1. Assessment Plan - Four Column

PIE - Humanities & Social Sciences: The Writing Center Unit

Narrative Reporting Year

2018-19

Contact Person: David Charbonneau
Email/Extension: dcharbonneau@mtsac.edu
Notable Achievements for Theme B: To Support Student Access and Success: Tutors in the Classroom success in Supporting Multiple Measures

As shown by the attached data in the TC data folder, the Tutors in the Classroom program has been highly successful in supporting students who have been placed in English and AmLa composition under multiple measures. The data from RIE shows 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 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.

Increase Support for Non-native English speaking (NNES) students

In 2018, a total of 2,328 NNES students accessed one or more of the services of the Writing Center, logging in 5,278.5 hours.

In terms of the impact on success, our most recent data indicates that NNES students in English 1A who use Writing Center services have a success rate 30% higher than NNES students in 1A who do not attend the WC. Even more telling is the differential in withdrawal rates as almost 1 in 3 NNES students in English 1A who do not go to tutoring withdraw from the course while less than 1 in 10 NNES students who go to tutoring withdraw from the course. This positive impact on persistence should be underscored, particularly as we challenge students with higher placements under multiple measures. This data also mirrors the results of students in the co-reqs supported by TCs where almost 30% dropped if they did not see their tutor while only 10% did if they did see their tutor.

Writing Your Research Paper

Recognizing the expanded research preparation needs for English 1A students placed under multiple measures, the Writing Center revamped its Starting Your Research Workshop to emphasize familiarity with current and relevant research. Writing Your Research Paper Workshop aims to ensure that all students practice digital research methods in a supportive and collaborative environment. In addition, the Center responded to the increased demand for research writing support from the English faculty by offering on demand delivery of the workshop to whole classes. Seventy-four of these workshops were held in the 2017-18 academic year and a total of 999 students attended these sessions. The workshop familiarizes students with using articles, encyclopedia sources, film, and electronic books from the library's databases and supports

research writing across the disciplines--especially crucial with impact of the new placement model on prerequisites for courses requiring research.

Conversion of Online Instructional Materials to ADA Compliance

Thanks to the funding of the Professional Expert via the Transformations grant, the Writing Center successfully completed the conversion of all 53 DLAs, over 200 pages of documents, to ADA accessible online versions.

Peer Mentoring Collaboration with TC Program

During the 2017-18 academic year, the Writing Center Peer Mentor Program expanded to include Tutor in the Classroom pairs who completed two formal observations of each other's breakout sessions, including debriefings, to foster best practices in tutoring within the context of small group writing dynamics. In light of the challenges facing students due to Multiple Measures, the 2018-19 Tutor Mentor Program continued matching both TC and writing tutor mentor/mentee pairs to assist students with research paper writing and integrating sources in order to succeed in ENG 1A.

Both mentees and mentors expressed such overwhelming appreciation for the opportunity to learn from each other through their Mentor Program meetings that the Writing Center kicked off the fall 2018 semester with an integrated Tutor Mentor and TC one day tutor training event. Thirty TC Tutor Mentor program participants and seven writing tutor pairs—almost the entire Writing Center tutor staff—participated in trainings based on Growth Mindset and "grit" principles, starting with a shared goal that each mentee/mentor pair created to guide their meetings throughout this academic year.

Former Tutor Mentor program participants from previous semesters served this fall as mentors for incoming TCs, offering strategies for helping students improve their writing in breakout sessions for co-req courses. TC mentors also helped guide new TCs through anticipated challenges facing students resulting from AB705 by sharing about their own past experiences and success stories. One participant expressed how the program made a both a personal and campus-wide impact: "The sense of community is by far the best part. We reconnect as tutors, connect more with students, and make the mentor program that much stronger in the process."

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: Writing Center Outreach Tutoring for Student Cohorts

In an effort to provide meaningful support for students and as part of a mobile student support initiative, we expanded our tutoring program to close equity gaps for our most impacted students. In the Fall semester of 2018, we established satellite tutoring in the Equity Center, supporting the ARISE, ASPIRE, DREAMERs, and OUTREACH programs, and we placed an American Sign Language writing tutor in The Center for Deaf and Hard of Hearing Services. We also placed ELL trained tutors in the International Center. Our culturally sensitive tutors have helped students in critical thinking, reading, and writing. The satellite tutors have tutored 125 students since January 2018. This Spring we are also piloting enhanced hours in these centers during finals week.

Support for Faculty in helping students in English 1A with research challenges

Recognizing the expanded research preparation needs for English 1A students placed under multiple measures, the Writing Center revamped its Starting Your Research Workshop to emphasize familiarity with current and relevant research. Writing Your Research Paper Workshop aims to ensure that all students practice digital research methods in a supportive and collaborative environment. In addition, the Center responded to the increased demand for research writing support from the English faculty by offering on demand delivery of the workshop to whole classes. Seventy-four of these workshops were held in the 2017-18 academic year and a total of 999 students attended these sessions. The workshop familiarizes students with using articles, encyclopedia sources, film, and electronic books from the library's databases and supports research writing across the disciplines--especially crucial with impact of the new placement model on prerequisites for courses requiring research.

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
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. **Status:** Active **Goal Year(s):** 2017-18, 2018-19, 2019-20 **Date Goal Entered (Optional):** 06/18/2018	**Report directly on Goal**	**Reporting Year:** 2017-18 **% Completed:** 50 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. 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. Further research needs to be done to disaggregate the impact of TCs in these courses based on student equity 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. **Describe Plans & Activities Supported (Justification of Need):** The Tutors in the Classroom program	**Reporting Year:** 2017-18 **% Completed:** 25 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. (06/10/2018)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	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. **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 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 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

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)

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 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
Documentation Attached?: Yes
On-Going Funding Requested (if applicable): 93097
Related Documents:

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans

[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 $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),

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	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 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	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	temporary/hourly employees. **Planning Unit Priority:** High **Documentation Attached?:** No **On-Going Funding Requested (if applicable):** 40000	
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	**Report directly on Goal**	**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. 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. (06/07/2018) **Related Documents:** Year 4 DLA Overall Survey Results.pdf spring2017successrates.pdf
	In Progress - Hiring of part time instructor or professional expert to develop DLAs, bootcamps, and workshops. **Describe Plans & Activities Supported (Justification of Need):** The part time professional expert provides support for both Directed Learning Activities and Non-native	**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)

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.

Lead: David Charbonneau

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

Documentation Attached?: No

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 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
Documentation Attached?: No

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	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 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	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans

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
Documentation Attached?: No
One-Time Funding Requested (if applicable): 500000

Support Writing Center 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

Request - Full Funding Requested - 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

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	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, 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	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	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 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 **Documentation Attached?:** No **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	**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.	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
Goal Year(s): 2018-19, 2019-20 **Date Goal Entered (Optional):** 06/20/2019	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 **Documentation Attached?:** No **One-Time Funding Requested (if applicable):** 3250	