

WRITING SUCCESS CENTER

SPRING 2024

Academic Support Program

Summary of Program Review:

A. Major Findings

1. Strengths:

- Efficiency and Productivity of staff, specifically as it relates to diversity of staff and inclusion of Full-Time Faculty Tutors along with Part-Time Faculty, Classified Staff, and Student Employees.
- Successful adaptation to hybrid modality to provide a balance of in-person and online services for students.
- Support of DI/Equity student groups is consistently above institutional averages.
- Successful collaboration with English Department Faculty, and integration of English Department curricula, for synergy of programs to promote success.
- Data indicates that use of WSC services is correlated with increased success in English courses.
- Innovated practices regarding outreach to dual-enrolled students and area high schools

2. Areas for Improvement:

- Improve and expand facilities and technology to better support full-service tutoring support to students.
- More focused support directed to students in courses with below average retention and success rates (e.g. ENGL 120).
- Improve connection and services directed at campus programs for DI/equity groups (e.g. Puente, ESL, Umoja, Kasasayan).
- Maintain consistent data collection and disaggregation to track student usage and assess productivity goals.

3. Projected Program Growth, Stability, or Viability:

The WSC is best described, even in a period marred by inconsistencies and trauma, as in a state of “Stability”. Projected goals will lead to growth and improved consistency of services, which will lead to increased success and retention in English programs, and qualitative increases in student reports of satisfaction.

B. Program’s Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

- “We commit to creating a flexible and responsive environment where everyone can thrive and learn.”: The WSC demonstrates support of NVC’s diverse student population through individualized writing support in one-on-one tutoring, and dedication to the development of resources and services that benefit students’ individual needs. Furthermore, the WSC stays current on the needs of students through connection with Faculty and instructional programs, adapting to the dynamic needs of the student population’s success. Finally, the structure of the WSC as a student-centered, relationship-focused environment engages students in the productive collaboration necessary to understand the role of interdependence in students’ professional and personal lives.

- “...continuously improve the student experience by providing wrap-around support services and an environment which promotes the success of all students in achieving their educational goals.” Along with being supportive of all aspects of student work at the College, The WSC is committed to the success of student educational goals through individualized tutoring and specialized writing help. Additionally, The WSC undergoes regular assessment and formal/informal data analysis to determine best practices and services to support student needs at any given time.
- “Equity-Focused: maintain open access to higher education for all students...”: The WSC supports the learning and success of students at any level, and in any discipline that the College offers.

2. Assessment of Program’s Recent Contributions to Institutional Mission:

- Maintains consistency in services to provide stable, high-quality services to promote student success in all aspects of College work.
- Expanded staff to encourage expertise in content, expansion of services, and development of outreach programs.
- Need to expand services, staffing, and schedule to support more diverse programs and student needs, expand workshops and specialized programs to promote success in specialized programs that are writing-heavy.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- *Increase NVC student achievement and completion of education and job training goals:* Expanded staff (addition of Full-Time English Faculty) to encourage expertise in content, expansion of services, and development of outreach programs. Maintain consistency and currency in tutorial strategies and practices to best support student success through one-on-one tutoring and other services.
- *Engage NVC students and assist in their progress towards educational and job training goals:* Adapted to hybrid through development of consistent balance of online and in-person services, supported by static, always-occupied Zoom link to reflect physical tutoring space, centralized appointment software and data collection service for more consistent assessment of data needs.
- *Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success:* Outreach to local high schools to develop and implement workshop series and orientation to WSC services. Implemented workshop series with credit-recovery students at American Canyon High School, and led orientations at New Technology High School.
- *Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices:* Diversify staff to specialize tutorial services to meet student needs. Establish expanded workshop schedule to diversify support services.

C. New Objectives/Goals:

1. Lead the charge to develop more synergy with other Academic support programs across campus, including the Library, Math Success Center, Counseling, Supplemental Instruction. This effort would be focused on providing a unified vision for student success and support at NVC, including, but not necessarily limited to, the following elements:
 - a. Choice of scheduling software
 - b. Physical proximity of departments
 - c. Cross-department planning and events

2. Expand the High School Workshop program to include more schools and a focus on outreach and student success as students plan to enter College.
3. Expand Peer Tutor program to include training course structure, partnering with English Department on Embedded Tutor program, and possible Supplemental Instruction model.
4. Expand Workshop structure to include boot camp series and increased coordination with writing-heavy courses.
5. Expand cross-disciplinary events, including Creative Arts event, WSC Lecture series, and opportunities for community partnership for community writing events.
6. Expand WSC technology with increased student-use tech availability, along with expanded hybrid workshop structure.
7. Increase collegiate writing center community partnership by planning and hosting a future regional writing centers conference at NVC.

D. Description of Process Used to Ensure “Inclusive Program Review”

Program Review draft was collaboratively written by dual-constituency leadership team (Faculty Coordinator and two Full-Time Classified Staff). Program Review process and updates were shared with program staff at monthly meetings.

I. DESCRIPTION OF PROGRAM

A. Program Purpose

The Napa Valley College Writing Success Center (WSC) is committed to supporting the academic, professional, and personal goals of all Napa Valley College students through individualized writing support, specialized composition instruction, and opportunities for professional development. In providing these services, The WSC supports the Napa Valley College institution in its efforts to prepare students for evolving roles in a diverse, dynamic, and interdependent world.

Concerns related to this Mission:

- The WSC should prioritize supporting the work of NVC students on NVC classes.
- The WSC should prioritize supporting the collegiate and post-collegiate academic/professional goals of NVC students.
- The WSC should support NVC students in their personal creative endeavors.
- The WSC supports the services provided by similar departments at other institutions.

B. Alignment with the Student Pipeline

The WSC is dedicated to supporting students in their writing work at NVC at any point during their experience. We primarily support students enrolled in English courses (traditionally writing-heavy curriculum courses), but we also support students in other courses that assign writing, along with helping with personal statement essays for University transfer, creative work, and career goal document (resumes, personal documents, etc.). The Writing Success Center is here to help students at any stage of their writing process, for any stage in their academic, professional, or personal endeavors.

C. Student Population(s) Served

What is/are the intended student population(s) that the program serves? The student populations may be identified via a bulleted list.

- NVC students seeking writing support for NVC classes
- NVUSD students who are dual enrolled at NVC and seeking writing support for NVC classes

D. Delivery of Services (Modalities)

How does the program deliver services to students? Describe what the program does to ensure access among students, regardless of location or mode of delivery.

Writing support is delivered to students in-person and online. Students can schedule appointments in advance, drop in to the Center on campus, or drop in to the WSC Zoom session during WSC operating hours. In addition to individual tutoring sessions, the WSC offers writing workshops at varying days and times throughout the semester.

E. Effective Program

Program Reflection:

An effective Writing Success Center is one that supports student success in all forms. In particular, an effective program would be demonstrated through student steady student usage, repeat visits, and reported success. To the last point, students and tutors alike should be reporting positive improvement of work quality and confidence as a result of connecting with the Writing Success Center, either through tutoring services or in small-group workshops. Additionally, a successful program includes a robust group of Student employee Peer Tutors who demonstrate strong mentorship and support skills, and reflect the positive, welcoming environment indicative of a successful student support service at Napa Valley College.

II. PROGRAM DATA

A. Demand

Number of Visits and Number of Students Accessing Writing Success Center, By Delivery Mode

	2020-2021	2021-2022	2022-2023	Change over 3-Year Period
Number of Visits				
In-Person	0	48	733	--
Online	1,449	1,557	1,107	-23.6%
TOTAL	1,449	1,605	1,840	27.0%
Number of Students				
In-Person	0	33	266	--
Online	495	490	399	-19.4%
TOTAL (Unduplicated)	495	499	571	15.4%
<i>Source: Writing Success Center Usage Data</i>				

RPIE Analysis: Over the past three years, the number of visits to the Writing Success Center (WSC) increased by 27.0%. The number of online appointments decreased by 23.6% between 2020-2021 and 2022-2023. The balance between in-person and online visits to the WSC has shifted over the period. While 100% of visits in 2020-2021 were conducted online and 97.0% of visits in 2021-2022 were conducted online, 60.2% of visits were conducted online in 2022-2023. Between 2021-2022 and 2022-2023, the number of in-person visits increased by 1427%. During the same two-year period, the number of online visits decreased by 28.9%.

Over the past three years, the number of students visiting the WSC (whether through in-person or online delivery or a combination of the two) increased by 15.4%. The number of online appointments decreased by 19.4% over the three-year period. In 2020-2021, 100% of students who visited the WSC did so via remote delivery. In 2021-2022, 98.2% accessed the WSC online. In 2022-2023, 69.9% of students visited the WSC online.

In 2020-2021, the ratio between visits and students was 2.9, indicating that students who visited the WSC did so 2.9 times, on average, that academic year. In 2021-2022 and 2022-2023, the ratio was 3.2 visits per student. Among students accessing the WSC in-person, in 2021-2022, students visited an average of 1.5 times within the academic year. In 2022-2023, the average number of in-person visits per student was 2.8. The figures among students who accessed the WSC remotely were 3.2 and 2.8, respectively.

Program Reflection:

As the world made its way out of the global pandemic associated with Covid-19, every aspect of professional and personal life started to ease its way back toward a more in-person, pre-pandemic sense of normalcy. The WSC and its services were not immune to this same progression. During the pandemic era of the 2020-2021 & 2021-2022 academic years, the WSC was almost entirely online, with the one exception being the Spring 2022 semester, when the WSC classified staff was forced by the College Administration to hold in-person hours for tutoring, which is reflected in the extremely small amount of tutoring services provided in-person during the latter of the two academic years in question.

After that period, the WSC shifted to a fully hybrid modality structure. It is in this hybrid modality that the WSC will remain for the foreseeable future. It is obvious from the data that students are inclined toward and desire a flexible schedule in the WSC. As we have shifted to the hybrid modality, student choice has started to balance out more and more in terms of what modality student prefer in terms of their tutoring preference. This reflects the shifts of the College as a whole, which is instituting and more “50/50” balance between online and in-person course offerings.

To maintain this hybrid structure to meet student demand, the WSC will need facilities that reflect that balance, including a workspace that benefits staff working both online and in-person in the same environment, for instance with sound-proof spaces and expanded technology availability for staff and students alike.

Writing Success Center Usage Based on English Course Enrollment

	2020-2021	2021-2022	2022-2023	Three-Year Total	Change over 3-Year Period
Number of Visits					
ENGL-85	0	2	0	2	--
ENGL-90	239	133	0	372	-100%
ENGL-95	388	451	504	1,343	29.9%
ENGL-120	649	756	952	2,357	46.7%
ENGL-121 & ENGL-123	117	54	45	216	-61.5%
ENGL-125	350	550	595	1,495	70.0%
ENGL-200+	14	40	21	75	50.0%
No ENGL Enrollment	97	95	233	425	140%
Number of Students					
ENGL-85	0	2	0	2	--
ENGL-90	60	33	0	93	-100%
ENGL-95	160	170	168	498	5.0%
ENGL-120	267	288	334	889	25.1%
ENGL-121 & ENGL-123	41	20	14	75	-65.9%
ENGL-125	108	151	183	442	69.4%
ENGL-200+	8	6	9	23	12.5%
No ENGL Enrollment	59	63	95	217	61.0%

Sources: Writing Success Center Usage Data; English Enrollment Query

RPIE Analysis: The table above reports the number of WSC visits among students enrolled in specific English courses in the same term as their English course enrollment. Students enrolled in multiple English courses in a single term are counted multiple times in the figures above.

Over the past three years, ENGL-120 students accounted for the largest number of visits to the Writing Success Center (WSC) among students enrolled in English courses (with 2,357). ENGL-125 accounts for the second largest number of visits (1,495), followed by ENGL-95 (with 1,343). A similar pattern emerges among the number of students accessing the WSC based on their English course enrollment. Over the past three years, ENGL-120 has accounted for most students who access the Writing Success Center (889). ENGL-95 claimed the second largest group (with 498), followed by ENGL-125 (with 442).

There has been considerable fluctuation in the number of students and number of visits among students from each English course over the past three years. Patterns in WSC usage among students in ENGL-95, ENGL-120, ENGL courses numbered 200 and higher, and students not enrolled in English courses at the time of their WSC usage experienced growth in both the number of students and the number of visits – with the increases in the number of visits outpacing the increase in the number of students.

- While the number of ENGL-95 students accessing the WSC increased by 5% over the past three years, the number of visits among ENGL-95 students increased by 29.9%.
- The number of ENGL-120 students using the WSC increased by 25.1%, while visits among ENGL-120 students increased by 46.7%.
- Among ENGL-200+ students, the figures are 12.5% and 50.0%, respectively.
- The number of students who are not enrolled in an English course within the term they accessed the WSC increased by 61% over the past three years, and the number of visits among those students increased by 140%.

In the remaining courses (ENGL-121/123 and ENGL-125), changes in the number of students using the WSC and the number of visits among those students mirrored each other – with ENGL-121/123 claiming 66% fewer students and 62% fewer visits (2022-2023 vs. 2020-2021) and ENGL-125 claiming 69%-70% more students and visits.

The ratio of the number of visits to the number of students that accessed the WSC during the term of English course enrollment reflects the average number of visits per student (among those that accessed the center). ENGL-90 claimed 4.0 visits per student, on average. ENGL-125 claimed 3.4, ENGL-200+ claimed 3.3, ENGL-121/123 claimed 2.9, both ENGL-120 and ENGL-95 claimed 2.7, and students not enrolled in English courses claimed 2.0 visits per student, on average.

Program Reflection:

The data indicate that, as assumed, ENGL 120 is the most prominent course connection the WSC has made with the English Department. It is important that we maintain this strong connection through marketing and collaborating with English Faculty, along with providing and innovating our space and service to meet student needs in that course. Additionally, we are working increasingly with students in higher levels like English 125, so we'll need to make sure our tutors are equipped to work with students in that course through training and resources.

A deficiency in the data is our lack of connection with students not enrolled in English courses. While this could be due to the fact that students who utilize us do so while they are enrolled in English and other classes, but nevertheless we should work to maintain the connection with students after they leave the English courses through discussing with them the fact that tutors can meet with them for any type of writing, etc. Additionally, we can continue to reach students who are not enrolled in an English course by reaching out to campus faculty who don't teach English. This would enhance the WSC visibility on campus and increase student awareness as a writing support service for any NVC course.

Writing Success Center Usage among Students Enrolled in ENGL-95, 120, and 125

	Number of Students Who Accessed the Writing Success Center 2020-2021 through 2022-2023 (Unduplicated)	Number of Students Enrolled in English Courses 2020-2021 through 2022-2023 (Unduplicated)	Proportion of English Students that Accessed Writing Success Center
ENGL-95	493	1,147	43.0%
ENGL-120	861	3,060	28.1%
ENGL-125	433	1,312	33.0%

Sources: Writing Success Center Usage Data; English Enrollment Query

RPIE Analysis: The table above lists the unduplicated number of students in the three English courses that account for the highest number of visits and students that accessed the Writing Success Center (WSC) over the last three years, along with the unduplicated number of students

in each course that accessed the center. Less than 50% of students in each course accessed the WSC during the most recent three-year period. ENGL-95 claimed the largest proportion of students who accessed the center during the term of enrollment in ENGL-95, with 43%. One-third of students enrolled in ENGL-125 over the last three years accessed the center during their term of ENGL-125 enrollment. Over the last three years, less than one-third of ENGL-120 students accessed the center when they were enrolled in ENGL-120.

Program Reflection:

An explanation for the differences in the proportion of English students that accessed the WSC (third column) is that English 95 instructors tend to highly recommend or require their students to visit the WSC for writing support. Also, English 95 students may self-identify their need for additional supports in writing. This is important information to recognize the value we provide to the English 95 students, and need to nurture that support through maintaining strong connection with the English Faculty teaching that course, and work to engender a stronger connection between those students and our tutors.

However, we can build a stronger connection with the students in the other courses through further marketing to those instructors, and encouraging repeat visits from students that attend those classes. This can be done through providing closer support to student needs by connecting with instructors and utilizing resources that are structured toward the students in those classes. Tutoring training would be important here as well to make sure we are developing our tutors to meet instructor expectations in terms of support and guidance.

Demographics among Writing Success Center Users vs. NVC Credit Students, 2020-2021 through 2022-2023

	2020-2021 through 2022-2023	
	Students Who Accessed the Writing Success Center	NVC Credit-Student Population
Number of Students (Unduplicated)	1,414	13,010
Gender		
Female	64.9%	57.0%
Male	34.7%	40.7%
Unknown	0.4%	2.3%
Race/Ethnicity		
African American/Black	5.2%	4.7%
Asian	4.5%	4.3%
Filipinx	9.7%	8.7%
Latinx/Hispanic	52.1%	40.4%
More than One Race	4.7%	4.8%
Native American	0.2%	0.3%
Pacific Islander	0.7%	0.6%
White	21.1%	26.0%
Unknown	1.7%	10.2%
Age		
19 or Less	55.3%	45.0%
20 to 24	20.0%	23.2%
25 to 29	8.9%	11.2%
30 to 34	5.9%	6.9%
35 to 39	3.9%	4.1%
40 to 54	4.7%	6.2%
55 or Older	1.1%	3.4%

Unknown	0.1%	0.1%
First Generation (Confirmed)	25.7%	23.6%
<i>Sources: Writing Success Center Usage Data; English Enrollment Query</i>		
<i>Note: Age measured as of August 15 for first academic year that each student accessed the Writing Success Center</i>		

*RPIE Analysis: The table above reports the demographics among students that accessed the Writing Success Center (WSC) over the last three years alongside the demographics among NVC credit students over the past three years. Statistically significant differences between the two student populations are highlighted in **bold italics** (with the lower of the two population shares highlighted).*

The population shares of the following groups are significantly larger among the WSC population than they are among the NVC credit-student population:

- Females
- Latinx/Hispanic
- Students 19 years old and younger
- First-Generation students

The population shares of the following groups are significantly lower among the WSC population than they are among the NVC credit-student population:

- Males
- Students of unknown gender
- Whites
- Students of unknown race/ethnicity
- Students ages 20 to 24, 25 to 29, 40 to 54, and 55 and older

Program Reflection:

The WSC could increase the population share of the groups (males, unknown gender students, and aged 20+ students) to reflect the NVC credit-student population by reaching out to those students where they are. This could include NVC men’s athletic teams, campus clubs, and learning communities. It is encouraging that the WSC is supporting students that are disproportionately impacted in higher numbers than they are represented at the College. This is a testament to the WSC’s dedication to upholding the high equity, diversity, and inclusion standards of NVC.

B. Momentum

Successful Course Completion among Writing Success Center Users

	Number of Students that Accessed the Writing Center	Number of Successful Grades (A, B, C, P)	Successful Course Completion Rate among Writing Center Users
ENGL-95	496	352	71.0%
ENGL-120	881	661	75.0%
ENGL-121 & ENGL-123	75	69	92.0%
ENGL-125	439	386	87.9%
ENGL-200+	30	26	86.7%
Total	1,921	1,494	77.8%

Sources: Writing Success Center Usage Data; English Enrollment Query

RPIE Analysis: Over the past three years, the successful course completion rate among students that have accessed the Writing Success Center (WSC) has been 77.8%. Over the past three years, successful course completion rates among students in ENGL-95 and ENGL-120 that have accessed

the WSC have been lower than the successful course completion rates among students in English courses above the ENGL-120 level. Seventy-five percent of ENGL-120 students who accessed the WSC in the term they enrolled in ENGL-120 successfully completed the course.

Successful Course Completion among Students Who Did Not Access Writing Success Center at Any Point, Summer 2020 – Spring 2023

	Number of Students that Did Not Access the Writing Success Center	Number of Successful Grades (A, B, C, P)	Successful Course Completion Rate among Non-Users of Writing Success Center
ENGL-95	630	239	37.9%
ENGL-120	2,275	1,140	50.1%
ENGL-121 & ENGL-123	473	321	67.9%
ENGL-125	851	606	71.2%
ENGL-200+	210	146	69.5%
Total	4,439	2,452	55.2%

Sources: Writing Success Center Usage Data; English Enrollment Query

RPIE Analysis: The table above reports successful course completion rates in English courses among students that did not access the Writing Success Center (WSC) at any point between summer 2020 and spring 2023. The table below presents the successful course completion rates among WSC users alongside the successful course completion rates of non-users (at any point in the three-year period). ***Bold italics*** denote statistically significant differences between the rates, with the lower of the two rates highlighted. Across all English courses, students who accessed the WSC claimed higher rates than students who did not use the WSC.

**Successful Course Completion Rates in Select English Courses:
Writing Success Center Users Versus Non-Users**

	Successful Course Completion Rates	
	Writing Success Center Users	Non-Users of Writing Success Center
ENGL-95	71.0%	<i>37.9%</i>
ENGL-120	75.0%	<i>50.1%</i>
ENGL-121 & ENGL-123	92.0%	<i>67.9%</i>
ENGL-125	87.9%	<i>71.2%</i>
ENGL-200+	86.7%	<i>69.5%</i>
Total	77.8%	<i>55.2%</i>

Sources: Writing Success Center Usage Data; English Enrollment Query

Program Reflection:

Students taking English classes who access the WSC have a significantly higher course completion rate than non-users of the WSC who are enrolled in English classes. WSC staff will continue to work closely with English faculty to encourage students to seek writing support in the WSC while enrolled in English courses.

C. Student Learning Outcomes/Student Services Outcomes Assessment Findings

Number of Student Learning Outcomes	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
2	2	2	100%	100%

- Current PLOs in Nuventive:
- PLO 1: Students will demonstrate knowledge and awareness of academic writing, formatting, and grammar. (Last assessed: 2020-2021)
 - PLO 2 – Students will engage in conversations to gain understanding of rhetorical situations, develop flexible writing processes, and build confidence in their writing ability (Last assessed: 2020-2021)

Program Reflection:

PLO 1 – Students will demonstrate knowledge and awareness of academic writing, formatting, and grammar This PLO is appropriate, especially after the revision it underwent in Fall 2020. The previous PLO (*Student will demonstrate increased self-awareness and gain confidence in their writing ability*) was identified as focusing too much on a degree of change demonstrated by the students, rather than reflecting a snapshot of their demonstration in workshops, which is the service that this PLO is designed to assess. This shift was necessary to address the transition of the WSC from more course-based structure to a “full-service” model that reflects the on-demand needs of students, rather than structuring their support over time. This was mainly done to address the implementation of AB 705 and Guided Pathways initiatives and the courses/program shifts that happened as a result. Additionally, the addition of “academic writing, formatting, and grammar” was appropriate to allow for more diversity of assessment of student support in the WSC workshops, and how those different elements of writing support are addressed in developing workshops for students. The assessment for this PLO is completed by assessing qualitatively particular workshops.

PLO 2 – Students will engage in conversations to gain understanding of rhetorical situations, develop flexible writing processes, and build confidence in their writing ability This PLO is appropriate to assess the viability and success of the primary task of the Writing Success Center: tutoring students in writing. It is assessed by qualitative data analysis from Post-Session Tutoring Reports generated by individual tutors concerning their sessions with students. In developing this approach, it is vital to train tutors to develop their post-tutoring reports and address the content and experience of their sessions in as much detail as possible. There could be development of the approach by expanding how it is assessed, and by increasing the frequency by which it is assessed as well, to at least annual analysis.

For long-term assessment of both PLOs it would be useful to have longitudinal data—assessing these same PLOs throughout students’ academic trajectory, to assess the possible long-term impact of consistent tutoring support throughout the students’ experiences in English courses and beyond.

III. EVALUATION OF EFFECTIVENESS

Program Reflection:

Assessment of PLO #1 indicated that at least 70% of students actively participated in a workshop concerning paragraph development. Assessment indicated that the participation was active in that they answered questions and were particularly able to offer judgments related to unity and development.

Assessment of PLO #2 indicated that students were most concerned with paragraph structure and developing specific elements of essays. There was a heavy focus on the development of consistent paragraphs that are part of a larger rhetorical situation. In general, the diversity and flexibility of tutors to work with students with diverse concerns was impressive and surprising, and encourages how the WSC allows tutors to approach tutoring students in their own unique way. Additionally, the fact that the WSC has so many different constituent groups involved in it is a testament to how diverse the space can be in terms of approaching student concerns and needs in tutorials. Actions indicated were increased staffing, particularly in terms of Faculty support in tutoring (Full-Time and Part-Time) to maintain the diversity of tutorial support, as well as improve logistical support for tutoring and day-to-day management. Additionally, physical space issues were addressed as vital to maintain a well-structured, collaborative, student-centered space for writing.

IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (spring 2021) included the following initiatives:

- Maintain centralized data collection service that connects with Single Sign-on for improved data collection and disaggregation purposes
- Upgrade technology and facilities supporting tutorial spaces and services
- Increase staffing to support diversity and expertise for student tutoring, outreach, course connection, and writing across the curriculum.
- Increase opportunities for Professional Development, Collaboration, and Staff Orientation
- Increase services related to ESL and non-native speaker tutoring services and workshops

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

- Developed WOnline as the centralizing software that the WSC utilizes for scheduling, data collection, and student interfacing. This has led to improved student-tutor interaction, more streamlined connections with instructors, and a better overall experience for students.
- Navigated WSC through multiple modality changes: Fully online, partially in-person with majority of staff online, partially hybrid with staff working in-person but tutoring privately online, fully hybrid with live Zoom space to allow for more on-demand tutoring space.
- Worked closely with the English Department to develop course links, semi-embedded Peer Tutors in online courses, support AB 705 and 1705 implementation to provide “just-in-time” remediation for students that needed it.
- Innovated general workshop structure to provide more streamlined and supportive experience for students, while implementing hybrid structure and flexibility for Faculty leaders.
- Coordinated with Faculty to provide class-focused workshops that reflect an inter-disciplinary approach to student writing support.
- Expanded staffing to include Full-Time Faculty Tutors, Part-Time Faculty Tutors, as well as a growing group of Peer Tutors.
- Expanded and focused the Peer Tutor program to reflect support and guidance modeling, including on-the-job training focused on confidence in sessions, and expanded recruitment strategies.
- Instituted High School Workshops pilot with American Canyon High School, and expanded outreach to community High Schools and other organizations.
- Fostered and expanded our connection with creative writing endeavors through continuing the Fall Poetry Reading, coordinating with community partners to provide for outreach and community connection, providing creative writing workshop opportunities to students and staff, as well as partnering closely with the English Department to plan and foster the Jessamyn West Writing Contest.
- Navigated through multiple staffing changes, administrative shifts, and financial uncertainty to maintain a consistent service for students.

B. Recent Improvements

- Increased Full-Time Faculty hours in the WSC as part of Unit Load
- Maintain centralized data collection and tutoring platform after move online (WONLINE)
- Instituted hybrid tutoring services, including training.
- Transitioned services to align with AB 705 regulations, moving to full-service tutoring, workshops, and direct connection with English courses.
- Redesigned WSC webpage with resources for students and Faculty
- Developed online resources for Faculty (Canvas)
- Expanded Peer Tutor Program
- Hired Full-Time Instructional Support Specialist

C. Effective Practices

- **Tutoring Excellence:** The WSC prides itself on diversity of approach, and high-level of expertise in tutoring students in all levels and disciplines of writing tasks. It is our knowledgeable staff that make the WSC a space of support, collaboration, and productivity.
- **Workshops:** The WSC is full of opportunities for students to participate collaboratively in workshops developed by our staff to support student engagement and productive learning environments about specific writing concerns.
- **Special Events:** In an effort to highlight the magic and art of writing and literature, the WSC is proud to offer multiple special events over the course of the year, including a Poetry Event in the Fall, a robust Creative Writing Workshop series, and partnerships with the English Department and the Library to support other writing events.
- **Writing Across the Curriculum:** The WSC is constantly working to develop its connection with a diversity of parts of the NVC community to support students in all aspects of the academic writing experience. The WSC has partnered with the Transfer Center to support students working on applications, as well as partnerships with multiple academic areas around campus to support instructors' writing needs.
- **Space:** First and foremost, the WSC is a space for writing. The WSC is constantly working to develop the space to support student writing by offering technology access, printing needs, and is working to develop the WSC space to be more open-structure, collaborative, and better designed for hybrid services.
- **Assessment:** Ongoing assessment of all services to inform strategic and operations planning. Assessment including usage metrics, ongoing assessment of PLOs associated with Writing support and higher education English standards.

V. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

The WSC is best described, even in a period marred by inconsistencies and trauma, as in a state of “Stability”. Overall, the stabilization of hybrid services (1.A) can be directly attributed to the WSC and its effectiveness as a program, as the maintenance of consistent services and a centralized scheduling service allowed for a robust, full-service support for students.

The effectiveness of the program is well-documented in its increases in diversity of students (1.A) who use the WSC relative to institutional demographics, as well as its measured correlation with ENGL Course Pathway success and retention (1.B). There are areas of improvement of course: the fluctuating data related to course enrollment data for students who visited the WSC (1.A) shows that the WSC can be more consistent with connecting with specific courses and supporting students in all levels of the ENGL Course Pathway.

Overall, based on the PR data above, along with more current data after the WSC’s transition to hybrid services, the program maintains healthy consistency and stability in its services, and is looking toward the future for areas of growth and development to target.

VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

- A. Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Description of Current Program Resources Relative to Plan:

The WSC is currently contracted with WCONLINE (Strategic Initiative 1) through July 2024. After that, funding will need to be provided to continue contract and maintain data collection. Staffing (Strategic Initiative 3) remains consistent in terms of Full-Time Faculty (per the CBA), Part-Time Faculty, and Student employees. However, staffing needs to be increased to both meet expected levels of employment (One more Instructional Support Specialist and Administrative Assistant to match staffing needs that have not been replaced after departures.), and demand of student needs (Increased hours for FT and PT Faculty, more student employees). There is no current funding to support remaining initiatives. Strategic Initiative 2 will depend on one-time funding for technology and facilities improvements. Strategic Initiatives 4 will depend on availability of improved space conducive to WSC services on campus, specifically in the library, and the needs of other support programs. Strategic Initiative 5 & 6 will depend on space in schedule for collaboration and increased funding for resources to develop outreach and collaborative opportunities.

THREE-YEAR PLAN

Writing Success Center - Planning Years: 2024-2025 through 2026-2027				
<i>Unit-Level Initiative</i>	<i>Anticipated Year of Implementation</i>	<i>Anticipated Outcome of Initiative</i>	<i>Description of Resource Need</i>	<i>Type of Resource Need</i>
1. Maintain centralized data collection service that connects with Single Sign-on for improved data collection and disaggregation purposes	2023-2024 (Current)	Consistent data that is reliable and disaggregated.	Funding to extend subscription	Other
2. Upgrade technology and facilities supporting tutorial spaces and services	2024-2025	Increase in student use for individual writing and tutoring. Increased productivity, innovation, and attendance for workshops.	two large-screen TVs with streaming technology, 10-15 student-use laptops, 5 desktop computers for staff use.	Technology
3. Increase staffing to support diversity and expertise for student tutoring, outreach, course connection, and writing across the curriculum.	2024-2025	Increased student satisfaction and connection to tutors. Increased student retention in non-credit course offerings. Increase in outreach opportunities, workshop diversity and offerings, and connection with programs across the institution	1 full-time Instructional support specialist, ideally with multi-lingual experience, and 1 full- or part-time administrative assistant	Staffing
4. Upgrade tutoring space to reflect hybrid model and synergy with support programs	2024-2025	Increased connection with other academic programs, and improved tutoring services in multiple modalities at once.	Move to improved space with more technology, centralized location with other support services, and cubicle/shared space for better tutoring services.	Facilities
5. Increase services related to ESL and non-native speaker tutoring services and workshops	2025-2026	Increased connection with ESL program students Increased student satisfaction of services from non-native English speaking students.	Collaboration with ESL department	
6. Expand High school Workshop program	2024-2025	Increase outreach with local high school students to increase enrollment and support student preparedness for college-level rigor. Also support dual-enrollment initiative.	Increased funding for Full-Time Faculty and Part-Time Faculty to develop and lead High School Workshops.	Staffing

WRITING SUCCESS CENTER

SPRING 2024

ACADEMIC SUPPORT PROGRAM

Completed by Supervising Administrator:

Robert Harris

Date:

06/04/2024

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- Accessible to the campus population
- Strong adaptability to a changing environment both in delivery of services as well as academic curriculum.
- Dedicated professional and student staff who take extra steps to motivate participants but also to improve writing and course success.
- Strong commitment to equity and equitable opportunities for all students on campus.
- Availability of full- and part-time faculty to provide support via CBA language has increased opportunities and engagement for student success.
- Workshops provided to address a variety of writing challenges/ideas.

Areas of concern, if any:

- Aging technology in areas, although the WSC has adapted well to date.
- Challenging processes to hire student tutors that is time consuming, lengthy, and inefficient. This is not a WSC issue, rather an issue that devours significant time.

Recommendations for improvement:

- Solidification (perhaps institutionalization) of scheduling software to link with Starfish or other campus-wide platforms to create symbiosis with WSC, MSC, and other campus entities.
- Review efficacy of personnel needs.
- Seek unified “umbrella” in a central unit wherein tutoring resources are consolidated in a physical space (e.g., WSC, MSC, and other tutoring activities are in very close geographic proximity and in equitable spaces for both faculty, staff, and tutors).
-

Additional information regarding resources:

The Writing Success Center provides a variety of resources and opportunities to students via workshops, programming, direct access to full- and part-time faculty and peer tutors. The staff of the WSC are dedicated individuals who provide services across the realm of writing.

Consistent with student support areas, a dedicated, line-item budget (whether via a direct allocation from a selected categorical funding source or via a modest general fund (Fund 11) allocation) would help to provide specific understanding and planning for upgrades, updates, and general overall planning.