

1. Assessment Plan - Three Column



PIE - Humanities & Social Sciences: The Writing Center Unit

| <i>Unit Goals</i> | <i>Resources Needed</i> | <i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i> |
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| <p>Develop Embedded tutoring support to enhance success for students placed multiple measures - The goal is to provide integrated, just-in-time academic support for students placed in AmLa and English writing courses.</p> <p>Status: Active</p> <p>Goal Year(s): 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23</p> <p>Date Goal Entered (Optional): 06/18/2021</p> | <p>Report directly on Goal</p> | <p>Reporting Year: 2021-22 % Completed: 25</p> <p>In order to assist the college with changes put in place by AB705, the Writing Center continues to expand their embedded tutoring program. This year we provided TCs for 122 sections in AmLa and English, but this is only a fraction of the total number of courses that would benefit from the placement of a TC within it. We have also received requests for support in English 1A and 1C course, AmLa 70, 80, and 90 courses, and Philosophy 9 courses.</p> <p>Although we were unable to have a request for deaggregated data from RIE filled in time for this report, the aggregate data highlights the effectiveness of TC in addition to our other programs.</p> <p>Fall to Spring Retention: Mt. SAC overall: 71.5% Students who use Writing Center programs: 85.6% Percentage point difference in retention: 14.1%</p> <p>Completion of Transfer Level English in First Year: Mt. SAC overall: 47.7% Students who use Writing Center programs: 70.4% Percentage point difference in completion: 22.7%</p> <p>This past year, the training program for the embedded tutors was redesigned in order to center DEI in the work. The tutors were training on Universal Design training</p> |

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| | Report directly on Goal | <p>practices, anti-racism work in writing centers, working with students with disabilities, understanding the needs of system impacted students, and how to be more equitable in group and one-on-one sessions by developing more flexible, student-centered approaches to the work. (06/03/2022)</p> |
| | Request - Full Funding Requested - Tutors for the TC Program *Describe Plans & Activities Supported (Justification of Need): One of our top priorities is to continue funding the Tutor in the Classroom program. Tutors in the classroom are funded as short term hourlies and, when possible, as student employees. In 2018-19, the Transformations grant (BSSOT) contributed \$165,058 to the TC payroll. However, the funds did not continue in 2019-20 due to Basic Skills augmenting the previous year's allocation by \$125,000. Assuming we use all of this supplemental funding for the TC program, this leaves us \$40,000 short of status quo funding, which would mean a reduction of 18 sections over the course of the coming year. In 2018-19, the Writing Center supported 155 sections of English 1A/80 co-reqs (78 sections), AmLa 90 sections (13), Pathways 1A/1C (9 sections), all English Bridge and requested regular English 1A (65 sections). We supported all the co-reqs offered by English as well as all the AmLa 90s offered. (AmLa has also requested support for their AmLa 1A course beginning next year.) In fact, the TC support is considered crucial by faculty in | |

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| | <p>English and AmLa to enhancing success and retention rates in their writing courses. For instance, data from fall 2018 shows 55% of all students (674 unduplicated) in the co-reqs worked with their TC. These students had a 60% success rate as opposed to 45% for those who did not see their TC (a 15% differential). Additionally, working with the TC greatly enhanced retention: 1 in 4 students who did not see their TC dropped the class while 9 out of 10 students who did see their TC completed the course. Maintaining staffing for the TC program is thus essential to our strategy for maximizing student success under multiple measures in both English and AmLa composition (please see attached data in PIE for complete details).</p> <p>*Lead: Trista Payte</p> <p>What would success look like and how would you measure it?:</p> <p>Increased student success rates in ENGL 1A/80, AMLA 1A, English 1A/1C, and other supported courses and completion of transfer level English in year one.</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: High</p> <p>On-Going Funding Requested (if applicable): 40000</p> <p>Total Funding Requested: On going funding</p> | |

Support Multiple Measures

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| <p>placement of NNES students in English and AmLa. - The goal is to expand the efficacy, usage, and availability of Writing Center services to Non-native English speaking students, including AmLa students. Working with AmLa and English faculty, the Writing Center will continue to develop a variety of interventions to support student success as well as work closely with AmLa faculty to provide effective peer tutoring support and TC support.</p> <p>Status: Active</p> <p>Goal Year(s): 2017-18, 2019-20, 2020-21, 2021-22, 2022-23</p> <p>Date Goal Entered (Optional): 06/19/2018</p> | <p>Report directly on Goal</p> | <p>Reporting Year: 2021-22 % Completed: 25</p> <p>The Writing Center expanded the number of Specialized Non-native English tutors to three and provided more tutoring access for NNES students both in person and online. NNES Specialist tutors work with AmLa and ESL student populations as well as provide satellite tutoring at the International Student Center. They have assisted in creating a video entitled, "The Top 10 Reasons You Should Visit the Mt. SAC Writing Center" that was promoted at this spring's ESL Department Fair. In addition, they have participated in this year's International Student Center series of cultural celebration events.</p> <p>The Director and Assistant director have been in consultation with the AmLa Department to create workshop and DLA resources aimed at assisting the specific needs of NNES students. A new series of reading workshops were planned to break down the process of reading collegiate level texts in order to write text-based writing assignments, and the first workshop, "Reading Like a Writer," was piloted this spring. In addition, at the request of the AmLa Department Chair, the DLA Specialist (under the guidance of the Director) is in the process of creating the Basic Paragraph Development DLA. The DLA Specialist is also working with AmLa Department Chair to revise current DLAs to meet students' and departments' needs.</p> <p>Support for NNES students also includes TC assistance in AmLa classes. The number of TC supported AMLA courses this year was 13. For the first time, TC (or ET, "embedded tutor") support for ESL students was possible this spring through a collaboration with the ESL Department and the Continuing Education Division. This also included TC support for AIME workshops.</p> <p>In terms of retention rates of Asian Mt. SAC students, the WC retained 85.4% during 2020-21. (05/03/2022)</p> |

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| <p>Support Multiple Measures fundamental skills and Writing Across the Curriculum with Directed Learning Activities Program - The goal is to supplement and reinforce English composition curriculum (and writing curriculum for courses across the curriculum).</p> <p>Status: Active</p> <p>Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22, 2022-23</p> <p>Date Goal Entered (Optional): 06/20/2019</p> | <p>Report directly on Goal</p> | <p>Reporting Year: 2021-22</p> <p>% Completed: 25</p> <p>The current DLA specialist has completed the following goals in the 21-22 fiscal year:</p> <ul style="list-style-type: none"> * Created 5 multimodal videos including interactive quiz content for DLAs (a new project that has never been implemented before) * Revised language and activities in DLAs for increased inclusiveness and more equitable content * Included more Universal Design into DLA policy and format * Created new DLAs tailored to current student needs and demographic * Updated DLA Tutor Training into an easy and collaborative Canvas structure with videos, thoughtful discussion, and equitable training strategies * Created several new DLA in-person Jam Sessions, providing hands-on assistance for students work through DLA completion <p>Since September, DLA Specialist has been able to produce a new video every month up until February of this year. Of the five new DLA videos created, our video with the highest view count currently stands at 256 views since published in September 2021.</p> <p>All content in new videos is original, focuses on inclusive and diverse language, uses relevant video clips, pictures, and themes to increase student engagement. Previous examples involving George Washington were replaced to focus on a Hindu celebration called Holi, the "Festival of Colors."</p> <p>WC Director, Trista Payte, created a new, inclusive policy for DLAs so that students are welcome to come to the Center for help with DLAs at any time even if the DLA is not completed before a tutoring appointment. DLA Specialist assisted Director in revising the DLA policy for all 50+ DLAs on Writing Center website. Furthermore, DLA Specialist constantly updates and checks to make sure our DLAs are</p> |

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| | <p>Report directly on Goal</p> | <p>ADA compliant.</p> <p>Under guidance of Director, DLA Specialist developed a new DLA Tutor Training module in Canvas, including collaborative, online group discussion, created instructional and informative training videos that focus on student-centered approaches in DLA tutoring sessions, and also included more tutor reflection/feedback through online discussion. (05/03/2022)</p> |
| | <p>Request - Full Funding Requested - Hiring of part time instructor or professional expert to develop DLAs, group study sessions, and workshops.</p> <p>*Describe Plans & Activities Supported (Justification of Need): The part time professional expert provides support for both Directed Learning Activities and Non-native English Speaking students. This individual helps design directed learning activities for NNES students in AmLa and English as well as for students writing in other disciplines. This person also provides workshops and bootcamps for NNES students in English and AmLa. AmLa writing students who attended these workshops had an average success rate of 91% (16 points higher than the overall average of 75% success in these courses). As we work to ensure that students under multiple measures succeed and complete the composition sequence, this position substantially contributes to that mission.</p> <p>*Lead: Trista Payte</p> <p>What would success look like and</p> | |

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| | <p>how would you measure it?: The development of more DLAs for departments across the curriculum, particularly in the context of supporting Multiple Measures and the Guided Pathways initiative. Higher success rates for NNES students placed in both AmLa and English composition. Higher success rates for writing intensive courses in departments other than English and AmLa.</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: Medium</p> <p>On-Going Funding Requested (if applicable): 52250</p> <p>Total Funding Requested: 52250</p> <p>Related Documents: Mountie.jpg</p> | |
| <p>Provide adequate physical space for staff and services - Our goals are 1. to provide for more efficient space that allows for the flexible and dynamic work being done by our tutoring staff, including one-on-one in person and online tutoring, group tutoring sessions, workshops, and study sessions and 2. to provide efficient space allocation for staff and supervision of tutors.</p> <p>In addition to the need for additional space, the Writing Center needs better design of the space it currently has. The needs of students are changing and the Writing Center needs a modernization in regard to</p> | <p>Report directly on Goal</p> <hr/> <p>In Progress - expanded space for staff and services</p> <p>*Describe Plans & Activities Supported (Justification of Need): The Writing Center needs expanded</p> | <p>Reporting Year: 2021-22</p> <p>% Completed: 0</p> <p>The Writing Center is still struggling to make the small space work for the needs of students and staff. We have three support staff members working out of one small office, which comes with challenges to productivity and work flow. Additionally, the demand for online tutoring remains high and the Writing Center is in need of a space redesign in order to make better use of the space in light of the changing needs of Mt SAC students. We have also developed a partnership with the ACCESS program this past year, which has shone a spotlight on the lack of an accessible door for our center. (05/13/2022)</p> <hr/> <p>Reporting Year: 2021-22</p> <p>% Completed: 0</p> <p>In addition to the current request for additional space, the Writing Center needs adequate sound barrier "Zoom zones" for students who need to access online classes, workshops,</p> |

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| <p>both space allocation / design and equipment and functional furniture to assist us in our work. In particular, we need adequate sound barrier "Zoom zones" for students who need to access online classes, workshops, and tutoring and for more tutors to assist students online from the Writing Center, to meet student needs for online assistance.</p> <p>Furthermore, accessibility of Writing Center space is a crucial issue due to the lack of automatic doors and narrow lobby facility. Auto press button doors need to be installed to provide accessibility for all students using our space. The bulky furniture we currently have in also creates accessibility issues and we need more accessible desks in all our rooms.</p> <p>Status: Active</p> <p>Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22, 2022-23</p> <p>Date Goal Entered (Optional): 06/18/2019</p> | <p>facilities and space and a modernization update to meet the needs of today's students. Many students require the need to use their laptops for hybrid and online assignment requirement. In particular, the computer lab does not accommodate students' laptop needs, Zoom needs, need for quick and easy access to computer stations and printing. Furthermore, the numerous sections we support with TCs require a separate weekly space for group session work; we have not been always able to reliably secure such space. Finally, we have insufficient office space for our current staff as we currently have three people trying to work out of one office while one is often Zooming with students/tutors with the others trying to do high focus work that requires quiet simultaneously. Thus, expanded lab, office, and group work space are needed to accommodate the Center's current demand for</p> <p>*Lead: Facilities Lead, unassigned Trista Payte, for the W. Center Karelyn Hoover, for the division</p> <p>What would success look like and how would you measure it?:</p> <p>Sufficient lab space including laptop bars to accommodate student demand; sufficient group study space for embedded tutors; sufficient office space for staff to maximize productivity and minimize disruption of services; increased "line of sight" supervision of tutors by instructors</p> | <p>and tutoring and for more tutors to assist students online from the Writing Center, to meet student needs for online assistance.</p> <p>Furthermore, accessibility of Writing Center space is a crucial issue due to the lack of automatic doors. and narrow lobby facility. Auto press button doors need to be installed to provide accessibility for all students using our space. (05/26/2022)</p> |

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| | <p>meeting minimum qualifications.</p> <p>Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.</p> <p>Planning Unit Priority: High</p> <p>One-Time Funding Requested (if applicable): 500000</p> <p>Total Funding Requested: 500000</p> | |
| <p>Support Writing Center administrative duties and requirements - Support Writing Center services with administrative assistant</p> <p>Status: Active</p> <p>Goal Year(s): 2019-20, 2020-21, 2021-22, 2022-23</p> <p>Date Goal Entered (Optional): 06/18/2021</p> | <p>Report directly on Goal</p> | <p>Reporting Year: 2021-22</p> <p>% Completed: 0</p> <p>The Writing Center has substantial administrative support needs due to the volume of student usage and the number of employees. An Administrative Specialist III would provide that much needed assistance and expertise in multiple areas. Additionally, having this person in place would free up valuable time for the director and assistant director to focus all of their time and energy on program development, recruitment, training, and outreach and community partnerships. We have requested approval for this position and are awaiting reply. (05/19/2022)</p> |
| | <p>Request - Full Funding Requested -</p> <p>Part time Admin II A75 60% (24 hours)</p> <p>*Describe Plans & Activities Supported (Justification of Need):</p> <p>The Writing Center has substantial clerical support needs due to the volume of student usage and the number of student employees. We employ 50 or more short-term hourly employees and student workers every semester. Accordingly, the Writing Center processes over 100 timesheets every pay period (due to multiple accounts) and at least 130 hire docs each year. In addition, much of our</p> | |

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| | <p>Banner positive attendance, which registers FTES for the Center and the College, has to be done after the fact in batch entries since a good deal of tutoring (for our expanding partner programs, which include the Equity Center, Rising Scholars, and the International Student Center, with plans to expand, as well as our large TC program) takes place off-site. Currently we use a part time project expert for much of this work, but management often has to step in due to lack of hours.</p> <p>*Lead: Trista Payte</p> <p>What would success look like and how would you measure it?: The writing Center would be able to better track our attendance, particularly in our partnership programs and within the TC program. The management team would have more time to focus fully on the improvement of our programs and the development of our tutoring staff.</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: High</p> <p>On-Going Funding Requested (if applicable): 46965</p> <p>Total Funding Requested: Ongoing funding</p> <p>Request - Full Funding Requested - Admin III for Writing Center</p> <p>*Describe Plans & Activities Supported (Justification of Need): The Writing Center has substantial clerical support needs due to the volume of student usage and the</p> | |

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| | <p>number of student employees. We employ 50 or more short-term hourly employees and student workers every semester. Accordingly, the Writing Center processes over 100 timesheets every pay period (due to multiple accounts) and at least 130 hire docs each year. In addition, much of our Banner positive attendance, which registers FTES for the Center and the College, has to be done after the fact in batch entries since a good deal of tutoring (for both Equity programs and the TC program) takes place off-site. This individual could also enter payroll numbers into spreadsheets to track Writing Center budgets; assist with the logistics and publicity for a number of Writing Center services and events, including the daily update to the College calendar of Center activities, promote and track workshops and attendance, promote and track group study sessions, track the TC activities for the 40 plus TCs we employ.</p> <p>*Lead: Trista Payte</p> <p>What would success look like and how would you measure it?: The Writing Center will process paperwork and meet its obligations in a more timely fashion.</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: High</p> <p>On-Going Funding Requested (if applicable): 90000</p> <p>Total Funding Requested: ongoing</p> | |

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| funding | | |
| Technological Currency - Facilities: Improve and maintain lab infrastructure to support student success - Enhance Longevity and Efficiency of computers in the Writing Center Computer lab Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22, 2022-23 Date Goal Entered (Optional): 06/20/2019 | Report directly on Goal Request - Full Funding Requested - New computers needed to replace outdated equipment in 1563c and 1555 computer classrooms. *Describe Plans & Activities Supported (Justification of Need): Faculty demand for computer classrooms use is high, yet technological need for students is inefficient due to outdated computer equipment. Therefore, computers need to be replaced with new equipment. *Lead: Trista Payte What would success look like and how would you measure it?: 62 new computers to replace outdated existing ones in both computer classrooms = 30 student stations + 1 instructor station in each classroom Type of Request: INSTRUCTIONAL EQUIPMENT: Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500. Planning Unit Priority: High One-Time Funding Requested (if | Reporting Year: 2021-22 % Completed: 0 The computers in classrooms 1555 and 1563 were purchased in 2014 and are approaching eight years old. The computers in the Writing Center Lab were purchased in 2016 and are almost six years old. We put in a request for replacement along with a quote from IT. This goal is still in process. (05/19/2022) |

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applicable): 60000
Total Funding Requested: 60000