

Reedley College Writing Center

Program Review



2013 Writing Center Conference at Sacramento State

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# I. General Information

## A. Service and Instructional Areas

The Writing Centers fall under leadership of Humanities>Composition, Literature, and Communications Department. Reedley College’s Writing Center offers English 72 (Writing Center Theory and Practice), English 272 (Assistance in College Writing), and INTDS 300 (Academic Learning Center).

At the Madera Center, similar services are offered through the Extended Learning Center (ELC); however, the ELC also provides tutorial services in other areas. Because of the differences between our programs, each program completes separate Program Review Reports.

## B. California Community College Chancellor’s Office Taxonomy of Programs (TOP) Code

15 – Humanities

63 – Interdisciplinary Studies

## C. General Description of Program(s) and/or Service(s) Offered

### C1. Current staffing

The Writing Center is staffed by one full-time instructional faculty, Rebecca Snyder, receiving reassigned time to coordinate the Writing Center activities and one adjunct coordinator, Deb Borofka.

The Writing Center employs between 12-16 learning assistants and 1-2 receptionists. It is funded through the Office of Instruction. When possible, 1-2 Federal Work Study positions are also funded. Title V funds 2-4 hours a week for learning assistants do outreach to students in that program.

The Writing Center also employs 3-5 tutors to work as embedded tutors. This program is funded through the Basic Skills Initiative.

The staffing summary below seems to indicate that the Writing Center grew during the 2007-2012 cycle. This is because the summary does not include hours for the part-time coordinator (Deb Borofka); those hours are for coordination, not instruction and are not shown on this template.

Furthermore, the staffing summary shows that zero Students-XXO were employed in 2008, three in 2009, and 16 in 2011. This is because the Business Office reviewed and recoded student workers who work directly with students in an instructional environment. Funds used to pay those student workers are now coded as instructional and count on the instructional side of the 50% rule. Staffing in the Reedley College Writing Center has remained consistent 2007-2012.

**Staffing Summary**

|  | **2007-2008** | **2008-2009** | **2009-2010** | **2010-2011** | **2011-2012** | **Total Division Budget**  **For the 5th year**  **2011-2012** | **Percent of Division 2011-2012** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Administrators |  |  |  |  |  | 1 | 0% |
| Full - Time Faculty | 2 | 1 | 2 | 1 | 1 | 36 | 2.78% |
| Adjunct Faculty | 0 | 0 | 0 | 0 | 0 | 82 | 0% |
| Classified |  |  |  |  |  | 3 | 0% |
| Students – XXO | 0 | 0 | 3 | 3 | 16 | 16 | 100% |
| Students – Fed. Work Study | 0 | 0 | 1 | 0 | 0 | 2 | 0% |
| Total | 2 | 1 | 6 | 4 | 17 | 140 | 12.14% |

### C2. Courses in the Program Area

ENGL 272

INTDS 300

ENGL 72

ENGL 72A

ENGL 372 was deleted in Spring 2010. It was the 0 unit course used to track use of our one-on-one tutoring. It did not have state approval because the college can only get state coding for one zero-unit tutoring class. It was replaced by INTDS 300, which is used by Tutorial, Writing Center, Math Center and SARP.

### C3. Degrees and Certificates

The ENGL 72/72A courses apply to the English degree.

While the college does not offer a certificate in tutoring, the College Reading and Learning Association offers an International Tutor Training Program Certification (ITTPC). Reedley College’s current course outlines and curriculum in ENGL 72 and 72A closely align with the program requirements. When we revise in Spring 2014, we will resolve alignment issues. If Reedley’s training program is certified, Reedley College’s Writing Center could issue level one and level two CRLA certificates to our learning assistants. The students could carry these certificates to other CRLA certificated programs at universities who offer level 3 training programs. Currently, 12 CSUs, including CSU Fresno, and 52 California community colleges, including Fresno City College, are ITTPC certified tutor training programs. Certification of the training program increases its professionalism and increases opportunities for learning assistants to carry their training on to the university level if they transfer.

### C4. Brief Facilities Overview

The Writing Center at Reedley operates out of HUM 58. It contains a computer lab with fourteen desktop computers and one printer. There is also a receptionist computer used to track attendance and data, a laptop that is used to for SARS login, and a classroom computer and projector purchased with a mini grant. See photo below for layout.

There are two changes during this cycle worth noting:

The computer lab was originally in HUM 59, but was moved so that SARP and the Writing Center could each operate independently and with overlapping hours. Because of that move, though, the Writing Center computers were no longer housed in a room with an alarm.

The computers were upgraded to desktops during this cycle, but the Writing Center went from 21 laptops to only 14 desktops. We no longer have laptops to use during our group tutoring session, which means that students who need to review information on the computer have to work independently, without the learning assistant, and then return to the table with printouts. This is not an ideal tutoring situation because it creates distractions in the groups and undermines the collaborative nature of small group tutoring.



### C5. Equipment Requirements

**Equipment requirements including ongoing maintenance requirements and costs**

There are nine tables available for small group tutoring and one large table available as a study area (which is currently well-utilized by the First Year Student Success Program for their study hours). During the tutoring sessions held at 9:00 a.m. and 10:00 a.m. all tables are in use and there is a waiting list. More tables need to be purchased in the near future. We also need to improve and expand our online offering to accommodate the numbers of students we are seeing, which would require the purchase of additional computers for tutor use.

Computer services maintain the lab computers and printers.

Other campus Centers have touchscreen computers for SARS login. The Writing Center needs to upgrade our login so that there is consistency in all areas.

### C6. Supply Requirements

The Writing Center does not have its own supply budget and office supply purchases are made through the Humanities budget.

The Writing Center did experience budget cuts during this last cycle. We were able to maintain services by cutting hours, conference attendance, and our supplies budget. Many of the day-to-day supplies like pencils, paperclips, etc. are purchased out of pocket by the coordinators or scrounged from the warehouse and recently abandoned offices.

The Writing Center’s biggest expense is ink for the lab printer. Recently the Writing Center printers were upgraded and ink costs tripled. The Writing Center is tracking printouts to determine if the increase is due to more printing or to a less efficient printer.

## D. Mission, Strategic Plan, and Educational Master Plan

### D1. Program Support of the College Mission Statement

The Reedley College Writing Center supports the College Mission Statement by offering an “accessible educational environment ensuring high-quality innovative learning opportunities supported by services for student success.” While we support all educational goals and provide support for writing in all disciplines, we actively recruit students enrolled in “basic skills courses.” Additionally, the learning assistants benefit from the work experience and the transfer-level training courses.

### D2. Program Support of the College Strategic Plan

1.2 The Reedley College Writing Center is part of the literature and composition program and supports the composition program by providing assistance for students in basic skills and transfer level classes.

1.3 The Reedley College Writing Center uses a collaborative, peer-based tutoring model. This student-centered practice encourages students to engage with each other as well as the material.

1.4 The learning assistants are trained to identify, understand, and work with multiple learning styles. They are also given training to work with ESL students, basic skills students, students with disabilities, adult students, returning veterans. They are made aware of the many services available to students on campus and frequently help connect students with those services. Because the learning assistants are the students’ peers, students are often more comfortable expressing their difficulties and needs, which makes the Writing Center very effective at identifying and assisting student’s unique needs.

2.2 The Writing Center has developed some workshops to supplement the official orientation, particularly a workshop entitled First Week Survival Skills that helps ensure that students are connected to vital tools like email and Blackboard.

2.3 The Writing Center’s primary goal is assist students with their writing in their academic classes.

2.4 The Writing Center learning assistants and tutors write a monthly newsletter that is an educational and personal growth opportunity. It often features articles that familiarize students with other growth opportunities such as the Speaker’s Series and the Veteran’s Center.

3.3 The Writing Center participates in regional and international writing center conferences when economically feasible. The learning assistants and the coordinators attend. Conference summaries are written by all participants and shared with the English Department. The Writing Center Coordinator maintains membership in the International Writing Center Association (IWCA).

3.4 The Writing Center participates in Program Review and SLO assessments. The Writing Center training courses requires the learning assistants to develop measures to assess student learning outcomes and to report those assessments.

6.2 The full-time Writing Center coordinator participates in the TWM (Tutorial, Reading and Math) workgroup, which polycoms with Madera’s ELC and RC’s new Communications Center. These groups work together to support and promote each other’s services.

### D3. Program Support of the College Educational Master Plan

The Reedley College Writing Center supports recommendation 4 “As part of this process, the College should also consider expanding and promoting staff development for, and the offering of, nontraditional methods for delivering classes and services (i.e., via internet and related technological systems and services).” The Writing Center supports all classes offered in all formats. For example, the Writing Center offers online tutoring via email and is researching alternative methods of online tutoring. Furthermore, The Writing Center learning assistants and receptionist are trained to assist the students in navigating online courses, particularly through Blackboard, so that students can get assistance in understanding how to navigate their classes. The Writing Center also offers an Online Writing Lab and workshops that are available to students using nontraditional mediums for education.

## E. Previous Program Recommendations

In the table below, list only the recommendations deemed substantiated by the Program Review Committee from the previous Program Review and the implementation status of each. Include in the status column any barriers encountered. Add or delete rows as needed.

Previous Program Recommendations

| Recommendation | Status | Outcome |
| --- | --- | --- |
| 1. Tracking past learning assistant successes. | Ongoing | Based on a 2013 Northern California Writing Center Association presentation, the Writing Center will be incorporating this into an annual report. |
| 2. Expanding computer lab into a media-ready lab (to support students taking online courses, especially those using virtual classrooms). | Not complete | No longer viable due to budget constraints. |
| 3. Creating workshops at feeder high schools for promotional purposes. | Not complete | The Writing Center is enrolling to capacity and waitlisted. No further promotion is necessary. |
| 4. Further supporting learning assistant-training by sending learning assistants to national conferences. | Ongoing | Conference attendance was suspended during budget crisis. Funds were found to send tutors to Northern California Writing Center Conference in 2013. |
| 5. Expanding into a Writing and Reading Center. | Not complete | No longer viable due to budget cuts. Tutors receiving training in tutoring reading. Reading faculty is invited to be guest speakers during the tutor training. |
| 6. Writing and offering course modules to support writing and reading classes. | Complete; Ongoing. | Modules were created and piloted, but proved to be cumbersome and a lot of tutor time was utilized. Future modules are possible, but would need to be developed with resources in mind. |
| 8. Employing faculty tutors. | Not complete | Not viable due to budget cuts. |
| 7. Embedding peer tutors in writing and reading classes. | Complete; ongoing | Peer tutors are embedded in writing courses using BSI funds. |
| 9. Videotaping workshops, creating a library for student and faculty use: fall 2008 | Ongoing | The Writing Center workshops were taken over by the Student Success Committee. However, new student-driven workshops and podcasts are being created and offered to instructors. |
| 10. Conducting evaluations of expanded services. | Ongoing | We evaluate group, walk-in and embedded tutoring through surveys and/or institutional research each semester. |

## F. Previous ACCJC or Other Accreditation Recommendations

If applicable, in the table below, list the recommendations from the previous accreditation report and the status of each. Include in the status column any barriers encountered.

Previous ACCJC or Other Accreditation Recommendations

|  |  |  |
| --- | --- | --- |
| Recommendation | Status | Outcome |
| NA |  |  |

While there were no official recommendations on the ACCJC Accreditation report, it was noted that there was a Writing Center webpage that contained inaccurate information. The page they looked at dated back at least 8 years and had been deleted three years before only to mysteriously return. Maintenance of accurate information on the webpage has been an ongoing issue because the Writing Center cannot update its own information.

# II. Quantitative Analysis

These data provide an initial and important framework for review of programs and the program as a whole.

The data provided by the institutional researcher showed two areas worth examining: unit load and mark analysis.

Unit Load

Chart 1: RC Writing Center Unit Load

|  |  |
| --- | --- |
| REEDLEY COLLEGE | 12SP |
| FULL TIME | 81.7% |
| PART TIME | 18.3% |

Chart 2: Total Enrollment Unit Load

|  |  |
| --- | --- |
| REEDLEY COLLEGE | 12SP |
| FULL TIME | 48% |
| PART TIME | 52% |

There is a difference between the number of full time students utilizing the Writing Center and the number of part time students utilizing the Writing Center. I have included only the Spring 2012 data because it was representative of the difference. To some extent this is to be expected because part time students are not on campus as much and often do not take advantage of on campus services. However, students might not be utilizing the service because the Writing Center is not open during times available to part time, especially employed-adult, students. We need to look at increasing our online services and we need to consider expanding our hours to better serve these students.

Chart 3: Mark Analysis

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| NP | - | - | 57.3% | 63.3% | 54.0% | 53.2% | 50.9% | 50.0% | 37.6% | 37.5% |
| P | - | - | 39.2% | 31.1% | 36.4% | 38.3% | 43.5% | 36.2% | 57.1% | 57.7% |

The mark analysis showed an increase in students who were receiving a P (Pass), which would be the grade assigned to ENGL 272. This is a positive attendance class; students need to attend at least 24 hours throughout the semester to pass. This data, supported by our own assessments, indicate that students who enroll in the Writing Center are continuing with us at a greater rate. More simply, students who start with the Writing Center are staying for more hours. This upward trend began in FA 2009, which coincides with the growth of the Embedded Tutor program. The embedded tutor program places learning assistants in the class to assist/tutor students in the class. The learning assistants then bring the knowledge from that class back to Writing Center training sessions, keeping other learning assistants knowledgeable about assignments and techniques used in the class. Those assistants are also available to serve students from the class. We saw a large increase in the retention of students from the lower-level English classes, particularly 252, when embedded tutors were used in those classes.

This improvement can also be attributed to changing our hiring practices and job duties regarding the Receptionist. In the past, we had hired Federal Work Study applicants. While these student workers were diligent and hard-working, they were oftentimes basic skills students themselves who had trouble with effective communication. They essentially minded the phones and some paperwork. The receptionist is now a more active participant in the group tutoring. He or she assists students with computer work, with questions about campus services, with locating instructors during office hours, and most importantly with keeping up with our attendance and enrollment. In the past, when students dropped out, we were rarely able to fill the seat. Now the receptionist reaches out to instructors and previously waitlisted students until the seat is filled.

While the Writing Center has experienced budget cuts, we have been able to grow the number of tutoring hours completed because of these two improvements. It is my hope to grow the embedded tutor program and to continue employing a receptionist during all open Writing Center hours.

## A. Students Served

**How many students served by program/services area in the past year? How does this compare with past years?**

**Small Group Tutoring**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Spring 2008 | Fall 2012 | Spring 2013 |
| Number of Students | 112 | 159 | 157 |
| Number of Hours | 1456 | 2936 | 2771 |

This grid shows the number of students from a typical semester 5 years ago compared to now. The Writing Center has almost doubled the hours of service. Not only do we serve more students, but we are able to serve them for more hours. As mentioned above, the enrollment improvements coincided with the expansion of the embedded tutor program and improvements to the Receptionist position.

**Walk In Tutoring**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Spring 2008 | Fall 2012 | Spring 2013 |
| Number of Students | 123 | 118 | 120 |
| Number of Hours | 107 | 167.5 | 119 |

There has not been a substantial change in the number of walk-in hours. This is one area that needs improvement. Walk-in hours were poorly utilized in the past, so when the budget was cut, I chose to cut walk-in hours. Past studies have shown that walk-in tutoring is a vital service, but that it does not impact a student’s likelihood of success or retention compared to the small group tutoring. As you can see, our utilization stayed almost the same, even increasing in Fall 2012 due to the implementation of SARS scheduling (she begrudgingly admits). This is a service that should be restored.

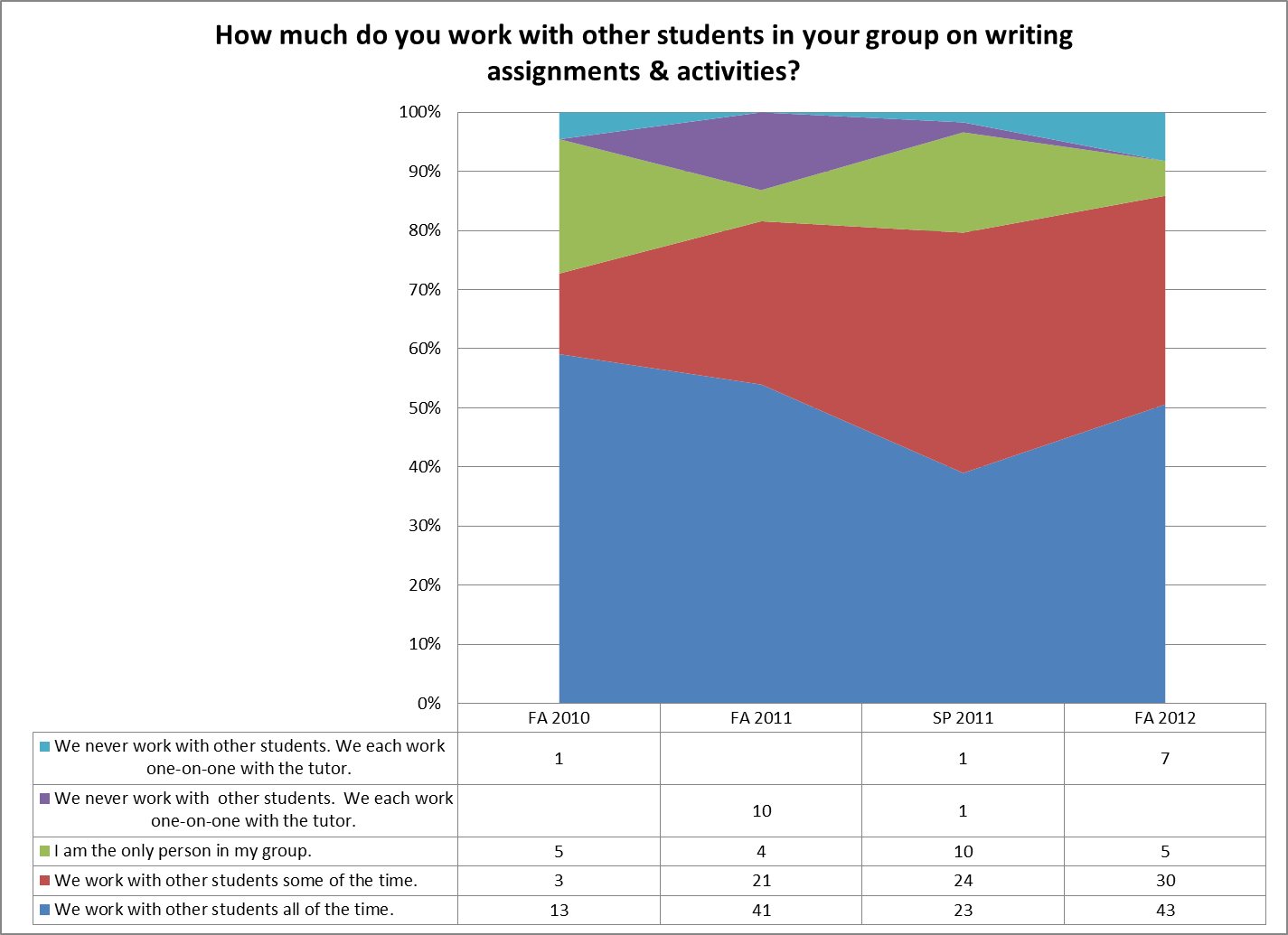
## B. Measuring the Quality and Success of the Program

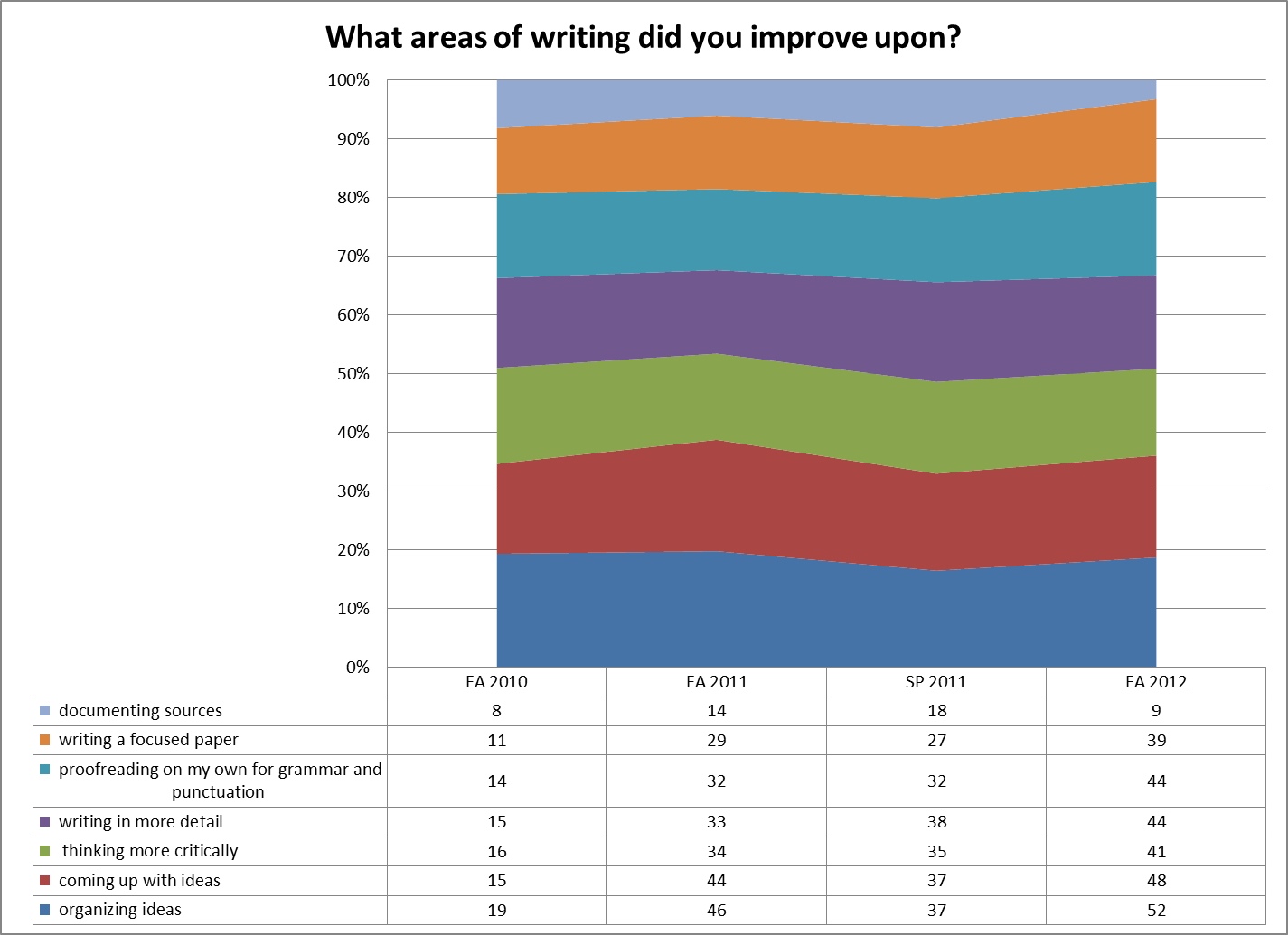
**Identify and describe the processes and procedures that the program/services area uses to access and measure outcomes. List the best ways to measure the quality and success of your program. If a student or staff questionnaire has been developed, validated by institutional researcher, and administered, please report results. Use the following as suggestions:**

The Writing Center uses satisfaction, success, participation and retention to assess and measure outcomes.

The 15 Week Survey is the primary tool for assessment. The survey was developed with the help of the Institutional Researcher. The survey checks for student satisfaction with the service with and that tutors are using best practices like collaboration.

The two measurements we look at most frequently are overall success and collaboration. The chart below is an example of the 11 page report that we generate. This particular graph prompted us to encourage more collaboration in the training after the Spring 2011 dip in students reporting collaborative practices.





The Writing Center also tracks success rates to ensure that our services contribute to the success of Writing Center students. In 2006/2007, the Writing Center conducted an intensive study with the help of the institutional researcher. The result was that overall, “The writing center students fared much better than their non writing center peers across the board. There was a 12% increase in retention among the writing center students and a 36% increase in success rates.” (Note: At the time of this study, a Writing Center Student is any student who attended at least 7 hours. Since then we have redefined it as just one hour.) The rate for students who had attended greater than 20 hours was a 52% increase in success rates. This study has been the benchmark for measuring the success of the Writing Center.

The Writing Center monitors these same statistics on the institutional research website. It is worth noting that I have only included those measures that are almost identical because we have modified our monitoring criteria.

|  |  |  |
| --- | --- | --- |
| 2005 Study | 50%  Success for all Classes Represented in the Writing Center | 74.5 %  Success Rate for All students completing >20 hours in the Writing Center |
| 2011 Monitoring | 49%  Success Rate for English Composition Sequence | 68%  Success Rate for All students completing >20 hours in the Writing Center |

All numbers have showed a slight decrease in success that coincides with an increased effort to recruit students from the lower level classes, particularly English 252. However, coupled with the greater retention rate, more students are successful overall.

The embedded tutor program is also assessed using satisfaction surveys and success rates. Because the goal of the program is to get more students to enroll in support services, the initial study was conducted for the Basic Skills Committee in 2009 when the program was first expanded to its current level (see chart below). At that time, the Writing Center saw an enrollment increase from students in the lower level courses, particularly in ENGL 250 and 252. These numbers vary each semester (particularly since some of these classes are so small), but we always see increased Writing Center participation from classes with embedded tutors.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Semester** | **250 Students** | **252 Students** | **125 Students** | **Total** | **Students from Embedded classes** |
| Fall 2007 | 3 | 15 | 52 | 70 | n/a |
| Fall 2009 | 19 (1 ET class) | 27 (3 ET classes) | 68 (6 ET classes) | 114 | 55 |

Embedded Tutor satisfaction surveys are administered every year. The results are consistently positive as you can see in the chart below.

While we will continue to monitor the student surveys, we are finding that the students don’t know how to assess or are unwilling to be critical of the program. The most useful information has come from instructor and tutor surveys. While most of the instructor surveys were positive, we did see two recurring concerns represented by these two comments: “I think I underutilized her a little.” And “My only gentle suggestion would be that she could try to limit her time with individual students. That's hard for me as well, but occasionally I think she spends a little too much time with one or two students.” More ideas need to be developed and more work needs to be done to improve these two aspects of the program.

While the primary purpose of the Embedded Tutor program is to improve the services offered in the Writing Center, the hope is that classrooms with embedded tutors will see increased success as well. The success rates of classes in which tutors are embedded are also tracked from data on the institutional research website. There is some variation in success from semester to semester, including some semesters when the program is less successful than the average. (The least successful outcome, in ENGL 252 FA 2009, reflects only one class with an embedded tutor.) Overall, students in embedded classes are more likely to be successful.

ENGL 125 Embedded Tutor Classes Success Data

ENGL 252 Embedded Tutor Classes Success Data

## C. Online Services

**If your program offers online services, use the collected data to evaluate your online services in comparison to your face-to-face services.**

The Writing Center offers online tutoring by having students email papers and questions. A learning assistant then types comments into the paper and returns it to the student. This has been the only model we have been able to develop, especially in the face of budget cuts. However, best practices indicates that online tutoring should not be asynchronous, and we have been exploring platforms for providing better face to face synchronous tutoring. Furthermore, our online tutoring hours are limited—we are only able to respond when we are “in business” so students cannot email on weekends or in the evening. These two limitations discourage students from utilizing the service.

We have so few online tutoring opportunities that the only assessment performed is a coordinator review of the learning assistant’s response before the response is sent. This is an area in need of improvement.

## D. Assessment Process and Procedures

**Provide a short analysis of the process and procedures identified in B above.**

The past process and procedures for all assessments was that the surveys were administered, compiled, and assessed by the Writing Center coordinator. Data was pulled from grade and attendance data, which was then used to pull information from the institutional researcher’s website. However, after attending a recent conference in which San Jose State presented its student-center (read student-completed) Annual Writing Center Report, the learning assistants agreed to develop a similar report for the college. The learning assistants will develop questions with the assistance of the institutional researcher and the coordinator in order to complete all the reports. New procedures are being developed in the tutor training class. This practice is in keeping with the idea that the Writing Center is a student-centered environment.

## E. Historical Funding Patterns

**Analyze how the program’s historical funding patterns have impacted the program.**

|  | **2007-2008** | **2008-2009** | **2009-2010** | **2010-2011** | **2011-2012** | **Total Division Budget**  **For the 5th year**  **2011-2012** | **Percent of Division 2011-2012** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Salaries | 0 | 0 | $33,472 | $39,981 | $86,377 | $3,468,011 | 2.49% |
| Benefits | 0 | 0 | $6,418 | $8,198 | $10,741 | $968,941 | 1.12% |
| Instructional Supplies |  |  |  |  |  |  |  |
| XX0 | 0 | 0 | $314 | 0 | 0 | $4,085 | 0% |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  |  |  |  |  |
| Non-Instructional Supplies |  |  |  |  |  |  |  |
| XX0 | 0 | 0 | 0 | 0 | 0 | $2,070 | 0% |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  |  |  |  |  |
| Operating Expenses |  |  |  |  |  |  |  |
| XX0 | 0 | 0 | 0 | 0 | 0 | $4,708 | 0% |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  |  |  |  |  |
| Equipment |  |  |  |  |  |  |  |
| XX0 | 0 | 0 | 0 | 0 | 0 | $800 | 0% |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |

As I mentioned earlier, the Reedley College Writing Center budget numbers were examined and re-coded over the course of this cycle. Coordination and peer tutoring were shifted into the Writing Center instructional budget number while some of it had been on the English Department budget number. The increase in the table above is mainly due to this re-coding and does not reflect an actual budget increase. The 2011-2012 budget contains the most accurate information about the Writing Center budget 2009 forward.

The table below shows the working budget that the Reedley College Writing Center was asked to work with. These numbers came from the budget worksheets. (Faculty coordination was not included on these worksheets.)

|  |  |  |
| --- | --- | --- |
| **Category** | **2007-2008 Budget** | **2012-2013 Budget** |
| Student Workers | $48,700 | $40,500 |
| Conference | $5,000 | $0 |
| Office Supplies 2200 | $2,200 | $0 |

As you can see, there was a reduction to the Writing Center budget. The Writing Center accommodated this by cutting hours, particularly no longer offering tutoring on Fridays and cutting one afternoon hour a week. Conferences were eliminated, though they had been a vital part of the tutor training. Office supplies were not eliminated, but the Writing Center budget was folded into the Office of Instruction supply budget. Overall supply budget was reduced.

The Writing Center tutors were recently able to attend a conference because money was “found” in a neglected account. We may be able to sustain attendance of the Northern California Writing Center conferences for the next few years without any new money, but only if the conference remains local. Conference attendance is a vital part of the professionalism of the Writing Center and hopefully funding for this activity will be restored.

Should money become available, the Writing Center would also consider remaining open on Fridays. Friday hours were cut because Fridays were poorly utilized. Due to the limited number of classrooms, though, more classes have been offered on Fridays and we are anecdotally seeing more requests for Friday hours.

# III. Student Learning Outcomes

## A. Public Learning Outcomes

**An accreditation standard requires that the institution makes public expected learning outcomes. In what ways are the courses/program/degree/certificate outcomes made public?**

X Catalog ☐Brochure ☐Website

☐Articulation/Transfer Agreements X Other: Tutor Contracts, Syllabus for ENGL 72, 72A

## B. GELO Mapping Hyperlink

**Include the hyperlink(s) for the course and program/degree/certificate to GELO mapping grid as it is stored in your Blackboard SLO Assessment folder here.**

<http://scccd.blackboard.com/webapps/portal/frameset.jsp?tab_tab_group_id=_4_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_23199_1%26url%3D>

## C. Overview of the Course Assessments

**Give a brief overview of the course assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Course SLO Assessment Report Forms for your program in appendix A.**

**ENGL 72:**

In SP2010, we had the following results:

I am the only person in my group. 12.7%

We work with other students all of the time. 46.5%

We work with other students some of the time. 31%

We never work with other students. We each work one-on-one with the tutor. 9.9%

While not all of the groups are collaborating all of the time, we easily meet our goals of 50%. We are concerned about those who answered that they were the only ones in the groups because collaboration is vital to Writing Center practice, but that is a function of the management of the center, not of tutor training.

**ENGL 72a:**

The tutor-driven assessment revealed an inconsistency between what students needed and what was provided in the sessions. Changes were made to our tracking forms and to the tutor training as a result.

The tutor-driven assessment revealed an inconsistency between what students needed and what was provided in the sessions. Changes were made to our tracking forms and to the tutor training as a result, including a textbook change and the inclusion of more online training.

**ENGL 272**

While the subjective results were positive, the Writing Center will continue to assess using different methods.

The tutor-driven assessment revealed an inconsistency between what students needed and what was provided in the sessions. Changes were made to our tracking forms and to the tutor training as a result.

**INTDS 300**

In Spring 2011 we reviewed the results of the end-of-session questionnaire. The results were positive, but seemed overly optimistic. We worried that the questions needed to be more confidential. In FA2011, we implemented SARS Grid for tracking walk-in hours. The plan was to deploy a confidential survey in SP 2012 if the technology worked. We had some bugs and were unable to collect an entire semester’s worth of information, so that plan was postponed one semester.

We are also continuing to use the end-of session questionnaire and we are training tutors to be more honest in their assessment of the success of the session.

## D. Overview of the Program Assessments

**Give an overview of the program/degree/certificate assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Instructional Program/Degree/Certificate SLO Assessment Report Forms for your program in appendix B.**

While the subjective results were positive, the Writing Center will continue to assess using different methods.

The tutor-driven assessment revealed an inconsistency between what students needed and what was provided in the sessions. Changes were made to our tracking forms and to the tutor training as a result.

## E. Assessment Results

**Based on your assessments, have you identified additional resources needed to support the improvement of student learning or remedy any gaps you have found within your program (ie. staff development/training, equipment, technology, guest speaker, etc.)? Be sure to include these in your goals with appropriate page number references.**

The Writing Center needs to expand its tutor training to expose learning assistants to different tutoring theories and methodologies and best practices. Participation in these conferences exposes tutors to new ideas like an Annual Report that will keep the learning assistants interested and engaged in Writing Center practices.

The Writing Center needs to expand on and improve its online services, particularly its online tutoring. Assessments need to be formalized.

Writing Center hours are no longer adequate to meet student demand.

# IV. Qualitative Analysis

Please note that these data should be integrated with the qualitative analysis, and SLO assessment to help support your Summary Statements and Goals

## A. Future Trends

**Describe future trends unique to your area that are likely to influence your program. How will students be affected by these trends?**

The most important recent change to the community college system has been the implementation of the Student Success Task Force Recommendations. The reduction in repeatability and the changing criteria for financial aid has resulted in pressure on basic skills students to be successful quickly. While just recently implemented, this change will likely result in increasing demand for Writing Center services as students will have fewer changes to retake or withdraw from courses.

For various reasons, including the budget cuts that almost eliminated ESL instruction from adult education in our service area, we are seeing a lot more ESL students in the Writing Center (students from ESL classes and students in composition classes). More training is needed for learning assistants to prepare to serve this student population.

Another recent political change is the implementation of the Common Core. The composition department and Writing Center will monitor how those changes impact the high school curriculum and therefore skills of the students.

Another area where we have been seeing an increase is in returning veterans. The Writing Center has just begun seeing a number of students who are returning veterans and I have been getting numerous questions from tutors about how to approach these students. (Our eighteen year old tutors feel uncomfortable giving advice to someone who has so much more life experience.) We hope to better connect veterans with our services and recently did a Paper Jam issue about veterans and have hired a tutor who had served in Afghanistan.

## B. Rational for Curriculum Changes

**Describe and include rationale for any curriculum changes anticipated in the next 5 years. (If not applicable leave blank)**

The ENGL 72/72A CORs closely align to the ITTPC Certification requirements, but a few additions will need to be made when we seek certification. The Writing Center will also work with the Tutorial, Writing, and Math (TWM) Workgroup to coordinate our training so all programs can seek the accreditation.

## C. Program Meets the Needs of the College’s Diverse Student Population

### C1. Instructional Quality

**High-quality instruction of varying delivery modes and teaching methodologies.**

The Writing Center utilizes a student centered, collaborative learning model. We offer face to face, small group tutoring, one-on-one walk-in tutoring, and online tutoring. We ensure quality services by providing learning assistants with training in current writing center practices, particularly those that relate to current needs at Reedley College. The embedded tutor program improves Writing Center practice by improving the learning assistant’s knowledge of classroom assignments and practices.

### C2. Appropriate Breadth, Rigor, Sequencing, and Completion Time

The Writing Center offers support to all classes at all levels. Its services assist students in completing the composition sequence in a timely manner.

State law recently changed so that students cannot repeat many courses, including supervised tutoring courses. Many Writing Center students need to continue to utilize the Writing Center as they move through the composition sequence. While students will not be prohibited from utilizing the Writing Center for more than one semester, this rule change does make it difficult to collect positive attendance and to explain to students who ARE enrolled why others are not.

## D. Vocational and Occupational Certificate and Degrees

**For students completing vocational and occupational certificates and degrees, describe how students will meet employment and other applicable standards and are prepared for external licensure and certifications.**

NA

## E. Links with Support Services or Other Instructional Programs

**Describe what your program has done to create links with support services or other instructional programs, if any.**

The Writing Center works closely with the Tutorial Center, Math Center, and the Communications Center. We also work closely counseling, particularly in the Early Alert process. We receive Early Alerts related to writing and then contact the students via email to make them aware of our services. If the students are already being served by the Writing Center, we work with the instructor to find out how we can better serve the students.

The Writing Center also works closely with DSPS. Tutors are given training by Linda Reither in how the DSPS referral system works and the services available to students. They are also given training in how to handle questions about DSPS evaluations for learning disabilities. A few of our student workers have DSPS accommodations and have been remarkably open in sharing their experiences and in encouraging students to utilize DSPS services.

The Writing Center works with the SARP program, reporting small group tutoring hours so that they can count as study hall hours. This encourages student athletes to enroll in the Writing Center.

## F. Community or Institution Partnerships

**Describe any community or other institution partnerships or collaboration of which your program has had a part.**

NA

# V. Summary Statement

## A. Major Conclusions

**Describe the major conclusions reached based on this report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes.**

The primary services of the Writing Center remain well utilized and high quality. However, the Embedded Tutor program, which is funded by BSI funds, is always in danger of being cut. This is a valuable service and it needs stable funding. More work needs to be done to assess and to make improvements to the program.

The Writing Center online services need improvement because of our limited hours and so we can offer the same level of service to our online students that we offer in to on campus classes.

While the facilities are currently appropriate to serve student needs, the technology is not being replaced as it goes out of date and supplies are challenging.

There is a demand for more tutoring and for expanded hours.

## B. Goals

**Based on the conclusions above, complete the table below. List goals in priority order, including learning outcomes-related goals. Add/delete rows as needed.**

| Goal(s) | Activities/Facilities/ Curriculum/  Equipment Necessary to Accomplish Goals | Resources Needed, Include Estimate Costs | Proposed Timeline |
| --- | --- | --- | --- |
| 1. Remain in Division A. (3,4,6) | NA | NA | Ongoing |
| 2. Increase hours and/or tutoring sessions available. [9, 11, 15, 15, 17, 18, 21] |  | Varies depending on hours and services, approximately 8,000 to restore to pre-budget crisis funding | Ongoing |
| 3.Increase and institutionalize the Embedded Tutoring Program [10, 13, 18, 19, 21] | 5-10 student workers | $1500 -2000 per worker per semester to accommodate class time and increased WC demand | 2016 |
| 4. Maintain and upgrade facilities and equipment so that they can accommodate student demand. [5, 6, 19] | 2-5 new laptops, replacement chairs, misc. equipment repairs/upgrades | $3000 for laptops, other costs are variable | 2015 |
| 5. Improve online services, including online tutoring, the Online Writing Lab (OWL), and the college website. [6 , 9, 9, 13, 21] | Computer for online tutoring, Online Writing Lab website development | Unknown | Ongoing, 2014 |
| 6. Maintain supplies that support tutoring and the computer lab. [6, 15] |  | $1000 annually | Ongoing |
| 7. Further supporting learning assistant training by sending learning assistants to state and national conferences and becoming ITTCP Certified. [4, 7, 14, 17, 18, 19] | Conference attendance and ITTCP Fee. | 500 for regional, 2000 for international conference when on the west coast. ITTCP Two Level Certification $250 -350. | Annual |
| 8. Further support professional development by funding International Writing Center Association Membership for Writing Center Coordinators. [7] | IWCA Membership | 2 memberships = $140 | Annual |
| 9. Tracking past learning assistant successes. [5] |  | 0 | Ongoing |

\*As supported primarily by the report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes

# Student Learning Outcome Assessment Timeline

Complete the following chart indicating which year course, program, degree, and certificate outcomes will be completed. Each course must be assessed at least once during this timeframe. The program may conduct as many assessments of a single course, program, degree, or certificate as is meaningful.

|  |  |  |
| --- | --- | --- |
| Year | Courses, Program, Degree, and/or Certificate to be assessed | Person responsible for heading assessment and completing Reporting Form |
| Year 1  2013-2014 | ENGL 72, ENGL 72a | Rebecca Snyder |
| Year 2  2014-2015 | ENGL 272 | Rebecca Snyder |
| Year 3  2015-2016 | INTDS 300 | Rebecca Snyder |
| Year 4  2016-2017 | Program Assessment | Rebecca Snyder |

# Curriculum Revision Timeline

This Curriculum Revision Timeline will be tracked by the Curriculum Chair. Add/delete rows as needed.

|  |  |  |
| --- | --- | --- |
| Course | Semester revision to be submitted | Person responsible for revision |
| ENGL 72 | Spring 2014 | Rebecca Snyder |
| ENGL 72A | Spring 2014 | Rebecca Snyder |
| ENGL 272 | Spring 2014 | Rebecca Snyder |
| INTDS 300 | Spring 2014 | Rebecca Snyder |

# Appendix A: Course Assessment Reporting Forms

## ENGL 72 / 72a SLO Assessment

1. Date: 09/07/12
2. Contact Person: Rebecca Snyder
3. Department: English/Writing Center
4. Course Name and Number: ENGL 72/72a
5. Assessed Course SLO(s):

72

1. Guide writers through understanding and completing assignments by applying writing center theory and practices to specific writers' needs.

2. Reflect on their own writing processes and growth in their own skills and learning.

3. Implement collaborative techniques in their group sessions.

72a

1. Employ a range of tutoring strategies specific to ESL and international student writers as well as SLD student writers (students with a Specific Learning Disorder) and discipline-specific writers.

2. Help student writers understand the components of a successfully written composition in that particular discipline including various forms of documentation across the curriculum.

3. Show knowledge and appropriate techniques in responding to students’ written compositions in group, walk-in, and online sessions.

1. Describe your assessment timeline, including a rationale for your decision:

The timeline requires the Writing Center to assess its activities every academic year.

The purpose is to provide each cohort of tutors in the English 72 &72A tutor training course an opportunity to engage in and contribute to the assessment process.

1. Institutional Outcome Alignment:

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. Assessment Assignments and/ or Instruments:

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).

Posted on Blackboard.

1. What is your expected level of achievement for measuring success?

ENGL 72: We expect that at least 50% of sessions utilize collaboration.

ENGL 72a: Show knowledge and appropriate techniques in responding to students’ written compositions in group, walk-in, and online sessions.

1. Assessment Results:

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

ENGL 72:

In SP2010, we had the following results:

I am the only person in my group. 12.7%

We work with other students all of the time. 46.5%

We work with other students some of the time. 31%

We never work with other students. We each work one-on-one with the tutor. 9.9%

While not all of the groups are collaborating all of the time, we easily meet our goals of 50%. We are concerned about those who answered that they were the only ones in the groups because collaboration is vital to Writing Center practice, but that is a function of the management of the center, not of tutor training.

ENGL 72a:

The tutor-driven assessment revealed an inconsistency between what students needed and what was provided in the sessions. Changes were made to our tracking forms and to the tutor training as a result.

1. Action Plan:

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

Provide a brief description with a timeline for changes:

The tutor-driven assessment revealed an inconsistency between what students needed and what was provided in the sessions. Changes were made to our tracking forms and to the tutor training as a result, including a textbook change and the inclusion of more online training.

## INTDS 300 SLO Assessment

1. Date: 08/28/12
2. Contact Person: Rebecca Snyder
3. Department: English/Writing Center
4. Course Name and Number: INTDS 300
5. Assessed Course SLO(s):

Apply learned skills to increase success in coursework.

1. Describe your assessment timeline, including a rationale for your decision:

The timeline requires the Writing Center to assess its activities every academic year. The purpose is to provide each cohort of tutors in the English 72 &72A tutor training course an opportunity to engage in and contribute to the assessment process.

1. Institutional Outcome Alignment:

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. Assessment Assignments and/ or Instruments:

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).

Posted on Blackboard.

1. What is your expected level of achievement for measuring success?

At least 90% of students report that they achieved the goal(s) of their session.

1. Assessment Results:

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

The Writing Center INTDS 300 course is proving to be successful with 97.2% of students reporting that they accomplished their goals for this session.

1. Action Plan:

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

Provide a brief description with a timeline for changes:

In Spring 2011 we reviewed the results of the end-of-session questionnaire. The results were positive, but seemed overly optimistic. We worried that the questions needed to be more confidential. In FA2011, we implemented SARS Grid for tracking walk-in hours. The plan was to deploy a confidential survey in SP 2012 if the technology worked. We had some bugs and were unable to collect an entire semester’s worth of information, so that plan was postponed one semester.

We are also continuing to use the end-of session questionnaire and we are training tutors to be more honest in their assessment of the success of the session.

## ENGL 272 SLO Assessment

1. **Date: 08/28/12**
2. **Contact Person: Rebecca Snyder**
3. **Department: English/Writing Center**
4. **Course Name and Number: English 272**
5. **Assessed Course SLO(s):**

Generate, narrow, and select appropriate topics and organize effective supporting details for written compositions.   
  
Analyze compositions for development, focus, logic, and clarity and provide the same useful feedback to peers.   
  
Incorporate revision techniques, including self-editing for sentence mechanics such as punctuation and grammar.

1. **Describe your assessment timeline, including a rationale for your decision:**

The timeline requires the Writing Center to assess its activities every academic year. The purpose is to provide each cohort of tutors in the English 72 &72A tutor training course an opportunity to engage in and contribute to the assessment process.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**

Multiple instruments and assessments posted on Blackboard.

1. **What is your expected level of achievement for measuring success?**

At least 90% of students report improvement in their writing (achieved)

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

The Writing Center English 272 course is proving to be successful and this measurement is the most significant.

Going forward, as part of program review, the institutional researcher will pull unduplicated success and retention rates, which will be part of our overarching assessment.

Further, the Writing Center tutors select assessment criteria each year to explore as part of their tutor training. Sometimes the tutors select criteria that pertains to tutor training, sometimes criteria that pertains to English 272. Because those assessments are unplanned, they cannot be addressed here, but are uploaded to Blackboard as they are completed and are considered in our action plans.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

While the subjective results were positive, the Writing Center will continue to assess using different methods.

The tutor-driven assessment revealed an inconsistency between what students needed and what was provided in the sessions. Changes were made to our tracking forms and to the tutor training as a result.

# Appendix B: Program/Degree/Certificate Assessment Reporting Forms

## Writing Center Program Learning Assessment

1. Date: 09/07/12
2. Contact Person: Rebecca Snyder
3. Instructional Program: Writing Center
4. Assessed Program/Degree/Certificate SLO(s):

1. Tutors respond to students’ writing in an effective manner that is in keeping with writing center best practices.

2. Students utilize the writing process to improve writing skills.

1. Describe your assessment timeline, including a rationale for your decision:

The timeline requires the Writing Center to assess its activities every academic year. The purpose is to provide each cohort of tutors in the English 72 &72A tutor training course an opportunity to engage in and contribute to the assessment process.

1. Institutional Outcome Alignment:

Which institutional outcome(s) are central to your program?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. Assessment Assignments and/ or Instruments:

Which were used to assess the SLO(s)?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific outcomes)  Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective journals, surveys)  Classroom Assessment Techniques (CATs, “clicker” mediated responses, etc.)  Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)  Internal/External Data  Other (please describe) |

1. Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).

Multiple instruments and assessments posted on Blackboard.

1. What is your expected level of achievement for measuring success?

At least 90% of students report improvement in their writing (achieved)

1. Assessment Results:

What did members of your program learn from the assessment of the outcome(s)? Did the assessment work, and if not, what needs to be revised?

The Writing Center English 272 Group Tutoring course is proving to be successful and this measurement is the most significant portion of our program activities.

Going forward, as part of program review, the institutional researcher will pull unduplicated success and retention rates, which will be part of our overarching assessment.

1. Action Plan:

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised resources or services (e.g., mode of communication,

additional workshops, etc.)

Develop new methods of evaluating student learning

Plan purchase of new equipment or supplies needed for modified student

activities

Make changes in staffing plans (e.g., modified job descriptions, requests for new

positions, etc.)

Engage in professional development about best practices for this type of activity

Unable to determine what should be done

Other:

Provide a brief description with a timeline for changes:

While the subjective results were positive, the Writing Center will continue to assess using different methods.

The tutor-driven assessment revealed an inconsistency between what students needed and what was provided in the sessions. Changes were made to our tracking forms and to the tutor training as a result.

# Dean/Manager Program Review Sign-Off

After reading the program review report, please complete the following and send electronically, along with the report draft/final document, to the Program Review Chair. Thank you.

I have read the attached Program Report draft/final report from the Click here to enter text. Program. The following sections are completed as required or are still in need of attention.

|  |  |  |
| --- | --- | --- |
| Program Review Section | Complete | Incomplete |
| General information, including staffing summary | ☐ | ☐ |
| Mission, Strategic Plan, and Ed Master Plan support | ☐ | ☐ |
| Previous goal status/outcome | ☐ | ☐ |
| Quantitative analysis in support of goals | ☐ | ☐ |
| Funding/budget summary | ☐ | ☐ |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans | ☐ | ☐ |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations | ☐ | ☐ |
| Goals | ☐ | ☐ |
| SLO timeline | ☐ | ☐ |
| Curriculum Revision timeline | ☐ | ☐ |

Comments: Click here to enter text.

Dean/ Manager’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_