College of San Mateo

Program Review Submission

Home   Actions   Logout   How it works

Learning Support Centers Program Review

Program Name: **Writing Center and English 800 Center**
Program Contact: **CSM English**
Academic Year: **2013-2014**
Status: **Submitted**

---

1. 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 Program Planning** as appropriate.

The Writing Center and English 800 Center, in Bldg 18, Rooms 102 and104, provide high-quality support that is an essential component of the English Department's integrated reading and writing composition courses—basic skills through transfer (**http://collegeofsanmateo.edu/writing/**). Connected to the two Centers are two additional rooms—the Quiet Room (18-106), where all students can research and compose their essays on Macs or PCs, and a Computer-Assisted Classroom (18-108), where English courses are taught, particularly basic skills or developmental composition courses.

 Hours of operation are Monday through Thursday, 8 am – 8:30 pm and Friday, 8 am – 2:00 pm. Both Centers serve students enrolled in English courses with a TBA (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), as well as students enrolled in ESL 400, the only ESL course that currently includes a TBA requirement. The Centers address writing needs at many levels: one-on-one essay conferences with experienced English and ESL instructors who are trained to focus on student-centered learning in all stages of the reading and writing process; tutorials on specific writing and critical thinking skills, which classroom instructors prescribe based on individual student needs; and Grammar and Editing Workshops to assist students with specific writing skills. Finally, students not enrolled in English classes may enroll in either English or ESL 850, courses allowing regular individual appointments with instructors in the Center at any time.

 Both Centers play an essential role in supporting the College Mission and Diversity Statements, to improve student success and promote academic excellence. Faculty and staff seek to create a student-centered learning and academic environment that ensures equal opportunity for all students. The Centers' faculty and staff reflect our students' differences in age, gender, sexual identity, as well as racial and ethnic background, and this diversity helps promote the welcoming environment that we seek to create for students, one that is conducive to their learning and academic success.

The Writing and English 800 Centers directly support institutional priorities, to improve "Student Success" and promote "Academic Excellence" and "Relevant, High-Quality Programs and Services" that engage and challenge students enrolled in basic skills and transfer English composition courses. The Centers also participate in institutional dialogue, working closely with the English Department and Language Arts Division. In addition, lead faculty participate in the Learning Support Centers Coordination Committee (LSC[3]), 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, providing comprehensive academic support across the disciplines, and coordinating resources and hours.

5 in 5 College Strategies, Basic Skills

Strategy 1: *Implement an "intrusive" core of support services*

Strategy 3: *Establish transition/bridge programs and services*

Strategy 4: *Establish "themed" experiences/ integrated learning communities.*

Strategy 5: *Increase community awareness of comprehensive basic skills programs*

The English 800 Center and Writing Center are an integral part of the basic skills program. Pre-transfer level English students spend a significant part of their time completing their TBA requirement hours in the Centers. The Centers offer both one-on-one essay conferences with English and ESL instructors and tutorials on specific writing and critical thinking skills, which classroom instructors prescribe based on individual student needs. The Centers also provide Grammar and Editing Workshops to assist students with specific writing skills. One of the lead faculty serves on the Basic Skills Initiative (BSI) Committee, a committee designed to nurture the success of Basic Skills/ESL students. In Fall of 2014, this lead faculty will participate in a new learning community, Students for Success, which will combine six sections of pre-transfer English (English 848, Introduction to Composition and Reading, and English 838, Intensive Introduction to Composition and Reading) with counseling and other support services. Students in these courses will work on projects designed to improve their awareness of and access to all college support services and will meet regularly with an assigned full-time counselor. One of the sections of this learning community will begin a pilot of Supplemental Instruction in Fall 2014. To prepare, both lead faculty are scheduled to attend training for Supplemental Instruction. The English Department and the Centers will continue to expand our support for the Supplemental Instruction program by incorporating it into more sections of our pre-transfer English courses in the years ahead.

5 in 5 College Strategies, Transfer

Strategy 3: *Establish transition/bridge programs and services*

Strategy 4: *Establish "themed" experiences/ integrated learning communities.*

Both Centers are also an integral part of the transfer program. Lead faculty of the Centers have been active in the Reading Apprenticeship English Faculty Inquiry Group (FIG), which aims to increase student success in college-level reading. In this FIG, English faculty collaborate and share reading strategies and materials to gain new perspectives on reading instruction.

Many of the full-time members of the English Department who work in the Writing and English 800 Centers are also directly involved in either new learning communities such as Students for Success, Umoja, and Writing for Change, or are involved in ongoing programs, Writing in the End Zone and Puente. Students in these learning communities spend their time completing their TBA requirement hours in the Writing Center, working with many of the same faculty who participate in and lead these programs. Such integration of what goes on in the Centers and in the classroom helps ensure success and persistence, as students move from developmental through transfer English coursework.

---

2. Student Learning and Center Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

In November 2012, new SLOs were developed for the Writing and English 800 Centers in collaboration with all the Learning Support Centers at CSM. A common SLO (SLO 1) was adopted by every Center. These new SLOs were assessed in Spring 2013.

 The SLOs currently listed for both Centers are:

1. Students will have knowledge of Writing Center and English 800 Center resources, including how to access them.

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

3. After conferences with faculty, students should be able to identify and understand the writing skills that they need to work on.

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 kinds of activities that students complete in the Centers, whether these activities were helpful, and how the activities could be improved. Finally, the survey results 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.

http://collegeofsanmateo.edu/programreview/docs/lsc_writing/2014/WritingEngl800Ctr2014UserSurvey10-28-2013.pdf

Summary of 2013 SLO evaluation:

SLO 1:

Students will have knowledge of Writing Center and English 800 Center resources, including how to access them.

In 2012, the Learning Support Centers Coordination Committee (LSC[3]) agreed that all of the College's Learning Centers should share a common SLO.

- In Spring 2013, we began to include a question that measures this SLO in our student survey. Of the 361 students responding to this question, 94.5 percent are familiar with the Writing Center and English 800 Center resources and how to make use of them while only 5.5 percent were unfamiliar.

Survey data has also suggested that most students believe the Centers are available when they need them.

- For example, in Spring of 2013, the Writing and English 800 Center survey shows that 94.9 percent of students responded "always" or "most of the time" to the question "Was the Center open during the hours when you needed it?" Our ongoing efforts to increase online tutoring should allow an even higher percentage of students to access the Centers.

Past data from these sources already suggested that most students were aware of the Writing and English 800 Centers' resources and knew how to access them.

- In the June 2012 "Student Campus Climate and Satisfaction Survey" focusing on all learning Centers, 83.5 percent of students stated 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 higher, at least for students enrolled in English classes with TBA requirements because for a number of years, all students enrolled in these courses have been required to attend an orientation in the Centers at the beginning of each semester.

SLO 2:

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

In Program Review of Spring 2013, the English Department evaluated SLOs in student writing and identified a trend that "sentence-level competence continues to be the weak spot in the composition program." English and lead faculty have looked into ways that the Centers can better support classroom instruction. Both through grants during the academic year and volunteer work by lead faculty during summer, the Centers have revised and created tutorials to address sentence-level competence.

The survey results over the past several years continue to show that an overwhelming majority of students who completed tutorials feel that they are helpful to their writing. There is little to no change in the responses over time:

- 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).
- Surveys obtained through PRIE in Spring of 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."
- 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).
- In Spring of 2013, of the 180 students responding to this question, 94 percent of students gave the tutorials a rating of "helpful" (81) or "very helpful" (89).

These results suggest that most students who complete tutorials continue to find the work helpful in their writing. The percentages stay consistent across semesters, with only minor variations. The lead faculty regularly contact instructors and new faculty 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. As a result, 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 meet with a Center instructor who checks that the student understands the concept. The 2012 and 2013 results suggest that the lead faculty are effectively communicating with faculty and that classroom instructors understand the purpose of the tutorials. The move away from Center-assigned essays to assess skill mastery, which were mentioned in the last program review for our Centers, is positive. The Centers continue to 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' lead faculty) feel that the grammatical skills taught in the tutorials should be assessed in the context of their more difficult classroom essays.

SLO 3:

Students should be able to identify and understand the writing skills that they need to work on after completing conferences with faculty.

Results over the past few years have remained overwhelming positive:

- The Spring of 2012 results show that 98 percent of students found meetings with faculty to be "very" (182) or "somewhat"

(60) helpful.

- 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."
- In Fall of 2012, 98 percent of 260 students surveyed ranked the faculty as "very helpful" (173) or "helpful" (84).
- The Spring of 2013 results show that 98.9 percent of 359 students found meetings with faculty to be "very helpful" (252) or "somewhat helpful" (103).

As they revealed in the last program review, the student surveys again show consistently high ratings over time. Comments from the surveys show that students particularly appreciate having faculty working in 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.

SARS records are useful for tracking how many students walk through our doors to attend orientations at the beginning of the term, work on tutorials or essays in the "Quiet Room," attend Grammar and Editing Workshops, or meet with instructors for conferences about their essays. In a faculty survey given in Fall 2013, all surveyed instructors in the English Department indicated that the essay conferences are the most important purpose of the Centers. The SARS data show a *steady increase of students in the Centers*.

The SARS records for Spring of 2012 show that there was 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.

In Fall of 2012, SARS records 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 2013 show that there was a total of 15,649 student visits to the Centers by 2,108 unduplicated students for a total of 14,897 hours in the Centers.

http://collegeofsanmateo.edu/labs/docs/lsc/SARSUsageReport_Spring2013.pdf

The SARS records of Fall 2013 show that there was a total of 17,094 student visits to the Centers by 2,246 unduplicated students for a total of 16,665 hours in the Centers.

http://collegeofsanmateo.edu/labs/docs/lsc/Copy%20of%20Usage%20Report%20Fall%202013.pdf

The data show a **steady increase of students in the Centers, an increase of 2,646 student visits from Spring of 2012 to Fall 2013**. 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 lead faculty to make decisions about the staffing of instructors in the Centers during high-demand times of the day.

Regarding demographics, as noted in the 2011-2012 English Department Program Review, success among minority students continues to be lower than other groups. African American and Hispanic students have lower completion rates and higher withdrawal rates than Asian or white groups: the withdrawal rates for Asian and White students in 2012 are 14.7 and 20.1%, respectively, while rates are 24.4 and 24.7 for African American and Hispanic students.

During Spring of 2013, the Centers served an increasing number of at-risk students, with the goal of supporting and promoting student retention and success, which is part of our Mission. Compared to the college population as a whole, the Writing and English 800 Centers served fewer white students (25.7 percent vs. 33.7 percent) and fewer Asian students (14.1 percent vs.15.4 percent). However, the Centers served more African American students (4.7 percent) than the college as a whole (3.5 percent), more Hispanic students (21.8 percent vs.18.9 percent), as well as more Pacific Islander students (3.2 percent vs. 2.2 percent). As part of our vision and plans for the next academic year, the lead faculty want to refine the Centers' assessment of student learning, retention, and success of African-American, Pacific Islander, and Hispanic students by developing new data collection methods with English faculty.

2. Discuss any differences in student usage of center across modes of delivery. If applicable, refer to **Delivery Mode Course Comparison**.

The English Department offers relatively few distance education classes (usually only three sections each semester). As noted in the English Program Review of 2013, distance education courses continue to have lower retention and success rates than traditional classes.

Many students in distance education courses face serious challenges in getting to campus for in-person meetings in the Writing Center for help with their writing. The Centers have explored ways to retain and serve online students; for example, in 2011, the Centers introduced online essay conferencing, to improve ancillary instructional support for online students. Since its inception, adjunct faculty member Joyce Heyman has served as an online tutor with two FLCs per week, working with students remotely during essay conferences that utilize technologies such as GoogleChat, Skype, and screen-capture software. Eighty-eight percent of students reported that they encountered no technical issues during their online essay conferences.

Online survey results show that students who do use this option are highly satisfied with it. For instance, in Fall of 2013, one student reported that "the online conferences were helpful because I did not have to go to campus"while another student noted, "I wouldn't change anything about the online conference. The way things were broken down and explained helped a lot."

Student usage has increased somewhat over time, but the online option is clearly underutilized by online students. At the beginning, we were unsure if we could meet the demand, so we piloted the program with the option available only to certain classes. However, 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, and in Spring of 2013, 34 of 60 available conferences were taken, for a total of 57 percent.

Online essay conferencing may also benefit some CSM students enrolled in traditional-delivery English courses. This option is ideal for students who have so many family and job commitments that they find it challenging to stay on campus beyond class time. Every semester, we advertise our online conferencing in mandatory student orientations and in English department memorandums and meetings so that these students also know about online conferencing. In addition, students who cannot find a conference in the Centers are referred to online conferencing.

We are continuing to explore ways to encourage both online and traditional students to use the online conferencing program more frequently. We are developing publicity materials to be sent to students and instructors in all online and traditional-delivery English courses at the beginning of each term. We are also setting up a dedicated computer station in the Centers, so students who are apprehensive about using the technology independently can access the online option, with assistance available. In addition, we will improve our student survey procedures, so students will complete a survey after each tutoring session.

Online tutoring may be a promising solution to the problem of limited faculty availability for appointments in the Centers; however, we are limited by state requirements for TBA apportionment. While we are currently increasing the availability of online tutorials and are adapting our materials for online access, 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 through Thursday and from 8:00 a.m. to 2:00 p.m. on Friday; the English 800 Center is open from 8:00 a.m.-2:00 p.m. on Monday through Friday. Surveys indicate that a large majority of students would not use Saturday hours.

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 Instructional Aides 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 45 hours per week.

Although our instructional aides work as efficiently as possible, the Centers do lack the continuity 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 consider the possibility of converting 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 and computer questions; opening, closing, and cleaning the Centers; and maintenance of computers, the lab website, and data entry and 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. In Spring of 2013, a total of 393 students completed a survey question on the quality of assistance

available in the Centers. Of these, 99 percent felt that the Instructional Aides and student assistants in the Center were very helpful (298) or helpful (91).

Our Centers are unique among our sister community colleges and four-year colleges and universities throughout California because of the superior quality of the tutoring that we provide. Our centerpiece remains individual essay conferences with faculty. Both Centers are staffed by full- and part-time faculty members in English and ESL; in a typical semester, such as Spring of 2014, these faculty work a total of 58 units in the lab. A total of 9 part-time faculty worked 15 of these units, while a total of 11 full-time faculty worked for the remaining 43 units.

In Spring of 2013, a total of 359 students completed a survey question on the quality of instructional assistance during essay conferences in the Centers. Of these, 99 percent felt that the faculty in the Center were very helpful (252) or helpful (103).

Faculty units in the Centers have not decreased since the last program review but have been consistently reduced over time. As of now, a retired full-time faculty member in English volunteers each semester to cover three units or four hours. Without this unpaid coverage, we would not have enough faculty to staff our Centers on Mondays.

3. 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.

English Department Survey and Retreat

In order to make the Writing and English 800 Centers more responsive to student and instructional needs, the lead faculty administered a survey to all classroom instructors and led a retreat for the English Department faculty in Fall of 2013. The survey results showed that 74 percent of classroom faculty wanted more conference appointments available to students. As a result of this feedback, lead faculty increased the number of drop-in hours for students not able to make appointments—and concentrated the staffing of instructors during high-demand times of the day, from 12:00 to 2:20 pm, Monday through Thursday. Finally, the Centers have refined the procedures for handling stand-by and drop-in students so that more students are being served. While in Spring of 2012, the number of drop-in conferences was 406, in Fall of 2013 the number of drop-in conferences was 1121, a significant increase.

During this faculty retreat, the Mission Statement of the Writing and English 800 Centers was also revised as follows:

Best practices and research show that more students succeed in course-related writing when they are provided with individualized instruction outside the classroom. Thus, the mission of the Writing and English 800 Centers is to help students at all stages of the writing process for English and ESL courses in a welcoming learning environment that respects diversity. Unique among other writing Centers at community colleges and universities in California, the Writing and English 800 Centers are staffed by English and ESL faculty who help students with their writing in one-on-one conferences. Since our tutors are English and ESL faculty, integration of instruction, pedagogy and curriculum occurs in both the classroom and the Centers.

During this retreat, faculty discussed the possibility of having peer tutors help English students. Since we did not arrive at a consensus, discussions were planned for English department meetings during Spring 2014, with the outcome of a ballot for a vote that would determine whether a majority of English faculty favor peer tutoring and would delineate the roles of those peer tutors. If the majority favors this option, English faculty would identify prospective tutors, who would be required to complete the Learning Center general tutor training and specialized discipline training provided by English faculty. The target date for implementation would be Fall of 2014.

English and ESL 850 and Repeatability

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.

The English 850 course outline was updated in the Fall 2010 semester, so it will not require a new update until 2016. Under the new, more restrictive state guidelines for course repeatability, English 850 is no longer a repeatable course. The lead faculty have decided not to revise English 850 because we want to discourage repeatability, and we already have staffing concerns about fulfilling our new Mission Statement and providing the individualized instruction that our English students require.

However, the ESL Department has created new courses to allow repeatability of these classes under the new, more restrictive state guidelines for course repeatability.The two new ESL writing lab-only courses, ESL 907 and 908, address high-intermediate and advanced grammatical and writing structures, respectively, that mirror the ESL writing sequence, providing non-native speaker students with a choice of practice and assistance at either the paragraph or essay level. These courses may be taken as a stand-alone independent study course or an adjunct to the writing courses in the ESL sequence.

---

4. Planning

Note: For centers that serve a single department, a portion of the information included in a departmental program review may be referred to or inserted here.

A. Results of Plans and Actions

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

The 2013 Program Review included three plans that lead faculty wanted to implement. The results of each plan are discussed below:

Plan 1: *Develop reading skills tutorials and activities for pre-transfer level students to complete for TBA credit.*

The "Reading-to-Write" Project focused on providing reading skills tutorials and activities for pre-transfer level students to complete for TBA credit. Developed by English Department faculty Allison Herman, Kimberly Escamilla, and Beth Todd, the tutorials were completed in Fall of 2013 and focus on improving the reading skills of students enrolled in pre-transfer-level classes. Created in WebAccess, the online tutorials ask students to practice strategies using the books and articles that they are reading for class. These tutorials will be available for students to use, beginning in Fall of 2014. Since the TBA is a requirement for all composition classes for student improvement in the core areas of reading, writing, and critical thinking, development of such materials and activities is essential.

Plan 2: *Convert the existing sentence-development tutorials to more interactive, online versions.*

After receiving funding from the President's Office, we were able to create four interactive, online sentence-development tutorials, using WebAccess 1.9. After creating the online versions, we tested them with users and revised them as necessary. However, after the district adopted WebAccess 2.4, the tutorials did not convert because of dramatic changes in the software. We have been unable to make further progress toward releasing the tutorials for wide student use and are currently working closely with WebAccess support personnel to assist us with an alternative approach.

Plan 3: *Develop a Technology-Based Writing Center Management System*

One of the goals of this project was to make conference appointments more available to students by providing online access to scheduling. In Summer of 2013, we investigated different software packages, including Appointment-Plus and Accudemia. After several meetings with representatives from Accudemia, we understood that configuring their software to our Centers' time allotments for essay conferences would be too restrictive and confusing for our students to use.

Another goal of developing a technology-based Writing Center was to fortify the communication between classroom and Center instructors, in order to promote student success and retention—and to enhance our data collection and measurement of the effectiveness of conferences, one of our SLOs. With our current paper reporting forms, the Centers provide instructors and students with up-to-date information on the number and content of students' conferences. The classroom instructor checks on student progress by collecting these forms and checking them periodically throughout the semester. To save paper and to improve the integration of classroom and Center instruction, we planned to convert the reporting forms to online versions and provide classroom instructors and students with up-to-date information on the number and content of students' conferences. One of our Instructional Aides, Kim Sheehan, is developing an online version of the reporting form. This project is now underway. Depending on her findings, we are hopeful that by Fall of 2014, we can eliminate the paper reporting forms and that students, classroom and Center instructors, and Center staff can access the online reporting forms that indicate completion of work, including tutorials or essay conferences.

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 Program Planning** as appropriate. Address trends in the SLO assessment results and student usage and data noted in Section 2.

[**Note:** Specific plans to be implemented in the *next year* should be entered in Section 4C.]

During the next three years, the Centers will

- improve student engagement and success by providing online, interactive instructional materials (detailed above, in Section IV. A).
- integrate classroom and Center instruction more closely and improve student accessibility and success by converting paper reporting forms to more accessible online versions.
- ensure that Basic Skills students in English persist and succeed by supporting Supplemental Instruction in developmental English classes.
- ensure that all Basic Skills students in English persist and succeed by continuing to give their classes priority access to the Computer Assisted Classroom (18-108) so students can have the computer resources to research and compose essays, with the guidance of supportive faculty.
- refine our assessment of student learning and integration of classroom and Center instruction by developing new data collection methods with English faculty.
- create an effective support and resource for English students in Distance Education.
- continue to train and provide professional development resources and opportunities for Center faculty and staff.
- determine if and how to implement peer tutoring in the English Department.
- continue to work with the Learning Support Centers Coordination Committee (detailed above, in Section I) to improve student awareness of and access to existing services.

The Writing and English 800 Centers are committed to providing both students and faculty with as much support as possible, given our limited resources. As students' needs and demographics (particularly with regard to ethnic and cultural diversity) continue to change, the Centers will remain proactive in its efforts to modify curriculum, work closely with the English Department to improve student engagement and success, and collaborate with Student Support Services, the Library, colleagues across disciplines, and the Learning Center.

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 lead faculty and instructional aides have attended training workshops in Web Access 2.4 to prepare to convert the current paper reporting forms to an online version (detailed above, in Section IV. A) and to make our current tutorials more interactive.

The lead faculty will continue to provide orientation and training for new and continuing faculty who staff the Centers. They continue to explore innovative ways to incorporate reading into essay conferences and Center curriculum (detailed above, in Section IV. A).

Lead faculty are involved in the Reading Apprenticeship Program. The Reading Apprenticeship English Faculty Inquiry Group (FIG) aims to increase student success in college-level reading. In this FIG, English faculty collaborate and share reading strategies and materials, to gain new perspectives on reading instruction. Reading comprehension continues to be a weak point for students, and while many of our composition instructors have reading training or certificates in teaching reading, the lead faculty continue to encourage the faculty who staff our Centers—especially those who have no reading training—to participate in Reading Apprenticeship. We continue to explore innovative ways to incorporate reading into our essay conferences and Center curriculum (detailed above, in Section IV. A).

Many of the full-time members of the English department who work in the Writing and English 800 Centers are also directly involved in either new learning communities such as Students for Success, Umoja, and Writing for Change, or are involved in ongoing programs, Writing in the End Zone and Puente. Students in these learning communities spend their time completing their TBA requirement hours in the Writing Center, working with many of the same faculty who participate and lead these programs. Such integration of what goes on in the Centers and in the classroom helps ensure student success from developmental through transfer English coursework.

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.

Lead faculty are scheduled to attend training for Supplemental Instruction, which will begin with a pilot in Fall of 2014. We will work closely with the Learning Center to expand our support for the Supplemental Instruction program over the next three years.

The lead faculty of the Centers will also continue to actively participate as part of a network of student support centers at the college. Over

the next three years, the Learning Support Centers Committee (detailed above, in Section I), as a standing committee of the Academic Senate, will continue its regular meetings to maximize the ability of all centers to serve student needs. The committee will continue to strategize to align hours of operation, computer and technology resources, staffing, and other services to create comprehensive learning support network for all students.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Equipment and Technology

It is our understanding that the administration and IT will now determine which equipment needs to be replaced and that we no longer submit requests for replacement. However, please note that we urgently need old computers to be replaced in the coming year.

Instructional Materials

Classified Staff

In 2008, based on budget cutbacks (as mentioned above, in Section II. C), 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, 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 45 hours per week.

Although our instructional aides work as efficiently as possible, the Centers do lack the continuity 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 consider the possibility of converting 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).

Student Assistant

We request a continuation of our current student assistant budget of 13, 716 per academic year for Fall and Spring Semesters.

Facilities

C. Plans and Actions to Improve Student Success

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. (Plans may extend beyond a single year.)

Plan 1

Title:

Development of Technology-Based Writing Center

Description

To improve student engagement and success, the Writing Center is currently in the process of developing and providing online, interactive instructional materials (detailed above, in Section IV. A).

To integrate classroom and Center instruction more closely and improve student accessibility and success, lead faculty and Center staff are working on converting paper reporting forms to more accessible, online versions.

To create an effective support and resource for English students in Distance Education, lead faculty are exploring ways to encourage both online and traditional students to use the online conferencing program more frequently. We are developing publicity materials to be sent to online English students and instructors at the beginning of each term, and we are setting up a dedicated computer station in the Centers, so students who are apprehensive about using the technology independently can access the online option, with assistance available. In addition, we will create a student survey that focuses specifically on online essay conferences, which students will complete after each tutoring session.

Action(s)	Completion Date	Measurable Outcome(s)
Conversion of instructional materials to online, interactive versions	Fall 2014	Online, interactive versions of Instructional materials
Conversion of reporting forms to more accessible, online versions.	Fall 2014	Accessible, online versions of reporting forms
Develop publicity materials, memos and improve our survey procedure for online essay conferences and resources for Distance Education students and instructors	Fall 2014	Publicity materials and memos

Plan 2

Title:
Assessment of student learning and integration of classroom and Center instruction

Description
Develop new data collection methods with English faculty

Action(s)	Completion Date	Measurable Outcome(s)
Pilot new data collection (correlation of number of visits to Centers with faculty assessment of student success)	Spring 2014	Faculty assessment instrument and Centers' effectiveness

Plan 3

Title:

Implementation of Supplemental Instruction in the Centers and

Exploring the Role of Peer Tutoring in the English Department and Writing and English 800 Centers

Description

To ensure that Basic Skills students in English persist and succeed, the Centers will begin to support Supplemental Instruction in developmental English classes.

During the English Department retreat, faculty discussed the possibility of having peer tutors help English students. Since we did not arrive at a consensus, discussions were planned for English department meetings during Spring 2014, with the outcome of a ballot for a vote that would determine whether a majority of English faculty favor peer tutoring and would delineate the roles of those peer tutors. If the majority favors this option, English faculty would identify prospective tutors, who would be required to complete the Learning Center general tutor training and specialized discipline training provided by English faculty. The target date for implementation would be Fall of 2014.

Action(s)	Completion Date	Measurable Outcome(s)
Pilot Supplemental Instruction in one section of English 838 in Fall of 2014 and additional section(s) in Spring of 2015	Fall 2014	Lead faculty will report on success in next Program Review.
English Department discussion and ballot regarding peer tutoring	Spring 2014	Ballot results will determine whether the department supports peer tutoring.
If department votes for peer tutoring, general tutor training provided by Learning Center and specialized discipline training provided by English faculty	Fall 2014	Peer Tutoring for English Department

5. Resource Requests

Itemized Resource Requests

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

Equipment and Technology

Description	Cost
It is our understanding that the administration and IT will now determine which equipment needs to be replaced and that we no longer submit requests for replacement. However, please note that we urgently need old computers to be replaced in the coming year.	

Instructional Materials

Description	Cost

Classified Staff

Description	Cost

Student Assistant

Description	Cost
Continuation of Student Assistance for Fall and Spring Semesters	13, 716 per academic year

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost

6. Program Maintenance

A. Course Outline Updates

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.

Courses to be updated	Faculty contact	Submission month
English 850	Kathleen Steele	Fall 2016

B. Website Review

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

Faculty contact(s)	Date of next review/update
	Fall 2014
Juanita Alunan and Kathleen Steele	

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
	Fall 2014

Juanita Alunan and Kathleen Steele