English Program - Writing Center Verification Team Report
February, 2007

A. Unit Under Review: Napa Valley College English Program - Writing Center

Program Evaluation Team: Michael Conway

Verification Team Members:
Stephanie Burns, Biology Instructor
Richard Della Valle, Geology Professor
Beth Hauscarriage, Associate Dean, Admissions and Records
María L. Villagómez, Assistant Professor of Spanish

B. Statement of Completion

The report was complete and easy to follow.

C. Strengths of the Program

The greatest strength of the Writing Center is the dedicated, well trained staff. Students are able to come to the center and receive one on one instruction and assistance with their writing. Students enrolled in English 85 and the Puente section of English 100 are co-enrolled in English 84. This additional instruction is crucial for the success of at risk students. In addition to serving students enrolled in English 85, there are also 30 minute writing consultation appointments designed to assist any student needing help. The Writing Center is also dedicated to helping ESL students succeed. The self-paced format of their instruction has been well received by the students. The center provides an excellent opportunity for students to train to be peer tutors. The Writing Center has an excellent brochure and website to disseminate information.

D. Areas for Program Improvement

The enrollment in English 84 has increased by 33% over the last five years, this is both a strength and a challenge. The number of 30 minute appointments has also increased. In order to continue to serve the additional students, the Writing Center needs to expand its current space and hire additional staff. The Center needs to hire two half-time Instructional Assistants. These hires will allow the Center to better serve the students and to increase the hours of operation. The current space is not adequate to serve students during peak hours and also does not provide space for the current staff. To address the need for additional space, the room adjacent to the center could be taken over by the Writing Center. Currently this space is being used by Fine and Performing Arts Division, when
PROGRAM: ENGLISH—WRITING CENTER

DATE: 2-8-2007

1. MISSION
   A. Program Mission Statement
      Help students of all levels develop their writing skills, their confidence in themselves as writers, and their enjoyment of writing.

   B. The program falls within one or more of the following categories (check all that apply):
      ☑ Academic Support Program
      ❑ Student Services Program
      ☑ Transfer/Degree (Work Experience course)
      ❑ Vocational
      ☑ Remediation (English 84)
      ☑ Non-Credit/Community Services (Writing Center Appointments)

2. SERVICES, CURRICULUM & INSTRUCTION
   Services
   A. How does this program/service support student learning in NVC instructional programs?
      The Writing Center provides direct support to all NVC students by providing high quality one-on-one tutoring and writing consultations, as well as individualized instruction in all aspects of writing.

   B. What specific services does the program offer?
      - Individualized self paced instruction (English 84, a .5-1 unit credit course)
      - 30-minute writing consultation appointments (ABEN 600)
      - Weekly reports to faculty on the progress of their students who are enrolled in the WC
      - Monthly reports to linked course instructors, summarizing participation and course status
      - Mid-semester student progress reports to EOPS/CARE/SSS and other programs
      - Paid internship opportunities for qualified student peer tutors

   C. How does your program ensure that these services are meeting the needs of students? How do you evaluate how well the services are meeting the needs of students served?
      Student survey forms, which are distributed and collected every semester. The Writing Center Coordinator plans to work with the Director of Institutional Research to fine-tune the survey instrument.
D. Review the Student Learning Outcomes Program Map and assess the following:

- Complete the SLO Matrix form
- Once established, in what ways will students in your program/service demonstrate achievement of stated learning outcomes?
  This will be addressed when we implement SLOs.
- Discuss the methods used to assess whether the students achieved the stated student learning outcomes. What was the success rate?
  This will be addressed when we implement SLOs.
- What interventions were used to support those students who did not achieve the SLO’s? What programmatic changes will be made to ensure future SLO achievement?
  This will be addressed when we implement SLOs.
- An accreditation standard requires that the institution makes public expected learning outcomes for its programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:
  - Syllabi
  - Catalog
  - Brochure (planned, pending funding)
  - Articulation/Transfer agreements
  - Website
  - Other ______________________________

E. What future trends are likely to impact the program/service?

The Writing Center has demonstrated a consistent pattern of growth in the past four years, and this growth necessitates increased hours of operation, staff, and space to meet student needs. Enrollment in the Writing Center class (English 84) in the Fall of 2002 was 225 students. Our current enrollment is 300. Fall 05 was 276, Fall 04 291, and Fall 03 was 276. Spring enrollments were as follows: 2003=284; 2004=272; 2005=313; 2006=306. English 84 is currently linked to all sections of English 85 as well as the Puente section of English 100. We need additional staffing to serve these students as well as all other students who are enrolled in English 84. There are currently 111 such students. In addition we are seeing an increase in the number of students who register non-credit to make 30-minute Writing Center consultations.

F. Are services being offered online? If yes, describe.

No.

Curriculum & Instruction

A. Review the course outline data and assess the following:

- Currency of course outlines. Course outlines must be reviewed every five years. If all course outlines have not been reviewed, include a timeline for review in your unit plans.
  The English 84 course outline is current (revised in 2004) and appropriate for the Writing Center.
Appropriateness of courses to the program.
The two Writing Center courses, English 84 (credit) and ABEN 600 (noncredit) are appropriate.

Appropriateness of current pre- and co-requisites and recommended preparation.
Not applicable.

Appropriateness of the degree and certificate requirements.
Not applicable.

B. Review the Student Learning Outcomes Program Map and assess the following:

- Complete the [SLO Matrix](attached).

- What timeline have you established for developing course-level student learning outcomes?
  Course-level SLOs have been developed and will be implemented through the curriculum process.

- Once established, in what ways will students in your program demonstrate achievement of stated learning outcomes? Check all that apply:
  - Student internships
  - Complete program competency exams
  - Assessment by departmental rubric
  - Obtain jobs in the field
  - Pass state/national examinations
  - Success in a subsequent course sequence
  - Performance after transfer
  - Portfolios/capstone projects
  - Other: success in subsequent (but not necessarily sequential) coursework

  The Writing Center Coordinator is working with the Director of Institutional Research to establish assessment measures.

- Discuss the methods used (above) to assess whether the students achieved the stated student learning outcomes. What was the success rate?
  This will be addressed when we implement SLOs.

- For those students who did not achieve the SLOs, what interventions were used to support those students? What programmatic changes will be made to ensure future SLO achievement?
  This will be addressed when we implement SLOs.

C. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.

Not applicable; the Writing Center courses are individualized laboratory experiences and, thus, do not have course syllabi.
D. What methods are used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline?

Not applicable; the Writing Center English 84 credit course outline reflects individualized laboratory experiences; however, all students are held to the same standard for successful completion of coursework.

E. What instructional methods are used by the program faculty to address the diverse student population and to encourage retention and persistence of the program’s students?

Diverse instructional approaches begin with the individual writing assessment given to each WC student during program orientation; methods include one-on-one instruction and tutoring, individualized self-paced curricula designed to meet the needs of students at all levels of writing proficiency, and computer-assisted instruction.

F. What instructional methods are used by the program faculty to address the differences in learning styles and to encourage retention and persistence of the program’s students?

See Question E above.

G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?

Not applicable.

H. Reflect on your responses in Section 2, Services, Curriculum & and Instruction, and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

3. STUDENT SUCCESS AND EQUITY

A. Review the data that are available. Discuss program/services trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

Enrollment in the Writing Center has been steadily growing since Spring 2003 semester, when there was a total credit enrollment of 284 students. The enrollment for the Spring 2006 semester was 306 credit students with an additional 112 non credit enrollments. The Writing Center serves a higher percentage of non-white and at-risk students than the college as a whole. For example; in the Fall 2005 semester, overall enrollment at NVC was 44% white, 18.4% Hispanic, 10.1% Filipino, and 5.6% African American. During the same semester, enrollment in the Writing Center was 16.3% white, 36.3% Hispanic, 8.3% African American, and 7.8% Filipino. This is not surprising since one of the primary functions of the Writing Center is to provide academic support to students who are enrolled in pre-college level writing classes.

In terms of gender, NVC was 57.6% female and 36.9% male in the Fall 2005 semester. In the same semester, the Writing Center was 65.9% female and 27.8% male.

The overall retention rate for students enrolled in English 84 from Spring 2003 to Spring 2006 was 82.93%. This compares favorably to an overall NVC retention rate of 82.96% for Fall 2005 and 81.23% for Spring 2006. (the Fall 2005 and Spring 2006 retention rates for the WC were 86.2% and 83.1% respectively.)
The comparison to the overall college success rate is not favorable. For the Fall 2005 and Spring 2006 the success rates for NVC were 67.47% and 69.50% respectively. For the same semesters, the success rates for the Writing Center were 47.55 and 54.6%. This is partially due to the open-entry/open-exit format of the class, but it is a definite area of concern that we need to address.

B. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.

The majority of the students who are enrolled in the Writing Center are in “at risk” categories. This semester, 179 of our students are co-enrolled in English 85, and 24 are co-enrolled in the English 100 section of the Puente Program. This accounts for 203 of our 302 currently enrolled students. Many of our other students are concurrently taking ESL classes. Essentially, one of the primary focuses of our program is to provide individualized instruction and tutoring to these students.

In addition to this individualized instruction, specific strategies that we use to assist these students include:

- Writing weekly reports to instructors apprising them of their students’ progress in the WC
- Providing an individualized self-paced curriculum
- Having a variety of instructional deliveries, including computer software, assistive technology (Kurzweil) and books on CDs to accommodate a variety of learning styles and needs.
- Assessing the writing level of each student during their orientation so we can identify strengths and weaknesses in their writing.
- Employing student peer tutors

C. What has the program done to formalize links with instructional programs?

As mentioned in the response to question B, all students in the Title III-funded English 85 learning community (ELC) and the Puente Program are enrolled in the Writing Center. The Writing Center staff participated in the learning community retreat held on June 6, 2006, and individual staff members have participated in the “brown bag” sessions of the ELC. In addition, the Writing Center Director attends monthly English Department meetings to give Writing Center updates and receive feedback from faculty.

D. Review the full-time/part-time instructor ratio. Discuss trends, and needs.

Not applicable. Staff are Classified Professional employees.

E. How does this program/service support other student services within the college? Describe formal links with other student services.

- Mid-term reports for EOPS students
- Cooperation with DSPS to accommodate students with special needs
- Referrals to Diagnostic Learning Services

F. How does the program/service enhance student development and success?

The program enhances student development and success by providing students with an opportunity to receive the individualized support and instruction they need to develop the literacy skills and confidence necessary for college success.
G. Describe programs, practices, and services that support and enhance student understanding and appreciation of diversity.

In the past year we have significantly expanded the Writing Center library to include a section of “Biographies of Multicultural Notables.” Loretta Carr (Writing Center IA) applied for and received a grant from the Diversity Task Force for the purchase of these books. The books are available for students to check out, and they are being integrated into our curriculum.

H. What methods are being used by faculty and staff to address the differences in learning styles among students served?

Refer to question B.

I. Reflect on your responses in Section 3 Student Success and Equity and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

4. ENROLLMENT TRENDS AND STUDENT SATISFACTION

A. Review the enrollment trends (or participation rate) data, and describe recent trends.

- Have there been significant fluctuations in the number of students served? If so, explain.
  
  The enrollment in the Writing Center has increased significantly since Fall 2002, when we had an enrollment of 225 students. Our current enrollment is 300 credit students. In the Spring 2005 semester, we began enrolling students who had previously been drop-ins into ABEN 600, a non–credit course. We have averaged approximately 120 such students per semester since then.

- Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?
  
  The Writing Center’s participation in the ELC (English Learning Community) has required us to devote a substantial amount of our resources (staff time and space) to English 85 students. (Approximately 50% of our students participate in the ELC this semester.) We recognize the need to continue to participate in the learning community; however, in order to adequately serve other students on campus and thereby fulfill our mission, we will need to hire additional staff and have a larger space.

B. Review the hours of operation for the program/service and the results of the student satisfaction surveys and discuss whether the program/service hours are scheduled appropriately to meet student need.

  Our survey responses indicate that we need to provide more evening service. We are currently open two evenings per week until 6:30. We need to look into extending the evening hours.

C. Review the schedule of classes for the program and the results of the student satisfaction surveys, and discuss whether the course offerings are scheduled appropriately to meet student need.

  The Writing Center offers two courses: English 84, a .5-1.0 unit credit course, and ABEN 600, a non-credit course. They are scheduled appropriately.

D. Review student/staff ratios and financial data and describe recent trends.

  Data not available at this time.
E. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

The WC staff began surveying students in the Fall 2004 semester to get feedback on the services we provide. The survey form, developed by our staff, asked the students to rate their overall experience as Great, OK, or Disappointing and to respond to the following prompts:

- What was helpful?
- What could have been improved?
- Additional comments.

Of the 199 responses we received, 184 (92.4%) rated their experience as Great, 14 (7%) as OK, and 1 as Disappointing.

The most common theme in the responses to the question “What was helpful?” was the individual attention, assistance, and feedback provided by the staff.

Sample Comments
- I appreciate that each one of the teachers cared and wanted to see me succeed at writing.
- This program of one-on-one instruction has seemed to hit its mark with a lot of the English students that I’ve talked to.
- I really appreciate the help I received from the assistants in every one of the assignments.
- She was a great listener and very patient. She was able to keep ideas flowing.

The most common theme in the responses to the question “What could have been improved?” was the need for extended evening hours, more space and/or additional staffing.

Sample Comments
- I wish they could stay open until 7:00 every day.
- There were times when there were not enough workers and a lot of students were on the board (waiting list) that needed help.
- The time of being helped and more seats available for students.
- More space.
- More class time in the night.

F. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

Not applicable

G. Reflect on your responses to Section 4 Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

5. Community Outreach

A. What recruitment and/or community outreach activities has the program engaged in or initiated?

- Each semester, invited instructors to bring their classes to the Writing Center for a briefing on how the students can take advantage of its resources
Distributed Instructors’ Guide to the Writing Center to all English and ESL instructors each semester

Published samples of student writing and distributed the publication to several locations throughout campus

Created a Writing Center website and brochure to enhance our visibility

Participated in Club Rush, staffing a table to give students information about the Center

Invited qualified students to be trained as peer tutors and work in the Center

Sponsored student writing contests such as “A Book That Changed Me” and posted winning entries on Center’s bulletin board

Hosted periodic open houses, including an open mic session in which students were invited to come and read their work

Worked with the Diversity Task Force to obtain a grant for purchasing multicultural biographies; created a display based on the biographies to generate student interest in reading and in the Center’s services

B. What has the program done to establish relationships with secondary schools and/or four-year institutions?

Attended Latinas Luminarias conference and informed attendees, including many high school students, about the Writing Center’s services

C. What has the program done to establish relationships with the business community?

Not applicable.

D. How has the involvement of the advisory committee helped in improving and/or promoting the program/service (if the program has such a committee)? Describe the size, membership and regularity of meetings. If no advisory committee, would this form of external input be helpful?

Not applicable.

E. Reflect on your responses in Section 5 Community Outreach and Articulation and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

6. ACCREDITATION AND EXTERNAL REVIEWS

A. Review the Accreditation Self-Study Planning Agenda, Accreditation Final Report, and results of previous program evaluations that are included in the attached data. Discuss the recommendations of the review teams relevant to the program and how the program responded.

Not applicable.

B. Indicate the sources of information used in Question 6A.

- Accreditation Self-Study Planning Agenda
- Accreditation Final Report
- Previous program evaluation recommendations

Not applicable.
C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.
   Not applicable.

D. If this program is responsible for maintaining ACCJC Accreditation Standards, attach a description of how NVC is addressing each standard. This information will be used in the next Accreditation Self Study.
   Not applicable.

E. Reflect on your responses in Section 6 Accreditation and External Reviews and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

7. RESOURCES

The results of program evaluation feed into the planning and budget process. Consider the staffing and financial data provided, as well as the Program/Discipline Plan forms you completed during this evaluation, while answering the questions in this section. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives.

A. Staffing

Summarize the staffing resource needs identified in the Program/Discipline plans. Discuss any changes needed. (Complete Schedule B, Request for New Permanent Faculty and Staff, as needed)

   Our current level of staffing is: .5 positions  2
   .75 position  1
   .87 position  1

   Four P/T temporary Instructional Assistants work a total of 30 hours/week; 20 of these hours are currently funded by Title III.

   This semester (Spring 2007), we also have 3 student peer tutors who work a total of twenty hours/week.

   The staffing needs are explained in detail on Schedule B.

B. Program-Specific Equipment

Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule D, Program-Specific Equipment Request, as needed.)

C. Facilities Improvement/Renovation

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule F, Facilities Improvement/Renovation Request, as needed.)

See Schedule F.
D. Technology
Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule E, Technology Request, as needed.)
See Schedule E.

E. Professional Development
1) Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff.
   See attached form.
2) Based on the goals that resulted from this program evaluation, complete Schedule G, Professional Development Needs, to indicate what areas of focus have been identified for future faculty/staff development. Note: Budget requests for Travel and Conference should be addressed or requested in the question 7G.
   See Schedule G.

F. Learning Resources
What learning resources (e.g., books, periodicals, videos) are needed to enhance program success? (Complete Schedule H, Learning Resources/Media Materials Request, as needed.)
See Schedule H.

G. Operational Budget
Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? (Complete Schedule C, Request for Operating Budget Augmentation, as needed.)
PROGRAM EVALUATION SUMMARY FOR
ENGLISH—WRITING CENTER

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review)
- Increased enrollment in English 84 by 33%. (English 84 enrollment in 2002 was 225. This semester it is 300.)
- Partnered with the English Learning Community
- Implemented noncredit 30-minute appointments
- Applied for and received two grants for instructional materials and equipment
- Created a WC brochure and website
- Implemented a peer tutor training program, recruiting qualified students to be trained for work in the WC
- Sponsored student writing contests such as “A Book That Changed Me”
- Hosted the first ever “open mic” reading of student work
- Published the Writing Sampler featuring student work (Fall 2004, Spring 2006)
- Established a library of multicultural biographies for student use
- Staff participated as screeners for Jessamyn West writing contest (Spring 2006)

Strengths (unique characteristics, special capacities)
- One-on-one instruction tailored to the specific needs of the individual
- Self-paced curriculum/open entry and exit/flexible hours
- Program designed to meet the needs of students at all levels of writing
- Non-threatening environment where students can feel comfortable discussing their writing
- Emphasis on outreach to the greater community via participation in Club Rush, NVC Foundation events, and other events, including the Writing Center’s own Open House
- Highly trained staff members: several have teaching credentials, several have certification/training in the teaching of ESL, one has an MA in English, including coursework in the teaching of post-secondary reading and writing.
- Staff sensitive to cultural/linguistic diversity; several staff members are fluent in Spanish.
- Staff members keep current with Writing Center practices by visiting other community college WCs when time allows.

Challenges (concerns, difficulties, areas for improvement)
Our main challenges are:
- The staff needs more reassigned time for training and continuing education as well time designated for office hours to prepare reports, statistics, and instructional materials.
- In order to fulfill our mission and provide greater access and services to all NVC students, we need more space and staffing, improved layout and furnishings, and extended hours.
- We need to improve our student success rate.

Optional: What additional data, if any, would have been helpful to effectively evaluate the program?
It would be very helpful for us to know the correlation between a student’s successful participation in the WC and his/her performance in other classes.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning, and Development by _____________________, for the verification phase.

**Program Evaluation Chair Signature:** ______________________________

**Division Chair/Supervisor Signature:** ______________________________

**Date:** ______________________________

**VERIFICATION PHASE**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). The program evaluation will be verified by _______________________. Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services) by _________________________.

**Verified on:** ______________________________

**Verification Committee Signatures:** ______________________________

**ACKNOWLEDGEMENT PHASE**

The Vice President (or President for administrative services) will read and acknowledge the program and planning document and send a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program review results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

**Vice President/President** ______________________________

**Date Letter Sent:** ______________________________

**Recommend review in 2 years:**

Yes _____  No _____
PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

ENGLISH—WRITING CENTER

1. Read and respond in writing to level-appropriate text.

2. Discuss their own writing with a tutor, demonstrating an increased self-awareness of their strengths and areas where they need to improve as writers.

3. Write clear sentences, coherent paragraphs and/or well developed essays.

4. Demonstrate improved knowledge of all aspects of the writing process, including planning, revising, and editing.

5. Gain confidence in their writing ability.
# Program Evaluation and Planning

## Student Learning Outcome (SLO) Matrix

### English—Writing Center

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO #1</th>
<th>SLO #2</th>
<th>SLO #3</th>
<th>SLO #4</th>
<th>SLO #5</th>
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<td>X</td>
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<td>ABEN 600</td>
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## PROGRAM/DISCIPLINE PLAN

### ENGLISH—WRITING CENTER

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
</table>
|                           | 1, 3                       | 3, 4       | Provide high quality tutoring and writing consultation services for all NVC students while continuing to serve an increased number of English 85 Learning Community students. | 1A This priority is inter-dependent with 1B below | ▪ Implement extended evening hours  
▪ Increase marketing and visibility of WC services to students in disciplines other than English  
▪ Use website more effectively as a marketing tool  
▪ Update brochure | ▪ Two .5 IA III positions  
▪ 50% more space for the Writing Center  
▪ Technical assistance with website and brochure |
|                           | 1                          | 3          | Increase success rate of Writing Center students enrolled in English 84. | 1B This priority is inter-dependent with 1A above | ▪ Communicate WC expectations and deadlines more effectively and more frequently to English 84 students  
▪ Increase WC staff participation in ELC activities  
▪ Implement extended evening hours | ▪ Two .5 IA III positions  
▪ 50% more space for the Writing Center |

* New requests should be defined on resource forms and included in the unit budget.
REQUEST FOR NEW PERMANENT FACULTY AND STAFF

Accreditation reference:  Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title &amp; Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
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<tbody>
<tr>
<td>Two IA Positions:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Assistant III</td>
<td>New</td>
<td>.50</td>
<td>19</td>
</tr>
<tr>
<td>Instructional Assistant III</td>
<td>New</td>
<td>.50</td>
<td>19</td>
</tr>
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</table>

Background: current situation
Enrollment in the Writing Center class (English 84) in the Fall of 2002 was 225 students. Our current enrollment is 300. Fall 05 was 276, Fall 04 291, and Fall 03 was 276. Spring enrollments were as follows: 2003=284; 2004=272; 2005=313; 2006=306. English 84 is currently linked to all sections of English 85 as well as the Puente section of English 100. We need additional staffing to serve these students as well as all other students who are enrolled in English 84. There are currently 111 such students. In addition we are seeing an increase in the number of students who register non-credit to make 30-minute Writing Center consultations. The additional staffing would enable the Writing Center to continue to provide quality academic support to an increasing number of students. It would also allow the center to provide evening services.

Growth: dependent upon staffing and space
The Writing Center is poised to grow substantially but cannot do so without the staff required to serve students. The mission of the WC is to provide services to all students at all levels and in all fields of study, but our commitment to serve all English 85 sections (as is appropriate) has strained our staff and space resources to the limit. Thus, we cannot adequately serve the vast majority of NVC students. NVC’s institutional goals, especially 1 and 3 on improving student success and increasing access to programs and services, are directly supported by the WC, and we must have the staff resources required to fulfill these goals.

*N=New, R=Replacement

Submitted by:            Approved by:
___________________________________   __________________________________
Budget Center Manager        President/Vice President

APRIL 2006
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center  6231  
Activity  150100

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget
This section is used to request and justify non-capital outlay additions to your department's budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. List in priority order.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Center</td>
<td>$200</td>
<td>See below.</td>
</tr>
</tbody>
</table>

Justification
The WC currently has a $200.00 annual budget for supplies. This has not been increased for several years, and it is no longer sufficient. It needs to be increased to $400.00.

Submitted by:  
Approved by:

Budget Center Manager  
President/Vice President

APRIL 2006
**PROGRAM-SPECIFIC EQUIPMENT REQUEST**

*Accreditation rationale:* Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. **List in priority order.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td>This is covered on Schedule E: Technology Request.</td>
</tr>
<tr>
<td>B. Non-instructional</td>
<td></td>
<td></td>
<td>This is covered on Schedule E: Technology Request.</td>
</tr>
</tbody>
</table>

Submitted by: ____________________________  Approved by: ____________________________

Budget Center Manager

President/Vice President

APRIL 2006
TECHNOLOGY REQUEST

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.

Provide a general description of the project that includes:
1. Equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (e.g., network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment—when will the equipment need to be replaced?

Request 7 computers with LCD monitors.

Rationale:
Title III purchased 5 Dell 270 computers and 5 flat screen monitors for the WC in 2004. The remaining 7 computers and monitors are at least 5 years old and need to be replaced. (We received them from room 1055 when that lab was updated). Six of these will be for student use and one for staff/student use. All of them will be used daily.

Installation and maintenance support from IT will be required.

There will not be any new infrastructure requirements.

Schedule F presents the need and rationale for required furniture:
“The substandard furniture and current layout of the WC are also problems for students and staff. All the IA work stations need to be replaced with furniture that is ergonomically designed. In addition, we (director and staff) need professional assistance redesigning and refurnishing our current space to better serve our students.”

Cost estimates will be provided for priority projects only.

Submitted by: Budget Center Manager
Approved by: President/Vice President

APRIL 2006
FACILITIES IMPROVEMENT/RENOVATIONS REQUEST

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.
Provide a description of the project that includes:
1. How the project supports the mission and objectives of your program
2. Project description
3. Location of the proposed project
4. Health and safety impacts of the project
5. Ongoing maintenance that will be necessary

The Writing Center, currently located in room 1027, has grown out of its space. In the Fall of 2002 there were 225 registered students. The current enrollment is 300. In addition, beginning in the Spring 2005 semester we have seen an average of 120 non-credit students who make 30-minute appointments. Many of these students make multiple visits.

The Writing Center course, English 84, is linked to all sections of English 85, as well as to the Puente section of English 100; there are currently 189 such students. Additionally, there are 111 English 84 students who are not in linked courses. Further, we serve approximately 110-120 students per semester who register non-credit to make 30 minute WC consultations. Thus, the WC serves over 400 students per semester (e.g., Spring 2005: 439). We do not have the space to serve these students adequately.

During peak hours, the current space is not adequate to handle this level of activity, nor does the office space room meet health/safety/usability standards for a staff of four permanent IAs, two P/T temporary IAs, and 3-5 student peer tutors. In order to accommodate the current level of students and staff, and to fulfill our mission of “helping students of all levels develop their writing skills, their confidence in themselves as writers, and their enjoyment of writing,” we need at least 50% more space.

The room adjacent to the WC, which is now used by the Fine and Performing Arts Division, would be a logical space for the WC to expand into when the new Performing Arts Center is built and the division no longer needs that space. Other long-term possibilities need to be considered when the 1000A building is renovated as part of the bond construction program.

The substandard furniture and current layout of the WC are also problems for students and staff. All the IA work stations need to be replaced with furniture that is ergonomically designed. In addition, we (director and staff) need professional assistance redesigning and refurnishing our current space to better serve our students.

Cost estimates will be provided for priority projects only.

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Budget Center Manager  President/Vice President

APRIL 2006
PROFESSIONAL DEVELOPMENT NEEDS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?
   - Continued training in computer applications and software used in the WC, including Microsoft Office Suite, Datatel, and Kurzweil
   - Website development

2. What pedagogical training needs have been identified in your program review?
   - Funding for attendance at conferences such as the annual conference of the Northern California Writing Centers Association.
   - Staff reassigned time to participate in ELC workshops and other relevant TLC workshops

3. What types of technology does your program use? What technology training needs have you identified?
   - ESL/English grammar and vocabulary development software
   - Assistive technology (Kurzweil)
   - Datatel
   - Timekeeper
   - Microsoft Office Suite
   Technology training needs are identified above.

4. What are the leading publications specific to your discipline and/or program?
   - The Writing Center Journal
   - The Writing Lab Newsletter
   - Teaching English in the Two Year College
   - The MLA Handbook

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Budget Center Manager                      President/Vice President

APRIL 2006
**Learning Resources/Media Materials Request**

### Books including Reference:

- **Number of titles to add:** 8
- **Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:**
  - Titles that provide a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.
- **Recommendations/comments:**
  - Two copies each of the following titles:
    - Fawcett, Susan: *Evergreen Guide to Writing with Readings* (Houghton-Mifflin 0-618-25658-X)
    - Fawcett, Susan: *Grassroots* (Houghton-Mifflin 0-618-66983-3)
    - Elbaum, Sandra: *Grammar in Context 1* (Thomson 0-8384-1268-8)
    - Elbaum, Sandra: *Grammar in Context 2* (Thomson 0-8384-1270-X)
- **Estimated cost for new materials:** $500

### Periodical Titles: (Newspapers, Journals, Magazines)

- **Number of titles to add:** No request.
- **Recommendations/comments:**
- **Estimated cost for new materials:**

### Electronic Databases and Indexes:

- **Number of databases to add:** No request.
- **Recommendations/comments:**
- **Estimated cost for new materials:**

### Media Collection (closed captioned or DVD):

- **Number of titles to add:** No request.
- **Recommendations/comments:**
- **Estimated cost for new materials:**

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Yes ___ No ___ Are library/learning resource service hours adequate for this course/program?

Yes ___ No ___ Is the quantity of materials sufficient for students within needed time frame?

Yes ___ No ___ Will library/learning resources assignments be used in your course?

Yes ___ No ___ Will this course/program require the assistance of library faculty for orientations or other information competency instruction?

_______ I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

_______ To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.