Title: Writing Center Program Plan 2017-18

Plan Type: Program

OPR: Dean, Learning Resources

Collaborative Groups: Writing Center Advisory Committee, English Department, ESL
                                      Department, deans and instructional assistants at Davis and West
                                      Sacramento Centers

References: SCC College Goals

SECTION I: Strategic Information

A. PROGRAM DESCRIPTION AND PURPOSE :

The Writing Center's purpose is to help Sacramento City College students become more effective, confident, and independent writers by providing students with writing assistance in any discipline within the SCC curriculum. The Center also promotes student writing skills by providing interested faculty with information about and discussion of methods for improving writing. In addition, the Center provides training and experience for students who want to become writing tutors. Through its services and activities, the Center promotes a culture of writing across the SCC campus.

Connections to SCC Goals
The Writing Center's mission is directly linked with SCC's Goal A, to "deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals" and Goal C**,** to "improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement."

Writing Center Organization
The Writing Center operates under the oversight of a faculty coordinator who reports to the Dean of Learning Resources. The coordinator works with faculty, staff, and administrators to further develop the Writing Center. This includes exploring options for services and assessment in consultation with the SCC Writing Center Advisory Committee and the Tutoring Work Group and staying knowledgeable about trends at other college writing centers through active participation in the Northern California Writing Centers Association. The Writing Center Coordinator collaborates with instructors across the disciplines to help identify and meet the needs of their students and also offers resources for faculty. In addition, the coordinator trains and oversees the Writing Center staff and student tutors.

Current Staffing
The only permanent positions at the Writing Center are the faculty coordinator position and a full-time instructional assistant position. The clerk position is filled by part-time temporary employees. Two English faculty members and two ESL faculty members currently serve in the Writing Center and are paid stipends, and temporary IA's also work on the main campus and in West Sacramento.

Writing Center Advisory Committee
The Writing Center Advisory Committee is composed of SCC faculty members from across the disciplines, the Dean of Learning Resources, the Dean of Language and Literature, and the Associate Vice President of Instruction, and it meets two to four times per semester to discuss current center events and programs and to engage in planning for the future.

B. ENVIRONMENTAL SCAN

The Writing Center continues to be affected by the challenges of finding qualified temporary part-time clerk applicants willing to work for $10.50, and gaps in clerk coverage must be filled by temporary part-time IA's, taking time away from working with students in an instructional capacity. Whenever this happens, it means fewer tutoring hours available for students, particularly basic skills and ESL students who the instructional assistants work with most often.

The Writing Center needs a permanent clerk for the front desk, which currently is staffed by part-time temporary clerks. The clerks are the first point of contact for all the students who come to the Writing Center, and the front desk is busy, so it cannot be left unstaffed. The number of times students were assisted at the Writing Center front desk during the fall and spring 2016-17 year was 10,221, compared to 8,216 the prior year. The clerks sign students up to use the Center and make appointments for them with the appropriate tutors, IA's, or faculty members for in-person and online tutoring as well as performing a variety of other clerical tasks.

Finding candidates who are capable of doing all the tasks required for the position and willing to work for the Los Rios temporary clerk rate is challenging. These tasks include managing the WC Online appointment system and the Access database in which the clerks record each tutoring visit to the Center. The low pay rate for temporary clerks means that during some semesters there are no well-qualified candidates among the available pool. Clerks who do their job well are able to fit students into the schedule somewhere when their first choices of times are not available and to make students' experience at the Center positive. Hiring clerks who are not adequately qualified leads to fewer students being fit into the tutoring schedule and less accuracy in completing all tasks.

Finding temporary instructional assistants also is challenging. The improving economy coupled with 2,000-hour experience requirement affects the Writing Center's ability to find appropriately qualified candidates willing to work for the wage that Los Rios pays. In addition, the DOJ clearances required for all classified employees have taken much longer during the Fall 2016 semester than they did previously, delaying the time between when new employees do their hiring paperwork and the time when they can begin working by three to four weeks. This last item had a significant impact on the Writing Center's ability to help students because the temporary staff hired during Fall 2016 were not able to work as early as they were during prior semesters, and the Center was understaffed.

C. MULTI-YEAR DIRECTIONS OR STRATEGIES

1. Facilitate students' increased understanding of concepts necessary for successful completion of their writing assignments
2. Promote students' improvement in specific skills or competencies necessary for their success with course writing assignments
3. Promote students' increased understanding of what they can do to improve specific aspects of their writing
4. Develop programs and services that meet students' needs

SECTION II: Operational Review and Plan

A. REVIEW OF ACCOMPLISHMENTS OF PREVIOUS YEAR'S WORK

The number of IA and clerk hours requested in the Writing Center's Program Plan was not fully funded for the 2015-16 year. The dollar amounts allocated were the same, but the pay rates increased.

Procedures	Funded	Expected Results	Progress to Date
Staff Writing Center with part-time IA's to provide students with one-on-one assistance to improve writing, help to supervise student tutors as necessary, develop and deliver workshops, generate instructional handouts, assist in selected ENGWR 51 courses, and assist with record-keeping	Partially funded	Continued ability to offer one-on-one writing tutoring and group writing workshops to students, continued updating of Writing Center Website	See appendices for usage statistics and survey assessment data
Facilitate student use of Writing Center services by staffing the Center with clerks to provide customer service, make appointments, fill out necessary paperwork, match students with appropriate tutors, IA's, or faculty members, engage in record-keeping, and enter data necessary to track student usage via Microsoft Access	Mostly funded	Writing Center capacity to help students, make appointments for students, and sign them up for Writing Center services, ability to track how many students are seen	See appendices for usage data and Appendix 2 for evaluation information
Staff Writing Center with student tutors who will provide students with one-on-one assistance to improve writing skills (spring and fall semesters and summer session)	Yes	Ability to offer writing tutoring that assists students with understanding writing concepts and increasing writing skills	See appendices for survey and assessment data
Provide in-class tutors for 3 sections of ENGWR 51 per semester	Yes	Increased understanding of writing concepts taught in ENGWR 51	The Writing Center did not have enough qualified tutors to staff 7 ENGWR 51 sections
Staff Writing Center with faculty who can assist students in the Writing Center through workshops and one-on-one sessions	Yes	Ability to offer writing tutoring that assists students with understanding writing concepts and increasing writing skills	See Appendix 2 for survey and satisfaction information
Expand online writing tutoring hours (begun as a pilot in Fall 2014)	Not funded by college, some funding by Equity for Fall 2016 only	Ability to offer online writing tutoring to SCC students	See Appendix 1 for online tutoring statistics
Offer writing support for summer session students by providing a temporary IA for summer session	Yes	Ability to offer writing tutoring that assists students with understanding writing concepts and increasing writing skills	See Appendix 1 for summer session statistics
Provide writing support for students at West Sacramento Center by staffing the Center with a part-time temporary instructional assistant for 32 hours per week for 32 weeks	Partially funded	Same expected results as on the main campus (see above)	See appendices for usage data and evaluation information

Offer writing support for summer session students in West Sacramento Center by providing IA coverage	Yes	Same expected results as on main campus	See Appendix 1 for summer session statistics
Provide writing support for students at Davis Center by staffing the Center with a faculty member for four hours per week for both fall and spring semesters.	No	Same expected results as on main campus (see above)	Not funded
Support recording, analysis, and evaluation of student data through a Survey Monkey subscription in order to facilitate assessment	Yes	Ability to gather and track data from campus-wide tutoring evaluations and Writing Center evaluations	Results of Writing Center surveys and campus-wide survey tallied using Survey Monkey and used for assessment
Work with 2-4 faculty members in departments outside Language and Literature to have tutors or IA's do brief visits to their classes with the goal of increasing the number of students who visit the Writing Center from those classes	Only partially completed	Ability to evaluate whether class visits result in greater numbers of students visiting the Writing Center	The Writing Center did not have enough staff to pursue this fully but did do visits to two sociology classes
Explore additional means of delivering services and ways of making services more effective and efficient	N/A	Periodic re-evaluation of whether Writing Center services are meeting current student needs	The Writing Center began using scheduling software (WC Online) that allows us to enter comments for each tutoring session that a student has. It also allows us to distinguish online and in-person sessions
Work with faculty in the English Department to explore the feasibility of piloting a Writing Center for-credit lab option linked with a section of ENGWR 51	N/A	Evaluating how having every student from an ENGWR 51 class affects the success of the class.	This had been discussed with some English faculty but is not currently being pursued

B. PROGRAM ADMINISTRATIVE OUTCOMES FOR THE PLANNING YEAR:

Administrative Unit Outcomes:

1. **Offer individual writing tutoring sessions for students at the Writing Center and the West Sacramento and Davis outreach centers**
   Measures:
   - Students' written assessment of what they learn in tutoring sessions and their perception of its effects on future behavior
   - Results of student learning and satisfaction surveys, including student assessment of tutors' ability to promote independent learning
   - Observation and assessment of tutoring sessions by Writing Center coordinator or instructional assistant; peer tutor, instructional assistant, and faculty tutor assessments of student progress
   - Results of college-wide tutoring surveys
   - Number of students signing in on OnTrack sign-in system and number of students served according to Access totals
   - Total number of hours recorded on OnTrack sign-in system and number of visits recorded in Access
2. **Offer writing workshops for students in the LRC and in students' classes**
   Measures:
   - Student attendance totals at workshops
   - Results of satisfaction surveys from workshops
3. **Provide online writing tutoring in order to offer equivalent services for online students and to offer writing tutoring for other students who cannot use the in-person services**
   Measures:
   - Student usage data
   - Results of student tutoring surveys
4. **Provide additional online resources related to writing for students and faculty via the Writing Center website**
   Measures:
   - Maintenance and updating of website
   - Capturing workshops and posting online for students to view
5. **Provide in-class writing tutors for 3-5 sections of ENGWR 51 or 101 per semester and linked group tutoring in the Writing Center**
   Measures:
   - Students' written assessment of what they learn in tutoring sessions and their perception of its effects on future behavior and confidence
   - Results of student learning and satisfaction surveys, including student assessment of tutors' ability to promote independent learning
   - Assessment of tutoring sessions by tutors and coordinator
6. **Provide Writing Center tutor visits to 5 ENGWR 108 classes to assist with responding to drafts of papers.**
   - Feedback from ENGWR 108 faculty
   - Counts of students using the Writing Center from these classes

PROCEDURES AND RESOURCE REQUIREMENTS: 2017-18

Funding Requests if the Writing Center Receives No Additional Permanent Positions

Procedures	Timing	Responsible Party	Resources Required	Projected Costs
Staff Writing Center with part-time IA's to provide students with one-on-one assistance to improve writing, help to supervise student tutors as necessary, develop and deliver workshops, generate instructional handouts, assist in selected ENGWR 51 courses, and assist with record-keeping **All AUO's**	Ongoing	Writing Center Coordinator, Dean of Learning Resources	Forty hours per week of part-time, temporary IA coverage for 32 weeks	$19,110.40 Benefits: ($1146.62) **Total: $20,257.02**
Facilitate student use of Writing Center services by staffing the Center with clerks to provide customer service, make appointments, fill out necessary paperwork, match students with appropriate tutors, IA's, or faculty members, engage in record-keeping, and enter data necessary to track student usage via Microsoft Access **AUO's 1, 2, and 3**	Ongoing	Writing Center Coordinator, Dean of Learning Resources	Fifty-two hours per week of **temporary clerk*** coverage for 32 weeks plus nine weeks of summer coverage four hours per day	$18,903.04 Benefits: ($1,134.18) **Total: $20,037.22**
Staff Writing Center with student tutors who will provide students with one-on-one assistance to improve writing skills (spring and fall semesters and summer session) **AUO's 1, 2, 4, and 6**	Ongoing	Writing Center Coordinator	3,201 hours of tutoring	**Requested through Tutoring Program Plan**
Provide embedded in-class tutors for 3 sections of ENGWR 51 or 101 per semester to provide in-class support and increase the number of students using the Center three or more times **AUO 5**	Ongoing	Writing Center Coordinator	384 hours of tutoring time	**Requested through Tutoring Program Plan**
Five tutor visits per semester to five sections of ENGWR108 classes **AUO 6**	Ongoing	Writing Center Coordinator	75 hours of tutoring time	**Requested through Tutoring Program Plan**
Staff Writing Center with faculty who can assist students in the Writing Center through tutoring sessions and workshops **AUO's 1, 2, and 3**	Ongoing	Writing Center Coordinator, Dean of Language and Literature	Four faculty stipends per semester	$24,000 Benefits: ($3,552) **Total: $27,552**
Provide students with online writing tutoring **AUO 3**	Ongoing	Writing Center Coordinator, Writing Center IA's	Twenty hours per week of **IA time for online tutoring*** for 32 weeks	$ 9,555.20 Benefits: ($573.31) **Total: $10,128.51**
Offer writing support for summer session students on main campus by providing IA coverage **AUO's 1, 2, and 3**	Summer 2017	Writing Center Coordinator, Learning Resources Dean	None, as long as permanent IA position remains filled	No additional cost
Provide writing support for students at West Sacramento Center by staffing the Center with part-time temporary IA's for 16 hours per week **AUO's 1, 2, and 5**	Ongoing	Writing Center Coordinator, staff at W. Sacramento Center	16 hours of IA time per week for 32 weeks	$7,644.16 Benefits: ($458.65) **Total: $8,102.81**

Procedures	Timing	Responsible Party	Resources Required	Projected Costs
Offer writing support for summer session students in West Sacramento Center by providing IA coverage **AUO's 1 and 2**	Summer 2017	Writing Center Coordinator, staff at W. Sacramento Center	8 hours per week of IA coverage for 9 weeks	$ 1,074.96 ($64.50) **Total: $ 1,139.46**
Provide writing support for students at Davis Center and mentoring of student tutors by staffing the Center with a faculty member from English for both fall and spring semesters **AUO's 1 and 2**	Ongoing	Writing Center Coordinator, staff at Davis Center	One faculty stipend per semester	$6,000 ($888) **Total: $6,888**
Provide writing support for students at Davis Center and on the main campus by using a "special projects" classified employee to provide writing assistance **AUO 1**	Ongoing	Writing Center Coordinator, staff at Davis Center	12 hours per week of special projects classified time for 32 weeks	$4,416 ($264.96) **Total:$ 4,680.96**
Support recording, analysis, and evaluation of data through Survey Monkey subscription **AUO's 1 and 2**	Ongoing	Writing Center Coordinator and Division Office	One-year subscription	**$204** for a one-year subscription
Renew subscription to WC Online scheduling system for continued ability to be able to schedule and track students. **AUO's 1 and 2**	Ongoing	Writing Center Coordinator	One-year subscription	**$700** for one-year subscription
Hire a faculty liaison to work with the Writing Center Coordinator to help align the Writing Center Equity efforts with the English Department Equity efforts in basic skills and accelerated courses, including involvement with tutor recruiting and training and discussions about assessment **AUO's 1, 5, and 6**	Fall 2017	Writing Center Coordinator and English Department	One faculty stipend for fall 2017	$3,000 ($444) **$3,444**
Explore additional means of delivering services and ways of making services more effective **Could affect any AUO**	Ongoing	Writing Center Coordinator	No additional resources	None
Total requested from discretionary funds				**$ 103,133.98** ($18,470.75 of this for outreach centers and $10,128.51 for online tutoring)

*Through the LTAT Unit Plan, the Writing Center has requested a full-time clerk. If the clerk position is filled, the part-time clerk hours needed would be reduced to only eight hours per week. This would reduce the request from discretionary campus funds from $20,256.62 to $2,908.16.

*Through the LTAT Unit Plan, the Writing Center has requested a half-time permanent IA to be the lead for online tutoring. If the half-time instructional assistant for online tutoring is filled, none of the part-time temporary IA hours requested for online tutoring would be needed. This would reduce the total request from discretionary funding by $10,128.51.

DATE: NOVEMBER 2016
REVIEW CYCLE: Annual

<u>Writing Center Program Plan Appendix 1: Tutoring Usage Statistics</u>

Main campus in-person statistics for academic year (for comparison to prior years, see graphs that begin on page 9).

Fall 2015
Students who signed up: 747
Students who signed in: 572
Tutoring hours recorded in OnTrack: 1691
Students tutored according to Access totals: 589
Student visits according to Access: 1649
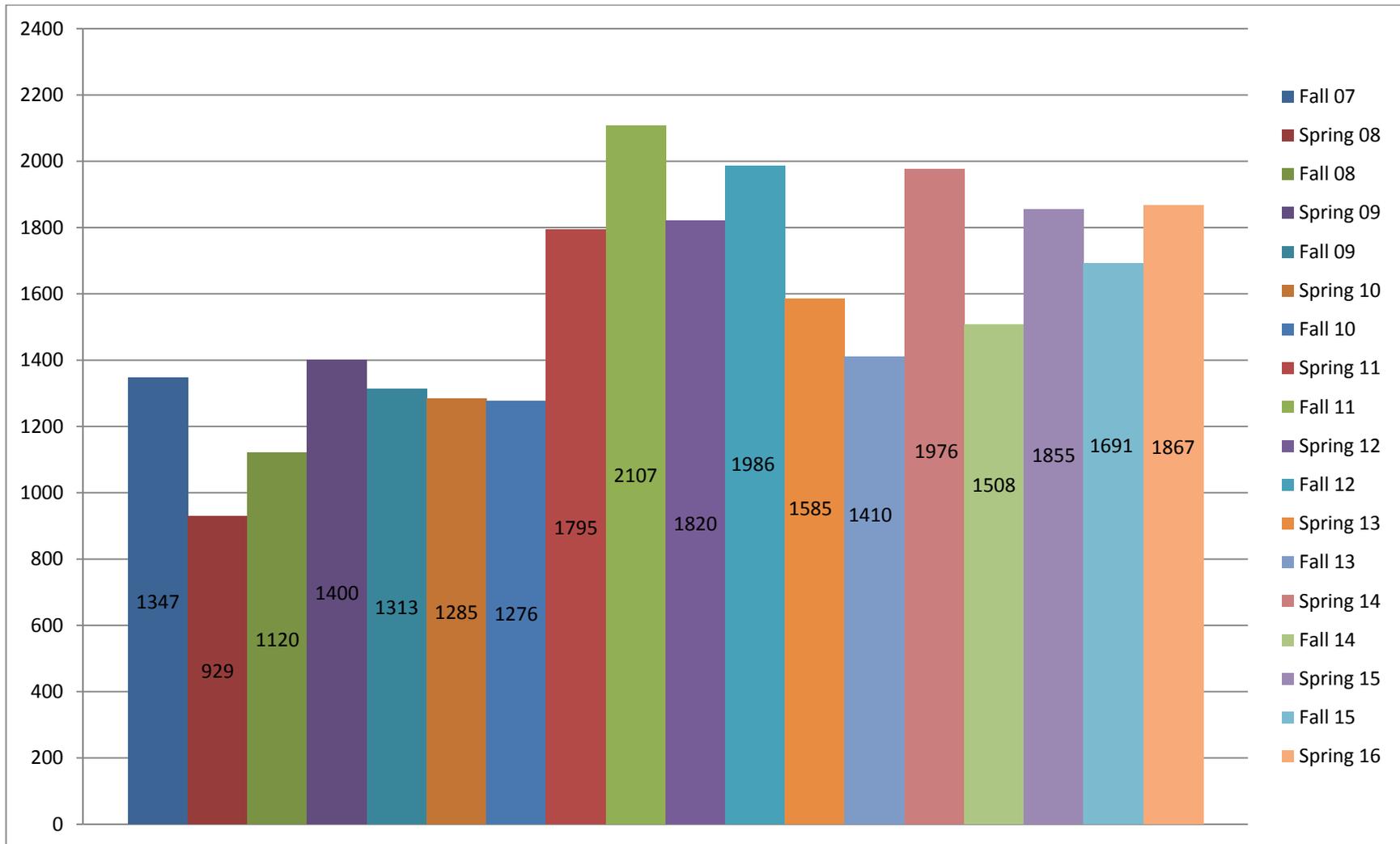
Spring 2016
Students who signed up: 712
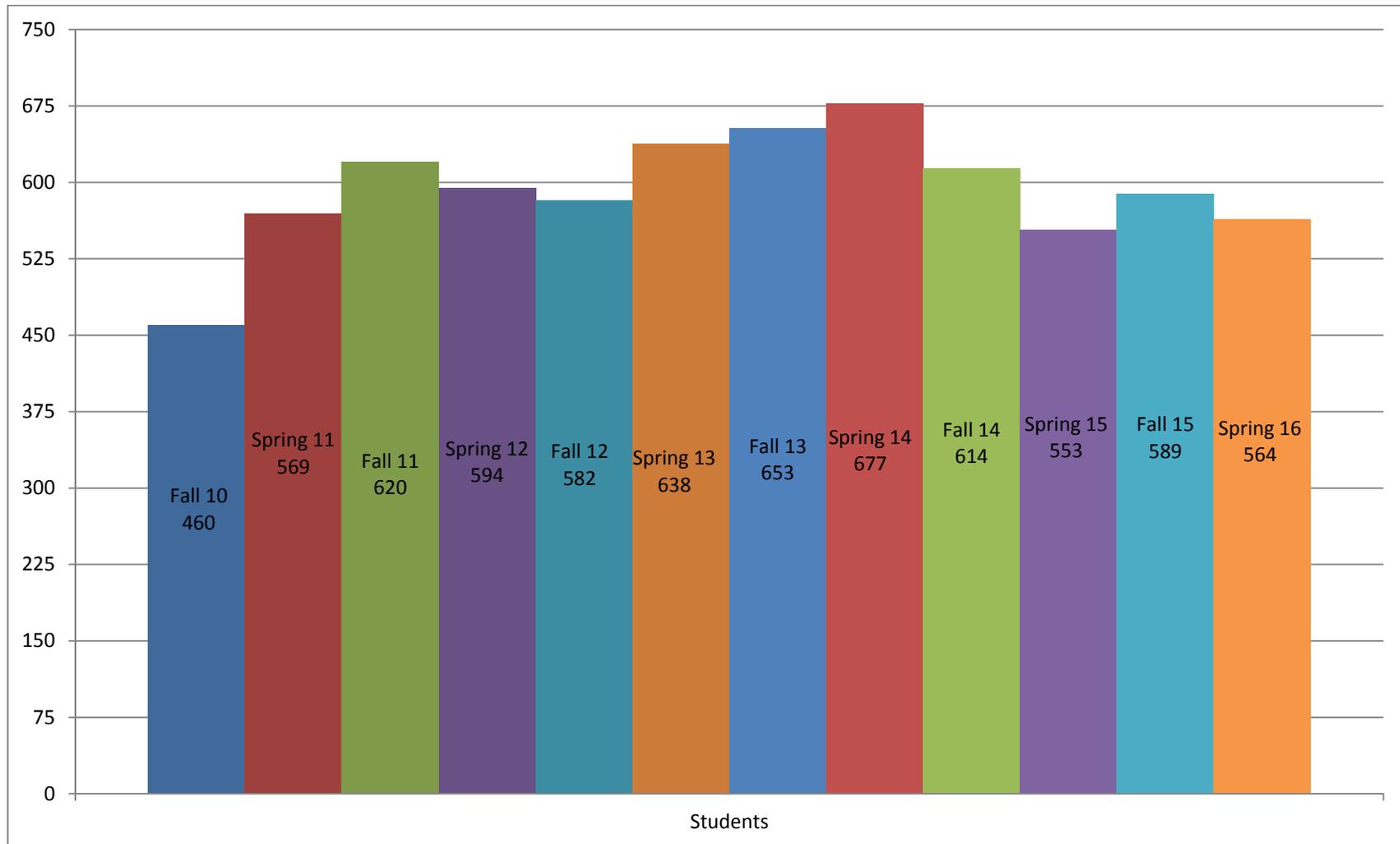Students who signed in: 558
Tutoring hours recorded in OnTrack: 1867
Students tutored according to Access totals: 564
Student visits according to Access: 1696

Tutoring Hours Recorded in Track-It / OnTrack

Legend:
- Fall 07
- Spring 08
- Fall 08
- Spring 09
- Fall 09
- Spring 10
- Fall 10
- Spring 11
- Fall 11
- Spring 12
- Fall 12
- Spring 13
- Fall 13
- Spring 14
- Fall 14
- Spring 15
- Fall 15
- Spring 16

Values:
1347, 929, 1120, 1400, 1313, 1285, 1276, 1795, 2107, 1820, 1986, 1585, 1410, 1976, 1508, 1855, 1691, 1867

Students Tutored – Access Totals

Term	Students
Fall 10	460
Spring 11	569
Fall 11	620
Spring 12	594
Fall 12	582
Spring 13	638
Fall 13	653
Spring 14	677
Fall 14	614
Spring 15	553
Fall 15	589
Spring 16	564

Student Visits – Access Totals

Term	Total
Fall 10	1223
Spring 11	1787
Fall 11	2024
Spring 12	1800
Fall 12	1600
Spring 13	1995
Fall 13	2093
Spring 14	2196
Fall 14	1695
Spring 15	1686
Fall 15	1649
Spring 16	1696

Students Attending by Class

Students (y-axis): 0, 50, 100, 150, 200, 250, 300, 350, 400, 450, 500

X-axis: Fall 09, Sp 10, Fall 10, Sp 11, Fall 11, Sp 12, Fall 12, Sp 13, Fall 13, Sp 14, Fall 14, Sp 15, Fall 15, Sp 16

Legend: English, ESL, Other
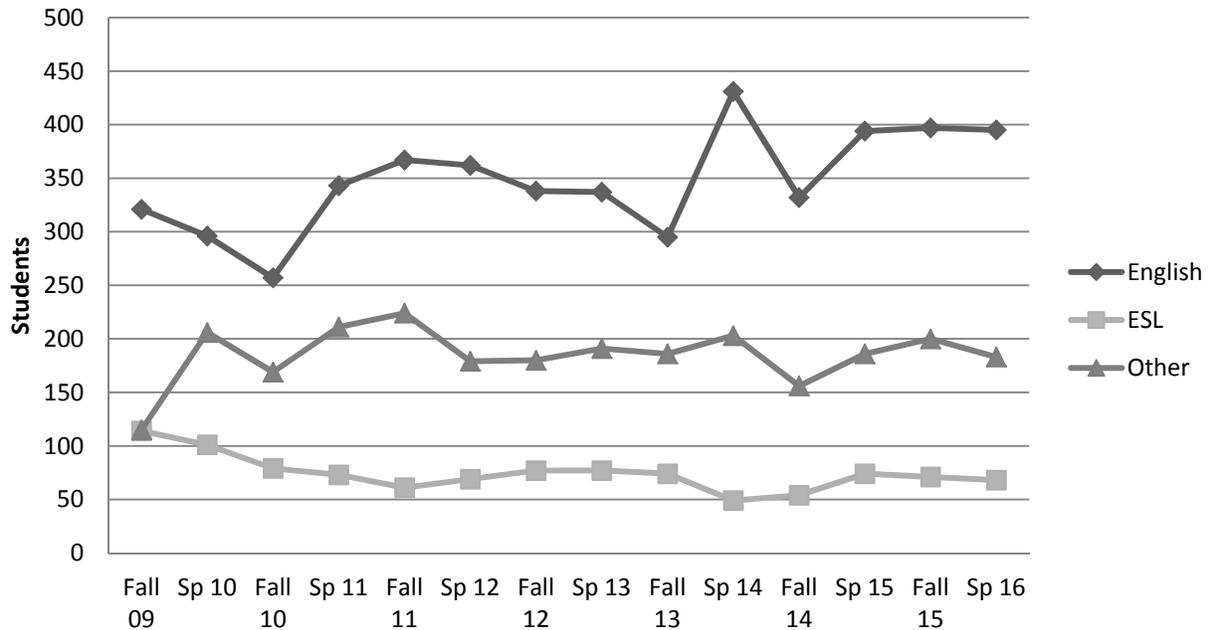
Students Served in SCC Writing Center
Summer Semesters

Legend: Students Tutored (Access Totals), Student Visits (Access Totals)

	Summer 11	Summer 12	Summer 13	Summer 14	Summer 15	Summer 16
Students Tutored	54	77	91	111	107	87
Student Visits	125	161	220	316	238	234
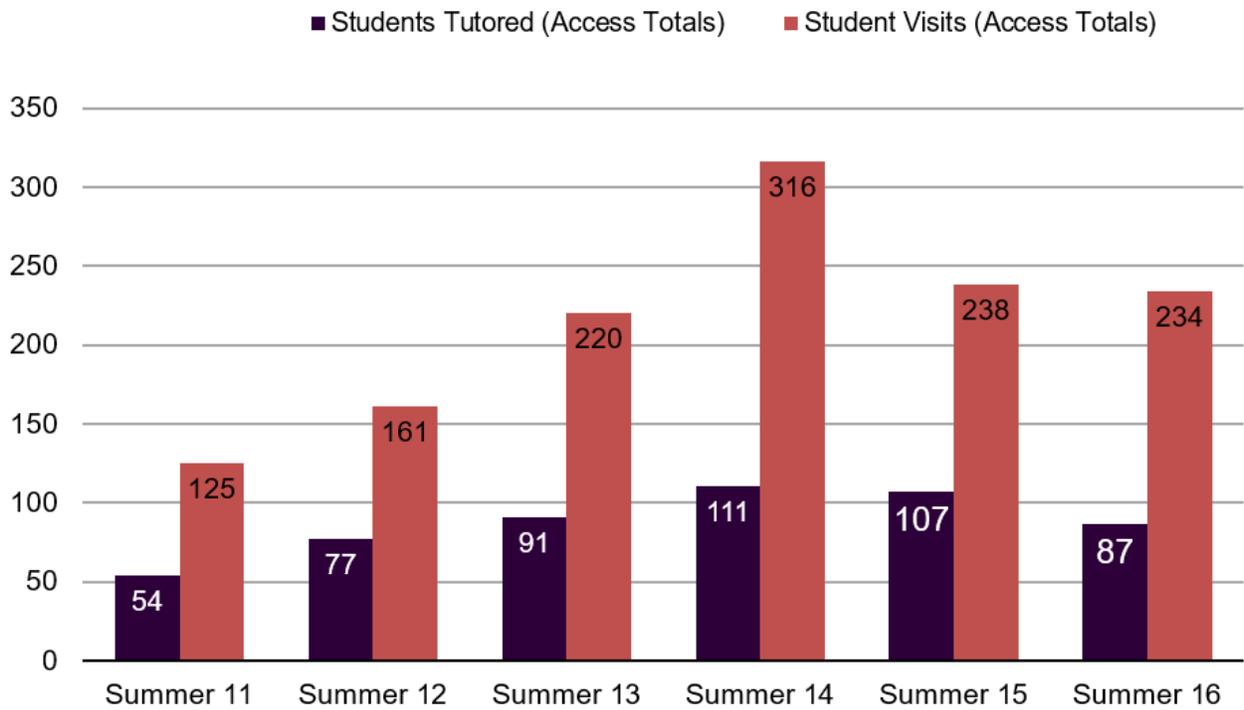
<u>Statistics for West Sacramento and Davis Writing Assistance</u>

<u>West Sacramento</u>
Fall 2011
Students Tutored: 20
Student Tutoring Visits: 64

Spring 2012
Students Tutored: 31
Student Tutoring Visits: 104

Fall 2012
Students Tutored: 37
Student Tutoring Visits: 147

Spring 2013
Students Tutored: 32
Student Tutoring Visits: 116

Summer 2013
Students Tutored: 16
Student Tutoring Visits: 33

Fall 2013
Students Tutored: 67
Student Tutoring Visits: 194

Spring 2014
Students Tutored: 46
Student Tutoring Visits: 207

Summer 2014
Students Tutored: 19
Student Tutoring Visits: 49

Fall 2014
Students Tutored: 51
Student Tutoring Visits: 190

Spring 2015
Students Tutored: 64
Student Tutoring Visits: 207

Summer 2015
Students Tutored: 17
Student Tutoring Visits: 29

Fall 2015
Students tutored: 88
Student visits: 212

Spring 2016
Students tutored: 55
Student visits: 157

Summer 2016
Students tutored: 20
Student visits: 22

 Davis
Spring 2012
Students Tutored: 12
Student Tutoring Visits: 39

Fall 2012
Students Tutored:13
Student Tutoring Visits: 24

Spring 2013
Students Tutored:16
Student Tutoring Visits: 57

Fall 2013
Students Tutored: 20
Student Tutoring Visits: 60

Spring 2014*
Students Tutored: 13
Student Tutoring Visits: 31

Fall 2014
Students Tutored: 12
Student Tutoring Visits: 41

Spring 2015
Students Tutored: 13
Student Tutoring Visits: 20

Fall 2015
Students tutored according to Access totals: 10
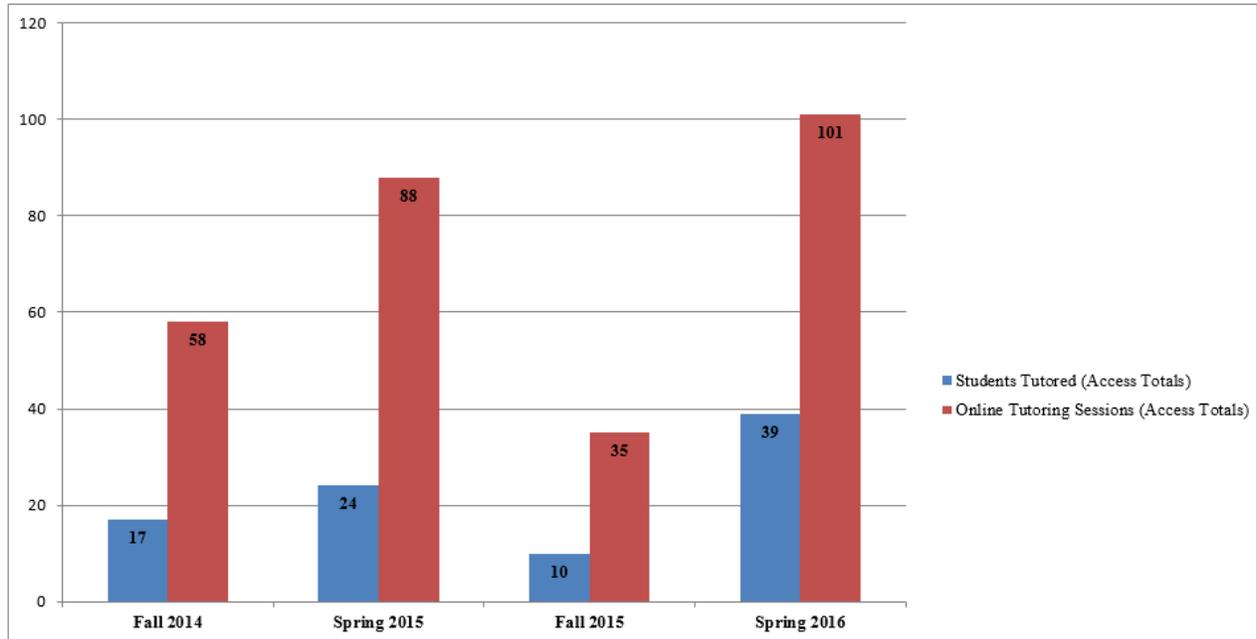Student visits according to Access: 35

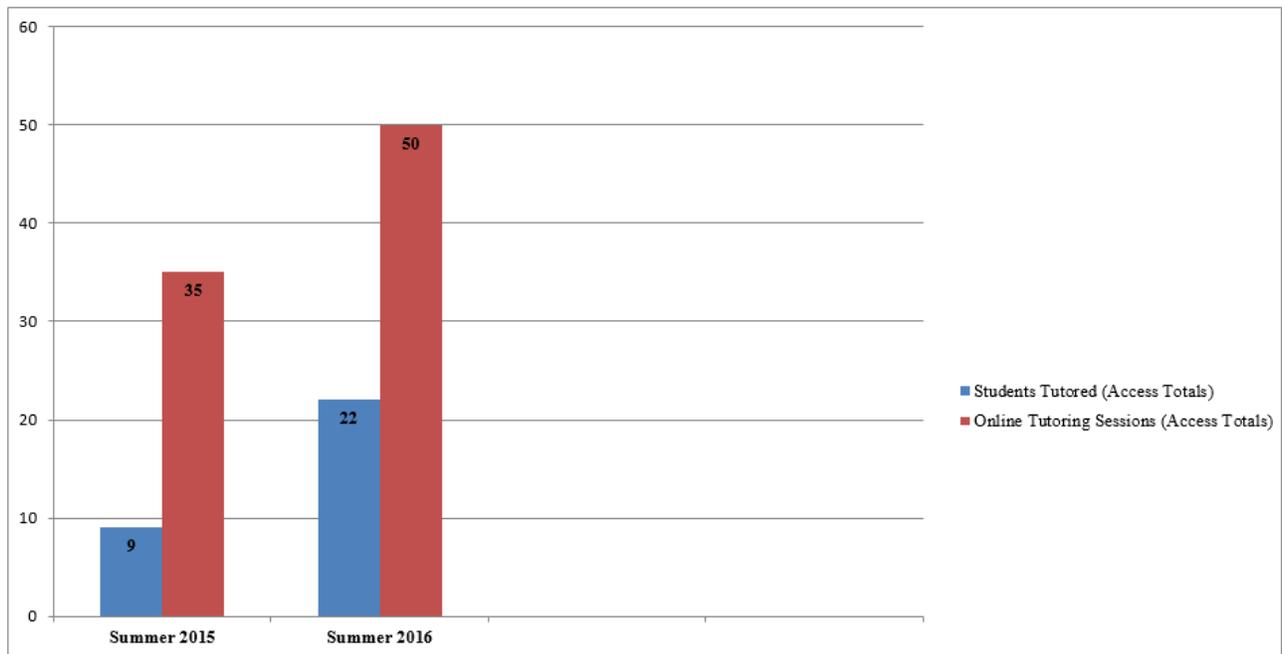**Spring 2016**
Students tutored according to Access totals: 13
Student visits according to Access: 27

The Writing Center has been unable to provide Davis with an instructional assistant since Spring 2014.

Students Served
SCC Writing Center Online Tutoring
(All Fall/Spring Semesters)

Students Served
SCC Writing Center Online Tutoring
(All Summer Semesters)

Writing Center Program Plan Appendix 2: Tutoring Assessment

Student Evaluations, Summary for Most Recent Semester: Spring 2016
(242 completed responses during a two-week survey period)

1. **What is the course for which you received writing assistance today?**
    English classes: 67%
    ESL classes: 14%
    Other: 19%

2. **What are the main areas you came to the Writing Center for help with today?***

    Understanding the assignment: 39%
    Getting started: 29%
    Organizing: 59%
    Doing research: 6%
    Citing sources: 13%
    Using correct grammar: 35%
    Using punctuation: 20%
    Other: 11%

    *Answers total more than 100% for this question because students can circle more than one choice.

3. **What did you learn in today's tutoring session? Please be specific**.
    Ninety-three percent of the students who responded were able to name something specific that they learned in their tutoring sessions.

4. **Based on what you learned in your tutoring session, what (if anything) will you do differently the next time you complete a similar writing assignment?**
    Seventy-nine percent of students who responded were able to name something they would do differently the next time they complete a similar assignment.

5. **Overall, how helpful and effective was this tutoring session?**

    Excellent: 84%
    Good: 13.5%
    O.K.:   1%
    Needs Improvement: 0%
    Poor: .05%

6. **Is there anything that could have made your tutoring session more helpful?**

    Students who left this question blank: 19%
    Students who said no, nothing could have made the session more helpful: 54%
    Students who said that something could have made the session more helpful: 27%

Among the 27% of students who said something could have been improved, "more time" was the most common answer. Forty-two percent of these students said that "more time" would have made the tutoring session more helpful.

The other responses to what could have been improved were answers that fell into three categories:
1. Things the Writing Center could do to make the session better (providing a quieter tutoring area, offering more appointments, having more computers, allowing tutors to correct/edit papers, or providing coffee)
2. Things the student could have done to make the session better (like being better prepared for the session or coming earlier in the semester)
3. Things the tutor could have done to improve the tutoring session (like knowing more about APA style, providing less critique of grammar and syntax, or being more familiar with the writing style preferred by a particular instructor)

Please give us your opinion about whether your tutor accomplished the goals below.

7. **The tutor explained problems or errors and taught me how to fix them rather than correcting them for me.**

Strongly Agree:	72%
Agree:	26%
Disagree:	0%
Strongly Disagree:	0%
Not Applicable:	2%

8. **The tutor encouraged me to participate in the session.**

Strongly Agree:	69.5%
Agree:	29%
Disagree:	1%
Strongly Disagree:	.5%

9. **The tutor helped me feel more confident about my writing.**

Strongly Agree:	73.5%
Agree:	26%
Disagree:	.5%
Strongly Disagree:	0%

10. **How helpful was the clerk who assisted you at the Writing Center front desk?**

Excellent:	83.5%
Good:	14%
O.K.:	2%
Needs Improvement:	.5%
Poor:	0%

<u>**Excerpts from Students' Narrative Comments**</u> (typed as written by students)

What did you learn in today's tutoring session? Please be as specific as possible.

1. I learned the easiest way ever to organize a research paper by really just breaking it down into parts and then transitioning.
2. Good paper structure needs to be strengthened and moving things around will help.
3. How to create a counter point to be well rounded in an argument
4. Tips for timed writing and compare and contrast essays
5. I learn how to start my introduction paragraph with a summary.
6. I've learned more about providing good evidence and examples writing an essay
7. I learned how to cite sources and I also learned about importance of topic sentences. I learned how to organize essays and how to answer the prompt in my essays.
8. Today I learned about inferences, main ideas, and vocabulary words.
9. I learned to phrase sentences in different ways to be more effective, use parallelism, transitions, and be more specific with my thesis.
10. How to do an introduction
11. I learned a lot about how I should structure my paragraphs. I also went over the several errors that people make in sentence structures. We also went over my thesis and how to make it more clear.
12. I was not using correct grammar. My tutor helped explain why I was not.
13. I learned what my expectations were for my assignment. I got more insight on how to brainstorm to know what I need to do.
14. Understanding APA style formatting for a psychology research paper, and how to organize a literature review.

Based on what you learned today, what will you do to improve your writing the next time that you complete a writing assignment?

1. I will focus on my organization before anything else
2. Organize my essay to make it more clear.
3. Focus on my organizational skills and creating a story board
4. Better outlining (clustering)
5. I would write a good Intro paragraph and a clear thesis
6. I'm going to be more specific when I'm providing examples in my essay.
7. I will make sure that I begin my paragraphs with a topic sentence that supports the thesis. I will read the prompt carefully next time.
8. I'll take my time to read over the assignment to make sure I understand it. That way I can perform better.
9. Review about the essay structure particularly the intro and conclusion. Make sure the intro provides enough context for the reader to preview what the rest of my paper is about and recap the conclusion from my thesis and topic sentences.
10. go over my notes and ask questions
11. How I will improve my essay next time is try and create a more clear thesis. I should also explain my topic more towards the beginning of the paragraph.
12. I will write it and then read it out loud to make sure my grammar sounds correct
13. I will know to really take time to read assignment thoroughly and to read the provided textbook for course to get more in depth understanding.
14. Organize the material I'll be writing on more efficiently.

Excerpts from Additional Comments Section of Evaluations (typed as written by students)

First time I came for help and was very scarred but I felt great, great tutor non judgmental very understanding. I will never be scared to come get help.

This resource is very helpful for students like me who are struggling with writing.

[Tutor name] does not make me feel uncomfortable, and makes the session very smooth. You don't feel embarrassed coming in…

The writing center has helped me to improve in my writing skills.

The Writing Center has been very helpful. Thanks to all of you for the great service.

You guys have amazing team of tutors that explain very well.

[Tutor name] is the best tutor I have ever had. She has definitely helped me improve my English writing.

The session was so helpful and all the staff working here are very co-operative.

Thank you for Being here

Survey Totals for Online Tutoring (Fall 14 to Summer 16, 75 responses)

Overall how helpful and effective was your online tutoring session?

Excellent: 81.3%
Good: 17.3 %
O.K.: 1.3%
Needs Improvement: 0%
Poor: 0%

How easy was it to use Google Video Chat during your online tutoring session?

Easy (I didn't have any major problems with it): 76%
O.K. (I was fairly comfortable using it): 21%
Difficult (I had a hard time using it): 3%

How easy was it to use Google Drive to upload your writing and share it with a tutor?

Easy: 88 %
O.K.: 8%
Difficult: 4%

Online Tutoring Survey Continued
In general, what times would you prefer the SCC Writing Center to offer online tutoring?

Weekday mornings: 49%
Weekday afternoons: 52%
Weekday evenings: 77%
Saturdays: 69%

Percentages for this question total more than 100 because students could select multiple responses.

Writing Center Program Plan Appendix 3: Workshops from Fall 2011 to Spring 2015

Writing Center Workshops

Semester	Number of Workshops	Total Number of Attendees
Fall 2011	36	256
Spring 2012	39	174
Fall 2012	47	195
Spring 2013	39	218
Fall 2013	48	273
Spring 2014	55	285
Fall 2014	53	273
Spring 2015	54	169
Fall 2015	31	35
Spring 2016	55	83

The second column is the number of workshops held. The third column is the total number of students who attended the workshops during the semester listed. The workshops cover various aspects of planning, writing, and editing papers as well as grammar topics and citation styles.

Workshop Satisfaction for Last Academic Year
Percentage of students who rated the overall effectiveness of the workshop excellent, good, o.k., needs improvement, and poor in response to the question "Overall, how helpful and effective did you find the workshop?"

Fall 2015
Excellent: 77%
Good: 23%
O.K.: 0%
Needs Improvement:0%
Poor: 0%

Spring 2016
Excellent: 66%
Good: 33%
O.K.: 1%
Needs Improvement:0%
Poor: 0%