1. Assessment Plan - Four Column

PIE - Humanities & Social Sciences: The Writing Center Unit

Narrative Reporting Year

2017-18

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Notable Achievements for Theme B: To Support Student Access and Success: Tutors in the Classroom success in Accelerated Composition

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.

Conversion of Online Instructional Materials to ADA Compliance

After attending the POD/IT trainings regarding converting webpages and online resources into accessible resources, the Writing Center, in part supported by Student Equity funding, successfully converted to ADA compliant formats all online instructional materials related to Directed Learning Activities, comprising over sixty interactive documents. This process necessitated taking these documents offline for a semester (to the consternation of both students and faculty), but we will meet our self-imposed deadline of re-mounting these resources to the website in time for the summer term.

Peer Mentoring Collaboration with TC Program
During the 2017-18 academic year, 28 Writing Center tutors—roughly 2/3 of the Writing Center tutor staff—participated in trainings based on Growth Mindset and "grit" principles. Both mentees and mentors expressed such overwhelming appreciation for the opportunity to learn from each other through the program that the Writing Center will offer an integrated Tutor Mentor and TC one day training kick-off prior to the fall semester. In light of the challenges facing students due to Multiple Measures, the 2018-19 Tutor Mentor Program will also focus on mentor/mentee pairs assisting students with sentence level issues they might need additional help with to succeed in ENG 1A.

NNES Services

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
TC support for student success in English multiple measures placement - The goal is to adequately support with staffing and resources the English department's requests for TC support in English 1A/80, English 90, and English 68. Current projections from English show at least 132 sections expected for the 18-19 academic year. **Status:** Active **Goal Year(s):** 2017-18, 2018-19 **Date Goal Entered (Optional):** 06/07/2018	**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:** Construction; Instructional Equipment; Furniture	**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
	[Blueprint available upon request.] **Lead:** Mikaela Klein **One-Time Funding Requested (if applicable):** 325000 **Planning Unit Priority:** High **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. **In Progress -** Renovation of AmLa office to convert to WC office space. **Describe Plans & Activities Supported:** Construction; office furniture (one desk, workstation, hutch unit) **Lead:** Facilities Lead unassigned David Charbonneau, for the W. Center **One-Time Funding Requested (if applicable):** 17500 **Planning Unit Priority:** Medium **What would success look like and how would you measure it?:** Housing all Writing Center staff in or proximate to the Writing Center; increased "line of sight" supervision of tutors by supervisors meeting minimum qualifications.	
	In Progress - Re-hiring of Tutors in the Classroom Coordinator (official classification: SI Coordinator--	**Reporting Year:** 2016-17 **% Completed:** 0 The Tutors in the Classroom program has grown from	: Given the college's desire to enhance success, persistence, and completion and given this

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Writing Center) Please note: this position was fully funded for four years under the Title V grant until a vacancy led to a temporary suspension of the position. In line with the objectives of the grant, we request a data-driven consideration of the institutionalization of a highly effective position with demonstrable returns for increased student success in English Composition courses.

Describe Plans & Activities Supported: 72,000/year
Lead: David Charbonneau
On-Going Funding Requested (if applicable): 70500
Type of Request: Staffing
Planning Unit Priority: High
What would success look like and how would you measure it?: Success would be measured in terms of meeting English department TC requests for English 1A/80, English 90 and English 68 as well as in terms of continued demonstration of a success differential for TC-supported students of at least 15%. Please see attached documents in the folder TC data 2016-18 documenting attendance, projected growth under multiple measures, and success data.
Documentation Attached?: Yes
Related Documents:

Fall 2016lab report.PIE.pdf

Job Description Coordinator Supplemental Instruction Programs, Writing Center.PIE.pdf

TC vs. NoTC successdata comparison.PIE.xlsx

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

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)

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

Fall 2016
Attendance..highlightedTCcoor.xlsx
1A-66coreqdata(TCp.5).pdf
Spring 2017 Detailed TC Survey Report.pdf
Spring 2017 Grade Distribution.pdf
spring2017TC-noTCdata.pdf
ENGL 90 Report Fall 2017.pdf
ENGL 1A-66 Report Fall 2017.pdf

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 DLAs 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
Date Goal Entered (Optional): 07/26/2017

In Progress - Provide TESOL trained tutors for non-native English speaking (NNES) students. Provide additional Directed Learning Activities for NNES students in AmLa and English courses. Provide additional workshops focused on NNES issues in grammar and rhetoric. Provide additional training to W. Center peer tutors re: working with NNES students.
Describe Plans & Activities Supported: Resources are currently being provided by Student Equity funding:
--two part time TESOL trained tutors
--one part time TESOL trained professional expert, meets minimum qualifications
--one full time NNES Tutorial Specialist
Lead: David Charbonneau, Director Patricia do Campo, NNES Tutorial Specialist
Planning Unit Priority: High
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 hours to 837 hours), attesting to a high percentage of repeat visits by the students.

: 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)

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

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

Support Multiple Measures via Directed Learning Activities Program
- The goal is to supplement and reinforce English composition curriculum (and writing curriculum for courses across the curriculum) by creating in partnership with faculty effective, targeted directed learning activities. The ultimate goal is higher success rates for students in composition courses, especially students enrolled in English 90 and 1A/80.
Status: Active
Goal Year(s): 2016-17, 2017-18

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

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Report directly on Goal	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 to help coordinate the DLA program and Writing in the Disciplines (WID) support. **One-Time Funding Requested (if applicable):** 27800 **On-Going Funding Requested (if applicable):** 27800 **Type of Request:** Human Resources **Planning Unit Priority:** Medium **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 the Guided Pathways initiative.	**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)
Expand Writing in the Disciplines Interventions - Provide support and development to students in disciplines across the curriculum in which the development of professional writing skills is a key component. As Multiple Measures placement will allow students to enroll earlier in their college career in a variety of courses with an English 68 or 1A eligible prerequisite, we anticipate an increased need for writing support for a number of	**In Progress -** Hiring of two part time classified Tutorial Assistants. **Lead:** David Charbonneau **One-Time Funding Requested (if applicable):** 36960 **Planning Unit Priority:** Medium **What would success look like and how would you measure it?:** An increase in the number of students attending from disciplines other than English and AmLa.	
	Completed - Reclassification of Tutorial Specialist to Writing Center	**Reporting Year:** 2016-17 **% Completed:** 100

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

classes with significant writing and research requirements. We plan to work with faculty in writing across the curriculum to develop DLAs and explore other approaches, such as a Writings Fellow model, which provides embedded tutors for writing intensive courses. These tutors would only be engaged with the course and the students during active periods of writing assignment drafting and revision.

Status: Active

Goal Year(s): 2016-17, 2017-18

Coordinator

Planning Unit Priority: High

In Progress - Reach out to department chairs and faculty regarding Writing in the Disciplines. Offer to collaborate with these disciplines on the development of DLAs, workshops, and other Writing Center services that can help address the developmental and discipline-specific writing needs of their students.

Propose a FLEX day workshop to work with faculty in Guided Pathways gateway courses to develop appropriate interventions. Propose a Guided Pathways faculty DLA development workshop as a portion of an upcoming Guided Pathways summit.

Describe Plans & Activities Supported: Part time DLA coordinator--to be funded by the Transformations Grant.

Lead: David Charbonneau and the part-time DLA coordinator.

Type of Request: Human Resources

Planning Unit Priority: High

What would success look like and how would you measure it?: Actual development and usage of such DLAs. Evidence of an impact on relevant writing-related SLOs.

Reclassification approved by the Board in Spring of 2017. (07/27/2017)

Reporting Year: 2016-17

% Completed: 0

The planned hiring in the fall of 2017 of a part time DLA tutorial specialist/professional expert will allow us to move forward with outreach and trainings in this area. We hope to convince the Instruction office that DLA design ought to be included in the trainings and support infrastructure of guided pathways. (07/27/2017)

Technological Assistance - Provide updated software and hardware in the computer lab and computer classrooms to support and enhance learning for ALL students.

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

Status: Active
Goal Year(s): 2016-17, 2017-18

Basic Skills Writing Center Peer Tutoring and DLAs--INACTIVE - Continue to increase the percentage of basic skills students accessing tutoring and continue to have a positive impact on success rates of 10% or more.
Status: Inactive
Goal Year(s): 2016-17
Date Goal Entered (Optional): 08/15/2016

In Progress - Peer tutoring for basic skills students, including DLA tutoring.
Planning Unit Priority: High
What would success look like and how would you measure it?: Increased success rates of 10% or more for students who receive tutoring or complete 3 or more DLAs in a term.
Documentation Attached?: Yes

Reporting Year: 2016-17
% Completed: 100
For the past few years, the Writing Center has participated in the basic skills research into the impact of tutoring upon success rates for students who are repeating English 67. The research shows that both first-time English 67 students and repeaters who receive tutoring have significantly higher success rates than students who do not receive tutoring. According to RIE, in the fall of 2016, English 67 students who attended tutoring in the Fall of 2016 had an overall success rate of 75.3% in comparison to the course success rate of 62.3%. Students in English 68 who were tutored in the Center had a success rate of 75.6% compared to an overall course success rate of 63.5%. 974 students in English 67 and 68 were tutored in the Center out of a total enrollment of 2,403 for both courses.
Moreover, among repeaters, the results were even more remarkable. Among the population of repeating students, 31% sought tutoring (50/160). Repeaters who were tutored had a success rate of 70% (passed with a "C" or better) as compared to only 42% for the repeaters who did not attend tutoring. In fact, the students who were repeaters who received tutoring actually did better than the overall course average of 62.3%. This data shows that tutoring doesn't just help the students who would "succeed anyway" (as some erroneously assume), but even helps those students succeed who have, in fact, already failed at least once. Indeed, it helps them so much that they do better than students who hadn't failed the course in the first place!
Every year in the PIE report, the Writing Center highlights a significant growth in the usage of Directed Learning Activities (DLAs), which were pioneered on the Mt.SAC campus by the Writing Center. This year is no exception. With over 2,157 students (unduplicated except where a student did DLAs in more than one English course) completing 4,560 DLAs, the Writing Center saw a 26% increase in the number of DLA students and the number of

: The success of the tutoring in the Writing Center makes us confident that our efforts to secure sufficient funding and space for the Writing Center directly serve the goals of the college in regards to supporting success and completion for all students.
The repeater data challenges the tutoring centers to work with both counseling, IT, faculty, and administrators to create more effective pipelines to services for "at risk" students (Early Alert, Faculty Referral, Counselor advising, etc.) so that we can bring the enhanced success levels tutoring provides repeaters to more than just one third of those who are repeating. (10/16/2017)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
		completed DLAs. In order to deal with the influx of demand for DLAs that has been prompted by increasing buy-in from faculty, the Writing Center began in the spring of 2017 to pilot DLA workshops enabling more students to be tutored for a DLA simultaneously. (Data on the DLA workshops is pending.) In terms of impact on success, students who completed DLAs in English 67 had a success rate of 70.4% compared to 54.9% who did not use the services of the Writing Center and compared to an overall success rate for the course of 62%. In English 68, students who completed DLAs had an overall success rate of 74% compared to 64% for the course and compared to only 59% for those who didn't access W. Center services. (10/16/2017) **Related Documents:** combinedtutoringfall2016 .docx Fall2016WCsuccessrates.pdf
Expansion of TC program_1-- INACTIVE, supplanted by TC Multiple Measures goal - The goal is to expand the number of sections of English, writing intensive courses, and accelerated sequences that are supported by TCs and thus enhance success rates for these courses. **Status:** Inactive **Goal Year(s):** 2016-17	**In Progress -** Conversion of 26B-3411 to individual and group tutoring spaces for Tutors in the Classroom program. **Describe Plans & Activities Supported:** Construction; Instructional Equipment; Furniture [Blueprint available upon request.] **Lead:** Mikaela Klein	
	In Progress - Renovation of AmLa office to convert to WC office space. **Describe Plans & Activities Supported:** Construction; office furniture (one desk, workstation, hutch unit) **Lead:** Facilities Lead unassigned David Charbonneau, for the W. Center	
	In Progress - Institutionalize and expand funding for the the Tutors in the Classroom program.	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans	
	Describe Plans & Activities **Supported:** Funds to hire more tutors for Tutors in the Classroom. **Lead:** David Charbonneau **In Progress -** Institutionalization of Tutors in the Classroom Coordinator (official classification: SI Coordinator--Writing Center) **Describe Plans & Activities** **Supported:** 72,000/year **Lead:** David Charbonneau		
AWE Prep. - Provide effective preparation for those taking the AWE to place students in their highest appropriate level. **Status:** Archive **Goal Year(s):** 2016-17			
Basic Skills Tutors in the Classroom - Increase retention, success and persistence for students in developmental writing. **Status:** Archive **Goal Year(s):** 2016-17	**In Progress -** The Tutors in the Classroom (TC) program matches experienced peer tutors with instructors in English 67, AmLa 42W and 43W courses. These tutors then work closely with the professor and the students both in the classroom and in group tutoring and one-on-one tutoring sessions for a total of 10-12 hours per week. (In the case of accelerated sections, this number can be as high as 15 hours per week.) The need for such tutoring is apparent since English 67 students, for example, have overall success rates of only 59-63% over the last few years (based on data provided to the WC by RIE). Moreover, attendance data shows that English 67 students are less likely than more advanced students to visit tutorial	**Reporting Year:** 2016-17 **% Completed:** 100 The program met and exceeded all expected targets for 2016-17. Success rates for TC-supported sections of the co-req English 1A/66 were 75.5% as compared to 61.3% for all sections of 1A. Moreover, 123 out of 147 students logged hours with the tutor (over 80%). Of those who saw the tutor, 81.3% passed the course with a "C" or better. Of those who did not see the tutor, only 46% passed--far lower than the overall course average. Clearly, there is a direct correlation between seeing the tutor and being successful in this approach to acceleration. In addition, a study of all TC supported sections in the Spring of 2017, showed a direct correlation between usage of the TC and higher GPAs for the course. In English 67, 56% of students who saw their TC received an "A" or a "B" in the course, whereas only 30% of those who did not meet with their TC received an "A: or B." Conversely, 35% of those who did not meet with their TC received a "D" or an "F" whereas only 18% of those who met with their TC received a failing grade. The presence of the TC tends to	**:** The preliminary results for the co-req strongly indicate that TCs are a beneficial support of accelerated models of composition. We will need to watch to see what results are achieved in English 90, and, ideally, perhaps, to do some comparisons between accelerated courses supported by TCs and not supported by TCs (and taught by the same professor for a statistically valid comparison) to confirm the value of TCs in creating success and retention in accelerated modalities. The grade distribution results also suggest that the effects of embedded tutors goes beyond creating more success than would otherwise be without the tutor. Comparative

	services on their own initiative; the Tutors in the Classroom program takes the initiative by bringing the tutors to the students rather than waiting for them to come to the tutors. AmLa students, for their part, require intensive support since their efforts to develop basic writing skills are challenged by language acquisition issues. Both groups of students need more intensive academic support to succeed and benefit from the intensive and well-coordinated support that an assigned tutor provides. **Lead:** David Charbonneau **What would success look like and how would you measure it?:** Use of the TC will increase success rates by 10% or more for students who use their TC. Overall success rates for supported acceleration curriculum such as English 1A/66 and English 90 will also benefit from the assignment of a TC. **Documentation Attached?:** No	shift the grade curve of a class so that it distributes preferentially towards higher grades, presumably due to increased support leading to increased mastery of course concepts, skills, and outcomes. (10/13/2017) **Related Documents:** Spring 2017 Grade Distribution.pdf 1A-66coreqdata(TCp.5).pdf spring2017TC-noTCdata.pdf	analyses of sections with or without TCs in terms of the grade distribution could also help confirm or disconfirm this conclusion. (10/13/2017)