



GAVILAN COLLEGE

*Research, Planning, and
Institutional Effectiveness*

Program Integrated Planning and Review

Combination Template

Program Name:	Writing Center
Academic Year:	2019-2020

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Gavilan College

AEC, Counseling, Library Program

Planning and Review

Academic Year 2019-2020

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Purpose, Standards and Resources

Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of Program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [BP/AP 4020](#))

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones



Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

Resources:

Please refer to the accompanying PIPR Handbook which you can find [here](#). In addition, there are links and paths to information throughout the document.

Program Plan and Review Timeline

When	Description	Participation
2019 Aug	Program Lead training, including website 'tour', GavDATA and other data site overview.	PIPR Chair All Program Leads in Review Cycle
Sept	Program Lead provides budget codes to PIPR for submission to Business Office (Sept 20).	Program Lead
Sept - Nov	Program Lead seeks assistance from support team, department faculty, Dean, others to gather information for report (on-going, as needed). Write Program Report draft (Sept 2 – Nov 15).	Program Lead
Nov	Initial draft due to peers (Nov 15). Peers review report, make suggestions, and identify areas of improvement. Sign off on last page of report (No later than Nov. 22). First Draft revision begins (Nov. 19).	Program Lead Peer Review Team
Dec	2nd draft due to Dean to review, request additions/ clarifications (Finals Week).	Program Lead Supervising Admin
2020 Feb	Dean-reviewed document returned to Program Lead with revision and planning recommendations, if needed. If report is complete and approved, Dean signs and forwards completed report to PIPR (Jan 27-31). If report needs revision, Dean returns to Program Lead.	Program Lead PIPR Supervising Admin
Feb - March	If needed , Program Lead makes edits as needed to report (Feb 3-28). Final report sent to Dean for approval and signature (March 2-6). Dean forwards approved document to PIPR (March 13).	Program Lead Supervising Admin
Feb - May	PIPR reviews final documents. Approves final report (Feb 3 – May 22).	PIPR
June	PIPR Chair presents annual report to Board	PIPR Chair, Board
June-Aug	Final reports submitted to President's Cabinet as information item.	Deans Council, Cabinet
Sept	Final documents to Academic Senate and ASGC as information item.	Academic Senate, ASGC

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A. Executive Summary

(Complete this section last)

1. 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)**.

Highlights: The Writing Center has been steadily growing over the last three years. Our numbers continue to improve and our outreach to students is working. Students who utilize the Writing Center have higher success rates than the college average. The Writing Center is working closely with other academic support service programs on campus in order to help strengthen learning assistance at Gavilan College.

Trends: The Writing Center staff would like to be more data-driven but require training and support in order to make this shift. We need help with access to data programs, with learning how to use software, with fundamentals of data collection and assessment. Funding is a constant threat to our program. Not knowing if our programs will be funded until just before the start of the semester leads to lower numbers overall – we cannot plan effectively to best help students if we don't know whether or not we can hire tutors, if we can fill classes with embedded tutors, if we can pay tutors for specialized training. Our goals are to help more students, to serve students more equitably, but these plans require funding to achieve.

B. 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.

1. 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.
- 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.

Response and follow-up to previous program reviews

On the [PIPR website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
- a) Each goal since the last program plan and review and
 - b) PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
In Conjunction with RPIE, develop, implement, and assess plan for assessment of all services	We started working on an assessment plan with our former institutional researcher, and we look forward to picking up with work again with the new researcher. Our Instructional Program Specialist for the Reading and Writing Fellows Program (our embedded tutoring program) has been collecting data to help better assess the efficiency of our program.
Create a plan for comprehensive user data tracking	We have been using WOnline to track user data, and Time Keeper to track numbers in the space. Currently, we are tracking students' names, G#s, appointment length, appointment frequency, classes for which students are getting help, and an agreement to enroll in Guidance 550 for apportionment.
Collaborate with IT to build a self-login module	????? I'm not sure what this means.
Investigate feasibility of institutionalizing funding for services, including possible raise for tutors.	This is a constant ask on our part, and now that we have begun collecting apportionment for tutoring support, we believe it is even more important to be funded through the general fund, as money from grants will keep us from being able to collect apportionment. We are happy to announce that a pay increase for tutors has been approved by the President's Council.
Evaluate overlap with other student support services and identify efficiency opportunities	The Writing Center has been a member of the Ad Hoc ASSG (Academic Support Services Group), which works with academic support groups all across campus. Together we have streamlined the application process and pay rates. We are currently working

	on developing (with HR) a student worker handbook that all student employees will be given.
Develop plan for expanding services to off sites	We are happy to announce that we have four tutors currently working at the Hollister campus! We hope to keep this next semester and are working on getting tutors over to Morgan Hill next semester.
Develop learning outcomes and program plan	This still needs to happen, and I think it will be a priority next semester – Los and SAOs.

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

The services of our particular program have not drastically changed over the past three years. However, the services in our shared space have changed drastically – the Writing Center, Learning Commons, and Tutoring Center all exist in happy symbiosis; we share much of the same staff, we work collaboratively on projects, and our programs are integrated in various ways. We do joint trainings, joint meetings, and treat the space as something belonging to all of us. Right now, the existence of these programs all depend on one another: The Learning Commons funding helps support Writing Center tutors; the Writing Center tutors help full class visits that the Learning Commons provides. The two coordinators (1 from the WC and the other for the LC and TC) both have part-time release to be in the space, which means that if one goes away, there will be a drastic loss in line-of-sight supervision, which will affect the ability to collect apportionment for both the Writing Center and Tutoring Center. The Writing Center Instructional Program Specialist works as front desk check in for all of the programs.

C. Program Overview

N/A

D. Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCC Scorecard by 2022.

Success

The following questions refer to data regarding student achievement.

Path: [GavDATA](#) → Program Review/ Equity → D1. Course Success Rates by Group

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.

1. 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 (**200 words or less**)?

Fall 2018					
Overall Course Success: 68%			Overall English Course Success: 54%	English 1A: 56%	English 250: 53%
All students who visited the Writing Center: 79%			72%	68%	75%
Fall 2017 All	Hispanic	Gavilan All	Hispanic All	English All	Hispanic
81%	78%	69%	62%	55%	60%
Fall 2018					
79%	76%	68%	62%	54%	49%

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

2. 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 **(200 words or less)**?

Path: [GavDATA](#) → Program Review/ Equity → D2. One Year Persistence Rate

I don't have cohort access, and Eddie's GavDATA access has been spotty as well. That said, even if I DID have access, I can't answer this question, as the Writing Center doesn't have this info available. Instead, what I would need to do is pull G00#s from our WC Online program, export, convert in Excel to make it something I can turn into cohorts, then run cohort info to get some of this information. Not only do I not have this kind of access in Gav Data, but I'm not a researcher and don't know how to do all of this. In the future, we need to have a way for programs like the Writing Center to have this information on hand, or to not expect it unless a trained researcher is going to help pull it all.

3. 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: [GavDATA](#) → Program Review/ Equity → D3. Course Rates by Unit

N/A

4. 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)**?

Path: [GavDATA](#) → Program Review/ Equity → D4. Milestone Tracking Summary

2,463 over the past 3 years – this is only information we have from WCOnline (students who made appointments for tutoring). We do not have the data from Time Keeper, which tracked students coming in to use computers or to study in the space.
The info I have on just WC appointments (Fa16 is not accurate, as it is a combined set of numbers from all of the Writing Center and Learning Commons) shows the progress we have made, especially this semester (Fall19):
SP17: 158 appointments
Fall17: 140 appointments
SP18: 323 appointments
Fall18: 404 appointments
SP19: 126 appointments
Fall19: 705 appointments (as of 11/12/19)
As you can see, the numbers of students we are serving through appointments is significantly higher than it has been in past semesters.

5. Refer to your [previous three-year plan](#) for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.

- What were the measured outcomes of specific initiatives over the past three years?
- What groups are you measuring? Is there a comparison group—for example, against the college average or students who do not participate in your activity?
- What indicators are you measuring?

(300 words or less)

n/a – I could not locate a three-year plan in our previous report.

6. N/A



Consider setting goals toward these initiatives in your Three-Year Program Plan at the end of this document.

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. **For AEC:** Using the path above, locate your program in GavDATA. 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, comment on the college-wide disproportionate impact report. Contact your support team for any needed assistance in interpreting these data. 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)**?

Path: [GavDATA](#)→Program Review/ Equity→D7. Disproportionate Impact with Margin of Error by Year→locate your program→Filter by Year

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

n/a – this information is not readily available by following the above instructions – I was advised by my support team to put n/a

8. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires **(300 words or less)**?

Students from all over campus and with a variety of backgrounds work in the Writing Center – we pride ourselves on our diverse staff.

9. 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: [GavDATA](#)→ 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)**?

This is something we really need to work on – developing a sustainable online option for Writing Center tutoring.

10. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires **(200 words or less)**?

With assistance from our area dean, we are going to begin doing targeted outreach to historically underserved students. We hope that, in doing so, we can bring more students into the space to help them reach their academic goals in their various classes.

11-12. N/A

[curriQunet](#)

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in [curriQunet](#)?

Yes: No:

14. Are your SLOs and PLOs up to date in [curriQunet](#) AND on the [reporting website](#) (←requires your email log-on)?

Yes: No:

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes: No:

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes: No:

17. If you answered no to any of the above questions, what is your plan to bring SLOs/ PLOs into compliance **(200 words or less)**?

Our SLOs are up to date in curriQunet, but they have not been updated on the reporting site since we updated them a year ago. We were informed that we cannot formally report our SLOs because the website will not be updated to make our SLOs current. We are, of course, assessing without being able to formally report.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Outcomes Assessment

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.

18-19. N/A

Services Area Outcomes (SAO)

Path: Gavilan College Intranet → Program Planning Box → Student Learning Outcomes Assessment Reporting → Program Level SLO (Far left) → Student Services → Select program and year

20. What is your set goal for SAO success for each SAO **(200 words or less)**?

N/A – the Writing Center doesn't seem to have SAO . . . maybe this should be a goal?

Institutional Learning Outcomes (ILO)

21. How do your SAO support the [college ILOs](#)? Be specific **(200 words or less)**.

n/a

Gap Analysis

22. 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



Consider addressing LOs in your Three-Year Program Plan at the end of this document.

E. Curriculum and Course Offerings Analysis

Curriculum Analysis

1. 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)**.

Due to state laws around collecting apportionment, we are looking at options to restructure our tutor training courses. Doing this will probably lead to a change in our peer educator certificate requirements.

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

Due to the restructuring (see E1), we are writing proposals to discuss with the department different options for having trainings equal the correct number of units as required by the state. Once the department decides on a plan, we will begin deactivating courses we do not plan to teach.

Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from [Argos](#), find the information regarding when, where, and in which method the courses in this program are taught.

Path: Gavilan Intranet→Argos→Gavilan Schedule→Schedule by Division and Department→Select term, division and your department then press 'run dashboard'.

To Create a PDF of your results above: After obtaining results, go to the top of the screen: Reports→Schedule Reports by Division and Dept svc→Run

Please answer the following:

Location/Times/Delivery Method Trend Analysis:

3. 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)**?

Our space on the main campus used to be open from 8-7:30 M-TH and 8-3 F. After running an analysis on our most busy times, we saw that we could cut spending by opening later and closing earlier because appointments were not being made during the beginning and end of the day. We now open at 8:30 every day and close at 7:00 M-TH and at 2 on Fridays. At the Hollister campus, we hold tutoring four days a week, at various times (based on tutor availability). Currently, we offer no tutoring in Morgan Hill.



Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.

F. Program and Resource Analysis

Program Personnel

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

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Academic Year	F = Faculty S = Staff M= Mgr/ Administrator	Full Time	Part time	Percentage Full to Part-time
Example: 1999	F = 3 S = 15 M = 1	F= 1 S = 12 M=1	F=2 S = 3	FT= 74% PT= 26%
2018-19	F=1 S =2		F= 1 S= 2	FT= 0% PT = 100%
2019-20	F= 1 S= 2		F= 1 S = 2	FT = 0% PT = 100%

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)?**

Funding is a constant issue with our program. Right now, we have in the space: 1 FT instructor with 60% release (WC Coordinator), and 2 instructional program specialists (20 hours a week, each, one of which is paid through SEAP) that fall under the Writing Center purview. The Learning Commons (supported by Title V, which ends in less than a year) has one PT instructor with 60% release, 1 FT instructor with 20% release (for FA19 semester only), and 1 instructional program specialist (20 hours a week). The Tutoring Center has no faculty person and 1 program specialist (20 hours a week). All of these people work together as a team to make sure the space has proper oversight. When Title V ends, we will be unable to sustain oversight of the space and hours will be cut back to 21 a week (the release time allotted to the Writing Center coordinator). This will be extremely harmful to our students, as we will no longer be able to offer afternoon or evening tutoring, unless we aim to do so without proper oversight.

Program Productivity Measurements

2. Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **Counseling:** Student contacts should focus on number of counseling appointments per year. Please find your total contact hours in SARS.

1. Academic Year	2. Total Number of student contacts (refer to D.4.)	3. Total allocated budget	4. Total spending	5. Total cost per student (Student Contact/ Total Spending)
Ex: 1999	715	\$15,000	\$14,500	\$20.28 per student
2016-17	1470 (this number is not totally accurate – it's a combination of the Writing Center and Learning Commons activities, as that's how they were calculated then)	167,407.00	163,523.69	

1. Academic Year	2. Total Number of student contacts (refer to D.4.)	3. Total allocated budget	4. Total spending	5. Total cost per student (Student Contact/ Total Spending)
2017-18	463	238,200.00	150,687.30	325.45
2018-19	530	139,193.63	283,803.70	535.47

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 **(200 words or less)**.

Honestly, I have no idea where these spending numbers are coming from, so it is difficult to determine where the effectiveness is or is not. I would like to have access to my complete budget to see where all of this is coming from and assess how we can better manage the budget we have. Also, these numbers only account for general fund – all additional funding data from SEAP, BSSOT, etc. were lost in the crash. * Added note: these numbers were sent to me by the PIPR team. Dean Cervantes shows different numbers with his budget. It is unclear which numbers are the more accurate, but I have a hard time believing we spent 283,803 last year.

3. N/A

Evaluation of Resource Allocations

4. 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.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
Ex: \$10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17
?	BSSOT	2016-18?	We don't have this information anymore, as all prior budgets were lost in the data crash	?

Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) 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)**?

- The Writing Center collaborates daily with the Learning Commons and Tutoring Center; together, we are providing integrated services with staff and supervision overlap.
- We are also collaborating with our AB705 counselor; we refer students to her, and she also refers students to us.
- The various academic support services have an ad hoc committee, the ASSG – we work collaboratively to improve all of our programs and to streamline where we can (common application for employment, common trainings, etc.); one member of our ASSG group is part of the Guided Pathways Completion team to be a part of developing the process for how learning assistance will help keep students on the path.
- We are working on bylaws to have our group become an official sub-committee of Academic Senate.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Other Opportunities and Threats

6. 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, etc. Helpful Question: What are the departmental plans for the next three years **(200 words or less)**?

Opportunities:

- Bringing student workers together via joint trainings and workshops
- Strengthening Student Success conference offered some insights into how tutoring is currently happening on other campuses and has provided us with different models we'd like to further explore.
- Data-Driven Outreach to specific groups of students under the guidance and leadership of Eddie Cervantes, our new dean.
- Further collaboration between the Writing Center and the Learning Commons/Tutoring Center. There are so many programs we could expand (embedded tutoring in social sciences classes, for instance).
- More collaboration with counseling for referral programs to help students stay on the path.
- Workshops geared towards specific classes
- Enhanced apportionment models involving a certificate program for students who come to get additional support with their classes.

Threats:

- Title V funding – when Title V ends, if funding for the Learning Commons disappears, so much of what we provide to students will go away. Even though we technically have our own programs with different funding, we work as an integrated space; if the Learning Commons ceases to exist, we can no longer provide full class visits and workshops, can no longer provide oversight and evening hours, can no longer provide the full staff we have (the Learning Commons pays for many of the tutors on the Writing Center staff)
- General Fund Funding – the Writing Center desperately needs to be funded through the general fund so that we can collect apportionment to help pay for our program. If funds come through SEAP, we cannot collect apportionment.
- AB705 – more and more students are coming in for assistance, and we need the financial support to fully staff tutors to make sure the needs of students are being met.
- Apportionment Units law – we want to ensure that our tutors are well-trained, but new laws mean that we have to lower the amount of units we currently require tutors to take in order to be trained.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Appendix

Optional 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. **All replies should consist of 100 words or less.**

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

When there is money available to pay faculty, we are always happy to provide training. Right now, one of the problems we face is efficiency with our embedded tutoring program – faculty desperately need to be trained on how to effectively utilize an embedded tutor in their classrooms and how to effectively help their embedded tutors set up out of class study sessions.

We also need training opportunities for our classified staff and faculty in the space. With an increase in pressure to build assessment programs, to collect data, and to assess without the help of a steady institutional researcher, it is important that our staff be offered training with data analytics, with use of Excel, with GavDATA, and other pertinent programs that we are now expected to use even though we've never been offered support with how to do so.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Is there a need for expanded support services (i.e. tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success and completion.

Currently, the Writing Center release time is 60%, but the coordinator does the work of someone with 100% release. The coordinator is at capacity. In one year, the funding for Title V will end, and the Learning Commons (with whom the Writing Center resides and collaborates) may no longer have services. There is, at this time, no way that the work of the Learning Commons could be absorbed by the Writing Center staff. We also really need a full time front-desk person, especially with three programs happening in the space. Right now, Title V is paying for a student front-desk worker for appx 15 hours a week, but again, that funding will go away in less than a year.

We have 2 part-time instructional program specialists – one for the drop in tutoring and one for the fellows program. We do not have evening supervision nor line of sight faculty supervision in the evenings (which is needed to collect apportionment) – currently, Title V provides this.

The coordinator has 21 hours of time in the space. Each program specialist has 20 hours. Without a plan for next year, the space will only be open 4 days a week, and will close on those days at 2pm.

We also have no oversight on either of the off-site campuses. We currently have tutors on staff in Hollister when a full-time English faculty is on site and teaching, but we need to have tutors in Morgan Hill as well.

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?

n/a?

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

The Writing Center has been working hand in hand with the Learning Commons to fine-tune both programs. This semester (Fall 2019) we have had more appointments than were reported all of last year. We've streamlined tutor training, have developed joint training with peer educators across campus, and are working on a student employee handbook with HR.

Review Process Feedback

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.

I think it is really important that tutoring programs (Writing Center, Learning Commons, Tutoring Center, Math Lap, STEM center, etc.) are added on GavDATA in a meaningful way so that information can be tracked and pulled when requested. It is frustrating to have directions about pulling data only to find that it doesn't exist and that we cannot answer questions. To be told that funding will be tied to these reports and then not given access to the information we need is depressing.

Example Program and Collaboration Three-Year Program Plan Goal Setting Worksheet

EXAMPLES

<p style="text-align: center;">Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p style="text-align: center;">Use one sentence for each item.</p>	<p style="text-align: center;">Proposed Activity to Achieve Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Responsible Party</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Fund amount requested.</p> <p style="text-align: center;">If a collaboration, what % required from each partner?</p> <p style="text-align: center;">If applicable, list each budget partner / source separately</p>	<p style="text-align: center;">Timeline to Completion</p> <p style="text-align: center;">Month / Year</p>	<p style="text-align: center;">How Will You Evaluate Whether You Achieved Your Goal</p> <p style="text-align: center;">Two sentence limit.</p>
<p>Increase proportion of EOPS students completing degrees by five percentage points</p>	<p>Mission statement: engages students of all backgrounds. Strategic Plan: Goal 4 SAO Results: Outcome 1; 76% of students completed 3 counseling visits</p>	<p>Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule</p>	<p>Dean, Special Programs</p>	<p>None</p>	<p>December 2021</p>	<p>In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase</p>
<p>Decrease average response time for IT requests from three days to two days</p>	<p>Mission statement: Actively engages students Strategic Plan: Goal 2: Improve Efficiency SAO Results: Outcome 3: End-user problems will be responded to in a timely manner and resolved effectively by MIS staff.</p>	<p>Implement new workflow management software</p>	<p>Director of Information Technology</p>	<p>\$7,500 for software package</p>	<p>September 2020</p>	<p>Compare average response times from one year before software implementation to one year after implementation</p>

Program and Collaboration Three-Year Program Plan Goal Setting Worksheet

****Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review**

Program: Writing Center

<p style="text-align: center;">Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p style="text-align: center;">Use one sentence for each item.</p>	<p style="text-align: center;">Proposed Activity to Achieve Goal**</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Responsible Party</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Fund amount requested.</p> <p style="text-align: center;">If a collaboration, what % required from each partner?</p> <p style="text-align: center;">If applicable, list each budget partner / source separately</p>	<p style="text-align: center;">Timeline to Completion</p> <p style="text-align: center;">Month / Year</p>	<p style="text-align: center;">How Will You Evaluate Whether You Achieved Your Goal</p> <p style="text-align: center;">Two sentence limit.</p>
<p>Develop and achieve Learning Outcomes and Service Area Outcomes for our program in order to better assess the efficiency of our model based on collecting and analyzing data here and models/data at other colleges.</p>	<p>Having Los and SAOs will help our program to be more efficient, as we will be better able to assess success in order to better help students.</p>	<p>Write outcomes, assess, do research.</p>	<p>Writing Center Coordinator/ English Dept</p>	<p>\$100k (this is the base budget we need for paying our tutors for both one-on-one appointments and the fellows program)</p>	<p>2022</p>	<p>Collecting usage and G#s, utilizing GavDATA and reports from the office of Institutional Research</p>
<p>Increase by 5% the retention/Success/persistence of students utilizing Writing Center services.</p>	<p>This goal will help to increase student achievement by helping more students to complete their classes.</p>	<p>-Pay increase for tutors to help recruit strong peer educators - Further assessment of tutor training and increased funding for training to ensure our tutors are fully trained to help students.</p>	<p>Writing Center Coordinator/ English Department/ Administration/HR</p>	<p>\$100k (this is the base budget we need for paying our tutors for both one-on-one appointments and the fellows program)</p>	<p>2021</p>	<p>Collecting usage and G#s, utilizing GavDATA and reports from the office of Institutional Research</p>

<p style="text-align: center;">Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p>Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal**</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested.</p> <p>If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion</p> <p>Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
		<p>- data-driven outreach to target historically underserved student groups/ students experiencing inequitable outcomes</p>				
<p>Implement an online tutoring system</p>	<p>This goal will address the equity gap for students who take online classes, or who cannot come to the center during open hours.</p>	<p>Evaluating and choosing a platform. Training tutors</p>	<p>Writing Center Staff/English dept/ DE/ Administration</p>	<p>Working on getting quotes/cost for various ideas we have (such as Cranium Café)</p>	<p>2021</p>	<p>Ability to offer online tutoring</p>
<p>Increase the success/persistence rates of students in English 1A as part of developing support mechanisms for meeting AB705 mandates and Guided Pathways goals.</p>	<p>Increasing English 1A success/persistence rates will help to meet the achievement and equity Strategic Plan goals.</p>	<p>Growth of embedded tutoring program and implementing an academic support requirement in all English 1A classes.</p>	<p>Writing Center/ Eng. Department/ Administration (funding)/Researcher (to help us assess and adjust model as needed)</p>	<p>\$100k (this is the base budget we need for paying our tutors for both one-on-one appointments and the fellows program)</p>	<p>2022</p>	<p>Collecting usage and G#s, utilizing GavDATA and reports from the office of Institutional Research</p>

Maybe a goal of working w IR to interpret data that is currently unanalyzed as mentioned in the report?

Signature Page

Program being reviewed: **Writing Center**

Date: [Click here to enter text.](#)

How to use form:

Sign off after final review no later than:
Peer Reviewers: Nov. 27, 2019
Administrative Supervisor: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Date and Initial upon final review
Team Lead/ Chair	Jessica Gatewood		
Supervising Admin			
Reviewer			
Faculty Peer Reviewer			
Student			
PIPR Support Team	Erin Crook		12-2-19
PIPR Support Team			