Sacramento City College
Strategic Planning System
Cross-Divisional Program Plan

Planning years: 2023-24 through 2025-26
Plan Type: Program Plan

Planning Area: Writing Center
Primary Division: Language Arts and Library
Plan Author(s): Susan Griffin
Date: March 3, 2023

SECTION I: OVERVIEW & REVIEW OF PREVIOUS ACCOMPLISHMENTS

A. PROGRAM DESCRIPTION

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 and with other writing tasks that support their success as students. The Center also promotes student writing by providing interested faculty with information about and discussion of methods for incorporating writing into their classes. In addition, the center provides training and experience for students who want to become writing tutors. Through its services and activities, it promotes a culture of writing across the SCC campus.

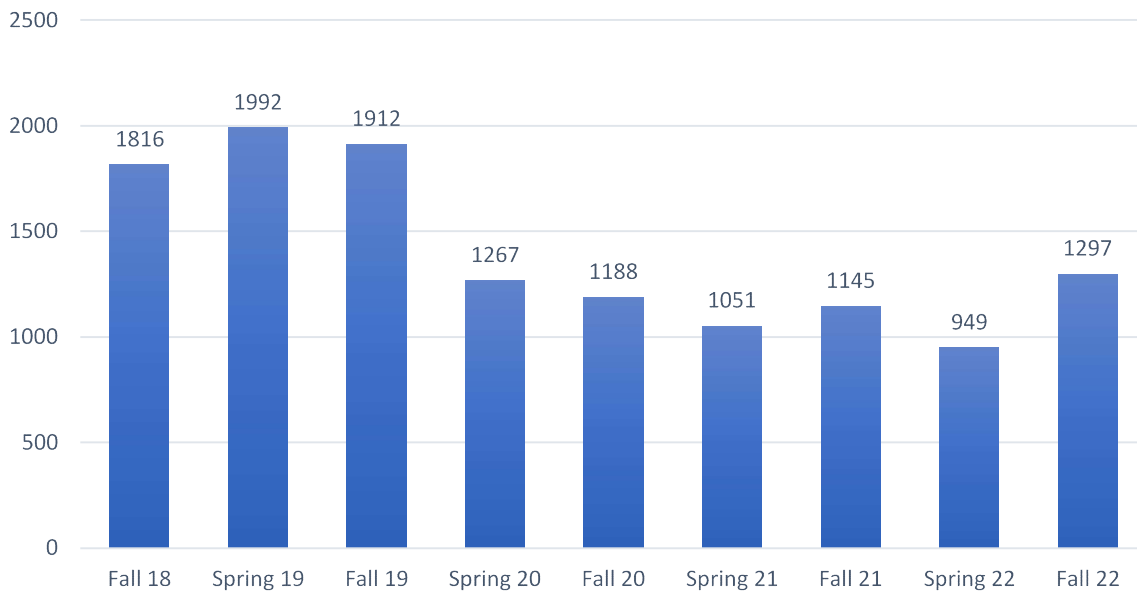### B: REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

1. **Outcomes assessment**.

2020-2023 AUO and SLO Assessment Results			
College Strategic Goal	**Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)**	**Assessment Measure/Target**	**Outcome**
Goals A and D	AUO #1: Offer individual writing tutoring sessions for students at the Writing Center on the SCC main campus and online	**Measure(s):** student usage, student surveys **Data Source(s):** WCOnline and OnTrack usage data, survey data, and class success numbers from tutoring dashboard	See graphs below and appendices for student usage data, student survey data, and success numbers from Tutoring Dashboard.
	AUO #2: Offer writing workshops for students	**Measure(s):** workshop attendance	The Writing Center had 136 students attend

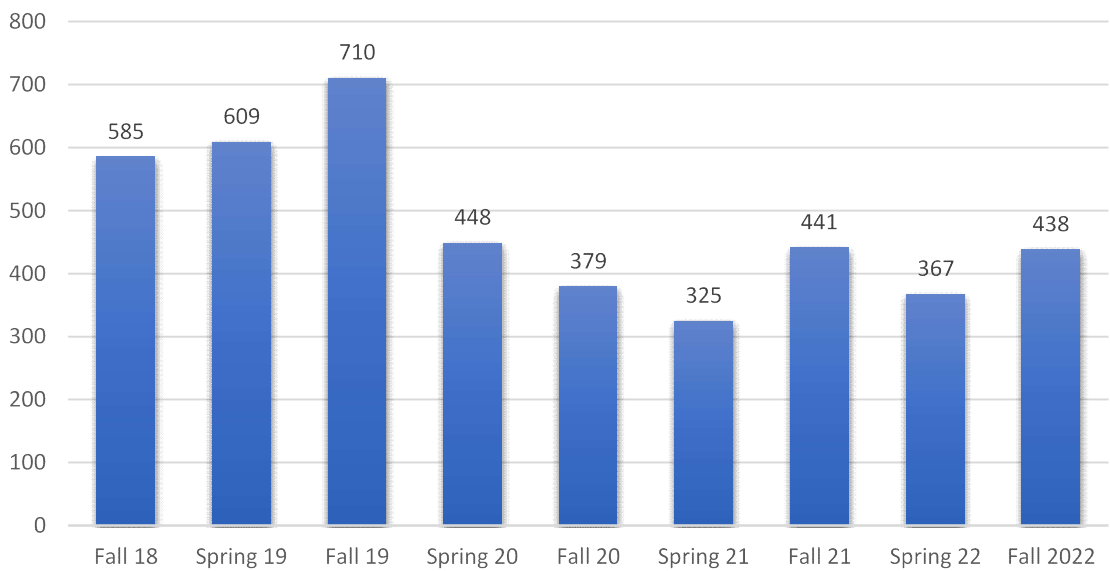|			
Goals A and D		**Data Source(s):** Workshop attendance forms and surveys	workshops during the 2018-19 academic year. Fifty students attended workshops during the 2019-20 academic year before the move to all online in March 2020. Since Spring 2020, we have transitioned most workshops to ones that can be streamed from the Writing Center website rather than offering them in person. We do still offer some workshops in collaboration with specific programs, like the ASHE Center.
Goals A and D	AUO #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	**Measure(s):** Student usage data **Data Source(s):** WC Online (scheduling and data management system)	See Appendix A
Goals A and D	AUO#4: Provide additional online resources related to writing for students and faculty via the Writing Center website	**Measure(s):** Items added to Writing Center Website resources pages **Data Source(s):** Website	The Writing Center now has 29 short workshop videos on its website that students can watch about topics related to writing, grammar, and citation. We also have a general video about writing center services that faculty can embed in their Canvas shells.
Goals A and D	AUO#5: Provide dedicated writing tutors for ENGWR	**Measure(s):** Number of classes with dedicated tutors	We had dedicated tutors linked with classes in Fall 18,

108/300 classes and some sections of ENGWR 300	**Data Source(s):** Writing center records of classes with tutors	Spring 19, Fall 19, and Spring 20, usually 8-12 per semester. Funding constraints have not permitted continuing dedicated tutors for classes. We do still send tutors to classes for specific class activities or events when requested by faculty members.

Narrative: Prior to this year's program plan, the AUOs and assessment table requirements were different and did not include the same type of targets, so there are no targets for comparison in this year's program plan. I have, however, included data related to tutoring in the outcomes section of the table and in the graphs below. For additional data, see appendices A and B at the end of the plan.

Writing Center Sessions

Term	Sessions
Fall 18	1816
Spring 19	1992
Fall 19	1912
Spring 20	1267
Fall 20	1188
Spring 21	1051
Fall 21	1145
Spring 22	949
Fall 22	1297

Number of Students Tutored

| Term	Students
Fall 18	585
Spring 19	609
Fall 19	710
Spring 20	448
Fall 20	379
Spring 21	325
Fall 21	441
Spring 22	367
Fall 2022	438

Hispanic/Latinx Class Success Rates
Fall 2018-Fall 2022
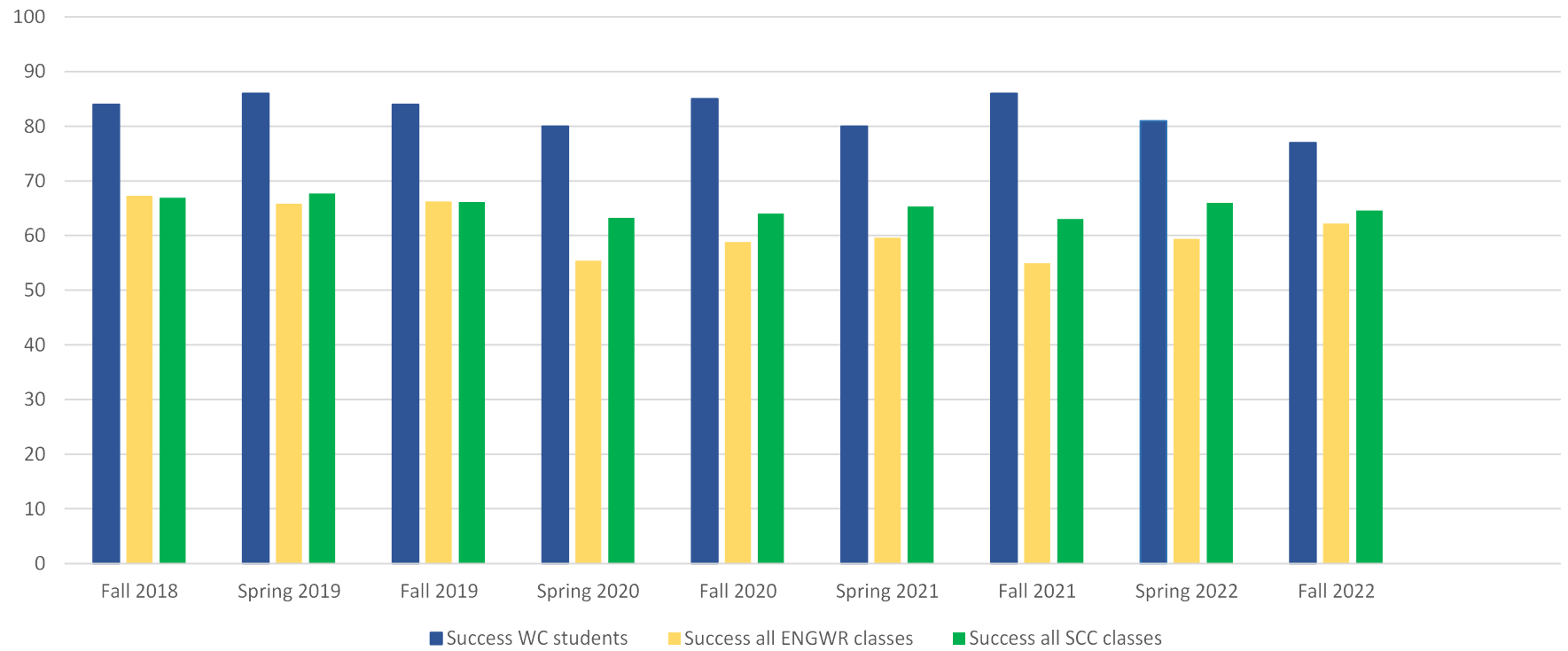
	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
Students Attending WC	84%	86%	84.%	80%	85%	80%	86%	81%	77%
All SCC ENGWR Classes	67.30%	65.82%	66.26%	55.39%	58.84%	59.61%	54.93%	59.38%	62.18%
All SCC Classes	66.91%	67.69%	66.15%	63.25%	64.02%	65.32%	63.03%	65.98%	64.58%

African American Class Success Rates
Fall 2018-Fall 2022
(in percentages)
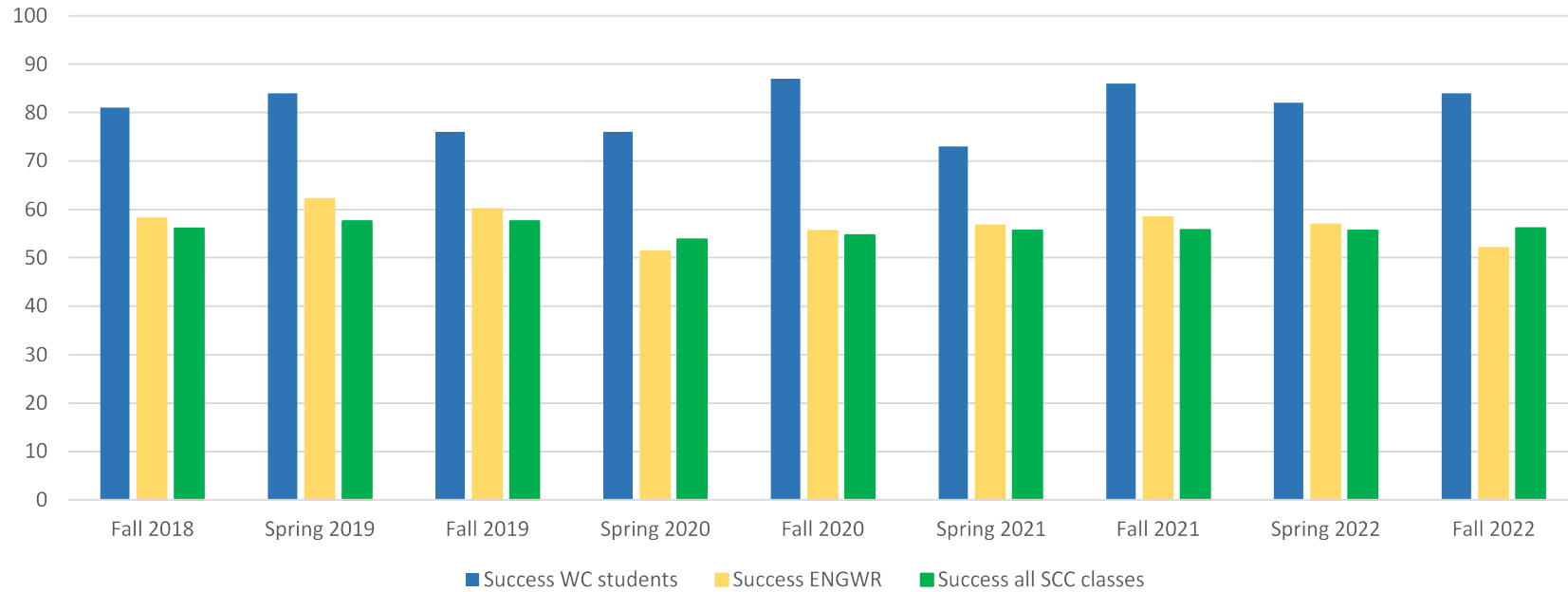
	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
Students Attending WC	81%	84%	76%	76%	87%	73%	86%	82%	84%
All SCC ENGWR classes	58.18%	62.2%	60.1%	51.35%	55.59%	56.72%	58.39%	56.92%	52.06%
All SCC classes	56.08%	57.63%	57.63%	53.87%	54.7%	55.67%	55.76%	55.13%	56.18%

2. **Review of last year's resource use**: The Writing Center used the funding from last academic year to support online writing tutoring and some in-person tutoring. We broadened what Writing Center tutors do to include mentoring as well as tutoring. The money also supported part-time staff doing tech help for online sessions and training and professional development for tutors. A higher percentage of the part-time classified budget than previously was used for clerk hours to support a timely response to all the different means that students now can use to request appointments (phone, text, email, Google form) and the extra time it takes to explain and troubleshoot online tutoring. Much of the increased workload of online tutoring has been shouldered by the part-time clerks. During the current academic year (2022-23), the Center was not provided enough in its original allocation to maintain online and re-establish in-person services and had to ask for additional SEAP money mid-year.

3. **Factors affecting the work of the program.** Over the last several years, the Writing Center has made a commitment to prioritizing equity and social justice. This has affected Writing Center tutor recruiting, hiring, training, and professional development and tutoring pedagogy and practice. We expect this work to be ongoing.

    In the last three years, the Center has faced some substantial challenges. Like other areas of the college, one of the greatest challenges has been adapting to the changes brought on by the pandemic. This year, the Center is attempting to balance maintaining the level of online tutoring that we established during the pandemic and at the same time accommodating increasing demand for in-person tutoring. While in-person sessions increased substantially in Fall 2022 compared to Spring 2022, online sessions still made up about two thirds of writing center sessions.

    Online tutoring is more expensive than in-person tutoring because it is more labor intensive. It requires someone to make sure students and tutors are successfully logged into each session and someone to troubleshoot any technical difficulties that come up during tutoring sessions. Online tutoring also requires additional training for tutors.

    The other major challenge that the Writing Center has faced during the last seven years, and most acutely in the last year, is maintaining service to students with a shrinking number of tutoring hours. The minimum wage has gone up $4.50 in the last six years. That is a 41% increase. In 2018, $1,000 could fund 90.9 hours of tutoring. Now $1,000 funds 64.5 hours of tutoring. During the 2020-21 year, the Writing Center would have had to reduce tutoring hours because of the minimum wage increase if HEERF money had not been available to supplement other money. The following year, Writing Center tutoring hours were reduced somewhat because of the minimum wage increase, but demand also had decreased, particularly in Spring 2022, so the Writing Center was still able to meet student needs. Now that demand for tutoring is increasing, we will only be able to meet that need if we have adequate funds to keep up.

SECTION II: FUTURE GOALS, DIRECTIONS, AND STRATEGIES

A. MULTI-YEAR DIRECTIONS AND STRATEGIES

The Writing Center's purpose is to help SCC student writers complete their writing projects successfully and to help them gain confidence in their own capacity as writers. The primary way the Writing Center does this is by offering writing tutoring consultations in a setting that is welcoming for all students. Tutors encourage students to use writing approaches that address the requirements of assignments while writing with a voice that feels authentic to them. The Writing Center is committed to working effectively with students from disproportionately impacted groups, particularly African American/Black and Latinx students (the two largest DI populations that use the Writing Center) in order to contribute to reducing disproportionate impact.

Over the next three years, the Writing Center should continue to re-establish in-person tutoring while maintaining the level of online tutoring to which students have become accustomed. The Writing Center approach to balancing in-person and online tutoring will be to look at student usage patterns and student feedback from surveys and adjust the in-person and online hours to meet student needs if funding permits this.

Another of the Writing Center's goals is to increase the number of African American/Black Students using the Writing Center and to continue to collaborate with areas and programs focused on supporting Black and Latinx students, including the ASHE and RAZA Centers and the Umoja Program and Puente Program.

B. UNIT OUTCOMES: [ADMINISTRATIVE UNIT OUTCOMES (AUOs)](#) or [STUDENT LEARNING OUTCOMES (SLOs)](#) FOR THE PLANNING CURRENT CYCLE

2023-2026 AUOs and SLOs		
College Strategic Goal	**Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)**	**Expected Outcomes/Targets**
Goals A and D	SLO#1: Students [will] report increased confidence in his/her/their ability to meet course requirements	Maintain 85% or more of students surveyed reporting agreement or strong agreement with having increased confidence in their ability to complete their writing assignments successfully (measured through student surveys)

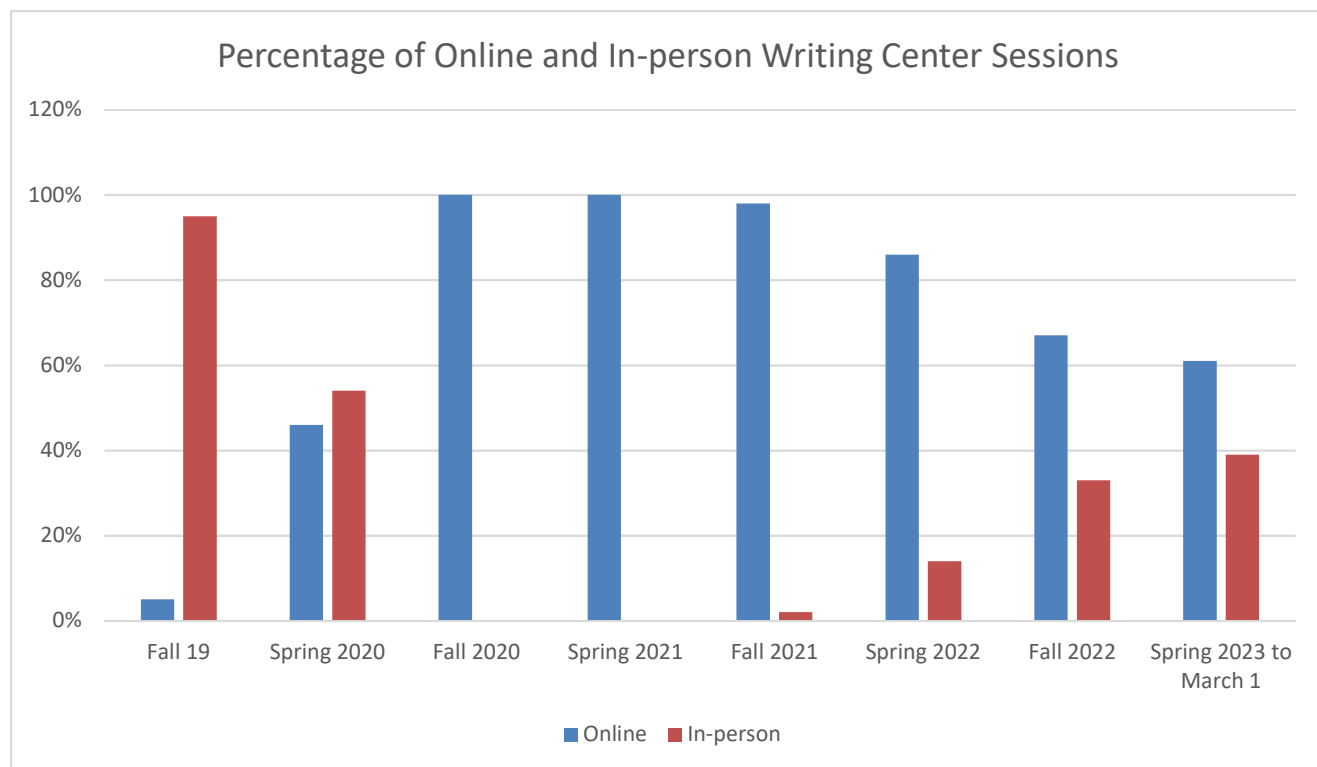|		
Goals A and D	SLO#2: Students [will] report an improved understanding of class concepts (concepts necessary to complete their writing assignments)	Maintain 85% or more of students surveyed reporting agreement or strong agreement with "improved understanding" of concepts necessary to complete their writing assignments (measured through student surveys)
Goals A and D	AUO #1: Increase the number of students using writing center tutoring	Increase the number of students using the Writing Center for tutoring by 10% by 2025-26 (measured through WC Online Data)
Goals A and D	AUO#2: Through outreach, increase the number of African American/Black students using writing center services	Increase the number of African American/Black students using the Writing Center 15% by 2025-26 (measured through PRIE Dashboard data and WC Online data)
Goals A and D	AUO#3: Continue to develop strategies designed to maximize the success of Black and Latinx students	Yearly review of usage data, success data, and survey data for Black and Latinx students and adoption of at least two new practices or strategies over the next three years to better serve these student populations (Some examples of practices adopted in the last three years are creating a Writing Center Social Justice Statement and having a tutor work some hours at the ASHE and RAZA centers)
Goal A	AUO#4: Minimize no-shows for online appointments in order to use tutors online time efficiently	Keep the level of no-shows for online appointments to 10% or fewer

SECTION III: ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR THE PLANNING YEAR

2023-2024 Program Plan Resource Requests						
Program Strategies	**AUOs/SLOs (include number from above tables)**	**Timeline**	**Responsible persons**	**Resource Requirements**	**Previously funded? (Yes/No)**	**Previous Funding Source(s)**
Staff Writing Center with part-time IAs to provide students with one-on-one writing assistance in person and online, help mentor student tutors and front desk staff as necessary, and assist with record-keeping and outreach	SLOs1 and 2, AUOs 1, 2, and 4	2023-24 academic year and summer	Writing Center Coordinator	Thirty-six hours per week of part-time, temporary IA coverage for 32 weeks plus summer coverage for 16 hours per week for 9 weeks: $24,857.28 Benefits: ($1,566) Total: $26,423.29	Yes	General Fund
Facilitate student use of Writing Center services by staffing the Center with clerks to provide customer service, make appointments, match students with appropriate tutors, provide tech help for online sessions, engage in record-keeping, and enter data to track student usage via WC Online and OnTrack	AUOs 1, 2, and 4	2023-24 academic year and summer	Writing Center Coordinator	Sixty-two hours per week of temporary clerk coverage for 32 weeks plus summer coverage for 17 hours per week for 9 weeks: $34,833.10 Benefits: ($2,194.49) Total: $37,027.60	Partially, funded initially for $2,500 from General Fund and $9,000 from SEAP; funded for an additional $3,800 from SEAP after a mid-year request	General Fund and SEAP
Staff Writing Center with student tutors who provide students	SLOs 1 and 2 and AUOs 1 and 2	2023-24 academic year and summer	Writing Center Coordinator	2,985 student tutoring hours requested through the	Funded for 2,819 hours of tutoring	General Fund and SEAP

with one-on-one and small group assistance to meet writing goals and build confidence				tutoring program plan		
Staff Writing Center with faculty who can assist students in the Writing Center through tutoring sessions and mentoring	SLOs 1 and 2, AUOs 1 and 2	2023-24 academic year	Writing Center Coordinator and Dean of Language Arts and Library	Two faculty stipends per semester for fall and spring: $12,000 Benefits: ($2,592) Total: $14,592	Yes	SEAP
Provide writing support for students and advance the Writing Center's equity hiring goals by using a "special projects" classified employee to provide writing assistance and mentoring	SLOs 1 and 2 and AUOs 1 and 2	2023-24 academic year	Writing Center Coordinator	12 hours per week of special projects classified time for 30 weeks: $5,940 Benefits ($374.22) Total: $6,314.22	Partially funded, ($2,500)	SEAP
				Total Cost:	**$84,357.10**	

Narrative: The clerk positions are now supporting the online tech help for tutoring sessions and responding to email and text requests for appointments and schedule changes as well as all the duties they had before the pandemic. The Writing Center currently is open six days per week online and four days per week in person with sessions running in person and online at the same time during the in-person hours.

SECTION IV: APPENDICES

APPENDIX A: Percentage of Writing Center Sessions Online and In-Person

Percentage of Online and In-person Writing Center Sessions

Legend: Online (blue), In-person (red)

Categories: Fall 19, Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022, Spring 2023 to March 1

APPENDIX B: Fall 2022 Survey Question Results, 67 Respondents

How Helpful and Welcoming Have the Writing Center Staff Been?

Response	Percentage
Very helpful	~86%
Helpful	~10%
Somewhat helpful	~3%
Not so helpful	0%
Not at all helpful	0%

Overall, how useful and effective was your tutoring session or sessions?

Response	Percentage
Very useful and effective	~79%
Useful and effective	~18%
Somewhat useful and effective	~3%
Not so helpful	0%
Not at all helpful	0%

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

Response	
A lot	~90%
Somewhat	~6%
Not at all	0%
Not applicable	~4%

Horizontal axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, 100%