Program Review Summary Page
For Academic & Student Support Programs

Support Program(s) under Review: Writing Success Center

Term/Year of Review: Spring 2021

Summary of Program Review

B. Program's Support of Institutional Mission and Goals

    1. Description of Alignment between Program and Institutional Mission:

- "…evolving roles in a diverse, dynamic, and interdependent world.": 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.
- "…open-access, degree- and certificate-granting institution…": 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.
- "…services that are conng henPC BT/LBody AMCID 1006 Tw (/( )TjET (n6 (i)7.7 .9 (a)-3.34d))-3.3 (n)(t)-5.9

needs. Establish expanded workshop schedule to diversify support services.

C. **New Objectives/Goals:**

1. Maintain centralized data collection service that connects with Single Sign-on for improved data collection and disaggregation purposes. 2. Upgrade technology and facilities supporting tutorial spaces and services. 3. Increase staffing to support diversity and expertise for student tutoring, outreach, course connection, and writing across the curriculum. 4. Increase opportunities for Professional Development, Collaboration, and Staff Orientation. 5. Increase services related to ESL and non-native speaker tutoring services and workshops

actual day-to-day traffic in the WSC.

Moreover, it is difficult to draw accurate conclusions without data from in-person contacts from AY 2017-2018. To know if AY '19-'20 is an anomaly, it is essential to have the AY '17-'18 numbers. If each 'piece of paper' is a visit, then even just counting how many pieces of paper (total visits for AY '17-'18) would give an indication of

were far more likely to "drop in" to the WSC during this period due to limited appointment availability and were far more likely to repeatedly visit the WSC as well. Therefore, while the data for Smarthinking remains consistent, I think the data also indicates that WSC in-person and online services are more in-demand from students in general.

Given COVID occurred and the college shifted to 100% online in March 2020, combining the data (if regrouped to **equivalent**time periods) is highly suggestive. A shift in campus modality necessitates a shift in support modalities and combining both (Smarthinking and WSC) presents a more realistic and holistic picture of support for the Writing Success Center.

It would be of most benefit to see this analysis by semester and not by Academic Year or Calendar Year. COVID necessitates the distinction. It is important to reiterate the need to align the data across identical time periods. You can draw no useful conclusions

Level	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
ENGL-85	87.1%	--	--	72.3%	--	

Relative to the rest of the institution, retention and completion are somewhat lower in our writing-based courses, which indicates the need for support for these students from a WSC perspective more than anything. Courses like English 120, which shows a below average rate in both columns relative to the entire English Pathway, seems to indicate the increased need for students in that course to be directed to our support services in order to retain and succeed in their coursework. However, this measure could also be due to English 120 being the single most robust course offering in the English program in terms of section offerings and students enrolled, which could lower this metric overall.

D. Most Common English Course Enrollments among Writing Success Center Students, By Semester

RPIE Analysis: Over the past two years, the most common English courses among students that accessed the Writing Success Center varied. During this period, ENGL 120 and ENGL 125 were among the top three English courses accounting for the most Writing Success Center students each semester. ENGL 90 was among the top three English courses accounting for the most Writing Success Center students fall 2018 and spring 2019, and ENGL 95 was among the top three in fall 2019 and spring 2020.

Program Reflection:
This metric indicates the connection the WSC is making with the various levels of the English Pathway. The increased connection with ENGL 120 and 125 is most likely due to two factors: increased enrollment and instructor synergy. ENGL 120 is the most robust offering in terms of student enrollment, so the higher ratio of thrtiswagraer

wttcolf(t)+3 turo54 fe(t)54(9)(3)h9er e·tis-9lbn(athm)2.3(l)8je(wa)-13(3)[u5·207(6)-70·32(m)3(2)(i·k)93.5 (e)-3 li(h)2.2 (o)4.3 rod(t

E. English Pathway Success among Students that Accessed the Writing Success Center and Students that Did Not Access the Writing Success Center

	Students that Accessed the WSC	Students that Did Not Accessed the WSC
ENGL-85 (2018-2019)	44	137

RPIE Analysis: The table above reports the proportion of students that completed ENGL-85 in 2018-2019 and subsequently passed ENGL-90 or/and ENGL-120. Students who completed ENGL-85 in 2018-2019 were divided into two groups based on their use of the Writing Success Center in 2018-2019 and 2019-2020: those that accessed the center and those that did not. The two sets of students were tracked through fall 2020 to determine whether they successfully passed ENGL-90 or/and transfer-level ENGL-120. Tests of statistical significance were conducted to compare the passing rates among students who accessed the Writing Success Center with the rates among students who did not access the Writing Success Center at any point in the two-year period.

	4 Years	6 Years	4 Years	6 Years
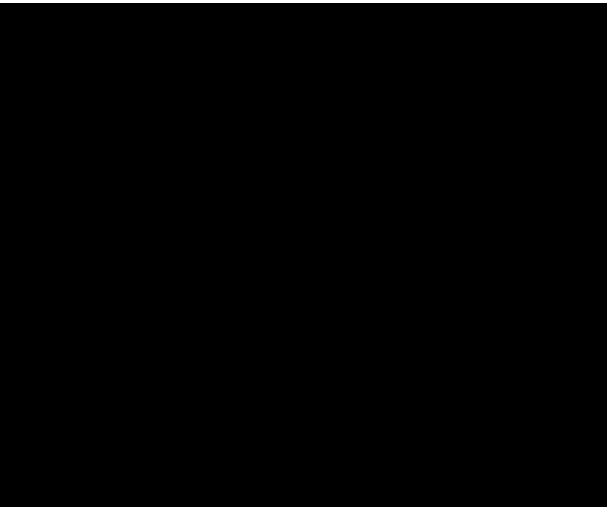
tutoring students in their own unique way. Additionally, the fact that the WSC has so many different constituent groups involved in it is a testament to how diverse the space can be in terms of approaching student concerns and needs in tutorials. Actions indicated were increased staffing, particularly in terms of Faculty support in tutoring (Full-Time and Part-

IV.   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

		consistent BYOD services for students. (2021-22)	tutoring.
			Increased productivity, innovation, and attendance for workshops.
		Improve 832 space, or move spaces, to accommodate private tutoring (cubicles) and open-structure collaborative environment. (2021-22)	

			Increased student satisfaction of services from non-native English speaking students.

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.

Note

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

- Initiated Full-Time Faculty hours in the WSC as part of Unit Load
- Contracted with centralized data collection and tutoring platform after move online (WCONLINE)
- Instituted primarily online tutoring services, including training.
- Transitioned services to align with AB 705 Tfd3 (it)-8 0 Td/C2̲0 13 (o)-6.6 d(p)2.2 (r)-4.9 (w)3 1 TfE( )4(en)1.4 (t)-3.8 (

Facilities	Potentially reconfigure the WSC for better space utilization and address student-tutor privacy/space needs.
Operating Budget	Funds to maintain existing software to equitably tutor for the online student.
Professional Development/ Training	Funds for professional development.
Library & Learning Materials	Ongoing and as needed per collaboration with Library Services.