



GAVILAN COLLEGE INSTITUTIONAL SUPPORT PROGRAM SELF STUDY

PURPOSE OF PROGRAM REVIEW

The Institutional Effectiveness Committee (IEC) will review all Gavilan's programs and services according to the mandates of the Chancellor's Office and in accordance with the Accrediting Commission for Community and Junior Colleges (ACCJC) "Rubric for Evaluating Institutional Effectiveness in Program Review". The IEC will use a self-study report provided by each program or service followed by a review process to accomplish its purpose. The final goal of this process is the improvement of all programs and services at Gavilan College, and to achieve sustainable continuous quality improvement as per accreditation standards. The primary objective of the process is to assure the quality of the educational programs at Gavilan College so that they reflect student needs and encourage student success. Review of programs will be undertaken for the following specific purposes:

- A. To evaluate how well a program functions in relation to its outcomes, the mission of the college, the college's institutional goals and priorities, accreditation standards, and the needs of the community.
- B. To strengthen planning, decision making, and scheduling.
- C. To influence program development and improvement.
- D. To assess the collaboration between instructional programs.
- E. To improve the use of college/district resources.
- F. To establish the basis for changes to the strategic plan.
- G. To establish the basis for resource allocation requests for incorporation into department unit plans and annual department budget requests.
- H. To improve student learning and encourage instructional innovation.
- I. To address equity concerns as determined by state/local definitions.



GAVILAN COLLEGE
INSTITUTIONAL SUPPORT PROGRAM SELF STUDY
NAME OF PROGRAM BEING REVIEWED: WRITING CENTER
ACADEMIC YEAR: 2017

I. Organizational Details

Provide an organizational breakdown of your program. Do not include individual's names, only position titles and FTE.

	Title	FTE
Administrator	Dean Liberal Arts & Sciences	I
Faculty - FT	Writing Center Coordinator (60 percent)	I
Faculty - PT		
Professional Support Staff	Two Program Specialists at half-time	I

II. Program Progress (What have you done since your last review)

A. Purpose of program (include program mission & goals if available).

The Writing Center is overseen, guided, and largely funded by the English Department. For these reasons, our plans are integrated into the department's, and our goals and objectives serve its overall vision for English students and writers and readers across the campus community.

Mission Statements

All of our services promote the Writing Center's overall mission to serve the campus community by fostering, celebrating and encouraging writers and the varied and multiple purposes and audiences that writing serves. We assist writers in identifying and developing tools and strategies to meet goals for their writing both in and out of the classroom. Likewise, the center collaborates with instructors in identifying and developing best writing teaching practices across the curriculum. It offers space for exploration and reflection on a wide range of written material, promotes an appreciation for literature and literacy, and cultivates diverse writers' voices and the communities that nurture them.

The Gavilan Reading and Writing Fellows Program places special focus on promoting strong academic identities and provides leadership roles for students from diverse backgrounds using peer-to-peer engagement in and out of the classroom. It fills identifiable gaps in relationships between teachers and students, links participants to important campus resources, and provides strategies and approaches for a variety of reading and writing tasks. In so doing, it fosters academic possibilities as participants experience more fully their intellectual, creative, and expressive strengths.



The Writing Center specializes in helping students with writing- and reading-related assignments across the curriculum.

During a session at the Writing Center, tutors provide the following services for students: They work with each student to first understand the assignment; for students who come in with a writing sample completed, tutors scan for strengths and errors; for students who are at the early stages of the assignment, tutors help brainstorm and generate and map ideas; tutors offer students alternative ways to approach the writing process with the goal of transferability as it fits with each student's larger academic and writing goals. Tutors can effectively guide students due to their heightened awareness of learning behavior and learning habits.

Our primarily student staff receives extensive and on-going training in order to provide their peers with writing feedback, dealing with all aspects of writing, reading, and learning tasks, including:

- Understanding an assignment
- Choosing and focusing on a topic
- Organizing and shaping ideas
- Developing a thesis and providing support
- Recognizing grammatical and citation errors
- Fostering and identifying an authentic voice through diction and other stylistic choices
- Formatting and correcting typing errors

The composition process is among the most complex, frustrating, and beautiful tasks in which human beings engage. Increasingly, the field is placing greater focus on the impact of affective domains in meeting writing's challenge and opportunity. Further, we have a better understanding of how racial and income inequality impact fundamental academic writing tasks. For students targeted in our Equity Plan, trauma associated with writing can be especially intense.

For these reasons, each Writing Center employee must be attune to complex areas directly linked to academic and writing success:

- Equity and cultural issues that shape scholars attitudes and sense of themselves as writers.
- Other affective domain issues, such as the impact of trauma and poverty on learning.
- Compositional theory critical to idea development and grammatical correctness and the varied learning styles and discipline specific tasks each writer engages.
- Reading theory and strategies and approaches that serve readers and their varied learning styles and discipline specific tasks they engage.
- Best tutoring practices, including utilizing a non-direct approach that emphasizes each writer and learner's choice, responsibility, understanding, and empowerment.

Sensitivity to these issues helps our Writing Center team be better positioned to support and advocate for these students. For these reasons, each Writing Center employee must be attune to complex areas directly linked to academic and writing success and, therefore, receive training on the following:



- Equity and cultural issues that shape scholars attitudes and sense of themselves as writers
- Other affective domain issues, such as the impact of trauma and poverty on learning

B. Describe the services your program provides (provide any data indicating performance in the service areas).

Specifically, we focus on three overlapping services

- 1) Extensively trained peer tutors facilitate one-on-one consultation sessions with writers across the curriculum and conduct Supplemental Instruction Sessions (study groups) for students enrolled in a Gavilan Reading and Writing Fellows supported classroom at our drop-in center, located in LI 168.
- 2) The Gavilan Reading and Writing Fellows Program embeds our student tutors into select classrooms at the English 1A, 200, and 400 levels, providing in-class and out-of-class assistance to teachers and students alike. The Fellows Program fosters beneficial peer-to-peer student relationships through its out-of-class Supplemental Instruction Sessions and opens up students to coming back for our one-on-one drop-in consultations.
- 3) The Center plays a crucial role in developing the leadership, academic, and expressive identities of our student staff, about 60 percent of which is from the targeted equity groups. Our extensive training program begins with English 12A: Tutoring Writers: Theory, Training, and Practice—two-units of which are delivered prior to the tutors beginning to work at the center. Our first-semester tutors are also required to enroll in English 12B for one unit, and on-going training is provided to all staff on an ongoing basis via our weekly meetings, regional conferences, and other professional development opportunities as they occur. The center plays a crucial role in developing the leadership, academic, and expressive identities of our student staff.

Additionally, our center provides the following services:

- On-line feedback to writers provided through our specially trained Program Specialist
- Visiting Writers and Writing Events programs that are open to the public and campus community and Center-supported publishing opportunities for student writers.
- Opportunities for faculty collaboration through our Visiting Writers, Writing Events, and Gavilan Reading and Writing Fellows Programs
- Opportunities for faculty collaboration through our Writing Center English Acceleration Team sub-committee, which is comprised of the Writing Center Coordinator and members of the English Department. The subcommittee was formed to help support, offer guidance,



and give input to all aspects of the Writing Center to help unify ties between the Center and Department.

C. How have the services provided changed over time? What factors have influenced a change in services? (Provide data if available.)

A few years ago, the Writing Center was absorbed into the newly formed Learning Commons and its functions were primarily coordinated by a part-time faculty member, who also participated in the design and delivery of several additional program elements, such as moving to a larger space; purchasing and maintaining new technology; soliciting and facilitating large class visits; collaborating with Library Faculty regarding training and supporting students' research tasks; providing student-led workshops; hosting social activities for peer-tutors across the campus and region; and creating a Passport Program so Gavilan students could easily document, which academic services they utilized for instructor's records.

In Spring 2016, the English Department decided to staff the Writing Center-specific functions with a full-time English faculty member, who took on that role in Fall 2016. Since then, the Writing Center and Learning Commons coordinators have created more distinct program areas.

The Writing Center is guided by the English Department and has a strong emphasis on the LOs. In addition, there are increased efforts being made to provide students with quality academic support as we move toward acceleration. English 12: Tutoring Writers: Theory, Training, and Practice offers peer tutors extensive training specific to the writing, reading, and learning processes to help the department meet its SLOs and PLOs.

In Spring 2016, the Supplemental Instruction Program was threatened with a loss of funding, but faculty, students, Writing Center staff, and alumni, rallied to save this vital service. In meeting the funding challenge, the Gavilan Reading and Writing Fellows Program was created, a program that takes the best elements of our previous Supplemental Instruction Program and adds new methods that have also proven successful. In the new model, faculty and Fellows work together to create a five hour schedule per class that provides the most effective support for enrolled students. Depending on class needs, Fellows provide embedded tutoring, in-class and or out-of-class supplemental study sessions, both of which may include a combination of the following: assignment-specific group study sessions, one-on-one tutoring, and online correspondence/tutoring.

D. Describe how your program coordinates with other programs on campus. Provide specific examples of how this collaboration has benefited students.

The Writing Center works in close collaboration with the Learning Commons and it reaches out to other areas of academic services. Its coordinator regularly attends Academic Services group meetings and has facilitated and hosted social events, bringing peer-tutors from across the campus



together. Likewise, the Writing Center Coordinator worked closely with her math counterpart on delineating the role of the embedded tutor in the classroom.

Between Fall 2016 and Spring 2017, the center offered a number of events, activities, and publications open to the campus community including the following: “Sustaining a Writer’s Life,” a visit from author Ray Daniels; “The Writer’s Path,” a panel discussion with authors across the curriculum, including nuclear physicist Kolo Wamba; “Peace Circle,” weekly mindfulness meditation; and the Spring 2017 Tutor Jam in which all the tutors across campus come to network and learn from one another.

Writing Center-supported publications created in collaboration with Gavilan’s non-credit program include the following: *Forget Me Not: San Benito County Jail Writings* and *I’m Somebody’s Sunshine* Writing and can be accessed at <http://kimberlyjeansmith.squarespace.com/teaching/>.

Such collaborations have helped to maintain higher quality training and better advocacy for and understanding of peer-tutors’ role on campus as well as highlighting the importance of writing as a simultaneously creative, expressive, and scholarly endeavor through which students can gain agency, expand possibilities, and achieve success.

E. Review Strategies and Goals on the Strategic Plan site.

(https://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2015_2020.pdf)

Which specific strategies and goals from the list has your program supported in the last three years? Using examples from your past Program Plans or other sources, describe what measures your program has undertaken to support the identified strategies and goals.

Strategy #2: Goal #2: Use student learning outcomes assessment results to inform program plans and make program improvements.

Currently, classroom SLOs are a key component of the Fellows Program three-part assessment process, which includes the following components:

- 1) The transfer velocity of students participating in a Fellows Program supported classroom can be tracked using their G00#s.
- 2) Likewise the Writing Center collects G00#s for every student that attends an out-of-class supplemental instruction session and thus can compare velocity and success of attendees vs. non-attendees.
- 3) Most importantly, faculty members participating in the Fellows Program collect class-specific data measuring a Fellow’s impact on students’ SLO achievement. This third component is the national recommendation for programs such as ours.

During the Spring 2017 semester, our Embedded Tutoring Program (the previous incarnation of the Fellows Program) provided 376 Gavilan College students with 150 hours



of in-class support. Optional out-of-class study sessions were also provided to students. This represents significant points of contact associated with the RP group's identified best practices.

According to Gavilan's Institutional Researcher, seven percent of our students enrolled at the 200P level, and six percent in English 1A, are more likely to succeed with embedded tutors in their classroom than those without them.

In a survey, the vast majority of English students enrolled in these courses in Spring 2017 said the peer tutor assigned to their class was helpful. Fifty-seven percent said their peer tutor helped "a lot," and 21 percent noted the peer tutor "made all the difference." Sixty-nine percent of this group noted the tutor was "very helpful" specifically to helping them pass the class, and 57 percent noted the tutor motivated them to stay enrolled among other positive outcomes correlated with student success, which are named in the survey.

We are continually building and improving our embedded tutors program—now called the Gavilan Reading and Writing Fellows Program. We have shaped our new Fellows Program around SLOs specific to each course. We are in the process of creating and implementing SLO-specific assessment to further develop, measure, and improve our program.

Strategy #2: Goal #3: Develop professional development activities for faculty to improve quality of teaching and curriculum for basic skills, career technical, and transfer courses.

The center instituted a paid faculty training component for all instructors participating in the Gavilan Reading and Writing Fellows Program. In Summer 2017, the center trained 17 English faculty in best practices for working with peer tutors and created opportunities for important conversations about program assessment and collaboration. The panel discussion "Embedded Tutoring and Supplemental Instruction from the Inside" portion of the training was documented and is now available on-line for faculty upon request. Faculty training is essential to the success of our Fellows program because it helps them consider ways to effectively integrate the tutor into their classes, actively use the tutor, and to legitimize the role of the tutor.

Strategy #2: Goal #5 Provide a means to develop meaningful connections with educational and community partners.

As outlined earlier in this report, our Visiting Writers program, panel discussions, open-mics and other public events emphasize community building with partners on and off our campus. Writing Center supported publications are widely distributed across the state and nation. Together, these things place the Writing Center as central hub of writing culture not only on our campus but in the wider community.



F. How has the service or program supported student success and retention over the past three years? What initiatives have been specifically developed to support success and retention? What were the specific, measured outcomes of these initiatives?

The drop-in Writing Center served 370 students in Fall 2016, who visited the center 1,394 times and 434 students in Spring 2017, who visited the center 1,690 times. This is a significant increase in previous years as outlined below.

In earlier semesters those numbers looked like this:

Fall 2012	267 students visited the center 796 times
Spring 2013	267 students visited the center 987 times
Fall 2013	305 students visited the center 830 times
Spring 2014	333 students visited the center 801 times
Fall 2014	341 students visited the center 840 times
Spring 2015	236 students visited the center 600 times as of 4/7/15

In an effort to collect more meaningful data and fill gaps in the available institutional data collection tools, the center and Learning Commons collaborated in creating the “The Learning Commons & Writing Center In-Take Form,” which makes understanding how students are accessing and using our services more easy to track and service assessment more meaningful.

Gavilan’s Fellows Program was created with the Research and Planning Group for California Community Colleges (RP Group) recommended success factors framework in mind. The RP group’s foundational report “Student Support (Re)defined” found cognitive factors are the most powerful elements of successful programs and ultimately of student success, saying such elements need to be fully integrated on a daily basis and must include elements of nurturing, engagement, connectedness, directedness, and validation. Our tutor training program emphasizes the importance of these elements and guides our student employees in learning how to apply these in their daily Writing Center practices. For example, a portion of our training focuses on how to build a welcoming environment through language, posture, and deed. The importance of focusing on a writer’s strengths are also promoted and practiced.

As mentioned above, during the Spring 2017 semester, our Embedded Tutoring Program (the previous incarnation of the Fellows Program) provided 376 Gavilan College students with 150 hours of in-class support. Optional out-of-class study sessions were also provided to students. This represents significant points of contact associated with the RP group’s identified best practices.

According to Gavilan’s Institutional Researcher, seven percent of our students enrolled at the 200P level, and six percent in English 1A, are more likely to succeed with embedded tutors in their classroom than those without them.



In a survey, the vast majority of English students enrolled in these courses in Spring 2017 said the peer tutor assigned to their class was helpful. Fifty-seven percent said their peer tutor helped “a lot,” and 21 percent noted the peer tutor “made all the difference.” Sixty-nine percent of this group noted the tutor was “very helpful” specifically to helping them pass the class, and 57 percent noted the tutor motivated them to stay enrolled among other positive outcomes correlated with student success, which are named in the survey.

We are continually building and improving our embedded tutors program—now called the Gavilan Reading and Writing Fellows Program. We have shaped our new Fellows Program around SLOs specific to each course. We are in the process of creating and implementing SLO-specific assessment to further develop, measure, and improve our program.

G. If appropriate, are all aspects of your program's services available to students who may be online only? If they are not available, what is your plan to offer these services? If you are offering these services, what evidence do you have that they are of comparable quality to in-person services?

On-line Services

Our fledgling online services reached fewer than a dozen students between Fall 2016 and 2017. In order to develop a high-quality on-line feedback process so that students who can't access our drop-in services are still able to experience the benefits of a writing consultation session, we will need funding to establish a quality program.

H. Review the Gavilan College Equity Report Executive Summary (http://www.gavilan.edu/staff/equity/docs/2015-16_StudentEquityPlan.pdf).

a. What efforts has your program undertaken to mitigate identified inequities, and what was the outcome?

The center plays a crucial role in developing the leadership, academic, and expressive identities of our student staff. About 60 percent of our 28 member team are from groups the Equity Plan targets, including being Latino, low-income, former foster youth, and/or male. These student tutors transfer to elite institutions, and many credit their academic and professional achievements to involvement with our center.

During our on-going training process, we acknowledge that the composition process is a complex, frustrating, and rewarding task. Increasingly, the field is placing greater focus on the impact of affective domains in meeting writing's challenge and opportunity, and there is a better understanding of how racial and income inequality impact these types of fundamental academic tasks. For students targeted in our Equity Plan, trauma associated with writing can be especially challenging.



The work of the peer-tutor is critical in helping our students navigate this fraught and ultimately empowering journey and must include in-depth and varied training around the following concepts: Stereotype Threat, Code-switching, Trauma, and Mindfulness. These approaches are also key to helping the college meet its equity goals because awareness of these help students navigate the inequities that exist on our campus and in the world

There is a need to highlight and better understand the Writing Center's impact on the leadership, academic, and professional identities of our student staff, the majority who come from groups targeted in the Equity Plan.

Our website now includes important and constantly updated information about DACA and immigrant rights and some of it is translated into Spanish, creating a space that is welcoming, inclusive, and safe. Our Writing Center-supported publications feature writing from the targeted groups and highlight and celebrate their voices.

The center's coordinator has received extensive and ongoing training in the following areas: immigrant rights, supporting undocumented students, working with traumatized people, and identifying and promotion of best practices regarding social justice pedagogy especially pertaining to working with Latino students. This is then brought to student staff via the center's on-going training program.

b. What gaps remain in your program's efforts to serve the identified populations?
Use GavDATA to identify these gaps (<http://www.gavilan.edu/about/research/index.php>)

Major gaps that exist for us in meeting equity goals are that we don't currently have funding nor the infra-structure to serve off-site campuses in an on-going and consistent way. Likewise, developing an on-line component of our programing has been difficult because of infra-structure and funding issues. On-line responses require more skill and much more training than is available to us in our student employee population.

I. How has the staffing changed during the past three years?

The last few years have included a great deal of change for the Writing Center. The Writing Center was absorbed into the Learning Commons Program and with it relocated from LI120 to the much larger LI168 about three years ago.

In Fall 2016, distinctions between the two projects were formalized. A full-time English faculty member was brought in to coordinate the Writing Center as envisioned by the English Department.



Additional staffing changes include the recruitment and training of new tutors to replace veteran tutors who transferred and moved on as well as the hiring of new Program Specialists to replace those who also moved on.

- J. Provide budgetary allocations over the past 3 years (4-5-6's and 1-2-3's if applicable)
See sample below.

	14/15	15/16	16/17
Instructional	1798	1105	2220
Office Supplies	258	281	0
Meeting Expenses	10	125	N/A
Guest Speaker	600	300	300

K. If your program has an instructional component, please answer the following questions: N/A

- i. Basic description of program

1. Enrollment and FTES
2. Enrollment by top code and course over time (4 years)
3. FTES by top code over time (4 years)
4. Current enrollment by term last available census

Student Outcomes

5. Success rate by demographic, indicated by the equity plan.
6. Success rate by top code and course and year (4 years).



7. Retention rate by top code and course and year (4 years).
8. Review Strategies and Goals on the Strategic Plan site.
(https://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2015_2020.pdf)
Which specific strategies and goals from the list has your program supported in the last three years? Using examples from your past Program Plans or other sources, describe what measures and/or pedagogical modification your program has adopted to support the identified strategies and goals.

- L. Provide an overview of how budget allocations have changed over the past three years.

Drop-in Services have typically been paid for through the General Fund and continue to be so.

Gavilan Reading and Writing Fellows Program is currently funded through the Basic Skills Grant at \$23,300 program because such peer-tutoring initiatives are a key component of its mission and the state's vision for academic success. Prior to this, a similar program was funded by the Equity Grant.

- M. Provide a comparison of other colleges' services and staffing (see matrix below for examples).

College	FTES	Program Services	Staffing	Comments
Please go to http://datamart.cccco.edu/DataMart.aspx for college annual FTES.				

Cabrillo College:

Annual FTES = 9,767 (average last three years)

Staffing:

1 Director

5 75% instructional assistants

12 Peer Tutors

Program Services:

ESL sessions



Credit reading labs

Athletic Study Hall

Workshops/Events

Comments:

- Center for reading, writing, and ESL
- Tutoring Methods class is part of program.
- CRLA certified (college reading and learning association)

Pierce College:

Annual FTES = 14,387 (average last three years)

English Tutoring Area

Staffing:

14 English Tutors, 165 hours per week (includes embedded, tutor leaders, and general tutoring)

8 ESL Tutors, 83 hours per week (includes embedded, tutor leaders, and general tutoring)

0.2 extra assignment as an English Specialist

0.4 extra assignment as an ESL Specialist

Program Services:

Weekly English and ESL workshops

One to one walk-in English and ESL tutoring services

Embedded tutoring for both English and ESL

ESL Conversation Groups

ESL Book Club

English and ESL instructional videos



English and ESL Directed Learning Activities (Handouts)

III. Trends Affecting your Program (Data-Driven)

A. Briefly describe your program's strengths and challenges (utilize data to support your contentions).

Strengths of the Writing Center:

- Writing Center tutors are student-centered, meeting students where they are in an environment that allows writers themselves to name learning goals for themselves, thus building independence and sturdier academic identities. Though this is vital to developing not only a writing identity but a scholarly one as well, very few classrooms provide this as a teacher's goals and institutional requirements drive the classroom space.
- It is well understood that peer-to-peer relationships make school "sticky"; the Writing Center provides a literal space for these relationships to form.
- Our program benefits from strong working relationships between instructor and Fellow, which opens up and enhances class community and helps to create a culture of support, both within and outside of the classroom.
- Because most of our Fellows are only one or two steps ahead on their educational path, they are uniquely positioned to normalize and shine a light on the struggles of higher education so that students don't have to suffer in silence. They can relate their own challenges to students in a supportive, honest way. This can help build persistence and retention.
- Tutors can give teachers invaluable insight into how students are receiving lessons, activities, and objectives in class.
- In doing tutoring work, tutors are building leadership capacity, tapping into their own strengths, enhancing their empathy, and developing a professional identity as an educator and a professional skill set.
- Faculty training through the Writing Center is a form of mentoring that can help create certain standards and exposes instructors to best practices.

Challenges of the Writing Center:

- Our tutors have not had a new-hire wage increase since 2008. Because the cost-of-living has increased in our area as has the pay in other employment areas that often require less training and higher pay, recruiting and hiring enough tutors to fill our schedule has become difficult. Our comparatively low wages are hard to justify when better paying jobs are available off campus.



- Economic and psychological stress to staff members that come from immigrant families has been especially intense due to an anti-immigrant political climate that is hostile to our DACA students and immigrants, more generally.
- Learning assistants cannot be measured in simple causality. It exists within a complex network of correlation. Developing partnerships with the institutional researcher, as well as increased professional learning around assessment is needed to help us surface, explore, and build shared metrics of success.
- There is a need to fund more online support services to better serve the needs of all students, including evening students and those who attend classes at one of our off-site campuses.
- Every employee in the Learning Commons and Writing Center is only assigned part-time duty to the space. This makes coordination unnecessarily complex and communication across the two programs challenging.

B. Provide a brief review of the past three program plans and any emerging themes identified in them.

Since its inception, the Writing Center's programs have always been developed and reviewed under the English Department. This is the first formal program review submitted with the knowledge of the department as a whole. Here are the emerging themes as captured in the larger English Department Program Plan:

- 1) In order to cover all basic skills and Accelerated students, an increase in tutors are needed (30 tutors).
- 2) Expand Writing Center services by training tutors and assigning them more hours at the satellite campuses and during evening hours. Increase availability of drop-in tutoring at those sites. Current challenges include budget restraints and lack of supervision.
- 3) Increase the number of classes that are served through the Fellows program, especially in light of the accelerated model the English Department is currently adapting.
- 4) Develop a synchronous online essay response system to better serve evening and off-site students.
- 5) Develop non-credit classes through the Writing Center.

C. If not mentioned above, what are some other needs or challenges, either internal or external, affecting your program (include support and documentation for your contentions)?

In order to create stability and ensure the effectiveness of our Fellows Program, it needs to be institutionalized and paid for through the General Fund.

IV. Program/Student Learning Outcomes



The objectives and needs of the Writing Center are currently embedded in the English Department Program Plan.

Program/Student Learning Outcomes	Assessment / Measurement	Result	Use of Results

V. Program Plan/Budget Requests

- A. List goals and objectives for the next three to five years that will address the needs and trends identified above and in your course and program level SLO assessment results.

We have six primary goals:

- 1) Increase pay for our student staff to reflect cost-of-living increases and a higher minimum wage in our service area, so that we can continue to attract quality candidates and promote the academic success, transfer, and well-being of our staff and their families.
- 2) Institutionalize funding for our Fellows Program. Versions of this program have been in existence for about a decade and for some of the years our general fund covered it. In later years, however, it has been solely funded via various grants, which has been destabilizing to all aspects of the Writing Center as economies of scale allow us to hire enough tutors to fill not only Fellows slots but drop-in tutoring slots as well.
- 3) Develop drop-in services on our off-site campus in the following order: Hollister, Morgan Hill, and Coyote Valley.
- 4) Develop a high-quality on-line feedback process, so that students who can't access our drop-in services are still able to experience the benefits of a writing consultation session.
- 5) Get the needed funding for ongoing professional learning trainings for both instructor and tutor to learn best practices and to develop strategies that benefit the student.
- 6) Develop a robust assessment plan to make meaningful and informed decisions in support of our program.

- B. Provide your current Program Plan (required) which should include these goals and objectives.



The Writing Center currently does not have a Program Plan. Goals and objectives for the Writing Center have been folded into the larger English Department Program Plan.

VI. Self Study Summary

Use data provided in this report as well as previous program plans to complete the Self Study Summary. Please provide a narrative summary, which should include an overall description of the program and services, a summary of the program's progress since the last review period, a summary of and trends facing the program, and the program's plans for the future (2 page limit).

The program summary will include the following elements:

- A description of the program and the services
- Significant accomplishments since the last review period;
- Your program's impact on supporting and improving student achievement and student learning outcomes;
- Resource and staffing changes since the last review and their effect on the program;
- Trends affecting the program;
- A list of goals and objectives (typically detailed in program plans) for the short and long term. These should be supported by data provided in the sections above. This should also include a discussion of the Institutional Effectiveness Partnership Initiative indicators and equity goals.
(<http://www.gavilan.edu/administration/iepi.php>)