

CSU CHANNEL ISLANDS

Writing & Multiliteracy Center

John Spoor Broome Library

Self-Study for Program Review

2020

SIGNATURES

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Element One: Program Purpose and University Goals

A. Writing & Multiliteracy Center: Program History, Mission, and Initiatives

a. Does the program have a mission statement or statement of program goals that are appropriate?

History and Mission

The Writing & Multiliteracy Center (WMC)'s mission is to provide students and faculty with a range of support services and programs that help them address 21st Century challenges of creatively thinking about, reading, and composing in written, oral, visual, multimodal, and digital forms of communications. We aim to foster a robust culture of writing and communication at CI, with an interest in helping students across disciplines learn modes of representation and communication that shape their academic, working, civic, and private lives. (Please visit our [website](#) for detailed mission).

Prior to 2015, WMC was the "University Writing Center," a unit under the English program led by an English composition lecturer, divided between teaching in English Composition and running the center. The UWC tended to attract more first-year composition students than upper-division students. With majority of tutors primarily from the English program, it was perceived by students to be a writing center that helps with "English papers." Finally, the UWC was a traditional writing center: it provided tutoring of writing only. In 2014, the Center was moved to Broome Library and made an non-degree granting academic program with its own [WMC Program Personnel Standards \(PPS\)](#) (see Appendix A.2) distinct from the Library PPS. A WMC PPS ensured that the tenure-track faculty hired to direct the center had goals (Professional Development Plan) as well as field expertise pertinent to the field of writing centers. In 2015, Dr. Sohui Lee was hired as a tenure-track Assistant Professor to transform the University Writing Center into a "multiliteracy center." The multiliteracy center would provide tutoring and programming supporting academic writing as well as a range of other communicative arts including oral presentations, research posters, and videos. Since 2015, there has been no previous self-study for program review. This first self-study will describe the current status of the program and opportunities for growth.

California State University Channel Islands (CI) is a mid-sized, Hispanic-Servicing Institution (HSI) with 55% historically underrepresented minority students, 57% Pell grant recipients, and 60% first generation students, based on Fall 2019 enrollment numbers. Based on the population of the university, the Writing & Multiliteracy Center's prioritized the development of CI students' writing and oral presentation skills with the aim to attract students across all disciplines. WMC's strategic priorities for achieving the mission are stated more explicitly in the [Program Personnel Standards](#) (PPS) for the Writing & Multiliteracy Center:

- placing students at the center of the educational experience,
- developing and providing writing, oral, visual, and multimodal education that facilitates learning within and across disciplines through integrative approaches,
- cultivating writing, oral, visual, and multimodal programs, as well as experiential and service learning for WMC student tutors,
- graduating students with an understanding of communication contexts and multicultural and international perspectives. (WMC PPS, p, 1)

In addition, the new Faculty Director's own Professional Development Plan (AY2015 to AY2019) described the Director's vision and specific short term (5-year) plan to achieve the goals and fulfil mission of the new Writing & Multiliteracy (see Appendix A.1.c.)

WMC Initiatives

Over the last five years, the following are some of the WMC key initiatives to help the Center target its strategic priorities and fulfil its mission:

- **Hiring tutors from diverse disciplinary backgrounds to help with writing across disciplines (see table 1).**

WMC hired tutors from different disciplinary backgrounds other than English in order to 1) change the impression that the center only serves students in the English field; 2) help tutors learn from each other to become both generalist tutors of writing but also work as specialized tutors of writing in a "humanities," "social science" or "science" field, if needed. Since 2015, the WMC tutors have increasingly hired more students from a range of disciplines. For details see the Google spreadsheet of [WMC tutor demographic data](#) or Appendix B.3.d.1

Table 1. Disciplinary demographic of WMC tutors. The percentages do not add to 100% because some students were double majors and each major was counted.

Percentage of Total Tutors					
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
English (%)	76.92%	52.63%	47.37%	38.89%	46.15%
Other Disciplines	23%	63.16%	63.16%	72.22%	76.92%

- **Training WMC tutors to be a multiliteracy tutor by establishing a three-unit, graded course, UNIV 299 ("Seminar in Multiliteracy Center Theories and Tutoring Practices").** A rigorous, graded seminar was designed to not only train tutors with tutoring theories and strategies but also hone tutors' own writing and communication skills and equip them with tools and experience to work with technology. A sample of this course with syllabus, assignments, and student examples can be found online [here](#).
- **Providing additional on-going tutor education through workshops, programs, and resources** for peer tutors and professional tutors that are designed to meet the WMC program outcomes for effective, personalized tutorial sessions for various conditions: in person and online tutoring, individual and group tutoring, tutoring for written and oral/multimodal assignments, tutoring with multilingual students, etc. Held in person and now virtually, WMC tutor education includes:
 - **"WMC Consultants @ CI":** [Website designed for WMC tutor, student assistants and staff](#) was created to help our Center communicate, deliver, and obtain access to documents and materials pertinent to running our Center. *Covid-19 update:* Because our practice was to use this website for sharing resources, it was easy for tutors and student assistants to transition online and use the "COVID-19 Remote Tutoring Links" as the primary means of accessing directions, forms, and other relevant documents while we worked remotely and virtually during the pandemic crisis.

- WMC Training Days: Series of robust training workshops spanning one to two days were created to occur at the start of every semester. Dr. Lee began Training Days on top of semester orientation beginning Spring [2016](#) with only five workshops. Training Days workshops grew to 25 workshops in [Spring 2020](#) led by WMC faculty as well as experienced tutors, CI faculty and other guests. Examples of Training Days workshops can be found at "[WMC Consultants @ CI](#)". *Covid-19 update*: Future Training Days will be held virtually on Zoom. (See Appendix B.3.c for Training Days schedules from Spring 2018 to Spring 2020).
 - Tutoring observation program: Faculty Director and Assistant Director provide tutors feedback on the quality of their tutoring work every semester to 1) ensure tutor's growth and development in skills, 2) consistency of tutoring practices, and 3) identify needs of tutors. WMC uses feedback forms used for observing tutors during live sessions. Tutors use this opportunity to prioritize areas for growth as well as discuss challenges. Tutors fill out their [self evaluation](#) of their tutoring session while the faculty use another similar [evaluation form \(sample\)](#). During a conference at the end of the semester, tutors meet with WMC faculty to discuss the form alongside their observation history ([sample](#)) and [survey results](#) of all tutorial sessions that semester. For all these materials, see Appendix B.3.b. *Covid-19 update*: we held successfully held Zoom tutorial observations for Spring 2020 will continue to provide observations of live virtual tutoring appointments.
 - Orientation: Orientation occurs every semester and is required for all tutors and student assistants. It is used to provide an overview of WMC programs and work so that both tutors and student assistants can talk about what we do with students, faculty, and interested stakeholders. Examples of WMC orientation programs can be found online: "[WMC Consultants @ CI](#)". *Covid-19 update*: Orientation will be held virtually on Zoom in Fall 2020.
 - Professional Development meetings occur two times a semester: We use it as an opportunity to further training or address any critical needs of staff. For instance, the Professional Development meeting was used before we moved virtually to discuss procedures for working remotely and online. The second professional development meeting is used for having tutors and student assistants showcase their contribution to the WMC during their "down time." One tutor designed a logo which we used on sweatshirts. Another student created staff biographies for use in social media.
- **Designing and providing rich resource content on the WMC website for students and faculty to support writing and communication.** The WMC website was created in 2015 with all new content. Some highlights:
 - <https://www.csuci.edu/wmc/>: Home page includes a [video pitch](#) of one of our tutors giving information about our services. It also has a navigation bar to help students easily make an appointment or get resources.
 - [Services and Resources for Students](#): This page directs students to an expanding library of WMC videos, citation resources, workshop handouts, resources for speakers/presenters. We are create customized resource web page for programs we collaborate with such as the [Education Opportunity Program](#) (EOP)'s Summer Bridge, which supports first-generation students at CI.
 - [Services and Resources for Faculty](#): This page is designed for faculty who may want to make requests for workshops, Embedded Multiliteracy Tutors or wish to get tips

and online resources.

- **Offering over 40 unique types of writing and multiliteracy workshops to support writing and multiliteracy assignments across disciplines:** WMC introduced oral/visual workshops in addition to writing workshops in Fall 2015. Since 2015, WMC has provided over 40 types of workshops ranging from writing an introduction and oral presentations to typography and storyboarding. Each academic year, the Faculty Director and Assistant Director deliver 67 to almost 100 workshops. Please see Annual Reviews detailing workshop data and support (Appendix B.1.a.1.a-e).
- **Improving accessibility of WMC tutoring by making online tutoring available and increasing hours, introducing oral/visual tutoring, and improving assessment of WMC tutoring and programs through surveys.** Please see Annual Reviews from 2015 to 2020 which provide detail narratives for each year (Appendix B.1.a.1.a-e).
 - Expanded operational hours: Over time, WMC moved from being open five days a week to seven days a week. Currently we provide 63 operational hours per week: Mondays, 9am to 8pm; Tuesdays to Thursdays 9am to 10pm; Fridays 9am to 2pm; Sundays 2pm to 6pm.
 - Increasing total student visits to the WMC; serving over a quarter of the student population
Since 2015, the WMC have tracking student visits to the WMC (30 min per visit).
 - Offering oral/visual tutoring and online tutoring: WMC introduced online tutoring in 2015. Oral/visual tutoring began in Spring 2016. WMC achieved its goal of increasing oral/visual tutoring to 10% of its entire tutoring visits in AY2018 and hopes to maintain this percentage in the future. Predictably, online tutoring has increased dramatically since COVID-19 in Spring 2020 (680 recorded).
 - Piloting Summer Tutoring: We piloted summer tutoring for Extended University in Summer 2016. Numbers were low and we continued to provide very limited service over the summer. This summer, we received funding from Extended University for summer tutoring support that was more robust as we increase the number of students we tutor. We hope to continue to provide summer tutoring in the future.
 - Assessing programs in tutoring, workshops: Prior to 2015, workshop surveys were not conducted, and tutoring surveys were not consistently collected. Now orientation reminds students of survey protocol: when we conducted in-person tutoring, tutors walked students to the exit kiosk, directed students on how to log out of TutorTrac (tutor management system) and to fill out a tutoring survey for every visit. Directors also reminded tutors of how well they encouraged students about the survey when tutors received their personalized survey results at the end of the semester.
The success of this program could be seen by the sheer number of the survey responses: In Fall 2019, we collected 1340 survey responses. As we moved to a virtual environment, tutors are now directed to send their tutees a link to the survey at the end of each session. Finally, WMC workshops also end with surveys. In Fall 2019, we collected 732 survey responses when we visited classrooms. We will be distributing online surveys when we move to live virtual workshops. The results of surveys can be seen in our Annual Review reports in Appendix B.1.a.1.a-e.

- **Launching Embedded Multiliteracy Tutoring program, increasing collaboration with CI faculty:** We introduced the Embedded Multiliteracy Tutor program (first called Communication Fellow) in Spring 2016 with three courses working with tutors. It has expanded to over 20 courses each semester. The EMT program serves upper division writing intensive and/or communication courses. Many are GWAR courses or capstone courses and represent a range of disciplines including Chicano Studies, Environmental Science & Resource Management (ESRM), Psychology, Sociology, Political Science, Business Management, Marketing, among others. WMC Directors not only help CI faculty with embedded tutors, but also help with reviewing schedules, assignments and rubric to improve students' writing/communication outcomes. Both Faculty Director and Assistant Director have led Faculty Inquiry Projects and other faculty professional development workshops to support faculty who are assigning writing or presentations in classes.
- **Creating a Multiliteracy Room and Sound Booth:** As the WMC expanded to provide more support for oral and multimedia projects, we also realized that we would need space to record student presentations (whether for an individual or group). We also needed a quiet room to recording and editing video. The WMC designed a multiliteracy room for rehearsing or recording small group presentations and providing group tutoring sessions. WMC also acquired the popular Sound Booth to help with increasing the fidelity of sound recordings for multimedia projects; provide sound-proof online consultations; and rehearsals. Students can book the sound booth for themselves, but the multiliteracy room requires a tutor to be present due to the equipment in the space. When we return to in-person service, our WMC multiliteracy room will be located within the WMC in Broome 2680. The original room was located on the first floor, physically apart from the WMC.



Figure 1. The WMC Multiliteracy Room in Broome 1730

b. Does the program have an organizational structure and procedures for its key activities such as tutoring, scheduling, programming assessments, and review?

As part of the Broome Library Program, the tenure-line faculty and lecturer in the Writing Center Program follow the [bylaws of the Library](#) involving voting for chair and review for lecturer. Personnel decisions (such as hiring ASAs) are made collaboratively between the Faculty Director of the Writing & Multiliteracy Center and the Library Manager. The hiring of a WMC Lecturer follows program policies but the search is run by the Faculty Director.

At the time of this review, the WMC professional staff includes two faculty and a half-time (50%) Administrative Support Coordinator (see Figure 2). **Dr. Sohui Lee** is the Faculty Director and is now a tenured Associate Professor of the Writing & Multiliteracy Center. She reports directly to the Library Dean. Dr. Lee's main duties are:

- providing the vision/direction for WMC programming,
- overseeing, assessing, and reporting on all WMC programming including tutor education and training,
- overseeing publicity and web content;
- conducting outreach
- reviewing and tracking budget,
- writing grant proposals,
- designing and delivering workshops,
- teaching the tutor training course,
- recruiting and hiring all staff,
- conducting writing center research,
- and providing faculty consultations.

In addition to running the WMC, the Faculty Director has been active in research and publishing in her area of expertise: writing and multiliteracy pedagogy, creativity studies. While at CI, Dr. Lee has published nine peer-reviewed articles or book chapters, delivered four webinars for a national audience, and four conference presentations. She is also the Associate Editor of WLN: Journal of Writing Center Scholarship (see Appendix A.1.a. for Dr. Lee's CV).

Abigail Michelini is a full time Lecturer in the Writing & Multiliteracy Center and is Assistant Director. Michelini reports to the Dean, but she is indirectly supervised by the Faculty Director. Abby's duties are:

- overseeing the day-to-day tutoring in the center,
- coordinating the embedded tutor program for upper division courses,
- coordinating the First Year Composition embedded tutor program (formerly In Class Tutoring),
- supporting tutor education through tutor observations and mentoring tutors,

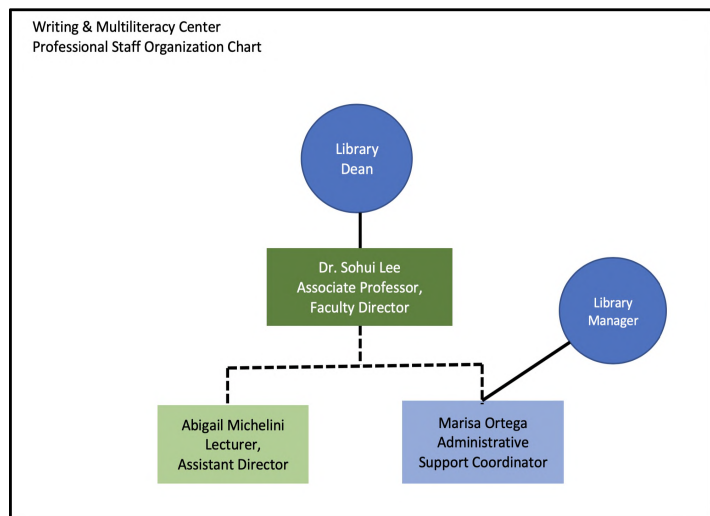


Figure 2. WMC Organization Chart

- coordinating tutor training days workshops,
- coordinating tutor scheduling,
- designing and delivering workshops,
- teaching the tutor education course,
- conducting writing center research,
- and providing faculty consultations and professional development workshops.

In addition to her work at the WMC, Michelini is defending her Ph.D. dissertation in Fall 2020 and is the Poetry editor of a creative writing journal, *Oster River Pages* (see Appendix A.1.b. for Michelini's CV).

Tutor Scheduling and Assessment of Tutor Visit Data

Tutor scheduling and assessment of visits are interdependent and essential to the improvement and growth of the WMC. This is particularly true because strategic scheduling and accurate recording of schedules improves the accuracy of assessments. Tutor schedule management involves all three professional WMC administrators. The WMC tracks and schedules tutoring through TutorTrac, a tutor scheduling system. Marisa Ortega is responsible for importing Peoplesoft data into TutorTrac at the start of every semester. She also keeps track of software issues and manages student assistants who make appointments and inputs data for workshops. Abigail Michelini sets up and inputs all tutor schedules at the start of every semester into TutorTrac, blocking specific students for embedded tutoring or other assignments. Dr. Sohui Lee checks TutorTrac to ensure that online appointments are marked as "visits" when tutees show up (currently this must be done manually) and use TutorTrac to generate weekly usage reports of visits as well as end of semester reports.

Because TutorTrac is connected to Peoplesoft data, Dr. Lee has been able to generate usage reports of weekly visits, subject, and cohort, that help her strategically target the growth of the Center and expand its reach to students. She has been generating these reports since 2015 and the reports help WMC identify trends (such as which cohort visit the WMC the most and how this may have changed over time). The report of usage by week help with identifying semester trends in visits: for instance, the report highlights weeks where the WMC begin to break 200 visits; this helps the Center identify if they need to hire more drop in tutors that week and also identify if this was a consistent trend in the past semesters. The report of cohort visits has been helpful in identifying who have been visiting the WMC. From 2015 to 2018, we had believed that sophomores represented a cohort that we needed to target the most. This was because believed the number sophomore visits were low, relative to all other cohort levels. However, in 2020, Dr. Lee realized that sophomore enrollment number were lowest of all the cohorts at CI in general. When she compared unique number of WMC sophomore visits (243) against the population of sophomores enrolled (762), she discovered that WMC attracted 32% of sophomores to the Center, a percentage much greater than anticipated.

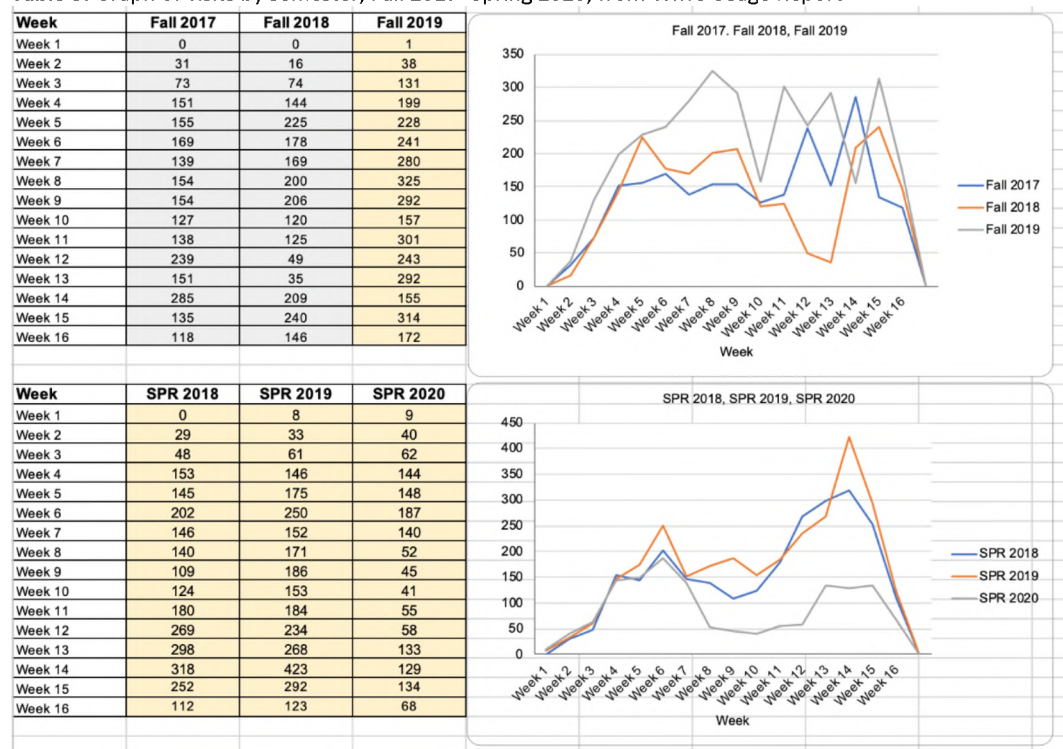
Table 2. Percentage of CI students who visited WMC, by cohort. 2019-2020.

	AVERAGE FOR FY 2019-2020				
	Frosh	Soph	Junior	Senior	Grad
Uniq #	133	243	240	906	27
CI #	1,232	762	2,170	2,696	233
%	11	32	11	34	12

Usage reports also helped the WMC make a case that graduate students have been visiting the WMC, and this helped with institutional decisions to designate WMC as a support resource for graduate students in Spring 2020. Finally, the usage reports include a graph of visits that compares one semester's weekly visit against previous semesters. This helps the Center identify weekly trends in semester over time in a glance. Two samples of WMC usage reports (AY 2018 and AY2019) are available

in Appendix B.1.a.5. Summaries of WMC usage reports are also provided in WMC Annual Review reports (Appendix B.1.a.1.a-e).

Table 3. Graph of visits by semester, Fall 2017- Spring 2020, from WMC Usage Report



Assessments of Programs

Currently WMC programming involves four major areas: Tutoring, Workshops, Co-curricular/Outreach Programs, and a Training Course. In addition, to usage reports, the WMC conducts assessments of all its major programs: Tutoring, Workshops, Studio Hours/Boot Camps, and University 299 course.



Figure 3. WMC programs for AY2019

Detailed assessment of WMC programs from 2015 to 2019 can be found in WMC Annual Review reports (Appendix B.1.a.1.a-e). UNIV 299 is taught by Dr. Lee and Michelini. Both assess the effectiveness of the

class and target areas to improve by using university course survey at the end of the semester (SRT), their own entrance and exit surveys, and student performances and projects.

The following are summaries of major programs (Center Tutoring, Embedded Tutoring, Workshops, Studio Hours) from 2015 to the present.

WMC Tutoring in the Center: WMC provides one-to-one or group tutoring for 30 min sessions. WMC tutoring sessions can be made by appointment or students can also drop in. Students can request in person tutorial session (most popular) or online tutoring sessions. During the last few years, we were able to provide tutoring support for seven days: Mondays 9am to 8pm; Tuesdays to Thursdays 9am to 10pm; Fridays 9am to 2pm; and Saturdays and Sundays 2pm to 6pm.

WMC has grown dramatically since 2015 and the growth is represented in the comparison of WMC tutoring visits: In AY2015, WMC provided 2750 tutoring consultations for 855 unique students in AY2015. By AY2018, WMC provided **5069** tutoring consultations for **1772** unique students (see Table 4). AY2018 visits represents 184% increase since 2015, as well as over 200% increase in unique visitors. Although, WMC has seen robust growth in visits, this growth had stalled in the last two years due to 1) major fires in the Ventura County area and 2) COVID-19 crisis in Spring 2020. Despite these challenges of closures and shifts to online learning, WMC has **maintained approximately 5000 visits** for the last two years. More importantly, the WMC has been serving, on average, **27% of CI's total student population** (headcount) over the past four years.

Table. 4. Total tutoring visits and unique visitors to the WMC; Comparison by Academic Year (AY); Fiscal Year (FY) in 2019.

	Total WMC Visits	Unique Visitors	# CI Students (Headcount)	% of Unique Visitor of Total CI Students	% increase of TTL visits year over year	% increase of unique visits year over year
AY 2015-2016	2750	855	5766*	15%	--	--
AY 2016-2017	3776	1334	6509*	21%	+37%	+56%
AY 2017-2018	5110	2715	6926*	39%	+35%	+103.5%
AY 2018-2019	5069	1772	6969*	25%	-0.80%	-35%
FY *** 2019-2020	4947	1557	6754	23%	-2.4%	-12.5%

*Updated using numbers provided in the Feb 2019 Enrollment Brief.

** Fall 2019 numbers provided by the Enrollment Office

***Fiscal Year records activities/visits from July 2019 to June 2020

The WMC also tracks the growth of oral/visual tutoring and online tutoring (See Table 5). If we exclude this academic year, we see a graduate increase of oral/visual tutoring. COVID-19 and the move to complete virtual tutoring has led to a big jump in online tutoring in 2020.

Table. 5. Comparison of Oral and Online Consultations from 2015 to 2019.

	Total Oral/Visual Consultations	% of Total WMC Consultations	Total of Online Consultations	% of Total WMC Consultations
AY 2015-2016	104	4%	16	0.6%
AY 2016-2017	300	8%	72	2%
AY 2017-2018	435	9%	84	1.5%
AY 2018-2019	517	10%	80	2%
Fall 2019	277	--	61	--
Spring 2020	48	--	612	--
AY 2019-2020	334	7%	680	14%

WMC Embedded Tutoring Programs: The WMC offers two types of embedded programs: **In-Class Tutor** program, targeting First-Year Stretch Composition courses taught in English (ENGL 103, 105) and the program **Embedded Multiliteracy Tutors (EMT)**, supporting upper-division courses across curriculum involving writing and communication intensive assignments.

In-Class Tutoring: Operation and Assessment.

Overview: This embedded program was an existing program created by the previous director of CI's writing center. From Fall 2015 to Spring 2020, the on-going operational practice had been to automatically assign tutors to faculty teaching in English Composition, unless faculty had opted out or there were no tutors available for the specific course. Each week from Week 3 to Week 12, tutors assigned composition classes were blocked one-hour of tutoring in the WMC so that they could walk to their assigned class and spend 45 minutes providing support, which ranged from supporting group peer review sessions to providing one-to-one support during in-class writing sessions. On average, the WMC supported 54 courses teaching composition. All students were attended courses with in-class tutors were provided surveys at the mid-term and at the end of each semester (please refer to WMC Annual Review for summaries of each year, Appendix B.1.a.1.a-e). We used the surveys to track how many students worked with an in-class tutor, the kinds of support the tutors provided, and whether they felt the tutors were helpful (A sample of an end-of-semester survey for Spring 2019 is provided in Appendix B.2.c.1). The Spring 2019 In-Class survey (n=318) shows that approximately 72% of students who were surveyed claim to have worked with an In-Class tutor at least once and many who did wanted assistance with understanding assignments or writing prompts (25%) or help with organization (22%). 43% of students who worked with In-Class tutors claimed they "visited the WMC" because of their tutor; 77% of students who worked with In-Class tutors agreed or strongly agreed that "The In-Class Tutor directly contributed to my learning experience in this course."

Improving the Program: While the surveys suggest that In-Class tutors encourage students to visit the WMC for more tutoring support and that students who work with tutors see value in the support; we feel that the program itself could be stronger with more faculty involvement which could increase student participation and tutor involvement. We noticed over the past five years that at least many of the Composition faculty do not design a teaching itinerary that intentionally use ICT during their scheduled visiting hour. This has led to frustration on the side of the tutor (feeling that they have

nothing to do) and frustration on the side of the faculty (feeling that they have to find the tutor something to do). Because the WMC is no longer part of English as it was prior to 2015, there is less communication between the programs: for instance, changes in the timing of English composition mid-term essays are not related to directors in the Writing & Multiliteracy Center. Also, WMC is not always granted “time” with composition faculty for training discussions during their orientation session at the start of each year. That being said, the WMC has implemented efforts to improve channels of communication including: 1) Hiring a coordinator who is a lecturer in the English Composition Program to help communicate changes in the program as well as survey and communicate to faculty; 2) Setting up “Tutor Time” where Composition faculty are invited to meet with their In-Class tutors as well as the Directors at the start of the semester. WMC’s successful collaboration with faculty in the Embedded Multiliteracy Tutor program has also led WMC directors to review the on-boarding of Composition Faculty and shift the program to one in which faculty must now “opt in” to In-Class tutoring; opting in requires faculty to accept certain levels of engagement with tutor and the coordinator of the embedded tutoring program. The In-Class tutoring program will be called “[FYC EMT](#)” (short for or First Year Composition, Embedded Multiliteracy Tutor) and will be piloted in the Fall 2020 with three “Tiers” of tutor involvement in classes (see Figure 4).

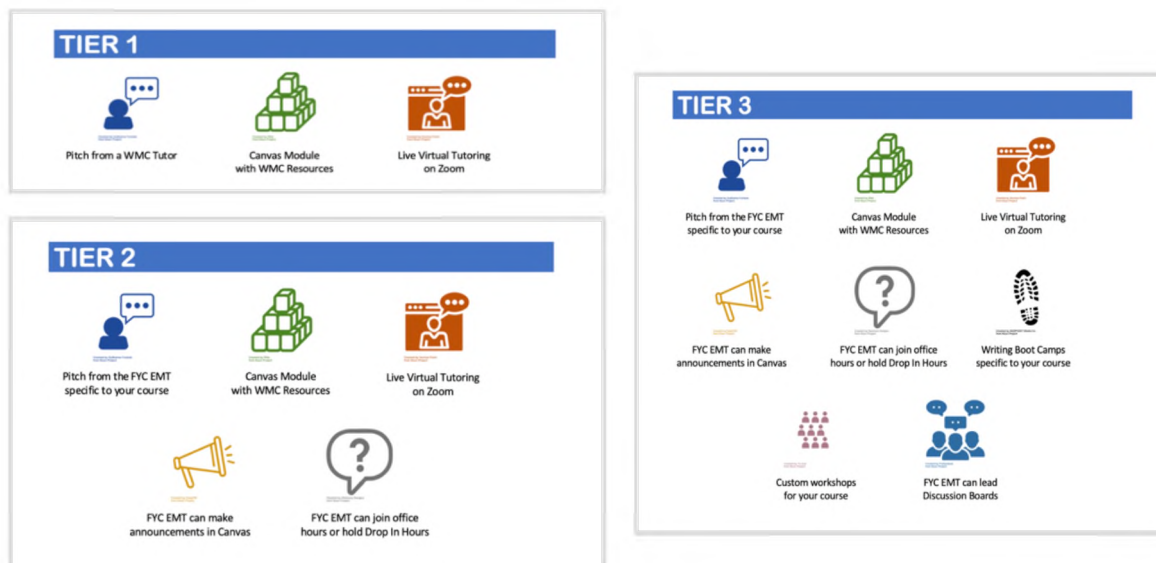


Figure 4. Three Tiers of FYC-EMT involvement in First Year Composition courses.

Embedded Multiliteracy Tutor Program: Operations and Assessment.

Overview: This embedded program (originally called “Communication Fellow Program”) was piloted in Spring 2016 with three classes from Psychology, Business, and Freedom and Justice. During her first year at CI, Dr. Lee saw a need for the WMC to demonstrate to faculty and students 1) WMC’s ability to serve students across disciplines, and especially upper-division students, 2) WMC ability to support students working on writing as well as oral/visual assignments. Her past experience at Stanford University working closely with Computer Science faculty suggested that faculty buy-in and collaboration was key to establishing trust and generating student interest. Selecting three faculty and



Figure 5. Embedded Multiliteracy Tutor provides feedback on a recording of student presentations conducted in class. Here, the student group made an appointment to go over their rehearsal.

working to coordinate the work of tutors customized to each course, the first year of the program led to more interest by other faculty in different programs. By Fall 2019, WMC had 21 classes with EMT with 19 faculty teaching courses in Communication, Marketing, Management, Sociology, Environmental Science and Resource Management, Political Science, Chicano Studies, and Business. EMT program has helped the WMC increase the number of oral/visual/multimedia tutoring in the Center as well as expand our reach to students who traditionally do not visit the WMC such as STEM students in upper-division ESRM. Over the last five years, we supported an average of 17 EMT classes.

The main objective for EMTs is to support students as needed in class or outside the class. The advantage of having an EMT is that faculty can direct their students to a “designated” tutor who has talked to the faculty about the goals of the assignments and understand the areas that students may need for support. EMTs are required to communicate at least two times with faculty (at mid-term and end of semester) to provide an update. Often EMTs provide faculty information about patterns or trends in students’ writing or questions they raise during tutoring. EMTs who support oral presentations can also help students rehearse and record presentations for faculty outside of classes. Details of the WMC [Embedded Multiliteracy Tutor program](#) is online.

Operations: Initially, EMTs were suggested organically by the Faculty Director when CI faculty asked to meet with Dr. Lee to consult on a class or request a workshop. Conversations about the needs of the class then led to an assessment and recommendation that an EMT might be a good fit for the course. The Faculty Director and CI faculty then worked together to revise the course itinerary including the when the tutor would visit, what the tutor would do in the class, and what other types of support the tutor might provide outside the course. Currently, CI faculty make requests for an EMT through an EMT request form, but they are still required to meet with the coordinator of the EMT program (Assistant Director) to discuss the EMT schedule. Because each upper-division class are generally unique courses in a range of fields, no two EMT schedules will look the same and the level of EMT involvement will range depending on the needs of the class and faculty. Faculty responses are taken from faculty surveys and from direct email inquiries.

Surveys: According to nine faculty surveyed in Fall 2019, majority felt that EMT contributing to helping students with writing, either directly as their tutor or facilitating students' visits to the WMC. 36% felt that EMTs directly contributed to improving students' writing and 29% surveyed faculty felt that EMTs encouraged students to visit the WMC more often. 89% of faculty surveyed believed that EMT tutors communicated clearly and effectively with the instructor. In the open comment section, Associate Professor Nancy Chen (Communication) wrote about her EMT: "I enjoyed co-leading two workshops with Jennifer on writing a research paper this semester. The students were able to learn from Jennifer's insights and experiences in addition to mine. In both workshops, Jennifer facilitated a discussion about the merits and shortcomings of past student papers. This was a helpful exercise that allowed students to apply the writing rubric discussed to real-life examples. During the facilitated discussions, students were able to generate questions that might not have otherwise surfaced and have them addressed by both the EMT and instructor. Jennifer was well prepared and brought great energy to the class!" Associate Professor Melissa Soenke (Psychology) also wrote, "I was really bad about communicating with my EMT this semester because I was so busy with other things, but Madeline worked so independently and provided students with really helpful support. All of the students who visited the WMC reported good experiences, received accurate and helpful feedback about things like citations. The in-class workshop for APA citations that Abby led was so helpful. I feel that students placed more focus on their writing, more students visited the center, and this impacted the quality of papers I received for the course. Maddy was definitely one of the best tutors I've had."

Our EMT student surveys have indicated that the EMT program does support students with their needs in their classes; but the response rates are too small to be significant. In the Fall 2019 survey (see Appendix B.2.b.2), 4 out of 30 (13%) respondents did not use EMTs; almost half (14 of 30) identified they met with EMTs at least 2 times. Students who works with EMTs primarily worked with them to "understand assignments/writing prompts" (22%), and "work through main arguments/idea" (20%). 77% of students agreed or strongly agreed that "Because of the EMT tutor, I plan to visit the Writing & Multiliteracy Center in the future." 63% of students agreed or strongly agreed that the "EMT tutor has directly contributed to improving my written/oral/visual projects in my course." For students who did not work with EMT, we asked them to identify reasons why they did not: these students primarily identified that "there was not enough time to work with the tutor" (80% or 4 out of 5).

Area to Improve—Increased Student Survey responses: Unlike In-Class surveys that are delivered during Week 12 while tutors are present in the classes, EMT surveys are delivered to students at the end of the semester by their faculty and tend not to receive as many responses. Fall 2019 EMT student survey was sent to all 19 faculty who teach an EMT supported courses. However, we received only 30 responses; these came from students taking courses with 6 faculty. The results of this survey suggest that faculty may not be distributing surveys; or that students are not incentivized after having completed their finals. In the future, we would like to increase the number of respondents by either distributing the surveys earlier to faculty or asking EMTs themselves to distribute surveys to students with faculty permission).

WMC Workshops: As mentioned earlier in this report, the WMC workshops are largely designed and delivered by two WMC faculty who have experience and expertise in rhetoric and writing (Faculty Director and Assistant Director). Requests for workshops have slowly been increasing until AY2018 (fire) and AY2019 (COVID-19). See Table 6 for the number of workshops delivered and Table 8 for the types of writing topics or multiliteracy topics provided.

Table 6. Number of WMC workshops delivered, AY 2015 to 2019

	Writing Workshops	Multiliteracy Workshops	Total Workshops
AY 2015-2016	36 or 54%	31 or 46%	67
AY 2016-2017	40 or 45%	48 or 55%	88
AY 2017-2018	39 or 41%	55 or 59%	94
AY 2018-2019	35 or 50%	35 or 50%	70
Fall 2019	26 or 54%	22 or 46%	48
Spring 2020	10 or 53%	9 or 47%	19
AY 2019-2020	36 or 54%	31 or 46%	67

The range of WMC workshop topics (in writing or multiliteracy) are broad, and many were customized for specific courses and delivered by two faculty (please list of workshops below in Table 7).

Table 7. List of WMC Writing & Multiliteracy Workshops (2020)

Academic Publication	Film analysis	Effective oral slideshow presentations
Annotated Bibliography	Grammar guide	Paraphrasing in Social Science
Brainstorming	Introduction to infographics	Creating a Personal Logo
Citation (General)	Interview strategies	Personal statement for graduate school applications
Writing Process	Writing the Introduction	Research statement for graduate school applications
Plagiarism and Paraphrasing	Avoiding stress when writing	Poetry workshop
APA citation	Rhetorical listening	Reading smart
ASA citation	Literature review	Research poster design and pitch
Creative writing & narrative	Marketing launch plan	Formulating research questions
Debate	Note taking strategies	Student conduct
Time management	Typographic rhetoric	Video storyboarding and editing
Writing process		

WMC Co-Curricular/Outreach Programs: The WMC provides a range of co-curricular and outreach programming which have been supported through internal university grants and collaboration with other units or student club.

Writing Boot Camps: In Fall 2017, WMC piloted a program that aims to improving student success by finding ways to provide more dedicated help with writing, especially for students with long projects or who needed an environment that encourage productive writing. WMC began offering a Writing Boot Camp inspired by Dissertation Boot Camps that are popular with doctoral students. Studies in social motivation suggests that people persevere and stick to finishing difficult tasks when they see others in the same space doing the same thing. When students sign up for the Writing Boot Camp, they received a dedicated space for writing, snacks, and a professional tutor who monitors their progress and provides quick support as needed. In return, students are asked to commit to four hours of writing. The WMC Writing Boot Camp covers two weekends during weeks 13 and weeks 14, when students can devote four evening hours of writing from 6pm to 10pm. Students can choose to attend just one day of Writing Boot Camp, or all the days covered during the two weekends.

WMC have been successful in drawing students to attend the Writing Boot Camps. While WMC targeted capstone students and graduate students, students from a range of courses have visited, including lower-division courses. In AY 2017, we recorded **22 participants**. In FY2019, we had **44 participants** for the entire year: 27 participants attended in Fall; 17 in Spring 2020 (Virtual Writing Boot Camps). According to our Fall survey of Boot Campers (n=23), 100% (22) strongly agreed or agreed (1) that the Writing Boot Camp faculty consultant had the knowledge and skills that helped students address their writing concerns. 100% (23) of respondents felt students were writing for the following courses: ENGL 105, 356, 333, 410, 499; ART 102; HIS 317 and 393; POLS 310; COMM 499. When asked, what was the most helpful aspect of the bootcamp, most identified "Location" and "Weekend Hours," followed by "Writing with a faculty consultant close by to help."

Studio Hours (originally called "Writing Labs"): Like the Writing Boot Camp, Studio Hours provide a dedicated space for students to focus on writing. These additional writing hours were created to provide flexibility for students whose dorm or home did not provide a productive writing space. Students were incentivized to visit during Studio Hours with free snacks, printing, and a tutor available to help with quick questions. Last year, Studio Hours were offered in the evenings (Tuesday, Wednesday, Thursdays 8-10pm; Saturdays and Sundays 2-6pm). Studio Hours involves one professional tutor, a peer tutor, and a Student Assistant. Pay for the professional tutor (special consultant) was funded by an IRA grant from 2017 until 2019, while the MSFT paid for the peer tutor and student assistant. During this time, we provided a total of 74 hours of Studio hours per semester from Week 2



Virtual Writing Boot Camps: Spring 2020

Registration begins Monday, April 6, 2020!

Sessions

- #1 Saturday, May 2
- #2 Sunday, May 3
- #3 Saturday, May 9
- #4 Sunday, May 10

Each session runs 6:00pm to 10:00pm. Sign up for as many as you'd like.

Studies in social motivation suggest that people persevere and stick to finishing difficult tasks when they see others in the room doing the same thing. This is the rationale for group writing environment of the Writing Boot Camp. Writing Boot Camps provide CI students with a quiet, dedicated, and monitored space to write. A WMC faculty consultant is available for feedback and answering questions on writing. Spaces are limited to 25 students per session and require students to register in advance. Students who register must commit to attending the entire session (four hours).

Writing Boot Camps are FREE, but you must provide a \$20 check/cash deposit, which will be returned to you once you completed the program. The deposit is meant to encourage students to stick to the program and finish.

Figure 6. Writing Boot Camp, Spring 2020. Due to COVID-19, we held these online.

to Week 15. As the table below suggests, Studio Hours have been increasing popular with CI students. However, because we have moved to virtual tutoring in Fall 2020, we will need to re-assess if we will be able to provide Studio Hours in the future.

Table 8. Number of students who participated in Studio Hours from 2017 to 2020.

AY2017	394
AY2018	651
AY2019	565
(NOTE: COVID-19 led to a cancellation of Studio Hours in Spring 2020)	

CSU Research Competition: In Spring 2017, the WMC began to work closely with the Student Research Center to support 10 CSU Research Competition candidates from CI. Every Spring, the Faculty Director of the WMC would create a recommended schedule for students to prepare for the CSU Research Competition. The schedule included support for the written abstract (5 pages) and rehearsals for the 10 minutes presentation (see Table 9). The Faculty Director sends the schedule to Dr. Sean Kelley, Director of Student Research, who would then distribute the schedule to all ten students. Majority of the students visited to get support for the abstract while less than half visited for rehearsals. In Spring 2017, Dr. Lee worked with Dierdre Bench win 2nd Place in the Behavioral Science/Social Science category (only winner from CI). In Spring 2018, Dr. Lee helped Jazzmyn Martinez win 2nd place in the Social and Behavioral Sciences Category. Videos of each student speaking about how the WMC helped them with winning the awards can be found at our [website](#).

WMC's work with the Student Research Center has helped change the perception of the WMC as a remedial support center into a center that advances rhetorical skills of top student researchers. We hope to continue to work closely with the new Director of Student Research, Dr. Luis Sanchez. Together, Dr. Lee and Dr. Sanchez have spoken about a range of collaborative opportunities, especially as our current circumstance may render all presentations in the CSU Research Competition to be virtual.

Table 9. Outline of recommended schedule for CSU Research Competition participants to visit the WMC.

CSU Student Research Competition 2019
33rd Annual
CSU Fullerton, April 26-27, 2019

Written Summary

Week of March 11	Consultation
Sun, March 17	Written Summary with Project Synopsis (25 words) and Presentation Title (25 words) due

Presentation Practice

Week of April 1	WMC Consultation #1 / Walk through
Week of April 8	WMC Consultation #1 / Walk through
Week of April 15	WMC Consultation #2 / Full rehearsal [recommended]
Week of April 22	Final rehearsals w/ faculty and staff
April 26-27	CSU RESEARCH COMPETITION

Open Mic: One of goals of the WMC is to cultivate not only a culture of writing but a community of writers. We began offering Open Mics in Fall of 2017, led by Abigail Michelini, Assistant Director and Lecturer of the WMC, who also was a poet. Since then, the Open Mics have not brought guest poets like Amada Perez, Mexican American writer and poet, but also co-hosted with the English Club to bring more CI students together in performance. Our largest open mic events attracted 60 students at the Student

Union. We even hosted “Open Mic Goes Virtual” during Spring 2020 and brought together 14 students online.

Future Events: Plot-a-thon. WMC plans on be actively involved in helping to innovate writing and multiliteracy education at the University. Prior to the COVID-19 crisis, Dr. Lee worked together with Library faculty and Computer Science faculty to propose “Plot-a-thon: Data Visualization Challenge.” The purpose of this campus-wide event is to call attention to student learning of data analysis, visualization, and storytelling by providing students with appropriate levels of challenges using the following tools: Excel, Tableau, or R programming language. While students work in teams to create a data visualization using given datasets, they are also given access to workshops led by CI faculty who will teach students to clean data, assess data, use visualization tools (Excel, Tableau, R), and harness data storytelling. The WMC will play a crucial role in integrating data storytelling and the role of visual design. Currently the “Plot-a-Thon,” which will be organized to be a virtual event in Spring, received \$5525 IRA grant. It will also receive \$3500 from a corporate sponsor, TradeDesk.

In addition, the Faculty Director is collaborating with Business faculty to submit a the NEH Humanities Connection grant (see Narrative in Appendix B.1.a.6); the purpose of planning grant is to obtain funding for a Business and Information Multiliteracy Minor. This grant proposal will be submitted September 16, 2020. The minor will positively impact the Writing & Multiliteracy Center in multiple ways: 1) EMT program will be integrated into the minor, thus expanding its reach to students, 2) WMC will work closely with BIM faculty to provide a range of professional development workshops, resources, and consultations, 3) WMC may have an opportunity to develop a unique multiliteracy course that helps fulfil the requirements for the BIM minor.

c. Is the WMC program supportive of the University’s mission and strategic goals? Is its program integrated and supportive of the campus’s mission centers, its general education program, and Academic Affairs and University’s strategic priorities?

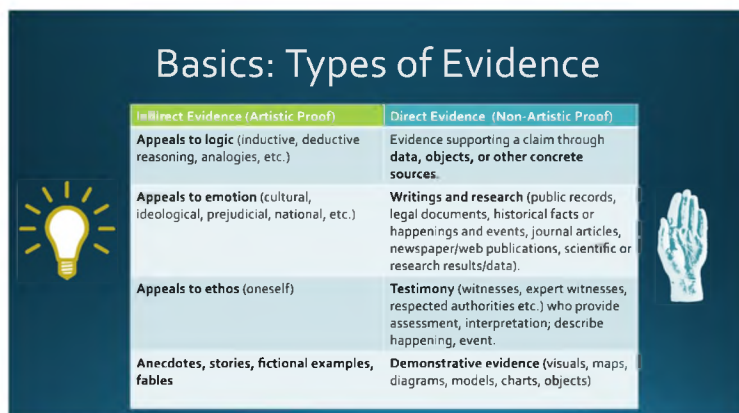
The WMC and its programs actively support the University’s mission and strategic goals. As stated earlier, the [Program Personnel Standards](#) (PPS) for the Writing & Multiliteracy Center describes WMC mission and goals, which is intentionally designed to meet University’s mission to promote integrative learning and awareness of diverse experiences. Through its programming, WMC prioritizes:

- “placing students at the center of the educational experience
- developing and providing writing, oral, visual, and multimodal education that facilitates learning within and across disciplines through integrative approaches
- graduating students with an understanding of communication contexts and multicultural and international perspectives.” (WMC PPS, p, 1)

“Placing students at the center of their educational experience”: The pedagogy of writing center tutoring aligns with the University’s mission of student-centered education. WMC tutorials involves students taking charge of their own tutorials, defining and directing the tutorials based on their needs and priorities for writing/communication. Tutors are trained to ask students questions to help them identify and work through problems and reflect on their own thinking and writing.

“Developing and providing writing, oral, visual, and multimodal education that facilitates learning within and across disciplines through integrative approaches”: The WMC supports integrative approaches in

tutor education and workshop programming. Tutors learn about writing across disciplines from peer-reviewed articles provided by experts in writing centers, the Directors of the WMC, and from faculty at CI. During tutor training days, CI faculty are invited to present writing in their discipline. Some recorded [videos of faculty](#) (Psychology, Business, Sociology, Biology/Science) are available online on the WMC tutor's resource website. WMC workshop program also involve close collaboration with faculty to combine their subject emphasis and disciplinary genre with writing/multiliteracy approaches. An example of this type of integrative approach is the creation of "Persuasive Evidence" workshop for ESRM 329. Dr. Lee worked with Dr. Dan Reinemann, who not only needed his students to learn about writing public documents like legislative hearing testimony but also understand how evidence is integrated into discussions on environmental policy. Reinemann provided the genres and samples; Lee worked on analyzing the samples and providing the rhetorical approach to dissect the various appeals used as evidence. The results are available in a [slideshow](#) that introduces students to direct and indirect evidence (see Figure 7).



Indirect Evidence (Artistic Proof)	Direct Evidence (Non-Artistic Proof)
Appeals to logic (inductive, deductive reasoning, analogies, etc.)	Evidence supporting a claim through data, objects, or other concrete sources.
Appeals to emotion (cultural, ideological, prejudicial, national, etc.)	Writings and research (public records, legal documents, historical facts or happenings and events, journal articles, newspaper/web publications, scientific or research results/data).
Appeals to ethos (oneself)	Testimony (witnesses, expert witnesses, respected authorities etc.) who provide assessment, interpretation; describe happening, event.
Anecdotes, stories, fictional examples, fables	Demonstrative evidence (visuals, maps, diagrams, models, charts, objects)

Figure 7. Screenshot of WMC workshop, "Persuasive Evidence."

"Graduating students with an understanding of communication contexts and multicultural and international perspectives": educational programs for peer tutors in the WMC emphasize University's mission pillar for multicultural perspectives: UNIV 299 (3-unit training course required for all WMC tutors) as well as training days workshops encourage our peer tutors to reflect critically on the multicultural and international perspectives of CI students. A key part of tutor education is to help tutors navigate between the writing needs of students ranging from freshman to seniors, across genres, across disciplines, and across abilities and backgrounds. For instance, they learn how to identify aspects of writing that are cross-disciplinary but also specific disciplinary focuses required for writing in the sciences. They also learn how to work with the various emotional, intellectual, cultural needs of CI students. Moreover, we offer tutors training days workshops every semester to reinforce or expand on training provided in the course. For instance, in Spring 2020, we have invited a guest speaker, Pam Bromley from Scripps College to present on "Research-based strategies for working with multilingual students."

GI 2025/CI's Strategic Initiatives and the WMC:

California State University's Graduation Initiative 2025 (GI 2025) plan challenges universities in the CSU system to increase graduation rates of CSU students and dramatically reduce equity gaps for historically underrepresented students and first-generation students. At CSUCI, we have a high percentage of students who enroll but are not college ready in writing or math. WMC has been intentionally addressing the goals of GI 2025 to reduce equity gaps by:

- 1) diversifying our staff of tutors so that our tutor demographic more closely mirrors our student population and the range of disciplinary writing that exists,
- 2) recruiting multilingual tutors,

- 3) expanding our operational hours,
- 4) adding online tutoring, and
- 5) providing a range of programs such as In-Class tutoring, Studio Hours, Writing Boot Camps, and Embedded Multiliteracy Tutors that help students at all stages in their college career (from first-year students to transfers to seniors).

The WMC supports CI's [Strategic Initiatives](#) in the area of "Educational Excellence" in particular. Through their employment in the WMC, peer tutors learn to become confident leaders, critical thinkers and communicators (1.6). For CI students, WMC increases their co-curricular engagement in writing and communication through a range of programs such as workshops, writing boot camps, studio hours, and open mic, that increases students' co-curricular engagement in writing and communicating (1.7). In addition, we provide faculty development support through workshops, one-on-one conferences, and various collaboration involving curricular support and assignment design (1.10). Also, WMC expands opportunities for undergraduate research and creative activity by collaborating with Student Research to prepare students across disciplines for the CSU research competition (1.5).

Finally, WMC assesses past and identifies new goals to support CI's strategic initiatives every year. Annual Reviews from 2017 to 2019 lists WMC's plans to promote educational excellence and student success goals listed in CI's Strategic Initiatives (See Appendix B.1.a.1.a-e , and Table 10);

Table 10. WMC Plan for Advancing University Strategic Initiatives for AY 2020 (see Annual Review AY2019).

Goals	Initiatives
Promote student success in writing through collaboration with faculty and programs (student success)	<p>Continue to add new faculty and programs to the Embedded Multiliteracy Tutors (EMT) program:</p> <p><u>Action completed in AY2019:</u> Add another program: History or Health Science. We added Chicano Studies (CHS 331, a GVAR course)</p> <p><u>Action Proposed for AY2020:</u> Add another GVAR Course. We have recruited SPED 345 in Summer 2020. Other possible courses could include HIST 300, ANTH 489, ERSB 303 and GLST 300.</p>
	<p>Collaborate with faculty to provide needed support in writing or communication:</p> <p><u>Action completed in AY2019:</u> Grammar workshops have been developed for Business and History. These workshops were held outside classes.</p> <p><u>Action Proposed for AY2020:</u> Gradually shift the In Class Tutoring model to an EMT model to increase faculty buy-in and collaboration with the WMC.</p> <p>Provide campus-wide event for data visualization: Plot-A-Thon involving faculty from ESRM, CS, Library, and WMC.</p>
	<p>Expand support for post-bac and graduate students</p> <p><u>Action Completed in AY2019:</u> Worked with School of Education to introduce WMC to faculty</p> <p><u>Action Proposed for AY2020:</u> Expand our outreach to faculty teaching MBA, Masters in Mathematics, and Masters in Biotech & Bioinformatics.</p> <p>Create a graduate student listserv (contact EU for Masters programs)</p>
Offer a range of academic support and innovative programs for CI students to help	Diversify WMC tutors to offer a range of expertise in writing/communication across disciplines, genres, styles, and

<p>them graduate with skills necessary for engaged citizenship and career success (educational excellence)</p>	<p>languages.</p> <p><u>Action Completed in AY2019:</u> In Fall 2019, we hired two bilingual tutors. Five of the twelve tutors hired (41%) were English majors; the other seven majored in Psychology, ESRM, Political Science, Communications, Liberal Studies, History, and Anthropology.</p> <p><u>Action Proposed for AY2020:</u> Continue to recruit across disciplines as well as bilingual tutors. Tutors will be recording pitches tailored to recruiting students across disciplines.</p> <p>Offer equipped spaces for oral/multimodal communication projects and practice</p> <p><u>Action Completed for AY2019:</u> WMC acquired Broome 2680 (room next to the center) to help accommodate the need for multiliteracy space, especially for oral presentations and recording; additional tutoring space.</p> <p><u>Action Proposed for AY2020:</u> Due to the COVID-19 pandemic, we will provide all our services, including oral/multimodal communication tutoring online. We are adapting to this change by offering to provide feedback and student student zoom rehearsals and reviewing slideshows. We will also be providing workshops on video editing on Camtasia and providing video instructions for how to edit and record using freeware.</p>
	<p>Continue to offer Writing Boot Camps to writers working on capstone projects, graduate degrees, and projects involving extensive writing</p> <p><u>Action Completed for AY2019:</u> We have provided Writing Boot Camps and increased the number of participants in Fall 2019 (before COVID-19).</p> <p><u>Action Proposed for AY2020:</u> We will continue to provide Writing Boot Camps and look for ways to increase participation. Talk to graduate faculty to identify student needs to customize the program.</p>
	<p>Continue to improve In-Class Tutoring for First Year Students</p> <p><u>Action Completed for AY2019:</u> We have been collecting survey data to improve the program and to share with composition faculty. Finally, we are targeting specific faculty to further conversations about improving in class tutoring pedagogy.</p> <p><u>Action Proposed for AY2020:</u> We will be moving towards an EMT model for In Class Tutoring where faculty must "opt in" and agree to work with the WMC in order to obtain a tutor.</p>
	<p>Continue to provide online consultations so that students have more flexibility and access to tutors, particularly as more online courses are being offered and as much as 60% of CI students are commuters.</p> <p><u>Action Completed for AY2019:</u> We have committed to increasing the quality of online consultations by training all tutors to work online. Since the transition to virtual tutoring, all tutors have developed their skills with online consultations.</p> <p><u>Action Proposed for AY2020:</u> We will conduct a student survey to identify how we can improve the online consultation experience.</p>
	<p>Continue to develop the EMT program, specifically not to expand by targeting GVAR-approved (or GVAR satisfying) courses.</p> <p><u>Action Completed for AY2019:</u> We develop a list of GVAR courses to help target for EMT support. We have been targeting GVAR instructors every semester, including summer.</p> <p><u>Action Proposed for AY2020:</u> We will continue to update the GVAR course/instructor list to help target for EMT support.</p>

<p>WMC will continuously improve tutoring education programs, and improve operational efficiency to ensure students' access to tutors and, ultimately, support the timely progress to degree completion (student success)</p>	<p>Continue to improve tutor education (courses, workshops, professional development meetings, blogs, observations, conferences) in order to provide the highest quality of tutoring that supports the needs of CI students.</p> <p><u>Action Completed for AY2019:</u> WMC offers a rigorous tutor education through a formal course UNIV 299, tutor education workshops at the start of each semester (training days), orientations and professional development meetings, tutor blogs, observations of tutoring, and professional tutor conferences that are usually attended by new as well as returning tutors. We develop ideas for on-going training to improve tutorials through observations of tutoring, tutor interviews, and faculty feedback.</p> <p><u>Action Proposal for AY2020:</u> We aim to continuously improve tutor education. We will invite more guest speakers for training days, including faculty outside CSUCI to provide online workshops that are relevant to improving tutor skill sets. We are also interested in encouraging peer tutors to showcase their own knowledge and develop leadership skills by leading workshops in areas of their own expertise.</p>
	<p>Continue to maximize efficiency and effectiveness of our hours and expand access to tutors for students</p> <p><u>Action Completed for AY2019:</u> This last Fall was our busiest Studio Hours--students have expressed how much they appreciate the time to write while a tutor is available for quick feedback. We were not able to continue Studio Hours and had to shorten our hours due to COVID-19 in Spring 2020.</p> <p><u>Action Proposed for AY2019:</u> We will continue to provide online Studio Hours in the Fall, including student assistants and tutors on staff.</p>
	<p>Continue to advocate for faculty and staff positions to help the WMC run effectively and support the changing needs of the CI community:</p> <p><u>Action Completed for AY2019:</u> WMC was able to successfully change the position of the Administrative Support Assistant (ASA) to a classification of Administrative Support Coordinator. This is because the role and responsibilities have changed to include more oversight of staff (SAs), training, budgetary assessment and reports, and other responsibilities outside the ASA delineation.</p> <p><u>Action Proposed for AY2020:</u> WMC aims to advocate for a permanent budget for a 100% ASC position (currently the ASC is 50%)</p> <p>WMC advocates for a tenure-track faculty. We currently have only one and have not seen any growth in faculty numbers (2) since 2015.</p>
	<p>Continue to advocate for a permanent budget for WMC that takes account of growth of student headcount and expanding programming.</p> <p><u>Action Completed for AY2019:</u> WMC advocated for a permanent budget in various committee meetings when budget was an issue (MSFT committee meeting; IRA; conversation with Dean; etc.).</p> <p><u>Action Proposed for AY2020:</u> We continue to advocate for a permanent budget.</p>

Institutional Research Data: Evidence of Increased Support of HUGS, First-Gen, and STEM

CI's Data Analytics office presented data that indicate that WMC has been provided more writing support to STEM majors historically underrepresented groups (HUGS) and first-generation students by quantifying how many of these unique students have used the WMC from Fall 2016 to Spring 2019 (we have excluded AY2015 because TT data did not exclude in class tutoring; we did not have AY2019 data in time for processing at the time).

In Table 11, the number of unique HUGS students have been increasing year by year: from 926 to 1140 to 1210 in AY2018. The numbers show that the number of HUGS who used the WMC increased by 30% over three years.

Table 11. Historically underrepresented groups (HUGS) who visited WMC by semester (2016-2019)

Writing & Multiliteracy Center Visits for **Historically Underrepresented Groups (HUGS)** by All Students

Table is filtered by All Students & displaying All Students students.

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Grand Total
	All Students	All Students	All Students	All Students	All Students	All Students	
Historically Underrepresented Grou..	459 20.74%	467 21.10%	554 25.03%	586 26.48%	608 27.47%	602 27.20%	2,213 100.00%
Not Historically Underrepresented Grou..	306 17.99%	337 19.81%	418 24.57%	447 26.28%	401 23.57%	454 26.69%	1,701 100.00%

First generation students who visited the WMC is represented in Table 12. According to the Center for First-Generation Student Success, “first generation” students are not only identified by students who are the first to attend a four-year university. Many institutions define first generation students by considering parental degree completion at four-year institutions: by this definition, students whose biological parents attended a four-year college (but did not a degree) are also considered first generation. In AY2016, 980 first-gen students visited the WMC. The next academic year, WMC jumped to 1201. In AY2018, 1230 first gen students attended WMC tutorial sessions, representing a 26% increase of first generation visits since 2016.

Table 12. First-generation who visited WMC by semester (identified by High School or Less, and Some College/Associates)

Writing & Multiliteracy Center Visits for **Parents’ Education (First Generation)** by All Students

Table is filtered by All Students & displaying All Students students.

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Grand Total
	All Students	All Students	All Students	All Students	All Students	All Students	
Graduated from a 4 Year Institution	232 19.21%	248 20.53%	285 23.59%	308 25.50%	296 24.50%	297 24.59%	1,208 100.00%
High School or Less	314 21.79%	317 22.00%	396 27.48%	375 26.02%	374 25.95%	404 28.04%	1,441 100.00%
Some College / Associates	161 18.48%	188 21.58%	207 23.77%	223 25.60%	221 25.37%	231 26.52%	871 100.00%
Unknown	58 14.72%	51 12.94%	84 21.32%	127 32.23%	118 29.95%	124 31.47%	394 100.00%

Finally, Table 13 represents the number of STEM and Non-STEM student visits to the WMC. The number of unique STEM student visitors grew from 210 in AY2016 to 279 in AY2017 to 340 in AY2018. The numbers point to a 62% growth in STEM student visitors over three years.

Table 13. Stem and Non-Stem major who visited the WMC by semester

Writing & Multiliteracy Center Visits for Student STEM Major by All Students

Table is filtered by All Students & displaying All Students students.

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Grand Total
	All Students	All Students	All Students	All Students	All Students	All Students	
Not STEM	669 20.22%	690 20.86%	850 25.70%	876 26.48%	828 25.03%	897 27.12%	3,308 100.00%
STEM	96 15.84%	114 18.81%	122 20.13%	157 25.91%	181 29.87%	159 26.24%	606 100.00%

B. Dissemination of Program Mission and Goals

- Has the program disseminated information about itself to key constituencies, including faculty, professional colleagues, current and prospective students, and the community?



Figure 8. Facebook webpage for the Writing & Multiliteracy Center. July 28, 2020.

WMC's programs and activities are disseminated in a variety of ways. Externally, our programs and activities are displayed on our website (first created in 2015), bookmarks, flyers, video and social media sites: Facebook (<https://www.facebook.com/WritingMultiliteracyCenter>) with 407 followers, Twitter (@csuci_wmc_) with 87 followers, Instagram (csuci_wmc) with 316 followers, and Snapchat (WMCsnap) with 182 followers. At CI, we distribute information directly to faculty and other units on campus via email. During workshops and pitches, we also provide a short summary of our mission to serve all students across disciplines in any stage of writing or communication. Finally, in our physical center, we use flyers and our display screen to remind students of events and activities. Our Student Assistants and Tutors also share information of program events and activities to students who visit the Center.

WMC does not have the budget to hire a social media coordinator, but we have enlisted our tutors to become involved in promoting our events and our Center through social media. All tutors are asked to identify a project for Professional Development in the WMC during Orientation. Tutors work on these projects during their “down time” and showcase their work usually during week 10 of the semester. One of the projects that we promote is the Social Media guru: tutors work with the WMC Directors to identify a viable project and set up project deadlines and check in times. This type of involvement from tutors has helped them learn more about WMC programming and allows tutors to creatively communicate to their peers through social media.

Element Two: Achieving Educational Outcomes

A. Curriculum Requirements and Expectations for Learning

a. Do the program’s curriculum and degree requirements reflect high expectations of students? Is that curriculum reflective of current standards in the discipline?

The WMC is a non-degree granting academic program. However, there is a circular requirement for all tutors to pass UNIV 299, as well as on-going tutor education that is required throughout employment as a WMC tutor. The training and education are needed for effective tutoring and delivery of WMC programs. They are reflective of current (and evolving) standards in the discipline, especially as the field moves increasing towards incorporating multi-media, digital literacy. The Faculty Director is very active in the field of writing center studies and keeps up to date with the standards of the discipline. The Faculty Director:

- Is a member of the editorial review board for *Writing Center Journal* (flagship peer reviewed journal of the International Writing Center Association); *Praxis: A Writing Center Journal*, *Communication Center Journal*, *SDC: A Journal of Multiliteracy and Innovation*, and *English*.
- Is the Associator Editor for *WCJ: A Journal of Writing Center Scholarship* (oldest writing center journal in USA)
- Led the IWCA Summer Institute as a Summer Institute Leader in 2019
- Attends or presents at IWCA conferences every year
- Attends regular meetings of the local Southern California Writing Center Association (SoCalWCA)

For instance, after the murder of George Floyd, the Black Live Matter have shaped conversations in writing center field. SoCalWCA held a webinar in July 2020 on the role of the writing center and social justice and introduced Anti-Racist questionnaires for tutor education. Inspired, Dr. Lee also developed an Anti-Racist questionnaire tailored for the WMC to use for a professional development meeting in Fall 2020.

Table 14. WMC Educational Programs for Tutors

WMC Educational Programs for Tutors	Learning Expectations
<p><u>UNIV 299: Seminar in Multiliteracy Center Theories and Tutoring Practices</u> (See Appendix B.3.a.1 and B.3.a.2)</p> <p>*Held every Spring semester for new tutors</p>	<p>Introducing new tutors to writing center theories and practices; improving awareness of student’s cultural competencies; demonstrate and strengthen rhetorical and technical ability and/or interpersonal communication skills; demonstrate creativity and competency in synthesizing research-based data and information</p>

<p>*3-unit course, required for all tutors</p> <p>*Satisfies General Education A1 (Oral Communication) and E (Human Psychological and Physiological Perspectives) requirement</p>	
<p><u>Training Days Workshops</u> (See Appendix B.3.a.3, B.3.a.4)</p> <p>*Two days at the start of every semester</p> <p>*Optional, but strongly recommended for all tutors. Tutors are paid for participating in the workshops.</p>	<p>Provide a range of specialized training including:</p> <ul style="list-style-type: none"> • Strategies for embedded tutors • Citation refresher (APA, ASA, ESA, Chicago Style) and using citation manuals • Using software tools like Camtasia (for video editing or applying the Green Screen) • Group tutoring • Slideshow presentation tutoring • Videotaping student presentations • Tutoring students with disabilities • Working with students in specialized fields (Nursing, Business, etc.)
<p><u>Orientation</u></p> <p>*Held at the start of the semester</p>	<p>Review and learn new protocol and procedures</p> <p>Introduction to new systems, technologies, people</p> <p>Refresh or learn new approaches for pitches</p> <p>Work with new colleagues</p>
<p><u>Professional Development Meetings</u></p> <p>*Held twice a semester</p>	<p>Touch base and trouble shoot issues in tutoring during the semester</p> <p>Introduce tutors to resources on campus in order to help guide tutees if necessary. In the past, we had guests from Disability Accommodations & Support Services, Counseling and Psychological Services; and Academic Advising.</p> <p>These meetings are also use for training workshops that are required for all tutors and student assistants.</p>
<p><u>Observations and Conference</u> (See appendix B.3.b)</p> <p>*Held once a semester</p> <p>Faculty Director or Assistant Director observes one 30 min tutorial session with all tutors working in the Center, including special consultants. They are given feedback on the observation sheet and in person.</p>	<p>Increase tutor's awareness of their tutorial process and strategies</p> <p>Identify areas of strength and areas to improve</p> <p>Reinforce core pedagogical approaches of writing center tutoring including student-centered, question-based approach</p> <p>Reinforce tutoring procedures: For in-person tutoring, greeting students at the front desk and walking them into the center;</p>

	guiding them to the exit kiosk and introducing them to two tabs—one tutoring survey and second sign out. Online: providing resources, sharing tutoring survey link and filling out the tutorial visit form.
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B. Course and Program Learning Outcomes

a. Has the program developed assessable learning outcomes for its courses and for the program? Are course learning outcomes aligned with program outcomes?

Writing & Multiliteracy Center: Yes, the program developed assessable learning outcomes for UNIV 299, the only course offered currently by the WMC program.

UNIV 299 learning goals are written in the syllabus:

- *Understand and support the primary mission and services of the Writing & Multiliteracy Center as well as general mission of all writing centers in order to effectively help students become better writers and communicators.*
> Assessed through student reading facilitators, blog writing, sketchbook writing, presentations, and Assignment 5 (Reflection on Learning)
- *Improve cultural competencies by cultivating sensitivity to psychological, physiological, cultural, technological diversity of CI students, and actively managing variety of tutorial contexts by identifying and analyzing pedagogical arguments across disciplines, multilingual learners, disabilities, and technologies.*
> Assessed through mock tutoring, discussions, in-class handouts, tutoring practice, and Assignment 5 (Reflection on Learning)
- *Demonstrate rhetorical and technical ability and/or interpersonal communication skills of effective consultants in written, oral, visual, and digital formats.*
> Assessed through Assignment 1 (Literature Review), Assignment 2 (Proposal for a Writing Center Project), Assignment 4 (Research Poster Presentation)
> See Appendix B.3.a.3 (Literature Review Sample Feedback); B.3.a.4 (Proposal evaluation sample)
- *Demonstrate creativity and competency in synthesizing accurate research-based data and information through effective writing, visual design, and/or oral communication.*
> Assessed through Assignment 1 (Literature review), Assignment 2 (Proposal), Assignment 3 (Research Poster), Assignment 4 (Research Poster Presentation)

Learning outcomes for tutors taking UNIV 299 support one of the key program outcomes for WMC:

- *Developing and providing writing, oral, visual, and multimodal education that facilitates learning within and across disciplines through integrative approaches*
WMC tutors who take UNIV 299 learn how to effectively tutor students working on writing, oral, and multimodal assignments, from pedagogical approaches (asking questions, higher order/lower order concerns) to working across disciplinary genres to working with multimedia.

The topic of the course is inherently integrative involving English, communication, and visual studies.

C. Learning Outcome Data and Analysis

a. Does the program regularly collect course and program learning data? Is that data analyzed, available, and used for program improvement?

UNIV 299: Data and Analysis

WMC collects and assesses course learning data (UNIV 299):

- University SRT (See Appendix B.3.a.8, sample for Spring 2018)
- Entrance/exit surveys (See Appendix B.3.a.5-7).

Dr. Lee and Michelini both take turns teaching UNIV 299. Both use the data from the SRT and entrance/exit surveys to help them assess whether and how well learning outcomes were met that the class for the semester.

<p>Rate your <u>oral presentation</u> skills: This includes skills in understanding the process of oral presentations, arranging an oral argument, delivering an oral presentation, using effective body language and stage space, rehearsing fully and effectively, engaging with audience, writing an "oral" transcript, etc. (1 to 10, 10 being highest): _____</p> <p>Rate your academic <u>writing</u> skills: This includes skills in creating and arranging written argument, incorporating written signpost language (transitions), effectively incorporating significant research data, planning for writing process (pre-writing and revising), reflecting on revision strategies, and applying appropriate citation styles. (1 to 10, 10 being highest): _____</p> <p>Rate your <u>visual rhetoric</u> skills? That is, your ability to <u>create</u> and/or <u>integrate</u> relevant and persuasive visual arguments in papers, reports, and/or in PowerPoint; ability to visualize information or data. (1 to 10, 10 being highest): _____</p> <p>Rate your <u>interpersonal</u> skills? This includes abilities to quickly assess and adjust verbal and non-verbal communication level, apply listening and negotiation skills, problem-solving and decision-making skills when interacting with people in a range of positions (student, professionals, faculty), abilities, ages, and backgrounds in informal and formal settings (tutoring one-to-one, group, pitches, conversations, etc.). (1 to 10, 10 being highest): _____</p>

Figure 9. Self-efficacy questions in UNIV 299 Entrance Survey.

Both instructors find the WMC Entrance/Exit surveys particular useful because it is customized to the specific learning outcomes for the class, especially in terms of how well students felt they learned or improved oral, written visual, and interpersonal skills—all which are needed for their positions as tutors. Entrance surveys are provided on the first day of class and the data collected help the instructor learn more about the student's academic experience with writing and oral communication. It also asks students to provide a self-assessment of their skills in four areas: oral presentation, academic writing, visual rhetoric, and interpersonal skills (see Figure 9). Students rate their own skills from 1 to 10, 10 being highest. A short description of each skill is provided. The Entrance surveys are not anonymous, and the instructor uses responses to help support students in specific areas in need. For instance, if a student ranks oral presentations skills below 5, the instructors will use part of their conference period to discuss oral skills. All student self-assessments for the entrance questions pertaining to skills are then aggregated anonymously in a table to identify strengths and areas of weakness for the class as a whole.

ENTRY				EXIT			
Oral	Writing	Visual	Interpersonal	Oral	Writing	Visual	Interpersonal
5	5	8	8	7	8	7	7
8	7	6	8	9	9	10	10
7	8	6	8	8	8	8	8
5	7	5	5	6	7	8	8
7	6	8	7	7	8	7	6
6	7	7	7	6	7	9	8
7	7	6	7	8	8	7	7
7	7	7	7	8	8	9	9
6.50	6.75	6.63	7.13	7.38	7.88	8.13	7.88

Table 15. Results of UNIV 299 Entrance Survey and Exit Survey, Spring 2019: Self-efficacy responses for four skills areas: oral, written, visual rhetoric, and interpersonal skills. Students were asked to rate their skills 1 to 10, 10 being highest.

The same four skills questions asked in the entrance survey are asked again in an exit survey at the end of the semester. Answers are collected anonymously and aggregated. Table 15 compares the results of the entrance and exit surveys for Spring 2019 with nine new tutors who were enrolled in UNIV 299. For Spring 2019, students' self-efficacy scores for oral skills were lowest in the entrance survey at 6.5 out of 10, followed by visual rhetoric skills at 6.63 out of 10. The highest was interpersonal skills. However, the exit scores indicate that tutors in UNIV 299 improved in all four areas. The greatest improvement in their skills were visual rhetoric skills (rated 8.13 out of 10; +1.5 points increase). This was followed by writing skills (rated 7.88 out of 10; + 1.13 points increase); oral skills (rated 7.38 out of 10, +0.88 points increase); and finally, interpersonal skills (rated 7.88 out of 10, +0.75 points improvement compared to the entrance survey. While the entry and exit scores of the self-efficacy survey help the instructor identify where the students improved the most or need to improve more, it also helps the instructors identify if the overall content and the teaching helped the students achieve one of their learning outcomes: which is improved oral, writing, and visual skills. The exit survey also lists activities and assignments and asks students which activities and assignments helped the students the most in learning. This is collected every semester to help the instructor reshape the class itinerary for the following year.

Tutoring and Workshops: Data and Assessment

Tutoring Assessment: Learning outcomes data for tutoring and workshops are collected and analyzed every semester in the form of surveys. To assess the quality of students' tutoring experience at the WMC, WMC asks students to answer a center survey at the end of each tutorial session. In the center survey, students rate the quality of their tutorial experience on a 5-point Likert scale in terms of their agreement to the following statements:

- "My writing consultant worked with me to define my writing or communication concerns";
- "I left the session with a clear plan for what to do next";

- “My consultant has knowledge and skills that helped me solve my problem, improve my thinking or improve my work”;
- “Overall, I found the consultation session to be helpful”; and
- “I would recommend the WMC to my friends.”

Surveys for each semester are aggregated for general WMC tutoring performance at the end of each semester. In addition, each tutor receives a report on tutee’s feedback and rating (see Appendix B.2.a for Qualtrics Surveys from Fall 2017 to Spring 2020; earlier surveys were conducted on Google forms). The individualized rating for each tutor helps us evaluate the performance of each tutor and their improvement over time. Table 16 presents the survey ratings of each academic year from 2015 to 2019. There is a steady improvement of ratings over time as well as an increase of surveys responses. In AY2019, we had 2291 respondents out of 4947 tutorial sessions, a response rate of 46%.

	"My consultant worked with me to define my writing or communication concerns."	"My consultant helped me define a clear plan for what to do next."	"My consultant has knowledge and skills that helped me solve my problem, improve my thinking, or improve my work."	"Overall, I found the consultation session to be helpful."	"I plan to return for another consultation session."	"I would recommend the WMC to my friends."
Average AY15-16 (n=881)	4.72	4.66	n/a	4.66	4.70	4.77
Average AY 16-17 (n=906)	4.82	4.83	4.84	4.87	4.85	4.81
Average AY 17-18 (n=1562)	4.78	4.79	4.74	4.8	n/a	4.8
Average AY 18-19 (n=2678)	4.94	4.94	4.93	4.94	n/a	4.91
Fall 2019 (n=1340)	4.9	4.89	4.88	4.9	n/a	4.92
Spring 2020 (n=951)	4.9	4.9	4.89	4.9	n/a	4.9
Average AY 19-20 (n=2291)	4.90	4.89	4.88	4.9	n/a	4.91

Table 16. Comparison of WMC tutoring surveys from AY 2015 to 2019

In open comment sections, the WMC consistently receives very positive feedback. The following are samples from AY2019:

- Gave a lot of good feedback and suggestions to improve the paper.
- Was awesome, we made a video of my pitch. This was really helpful!
- Amazing job helping me getting started for graduate applications.
- I enjoyed working with you! You made me want to get better when you connected with me! I hope to get help from you again! Appreciate the help!
- Madeline knew what she was talking about, she did not just tell me that my paper was good she told me what was good about it and even pointed out
- areas of improvement. She knew how a research paper was supposed to be outlined
- Thanks for being so kind, thoughtful and welcome to my ideas/self-reflection! I appreciated how you created a safe space for me to share my thoughts/concerns by listening attentively and reminding me to have confidence in my accomplishments!
- Thank you for helping me shape my statement and reorganize how I want to tell my story.
- This session helped me with my writing plan so much. Plus i was feeling very indecisive with a writing decision and I am glad you helped me clear it up. Thank you for also helping me out with personal concerns, you were very nice about it.
- This session broke my heart and put it back together in the same 30 minutes because I got such great feedback. What a guy.
- Best tutor I have had! Amazing at explaining how to better our capstone proposal.

In addition to assessing the overall performance of the Center, year over year, the WMC also provides assessment of each tutor. At the end of the semester, WMC tutors receives a summary of the center survey rating of their own tutorial session. Their scores are presenting alongside the WMC average scores. Tutors who have been working at the WMC for more than one year often have an accumulated profile of their performance over time (see samples in Appendix B.3.b.3 and B.3.b.5). This provides an opportunity for tutors to identify areas of their strength and areas to improve as well as trends of their performance. In general, most tutors see trends of improvement and the assessment process help tutors feel a sense of accomplishment and growth in the program. Details of the WMC center survey results can be found for every year in the Annual Review (B.1.a.1.a-e).

Workshop Assessment: Like tutoring, WMC assesses the learning outcomes of its over 40 workshops through workshop surveys. Workshops are usually led by faculty (Faculty Director or Assistant Director), although a few are led by special consultants and lead consultants. Print surveys are distributed at the end of almost every workshop. Once it is collected, it is given to the WMC Student Assistant at the Front Desk, who then inputs the data into a digital Qualtrics survey form. We have found that we receive more responses from print surveys than digital surveys; moreover, we also discovered that some classes ban laptops in the class.

	"The workshop provided useful information about writing or communication."	"I left the workshop session with a clear idea for how to apply what I learned to my writing or oral/visual project."
AY 2016 (n=570)	95% agreed or strongly agreed 3% disagreed or strongly disagreed	88% agreed or strongly agreed 3% disagreed or strongly disagreed
AY 2017 (n=1399)	96% agreed or strongly agreed 3% disagreed or strongly disagreed	94% agreed or strongly agreed 3% disagreed or strongly disagreed.
AY 2018 (n=686)	94% agreed or strongly agreed 2% disagreed or strongly disagreed	91% agreed or strongly agreed 3% disagreed or strongly disagreed
AY 2019 (n=732)	94% agreed or strongly agreed 2% disagreed or strongly disagreed	91% agreed or strongly agreed (51% strongly) 3% disagreed or strongly disagreed

Table 17. Comparison of WMC workshop surveys from 2015 to 2019. The academic year 2019 has only one semester result due to the COVID-19 in Spring 2020.

Since Fall 2016, we have asked students to fill out a survey after each WMC workshop. Students are asked regarding their agreement to the following questions: "the workshop provided useful information about writing or communication" and "I left the workshop session with a clear idea for how to apply what I learned to my writing or oral/visual project." These surveys point to highly positive and consistent reception of our workshops. This year, **94%** of respondents (n=732) agreed or strongly agreed that the workshops provided useful information about writing or communication. **91%** agreed or strongly agreed that they left the workshop with a clear idea for how to apply what they learned in their writing or oral/visual project.

Student write-in comments were overwhelmingly positive year after year. Here are samples:

- The workshop helped to breakdown how to write a lit. review and provided great examples (paper)"
- "This session helped me understand better what a literature review i and helped me approach writing it with less fear."
- "This workshop was very helpful. I was stuck on my paper & did not know how to start! Now I have the knowledge to do so."
- "Clear examples, very knowledgeable. I liked how interactive the presenter was"
- "Great presentation, helped me learn about my own presentation skills that I didn't know I was doing wrong"

- “I didn't know I've been doing APA incorrectly and now I know”
- “I found the workshop helpful because there were something that I did not know we had the resources to”.

In response to the question of how WMC can help students more, students provided a range of feedback. The following is a sample:

- "Provide more opportunities for students to check their work (paper) with either a tutor or specialist. But more one on one."
- "More sessions."
- "Advertise events/ hours throughout the semester"
- “Maybe having different types of these workshops available online.”
- “run on sentence, grammar [sic]”
- “providing monthly workshops to improve our writing skills”
- “more in class pitches about the WMC”

Workshop leaders make an effort to provide student feedback to faculty so that they can read student responses. We also process student feedback on how WMC can further help students. Some of the feedback are used to shape the content of future workshops. For instance, requests for grammar workshops led to out of class clinics on grammar which we offered for the first time in Spring 2019.

D. Timelines of Degree Attainment

a. Do students in the program attain the degree in a timely fashion?

This question is not applicable to our program.

E. Involvement of Students in Curricular Activities

a. Are students active participants in the learning process?

Writing & Multiliteracy Center tutors are active participants in the learning and training process. Their active participation is evinced in:

- Tutor participation in their own evaluation of their own observations (See Appendix B.3.b.2)
- Lead Consultant role in the WMC: We select one experienced tutor each year to be our “Lead Consultant.” We describe this position as an opportunity for professional development for our tutor but also a chance for tutors to be involved with the WMC programming and outreach initiatives. (See Appendix B.3.e.). Lead consultants not only help with coordinated tutor-related events, they work as mentors, support the peer observation process, attend weekly administrative meetings and give input from the perspective of tutors.
- Tutor leadership role in Training Days: Over the past five years, we have not only increased the number of workshops, but also the number of peer tutors who lead training days workshops for tutors and student assistants (please see Appendix B.3.c; see also Table 18). Initially we requested Lead Consultants to lead workshops but gradually we encouraged interested

experienced tutors to share their experience and expertise. For instance, Leah Ostermann, who often lead group tutoring sessions in our Center, designed a workshop on group tutoring best practices.

Training Days By Semester/Yr	# of Peer Tutor Led Workshops	Total Number of Workshops
Spring 2016	2	8
Fall 2016	1	5
Spring 2017	2	7
Fall 2017	3	10
Spring 2018	5	16
Fall 2018	5	15
Spring 2019	3	15
Fall 2019	6	19
Spring 2020	10	23

Table 18. Number of peer tutors who participated in leading WMC Training Days workshops, 2016 to 2020.

b. Does the program provide opportunities for students to participate in curricular-related activities, such as clubs, field trips, competitions, research and creative opportunities, service learning experiences, performances, and internships?

The WMC provides opportunities for tutors in the program to participate in curricular-related activities. The Southern California Writing Center Conference is a conference for peer tutors that is held every spring. The Writing & Multiliteracy Center has encouraged tutors to attend the SoCalWCA Conference every year and usually has at least two tutors present at the conference. During the last three years, it received funding for conference registration and travel from the Student Research Center. The WMC pays for dinner and arranges carpool. See Figures 8 and 10 for pictures of tutors at the conference from 2017 to 2020.

Tutors who attend these conferences gain better understanding of the work of tutors across institutions across Southern California and that their work is part of a larger academic field of study. Students who present are given addition opportunity for academic professionalization and experience in presenting. As a result of their experience, some of our tutors have decided to further their studies through a master's program in rhetoric and composition.

Table 19. Number of WMC tutors who attended and presented at the SoCalWCa

SoCalWCA Year	# of WMC tutors attended	# of WMC tutors who presented
2016	5	3
2017	9	4
2018	8	3
2019	9	3
2020	16	2



Figure 9. Left, SoCalWCA 2017, Mira Costa College. Right, SocialWCA 2018, Cal Lutheran University



Figure 10. Left, SoCalWCA 2019, UC Irvine. Right, SocialWCA 2020, UCLA

F. Advising and Academic Support

- a. Does the program provide adequate student advising?**
- b. Are its students supported in other venues such as EOP, career services, and disability accommodations?**

The category of advising and academic support does not apply to the WMC as it is not a degree-granting academic unit. However, WMC tutors are supported by EOP, career services, and disability accommodations.

G. Articulation, Transfer and retention

- a. Does the program have policies and procedures that facilitate articulation with community colleges?
- b. Are transfer students accommodated and integrated into the program?
- c. Are native and transfer students in the program being retained in the major and by the University?

The category of articulation, transfer and retention does not apply to the WMC.

Element Three: Developing Resources to Ensure Sustainability

A. Faculty Resources and Scholarship

- a. Does the program have faculty in sufficient number, and with appropriate rank, qualification, and diversity, to support its academic program in a manner consistent with its objectives?

During this review period, WMC Faculty consists of:

- 1 Tenured Faculty: Sohui Lee. Hired July 2015.
Associate Professor and Faculty Director of the Writing & Multiliteracy Center.
- 1 Lecturer Faculty: Abigail Michelini. Hired August 2018.
Lecturer and Assistant Director of the Writing & Multiliteracy Center.

The rise in requests for workshops and embedded tutors had become a growing concern because both WMC faculty have a range of administrative duties and obligations: the tenured faculty (Faculty Director) is responsible for writing grant proposals, expanding programming, working with faculty across campus on various writing-related projects, assessing programs and writing reports. The lecturer lead most of the workshops, coordinate the embedded tutoring program. Both oversee the daily operations of the WMC. WMC's growth in tutoring and in programming has increase strain on the workload of the two faculty and has forced the WMC to decline some workshop and embedded tutoring requests. In addition, last Spring 2020, the University shifted graduate tutoring to the WMC and graduate tutoring is primarily allocated to those with a Masters or higher: this means additional tutoring is distributed amongst the Faculty Director (Ph.D), the Assistant Director (receiving her Ph.D. in December 2020), and one special consultant (M.A.) with limited hours.

The WMC Faculty Director has submitted requests to the Library to hire an additional WMC tenure-track faculty for the last three years to help develop and lead workshops, contribute to graduate tutoring, among other duties. One model might be the Broome Library Literacy Coordinator, who holds a tenure-track faculty position and whose primary duty is to coordinate workshop requests with library faculty and lead a large portion of the workshops. As a result, Broome Library is able to promote library

literacy workshops to all faculty on campus and offer almost double the number of workshops that the WMC currently offers. While current economic conditions within the CSU preclude any new hires, the WMC still advocates for a new tenure-track hire to support the growing needs of workshops; the new faculty could also help take the rapid growing Embedded Multiliteracy Tutors program to the next level. In addition, to ensure the continued growth and stability of WMC's work, a new tenure-track faculty would be essential for critical transitions should the leadership change.

b. Is there evidence of the faculty involvement in scholarship and creative activities at a level appropriate to the discipline and University?

WMC faculty involvement in scholarship and creative activities is prolific and appropriate to the discipline and the University. The activity of scholarship and creativity demonstrate WMC faculty's involvement in the discipline as well as growing or mature establishment of their reputation in the field. Please see Appendix A.1.a for Dr. Sohui Lee, and A.1.b. for Abigail Michelini for full details of activities.

Here is a brief summary of Dr. Lee's scholarship in the discipline since 2015:

Book in progress (1)

- Sohui Lee and Russell Carpenter. *Design for Composition: Creative Projects for Inspired Visual and Multimodal Arguments*. Parlor Press, accepted for publication.

Guest Co-Editor in Peer-Reviewed Academic Journal Issue (1)

- Russell Carpenter and Sohui Lee, editors. "Pedagogies of Multimodality and the Future of Multiliteracy Centers." Special issue of *Computers and Composition: An International Journal*. Vol. 41, 2016.

Peer-reviewed Articles (5)

- Elizabeth Kleinfeld, Sohui Lee, and Julie Prebel. "Whose Voices Are Heard? A Demographic Comparison of Authors Published in WLN, 2005-2017." *WLN: A Journal of Writing Center Scholarship*. Forthcoming Spring 2021.
- Sohui Lee and Russell Carpenter. "Start-Up Multiliteracy Centers and Faculty Collaboration on Multimodal Pedagogy." Special issue of *WLN: A Journal of Writing Center Scholarship*, vol. 44, no. 1-2, pp. 11-18. Sept/Oct 2019.
- Sohui Lee and Russ E. Carpenter. "Design and Pitch: Introducing Multiliteracies Through Scientific Research Posters." *Writing Center Journal*. Vol. 36, No. 2, 2018.
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Peer-Reviewed Book Chapters (3)

- Sohui Lee and Russell Carpenter. "Transferring Creativity Across Disciplines: Creative Thinking for 21st Century Composing Practices." In *Writing in and about the Performing and Visual Arts: Creating, Performing, and Teaching* (Collection). Editors Steven J. Corbett, Teagen E. Decker, & Betsy Cooper. University Press of Colorado. October, 2019.
- Sohui Lee and Jarret Krone. "Brochures: Helping Students Make Good Design Decisions." In *Multimodal Consulting: Strategies for 21st Century Writing Consultations* (Collection). Editors Lindsay Sabatino and Brian Fallon. Utah State University Press. April 2019.
- Sohui Lee and Russell Carpenter. "Future Pedagogies of Applied Creative Thinking in Multiliteracy Centers: How Creative Thinking "Opens the Ways" for Better Habits of Mind." In *The Future Scholar: Researching & Teaching the Frameworks for Writing & Information Literacy*. Editors James Purdy and Randall McClure. Information Today, Inc., 2016.

Webinar for WLN: Journal of Writing Center Scholarship Since 2015 (4)

- Elizabeth Kleinfeld, Sohui Lee, and Julia Prebel. "Writing the Tutors' Column: From Submitting to Revising." *WLN: Journal of Writing Center Scholarship*. Webinar. October 25, 2019.
- Elizabeth Kleinfeld, Sohui Lee, and Julia Prebel. "Finding Ideas for Scholarship in Writing Center Work: Strategies for Preparing Your Ideas for Publication." *WLN: Journal of Writing Center Scholarship*. Webinar. 75 registered, 34 attended. June 28, 2019. Recording: [Link](#). [Slideshow](#)
- Elizabeth Kleinfeld, Sohui Lee, and Julia Prebel. "WPA as Hero: Scholar's Journey to Publication." *WLN: Journal of Writing Center Scholarship*. Webinar. October 26, 2018. 52 registered, 24 attended. Recording: [Link](#). [Slideshow](#)
- Elizabeth Kleinfeld, Sohui Lee and Julia Prebel. "Introduction to Publishing in WLN." *WLN: Journal of Writing Center Scholarship*. Webinar. February 23, 2018. 130 participants registered, 60 attended. Recording: [Link](#). [Slideshow](#)

Conference Presentation (4)

- Sohui Lee, Julia Bleakney, Mark Hall, Nathalie Singh-Corcoran, Kelsey Hixson-Bowles, "IWCA Summer Institute Study." *Conference on College Composition and Communication*. Spokane, Washington. April 7-10, 2021. Proposal accepted.
- Sohui Lee, Julie Prebel, and Elizabeth Kleinfeld. "Active Citizenship in Publishing: Evaluating Diversity in Writing Center Scholarship." *International Writing Center Association*. Atlanta, Georgia. October 10-13, 2018.
- Sohui Lee and Colleen Keith-Harris. "Digital Literacy as Precondition for Wonder: Measuring Student Efficacy, Access, and Learning Preferences." *Computers and Composition Conference*. University of Findlay. Findlay, OH. June 1-4, 2017.
- Sohui Lee and Russell Carpenter. "Developing Strategies for Creative Literacies: Cultivating Multimodal Composition Spaces of Wonder." *Computers and Composition Conference*. University of Findlay. Findlay, Ohio. June 1-4, 2017.

The follow is a summary of Michelini's scholarly and creative activity in the discipline since 2015:

Poetry Editor & Co-Founder, Oyster River Pages (2016 to Present)

Poetry (9)

- "Becoming a mother" selected for the 2019 Anniversary Edition of *Voice of Eve*, August 2019
- "These are the signs god sends us," "Becoming a mother," and "Still," in *Voice of Eve*, May 2019
- "Magic" in *America's Emerging Poets of 2018*, December 2018
- "Unsilence" in *Topic Journal*, April 2018
- "Whatever Fits in a Honda Civic" in *One Person's Trash*, March 2018
- "Black River Cabin" in *Anthology of Appalachian Writers*, April 2017
- "Limes" in *The Voices Project*, November 2016
- "my brother as my first poem," "Shallows," and "Stowaway" in *petrichor*, October 2016
- "Your Dreams" in *The Voices Project* March 2016

Conference Presentations (10)

- Michelini (2020). "Rhetorical Listening Across Difference in American Political Spheres." Panelist at *Rhetoric Society of America*, Portland, OR. *Canceled due to COVID-19 Pandemic*.
- Michelini, A. (2018). "LEARNING to Go High: Lessons for the Awakening and Activation of Hope." Panelist at *National Council for Teachers of English*, Houston, TX.
- Michelini, A. (2018). "Awakening and Activating Hope in Divisive Times." Panelist at *National Council for Teachers of English*, Houston, TX.
- Ratcliffe, K. & Michelini, A. (2018). "Rhetorical Listening Workshop." Annual Conference of the *Assembly for Expanded Perspectives on Learning*, Estes Park, CO.
- Novak, B., Bynum, G., Michelini, A., Wahl, R., Barrett-Fox, R. (2018). "Listening to Those Who Hate: A Central Educational Challenge of Our Times." Panelist at *American Educational Research Association*, New York, NY.
- Michelini, A. (2017). Ventura/Central Coast Learning Assistance Project. Panelist at *California Community Colleges Success Network*, Santa Barbara City College, CA.
- Michelini, A. (2017). "Ain't No River Wide Enough." *Currere Exchange*, Miami University, Oxford, OH.
- Peterson, J. & Michelini, A. (2017). "Tracing Meaning in Food Rituals in the Public Sphere." Presenter at *International Congress of Qualitative Inquiry*, University of Illinois, Urbana-Champaign, IL.
- Michelini, A. (2017). "Interrupted: The Rhetoric of Food Fluency." Research Network Forum at *College Composition and Communication Conference*, Portland, OR.
- Michelini, A. (2015). "The Role of the Caregiver in Language Acquisition." Presenter at *Troy University Research Conference*, Troy, AL.

B. Professional Staff

- a. Does the program employ professional staff – support coordinator, technicians, lab assistants – sufficient to support the academic program?

Marisa Ortega is the Administrative Support Coordinator who works 50% and reports directly to the Library Manager but is indirectly supervised by the Faculty Director. When she began, her position was listed as an Administrative Support Assistant (ASA). However, her responsibility has grown since 2015 with the WMC: The categories of her work in human resources, management, budget, general office, maintenance, and projects and events have all expanded dramatically. A summary of her work as an ASC is described in her position description (See B.1.a.4.a). She is responsible for a range of duties, including day to day oversight of student assistants and tutor schedules, overseeing the center's budget and payroll, coordinating the general office, processing personnel related documents; processing employment requisitions, training tutors and SAs to follow FERPA guidelines, and maintenance of TutorTrac. However, the work is more extensive than the position description allows. Marisa and the Faculty Director wrote out all the duties in a table provided in Appendix B.1.a.4.b, which reveals the full extent of her duties. In particular the area of Human Resources has grown in workload and Budget oversight is new work. The following table below is an example. Green highlighted text in the table cells indicate new work; much of it formerly done by Library Manager or Faculty Director.

Table 20. Duties of the WMC ASC in 2019 compared to 2015 ASA duties. This table lists only the duties in the categories of management and budget.

	2015 ASA duties	2019 ASC duties (current)
Management (35% of workload)	<ul style="list-style-type: none"> Supervise front desk assistants Delegate various tasks for completion and provide direction, training, and assistance in work processes and procedures (for student assistants) 	<ul style="list-style-type: none"> Independently create a schedule for all students assistants covering operational hours and days, as well as special programs. Supervise front desk assistants in daily operations Adjust to the growing programs of the Center by overseeing the training of individuals at all levels within the organization as it relates to evolving front desk and center operations: student assistants, ISA (tutors), special consultants, and Lecturer faculty. In addition to in-person Center tutoring, oversee SA scheduling of multiliteracy room, online-tutoring, and sound booth. Also train SAS to follow FERPA guidelines and other university policies on privacy and safety protocols. Continuously monitor and guide SAS toward more effective work performance through regular evaluations; share evaluation concerns with Directors. Assist with the planning of Orientation and Training Days for Student Assistants and Tutors; Train tutors in front desk operations through several workshops lead at the start of each semester: these include responding to requests via email in

		<p>person, basic TutorTrac scheduling, pitching at the Front Desk, and opening/closing procedures.</p> <ul style="list-style-type: none"> • Delegate various tasks for completion and assistance in work processes and procedures (for student assistants) • Creatively address a wide-range of problems in the Center in accordance to Center and University policies and procedures. • Independently resolve problem involving student employees in accordance to Center policy.
Budget *new* (25% of workload)		<p>25%</p> <ul style="list-style-type: none"> • Independently track overall budget of the Center: monitor general funds, MSFT, and other grants; • Track accounting transactions: budget/payroll transfer • Based on department budget, calculate available work hours Center could provide to student employees, and approve student payroll • Independently track and approve payroll time for student personnel • Advise Faculty Director on spending limitations and fund availability • Developing budget report • Manage purchase orders - Obtain quotes from vendors, create purchase order through Peoplesoft, ensure the completion of purchase. • Negotiate with Academic Affairs and Program Analysts on issues related to grants and other one-time funds to adjust budget to better meet Center needs.

Need: Full-Time ASC

We have been consistently reporting in the WMC Annual Review that the work of the WMC ASC is extensive and needs to be full time and a 12 months employee. Because the ASC works half-time and 9-months, there are pressures for the Faculty Director and others to take up the work that she cannot finish. For instance, over the summer, the Faculty Director must process personnel requisitions for summer tutors. Also, student assistants who work at the front desk usually need consistent oversight and direction, which the ASC cannot provide as she works only 50%. *As the number of staff and faculty*

increase, programs grow, and tutoring supports expands to summer, the need for a full time ASC has become more urgent.

Faculty Workload and Evaluation

- b. Is faculty workload aligned with the program's goals for effective teaching, scholarship, and University and community service?**

The workload for the tenure-track Associate Professor and the Lecturer in Writing & Multiliteracy Center Program aligns with the [WMC Program Personnel Standards \(PPS\)](#) approved by Faculty Affairs. WMC PPS is distinct from the Library PPS and it outlines expectations, standards and evaluation criteria for effective directorship and teaching, scholarship, and university and community service. Please see their CVs in the Appendix A.1.a and A.1.b. for the range of teaching, scholarship, and community service they provide.

- c. Are part and full time faculty evaluated regularly and according to University policies and practice?**

Tenure-track faculty in the WMC are evaluated according to University policies and the [WMC Program Personnel Standards](#). Lecturer librarians and WMC Lecturer are evaluated in accordance with [Senate Policy 12-10: Policy on Lecturer Evaluation](#) (full/part time).

C. Faculty Development

- a. Do faculty have and use professional development plans (PDPs)?**

All tenure-track librarians and WMC faculty are required to create Professional Development Plans (PDPs) as part of CI's Retention, Tenure and Promotion (RTP) process. Dr. Lee, the one Associate Professor in the WMC has a PDP. It is available in Appendix A.1.c.

- b. Does the program support faculty development opportunities sufficient to improve teaching, learning, and scholarship?**

Neither the Associate Professor nor Lecturer have permanent travel funds for conferences. The Dean of the Library has set aside professional development funding for faculty and staff for the purposes of learning, teaching, and scholarship. WMC faculty can apply for this funding on a need basis and if any funds are available that year. The University also provides travel funding through internal scholarship and creative activities grants (RSCA, Mini-Grants); these are, however, competitive grants.

D. Fiscal and Physical resources

- a. Does the program have the budgetary resources needed to support its educational program?**

The WMC maintains a budget and has a [Six Year Plan Budget](#) detailing the needs of the WMC as we move forward. We also have a Six Year Plan narrative, available in the Appendix B.1.a.2.

Need: Permanent Budget

In addition to the professional staff, the WMC hires special consultants, peer tutors, and student assistants depending on grants that the Faculty Director is able to acquire, which have changed year to year. The Writing & Multiliteracy Center has a **small base budget of \$10,000** in general operations fund, which is used primarily for office supplies. The salary of tutors and student assistants depend entirely on Materials, Services, Facilities, and Technology (MSFT) grant (see Appendix B.1.a.3), a one-time fund that must be renewed every year.

Other available one-time funds such as Instructionally Related Activities (IRA) grant, funds from the Provost office (GI2025), help support the pay of special consultants, who are usually CI faculty or faculty from other institutions and play a key role in the WMC by tutoring graduate students, coordinating embedded tutoring for first year composition students, and supporting programs such as our Writing Boot Camps. Pay for special consultants, however, are difficult to obtain as MSFT allows for hiring of peer tutors only. Currently, we rely on Extended Education and the Provost office to provide one-time funding for special consultants. *The reliance on one-time funds has made it difficult for the WMC to plan tutor schedules strategically or develop effective programming year to year. It is also difficult for the WMC to retain the best talent if we provide offers of employment until we hear from grantors.*

b. Are its facilities, including offices, labs, practice and performance spaces, adequate to support the program?

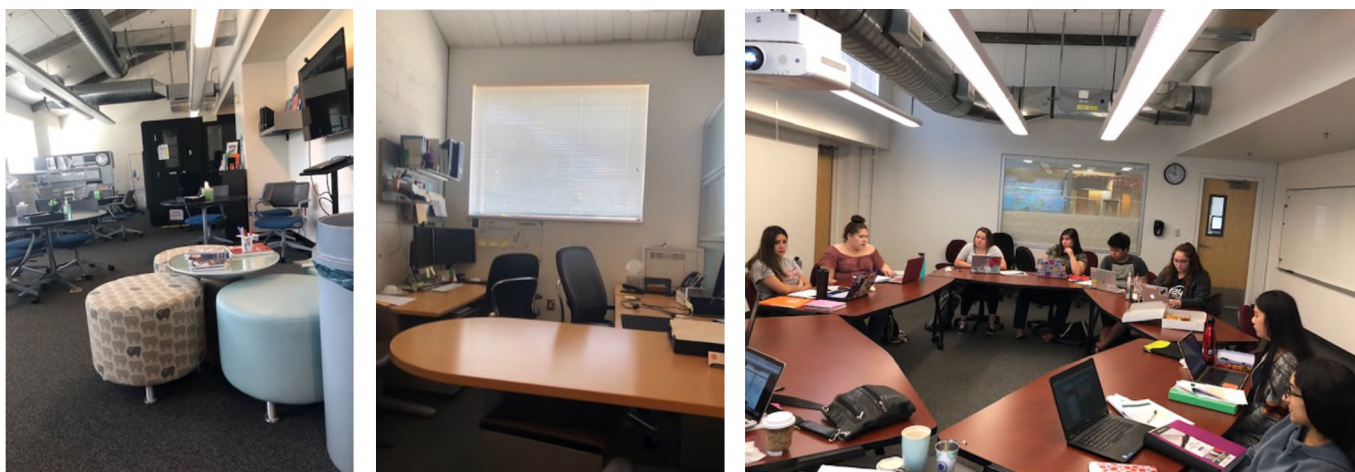


Figure 10: Broome 2675 (main tutoring space), left; Assistant Director cubicle “office” in Broome 2675 (center); Broome 2680, new multiliteracy room (used for classroom teaching, workshops, breakout tutoring, oral presentation recordings).

WMC has the following spaces:

Broome 2675: This is a long room, which includes a sound booth at the end, a large monitor, four round tables, two-person computer station, a discussion seating area, and two partitioned spaces for the Assistant Director’s “Office” and the ASC’s “Office.”

Tutoring Space: Broome 2675 (second floor of Broome Library) is the main room for tutoring. Usually two to four tutors are working at table with students. Originally designed for one-to-one tutoring of writing, the space is not adequate for multiple large group tutoring sessions because of the noise level and the close proximity of the tables. It is also not adequate for oral presentation practice because it would interrupt other tutorial session happening in the space. The monitor in the space is there for students to display their laptop screen to a small group; the monitor and the room is also used during orientation held for 25+ staff. The room also includes a Sound Booth, designed to support online consultations, multimedia projects, and privacy in case the tutee wants to share sensitive information.

Administrative Space: The Assistant Director's office (formerly the Director's Office) does not have a ceiling (allowing sound from outside to travel in and vice versa). The space is primarily the work space for the Assistant Director but it also includes a smaller desk for the Director who visits part time in the day. The Director often works in the space during her shifts because this allows her to see what is happening in the Center; it also encourages students to seek her out if they have questions (tutoring, scheduling, etc.). The Faculty Director and the Assistant Director take turns working in the office, and the Faculty Director makes an effort to use her own office when the Assistant Director is at work. The ASC's space is similar to the Assistant Director's, but she does not share her space. Because of sound, the ASC often using a headset to maintain focus while at work.

To summarize, some of the problems of the room are:

- **Limit of space:** The space accommodates many needs (administrative spaces, tutoring spaces, multimodal/online tutoring); however, the space is tight for the size and growth of our program.
- **Sound:** The space is not sound-proofed. This problem of sound impacts tutoring sessions, especially when there are multiple sessions occurring at the same time. It also impacts administrators who must hold conversations with a range of staff and stakeholders—sensitive conversations are usually moved to the Faculty Director's office (downstairs on the First Floor).

Broome 2680: This space was recently acquired as a flexible room for multiliteracy tutoring, classroom and workshop teaching, and break-out tutoring. Originally, the multiliteracy room was in Broome 1730, a room downstairs and in a corner of the Library: it required approximately 5 minutes for a tutor to walk to the space from the WMC. The Room was set up with a large monitor display, standing video camera, poster board stand, green screen, laptop, tables, and chairs. We recently acquired Broome 2680 from the English program in summer 2020 and will need to reconfigure the space to our needs and replenish the room with appropriate flexible furniture.

The advantage having Broome 2680 over Broome 1730 is that it is adjacent to the WMC; moreover, tutors do not lose approximately 10 minutes of their tutoring time walking students to their space, which is a problem if the session lasts only 30 minutes. Having Broome 2680 also allows the WMC keep track of equipment and technology in the space.

Broome 1573: Some of the same problems of space and sound that is encountered in the WMC is also experienced in Broome 1573, although to a lesser degree. Dr. Lee has a room in the first floor of the Broome Library in the wing with other Librarians. The room is an appropriate size for the Faculty Director and two additional guests, although, the room becomes tight when she has meetings with groups of people that are three or more (half of her meetings usually involves three or more individuals). For instance, the weekly WMC administrative meetings are held in the Faculty Director's Office includes three individuals (not including the Director).

The other problem that the Director encountered is sound: the office walls in Broome Library have not been insulated for sound. This might have been because the designers assumed that Librarians worked at their desk alone and did not see many visitors. Because Dr. Lee has many visitors (students, tutors, faculty, staff), she must be mindful of sound of conversations impacting Librarians and staff working around her. This also includes any playing of video or other multimedia. The problem of sound is not dire for Dr. Lee, but it does impact the kinds of freedom she has in how she uses her office space to teach or interact with the CI community who visits. One solution for Dr. Lee might be to attach sound panels to her walls and to the walls of the WMC.

The most significant drawback for Dr. Lee is the location of the room, Broome 1573: because it is one floor below the WMC, she is unable to monitor the day to day operations of the Center while in her office.

Future Needs:

In the future, the WMC will need to rethink and possibly redesign the spaces of 2675 and 2680 to accommodate the growth of the center. One possible idea might be to create two rooms in 2680: one room for large group presentations and workshops and a room for small group or individual presentations. During our busiest semesters, we already find that we needed more than one room for presentation rehearsals: at the time, we used Broome 1730 and the Library's Archive room. We anticipate that our growth will continue in oral presentations and multimodal communication.

Ideally, we would like to see:

- Fully enclosed, sound-proofed faculty offices for both the Faculty Director and Assistant Director that:
 - permit private conversations such as evaluations, personnel issues
 - large enough to accommodate meetings of 2-4 people
 - on the same floor/area as the Writing & Multiliteracy Center
- More flex spaces for group tutoring or multimodal projects/online tutoring
 - Sound-proofed
 - Large enough to hold four students and tutor
 - Computer equipped

E. Developing External Resources

- a. Does the program seek and receive extramural support, including grants, gifts, contracts, alumni funding?

Traditionally, the Writing & Multiliteracy Center has not sought external funding for its tutoring, although external funding may help to stabilize the uncertainty of one-time internal grants. It is something that the Faculty Director has considered, although has not recently pursued. Recently, though, WMC has been considering external resources for some of its new projects.

Through the Faculty Director, WMC is applying for external resources (NEH Humanities Connection Grant) to fund the planning of the Business and Information Multiliteracy Minor program. The WMC is collaborating with the Business School to design a minor which would infuse more writing and communication practice through a unique curricular pathway. Please see the NEH narrative for details

(Appendix B.1.a.6). Dr. Lee and Dr. Pehlivan, co-Principal Investigators of the project, have begun conversations with Amazon at Santa Barbara, to examine how Amazon might be able to fund the development of the minor.

In addition, the WMC's collaborative project *Plot-a-Thon* (Data Visualization Event) for Spring 2021 received funding from both an internal grant, Instructionally Related Activities (IRA) Grant, and an external grant from a corporate sponsor, TradeDesk.

F. Information Technology

- a. Does the program have access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance the scholarship of its faculty?

Yes, in the past, WMC received funding for laptops, computers, and necessary software to deliver its academic offerings. The funding for technology, however, came directly from MSFT or from the Library Dean. It is unclear if, in the future, there will be funding for updating technology. Tutors' teaching and learning resources are mainly provided by the expertise of the Faculty Director and Assistant Director.

G. Community Involvement and Liaison

- a. If appropriate, does the program have an advisory board or other links to community members and professionals?

No, the Writing & Multiliteracy Center does not have a formal advisory board specifically addressing the Center's services. The Library Advisory Board (part of Senate Advisory Committees) addresses all units within the Library: Library Services, WMC, and the LRC. However, a student advisory board would be helpful and WMC plans to start one for the new academic year for 2020-2021.

- b. Does the program maintain a relationship with its alumni?

This question is not application to the WMC.

Element Four: Creating a Learning Centered Organization

A. Program Planning

- a. Does the program engage in planning activities which identify its academic priorities and examine the alignment of its core functions with those of the institution?

The WMC maintains a strategic plan that matches the goals of both the University and the Academic Affairs Strategic Plans. WMC's mission is to support writing and communication for undergraduate and graduates across disciplines at the university, but it has to has focused on mapping its short term goals and long term goals explicitly to CSU Channel Island's [Strategic Priorities](#): WMC's annual strategies initiatives are mapped with CI's priorities at the end of each Annual Review from AY 2017 to the present. WMC also works with the Library to identify and design the Library Program's long-term strategic plan (See Appendix B.1.a.2b-c.). Due to COVID-19 emergency, this year's Operational Planning (Appendix B.1.a.2.d) has shifted its guiding framework to maintaining effective virtual operations—but WMC goals, even as it moves virtual, remain focused on achieving CI strategic priorities.

B. Integration of Planning Resources

- a. Does program planning successfully align its curricular, personnel, and budgetary resources?
- b. Are its planning goals informed by student learning outcome data?
- c. Is program planning integrated into the Academic Affairs budgeting process?

Yes, WMC program planning involves annual assessment of curricular, personal, and budgetary resources as explained in the WMC Annual Review.

Yes, WMC program planning is constantly informed by student learning outcome data. We use WMC Center surveys, faculty surveys, workshop surveys, and programming surveys to answer the following key questions:

- Who is participating?
- What are students learning and how are they learning?
- Did the service meet the learning needs of the student?
- How can we improve our support and programs?

Yes, program planning is integrated into the Academic Affairs budgeting process. The WMC its Six-Year Plan for budgeting (see Appendix B.1.a.2).

C. Professional Accreditation

a. If the program holds or is seeking professional accreditation, are its practices and resources consistent with that objective?

Currently, WMC does not hold or seek professional accreditation.

Summary Comments and Recommendations

In this Self-Report, WMC has offered evidence of the following key accomplishments and activities since 2015:

- Developed and designed a robust tutor education program with a diverse staff: In order to achieve its learning outcomes, the WMC requires a team of tutors to be trained to be effective writing and multiliteracy tutors. This required a complete reconceptualization of the tutor training course (UNIV 299), establishment of Training Days to provide additional professional development training for both new and returning tutors, establish of tutor assessment and mentoring practices. WMC also intentionally recruits tutors to represent students across disciplines and cultures.
- Expanded tutoring of academic writing across disciplines, particularly through the work of the Embedded Multiliteracy Tutor program that works closely with faculty in different disciplines working on writing and/or oral intensive courses, GVAR courses, or senior capstone courses. As a result, the WMC achieved and maintains its goals to serve writing across disciplines.
- Expanded tutoring to include oral/visual/multimodal assignments involving oral presentations, research poster presentation and design, video editing, storytelling; in addition, the WMC supports students rehearsing for oral presentations, records presentations, and helps students upload the video onto YouTube. To do this, the WMC had to train tutors; buy equipment and technology; find and design space appropriate for presentations and other activities; develop TutorTrac protocol and scheduling procedures; and redesign Qualtrics appointment request forms. By doing all this, the WMC has achieved its goal to establish a multiliteracy tutoring as well as writing tutoring at CI.
- Expanded accessibility to students, through extended days and hours (now 7 days a week), flexible programming (Studio Hours), and online tutoring to support commuter students and students unable to drive to campus.
- Increased the number of student visits and the number unique student visitors. Since 2015, the WMC visits have dramatically increased from 2750 to 4957 (FY2019). In addition, WMC has increased the total number of unique visitors from 15% of the CI population to almost 25%. We believe the increase of visits are primarily due to WMC's successful strategic planning involving expanded operational hours, well-trained tutors, and the robust embedded tutor programming. Recently, we have also expanded tutoring to include both graduate students and alumni, who are part of the CI Alumni Association.

- Introduced a broad menu of WMC workshops that range in writing and multiliteracy topics. Original writing center workshops were run by students and were limited to four workshops. The range of WMC workshop topics now count to over 40. In addition to teaching students and supporting faculty needs, WMC workshops demonstrate to faculty that the WMC offered expertise in writing and communication. The workshops allowed opened the door for more collaboration with faculty through faculty consultations and other services.
- Developed a culture of assessment in the WMC. Prior to 2015, the only assessment provided were tutoring surveys. The WMC now assesses center tutoring (online, visual/oral, group/individual, appointment/drop in, etc.), workshops, boot camps, and studio hours. It also assesses tutoring practices through tutor observations, review of survey data, professional development meetings, and individual conferences.
- Created a new website supporting students and faculty. WMC designed a website with to help students make appointments but also access content designed to support the resource needs of students and faculty on campus. For instance, the page on “Citations” addresses many of the common citation concerns of students working with a range of different citations styles from APA to ESA. WMC Directors work with CI faculty to ensure that the Quick Guides to citation are correct. Because the WMC already had such rich content online, the move to virtual support had been easier for the WMC.
- Increased collaboration with a range of programs and campus units. WMC works closely with the Student Research Center (SRC) to support student researchers and CSU Research Competition candidates and the Educational Opportunity Program (EOP). It also worked with Graduate Studies Center (now closed), by offering workshops on presentations and personal statements. Other collaborations included Housing & Residential Education (Dorm Tutoring), Veteran Affairs Program (Tutoring in the Veterans Resource Center). In addition, the WMC collaborates with diverse faculty and programs through the embedded tutoring programs (In-Class Tutoring and the Embedded Multiliteracy Tutor program).

To continue in our trajectory of growth and to effectively secure the service WMC provides CI faculty and student community, we recommend:

- Providing a permanent fund for WMC tutoring to demonstrate institutional commitment to student success support services. Only \$10,000 is base budget in the WMC. All pay for tutors are derived from one-time grants, which must be renewed each year.
- Upgrading the WMC Administrative Support Coordinator position to 100%. The size of the personnel and the duties of the ASC in the WMC is intensive and the WMC needs a staff member who is full time at 100%.
- Adding a new Tenure-Track Faculty in the WMC. The WMC’s successful growth, especially in Writing Across Curriculum programming, graduate programming, or collaboration with Business in developing a minor, will depend on the ability of the WMC to obtain new faculty to support the expansion.

- Establishing WMC By-Laws. WMC aspires to grow with more faculty and offer classes beyond UNIV 299. Consequently, WMC has been working on creating its own By-Laws to help the program make more explicit faculty roles, responsibility and governance that is unique to the Writing & Multiliteracy Center program.