

Las Positas College
PROGRAM PLANNING UPDATE (Instructional) AY 2015-2016

Name of Program	Division	Author(s)
Reading and Writing Center (RAW Center)	Vice President of Academic Services (This program serves students from all disciplines from all divisions. Some paperwork is handled through ALSS.)	Richard Dry

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program’s catalog rubric and this format when naming your document:

Rubric INS PPU 15_16
e.g., ESL INS PPU 15_16
4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says “Click here to enter text” and you will be able to click on the check boxes to select them.
5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I. STUDENT LEARNING OUTCOMES

Review of academic years 2012-13 and 2013-14

SLO Assessment Review

Review your program’s SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

While we do not presently have SLOs for the RAW Center, we could. One possibility would be to use the student survey results for questions that address learning (114 students took the survey): 1) **Did you learn anything new in your visit today?** (Yes 96%) ; 2)

Do you believe the help you received today will help you improve your grade on this assignment, application, or in the class. (Yes 98%) (3) Would you use a RAW Center tutor again? (Yes 96%)

While I believe these are excellent numbers, the strongest we've had, I believe the last number would be even stronger if we didn't include people who came to see us only for the transfer statement.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses.*)

Our parallel to DE is the email submission process. We allow students to submit assignments through Gmail and provide a 48 hour turn-around with comments. It's interesting to see that, while the number of submissions have grown over the last year, they have not exploded as I was concerned they might do (since we don't have enough instructors to cover a huge number of submissions). In terms of the student responses, I do not yet have a full semester's worth of data, although they show similar percentages of satisfaction.

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

I'm aware that some instructors show the RAW Center video orientation or present the RAW Center homepage information. Some instructors assign RAW Center tutoring for individuals or class assignments. Some instructors encourage their students to use the center and to attend the workshops. Bookmarks are handed out in all basic skills English classes. Some instructors tell me that they are going to encourage students to follow the new RAW Center Writing Tip Tweets (@LPC_RAW_Center).

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

Over the last two years, I have expanded the number of hours through grants. We've changed from approximately 20 hours a week to 26 hours a week, including two hours of weekend online submission responses. We've also added a week during the semester, now starting in the fourth week, instead of the fifth week, due to earlier demand in the semester when many papers are due. The expansion has (at least for now) changed from 240 hours/semester to 338 hours/semester. There was a time I was also able to pay for an orientation and training.

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results? YES NO

If yes, please explain.

We have started tutoring in the 4th week of the semester based on demand (instead of the 5th), and we have weekend online coverage for email submissions. We've also had a 4th evening of tutoring so that M-Th we have the same schedule and can offer evening students 4-6 pm services. All of these services have been paid for with grants, but those grants are not ongoing. We receive \$12,500 for tutors/semester. We would need approximately \$2,500 more per semester to institutionalize these services. There is also a need for payment for training, approximately 2 hours/semester x 10 instructors = 20 hours of F rate pay.

SLO Process

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

This program does not offer any courses at this time. However, the Tutorial Center (not the RAW Center) does collect NC units for Tutoring 200. We have been in conversation with the English department, the Tutorial "Committee," and the Tutorial Center about offering a tutor training class.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

No courses offered by this program

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe):

Student Survey statistics and SARS data are discussed in the English Department meetings (typically at the end of the year retreat) and emailed to the VP of Academic services and the dean of ALSS.

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any **changes** in your program’s data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

This is the RAW Center’s first program review. However, we have seen an increase in both RAW Center usage and email usage over the past two years. We’ve also had an increase in usage from multiple disciplines across the curriculum, though they remain a small percentage of our overall usage. *See SURVEY AND SARS Data at the end of this form.

B. Program-Set Standard for Successful Course Completion Rates

Your program-set standard for successful course completion rates (i.e., number of grades of ‘A’, ‘B’, ‘C’, ‘CR’, and ‘P’ divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

	Program-Set Standard for successful course completion	Did you meet your program-set standard? (Yes or No)
2012-13	http://tinyurl.com/mmfwsqfe	NA: No set standard for this program
2013-14	http://tinyurl.com/q6dah55	NA: No set standard for this program

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Click here to enter text.

C. Curriculum Review

1. Review your program's current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

[Click here to enter text.](#)

If talks with the Tutorial Center proceed, we may move forward with a discipline specific tutor training class in reading and writing.

D. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

We have approximately the same number of faculty tutoring in our center, though it varies slightly from semester to semester. The coordinator position went down from 3 units to 0 units and then back up to 2 units/semester.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

While we have no classified staff, but rely quite a bit on the Tutorial Center's classified staff, which we supported having institutionalized. The Tutorial Center now has a part-time classified staff member who helps direct students to our center and helps them with the log-in procedure.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

I believe that having classified staff in the Tutorial Center is tremendously helpful for the RAW Center. This staff was hourly before and now has a regular position, so there was not a major change in terms of helping students.

E. Other information pertinent to the program

We may be adding volunteer positions for tutors with at least a BA in English/ESL and experience working in writing centers. These volunteers would help us fill gaps in our tutoring schedule.

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

Accomplishments:

- Combining the existing RAW Center Website with tutoring Information (including changing the name of the center to the Reading and Writing Center from the Writing Center)
- Creating an introductory video to the site
- Creating and disseminating a student orientation PowerPoint for instructors to use in classes
- Creating and publicizing online email submissions (LPCEngishtutor@gmail.com)
- Creating an online student survey
- Creating and funding weekend online email response hours
- Adding and amending options in SARS
- Receive grants from CTE, ASLPC, and CARE:
 - Getting a grant for a banner for the center, which I gave to the Tutorial Center so we could have a single banner for all the services outside of 2401.
 - Increasing evening and weekend hours
 - Collaborate with CTE programs and instructors to increase student awareness and access, understand specific CTE program needs, and visit CTE classes. Programs included: AJ and ECD (FTS and CS to a lesser degree)
- Get funding for tutor orientations (accomplished for one year)
- Institutionalize a line-item for tutor pay in the general fund (25k/year)
- Institutionalize CAH for a coordinator position (2 CAH/semester)
- Acquire dedicated desktop computers for both inside and outside the RAW Center for working on online submissions, providing student surveys, providing online resources to students during tutoring, and looking up assignment directions.
- Increasing numbers of students using the RAW Center (SP to SP, FALL to FALL)
- Increasing student satisfaction in the student surveys
- Creating RAW Center student policies
- Creating an online tutor training resource in Blackboard
- Creating weekly writing tips in Twitter
- Creating best practice posters and hard copies of MLA/APA style samples for the center

- Providing a tutor training session to peer tutors working in the Tutorial Center
- Providing workshops on writing the transfer statement (in collaboration with the Transfer Center), writing an in-class essay, and grammar skills
- Creating PR materials such as flyers, bookmarks, and announcements
- Getting data from the institutional researcher
- Initiating the volunteer hiring process for teachers or teachers in training from outside our faculty pool who wish to volunteer in the RAW Center

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. For each area, describe your program’s plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.
 1. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):
 - changing number of units/lab hours
 - changing pedagogy/curriculum
 - changing assessments

There are no official SLOs in our program at present because we offer no classes. However, I believe measuring our success in terms of the student survey and SARS data is important. I will look into the need and/or viability of creating official SLOs for a program such as ours.

2. Have your assessment results shown a need for new SLOs? YES NO
 If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written
Please see above	Click here to enter text.

3. What percentage of courses will your program assess in the next academic year (2015-16)?

We have no courses

4. In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process
Click here to enter text.	0

4. Curriculum

- a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program’s reasons for the changes. Please provide any data which supports your program’s reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

It is my belief that the Reading and Writing Center should offer a discipline specific tutor training class (that includes monthly supervision/problem solving meetings) to the peer reading and writing tutors who work in the Tutorial Center. This issue has been discussed in multiple meetings and is presently on hold. I believe such a class would improve the tutors’ English and tutoring skills, which would also improve student learning during tutoring sessions.

- b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

Click here to enter text.

It is my belief that the Reading and Writing Center should offer a discipline specific tutor training class (that includes monthly supervision/problem solving meetings) to the peer reading and writing tutors who work in the Tutorial Center. This issue has been discussed in multiple meetings and is presently on hold, but the curriculum for such a class may be submitted during the 2015-16 year if the new coordinator wishes to move forward with the process. I believe such a class would improve the tutors’ English and tutoring skills, which would also improve student learning during tutoring sessions.

5. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

- Increase the use of well-trained volunteer tutors who have at least a BA in English and a year of experience working in a writing center
- Increase collaboration with instructors from other disciplines
- Increase outreach to students through face-to-face, paper PR, and social media
- Increase access for students by increasing the number of hours and weeks the RAW Center is open (Grants, PR regarding student success, ask for increase in line-item funding, use volunteers)
- Institutionalize paid orientations for the tutors
- Create training videos
- Create additional videos for writing and reading skills
- Increase collaboration/training with Tutorial Center peer tutors

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

A. Enrollment Management

1. Request: New FTEF. Indicate amount being requested.

- Nothing new. (Ongoing 2 CAH/semester for RAW Center Coordination, which does not, I believe, go through Enrollment Management. I would like to see this restored to 3 CAH so the coordinator can take off a class each semester and use that time to focus on the RAW Center duties and innovations.)

2. Rationale for request(s).

I would like to see this restored to 3 CAH so the coordinator can take off one class each semester and use that time to focus on the RAW Center duties and innovations

B. Human Resources

1. Request: New or replacement faculty position(s).

Increased funding for instructor-tutors by \$5,000/year to \$30,000

2. Rationale for faculty position request(s).

This would allow us to institutionalize the evening, email, and weekend hours, and the extended weeks of tutoring we have gotten through grants this semester. Evening students deserve access to the RAW Center. It's essential to have someone dedicated to email responses a few hours a week because the face-to-face tutors can't always get to them. Having tutors in the RAW Center by the fourth week of class is important because many instructors have papers due by then. This is also true for having help in RAW Center for finals week. Some of this money would also fund payment for adjunct instructors to attend an orientation and training session. This is imperative for sharing best practices, problem solving, and policies.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

Click here to enter text.

4. Rationale for classified staff position request(s).

Click here to enter text.

C. Financial

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

(Copied from B) Increased funding for instructor-tutors by \$5,000/year to \$30,000

2. Rationale for financial request(s).

(Copied from B)
This would allow the RAW Center to institutionalize the evening, email, and weekend hours, and the extended weeks of tutoring we have gotten through grants this semester. Evening students deserve access to the RAW Center. It's essential to have someone dedicated to email responses a few hours a week because the face-to-face tutors can't always get to

them. Having tutors in the RAW Center by the fourth week of class is important because many instructors have papers due by then. This is also true for having help in RAW Center for finals week. Some of this money would also fund payment for adjunct instructors to attend an orientation and training session. This is imperative for sharing best practices, problem solving, and policies.

D. Technology (software only – discuss hardware in section E)

1. Request: Upgrade existing software or purchase new software.

Click here to enter text.

2. Rationale for technology request(s).

Click here to enter text.

E. Facilities, Equipment (include technology hardware), and Supplies

1. Request: Renovation or upgrade of existing facilities or new facilities.

Click here to enter text.

2. Rationale for facilities request(s).

Click here to enter text.

3. Request: Upgrading of existing equipment or purchase of new equipment.

Click here to enter text.

4. Rationale for equipment request(s).

Click here to enter text.

5. Request: New supplies

White board markers, eraser, and cleaner

6. Rationale for supplies request(s).

We need new ones every semester

***STUDENT SURVEY AND SARS DATA:** The student survey for SP14 (144 respondents) **96% of the student responses said that they believed they learned something new, 98% that their grade would increase because of the work they did in the RAW Center, and 96% that they would return to the RAW Center.**

FALL13 had the highest level number of visits since 2009 and the highest head count in the history of the RAW Center. Though we dipped in Spring 14, as we always do in spring, we **still had the highest spring headcount ever.**

USAGE DATA (through 6/6/2014)

FALL 2013:

548 face-to-face visits (SARS) 266 headcount (individual students) (SARS)

58 online visits (total papers reviewed) 46 headcount (numbers from Google email submission data)

FALL 2013 TOTAL: 606 visits 312 headcount

SPRING 2014

347 face-to-face visits (SARS) 177 headcount (SARS)

48 online visits (Gmail) 37 headcount

SPRING 2014 TOTAL 395 visits 214 headcount

HISTORICAL DATA (from Rajinder)

Semester Visits /Headcount

FALL 2009 (in ILC?) 608 /223

SP 2010 (in ILC?) 466 /191

FALL 2010 397 /174

SP 2011 343 /147

FALL 2011 302 /145

SP 2012 256 /125

FALL 2012 354 /187

SP 2013 327 /188

(SARS + Gmail)

FALL 2013 606 /312

SP 2014 395 /214

Visits by Discipline Fall 2009-Fall2013 (data provided by Rajinder) out of 3,258 visits:

English: 1,749 – 54%

ESL: 682 -- 21%

HUM: 131 -- 4%

ECD: 90 -- 3%

PSYC: 84 -- 3%

BIO: 54 -- 2%

HIST: 50 -- 2%

BUS, MATH, SPCH, HLTH, PE, POLI Between 20-45 visits

6 OTHER DISCIPLINES Between 10-18 visits

(SOC, MICR, AJ, ECON, PHSI, PSCN)

19 OTHER DISCIPLINES Between 1-9 visits

(KIN, PHIL, LRNS, ANTH, GNST, PHYS, GEOG, MUS, NUTR, CIS, CS, ANAT, ANTR, THEA, CHEM, MSCM,
CNT, FREN, BOTN, VWT, ECOL, ZOOL, SPAN, GEOL, EMS, PHTO)