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

CONNECTIONS TO SCC GOALS:
The Writing Center mission is directly linked with SCC goal number three (to “improve basic skills competencies in…writing”), goal number eight (to “identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture”), and goal number nine, which includes “a commitment to learner-centered education.”

PROCEDURES:
The Writing Center will achieve its purpose through
1) individual writing tutoring sessions for students
2) writing workshops for students
3) a for-credit course option linked with English courses, including individual tutoring sessions and workshops
4) consultations and workshops for faculty
5) the opportunity for qualified students to gain training and paraprofessional experience as peer tutors

WRITING CENTER ORGANIZATION:
The Writing Center operates under the oversight of a faculty coordinator who reports to the Dean of Learning Resources, Rhonda Rios Kravitz. The coordinator works with faculty, staff, and administrators to further develop the Writing Center. This includes exploring options for services and assessment through work with the SCC Writing Center Advisory Committee and through the coordinator’s connections with the Northern California Writing Center Association as a board member for that organization. The Writing Center Coordinator collaborates with instructors across the disciplines to help identify and meet the needs of their students and also assists the Office of Staff Development, working closely with the Instruction Office, to plan workshops for faculty. In addition, the coordinator supervises the Writing Center staff and student tutors.
CURRENT STAFFING
The only permanent position at the Writing Center currently is the faculty coordinator position. The clerk and Instructional Assistant (IA) positions are held by temporary part-time (110 day) employees. English and ESL faculty serve in the Writing Center as part of their instructional load or on stipends.

WRITING CENTER ADVISORY COMMITTEE
The Writing Center Advisory Committee will be composed of eight to twelve SCC faculty members from across the disciplines, the Staff Development Coordinator, the Dean of Learning Resources, the Dean of Language and Literature, and the Associate Vice President of Instruction and will meet two to three times per semester to discuss current center events and programs and engage in planning for the future.

SERVICE AREAS
The Writing Center will offer three areas of service:
Area 1 is already in place, but services will be studied for enhancement and expansion. Area 2 has been begun but needs further development. Area 3 is a proposal for the future.

SERVICE AREA 1: Writing Across the Disciplines support for students who need help with writing in any course--both one-on-one tutoring and group workshops

SERVICE AREA 2: Professional development for faculty who want to integrate more writing into their courses and help their students improve their writing skills

SERVICE AREA 3: A for-credit lab course linked with an English course

SERVICE AREA ONE
CURRENT GOALS/OBJECTIVES FOR SERVICE AREA ONE:
1. Facilitate students’ increased understanding of concepts necessary for successful completion of their writing assignments
2. Promote student improvement in specific skills and competencies necessary for their success with course writing assignments
3. Help students develop increased self-confidence
4. Facilitate learner-centered education
5. Increase student usage of the center
6. Build workshop offerings for the center
7. Explore for-credit course and other options for Writing Across the Curriculum

OUTCOME MEASURES FOR SERVICE AREA ONE:
1. Students’ written assessment of what they learned in tutoring sessions and its perceived effect on future behavior
2. Results of student satisfaction surveys, including student assessment of tutors’ ability to promote independent learning
3. Observation and assessment of tutors by coordinator
4. Number of students who sign up for HS1000
5. Total number of hours recorded on Track it sign-in system
6. Student attendance at workshops
7. Results of satisfaction surveys from workshops
**OPTION 1—FULLY FUNDED**  
**ANNUAL PLAN AND RESOURCES FOR SERVICE AREA ONE FOR 2010-2011:**  
(Includes coverage for weekends, evenings, summer, and addition of limited tutoring for West Sacramento Center, approximately 30 workshops for students at WC per semester, and 20 workshops in classes)

<table>
<thead>
<tr>
<th>Actions: Service Area One</th>
<th>Timing</th>
<th>Responsible Party</th>
<th>Resources Required</th>
</tr>
</thead>
</table>
| Staff Writing Center with IA’s to provide students with one-on-one assistance to improve writing, help to supervise student tutors as necessary, tabulate assessment data, develop and deliver workshops, maintain website, and generate instructional handouts  
1. **One half-time permanent 12-month IA position**  
2. **Forty hours per week part-time, temporary IA coverage for 32 weeks** | Fall 2010 | | 1. Perm IA  
Salary: $19,624  
IA Benefits: $8,046  
2. Temp IA: $17,178 |
| Provide customer service to students at front-desk, including filling out necessary paper work, match students with appropriate tutor, IA, or faculty member, maintain records, and enter data necessary to track student usage  
3. **One permanent, full-time clerk**  
4. **Ten hours of temporary classified clerk coverage for 32 weeks** | Fall 2010 | | 3. Clerk  
Salary: $29,874  
Benefits: $12,248  
4. Temp. Clerk  
$2,982.40 |
| Staff Writing Center with student tutors who will provide students with one-on-one assistance to improve writing skills | Fall 2010 | | 5,340 hours of tutoring: $44,055 minus $35,000 from general tutoring budget-amount needed $9,055 |
| Staff writing center with faculty who can assist with Writing Center programs, provide students with one-on-one tutoring, provide guidance for tutors, and present WC workshops  
5. **Four .2 faculty release-time positions**--two from English and two from ESL | Fall 2010 | | 5. Four .2 faculty  
(salary and benefits): $94,914 |
| Develop a program of writing workshops to be presented at the Writing Center and in classes across the curriculum | Ongoing | WC Coordinator and IA | Existing resources |
| Form an advisory committee charged with engaging in dialogue about campus writing needs, writing center programs, and planning for the future | August-September | WC Coordinator | Existing resources |
| Conduct faculty and student focus groups and/or surveys to collect feedback about Writing Across the Disciplines needs | Ongoing | WC Coordinator | Existing resources |
| Investigate and develop additional means of assessing Writing Center effectiveness | Fall 2010 | WC Coordinator | Existing resources |
| Consider options for tutoring at outreach centers and online tutoring and develop recommendations | Fall 2010 | WC Coordinator | Existing resources |
| **Total Requested** | | | $193,921.40 |
### OPTION 2, PARTIALLY FUNDED
ANNUAL PLAN AND RESOURCES FOR SERVICE AREA ONE FOR 2010-2011:
REDUCED SERVICES AND STAFFING (no service for weekends, evenings, summer session or outreach centers, 12-15 workshops at WC per semester, no in-class workshops)

<table>
<thead>
<tr>
<th>Actions: Service Area One</th>
<th>Timing</th>
<th>Responsible Party</th>
<th>Resources Required</th>
</tr>
</thead>
</table>
| Staff Writing Center with IA’s to provide students with one-on-one assistance to improve writing, help to supervise student tutors as necessary, tabulate assessment data, develop and deliver workshops, maintain website, and generate instructional handouts | Fall 2010 | | 1. Perm IA  
Salary: $16,353  
IA Benefits: $8,136  
2. Temp IA: $8,589 |
| **1. One half-time permanent 10-month IA position**  
**2. Twenty hours per week part-time temporary IA coverage for 32 weeks** | | | |
| Provide customer service to students at front-desk, including filling out necessary paperwork, and matching them with appropriate tutor, IA, or faculty member, engage in record-keeping, and enter data necessary to track student usage | Fall 2010 | | 3. Clerk  
Salary: $29,874  
Benefits: $12,248 |
| **3. One permanent, full-time clerk** | | | |
| Staff Writing Center with student tutors who will provide students with one-on-one assistance to improve writing skills | Fall 2010 | | 4,300 hours of tutoring to be requested from general tutoring budget. If funded by tutoring, $0 |
| Staff writing center with faculty who can assist students in the Writing Center through workshops and one-on-one sessions | Fall 2010 | | Faculty stipends (Cost to be determined) |
| Form an advisory committee charged with engaging in dialogue about campus writing needs, writing center programs, and planning for the future | August-September | WC Coordinator | Existing resources |
| Conduct faculty and student focus groups and/or surveys to collect feedback about Writing Across the Disciplines needs | Ongoing | WC Coordinator | Existing resources |
| Investigate and develop additional means of assessing Writing Center effectiveness | Ongoing | WC Coordinator | Existing resources |
| Investigate volunteer or internship tutoring options | Ongoing | WC Coordinator | Existing resources |
| **Total Requested** | | | $75,200 plus cost of faculty stipends |
OPTION 3, PARTIALLY FUNDED WITH TEMPORARY, PART-TIME STAFF ONLY
ANNUAL PLAN AND RESOURCES FOR SERVICE AREA ONE FOR 2010-2011:
REDUCED SERVICES AND STAFFING (no service for weekends, evenings, summer session or outreach centers, 6-8 workshops per semester for students at WC, no in-class workshops, limited record-keeping and data tracking as a result of using multiple part-time temporary clerks, inability to fully meet student demand for services)

<table>
<thead>
<tr>
<th>Actions: Service Area One</th>
<th>Timing</th>
<th>Responsible Party</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Writing Center with IA’s to provide students with one-on-one assistance to improve writing, help to supervise student tutors as necessary, tabulate assessment data, develop and deliver workshops, maintain website, and generate instructional handouts Fifty hours of temporary, part-time IA coverage for 32 weeks</td>
<td>Fall 2010</td>
<td></td>
<td>$21,472</td>
</tr>
<tr>
<td>Provide customer service to students at front-desk, including filling out necessary paper work, and matching them with appropriate tutor, IA, or faculty member, engage in record-keeping, and enter data necessary to track student usage Fifty hours of temporary clerk coverage for 32 weeks</td>
<td>Fall 2010</td>
<td></td>
<td>$14,912</td>
</tr>
<tr>
<td>Staff Writing Center with student tutors who will provide students with one-on-one assistance to improve writing skills</td>
<td>Fall 2010</td>
<td></td>
<td>4,300 hours of tutoring to be requested from general tutoring budget. If funded by tutoring, $0.</td>
</tr>
<tr>
<td>Form an advisory committee charged with engaging in dialogue about campus writing needs, writing center programs, and planning for the future</td>
<td>August-September</td>
<td>WC Coordinator</td>
<td>Existing resources</td>
</tr>
<tr>
<td>Conduct faculty and student focus groups and/or surveys to collect feedback about Writing Across the Disciplines needs</td>
<td>Ongoing</td>
<td>WC Coordinator</td>
<td>Existing resources</td>
</tr>
<tr>
<td>Investigate and develop additional means of assessing Writing Center effectiveness</td>
<td>Ongoing</td>
<td>WC Coordinator</td>
<td>Existing resources</td>
</tr>
<tr>
<td>Investigate volunteer or internship tutoring options</td>
<td>Ongoing</td>
<td>WC Coordinator</td>
<td>Existing resources</td>
</tr>
<tr>
<td><strong>Total Requested</strong></td>
<td></td>
<td></td>
<td><strong>$36,384</strong></td>
</tr>
</tbody>
</table>
SERVICE AREA TWO

CURRENT GOALS FOR SERVICE AREA TWO:

1. In collaboration with staff development, create faculty workshops that address student writing issues
2. Develop online faculty resources and links for the Writing Center Website
3. Assist content-area instructors with the writing component in their courses by offering in-class workshops and presentations

OUTCOME MEASURES FOR SERVICE AREA TWO

1. List of topics to be covered in faculty workshops
2. Posting of faculty page on Writing Center Website
3. List of presentation topics for in-class presentations

ANNUAL PLAN AND RESOURCES FOR SERVICE AREA TWO:

<table>
<thead>
<tr>
<th>Actions: Service Area Two</th>
<th>Timing</th>
<th>Responsible Party</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create list of workshop topics for faculty in cooperation with Staff Development Coordinator</td>
<td>Ongoing</td>
<td>WC Coordinator</td>
<td>Existing resources</td>
</tr>
<tr>
<td>Update Writing Center Website to add section for faculty</td>
<td>Spring 2011</td>
<td>WC Coordinator and IA</td>
<td>Funding of Writing of at least 50 hours of IA time, Area 1, Option 3</td>
</tr>
<tr>
<td>Develop material for presentations to be offered in courses</td>
<td>Spring 2011</td>
<td>WC Coordinator and IA</td>
<td>Funding of ten hours of part-time temporary IA time for 30 weeks per year: $4,026</td>
</tr>
<tr>
<td>Total Requested</td>
<td></td>
<td></td>
<td>$4,026</td>
</tr>
</tbody>
</table>

SERVICE AREA THREE

CURRENT GOALS FOR SERVICE AREA THREE:

1. Work with English Department to determine course(s) for linked Writing Lab Curriculum
2. Research current lab links utilized at other two-year colleges
3. Discuss funding source for lab course instructors
4. Develop detailed outline and timeline for implementation of lab course

OUTCOME MEASURES FOR SERVICE AREA THREE

1. English department decision on Writing Lab-Writing Course link
2. Specific ideas and outline of lab course developed
3. Timeline presented and approved by Writing Center Advisory Committee
ANNUAL PLAN AND RESOURCES FOR SERVICE AREA THREE

<table>
<thead>
<tr>
<th>Actions: Service Area Three</th>
<th>Timing</th>
<th>Responsible Party</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research possible options for course to link to Writing Lab curriculum</td>
<td>September-December</td>
<td>Writing Center Advisory Committee (WCAC)—English Department Members</td>
<td>Existing resources</td>
</tr>
<tr>
<td>Recommend course link to English department for discussion and approval</td>
<td>January-February</td>
<td>WCAC-English Department Faculty</td>
<td>Existing resources</td>
</tr>
<tr>
<td>Confirm department vote and present to entire WCAC</td>
<td>March</td>
<td>WCAC-English Department Faculty</td>
<td>Existing resources</td>
</tr>
<tr>
<td>Begin work on details of lab curriculum and present timeline to WCAC</td>
<td>April-May</td>
<td>WCAC-English Department Faculty</td>
<td>Existing resources</td>
</tr>
</tbody>
</table>

LONG TERM GOALS FOR SERVICE AREAS ONE TO THREE
1. Continue and expand tutoring for students in all courses
2. Continue and expand workshop program offered to students in all courses
3. Identify the writing needs of faculty and students in courses across the disciplines
4. Research options for distance writing support and support for outreach centers
5. Continue and expand outreach to all faculty to develop individualized workshops or classroom visits
6. Explore developing a .25-.5 unit Writing Across the Curriculum (WAC) lab course and survey faculty needs
7. Add .5 unit lab course targeted specifically for students enrolled in designated writing courses. Staff the class with English faculty members
8. Identify campus space to accommodate proposed WC design
9. Design augmented Writing Center space to provide distinct study and tutoring areas for students who are walk-in or lab course students, but also to allow cross-over for both students and faculty and tutors on staff
10. Increase faculty members, IA’s, and tutors in the Writing Center in order to expand program and accommodate more students
11. Promote faculty involvement in flex training sessions on topics involving incorporating and responding to writing in content classes
12. Develop additional assessment measures, including faculty feedback about student learning

Review Cycle: Annual
WRITING CENTER PROGRAM PLAN APPENDIX

Total Number of Students Signed up for Writing Center Section of HS 1000 (zero-unit course students must enroll in to receive help at the Writing Center)

Fall 2007: 317
Spring 2008: 264
Fall 2008: 450  First semester with permanent coordinator
Spring 2009: 501
Fall 2009 (first five weeks): 259