

**Program Review Summary Page**  
For Academic & Student Support Programs

**Support Program(s) under Review: Writing Success Center**

**Term/Year of Review: Spring 2021**

**Summary of Program Review:**

**A. Major Findings**

**1. Strengths:**

- Efficiency and Productivity of staff, specifically as it relates to diversity of staff and inclusion of Full-Time Faculty Tutors along with Part-Time Faculty, Classified Staff, and Student Employees.
- Successful adaptation to online tutoring and remote services for students.
- Support of DI/Equity student groups is consistently above institutional averages.
- Successful collaboration with English Department Faculty, and integration of English Department curricula, for synergy of programs to promote success.
- Data indicates that use of WSC services is correlated with increased success in English courses.
- Revised PLOs to better assess productivity and success of primary WSC services

**2. Areas for Improvement:**

- Improve and expand facilities and technology to better support full-service tutoring support to students.
- More focused support directed to students in courses with below average retention and success rates (e.g. ENGL 120).
- Improve connection and services directed at campus programs for DI/equity groups (e.g. Puente, ESL, Umoja).
- Maintain consistent data collection and disaggregation to track student usage and assess productivity goals.

**3. Projected Program Growth, Stability, or Viability:**

- The WSC is best described, even in a period marred by inconsistencies and trauma, as in a state of "Stability". Projected goals will lead to growth and improved consistency of services, which will lead to increased success and retention in English programs, and qualitative increases in student reports of satisfaction.

## B. Program's Support of Institutional Mission and Goals

### 1. Description of Alignment between Program and Institutional Mission:

- "...evolving roles in a diverse, dynamic, and interdependent world.": The WSC demonstrates support of NVC's diverse student population through individualized writing support in one-on-one tutoring, and dedication to the development of resources and services that benefit students' individual needs. Furthermore, the WSC stays current on the needs of students through connection with Faculty and instructional programs, adapting to the dynamic needs of the student population's success. Finally, the structure of the WSC as a student-centered, relationship-focused environment engages students in the productive collaboration necessary to understand the role of interdependence in students' professional and personal lives.
- "...open-access, degree- and certificate-granting institution...": Along with being supportive of all aspects of student work at the College, The WSC is committed to the success of student educational goals through individualized tutoring and specialized writing help.
- "...services that are continuously evaluated and improved.": The WSC undergoes regular assessment and formal/informal data analysis to determine best practices and services to support student needs at any given time.  
"...transfer courses, career-technical education and training, basic skills...": The WSC supports the learning and success of students at any level, and in any discipline that the College offers.

### 2. Assessment of Program's Recent Contributions to Institutional Mission:

- Maintains consistency in services to provide stable, high-quality services to promote student success in all aspects of College work.
- Expanded staff to encourage expertise in content, expansion of services, and development of outreach programs.
- Need to expand services, staffing, and schedule to support more diverse programs and student needs, expand workshops and specialized programs to promote success in specialized programs that are writing-heavy.

### 3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- *Increase NVC student achievement and completion of education and job training goals:* Expanded staff (addition of Full-Time English Faculty) to encourage expertise in content, expansion of services, and development of outreach programs. Maintain consistency and currency in tutorial strategies and practices to best support student success through one-on-one tutoring and other services.
- *Engage NVC students and assist in their progress towards educational and job training goals:* Adapted to remote instruction through development of online tutoring program, centralized appointment software and data collection service for more consistent assessment of data needs.
- *Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices:* Development of non-credit support program designed to individualize longitudinal support for students in preparatory writing courses.
- *Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices:* Diversify staff to specialize tutorial services to meet student

needs. Establish expanded workshop schedule to diversify support services.

**C. New Objectives/Goals:**

1. Maintain centralized data collection service that connects with Single Sign-on for improved data collection and disaggregation purposes.
2. Upgrade technology and facilities supporting tutorial spaces and services.
3. Increase staffing to support diversity and expertise for student tutoring, outreach, course connection, and writing across the curriculum.
4. Increase opportunities for Professional Development, Collaboration, and Staff Orientation.
5. Increase services related to ESL and non-native speaker tutoring services and workshops

**I. PROGRAM DATA**

**A. Writing Success Center Access for In-Person Live Tutoring and Smart Thinking Online Services**

	2017-2018*	2018-2019	2019-2020*	Change over Period
<b>In-Person Contacts</b>				
Headcount	--	407	214	-47.4%
Number of Contacts/Visits	--	3,151	1,725	-45.3%
Total Minutes Billed		37,178	31,188	-16.1%
Average Number of Visits per Student	--	7.7	8.1	4.1%
Average Number of Minutes per Visit	--	11.8	18.1	53.2%
<b>Smart Thinking**</b>				
Headcount	293	266	388	32.4%
Number of Contacts/Visits	780	675	831	6.5%
Total Minutes Billed	31,428	27,948	32,719	4.1%
Average Number of Visits per Student	2.7	2.5	2.1	-19.5%
Average Number of Minutes per Visit	40.3	41.4	39.4	-2.3%
<p><i>Source: In-person and Smart Thinking student data provided by the Writing Success Center</i></p> <p><i>*Data for the 2017-2018 unavailable for analysis for in-person services.</i></p> <p><i>**Smart Thinking data is based on calendar years, as oppose to academic years for in-person contacts. For example, Smart Thinking data for 2017 spans January to December 2017.</i></p>				

*RPIE Analysis: The number of students (headcount) served by the Writing Success Center’s in-person service decreased by 47.4% over the past two years. The number of visits to the Writing Success Center’s in-person service decreased at a similar rate of 45.3%. The total number of minutes billed in person decreased by 16.1%. Over the past two years, students who accessed the Writing Success Center averaged 8 visits per student within each academic year. Each visit averaged approximately 12 to 18 minutes.*

*The number of students (headcount) served by the Writing Success Center’s Smart Thinking service increased by 32.4% over the past three calendar years, while the number of visits to the Smart Thinking service increased by 6.5%. The total number of minutes billed for Smart Thinking increased by 4.1% over the past three years. Over the past three years, students who accessed Smart Thinking averaged 2-3 visits per student within each calendar year. Each visit averaged approximately 39 to 41 minutes.*

*\*\*The figures reported in the top portions of the table above pertain to in-person visits to the Writing Success Center. The decrease in student access and visits to the Writing Success Center in 2019-2020 (relative to 2018-2019) was a result of the shift to the remote environment due to COVID-19 in spring 2020.*

**Program Reflection:**

Overall, the concerning nature of this data is most likely due to inconsistencies in how the data is calculated, along with the changes to student experience and WSC structure associated with implementation of AB705.

In terms of inconsistencies in calculation, there are a few things to take into consideration. First, “Headcount” refers to students signing into TimeKeeper, but “total number of contacts” is reflective of students who contacted the WSC but didn’t sign into TimeKeeper. Therefore, the difference between these two data points is not necessarily reflective of the actual usage of the WSC’s services or center traffic more generally. “Headcount” reflects more of a repeat/consistent connection with certain students, and contacts/visits reflects

actual day-to-day traffic in the WSC.

Moreover, it is difficult to draw accurate conclusions without data from in-person contacts from AY 2017-2018. To know if AY '19-'20 is an anomaly, it is essential to have the AY '17-'18 numbers. If each 'piece of paper' is a visit, then even just counting how many pieces of paper (total visits for AY '17-'18) would give an indication of how unique the final column really is. AY '17-'18 data was provided by the WSC for Program Review study, but was not included in the initial analysis.

Furthermore, Total minutes billed reduced marginally between the two academic years (16%, which could be accounted for by a change in programming or WSC focus). However, the total number of unique students dropped drastically. One could infer that the Writing Center shifted from 'Quantity' to 'Quality', i.e. serving less students overall but spending more time with them. To understand these numbers, it would be important to know the difference in Writing Center policies between the two Academic Years. However, making an analysis about this alone seems problematic given the second set of data.

Data collection was decentralized over this period and consisted of both paper and online records. This resulted in discrepancies in data reflecting traffic in the WSC. For instance, the 19-20 decreases in Headcount are most likely due to the transition to online only services and a new tutoring platform during the second half of that year because of the pandemic. Contacts/Visits were not able to be tracked during this time; only tutoring appointment information was available.

Consistency in data collection in the WSC is paramount to understanding our productivity and efficiency in offering services to students, and improvements are currently in progress. The data presented in this report highlights how necessary these changes are for future WSC planning and growth. For example, Smarthinking's data remained relatively consistent throughout the timeframe, mainly due to their ability to maintain consistency in data collection and services. Nevertheless, the Smarthinking data represents entirely different sets of months, which makes it difficult to make an accurate comparison to WSC services. Obtaining data from Smarthinking by month and recalculating it for Academic Year (AY) instead of Calendar Year (CY) would provide a clearer representation and comparison. Therefore, as we move forward, we must keep in mind the importance of maintaining consistent records of WSC usage, and tailor our services accordingly to maximize student access.

Next, the English Course Pathway that represents the most significant source of students who utilize the WSC, along with the WSC itself, went through a drastic change over this three-year period. After the passage of AB 705, there was a mandate to shift course pathway structure to decrease students' time in the pathway, which led to an overall decrease in units taken by students. This means that there may have been less students per AY for the WSC to support, rather than the decrease in usage being a reflection of the WSC's productivity in supporting students.

Additionally, AB705's new requirements caused the WSC to go through changes as well. For one, the WSC stopped directly linking their non-credit course offering with specific English sections for some of this time-span, and therefore lost a significant number of students that were visiting the WSC as part of their course requirements. Overall, this shift was not left primarily to the non-credit courses either: over this span, the WSC was transitioning to a more "full-service" model structure, a student-centered, tutoring to allow for more equitable and individualized student support, and away from a model more associated with course links, independent student writing work, and prescriptive content.

Finally, the difference in contacts/visits between our services and those of Smarthinking is interesting. Students

were far more likely to “drop in” to the WSC during this period due to limited appointment availability and were far more likely to repeatedly visit the WSC as well. Therefore, while the data for Smarthinking remains consistent, I think the data also indicates that WSC in-person and online services are more in-demand from students in general.

Given COVID occurred and the college shifted to 100% online in March 2020, combining the data (if regrouped to *equivalent* time periods) is highly suggestive. A shift in campus modality necessitates a shift in support modalities and combining both (Smarthinking and WSC) presents a more realistic and holistic picture of support for the Writing Success Center.

It would be of most benefit to see this analysis by semester and not by Academic Year or Calendar Year. COVID necessitates the distinction. It is important to reiterate the need to align the data across identical time periods. *You can draw no useful conclusions from it otherwise.*

### B. Demographics of Students Served by Program (Based on In-Person Contacts)

	2017-2018	2018-2019	2019-2020	2-Year Proportion of the Program	2-Year Proportion at the Institutional Level
<b>Number of Students</b>	--	407	214	603	12,003
<b>Gender</b>					
Male	--	38.6%	37.8%	<b>38.2%</b>	43.6%
Female	--	61.4%	62.2%	61.8%	<b>56.4%</b>
<b>Race/Ethnicity</b>					
Asian	--	3.0%	3.3%	3.3%	3.3%
African American/Black	--	7.5%	8.5%	7.9%	<b>5.1%</b>
Filipino	--	11.7%	13.1%	12.3%	<b>8.2%</b>
Hispanic	--	50.1%	44.6%	48.7%	<b>42.6%</b>
Multiple Race/Other	--	8.5%	8.4%	7.6%	9.8%
Native American	--	--	0.5%	0.2%	0.3%
Pacific Islander	--	0.7%	1.4%	1.0%	0.5%
White	--	18.5%	20.2%	<b>19.0%</b>	30.2%
<b>Age</b>					
19 or less	--	41.4%	39.3%	41.0%	38.1%
20 to 24	--	31.5%	36.2%	33.3%	32.6%
25 to 29	--	11.8%	9.9%	10.4%	12.2%
30 to 34	--	5.7%	6.6%	6.2%	7.8%
35 to 39	--	3.2%	1.9%	2.9%	4.3%
40 to 54	--	5.2%	5.2%	5.0%	3.6%
55 and older	--	1.2%	0.9%	1.2%	1.4%
<b>First Generation</b>	--	53.6%	53.3%	53.4%	52.7%
<i>Source: Student Contact Data, NVC student records</i>					

*RPIE Analysis: This section describes the demographics among NVC students who accessed the Writing Success Center over the past two years, based on student identification number associated with Writing Success Center usage. The following demographic groups accounted for a majority or plurality of the student population that accessed the Writing Success Center during that period:*

- Females (61.8%)
- Hispanics (48.7%)
- Students 19 or less (41.0%)
- First Generation (53.4%) (The remaining 46.6% includes students that were not first generation as well as students without information reported.)

*The following demographic groups claimed a significantly lower proportion of the population share among Writing Success Center users than they did among the population of NVC credit students over the past two years:*

- Males (-5.4% difference)
- Whites (-11.2% difference)

*Statistically significant differences are denoted in **bold italics** in the table above.*

*The following groups claimed a significantly higher proportion of the population share among Writing Success Center users compared to the population of NVC credit students: Females, African Americans/Blacks, Filipinos, and Hispanics.*

**Program Reflection:**

This data seems to indicate that the WSC is serving relatively more diverse student groups that tend to be younger. This could be related to NVC’s increased efforts to connect diverse student groups to services through support programs like EOPS and counseling which direct students to our services as much as possible.

Additionally, the relatively large number of diverse student groups utilizing the WSC compared to their white counterparts could be an indicator of an equity gap in the educational experience of these two groups. White students may not utilize our services due to the feeling that they “don’t need” them because of privileged educational experiences while students of color are driven to our services to succeed over obstacles set up by the equity gap in their own educational history.

Additionally, there could be cultural differences at play in terms of how students of different cultural backgrounds experience and perceive the idea of writing support and seeking out guidance and support in their work. For example, there may be a stigma attached to seeking help when needed, which therefore leads to lower utilization from that group. Overall, it is encouraging that disproportionately impacted student groups are comfortable in the space we provide for them, and that they continue to utilize it at or above their relative percentage of the total campus community.

**C. Retention and Successful Course Completion Rates among English Writing-Based Courses**

	<b>Retention Rates (Across Three Years)</b>	<b>Successful Course Completion Rates (Across Three Years)</b>
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Level	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
ENGL-85	87.1%	--	--	72.3%	--	--
ENGL-95	88.7%	<b>X</b>		75.1%	<b>X</b>	
ENGL-120	84.0%		<b>X</b>	66.3%		<b>X</b>
ENGL-121	90.2%	<b>X</b>		82.6%	<b>X</b>	
ENGL-123	88.9%	X		79.6%	<b>X</b>	
ENGL-125	90.4%	<b>X</b>		81.8%	<b>X</b>	
<b>Writing-Based Courses</b>		<b>87.0%</b>			<b>73.0%</b>	
<b>Institutional Level</b>		90.5%			76.3%	

Source: SQL Enrollment Files

-- Indicates a value that is within 1% of the rate of the six writing-based courses.

**Bold italics** denote a statistically significant difference between the course-level rate and the rate among the six writing-based courses.

**Bold** denotes a statistically significant difference between the rate among writing-based courses and the institutional rate.

**Note:** Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

***RPIE Analysis:** Over the past three years, the retention rate for writing-based courses in English was significantly lower than the rate at the institutional level. The retention rate for ENGL-120 was significantly lower than the rate across the six writing-based courses listed in the table above. The retention rates for ENGL-95, ENGL-121, and ENGL-125 were significantly higher than the rate across the six writing-based courses.*

*Over the past three years, the successful course completion rate for writing-based courses in English was significantly lower than the rate at the institutional level. The successful course completion rate for ENGL-120 was significantly lower than the rate across the six writing-based courses. The successful course completion rates for ENGL-95, ENGL-121, ENGL-123, and ENGL-125 were significantly higher than the rate across the six writing-based courses.*

*Over the past three years, the difference between retention and successful course completion at the program level (14.0%) mirrored the difference at the institutional level (14.2%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).*

*The following writing-based courses claimed differences (between retention and successful course completion) that exceeded 10%:*

- ENGL-120 (17.7%)
- ENGL-85 (14.8%)
- ENGL-95 (13.6%)

**Program Reflection:**

This metric indicates that writing-based courses are rigorous and require focus and dedication from students.

Relative to the rest of the institution, retention and completion are somewhat lower in our writing-based courses, which indicates the need for support for these students from a WSC perspective more than anything. Courses like English 120, which shows a below average rate in both columns relative to the entire English Pathway, seems to indicate the increased need for students in that course to be directed to our support services in order to retain and succeed in their coursework. However, this measure could also be due to English 120 being the single most robust course offering in the English program in terms of section offerings and students enrolled, which could lower this metric overall.

**D. Most Common English Course Enrollments among Writing Success Center Students, By Semester**

Fall 2018	Spring 2019	Fall 2019	Spring 2020
ENGL-90 (123)	ENGL-120 (17)	ENGL-120 (20)	ENGL-120 (13)
ENGL-120 (59)	ENGL-90 (9)	ENGL-125 (12)	ENGL-125 (5)
ENGL-125 (17)	ENGL-125 (8)	ENGL-95 (11)	ENGL-95 (4)
ENGL-85 (13)	ENGL-85 (5)	ENGL-123 (4)	ENGL-123 (4)
ENGL-12 (10)	ENGL-121 (1)	ENGL-121 (3)	ENGL-121 (2)
ENGL-110 (5)	ENGL-123 (1)	ENGL-90 (2)	ENGL-110 (1)
<i>Source: Writing Success Center Student Data, NVC enrollment records</i>			

*RPIE Analysis: Over the past two years, the most common English courses among students that accessed the Writing Success Center varied. During this period, ENGL-120 and ENGL-125 were among the top three English courses accounting for the most Writing Success Center students each semester. ENGL-90 was among the top three English courses accounting for the most Writing Success Center students in fall 2018 and spring 2019, and ENGL-95 was among the top three in fall 2019 and spring 2020.*

**Program Reflection:**

This metric indicates the connection the WSC is making with the various levels of the English Pathway. The increased connection with ENGL 120 and 125 is most likely due to two factors: increased enrollment and instructor synergy. ENGL 120 is the most robust offering in terms of student enrollment, so the higher ratio of students coming from that course could be due to that fact. More importantly though, there is a greater diversity of instructors teaching both 120 and 125, which could therefore indicate that there is a higher likelihood that there are more instructors offering credit/extra credit for attending WSC sessions. Instructors seeing the WSC as valuable for their coursework is vital to the WSC's success as a program, and this metric seems to indicate that. The decrease in attendance by ENGL 90 students is most likely due to a drop in the linked-course connection that was provided by the linking of ENGL 90 sections with the WSC's non-credit course offering (ENGLNC 800/801). This has since been reinstated, as this connection between 90 and the WSC's non-credit program has become more vital since the passing of AB-705. ENGL 95 would be the other element of that connection with the non-credit program, which is shown in the data by the increase of 95 students frequenting the WSC as their numbers increased after implementing that course.

E. English Pathway Success among Students that Accessed the Writing Success Center and Students that Did Not Access the Writing Success Center

	Students that Accessed the WSC	Students that Did Not Accessed the WSC
ENGL-85 (2018-2019)	44	137
Proportion of Students that Passed ENGL-90	63.6%	<b>40.9%</b>
Proportion of Students that Passed ENGL-120	65.9%	<b>35.0%</b>
<p><i>Source: NVC Enrollment Records; Student Data provided by the MATH Success Center, 2017-2018 to 2019-2020</i></p> <p><b><i>Bold italics</i></b> denote a statistically significant difference between the rates claimed by the two sets of students. The significantly lower rate is highlighted.</p>		

*RPIE Analysis: The table above reports the proportion of students that completed ENGL-85 in 2018-2019 and subsequently passed ENGL-90 or/and ENGL-120. Students who completed ENGL-85 in 2018-2019 were divided into two groups based on their use of the Writing Success Center in 2018-2019 and 2019-2020: those that accessed the center and those that did not. The two sets of students were tracked through fall 2020 to determine whether they successfully passed ENGL-90 or/and transfer-level ENGL-120. Tests of statistical significance were conducted to compare the passing rates among students who accessed the Writing Success Center with the rates among students who did not access the Writing Success Center at any point in the two-year period.*

*Students that accessed the Writing Success Center passed ENGL-90 and transfer-level ENGL-120 at higher rates than students that did not access the Writing Success Center. The differences in the passing rates for both courses were statistically significant.*

**Program Reflection:**

This metric indicates that the WSC is significantly improving the success of students that utilize its services as they work through the ENGL course pathway. However, there are a couple possible caveats and exceptions that need to be addressed as well. For instance, the number of students *not* using the WSC is much higher than the number of students using it. This could partially account for the different in passing rates, if only because the sample sizes are different.

This is also an indicator of the WSC’s inability to maintain a connection with students through multiple levels of ENGL courses. Additionally, students who access the WSC could just generally be more studious and proactive students, and therefore succeed at higher rates.

The students who did not access the WSC are most likely a more diverse group of students in terms of focus and resourcefulness. Overall, this data indicates that accessing the WSC can lead to increased success through the ENGL Pathway, and that is encouraging.

**II. CURRICULUM**

*This section does not apply to the Writing Success Center.*

**III. LEARNING OUTCOMES ASSESSMENT**

**A. Status of Learning Outcomes Assessment**

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last	Over Last	Over Last	Over Last

	4 Years	6 Years	4 Years	6 Years

Learning Outcomes Assessment at the Program Level

Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
2	2	2	100%	100%

\*Include all areas of study, degrees, and certificates associated with the program in the table.

**Program Reflection:**

**PLO 1 – Students will demonstrate knowledge and awareness of academic writing, formatting, and grammar** This PLO is appropriate, especially after the recent revision it underwent in Fall 2020. The previous PLO (*Student will demonstrate increased self-awareness and gain confidence in their writing ability*) was identified as focusing too much on a degree of change demonstrated by the students, rather than reflecting a snapshot of their demonstration in workshops, which is the service that this PLO is designed to assess. This shift was necessary to address the transition of the WSC from more course-based structure to a “full-service” model that reflects the on-demand needs of students, rather than structuring their support over time. This was mainly done to address the implementation of AB 705 and Guided Pathways initiatives and the courses/program shifts that happened as a result. Additionally, the addition of “academic writing, formatting, and grammar” was appropriate to allow for more diversity of assessment of student support in the WSC workshops, and how those different elements of writing support are addressed in developing workshops for students. The assessment for this PLO is completed by assessing qualitatively particular workshops.

**PLO 2 – Students will engage in conversations to gain understanding of rhetorical situations, develop flexible writing processes, and build confidence in their writing ability** This PLO is appropriate to assess the viability and success of the primary task of the Writing Success Center: tutoring students in writing. It is assessed by qualitative data analysis from Post-Session Tutoring Reports generated by individual tutors concerning their sessions with students. In developing this approach, it is vital to train tutors to develop their post-tutoring reports and address the content and experience of their sessions in as much detail as possible. There could be development of the approach by expanding how it is assessed, and by increasing the frequency by which it is assessed as well, to at least annual analysis.

For long-term assessment of both PLOs it would be useful to have longitudinal data—assessing these same PLOs throughout students’ academic trajectory, to assess the possible long-term impact of consistent tutoring support throughout the students’ experiences in English courses and beyond.

**B. Summary of Learning Outcomes Assessment Findings and Actions**

Assessment of PLO #1 indicated that at least 70% of students actively participated in a workshop concerning paragraph development. Assessment indicated that the participation was active in that they answered questions and were particularly able to offer judgments related to unity and development.

Assessment of PLO #2 indicated that students were most concerned with paragraph structure and developing specific elements of essays. There was a heavy focus on the development of consistent paragraphs that are part of a larger rhetorical situation. In general, the diversity and flexibility of tutors to work with students with diverse concerns was impressive and surprising, and encourages how the WSC allows tutors to approach

tutoring students in their own unique way. Additionally, the fact that the WSC has so many different constituent groups involved in it is a testament to how diverse the space can be in terms of approaching student concerns and needs in tutorials. Actions indicated were increased staffing, particularly in terms of Faculty support in tutoring (Full-Time and Part-Time) to maintain the diversity of tutorial support, as well as improve logistical support for tutoring and day-to-day management. Additionally, physical space issues were addressed as vital to maintain a well-structured, collaborative, student-centered space for writing.

**Program Reflection:**

Since PLO #1 is supported primarily by the workshops administered by Faculty and ISS tutors, maintaining the staffing in those areas is vital. Their diverse approaches to the content of those workshops, along with their expertise in engaging students about the topics is invaluable to the success of the workshop environment for the students. In addition, there is some collaboration around the workshop process, but having that collaboration be more formalized and consistent would increase the standardization of the workshops and their rigor and engagement. Assessment indicated that there was a slight lack of resources accessible to tutors running those workshops, so it would be great to have space to share resources prior to running the workshops, and a centralized location to house all of that for future use. Additionally, workshops are most successful when there is a dedicated space to hold them. The WSC would benefit from that space being designed and designated for WSC Workshops, so that it could be developed and marketed for students. Overall, the assessment is sufficient for this measure of the success of Workshops, but could be made better with the above improvements and more consistent study of their effectiveness.

Since PLO #2 is supported primarily by the tutoring experience in the WSC, it is important that this experience is fostered and cared for by the staff of the WSC. More opportunities for collaboration and training, while also maintaining a diverse and robust staff would be the most important path for that to happen. Assessment is successful at measuring the nuanced, diverse, and individualized experience in the tutoring session, and implementation of changes is consistent through dissemination of changes and improvements to staff by the coordinator. However, more opportunities for training and professional development around tutoring strategies would definitely improve this.

#### IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

\*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

The WSC is best described, even in a period marred by inconsistencies and trauma, as in a state of “Stability”. Overall, the declines in usage and student contact (1.A) can’t be directly attributed to the WSC and its effectiveness as a program, but rather to inconsistent data due to outside circumstances and decentralized data-keeping processes.

The effectiveness of the program is well-documented in its increases in diversity of students (1.B) who use the WSC relative to institutional demographics, as well as its measured correlation with ENGL Course Pathway success and retention (1.E). There are areas of improvement of course: the fluctuating data related to course enrollment data for students who visited the WSC (1.D) shows that the WSC can be more consistent with connecting with specific courses and supporting students in all levels of the ENGL Course Pathway. Additionally, the below average success and retention rates for ENGL 120 (1.C) show a need for the WSC to support that course more robustly in its services.

Overall, based on the PR data above, along with more current data after the WSC’s transition to online-only services, the program maintains healthy consistency and stability in its services, and is looking toward the future for areas of growth and development to target.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Writing Success Center

Plan Years: 2021-2022 through 2023-2024

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
1. Maintain centralized data collection service that connects with Single Sign-on for improved data collection and disaggregation purposes	I. A	Maintain contract with WCONLINE, connected to Single Sign-on, to provide consistent, centralized platform for tutoring and data collection (2021-24)	Consistent data that is reliable and disaggregated.
2. Upgrade technology and facilities supporting tutorial spaces and services	I. A, B, E III. B	Upgrade computers for student use, tutorial support, and data tracking terminal. Upgrade wireless internet services for more	Increase in student use for individual writing and

		<p>consistent BYOD services for students. (2021-22)</p> <p>Improve 832 space, or move spaces, to accommodate private tutoring (cubicles) and open-structure collaborative environment. (2021-22)</p>	<p>tutoring.</p> <p>Increased productivity, innovation, and attendance for workshops.</p>
<p>3. Increase staffing to support diversity and expertise for student tutoring, outreach, course connection, and writing across the curriculum.</p>	<p>I. A, B, C, D III. B</p>	<p>Maintain Faculty presence (Full-Time and Part-Time) with equivalence in job duties and compensation. (2021-24)</p> <p>Increase Student Tutor population (2021-24)</p> <p>Increase Classified staffing (30-40 hr per week Admin Assistant, at least 4 Full-Time Instructional Support Specialists) (2021-2022)</p>	<p>Increased student satisfaction and connection to tutors</p> <p>Increased student retention in non-credit course offerings</p> <p>Increase in outreach opportunities, workshop diversity and offerings, and connection with programs across the institution</p>
<p>4. Increase opportunities for Professional Development, Collaboration, and Staff Orientation</p>	<p>I. C, D, E III. B</p>	<p>Provide and develop staff resources including Professional Development (conference attendance, etc.), learning communities (Workshop development, tutoring strategy sessions, etc.), and dedicated staff orientation (Flex, Monthly staff meetings, etc.) (2021-24)</p>	<p>Increased expertise in tutoring strategies and research</p> <p>Increased synergy of workshop structure, style and resources.</p>
<p>5. Increase services related to ESL and non-native speaker tutoring services and workshops</p>	<p>I.B</p>	<p>Provide resources, staffing, and collaborative opportunities surrounding development of services directed to ESL and non-native speakers</p>	<p>Increased connection with ESL program students</p>

			Increased student satisfaction of services from non-native English speaking students.
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Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

The WSC is currently contracted with WCONLINE (Strategic Initiative 1) through July 2021. After that, funding will need to be provided to continue contract and maintain data collection. Staffing (Strategic Initiative 3) remains consistent in terms of Full-Time Faculty (MOU passed for 2021-2022 AY), Part-Time Faculty, and Student employees. However, staffing needs to be increased to both meet expected levels of employment (One more Instructional Support Specialist to match staffing needs that have not been replaced after departures, 30-40 hours per week for Admin Asst.), and demand of student needs (Increased hours for FT and PT Faculty, more student employees). There is no current funding to support remaining initiatives. Strategic Initiative 2 will depend on one-time funding for technology and facilities improvements. Strategic Initiatives 4 & 5 will depend on space in schedule for collaboration and increased funding for resources to develop collaborative opportunities.

## V. PROGRAM HIGHLIGHTS

### A. Recent Improvements

- Initiated Full-Time Faculty hours in the WSC as part of Unit Load
- Contracted with centralized data collection and tutoring platform after move online (WCONLINE)
- Instituted primarily online tutoring services, including training.
- Transitioned services to align with AB 705 regulations, moving to full-service tutoring, workshops, non-credit course offering (ENGLNC 810)
- Redesigned WSC webpage with resources for students and Faculty
- Developed online resources for Faculty (Canvas)
- Hired Part-Time Administrative Assistant
- Hired Full-Time Instructional Support Specialist

### B. Effective Practices

- **Tutoring Excellence:** The WSC prides itself on diversity of approach, and high-level of expertise in tutoring students in all levels and disciplines of writing tasks. It is our knowledgeable staff that make the WSC a space of support, collaboration, and productivity.
- **Workshops:** The WSC is full of opportunities for students to participate collaboratively in workshops developed by our staff to support student engagement and productive learning environments about specific writing concerns.
- **Special Events:** In an effort to highlight the magic and art of writing and literature, the WSC is proud to offer multiple special events over the course of the year, including a Poetry Event in the Fall, a robust Creative Writing Workshop series, and partnerships with the English Department and the Library to support other writing events.
- **Writing Across the Curriculum:** The WSC is constantly working to develop its connection with a diversity of parts of the NVC community to support students in all aspects of the academic writing experience. The WSC has partnered with the Transfer Center to support students working on applications, as well as partnerships with multiple academic areas around campus to support instructors' writing needs.
- **Space:** First and foremost, the WSC is a space for writing. The WSC is constantly working to develop the space to support student writing by offering technology access, printing needs, and is working to develop the WSC space to be more open-structure and collaborative.
- **Assessment:** Ongoing assessment of all services to inform strategic and operations planning. Assessment including usage metrics, ongoing assessment of PLOs associated with Writing support and higher education English standards.

**Feedback and Follow-up Form**

**Completed by Supervising Administrator:**

Senior Dean, Maria L. Villagomez

**Date:**

5.3.21

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- **Qualified Faculty and Staff:** The Writing Success Center counts with qualified faculty and classified professionals who are committed to student success and great customer service.
- **Innovation and Potential:** The WSC program staff is engaging in innovative ways by which to meet student need, particularly as it related to equity gaps. The transition to online synchronous tutoring has been seamless, effective and accessible to students who might otherwise not be able to benefit from the WSC services.
- **Student-Focused:** Through deep reflection and analysis, the WSC program remains focused on supporting students who can benefit from new ways of tutoring and new levels of support and assistance. Increasing access to reach equity through online tutoring has been tremendously successful. Bravo to the WSC!

I commend the WSC coordinator and staff for their outstanding diligence and their dedication to our students.

Areas of concern, if any:

None identified.

Recommendations for improvement:

- Seek the assistance of Library Services as appropriate to directly help with student success.
- Expand bilingual resources/services
- Continue the collaboration across the disciplines.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	Continue to maintain quality faculty who can teach specialized topics.
Personnel: Classified	Expand administrative assistance service to the center.
Personnel: Admin/Confidential	None identified
Instructional Equipment	None identified
Instructional Technology	Upgrade computers for student use, tutorial support, and data tracking terminal.

Facilities	Potentially reconfigure the WSC for better space utilization and address student-tutor privacy/space needs.
Operating Budget	Funds to maintain existing software to equitably tutor for the online student.
Professional Development/ Training	Funds for professional development.
Library & Learning Materials	Ongoing and as needed per collaboration with Library Services.