

Program Name: The Writing Center

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Academic Year: AY 2021-2022, 2022-2023

Status:

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1. Description of Program (200-400 words)

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

The Writing Center supports the College's mission statement and the College's and District's strategic goals by providing high-quality, innovative academic support for students enrolled in all of our integrated reading and writing composition courses. The Writing Center supports students by providing one-on-one essay conferences with experienced English and ESL instructors, both in-person and online, and self-paced tutorials on specific writing and critical thinking skills, which are assigned by classroom instructors according to individual student needs, intervening as necessary when students need additional support to succeed in their composition classes. All CSM students may use the Writing Center's tutoring support through a "stand-by" appointment process. Connected to the Writing Center are two additional rooms—the Quiet Room (18-106), where students can research and compose their essays on Macs or PCs, and a Computer-Assisted Classroom (18-108), where some English courses are taught. The Writing Center takes great pride in meeting the College's equity goals by providing additional learning support opportunities for our students. Above all, the Center is designed to be a warm, welcoming space on campus for students from all backgrounds and all ability levels, where instructors can work with students, meeting them "where they are" and giving all students what they need to succeed.

2. Results of Previous Program Review (200-500 words)

- a) Describe the results of your previous Program Review's action plan and identified equity gaps.

Previous Goals from 2021 Program Review:

In our 2021 program review report, we identified the following plans and goals for the Writing Center.

Plan 1: We wanted to learn why some students were not using the Writing Center (those who never made appointments and those who made them but then cancelled them). We distributed surveys to classroom instructors and asked them to have their students respond to the survey anonymously.

Results: Of the students who responded to the survey, 59% reported that they did not have an essay conference during that semester. The majority of those indicated that they didn't make an appointment because either 1) the appointment schedule was filled up or 2) they couldn't find room in their personal schedules to attend an appointment. Students responded to the question, "What would make you more likely to have a conference (check all that apply)" as follows:

- Extra credit in my English class: 64%
- Due date extensions on papers based on Writing Center usage: 39%
- More points in my English class: 36%
- Regular, pre-scheduled appointments with the same instructor: 34%

While we have no sway in awarding additional class credit (extra or otherwise) to students who use the Writing Center, we have made an effort to expand the times during which students can make appointments (e.g. evening availability); however, staffing (both IA and faculty) limits the number of appointments we are able to offer to our students.

Plan 2: We were interested in redesigning ENGL 850, our lab class, so that it would truly help students prepare for college reading and writing.

Result: When we presented the data (please see our program review for 2021 for the details) and our idea to revise ENGL 850 to the English department, faculty were on board with the plan in general, but we didn't reach a consensus on how to adjust the objectives and curricular focus for ENGL 850. In addition, redesigning this course makes more sense in an environment where guided self-placement plays a larger role in students' course selection than it does currently at CSM.

Plan 3: Upon returning from the pandemic, we wanted to finish building our Canvas presence and explore new ways to engage with our students who need support. In addition to scheduling appointments online, we wanted to convert many of our tutorials—self-paced, bite-sized

instruction on sentence-level and critical thinking skills—into interactive resources (for example, where students practice sentence combining and receive immediate feedback).

Result: We have made progress on this goal.

- Accudemia has worked well in providing students with easy access to appointment scheduling.
- We have continued to offer students both in-person and remote (Zoom) appointments, but we discontinued the Google chat option we had used during the pandemic. (No one seems to miss it.)
- Two of our instructional aides took QOTL over the summer to learn how to build our Canvas site more efficiently.
- All of our materials (tutorials) are now up on Canvas and are available to students and faculty.
- We have not been able to create the interactive resources yet, but we have it on our “to-do” list.

c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:

- SLO/SAO
 - What did the assessment focus on?
 - Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
 - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment results
 - What was the activity or intervention?
 - What were the outcomes?
- Program improvements implemented
 - What did you learn from it?
- What changed?

Our student survey data indicate that students are achieving the Writing Center learning outcomes.

3. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

- a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.
- Findings: What has changed from the previous program review?
 - Analysis: What factors do you feel contribute to these gaps?
 - Resources: If you were granted a resource request, please note what that was and the impact it had.
 - Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
 - o interventions implemented
 - o any successes in closing gaps
 - o ongoing challenges

Population Analysis

Based on the data we reviewed (including data made available from PRIE and our own internal data), we don't see any significant gaps in utilization, nor did we have gaps from our last

program review. In the current cycle, all populations were represented in the Center's usage data within a margin of 2-3% difference from the college's data. In some semesters, the Center even served a larger proportion of the college's Black [3.7%], Latinx [40.3%], Pacific Islander [2.6%], and multiracial [8.2%] students. The only group underrepresented by proportion in the utilization data is the college's Asian students [14.1%].

The one population that seems routinely underserved by the Writing Center is our evening-only students. The largest gap in the data comes from Spring 2022, wherein evening-only students served by the Writing Center made up only 1% of our population, in comparison with the collegewide figure of 9.4%. This gap is very alarming to us. (See Challenges below for follow-up on this topic.)

Modalities Analysis

Regarding modalities, we have continued to offer online conferences, a service that began during the COVID semesters. We have also migrated to Accudemia for all of our conference maintenance, including setting appointments and logging notes/feedback. Accudemia also includes an option to host Zoom conferences, which simplifies procedures for remote conferences since it can all be done through one site. This has resulted in a streamlined process for students, staff, and faculty, and our internal data and student feedback show that Accudemia (and Zoom, by extension) have increased students' ability to access the Center's resources.

Challenges

One of our greatest challenges in the Center is simply keeping it open through the late afternoon and evening. We have had tremendous difficulty in hiring and retaining personnel to staff the Center. When we are understaffed, we cannot keep the Center open for as many hours as we should, and the first casualty is the afternoon/evening hours. More specifically, following the resignation of our evening Instructional Aide in January 2020, we have experienced the following issues: we were understaffed through the entire COVID shutdown; upon returning to campus in Fall 2021, we had a failed search to fill the vacant position; we hired someone in Spring 2022, but he left after only three weeks because he had found a full-time position elsewhere; we had another failed search in Fall 2022; and we finally filled the position in April of 2023. For the first time in more than three years, we have finally been functioning as a fully staffed Center. However, with another aide retiring next month, we are on the verge of another staffing crisis. **Without appropriate staffing, we cannot stay open late enough to serve our evening students, as is evident by the dismal evening service numbers in our program review data.**

4. Planning

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area

assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps**. Your summary should explain:

- SLO/SAO
 - o What will your assessment focus on?
 - o Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
 - o Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
 - o What is the planned activity or intervention?
 - o Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment
 - o What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
SLO 1: Have knowledge of the Writing Center's resources, including how to access them.	Survey evening students to find out what they know about the Center.	We need no resources for this SLO assessment plan.

b) **Program goals**

Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include:

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
 - o Professional development activities
 - o Institutional support
 - o Collaborations
 - o Training
 - o Resources

Goal 1: Create interactive, responsive activities that allow students to check their understanding of Center tutorial lessons.

Actions:

- Learn how to build interactive, responsive learning tools by collaborating with CSM's instructional technologists/designers.
- Select the most frequently used tutorials to adapt.
- Adapt them.

Measurable Outcomes: Create interactive, responsive learning tools.

Timeline: Completed by May 2025

Responsible Party: Teeka James and Sara Lawrence

Support needed: Instructional technologists/designers; possibly software training (if necessary).

Goal 2: Review and possibly revise procedures for Zoom appointments held in the Writing Center

Actions:

- Review and evaluate past and current procedures
- Review efficiency numbers

- Survey faculty about their experiences and opinions related to working with Writing Center students over Zoom
- Review past Center data to establish the target rate of efficiency

Measurable outcomes: Maintain target efficiency and faculty and student satisfaction

Timeline: Completed by May 2025

Responsible party: Teeka James and Sara Lawrence

Support needed: None