



Non-Instructional Program Review 2015-2016

Writing Center:

Date: 05/13/2016

- Program Review Non-instructional Cycle F 2015 Writing Center

Sorted by: Program

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Writing Center

PR Section 1.0

Program Review Non-instructional Cycle F 2015 Writing Center

1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Mission:

The Writing Center's mission supports Fullerton College's mission, vision, core values, and goals by providing one-on-one consulting with professionally trained tutors to assist the Fullerton College community in all stages of the writing process from all disciplines. In an informal, collaborative, non-judgmental environment, the Writing Center fosters personal growth and successful life-long learning through writing independence.

Core Values:

- Building long-term skills
- Student-centered learning
- Promoting student ownership of their development as writers
- Collaboration

College Goals:

Goal 1: Fullerton College will promote student success.

The Writing Center will support Goal 1 by:

- providing an academic, professional and friendly setting for students to work on all types of writing assignments,
- promoting students' independence and success as writers both in and out of class,
- providing opportunities for student tutors to receive tutor training, and
- providing opportunities for student tutors to receive experience in tutoring.

Goal 2: Fullerton College will reduce the achievement gap.

The Writing Center will support Goal 2 by:

- informing students about helpful resources available on campus and other areas in the Academic Support Center, including the Tutoring and Skills Centers, and
- improving student success in coursework and increasing students' transferability.

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- improving student success in coursework and increasing students’ transferability.

PR Section 4.1 - 4.2

Program Review Non-instructional Cycle F 2015 Writing Center

4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	A greater	Fall 2013,	Fall 2013,	Fall 2013,	4

	percentage of students will use the Writing Center's services.	Spring 2014, Fall 2014, Spring 2015	Spring 2014, Fall 2015, Spring 2015, Fall 2015	Spring 2014, Fall 2014, Spring 2015, Fall 2015	
2.	Student success in writing courses will increase.	Fall 2013, Spring 2015, Fall 2014, Spring 2015	Spring 2014, Fall 2015, Spring 2015, Fall 2015	Fall 2014, Spring 2015, Fall 2015	3
3.	Students will be able to identify available programs and assistance that address the areas in need of improvement.	Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015	Fall 2013, Spring 2014, Fall 2014, Spring 2015, Fall 2015	Spring 2014, Fall 2014, Spring 2015, Fall 2015	4
4.	Students will be able to report progress in selected areas of individualized units of study.	Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015	Fall 2013, Spring 2014, Fall 2014, Spring 2015, Fall 2015	Spring 2014, Fall 2014, Spring 2015, Fall 2015	4

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
As a result of the Writing Center's increased promotion efforts and stronger ties across campus, a greater percentage of students will use the Writing Center's services.	Compared Writing Center users (academic year) / total Fullerton College student body (academic year)	During 2014-15, approximately 17% of all Fullerton College students attended the Writing Center	Evaluation and possible modification of Writing Center programs and promotion efforts

As a result of regularly using individualized tutoring sessions in the Writing Center, student success in writing courses will increase.	Measured by student reports, instructor reports, before/after essays, and data from Office of Institutional Research	Students who use the Writing Center have greater rates of success than those who do not	Validation of the current practices of the Writing Center
Student Learning Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
Upon successful completion of N01F Supervised Tutoring, students will be able to identify available programs and assistance that address the areas in need of improvement.	Measured by student surveys, tutor reports, and instructor reports	Students have more knowledge about various services that can help them improve	Evaluation and possible modification of Writing Center practices
Upon successful completion of N01F Supervised Tutoring, students will be able to report progress in selected areas of individualized units of study.	Measured by tutor observations, coordinator observations, usage reports, and student reports	Students consistently make progress in selected areas of individualized units of study	Evaluation and possible modification of Writing Center practices

PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015 Writing Center

4.3 - 4.6

4.3 How has assessment of program SAOs led to improvements in services provided to students by this program? Program SAO 1: A greater percentage of students will use the Writing Center's services.

Assessment of this SAO has led to improvements in existing services and the development of new services for students. Assessment has consistently revealed a marked increase in the number of students using Writing Center services. In order to serve an increasing number of students while maintaining the quality of service, the Writing Center has added additional tutors during high-demand periods. Also, one of the impetuses driving the trial of an online scheduling program was to Program SAO 2: Student success in writing courses will increase.

Assessment of this SAO has led to increased efforts to promote the Writing Center on campus. Because the data consistently confirms that students who use the Writing Center have higher success rates in writing courses than students who do not, the focus has been on increasing student awareness of the Writing Center and its services. Outreach to students has been increased through greater communication with instructors across campus. This has included individual meetings with department coordinators, group meetings with various faculty to explain Writing Center services, e-mail communication, and visits to adjunct meetings to enhance faculty understanding of the Writing Center’s services and to encourage faculty to promote the Writing Center in their classes. Outreach to students has also increased through tutor visits to classes.

4.4 How has assessment of SLOs led to improvements in student learning and achievement?

Assessment of the Writing Center SLOs is conducted on an ongoing basis, thus creating a continual feedback cycle which informs programmatic changes. For example, usage reports and student surveys for Writing Center workshops are analyzed by the coordinator each semester. Common trends in feedback are identified, thus leading to changes in workshop topics, times, design, and length in order to maximize both student attendance and student learning. Feedback thus far after the current semester’s workshops has consistently indicated a demand for longer workshops so that students can practice the skills they are learning. As a result, next semester, Writing Center faculty will be advised to include additional time and application activities when designing their workshops.

4.5 What challenges remain to make your program SAOs/SLOs more effective?

Delays in obtaining data delay may delay the overall assessment cycle, thus delaying the implementation of changes that can improve student service.

4.6 Describe how the program’s SAOs/SLOs are linked to the college’s goals.

Fullerton College Goal	Writing Center Mission	Writing Center SAO	Writing Center SLO
Increase student success	Provide one-on-one consulting with professionally trained tutors to assist students in all stages of the writing process to foster successful writing independence.	Student success in writing courses will increase.	Students will be able to report progress in selected areas of individualized units of study.
Reduce the achievement gap	Provide one-on-one consulting with professionally trained tutors to assist students in all stages of the writing process to foster successful writing independence.	Student success in writing courses will increase.	Students will be able to report progress in selected areas of individualized units of study.
Strengthen connections with the community	—	—	—

4.7 Describe how the program’s SAOs/SLOs support the achievement of the institution level SLOs.

Fullerton College Institution Level SLO	Writing Center SAO/SLO
Communication: Students will be able to apply the principles of language and rational thought to communicate effectively	Students will be able to report progress in selected areas of individualized units of study.
Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions	Students will be able to identify available programs and assistance that address the areas in need of improvement
Global Awareness: Students will be able to demonstrate an understanding of the world	—
Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills	Students will be able to report progress in selected areas of individualized units of study.

4.8 A. What methods are used to assess the program’s success in serving the student population that interacts with your program?

The Writing Center employs multiple methods to evaluate the success of its program. All students who use the Writing Center scan in and out for their tutoring appointments, workshop attendance, and computer use. Like other units of the Academic Support Center, TimeKeeper and SARS software track student hours, student sessions, distinct users of the Writing Center, and the courses in which students seek help.

Additionally, the Writing Center asks students to complete an exit survey that elicits information about student satisfaction on the assistance they receive at the Writing Center and suggestions on improving the services that are provided at the Writing Center. Students are asked to complete these surveys every time they have a tutoring session or attend a Writing Center workshop.

Also, in order to assess the accessibility of appointments and to make appropriate scheduling changes and funding requests, the front desk staff tracks the number of students who either leave or must select less-ideal appointment times because they have requested appointments times that were already full booked.

Furthermore, the Coordinator regularly communicates directly with faculty to solicit feedback regarding the Writing Center’s services. The Coordinator contacts faculty directly to solicit feedback regarding their students’ experiences in the Writing Center. A common theme in faculty feedback was that their students reported feeling disappointed that the Writing Center tutors would not proofread and “fix” their papers for them. The realization that both faculty and students mistakenly view the Writing Center as an editing service—instead of a center that builds long-term skills in the students who visit—led to greater outreach to faculty so that hourly tutors could visit their classes and explain the Writing Center’s philosophy and services.

In addition, the Coordinator regularly contacts all faculty who supervise in the Writing Center to solicit information regarding the training of new tutors, the performance of hourly tutors,

and any issues that have arisen during faculty shifts. One way in which this feedback has translated into a procedural change is an additional evaluation of hourly tutors.

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

The need for the services that the Writing Center offers is supported by the data that show an increase in the number of distinct users, hours, and visits at the Writing Center. Students continue to seek assistance in writing voluntarily, while some instructors from English, ESL, and other disciplines require Writing Center visits. Demand is demonstrated in the number of students who seek assistance from the Writing Center and in the frequent necessity to use a “take a number” system to serve tutees. In fact, during peak periods, as many as 22 students have requested the same exact time slot and had to either join the wait list or not have an appointment.

The information provided from evaluations, surveys, and faculty feedback indicates that students value the services provided and feel that it improves their success in classes. Comments such as “extremely helpful,” “very helpful,” and “my tutor was really good” frequently appear on the surveys, showing that student experiences in the Writing Center are overwhelmingly positive. These surveys also indicated a consistent demand for longer appointments, which led to the Writing Center requesting funding to pilot a one-hour appointment service this semester. Ongoing student feedback on this service has been overwhelmingly positive, so the Writing Center plans to continue this service for as long as funding is available.

The data also indicate that the Writing Center is highly effective in helping to increase student completion, success, and persistence.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

Budget/Program Efficiency Calculations

Because the clerical staff closely tracks the schedule each day, maintaining a record of tutoring times that are most requested and times when there are no tutors available to meet student requests, the Coordinator—in collaboration with the Academic Skills Center director—is able to adjust the tutoring schedule accordingly and add additional hours to the budget when necessary.

Evaluations

Faculty evaluations of tutors generally reveal well trained and effective tutors and tutors-in-training who adhere to accepted tutoring protocol to assist students in all stages of the writing process from across all disciplines. Feedback regarding tutors who need more support has led to additional evaluations and one-on-one meetings with the Coordinator to emphasize best tutoring practices. The most recent CRLA recertification validates the high quality of the Writing Center methods and programs.

Surveys

Student surveys of tutoring sessions and workshops indicate satisfaction with Writing Center services; however, students mention that they would like tutoring hours to increase in the Writing Center. This has led to the availability of one-hour appointments for students most in need of extended tutoring sessions.

PR Section 6.0 SAP w/o Resource Requests

Program Review Non-instructional Cycle F 2015 Writing Center

Action Plans

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called short-term goal)	Serve students in a more timely manner at all points of service (i.e. check in, appointment scheduling, phone support, etc.).
List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #1: Address the needs of under-prepared students.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Hire a full-time ten-month front desk clerical assistant. The Dean of LLRISPS and the Director of the Academic Support Center will be the persons responsible for hiring approval. Also, increase the Writing Center budget to allow for twelve-month employment of the Clerical Assistant II. Timeframe: 2016-2017.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Greater service efficiency in checking-in students, making appointments, answering phone calls, and compiling statistical reports
What specific aspects of this SAP can be accomplished without additional financial resources?	None

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name: (formerly called short-term goal)	Identify and pilot the use of a scheduling system that will expedite the check-in and appointment-making process for students and increase accessibility of the Writing Center.
List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #1: Address the needs of under-prepared students.
Briefly describe the	Continue to conduct research regarding scheduling programs that

<p>SAP, including title of person(s) responsible and timeframe, in 150 words or less.</p>	<p>other Writing Centers use. Request funding to purchase trials of these scheduling programs. Allocate staff to provide technical support when the Writing Center uses these programs (see Short-Term Goal #1). Responsible Persons: Director of Academic Support Programs and Services and Writing Center Coordinator. Timeframe: 2016-2017.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>The adoption of an effective and user-friendly scheduling system will result in greater service efficiency in checking-in students, making appointments, answering phone calls, and compiling statistical reports. Furthermore, students will have greater access to the Writing Center because they will be able to make, change, and cancel their own appointments even during times when the Writing Center is not open.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>Conducting research regarding scheduling programs will not incur additional financial costs.</p>