

PROGRAM

Program Review SelfStudy

The SelfStudy section of this program review must be submitted by Friday, November 4, 2016.

You will find General Instructions for completing this program review as well as answers to some Frequently Asked Questions under the General Information and Contacts drop down of the [Program Review](#) ~~at~~ SLAPEC's [home page](#)

General

1. What is the name of your program? Writing Center
2. Who is the primary contact person for this Program Review? Leslie Saito Liu
3. Please list the names of others who will be collaborating on this program review:
Vida Sabouri
4. How does the program contribute to the fulfillment of the College's mission? [Click here for the College's mission statement](#)

The Writing Center provides students with tutorial assistance in writing, thus addressing the following points of the College's mission:

- transfer preparation
 - general education
 - pre-collegiate basic skills
5. Which College programs or shared governance groups rely on your services?
 - Academic departments that require students to compose written assignments
 - transfer center and EOPS have asked for workshops for their students re: UC Personal Insight Questions and Transfer Essays and scholarship essays
 - counseling, student services, and Title III program requested participation in early alert workshops and short promotional video
 6. Describe any external influences that impact the program (Federal or State regulation, advisory boards, etc.)

Title 5 guidelines that the Writing Center has in place:

- a. All Writing Center activities occur in a "Designated Learning Center"
- b. Immediate supervision is provided

funds for 2016-17. As a result, we can offer only about 3 weeks of writing center service, which only addresses part of ~~summer~~ session.

9. What are the program's proposed goals and objectives for the next 3 years? How do they align with the College's 2020 goals and objectives? (See Educational and Facilities Master Plan)

library. As much as we try to advocate for our services, it is very difficult to encourage students to visit us. Also, we hope to get more attendance for our workshops due to more foot traffic in the Tutorial Center. Finally, we hope to have the necessary funding to stay open on Fridays ~~and~~ over the summer. Consolidating with the Tutorial Center and operating as a single service will bring down some of our costs and would give us the opportunity to be more available to the students.

Additionally, as we move to consolidating services, it is imperative that the library's student printing services be improved. There need to be clear instructions, signage, and an easily accessible location for printers. Alternative methods of payment and payment processing should also be considered; for example, instead of having a print card onto which students have to add funds, having a machine that can accept coins and ATM and/or credit card purchases would be useful. Finally, having at least one color printer/copier for student use would be appreciated.

13. How will the program measure the impact of the proposed changes?

A cost analysis would show clearly how much money would be saved if both services are provided under the supervision of one supervisor or coordinator. We will continue to use SARS, FormSmarts, and SurveyMonkey or other programs selected by the college to analyze student usage.

- Weekly marketing of workshops offered and ongoing marketing of services-via all campus email, social media, and direct email/posted announcements via Canvas.
- Participation in West Fest and WVC Open House; classroom demonstration of “Understanding Essay Prompts” workshop

20. Is there anything else you would like to report that was not included in the answers to the previous questions?

With the help of the Tutorial/Success Center Coordinator plus some funding from the college, we believe we will be able to provide WVC students free help with their writing assignments in the summer 2017.

21. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

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PROGRAM REVIEW 2015–2016

BUDGET AND RESOURCES ALLOCATION SURVEY
LOOKING AHEAD TO 2017–2018

Budget and Resource Allocation Request

The Budget and Resource Allocation narrative section of the program review must be submitted by Friday, November 4, 2016.

Your program will be asked next semester to provide to the Budget and Resource Advisory Council (BRAC) a complete organizational budget for the next fiscal year; information supplied in this Program Review narrative is used to support substantive changes to budgets, especially as relates to new or significantly increased expenditures, equipment, software & information systems, and staffing. You may find some answers to your questions and other useful information at [BRAC's website](#). For definitions, examples, and other information pertaining to this Budget and Resource Narrative Study, you may download the current BRAC "Budget Development Handbook", as well as other supporting documents, from the [Documents](#) folder of BRAC's website. If you have questions regarding this Budget and Resource Study, please contact the Budget and Resource Advisory Council (BRAC).

General

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N/A

7. Personnel – Permanent Non-Instructional

Please describe the specific position(s) and the number of positions only. (For example: We need two additional laboratory aides or classified staff.)

Adjustment of the ILT's position from 80% to 100% is necessary as we move forward with consolidating services with the Tutorial Center. It is our understanding that the ILT position itself is being reworked so that the job description aligns with the job duties and expectations. The increase in work assignment is necessary to process the number of students who register with the Writing Center, produce reports regarding use and satisfaction, and to support the Writing Center activities. This assignment's work will only increase once the Writing Center and Tutorial Center merge. As noted previously, adjustment of this position is also necessary if the college wants to provide writing center support for summer students.

8. Personnel – Parttime Hourly

Please describe the specific position(s), the total number of hours for each position, and the hourly rate, if known. (For example: We need two additional part-time laboratory instructional aides to work for 40 hours per week per semester estimated at \$15 per hour for an estimated total of \$19200 per academic year)

Front desk attendants:

\$1625 not covered by Federal Work Study (FWS): Federal Work Study (FWS) requires students to work 10 hours per week but only provides \$3500 per student worker annually. $10 \text{ hours} \times \$12.75 = \$127.50 \times 15 \text{ weeks} = \$1912.50 \times 2 \text{ semesters} = \3825 ; thus \$325 is needed per student worker. We currently utilize 5 student workers.

Additionally, FWS does NOT pay for summer employment, so an additional \$765 is needed ($15 \text{ hours} \times \$12.75 \times 4 \text{ weeks}$)

Student tutors:

- Fall/Spring: $50 \text{ hours/week} \times \$14.75 \times 14 \text{ weeks} \times 2 \text{ semesters} = \$20,650$
- Summer: $15 \text{ hours} \times \$14.75 \times 4 \text{ weeks} = \885

Materials and Supplies

Please indicate only the resources being requested that are the program's baseline, currently budgeted recurring needs. Note that "Instructional" indicates the expenditure is for items used to support direct student instruction, i.e. – used by students in the classroom or lab. "Non-Instructional" are items not used by students.

9. Materials and Supplies – Instructional

\$1700: for CAW classroom students: paper, whiteboard markers and erasers, other office supplies used by students; toner cartridges

10. Materials and Supplies –

19. Equipment – Other

Please indicate whether the equipment is used for direct student instruction or for other office or administrative, non-instructional purposes.

Other

Please indicate only the resources being requested that are the program's basic or recurring needs.

20. Other – Other

Instructional books, magazines, and periodicals: \$300 (copies of Best Essays and Voices anthologies to have in writing center for instruction about student writing samples)

Instructional duplicating: workshop handouts and worksheets \$50

Non-instructional duplicating: \$700 LS110E forms, posters, cards, flyers, workshop schedules

21. Please enter the date on which you submitted the Budget and Resource survey (be sure to click submit when you are done) 1/02/16