



Program Review All Fields

Writing Center - English - 2023 - 2024

Main

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Overview

Academic Year 2023 - 2024

Originator Gatewood, Jessica

Division Assessment/Review (Non instructional) - Instructional Support

Department Writing Center

Program English

Program Type Instructional

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Contributor

- Lystrup, Noah
- Wong, Megan

Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

- We serve any student who walks through the door; our philosophy is to meet them where they are and help them set and achieve reasonable goals for their reading, writing, and research skills.

- We provide students with one-on-one peer writing support, engaging them in the learning process and helping them to see themselves as writers, which empowers them to reach their academic potential.

- We offer embedded tutoring; having tutors in the classroom enriches the learning experience for students by providing further academic support.

- We provide tutoring both online and in person, via drop in and by appointment, with hours from morning until evening 5 days a week.

On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list

Response and follow-up to previous program reviews

1. **In looking back at our goals three years ago, I am really happy to report that we have created a sustainable, robust, online tutoring program for our students. While students can still walk into the Writing Center on campus, they can also schedule one-time or recurring appointments with tutors online, where they can meet on Zoom for sessions. Embedded tutors can also hold small group study sessions online to better support out of class learning that works for our students' availability.**

We have not yet created learning outcomes for our program, mostly because we haven't had a stable supervising administrator since before the last report. I am feeling confident that this is something we can work on moving forward now that we have Noah here on campus.

The other two goals we had from three years ago are ones I hope we have met, but I have no way of knowing because none of our reports to the institutional researcher have ever been completed and returned to us. We don't have access to what we need on Tableau. to pull the data needed for these answers, and I'm hoping this is something the institution can work on moving forward so that we can genuinely see the progress of our programs.

- 2.
- 3.

Have the services of your program changed over the past three years? Please explain (300 words or less).

The last time we updated this report was just prior to the 2020 pandemic. When the lockdown happened in March 2020, our program took one day to shift to a fully online tutoring model. Our tutors, faculty supervisor, and program specialists were online helping students and faculty adjust to their online courses. Our tutors and staff continued to support our students in their academics but also became resources for tech support for students and faculty.

Also during the pandemic, we continued to grow our embedded tutoring program, adding more tutors into gateway classes to help them reach success. In AY20/21, we served 37 English classes (64 classes with 26 tutors). In AY22/23, we served 49 (76 classes with 34 tutors).

We are now back in person for tutoring, but have maintained our online tutoring as well, so our tutors are trained to work with students one on one in person, online, and in small groups. They assist in classes face to face, online on Zoom, and in asynchronous coursework.

We have also added equity training for our tutors and have incorporated regular sessions for embedded tutoring into the campus staff development days.

Student and Program Outcomes

College Goal for Student Achievement

The following questions refer to data regarding student achievement.

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

n/a -- we don't have access to this data.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

Path: Tableau - Program Review/ Equity - D2. One Year Persistence Rate

n/a -- we don't have access to this data as it pertains to our department.

Success

The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: Tableau - Program Review/ Equity - D3. Course Rates by Unit

Because this class is for tutors who are hired to be in our center, we, of course, want 100% success. That said, over the course of any given semester, students may find other jobs, may need to stop tutoring because they need to focus on their course loads, may have other challenges that lead them to leave tutoring and drop the class. Also, this class is traditionally very small -- it can range from 3-10 students depending on how many new tutors we hire. Due to the nature of this class, I don't think looking at a success rate percentage is really all that relevant. What would be really helpful and useful data is looking at how tutors enrolled in English 12 are working with students all over campus and how the success rates and retention rates of those students. The consistent frustration is that, because we don't have an institutional researcher who understands instruction and who can help us collect and analyze this data, we are left without numbers that truly help us to assess our program in an effective way.

English 12 (and English 12B) - Tutor Training

English 12B: 20-21: 88.9% (success and retention)

English 12: 21-22: 66.7% (success and retention)

English 12: 22-23: 87.5% (success and retention)

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

See Success and Retention dashboard in Tableau's Program Review section.

Approximately 6,000 students enrolled in 203 courses were served with embedded tutoring over the last three years. We do not have access to success and retention data for students enrolled in these courses. We do have the CRNs and would be thrilled to have success and retention data to compare these students' rates to the rates of students in non-ET-supported classes and to the general student population's rates.

501 students were served with one-on-one tutoring services over the last three years. We do not have access to success and retention data for students who used tutoring. While progress with a Tableau contractor was made towards creating a dashboard, technical questions program staff were unable to answer stalled progress in 2022. We do track G00s and would be thrilled to have success and retention data. ***This includes ALL; I didn't separate out WC from TC. You can find the #s here: (MASTER_Data for Previous Semesters.xlsx (https://gavilan.sharepoint.com/:x/s/team-TCWC/EdxSVE567ulOuTvVhMiqLD0B_UqXuYggPvETRsD9M5nE-w?e=PCmImM))

We do not have data on success rates because our reports to the institutional researcher are never completed and returned to us. We would love to be able to see the cohorts of students who utilize academic support and how they compare to their classmates who do not utilize our services. Can the institution please work on a more efficient model so that programs can see real data?

Equity

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Please find Equity information in Tableau's Success and Retention dashboard.

Contact your support team for any needed assistance in using Tableau.

I do not have access to the equity information in Tableau's Success and Retention dashboard. If the institution could help us to build cohorts to look at students who utilize the Writing Center and then pull those students' success and retention rates for their other classes, we could have a much deeper understanding of our impact and could assess that information to make changes to help students.

Our Equal Employment Opportunity (EEO) Plan States

"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

Our area recruits student tutors from all over campus -- they have a diverse set of majors, come from a range of socio-economic backgrounds, and reflect our diverse student population.

Additionally, our faculty coordinators are actively involved in the Student Worker Committee, where we work directly with HR to streamline our processes to make hiring equitable. We have worked to develop a standard Student Worker Handbook to use for all student workers across campus, and we are currently working on a Student Worker Supervisor Handbook so that all supervisors are incorporating best practices in working with our student workers; this is to ensure that the student worker experience is an equitable one.

Our faculty coordinators are also involved in the Academic Support Network, an Academic Senate subcommittee that brings together members from all the academic support programs -- we work to address common issues, to help develop an understanding of all programs so that we can make sure our tutors are well versed in the resources that exist so they can help students find the support they need.

Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: Tableau Program Review/ Equity D9. Course Success Rates Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

N/A -- we don't have access to specific distance ed success information.

Learning and Area Outcome

Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?

Are your SAOs mapped in curiQunet?

No

Are your SAOs up to date in curriQunet?

No

Have your SAOs been assessed in the last five years?

No

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

No

If you answered no to any of the above questions, what is your plan to bring your assessments into compliance (200 words or less)?

Our program lives under the English department and thus is incorporated into those service area outcomes. That said, it would probably be a good idea to have particular outcomes for our area -- now that we have a stable dean for the first time in 5 years, perhaps that is something we can prioritize.

Outcome Assessments

Review Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered.

Services Area Outcomes (SAO)

Review your SAOs data located in curriQunet. What is your department's acceptable achievement score goal for each outcome?

n/a

Institutional Learning Outcomes (ILO)

How do your SAO support the college ILOs? Be specific (200 words or less).

n/a

Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?

n/a

Curriculum and Course Offerings Analysis

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

The Writing Center (in collaboration with other academic support programs on campus utilizing peers educators) would like to update the leadership certificate for Gavilan. The certificate exists but is outdated and needs upgrades in order to be offered to students.

Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

n/a -- all of this work has been done over the last few years; we reduced the amount of units for training to meet education code, and updated our curriculum to meet the needs of our students today.

Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

We continually assess and make changes to our course offerings to meet student needs. Sometimes English 12 is held online, sometimes in person, and we always poll our new tutors to try to fit our course into their availability. We do the same for weekly staff meetings.

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. **2018**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

465

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

0

Part Time Staff

2

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

2. **2020**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

1438

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

0

Part Time Staff

2

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

3. **2019**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

0

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

0

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

Faculty Percentages

Percentage Full to Part Time Faculty

Year:2018

FT = 0%

PT = 0%

Year:2019

FT = 0%

PT = 0%

Year:2020

FT = 0%

PT = 0%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

n/a

Additional Comments

The dates on this form are wrong.

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?

No

Program Productivity

Program Productivity Measurements

Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2023 - 2024**

Total Number of student contacts

0

Total allocated budget

0.000

Total spending

0.000

Total cost per student (Student Contact/ Total Spending)

0

- **2022 - 2023**

Total Number of student contacts

0

Total allocated budget

0.000

Total spending

0.000

Total cost per student (Student Contact/ Total Spending)

0

- **2021 - 2022**

Total Number of student contacts

0

Total allocated budget

0.000

Total spending

0.000

Total cost per student (Student Contact/ Total Spending)

0

Year and Student count

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

Academic support network: The Writing Center is actively involved in the ASN, a Senate subcommittee that brings together program leads for academic support across campus. In our work together, we have developed a single pay scale for all student workers; we have developed shared training for tutors and mentors across campus; we work collaboratively to make sure academic support is on the radar for initiatives across campus.

Guided Pathways: We are embedded into the success teams for Guided Pathways to help ensure that students stay on the path and have easy access to the resources on campus.

English: The Writing Center works closely with and is actually housed inside of the English department. Every semester, we embed tutors into various English classes to help increase student success and retention. We would like to have the institutional researcher help us collect data on student success rates for those classes who have embedded tutors compared to those who do not.

Social Sciences: We also work with the social science department and regularly have tutors embedded in a history, psychology, and political science classes.

Student Worker and Manager Work group: This group works to ensure that student workers across campus are hired, supervised, and paid in an equity way. We stay apprised of legal requirements, changes to state policy, and work to create standards and best practices for student workers across campus; this includes trainings and handbooks as well as a common hiring form.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

"I will show you fear in a handful of dust" - TS Eliot

Opportunities:

- Replacing carceral logics with critical care webs
- Coordination and collaboration with GP Success Teams/CAPs -- growing student access by embedding academic support into Guided Pathways and having coordinators for academic support
- Hollister campus -- growing student access by intentional planning for tutoring on the new campus.

- Equity for peer tutors by having a standard pay scale and student worker handbook
- FT program services specialist = stability

Threat:

Funding -- while our face-to-face and online tutoring sessions are supported through the general fund, all of our embedded tutoring is funded through SEA and Title V; this makes life complicated for planning with budgets and also with tutor timesheets, as often our tutors are filling out 3 or more timesheets a month to account for the various programs in which they work.

Lack of access to reliable data -- this is a constant problem for us, as we can make assumptions about the students we are serving and those we are not adequately serving, but without the ability to run real data reports, we aren't meeting equity goals by using concrete data that we can assess.

PT faculty pay for collaborating with the Writing Center and being trained to effectively utilize an embedded tutor -- right now, this is being funded through Title V, but with the grant ending soon, we need to make sure that we can support part-time faculty who want to utilize embedded tutors in their classes.

What are you discovering about instruction and/or services in this remote environment that you would want to maintain post-pandemic?

We built a fully functional online tutoring program during the pandemic, and while most of our services are happening in person, we are still maintaining an online presence by offering Zoom tutoring by appointment.

We are well into post-pandemic. Based on what we learned, here's what we have maintained:

- continue offering robust online tutoring to support DE and evening students
- simplifications to website (<https://www.gavilan.edu/student/learningcommons> (<https://www.gavilan.edu/student/learningcommons>)) to make accessing tutoring simple.
- use single scheduling system (WCONLINE) for all tutoring and (aspirational) all academic supports.
- offer tutor training in both face-to-face and DE formats each academic year to provide better access to potential tutors
- increase embedded tutoring efforts (e.g. in-class tutoring, training, & outside-of-class study sessions) and decrease offering one-off academic support activities (e.g. workshops)
- provide technology-rich spaces for students to actively participate in DE courses from campus
- break down divisions between programs (in person and online) to make the student experience more welcoming and less frustrating. Along with this, continue building a strong network between academic supports so that faculty, staff, and tutors know and work with each other.

What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?

Inequity of student worker pay -- many of our students from underrepresented populations report that they would love to tutor with us but can't afford to take a job that pays so little. These students will often go through Guidance 28, the tutor training course, but then are not able to work for us because they can make

more off campus. In this, we are seeing that our students from higher socio-economic classes can afford to work with us in the Writing Center, thus building their college transfer applications and resumes while other students must decline because they need a higher paycheck.

Ability to have enough student workers for program -- as we come back to campus and continue to grow our program, students are also taking more classes and are unable to dedicate time to tutoring.

Need for further release time for a faculty to coordinate embedded tutoring.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

We are institutionalizing a training each Convocation/Staff Development Day to help faculty understand best practices for utilizing embedded tutors as well as time for instructors to meet with their embedded tutors to plan for the upcoming semester utilizing those best practices.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

We are in the process of hiring a full-time program specialist in the main space in the library. We do need a part-time program specialist for the Hollister site. We are also in need of a 20% faculty release position to act as our embedded tutoring liaison.

As we integrate Guided Pathways and keep at the forefront our commitment to offer high support for students to complete transfer level English in their first year, it is urgent that we have classified and faculty support to ensure that our students have access to tutoring and that faculty have consistent support in utilizing their embedded tutors.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

We are attending and presenting at conferences, sharing our best practices, and networking with other program coordinators around the state who are excited by the work we are doing and want to learn more.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

n/a

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

We need a system for closing the loop on resource requests.

We also need to the forms to be updated to include the correct dates.

For programs like tutoring, we need a PIPR form that actually covers both instructional and student services; otherwise, we aren't actually covering the work and needs of our programs.

Goals

Three-Year Program Plan Goals

1. **Provide regular, sustainable tutoring at the Hollister campus.****Connection of Goal to Mission Statement, Strategic Plan**

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf)
and SAO Results

In order to provide equitable access to academic support, we need to be offering in person tutoring on a regular basis at the Hollister campus.

Proposed Activity to Achieve Goal**

Establishment of a tutoring space and oversight in Hollister.

Responsible Party

Tutoring and Writing Center with area deans

Fund amount requested. If a collaboration, what % required from each partner?

In order to make this happen, our program would need a part time instructional program specialist to supervise tutoring in Hollister, and funding to add to our program to have peer tutors working at the Hollister site.

Part-time classified position for an instructional program specialist - 20 hours a week for 28 weeks a year X 3 years = 1680 hours. 1680 X \$20/hr = \$33,600 + 20% in benefits & burdens = \$40,320

3 student tutors - 20 hours a week for 28 weeks a year X 3 years = 5,040 hours (x\$18 p.hour) = \$90,720

Total = \$131,040

Total Three Year Resource Allocation Request

131040

Timeline to Completion Month / Year

8/23

How Will You Evaluate Whether You Achieved Your Goal

If we can offer tutoring in person to meet the needs of our students attending classes or living in Hollister, we will have met this goal.

2. **Provide high support so that students can meet academic goals for success and completion.****Connection of Goal to Mission Statement, Strategic Plan**

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf)
and SAO Results

Guided Pathways, Equity, Student Success and Completion

Proposed Activity to Achieve Goal**

Bolster and implement an integrated model of academic support in collaboration with the Tutoring Center, library, and other campus programs to ensure learning and completion goals identified with the success teams for each pathway.

Responsible Party

All stakeholders -- Writing Center, Tutoring Center, Librarian, and supervising admin.

Fund amount requested. If a collaboration, what % required from each partner?

Funding to develop training materials and frameworks for integration, and funding to support part time faculty to receive training so that they are able to attend and support our students equitably.

Total Three Year Resource Allocation Request

9000

Timeline to Completion Month / Year

Jan/24

How Will You Evaluate Whether You Achieved Your Goal

We would like to use both quantitative and qualitative data from faculty, students, and our researcher to assess the meaningfulness of the integration; assessment will be ongoing and the program will be shifted to fit the needs of the faculty and students.

3. **Increase in person student presence in the physical space at the main campus.****Connection of Goal to Mission Statement, Strategic Plan**

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf)
and SAO Results

Guided pathways, equity

Proposed Activity to Achieve Goal**

Increase workshops, full class visits, classroom work sessions, and advertisements for one-on-one tutoring, and utilizing Gav Connect to encourage students to come to the Writing Center for academic support

Responsible Party

Writing Center Program Coordinator with support from Dean

Fund amount requested. If a collaboration, what % required from each partner?

With the full-time program specialist being hired, this will be much more attainable.

Funding for on-going advertisements for tutoring on campus (and this can be something in collaboration across departments -- regular fliers/mailers that go out to students) would be really helpful.

Total Three Year Resource Allocation Request

750

Timeline to Completion Month / Year

7/23

How Will You Evaluate Whether You Achieved Your Goal

We always track usage numbers, so we will use this data to see if our efforts increase student usages of the space.

4. **Increase the number of courses that have an embedded tutor by 20%.****Connection of Goal to Mission Statement, Strategic Plan**

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf)
and SAO Results

Guided Pathways completion goals, equity goals, student success goals.

Proposed Activity to Achieve Goal**

Continue to grow our embedded tutoring program to offer in class and out of class support to students in reading and writing intensive courses.

Responsible Party

Writing Center coordinator and supervision dean

Fund amount requested. If a collaboration, what % required from each partner?

To make this program really grow, we request a 20% faculty release position -- someone to focus on building relationships with faculty and our center, someone to coordinate the recruitment of tutors for specific classes, someone to work closely with faculty partners for regular training and growth in how to effectively utilize their tutors, etc.

Total Three Year Resource Allocation Request

75000

Timeline to Completion Month / Year

5/26

How Will You Evaluate Whether You Achieved Your Goal

We closely monitor the number of classes served, so we will continue to measure our growth to see if we have met our goal.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

Our program has witnessed significant growth and adaptation, reflecting our commitment to excellence and continuous improvement. Spring 2023 saw a remarkable surge in participation, with enrollment numbers more than doubling from Spring 2022. This not only underscores the increasing demand for our services but also highlights our success in reaching and engaging students.

The Fall 2023 semester marks another milestone as we have embedded 18 dedicated tutors in 33 courses, supporting 16 instructors. Notably, our emphasis has shifted towards English courses, where we now support 31 courses, up from the previous four semesters, which averaged 24-25. This reflects our responsiveness to evolving student needs and the importance of strong written and verbal communication skills.

With growth comes new challenges. We received an overwhelming number of requests for embedded tutors in the Tutoring and Writing Center, surpassing our capacity due to a shortage of available tutors. Our commitment to addressing this gap is evident in our experimentation with online scheduling, featuring drop-in tutor sessions to ensure students continue to receive the support they need.

As we look to the future, our program's overarching goals for the next three years are clear. We aim to sustain the momentum of our growing enrollment by expanding our tutor base, particularly in response to the burgeoning demand for STEM support. We will continue to refine our online offerings to meet students where they are, enhancing the accessibility of our services. Moreover, we will explore innovative strategies to overcome tutor shortages and ensure no student is left without the support they need.

Our program is committed to delivering exceptional support to students, fostering academic success, and promoting a culture of learning and achievement.

Attach Files

Attached File