



Date: April 18, 2021
To: Program Review
From: Alicia Virtue, Dean of the Library
Re: Writing & Multiliteracy Center Program Review – Dean's Response

The 2021 Writing & Multiliteracy Center (WMC) Program Review reflects a clearly defined program that delivers creative and inventive high-quality learning support to a diverse student population. It is clear from the self-study and the observations of the external reviewer that the WMC directly contributes to helping students function successfully in the academic environment, equipping them to be effectively multiliterate as they succeed in their academic goals and beyond in their career pursuits.

RECOMMENDATIONS

The reviewers identified some concerns that will need to be addressed at the division and university level, for which I will take responsibility to pursue, in collaboration with the WMC faculty:

- **WMC base funding:** The need to strengthen and stabilize permanent base funding for the WMC represents a critical and significant shift from the CSUCI current funding model of having this core academic support center compete annually with all other university programs for a portion of a finite pot of funds. The allocation of a permanent base of funds for instructional support assistant wages was specifically noted by the external reviewer because the lack of a predictable amount of funding results in an annual fluctuation in the scope and amount of academic support services the WMC can directly provide to students.
- **WMC staffing:** Data provided in the self-study gave ample evidence of the demand for and growth of the academic support services of the Center since its inception. This growth directly supports the university and CSU system goals of increased student retention and targeted student support as articulated in the GI 2025 initiative and Executive Order 1110 with regard to first-year General Education written communication. A full-time, 12-month administrative support coordinator is needed for the WMC to fully develop and deliver the range of programs in support of the university's mission and strategic priorities. Additionally, the reviewer advocated for the hiring of additional professional tutors and tenure-track faculty in recognition of the unsustainable nature of the wide range of administrative duties performed by the faculty to continue the impressive growth of the WMC.

The external reviewer presented recommendations that are actionable at the department level, including the development of a strategic plan for technology (procurement, integration, and updating) which is highly relevant given the intensive integration of diverse technologies into the multiliteracy education the WMC delivers. The potential for increased program alignment and resource planning between the WMC, Library, and Learning Resource Center (LRC) was also recommended. This astute recommendation recognizes the potential for these three distinct units to amplify and coordinate the unique ways in which Library & Learning Resources as a structural organization can fully support student learning and success. Additional recommendations to develop a channel for alumni advisory input and



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the potential benefit of establishing a social media coordinator are also thoughtful and helpful observations.

I concur with the recommendations of the external reviewer and will commit to supporting and facilitating these actions with the WMC faculty through all support means available to me.

COMMENDATIONS

I wish to close by highlighting some of the many affirmations and commendations identified in this review process and emphasized by the external reviewer who aptly noted that the WMC performs excellent work in fulfilling its mission and goals as well as supporting the university's mission and strategic initiatives:

- Engaging curriculum that encourages deep learning and reflects current standards of the discipline of writing studies. The professional expertise and scholarship excellence of the WMC faculty that has resulted in the development of this curriculum cannot be over-emphasized.
- Evidence of data-driven analysis and decision-making to inform programming and resource allocation through assessment and evaluation practices that are infused across all services offered by the Center.
- Targeted, strategic, and intentional programming that positions the WMC to directly support university and CSU system strategic initiatives, including support for first year composition courses, embedded multiliteracy tutors, Extended University summer tutoring, and graduate studies student support.
- The high scholarly productivity, thought leadership, and creative activity engagements contributed by the WMC faculty in addition to their oversight of the Center.
- Creation of a high-quality learning community experience for instructional student assistants employed as tutors, engaging them in professional development and work on meaningful projects that contribute to the maintenance and growth of the Center.
- Supportive constructive feedback received by students who use the Center to improve their writing and communication.
- Collaborations with campus partners to develop high-impact engagement and learning opportunities for students.

CONCLUSION

The Writing & Multiliteracy Center is to be commended for engaging in this meaningful program review experience. I am eager to identify and garner the resources necessary to implement external review recommendations where possible, and to provide support for the continued growth of this high-impact program.