

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>
<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</p> <p>Date Goal Entered (Optional): 06/18/2018</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 50</p> <p>As shown by the attached data in the TC data folder, the Tutors in the Classroom program has been highly successful in supporting the new accelerated curriculum in English. The data from RIE strongly suggests that the co-req and accelerated models are the ideal place for the TC intervention to make the most impact, both in terms of student usage and student success rates. In the fall of 2017, over 64% of those students enrolled in a co-req. voluntarily logged hours with their TC and, of those students, 75% were successful as opposed to only 55% of those who did not log hours with the TC--a 20% success differential. In the spring of 2017, the results were even more impressive with 81% of students enrolled in the co-req logging hours with their tutor for an 80% success rate as compared to only a 45% success rate for those who did not see their TC. In English 90, this differential was even more pronounced as 84% of those who logged hours with their TC passed the course while only 27% did who did not see their TC. Again, student usage of the TC was relatively high, with over 57% of students in English 90 did log hours with the TC.</p> <p>As a result of these consistently significant results over two years of research, the English department has requested TC support of all sections of English 1A/80 and English 90 for the 2018-19 school year.</p> <p>Further research needs to be done to disaggregate the impact of TCs in these courses based on student equity</p>

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Report directly on Goal

identifications. Also, more needs to be done to work with English faculty to ensure that the students who are most at risk avail themselves of the TC's support. (06/10/2018)

In Progress - Conversion of 26B-3411 to individual and group tutoring spaces for Tutors in the Classroom program.

Reporting Year: 2017-18

% Completed: 25

***Describe Plans & Activities**

A large meeting of planners and the project leader from Facilities was held in the spring of 2017 to review preliminary blueprints. Revisions to these blueprints were discussed. We are awaiting updates from facilities.

Supported (Justification of Need):

The Tutors in the Classroom program is in need of space to conduct group sessions as well as small group and one-on-one tutoring. These sessions typically have 5-25 students in them. There is no space in the Writing Center that can accommodate these groups since the two computer classrooms are used primarily by faculty and W. Center workshops. In the fall term of 2018, we had 67 sections of English 1A and Amla 90 supported by TCs. In the spring, there were 66 sections. Similarly the Center doesn't have sufficient space to accommodate more impromptu small group tutorials as led by embedded tutors. A dedicated space would allow us to provide adequate space for these sessions and create a hub for embedded tutoring that supports composition at Mt. SAC.

(06/10/2018)

***Lead:** Mikaela Klein

What would success look like and how would you measure it?: Success would be providing more classroom time for English faculty requesting computer classrooms.

Success would be increasing the proximity ratio of TC group sessions

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to the classroom in time and space by 50%.

Success would be a 15% increase in overall student attendance to TC sessions due to increased ease of access.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: Medium
One-Time Funding Requested (if applicable): 325000

Request - Full Funding Requested - Tutorial Coordinator, Writing Center
***Describe Plans & Activities**

Supported (Justification of Need): The TC Coordinator recruits, hires, trains, and evaluates TCs, including conducting classroom observations, procures spaces, and coordinates with participating faculty. The TCs meet weekly with the TC Coordinator for ongoing training and consultation. The TC Coordinator works with English, AmLa, and the HSS Division as well as with outside faculty and programs, such as Bridge and Pathways. 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. The TC support is considered crucial by faculty in

Reporting Year: 2016-17

% Completed: 0

The Tutors in the Classroom program has grown from supporting 34 sections of English composition in 2012-13 to supporting 96 sections in 2016-17, impacting 1,553 students this academic year (number of actual students making contact with their TC), and consistently delivering a 15-20% success differential between those students who see and don't see their TC and a 10-15% success differential between the overall course success rate and the success rates of those students who see their TCs. It has been an integral part of the planning and implementation of the English department's acceleration curriculum in Pathways to Transfer, English 90, and the co-req option English 1A/66. (08/25/2017)

Related Documents:

[TC vs. NoTC successdata comparison.PIE.xlsx](#)

[Job Description Coordinator Supplemental Instruction Programs, Writing Center.PIE.pdf](#)

[Fall 2016 Attendance..highlightedTCcoor.xlsx](#)

: Given the college's desire to enhance success, persistence, and completion and given this program's demonstration of its impact, the most logical use of these results would be to support the continuation of this grant-funded position via institutionalization. (08/25/2017)

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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 (please see attached data). Continuing to run this position via a professional expert impacts our ability to meet demand as we must remain within the 1000 hour maximum rule for professional experts. Also, we have been instructed by HR that this use of professional expert is not aligned with the stated criteria for a professional expert position.

***Lead:** David Charbonneau
What would success look like and how would you measure it?: Success would be measured by increased embedded tutoring support for students under multiple measures

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and higher rates of completion of first year English for the College.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 93097

Related Documents:

[Fall 2016lab report.PIE.pdf](#)

[Job Description Coordinator](#)

[Supplemental Instruction Programs,](#)

[Writing Center.PIE.pdf](#)

[TC vs. NoTC successdata](#)

[comparison.PIE.xlsx](#)

[Fall 2016](#)

[Attendance..highlightedTCcoor.xlsx](#)

[Spring 2017 Detailed TC Survey](#)

[Report.pdf](#)

[Spring 2017 Grade Distribution.pdf](#)

[spring2017TC-noTCdata.pdf](#)

[FALL 2018 TC Outcomes.FINAL.pdf](#)

Request - Full Funding Requested -

Tutors for the TC Program

***Describe Plans & Activities**

Supported (Justification of Need):

Our second highest priority, which really is co-equal with our first since the TC coordinator and the TCs go hand-in-hand, is funding to pay for tutors in the classroom. 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. These funds will not continue in 2019-20. Basic skills is augmenting last year's allocation by

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\$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 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

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details).
***Lead:** David Charbonneau
What would success look like and how would you measure it?:
 Increased student success rates in ENGL 1A/80, AMLA 1A, Pathways 1A/1C, and other supported courses.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 40000

Support Multiple Measures 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 90 faculty to provide effective peer tutoring support and possible TC support for AmLa 90.
Status: Active
Goal Year(s): 2017-18, 2019-20
Date Goal Entered (Optional): 06/19/2018

In Progress - Full time tutorial coordinator to support NNES interventions and TC program.
***Describe Plans & Activities Supported (Justification of Need):**
 This position would be a consolidation of two full-time Tutor Coordinator positions the Writing Center had from 2016-2018 under the Title V and Student Equity grants. In addition to supporting the TC program, this position would provide support in terms of workshops, bootcamps, and tutor training for working with our ELL populations in credit and noncredit courses. The Writing Center supported 1,667 ELL and NNES in both credit and noncredit courses in 2018.
***Lead:** David Charbonneau, Director
What would success look like and how would you measure it?: 25% or more increase in usage.
 5% or more increase in success rates.

Reporting Year: 2016-17
% Completed: 50
 1. Expansion of services for Non-Native English Speaking (NNES) students.
 In the spring of 2016, the Writing Center was able to complete the hiring process for its new student equity positions: one full time tutorial specialist with a TESOL emphasis and two part-time professional expert tutors with TESOL specialization. Thus, 2016-17 was the first full academic year in which these services were in place and could be assessed. During this time, 171 workshops designed to address the specific rhetorical and grammatical issues of NNES students were delivered to over 1,100 attendees (some duplication). This represented a 2.5 fold increase in the number of workshops offered and a 279% increase in the number of NNES students attending.
 Furthermore, the addition of two part-time NNES tutors with TESOL credentials as well as the enhanced training of the peer tutors by the new NNES Tutorial Specialist led to a substantial increase in the number of NNES students accessing tutoring. Comparing fall of 2015 to fall of 2016, we see a five-fold increase in number of students accessing tutoring (from 65 to 395 students) and an eight-fold increase in the number of tutoring hours logged (from 113

: The data clearly shows that this intervention is working both in terms of increasing usage and increasing success. Going forward, the maintenance of these programs and their funding is strongly indicated.
 (07/27/2017)

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Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
Related Documents:
[NNES Writing Center Attendance Data 2018.SEreport2.xlsx](#)

hours to 837 hours), attesting to a high percentage of repeat visits by the students.

2. Impact of Writing Center Tutoring on NNES Success Rates in AmLa and English

In line with two decades of scholarly research in tutoring efficacy, the presence of better trained tutors has led to better outcomes for our NNES students who attend tutoring in the Writing Center. The average increase in success rates across all AmLa classes for students who attended tutoring was 10% with the figure being 11.4% (94% vs. 82.6%) in AmLa 42W and 20.2% (84% vs. 63.8%) in AmLa 33R. The average increase in success rates for NNES students in English courses attending Writing Center tutoring was 15% with success differentials in English 68 and English 1A of 15% and 20%, respectively. The tutoring also had a positive impact on retention rates, particularly for NNES students in the English courses, where NNES students who often persevered in AmLa struggle with the higher expectations of their English classes. The mean increase in English courses was 10%, with retention rates of 89%, 95.3%, and 90.5% in English 67, 68, and 1A, respectively.

(07/27/2017)

Related Documents:
[NNES.fall2016.pdf](#)

<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). Status: Active Goal Year(s): 2018-19, 2019-20 Date Goal Entered (Optional): 06/20/2019</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 50 A part-time not-for-credit instructor was hired for 16 hours a week in the Spring of 2018. This individual converted 42 online Directed Learning Activities as well as a number of handouts and instructional powerpoints to make them ADA compliant. We also have plans for the development of additional DLAs to support AmLa 90 with this individual. If the position continues to receive funding under BSSOT in 2018-19, this position will be dedicated to outreach to faculty across the curriculum to help develop DLAs related to writing in the disciplines.</p>
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	<p>Report directly on Goal</p>	<p>Directed Learning Activities usage in the Writing Center remained strong. In 2017, 3,474 students complete 6,001 DLAs. DLAs continued to show a positive impact on student success with students who completed DLAs in English 67, 68, and 1A having a positive success differential from the overall course average of +10%, +10%, and +15%, respectively.</p> <p>(06/07/2018)</p> <p>Related Documents: Year 4 DLA Overall Survey Results.pdf spring2017successrates.pdf</p>
	<p>In Progress - Hiring of part time instructor or professional expert to develop DLAs, bootcamps, 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: David Charbonneau</p>	<p>Reporting Year: 2017-18 % Completed: 100 Position was successfully hired with BSSOT funds. Position will require ongoing grant support for 2018-19 and a new source of funding when BSSOT ends. (06/07/2018)</p>

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What would success look like and 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.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 41850

On-Going Funding Requested (if applicable): 41850

Related Documents:

[Mountie.jpg](#)

Request - Full Funding Requested -

Not for Credit Instructor, supporting DLAs and NNES services

***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

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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.

***Lead:** David Charbonneau

What would success look like and how would you measure it?:
Increased success rates for AMLA students who take part in Writing Center workshops and boot camps.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 37347

Provide adequate physical space for staff and services - Efficient space allocation for staff and supervision of tutors

Status: Active

Goal Year(s): 2018-19, 2019-20, 2020-21

Date Goal Entered (Optional): 06/18/2019

In Progress - expanded space for staff and services

***Describe Plans & Activities Supported (Justification of Need):**
The Writing Center needs expanded facilities and space. With 15,562 students visiting in the 2017-18 academic year, logging 45,989 hours, it is increasingly clear the Writing Center after over a decade housed in 26B has exceeded its current capacity. In particular, the computer lab is not large enough to accommodate students' needs for quick and easy access to computer stations and printing. In addition, the 300 workshops that served just under 1,500 students this past year

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make it impossible to fulfill many faculty requests for computer classrooms. Furthermore, the 170 sections we support with TCs require a separate weekly space for group work; we have not been always able to reliably secure such space. Finally, we have insufficient office space for our current staff. One of them currently works at a desk in the middle of the tutoring area. Thus, expanded lab, office, and group work space are needed to accommodate the Center's current demand for services.

***Lead:** Facilities Lead, unassigned David Charbonneau, for the W. Center
Karelyn Hoover, for the division

What would success look like and how would you measure it?:

Sufficient lab space 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 meeting minimum qualifications.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: High
One-Time Funding Requested (if applicable): 500000

Support Writing Center	Request - Full Funding Requested -
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administrative duties and requirements - Support Writing Center services with administrative assistant
Status: Active
Goal Year(s): 2018-19, 2019-20
Date Goal Entered (Optional): 06/17/2019

Part time Admin II A75 60% (24 hours)
***Describe Plans & Activities Supported (Justification of Need):**
 The Writing Center has substantial clerical support needs due to the volume of student usage and the number of student employees. We employ 55-60 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 also enters payroll numbers into spreadsheets to track Writing Center budgets; the person also helps 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.
***Lead:** Nicole Blean
What would success look like and how would you measure it?:
 Currently, we have this position supported as a professional expert funded under the BSSOT grant. Since this funding has ended, we need a more permanent source of support in order to maintain the current level of accurate record-keeping, data entry,

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and campus calendar updating.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 46965

Request - Full Funding Requested -

Admin III for Writing Center

***Describe Plans & Activities**

Supported (Justification of Need):

The Writing Center has substantial clerical support needs due to the volume of student usage and the number of student employees. We employ 55-60 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 also enters payroll numbers into spreadsheets to track Writing Center budgets; the person also helps 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.

***Lead:** David Charbonneau

What would success look like and how would you measure it?: The

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Writing Center will process paperwork and meet its obligations in a more timely fashion.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 82415

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
Date Goal Entered (Optional): 06/20/2019

Request - Full Funding Requested - 65 2.5" SSD SATA Drives
***Describe Plans & Activities Supported (Justification of Need):** One drive would be installed in each of the computers in the writing center lab and computer classrooms. Our computers are now 4-5 years old and showing their age. Our CFS has recommended these drives to extend the life of our computers up to two years as well as increase their speed and efficiency. Each drive costs about \$50--far less than a new computer or the time lost repairing frequent failure of equipment. In 2018-18, 3,999 students logged over 16,000 hours in the computer lab.
***Lead:** Robert Jackson
What would success look like and how would you measure it?: Longer computer life and less downtime for computers due to breakdown.
Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.
Planning Unit Priority: High

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One-Time Funding Requested (if applicable): 3250