Title:	Writing Center Program Plan 2020-21, 2021-22, and 2022-23
Plan Type:	Program
OPR:	Dean, Learning Resources
Collaborative Groups:	Writing Center Advisory Committee, Davis Center Dean, Dean of Language and Literature, English Department, West Sacramento Writing Center Coordinator
References:	SCC College Goals

SECTION I: Strategic Information

A. PROGRAM DESCRIPTION AND PURPOSE :

The Writing Center's purpose is to help Sacramento City College students become more effective, confident, and independent writers by providing students with writing assistance in any discipline within the SCC curriculum. The Center also promotes student writing skills by providing interested faculty with information about and discussion of methods for improving writing. In addition, the Center provides training and experience for students who want to become writing tutors. Through its services and activities, the Center promotes a culture of writing across the SCC campus.

Connections to SCC Goals

The Writing Center's mission is directly linked with SCC's Goal A, to "deliver programs and services that demonstrate a commitment to high-quality teaching and learning in support of student success and achievement" and Goal D**,** to "provide a college environment that embraces equality and diversity and reduces disproportionate impacts between student populations."

Writing Center Organization

The Writing Center operates under the oversight of a faculty coordinator who reports to the Dean of Learning Resources. The coordinator works with faculty, staff, and administrators to further develop the Writing Center. This includes exploring options for services and assessment in consultation with the SCC Writing Center Advisory Committee and the Tutoring Work Group and staying knowledgeable about trends at other college writing centers through active participation in the Northern California Writing Centers Association. The Writing Center Coordinator collaborates with instructors across the disciplines to help identify and meet the needs of their students and also offers resources for faculty. In addition, the coordinator trains and oversees the Writing Center staff and student tutors.

Current Staffing

The permanent positions at the Writing Center are the faculty coordinator position and two full-time instructional assistants. The clerk position is filled by part-time temporary employees. Two

English faculty members and two ESL faculty members currently serve in the Writing Center and are paid stipends, and temporary IAs also work at the Center.

Writing Center Advisory Committee
The Writing Center Advisory Committee is composed of SCC faculty members from across the disciplines, the Dean of Learning Resources, the Dean of Language and Literature, and the Associate Vice President of Instruction, and it meets two to four times per semester to discuss current Writing Center activities and programs and to engage in planning for the future.

B. ENVIRONMENTAL SCAN

Over the last three years, the Writing Center has made a commitment to putting equity at the center of how it operates. This has affected Writing Center tutor recruiting, hiring, training, and professional development and tutoring pedagogy and practice. During that time, the Center has seen not only improvement in the overall course success rates of students who attend the Writing Center but improvement in the course success rates for disproportionately impacted students, including African American students. We expect this work to be ongoing. The Writing Center has made progress with equity and still has more to make.

The Writing Center also has been impacted by the changes in the course sequence in the English Department and will continue to be affected by changes in classes offered in the English Department and changes to the GPA requirement for placement into ENGWR300. The expansion of the number of ENGWR108/300 sections has led to a substantial increase in the number of ENGWR108/300 students using the Writing Center, and the Writing Center has linked a dedicated tutor to each section of 108/300 for the last three semesters. Lowering of the GPA requirement for students placing into ENGWR 300 will mean that more students in the 300 classes are likely to need additional support. Assistance to students in ENGWR300 is likely to be one area of growth for the Writing Center in the future.

Online sections of classes, including English writing courses, also are increasing. Supporting this growth with appropriate online tutoring is a challenge. Currently, the Writing Center can offer tutoring only at the times when the Learning Resources building is open because IAs provide this tutoring, and their contract with Los Rios does not allow them to work from home. During the 2020-21 academic year, the Writing Center plans to pilot two hours of online tutoring outside of its regular hours by asking one of the faculty members applying to work at the Writing Center to spend two hours tutoring online on Sundays.

The Writing Center continues to face the challenge of finding qualified temporary, part-time clerk applicants willing to work for the Los Rios temporary clerk pay rate. The clerks are the first point of contact for all the students who come to the Writing Center, and the front desk is busy, so it cannot be left unstaffed. Students were assisted by the Writing Center front desk staff 8,547 times during the fall and spring semesters of the 2018-19 year. The clerks help students sign up to use the Center and make appointments for them with the appropriate tutors for in-person and online tutoring as well as perform a variety of other clerical tasks. These tasks include managing the WC Online appointment system and the Access database for tracking online sessions.

 Hiring part-time temporary clerks who are not well qualified for the range of tasks required at the front desk leads to less accuracy in completing tasks and fewer students being fit into the tutoring schedule. This impacts the number of students who are helped at the Center. In addition, gaps in clerk coverage must sometimes be filled by IA's, taking their time away from working with students in an instructional capacity. When this happens, fewer tutoring hours are available for students, particularly ESL writers who the instructional assistants work with most often.

C. MULTI-YEAR DIRECTIONS OR STRATEGIES

1. Facilitate students' increased understanding of concepts needed for successful completion of their writing assignments
2. Promote students' improvement in specific skills or competencies necessary for their success with course writing assignments
3. Promote students' increased understanding of what they can do to improve specific aspects of their writing
4. Develop and implement services designed to promote equity and reduce disproportionate impact among different student populations.

SECTION II: Operational Review and Plan
A.   REVIEW OF ACCOMPLISHMENTS OF PREVIOUS YEAR'S WORK

The number of IA and clerk hours requested in the Writing Center's Program Plan was not fully funded for the 2018-19 year.

Administrative Outcomes	Funded	Expected Results	Progress to Date
Offer individual writing tutoring sessions for students at the Writing Center and Davis outreach centers.*	Partially funded	Continued ability to offer one-on-one writing tutoring sessions on the SCC main campus and Davis outreach center	See appendices for usage statistics and assessment data. No funding was provided for Davis through WC Program Plan in 2019-20.
Offer writing workshops for students	Partially funded	Offering group workshops for students on writing and grammar topics	The Writing Center offered 52 workshops, which 136 students attended, during the 2018-19 academic year.
Provide online writing tutoring in order to offer equivalent services for online students and to offer writing tutoring for other students who cannot use the in-person services	Yes	Continuing and expanding online tutoring program	See appendices for online tutoring numbers.
Provide additional online resources related to writing for students and faculty via the Writing Center website	Yes	Maintain Online Resources on Writing Center website	Writing Center webpages are being regularly updated, and the Writing Center is also using social media.
Provide Writing Center Tutor visits to five ENGWR108 classes to assist with responding to drafts of papers and linked tutoring in the Writing Center.	Yes	Ability to offer in-class writing tutoring assistance	The Writing Center has expanded the 108/300 tutoring to include tutors for all sections.

*In 2016, the funding for writing tutoring in West Sacramento was separated from the main campus Writing Center. Since then, the budget for West Sacramento writing tutoring has not been part of the Writing Center Program Plan, and, for the last two years, West Sacramento has had its own Writing Center with a part-time coordinator.

B. PROGRAM ADMINISTRATIVE OUTCOMES FOR THE PLANNING YEAR:

Administrative Unit Outcomes:

1. **Offer individual writing tutoring sessions for students at the Writing Center and the Davis outreach center**
   Measures:
   - Students' written assessment of what they learn in tutoring sessions and their perception of its effects on future behavior
   - Results of student learning and satisfaction surveys
   - Observation and assessment of tutoring sessions by Writing Center coordinator and tutor assessments of student progress
   - Results of college-wide tutoring surveys
   - Tracking of students' class success numbers
   - Number of students signing in on OnTrack sign-in system and number of students served according to WC Online totals
   - Total number of tutoring hours recorded on OnTrack sign-in system and number of visits recorded in WC Online

2. **Offer writing workshops for students**
   Measures:
   - Student attendance totals at workshops
   - Results of satisfaction surveys from workshops

3. **Provide online writing tutoring in order to offer equivalent services for online students and to offer writing tutoring for other students who cannot use the in-person services**
   Measures:
   - Student usage data
   - Results of student tutoring surveys

4. **Provide additional online resources related to writing for students and faculty via the Writing Center website**
   Measures:
   - Maintenance and updating of website
   - Capturing workshops and posting online for students to view

5. **Provide dedicated writing tutors for ENGWR 108/300 classes and some sections of ENGWR 300.**
   Measures:
   - Students' written assessment of what they learn in tutoring sessions and their perception of its effects on future behavior and confidence
   - Results of student learning and satisfaction surveys
   - Assessment of tutoring sessions by tutors and coordinator
   - Class success numbers for ENGWR108/300 students and ENGWR300 students who come to the Writing Center

Writing Center
PROCEDURES AND RESOURCE REQUIREMENTS: 2020-21

Procedures	Timing	Responsible Persons	Resource Requirements	Projected Costs	Funded Now?
Staff Writing Center with part-time IAs to provide students with one-on-one assistance to improve writing both in-person and online, help to supervise student tutors as necessary, develop and deliver workshops, generate instructional handouts, and assist with record-keeping **All AUO's**	Ongoing	Writing Center Coordinator, Dean of Learning Resources	Forty seven hours per week of part-time, temporary IA coverage for 32 weeks	$24,064 Benefits: $1,419.78 **Total: $25,483.78** **Please note the request to move $4,000 of funding previously allocated to IA money to front desk clerk money for 20-21.**	Yes, currently funded 57 hours per week ($22,342) from GENFD and 14 hours per week ($7,200) from BSI for a total of 57 hours per week, **$29,542**
Facilitate student use of Writing Center services by staffing the Center with clerks to provide customer service, make appointments, fill out necessary paperwork, match students with appropriate tutors, IAs, or faculty members, engage in record-keeping, and enter data necessary to track student usage via WC Online **AUO's 1, 2, and 3**	Ongoing	Writing Center Coordinator, Dean of Learning Resources	Fifty-two hours per week of temporary clerk coverage for 32 weeks plus nine weeks of summer coverage four hours per day	$25,312 Benefits: $1,493.40 **Total: $26,805.40**	Partially funded for **$14,200** of GENFD **This not enough to staff front desk**.
Staff Writing Center with student tutors who will provide students with one-on-one and small group assistance to improve writing skills (spring and fall semesters and summer session) **AUO's 1, 2, and 4**	Ongoing	Writing Center Coordinator	2,600 student tutoring hours	**Requested through Tutoring Program Plan**	Funded through Tutoring Program Plan
Provide a tutor linked with sections of ENGWR108 and some sections of ENGWR 300 to work with instructors, supporting and assisting students from the class **AUO 5**	Ongoing	Writing Center Coordinator	600 student tutoring hours	**Requested through Tutoring Program Plan**	Funded through Tutoring Program Plan
Staff Writing Center with faculty who can assist students in the Writing Center through tutoring sessions and workshops **AUO's 1, 2, and 3**	Ongoing	Writing Center Coordinator, Dean of Language and Literature	Four faculty stipends per semester	$24,000 Benefits: ($4,608) **Total: $28,608**	Yes, currently funded by SEAP money

Procedures	Timing	Responsible Persons	Resource Requirements	Projected Costs	Funded Now?
Offer writing support for summer session students on main campus by providing IA coverage **AUO's 1, 2, and 3**	Summer 2020	Writing Center Coordinator, Learning Resources Dean	None, as long as permanent IA position remains filled	No additional cost	NA
Provide writing support for students at Davis Center and mentoring of student tutors by staffing the Center with a faculty member from English for both fall and spring semesters **AUO's 1 and 2**	Ongoing	Writing Center Coordinator, staff at Davis Center	One faculty stipend per semester	$6,000 Benefits: ($1,152) **Total: $7,152**	No, and this is essential for writing support in Davis.
Provide writing support for students at Davis Center by using a "special projects" classified employee to provide writing assistance **AUO 1**	Ongoing	Writing Center Coordinator, staff at Davis Center	12 hours per week of special projects classified time for 32 weeks	$5,568 Benefits: ($328.51) **Total: $ 5,896.51**	No
Support recording, analysis, and evaluation of data through Survey Monkey subscription **AUO 1**	Ongoing	Writing Center Coordinator and Division Office	One-year subscription	**$300** for a one-year	Yes*
Renew subscription to WC Online scheduling system for continued ability to schedule and track students. **AUO's 1 and 3**	Ongoing	Writing Center Coordinator	One-year subscription	**$715** for one-year	Yes*
Explore additional means of delivering services and ways of making services more effective **Could affect any AUO**	Ongoing	Writing Center Coordinator	No additional resources	None	NA
Total requested				**$94,960.69** ($13,049 of this for the Davis Center)	

*These items were funded by Program Plan money in the past but no account was created to fund them for the last three years, so the LR Division has funded them.
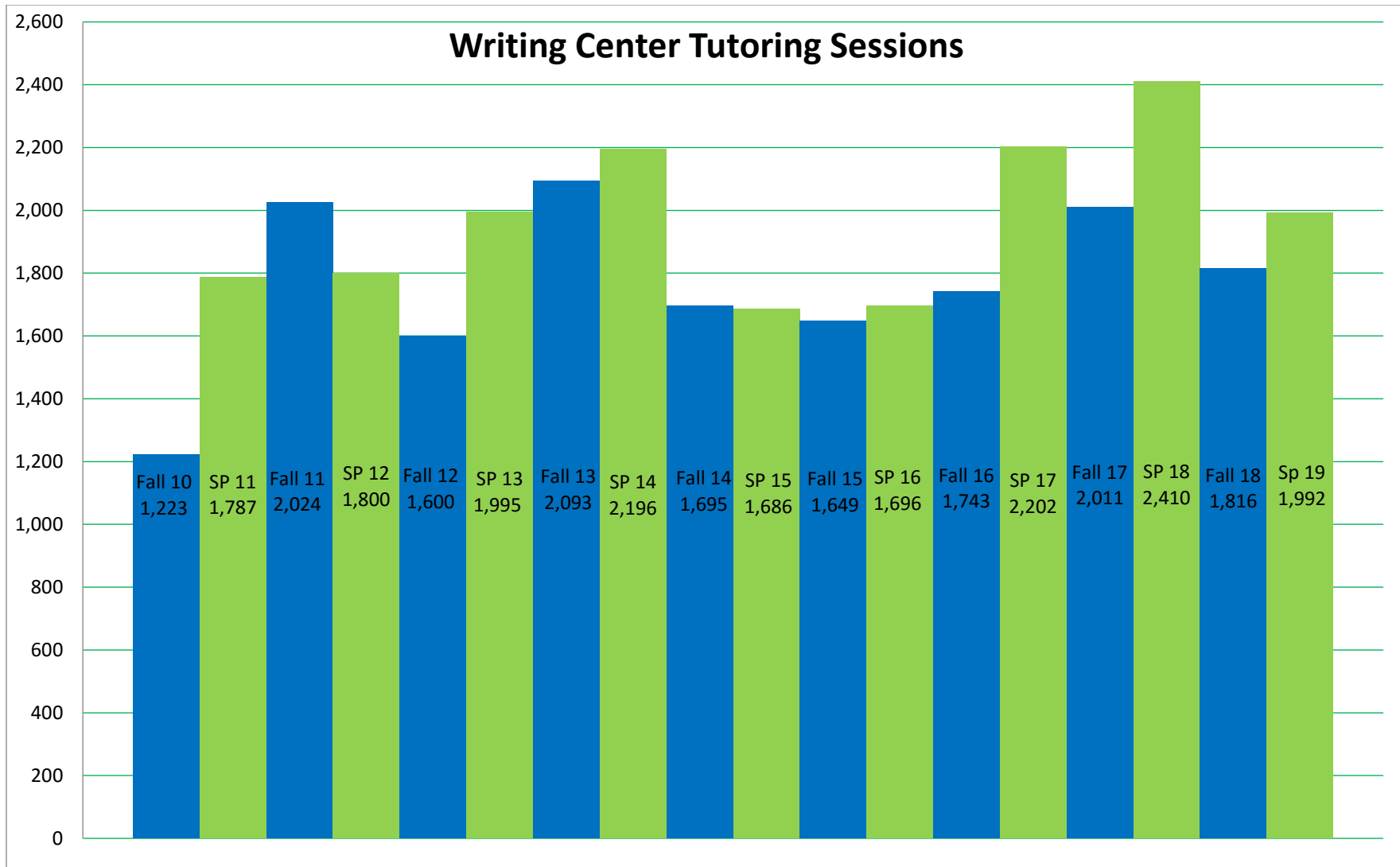
Davis Note
Requests for writing support in Davis are still part of the Writing Center Program Plan, but the West Sacramento Writing Center is being funded and coordinated separately.
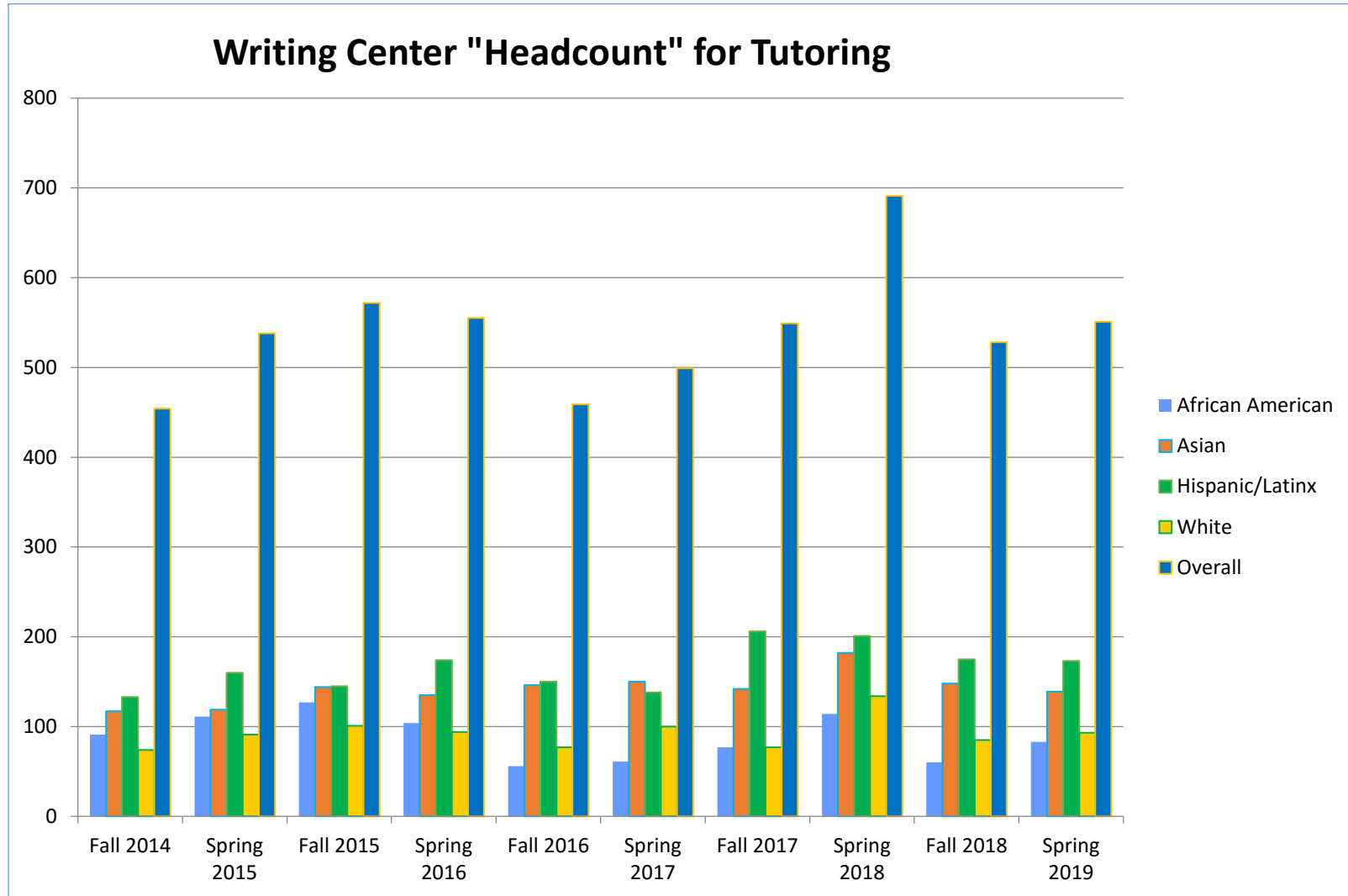
YEARS 2021-22 AND 2022-23
The Writing Center will be requesting additional funds during both of these years to fund clerk hours, (the second line item on page 5) because of the minimum wage increases. As the minimum wage increases, the Clerk I pay rate will increase. This is likely to be a request for about $1,900 in 2021-22 and $900-$1,000 in 2022-23. The updated resource requests for these years also will include a request for increased part-time temporary IA dollars if the IA pay rate increases.

DATE: NOVEMBER 2019
REVIEW CYCLE: Three Years

Writing Center Tutoring Sessions

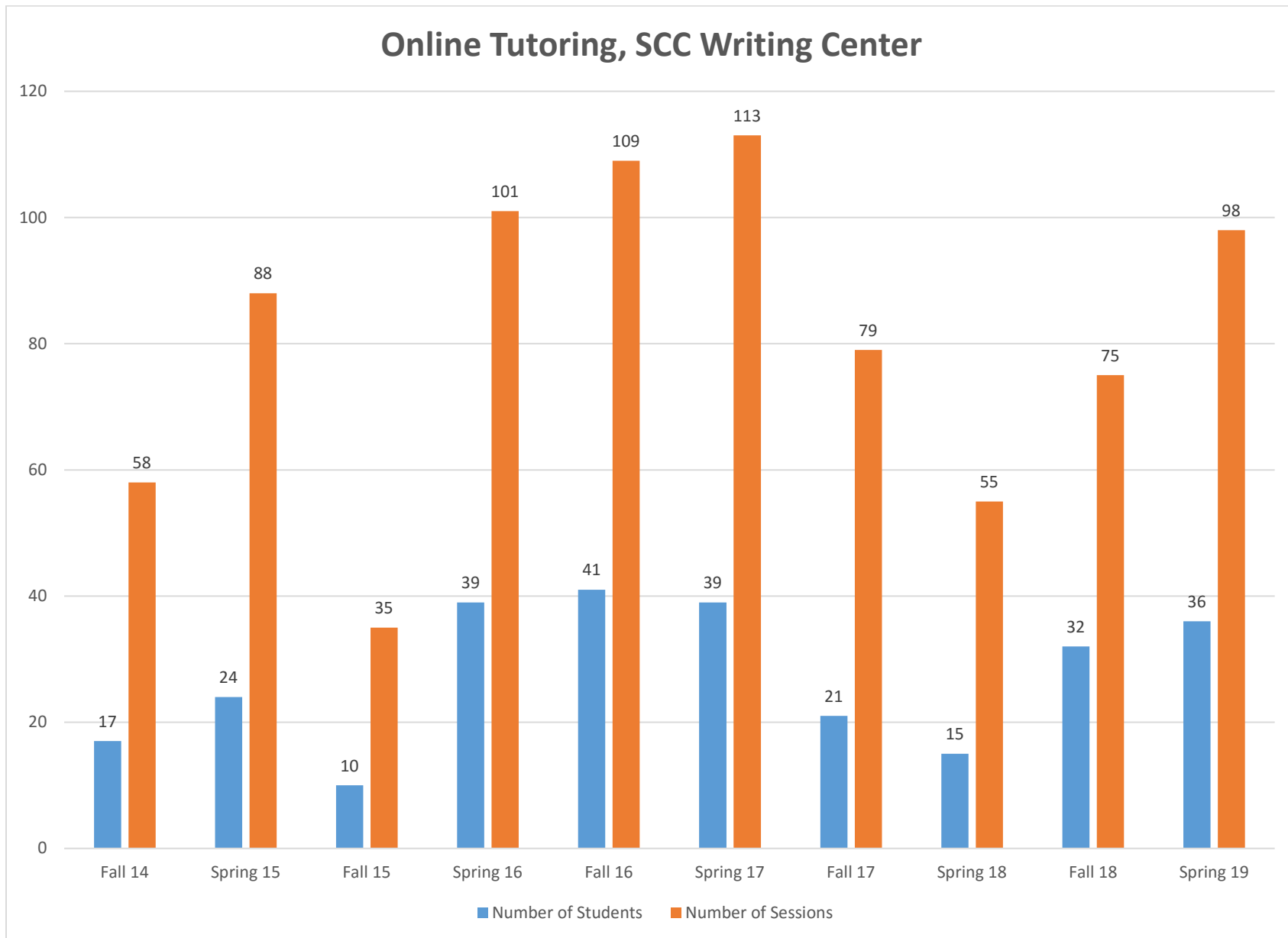|																		
Fall 10	SP 11	Fall 11	SP 12	Fall 12	SP 13	Fall 13	SP 14	Fall 14	SP 15	Fall 15	SP 16	Fall 16	SP 17	Fall 17	SP 18	Fall 18	Sp 19
1,223	1,787	2,024	1,800	1,600	1,995	2,093	2,196	1,695	1,686	1,649	1,696	1,743	2,202	2,011	2,410	1,816	1,992

Fall 2018 numbers were affected by the Writing Center's closure because of the smoke from the Camp Fire.

Writing Center "Headcount" for Tutoring

Legend:
- African American
- Asian
- Hispanic/Latinx
- White
- Overall

Categories: Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018, Fall 2018, Spring 2019

Online Tutoring, SCC Writing Center

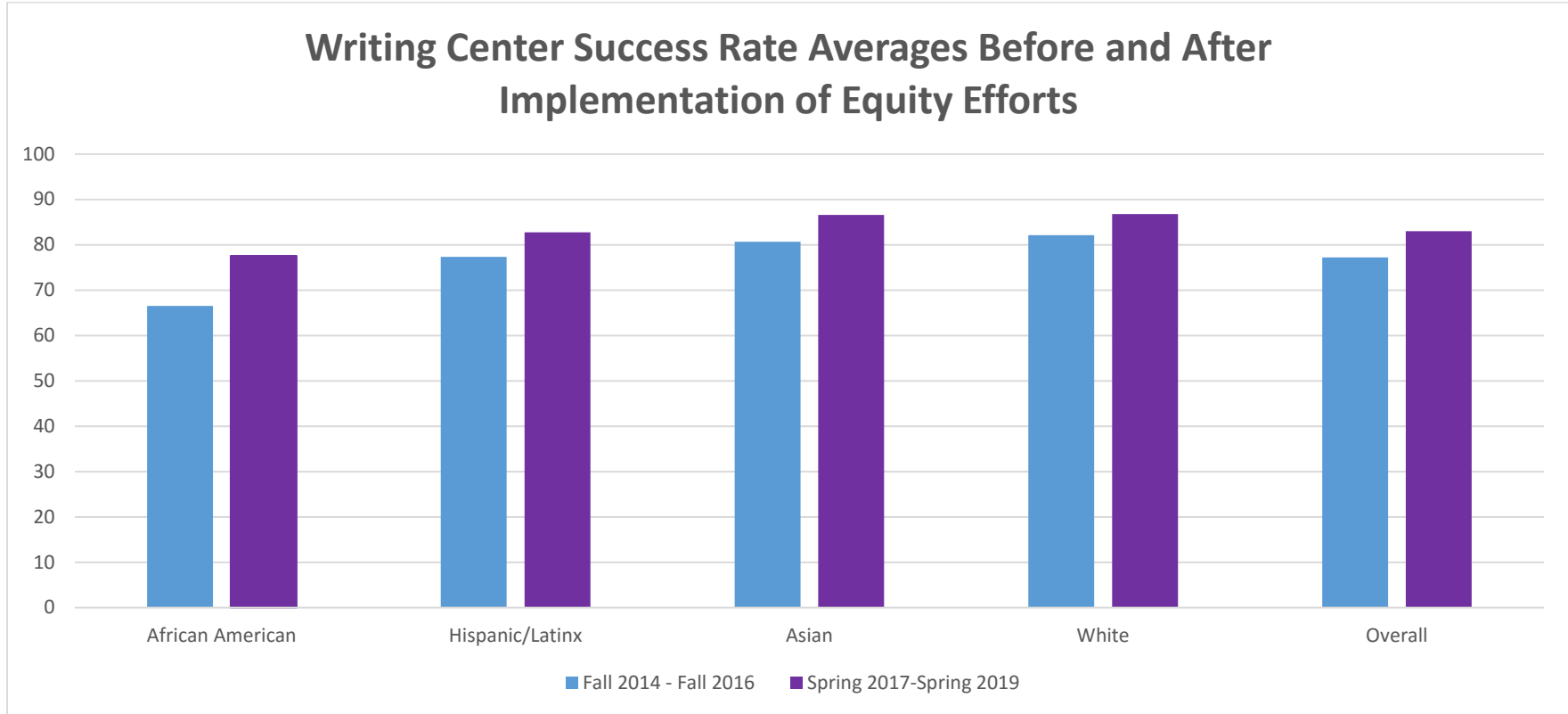| Semester	Number of Students	Number of Sessions
Fall 14	17	58
Spring 15	24	88
Fall 15	10	35
Spring 16	39	101
Fall 16	41	109
Spring 17	39	113
Fall 17	21	79
Spring 18	15	55
Fall 18	32	75
Spring 19	36	98

Writing Center Student Success Rates by Ethnicity
Fall 2014- Spring 2019
(in percentages)
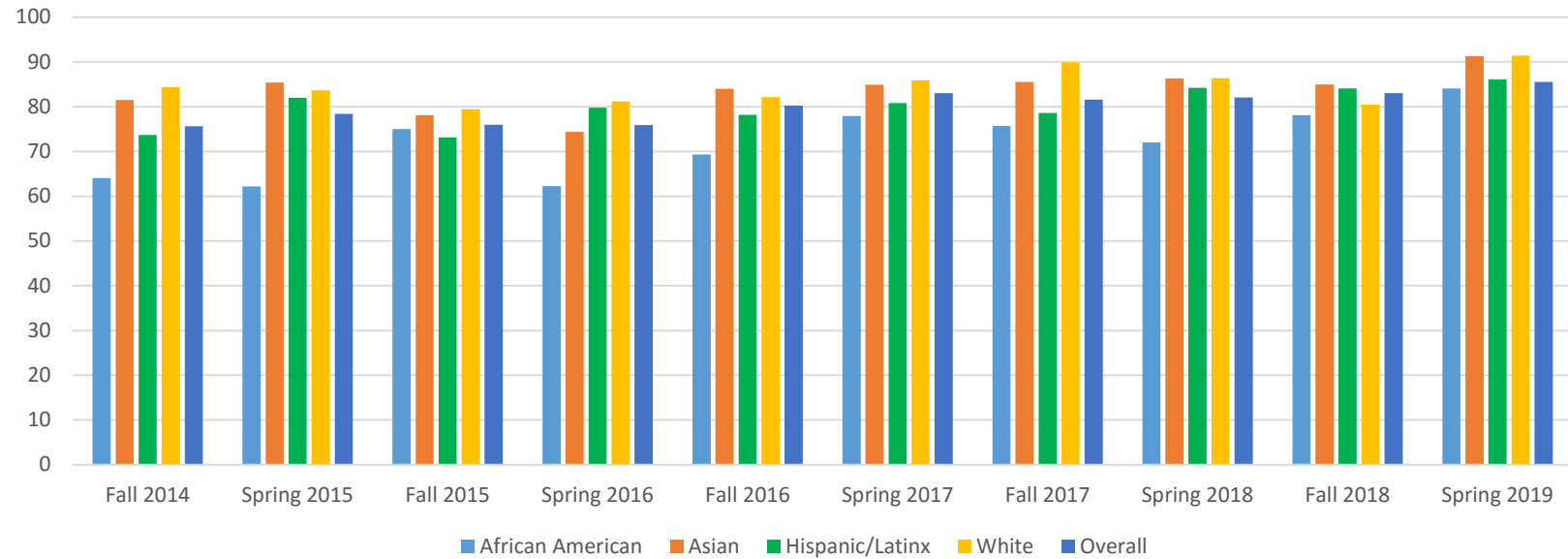
	African American	Asian	Hispanic/Latinx	White	Overall
Fall 2014	64.08%	81.54%	73.65%	84.34%	75.59%
Spring 2015	62.20%	85.42%	81.97%	83.65%	78.37%
Fall 2015	75.00%	78.11%	73.13%	79.44%	75.94%
Spring 2016	65.25%	74.36%	79.79%	81.19%	75.92%
Fall 2016	69.35%	83.87%	78.21%	82.14%	80.29%
Spring 2017	77.94%	84.88%	80.82%	85.85%	83.00%
Fall 2017	75.68%	85.53%	78.60%	89.87%	81.59%
Spring 2018	72.03%	86.32%	84.23%	86.33%	82.03%
Fall 2018	78.1%	85.0%	84.1%	80.5%	83.0%
Spring 2019	84.1%	91.3%	86.1%	91.4%	85.5%

Writing Center Success Rate Averages Before and After Implementation of Equity Efforts

Legend: ■ Fall 2014 - Fall 2016 ■ Spring 2017-Spring 2019

	Fall 2014 – Fall 2016 (five semester average)	Spring 2017-Spring 19 (five semester average)	Difference
African American	67.18%	77.57%	+10.39%
Hispanic/Latinx	77.35%	82.77%	+5.42%
Asian	80.66%	86.61%	+5.95%
White	82.15%	86.79%	+4.64%
Overall	77.22%	83.02%	+5.80 %

African American Success Rates
Fall 2014- Spring 2019
(in percentages)
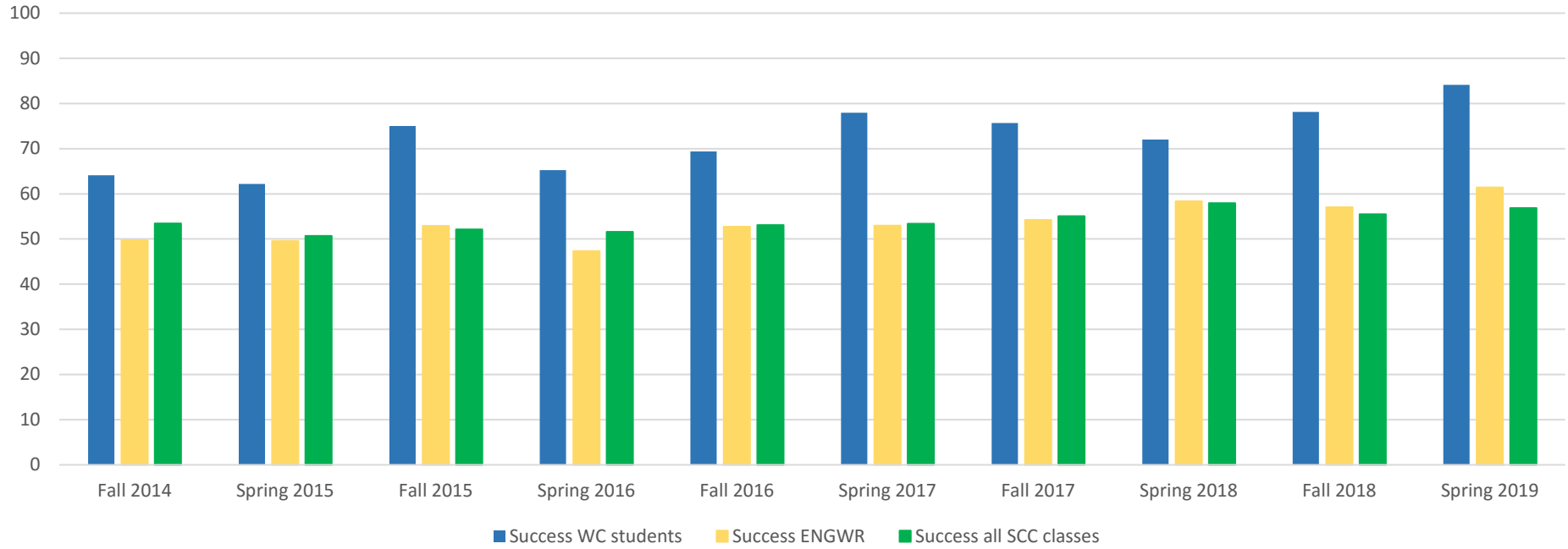
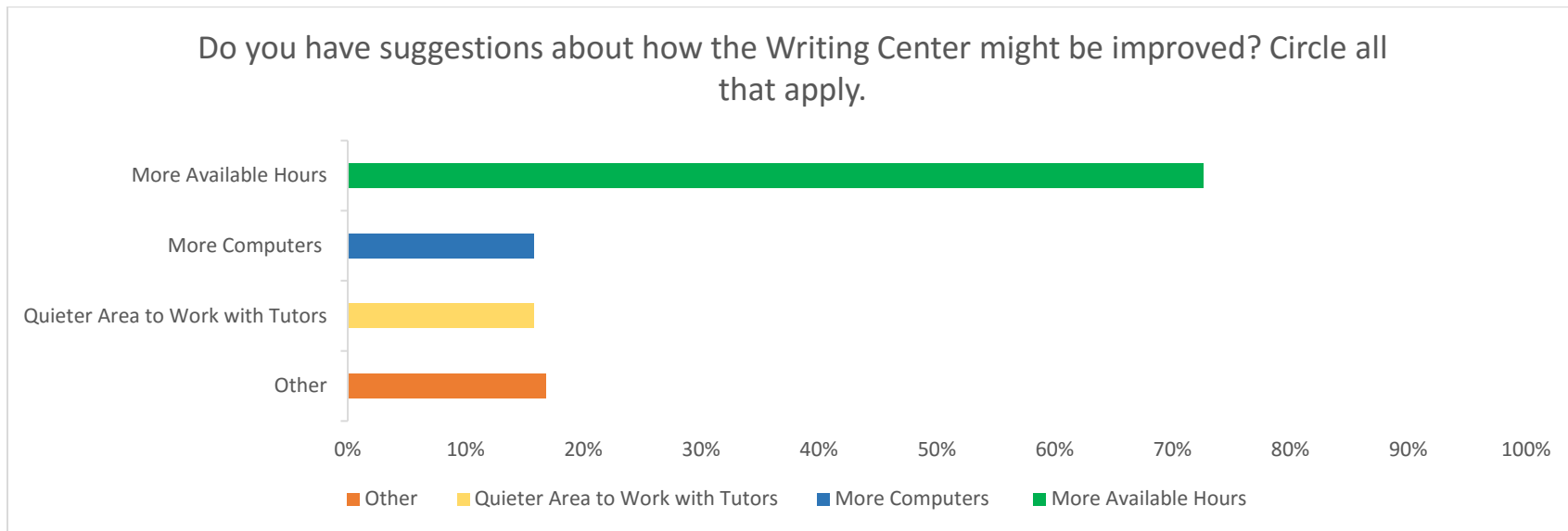|	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 19
Students Attending WC	64.08%	62.20%	75.0%	65.25%	69.35%	77.94%	75.68%	72.03%	78.1%	84.1%
All SCC ENGWR	49.74%	49.56%	52.88%	47.33%	52.70%	52.93%	54.22%	58.33%	57.03%	61.39%
All SCC classes	53.42%	50.70%	52.11%	51.59%	53.07%	53.35%	55.07%	57.95%	55.48%	56.85%

Hispanic/Latinx Success Rates
Fall 2014-Spring 19
(in percentages)
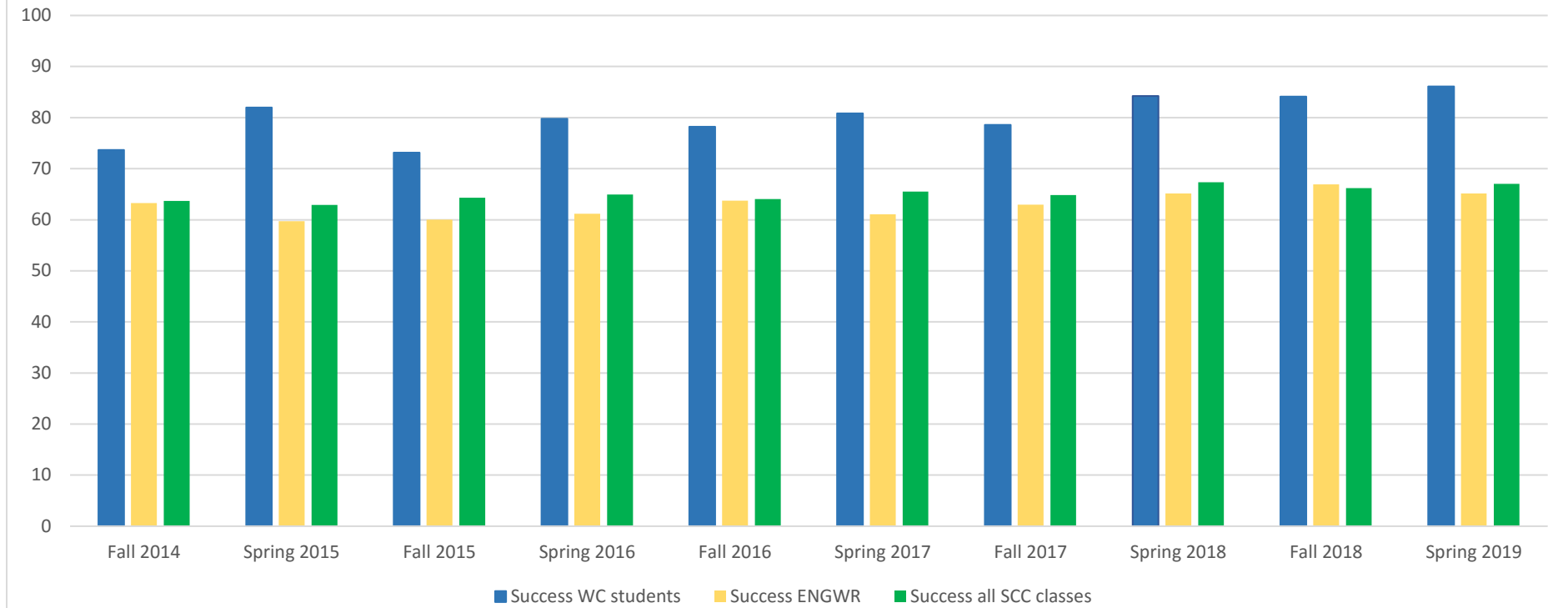
	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Students Attending WC	73.65%	81.97%	73.13%	79.79%	78.21%	80.82%	78.60%	84.23%	84.1%	86.1%
All SCC ENGWR Classes	63.25%	59.70%	60.02%	61.20%	63.75%	61.06%	62.96%	65.17%	66.91%	65.14%
All SCC Classes	63.66%	62.91%	64.32%	64.92%	64.07%	65.51%	64.83%	67.33%	66.21%	67.03%

Legend: ■ Success WC students ■ Success ENGWR ■ Success all SCC classes

Data from Spring 2019 Writing Center Surveys (139 Respondents)

Overall, how helpful and effective was the tutoring session?

Legend: Poor | Needs Improvement | OK | Good | Exellent

How much do you feel visiting the Writing Center has helped improve your grade in your class?

Legend: Not Applicable | Not at All | Somewhat | A lot

Do you have suggestions about how the Writing Center might be improved? Circle all that apply.
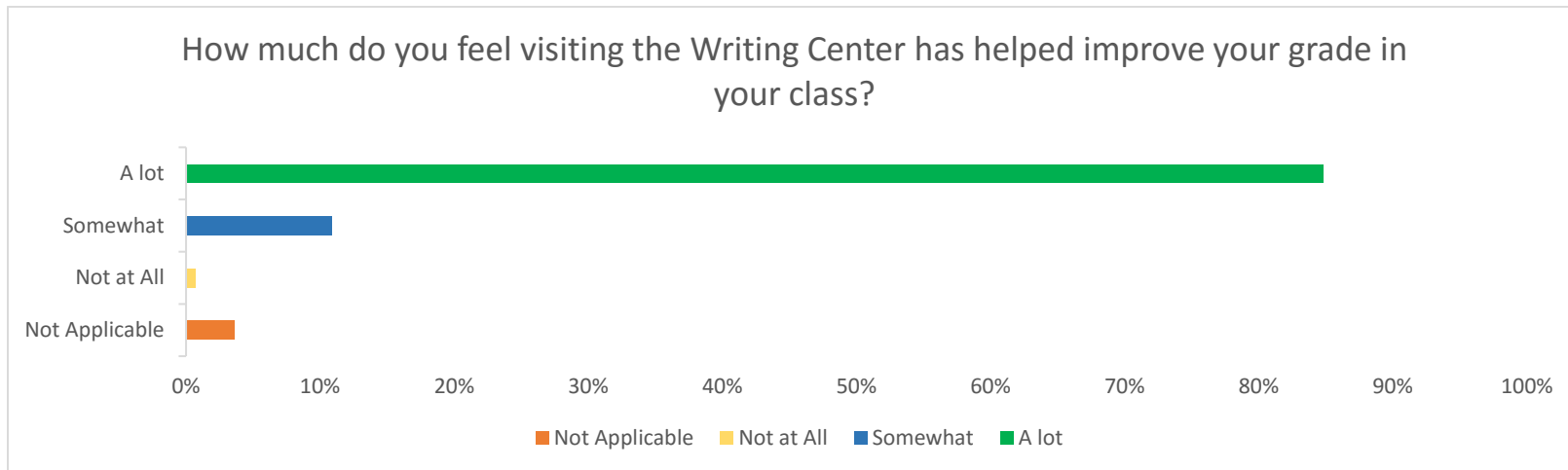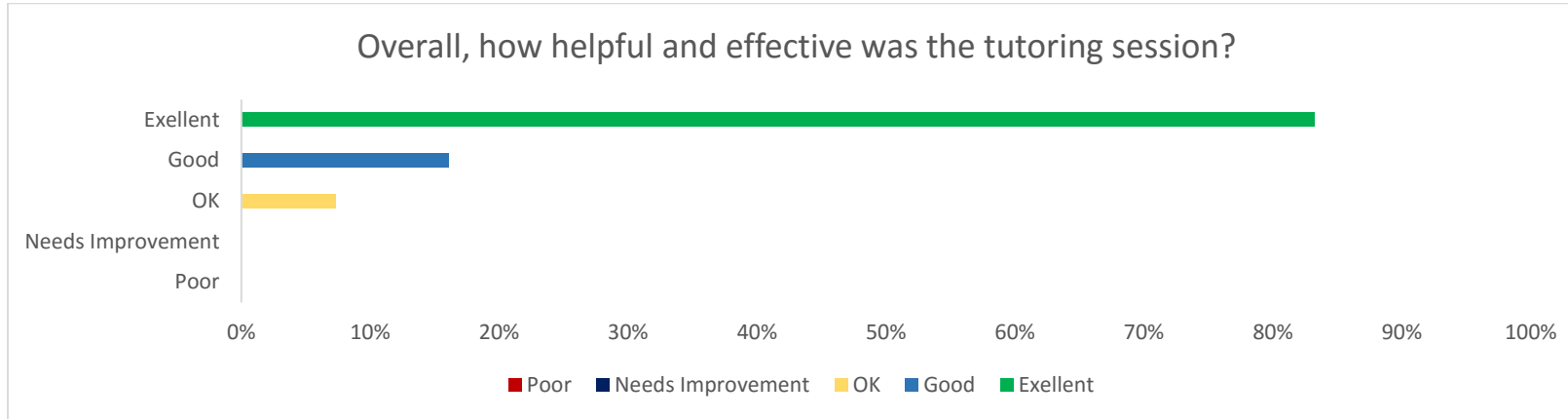
Explanation of "Other" Category in Graph 3

Most students who selected "Other" wrote in narrative comments about what they would like to see improved. Each of these comments was made by only one student. These suggestions were:

- More tables
- A "floating" tutor for people who would like feedback as they are writing
- A list of what times specific tutors are available
- Later hours
- Snacks and water
- Ability to schedule online
- Opening early in the morning
- Use of Skype