

Program: Reading and Writing Center (RAW)

Division: BSSL

Writer(s): Angelo Bummer

SLO/SAO Point-Person: Angelo Bummer

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- *Crafted SAOs for the RAW Center that were approved by the SLO Committee*
- *Completed 878 tutoring sessions and served 343 distinct students*
- *Provided tutor support in Veterans Center and BCRC*
- *Provided drop-off paper service in addition to in-person and Zoom tutoring*

2. Please describe your most important **challenges** in year 24-25.

- **Funding:** this year the RAW Center did not receive funding for summer session; this could also be an issue of administrator turnover, as former Student Equity director Shawn Taylor had secured funding for summer session in the past during his time with the college
- **AI Usage:** More and more students are seeking tutoring for papers with heavy AI usage. This is more of an issue with the paper drop-off service. We have no AI detection software, and tutors are spending more time than they have “proving” AI usage to students and educating them on ethical uses of AI.
- **Scheduling:** more students are using the paper drop-off service and there has been a drop off in in-person and Zoom tutoring sessions along with limited students accessing tutoring at Veterans Center and BCRC. Scheduling/modes of tutoring to accommodate the evolving needs of students is a present challenge, particularly with a limited number of tutoring hours available per week.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

Program Review Update 2025

- Previously, there were no SAOs for the RAW Center. We crafted them this year and got them approved.
 - SAO 1: Students will access RAW Center services for reading and writing support for courses across the curriculum
 - SAO 2: Students will receive effective reading and writing support from RAW Center tutors.
- SAO 1 Assessment: based on data from Penji, students accessed tutoring for the following disciplines: English, ESL, History, Biology, Psychology, Ethnic Studies, Computer Information Systems, Anthropology, Journalism and Media Studies, Sociology, Environmental Studies, Geology, Early Care Education, Administration of Justice, Art & Art History, Business, Economics, Communication Studies, Computer Networking Technology, Philosophy, Music, Math, Chemistry, Photography, and Humanities. Students also sought tutoring for personal essays and college applications.
 - Findings: Students are accessing RAW for support in classes across the curriculum. While many sessions are for English and ESL classes, there were several sessions for History, Psychology, Ethic Studies, ECE, and Biology.
 - Action: Market RAW services to disciplines with a low number of students accessing RAW services; for example, Humanities, Music, and Business.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- Organizing one or more (paid) tutor meetings to discuss solutions to ongoing AI and changing dynamics of the RAW Center as other campus support becomes available
- Develop AI statement for the RAW Center, explore possible integration of AI detection software for drop-off service, develop best practices for teaching students ethical AI use
- Negotiating shifting priorities in scheduling with budget restrictions
- Creating student survey to assess SAO 2

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

Instructions:

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this completed form to Program Review chair Karin Spirn and your Dean by November 3.
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect your program status during the 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.