials Online

Description

This project, designed by Center Coordinators Kathleen Steele, Juanita Alunan and Instructional Aide Kim Sheehan, has been proposed for a Measure G Innovation Funds Grant for 2013-2014. If approved, the project will seek to make all of the existing sentence-development tutorials more interactive. While the Writing and English 800 Centers now have .pdf files of our tutorials available online printed and completed by hand, this grant would allow us to begin the process of converting the tutorials to more interactive, online versions. Students would no longer need to complete the tutorials with pencil and paper. If the funds are granted, the project will explore the requirements of this new implementation; create a sample tutorial; test it with users; revise as necessary; produce a more detailed project definition and timeline to implement all of the tutorials using the selected approach; and create the next generation of tutorials. We would also explore the possibility of going paper free when instructors and students view and correct the completed tutorials on iPads during Writing Center conferences.

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Action(s)	Completion Date	Measurable Outcome(s)
Create sample test tutorials and pilot with limited users	2014	Pilot project will demonstrate that users can access and understand online tutorials as well as the existing paper versions.
Move all twelve of the sentence development tutorials to an online format	2014	Tutorials 1-15 will be available online through the Centers' websites.

Plan 3

Title:

Technology-Based Writing Center Management System

Description

This semester over 1,800 students have enrolled in English or ESL courses that use the Writing or English 800 Centers. In the center, faculty confer one-on-one with approximately 185 students each week, over 3,000 students in the semester. Typically 20 instructors per semester are involved in the Writing Center conferences.

Students make appointments for these conferences by signing up on a paper schedule or by calling to have instructional aides sign up for them. They can only do so during the hours when the Centers are open, which does not provide equal access to all students. Students are responsible for remembering their appointments. As a result, the centers have a number of same-day cancellations or "no-shows" which can leave appointment slots unfilled.

Conferences are recorded on reporting form that the student must keep over the semester. The classroom instructor checks on student progress by going through all of the reporting forms multiple times through the semester. Students sometimes lose the forms. As a result, students may have more than one form: the original, and one or more replacements.

We would like to reinvent this process using current technology. The goals of this project are as follows:

- Make conference appointments more available to students. Provide online access to scheduling. Take advantage of students' use of mobile devices.
- Provide instructors and students with up-to-date information on the number and content of students' conferences.
- Eliminate or substantially reduce paper.

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- Improve time management of all the appointments in the centers.
- Promote student access and student learning and success

Action(s)	Completion Date	Measurable Outcome(s)
Investigate software packages to allow scheduling of appointments; share results with other Learning Centers	Spring and Summer 2013	Software programs such as Appointment Plus will be implemented
Pilot online scheduling with summer instructors; implement online scheduling, if possible by Fall 2014	Fall 2013; Spring 2014	Summer instructors will report on success or problems with online scheduling. If budget permits, online scheduling will be fully implemented during Spring 2014.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Equipment and Technology

Description (for ongoing program operation)	Cost
5 IMacs	\$7627
24 HP PCs t510 Flexible Thin Client	\$15,730
4 iPad 2	\$1760

Description (for prioritized plans)	Plan #(s)	Cost
Appointment Plus	3	\$1620 per year (We hope to negotiate a better price by

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		negotiating with other centers on campus.)
Adobe Suite	3	\$65

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost
Replacement of 2 part-time Instruction Aide II Positions with 1 full-time Instructional Aide II position (the cost per year equals a full-time IA salary and benefits less the sum of 2 part-time IA salaries)	\$294.00 per year

Description (for prioritized plans)	Plan #(s)	Cost

Student Assistant

Description (for ongoing program operation)	Cost

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Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

B. Cost for Prioritized Plans

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
3		