

To: Dr. Bryan Reece, President

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Date: June 15, 2018

Subject: Proposal for a Writing and Reading Center

Attached please find “A Writing and Reading Center for Norco College: a Proposal.” This document describes the English Department’s vision for an integrated literacy center for Norco College.

This proposal is the result of a collaborative effort among the English and Reading Discipline faculty at Norco College. It should also be seen as the first step and recommendation in revising and reviewing the current Writing Lab and tutoring structure at Norco College. The proposal focuses on identifying the current issues we experience with the Writing Lab and tutoring as it is, and what we have discovered over the semester in preliminary research, visits, and discussions.

We are embarking on a bold undertaking at Norco College (and across the state) with guided pathways and new placement strategies to help students. These initiatives have been primarily focused on how to get the students on the path. We are now ready to start talking about how to help students *stay on the path*. This feels like the most complex and possibly costly aspect of the completion initiative: how do we support students to persist and reach their goal of transfer, degree, or certificate? Reading and writing is a foundational skill for academia, and every writer knows that writing is a dialogue—conversation between writer and reader—and, therefore, the writing process must be seen as a collaborative effort. Our focus in the classroom emphasizes this process. The next step in our guided pathways development must be showing students that the institution is ready to support them outside of the classroom through comprehensive and equitable services.

A call to action: We see now as the time to act in changing our current support structure for writing and reading. This proposal is only the beginning, and it asks for some drastic changes that will require space, money, and people. We understand that these are all things Norco feels quite stretched in; however, as we continue to have conversations about equity and completion, then support for those students must be our first, second, and third cause of action. We must be acting equitably for our most vulnerable students by creating a space that offers intrusive and innovative support: not only for students, but faculty as well. We need to focus on how our college is excelling in academic support that is led by faculty, and we need to be making these changes right away.

I would like to give special acknowledgement to those that helped us this semester: Mitzi Sloniger, Melissa Bader, Kris Anderson, Gustavo Ocegüera, and Albert Jimenez. We are also quite thankful for the support administratively to allow us to research existing centers.

Let us know if you have any questions regarding this document.

Contents

Purpose.....	3
The Writing and Reading Center.....	3
Historical Precedence	
A Pedagogical Definition	
Vision: What’s in It for Students.....	4
Advantages for Faculty.....	5
Present Status.....	5
Problems with the Current Configuration.....	5
Overburdened Log-in System	
Lack of Interaction with Faculty and Lab Aides	
Lead Faculty Limited Responsibility	
Space	
Separation from Writing Tutors	
Writing and Reading Center Research.....	7
Riverside City College	
Fullerton College	
Mt. San Antonio College	
Proposed Changes.....	9
Proposed Physical Layout.....	9
Areas of Budgetary Impact.....	10
Relation to the College’s Mission, Vision, and Completion Initiative.....	11
Conclusion.....	12
Works Referenced.....	13
Appendix A: Research Notes of Writing Centers.....	14
Appendix B: Norco Tutoring Survey.....	18

Purpose

This document presents a proposal for a Writing and Reading Center at Norco College. We want to quickly convey the English Discipline's vision and rationale of an all-encompassing Writing and Reading Center; in addition, we will share with you the current problems and limitations of our Writing Lab and writing tutoring services. By the end of this proposal, we will have established clearly the concerns with the current configuration of writing and reading support on campus, and our suggestions for the next step.

The Writing and Reading Center

The Historical Precedence

In the early years of Muriel Harris' *Writing Lab Newsletter* (now called *WLN: A Journal of Writing Center Scholarship*), Judith Fishman of Queens College described how she sees the Writing Center and how at that time, in 1980, there was an increasing shift to adjust how we help students succeed. In "The Writing Center—What is its Center?," she described the administrative and instructor enthusiasm to overhaul the system (how we assess and support students through completion), and what she describes seems quite familiar: "the writing center is in the air, and increasingly in secondary schools; 'basic skills' is in the air; literacy; grants; research; decreasing entrance exams scores; competency exams; articulation; changing student populations—all this crashing up against our universities and colleges. The pressure to create programs, the speed with which decisions are made, often catches us short" (1). Fishman goes on to describe how we react out of survival and with discretionary funds. We pull at anyone who can and will help and are also asked to provide accountability. We are given limited resources for a service that must serve an entire student body. She described this in 1980, and yet it feels like it could be written today. We are embarking on new placement strategies and new basic skills support, and all of us are ready to re-imagine how to support students through completion, so how can we set our students and our college up for success?

A Pedagogical Definition

Defining the purpose of this place and space is even more important, and this definition continues to evolve and change. Most at Norco understand the value of feedback for a writer because we have been engaging in writing throughout our career. We should also consider why we are creating not just a Writing Center, but a Writing and Reading Center. Students entering college are still struggling with reading and understanding difficult concepts. This makes writing even harder. In "Reading: Securing Its place in the Writing Center," Alice S. Horning discusses the importance of making Reading part of the center: "[T]here is plenty of quantitative and qualitative evidence that many of the students currently on our campuses don't have the skills to read in the ways they need for success during college and beyond graduation. Writing center consultants can play a key role in helping students develop their reading abilities" (7). We cannot ask a student to think and write critically if they are incapable of reading critically.

The Writing and Reading Center must be a place that is central to the institution, helping students in cognitive and non-cognitive skills. In the article by Judith Fishman, she describes what she sees the purpose and definition of the writing center must be:

I believe that the center of the writing center must be writers and their writing... [W]e cannot look at the function of the writing center, narrowly, we cannot accept it as an isolate, apart from the institution and the system in which it lives. We are part of a larger whole and a larger effort—to effect change in the way in which our students are educated. (2, 4)

While Fishman was reacting to very specific changes that are somewhat unique to 1980, it still feels quite applicable. We (as teachers and as an institution) see the need to change the way we help students achieve their academic goals, and we want to do better and be better for our students. The way we see her comments and article relating to us in 2018 is how we must not just “fill a hole” needed as the need arises, but how we can be more strategic in our development and implementation of the Reading and Writing Center at Norco College. We see a center that CAN and WILL evolve with a forward-thinking and student-centered institution.

Vision: A Student-Centered Writing Center

The resources available to students in this proposed Writing and Reading Center include the following:

- One-on-one interaction between students and faculty, paraprofessionals, and peer tutors;
- Self-paced, computer-assisted learning modules;
- Small group workshops and/or half or one-unit mini courses on writing, reading, and ESL topics;
- Access to word process, printing, and copying;
- Attached writing Lab: process-based writing instruction in a computerized writing classroom. This will be a part of the main center, but it will be open only to those enrolled in that Writing Lab section.

The goal of this center is to provide help to students across many disciplines. This provides another avenue for students to receive the necessary feedback on their writing, which is especially important for assisting our associate faculty in guiding and teaching students. We will create a center that embodies the Norco College principles, creating a space for students to feel a sense of belonging where they can feel comfortable and confident to work collaboratively with faculty and other students.

Advantages for Faculty

Writing and Reading Centers function as a necessary component of writing and reading instruction. As stated before, it gives students the opportunity to engage collaboratively with a skilled reader about their ideas and writing. Also, a strong center should help to support and enhance the instruction happening within the classroom. Having a Writing and Reading Center staffed by faculty (associate and full-time) will allow students to receive feedback for all levels of writing and reading across many curriculums. This will give faculty a chance to refine their own teaching and to consider how their own methods of instruction are bringing value to other courses at Norco College. Faculty working in the center will be able to engage with assignments from other classes, allowing for their own pedagogical growth and learning. Faculty must be considering how the English and Reading curriculum is benefiting the student in many courses, and this perspective can be fostered through the Writing and Reading Center.

Present Status

Currently, a Writing and Reading Center does not exist at Norco College, which is anomalous when compared with the services usually offered to college students. A quick Google search of “California Community College Writing Centers” will provide a list of every community college in California one can think of, and on that list of Writing Centers is “Writing Lab Norco College,” with a description of the Writing Lab. Our Writing Lab and our Learning Resource Center, which houses Writing Tutors, are currently on opposite sides of campus. This configuration is not ideal for many reasons.

Problems with the Current Writing Lab Configuration

Overburdened Log-in System

In its current configuration, students are required to attend a scheduled writing lab for fifty minutes once a week in IT 121, where they log in to a computer via CI-Track, which frequently becomes overburdened due to multiple simultaneous log-ins. Because of the system sometimes freezing, it can take up to five minutes for students to be able to begin their lab assignments, which then are sometimes not completed in lab and as per state requirements, should not be completed at home, ultimately impacting student grades negatively.

Lack of Interaction with Faculty and Lab Aides

There is currently little-to-no interaction between English faculty and students in the writing lab. The lab instructor’s primary goal is to take manual attendance (as a back-up in case CI-Track does not accurately record students’ times) and to make sure students are using the computers for English-based, academic work. Since the writing lab is a very closed-in environment, we ask that students do not chat with one another while doing their lab assignments, and for that reason, lab instructors are also told to not have discussions with students that could possibly be distracting for others and are limited to answering quick questions. Because the only readers with whom students

are encouraged to interact are their course instructors, a key opportunity for alternative, non-evaluative dialogue about writing is lost. While lab assignments may be independent, there should be opportunities for feedback and guidance from the on-staff English faculty in a more equitable environment.

Student lab aides serve during most hours, but their training and position descriptions limit them only to providing advice on computer and word processing questions. They direct any inquiry about writing to the faculty member on duty, which, as stated above, is also limited. The lab aides are sometimes trained writing tutors but are not allowed to give meaningful feedback while in the Writing Lab. Telling students that even though there are English Professors and Writing Tutors in the Writing Lab, they have to walk across campus to the LRC to get feedback on their assignment creates a confusing divide.

Lead Faculty Limited Responsibility

As the Writing Lab is now, Nicole Capps is given a .3 reassign time and a stipend as Writing Lab Coordinator and is responsible only for administrative duties such as scheduling lab instructors, updating the acceptable use agreement, hiring lab aides, conducting orientations the first week of each semester, and faculty census accountability. While these are important duties, they are much more focused on administrative tasks and being compliant with the Writing Lab apportionment requirements. Also, most of these duties and hours are used up within the first few weeks of the semester. We are missing a major opportunity to use her expertise as a writing and tutoring instructor to facilitate student success by creating more tutor- and faculty-training opportunities throughout the semester.

In addition, many other schools create workshops led by faculty who are either working in a Writing Center or the coordinator for the Writing Center. There is no opportunity for the present coordinator to engage with or guide the writing tutors in a meaningful way once they complete English 4, and therefore the oversight of the writing tutors is then limited to administrative duties by the LRC director. Again, her duties force her to focus solely on Writing Lab compliance and gives her very little time to innovate or coordinate a Writing and Reading Center. These administrative duties are necessary components of the *Writing Lab Coordinator* position, but ideally, the position would eventually become *Writing and Reading Center Coordinator* and would include the space and time for the coordinator to build and foster a center that supports learning and equity for our students.

Space

The Writing Lab is in a standard-sized classroom (IT 121), in which there are 49 student computers and one instructor podium with a computer. This is not ideal for students with disabilities. Right now, if we had four (out of 49) students who needed disability access, we would not be able to accommodate them because we only have three computers at which wheelchairs could fit. This is also a potential safety hazard, as there is only one exit that a student with a wheelchair could get to in case of emergency. Also, while being ADA compliant is a requirement, we should also consider how comfortable it is for the disability student. If he or she feels “in the way” (perhaps because of a larger wheelchair), it draws negative attention to the student and does not create for a comfortable environment.

Separation from Writing Tutors

As stated above, the writing tutors are in the Learning Resource Center, not the Writing Lab. Students attending Norco College do not quite understand that tutoring is different than the Writing Lab. Instructors are able to explain this to them in the class; however, quite a few students will not take the simple steps of walking over to the tutoring area. This separation is an obvious physical barrier, but it is also a mental barrier. Even if the student leaves the lab or class willing to make a tutoring appointment, the walk across campus offers many exit points where the student could simply give-up or rationalize why he or she does not need to make the appointment. This is especially true of men of color who may see help-seeking behavior as a weakness.

Besides this being nonsensical for students, it is also not ideal for oversight by the Writing Lab Coordinator, who is limited to administrative duties of writing lab even though she teaches the Writing Tutor Training course, English 4. While she is able to “check in” with the Writing tutors she trains, they effectively cease to be under her purview once they are hired by the Learning Resource Center Director. Writing tutors are a specialized group of tutors who provide feedback on writing assignments for students in many different disciplines rather than just a single discipline and should be under the continual guidance of a writing faculty expert once they are hired.

Writing and Reading Center Research

In researching this proposal for our own Writing and Reading Center, we visited three centers: Riverside City College, Fullerton College, and Mt. San Antonio College. We chose these three colleges because they have well-established writing centers, and since we will need to grow to meet the growing demand of this area, we envision Norco College doubling in size. We found Fullerton and Riverside City College to be models we are more interested in modeling our own after. Below are some key details that we garnered from each facility. In the appendix, you can find more detailed notes about the visits.

Riverside City College

Since Riverside City College is our sister college, we visited it first. We met with Denise Kruienga-Muro, who graciously donated her time to showing us around the RCC Writing and Reading Center. There are several aspects of this center that we would love to model ours after. Here are just a few:

- The Writing and Reading Center Lead is a permanent faculty position held by Denise, an Associate Professor of English. Denise’s position is written so that she is in the WRC full-time. She receives a .6 reassign time, a stipend, and teaches ENG 4, workshops, and a Writing Clinic (in which she works one-on-one with a handful of students). Her office is inside the Writing and Reading Center, where she can have regular interaction with faculty, tutors, student workers, and lab students.
- The center has a dedicated budget of \$48,000, which pays for Writing Tutors and Lab Aides. Denise expressed concerns that this will not be enough for the living wage increase to \$15 an hour.

- The log-in system is quick and efficient, with each group of students registered for the section lining up and being logged in at two computers by student lab aides. Once the student is logged in, the lab aide highlights his or her name on the attendance roster. Because of this, there are no delays for students who need to begin their work right away, and there is no need for a lab instructor to re-take attendance manually.
- Students have choices in the center. A student who is there for their lab time can utilize a table, ask questions of English faculty, or work on a computer. Students are not limited to just word-processing with no faculty interaction.
- There are up to three English faculty members working in the center at all times. This allows for students to get feedback on their Directed Learning Activities and their writing in general as part of their lab credit.
- There is a reading paraprofessional, and a separate section of the center is dedicated to reading workshops and classes. This aspect of the center is going to become more necessary when Norco College becomes AB705-compliant.
- Students who want to use the center and tutoring services from non-English classes are tracked by signing them up for ILA 800. Denise also offers individual instruction to students who sign up for an independent study class. This class is generally taken by those who were unsuccessful in passing the writing portion of the Nursing exam and are required to take a course. Currently, Norco College nursing students can only go to RCC to complete this

Fullerton College

Fullerton College's Writing Center is "housed" within their Academic Support Center and is run by a faculty member, Arthur Hui. His job includes training and hiring tutors, scheduling, budgeting, and creating new practices for a more effective center. Unlike RCC, Fullerton rotates every three years the Writing Center Coordinator position between ESL and English faculty. Arthur, the current coordinator, is a full-time ESL instructor, and while he is the coordinator, his schedule/workload looks as follows: 6 units for Writing Center, 3 units for tutoring 4 hours a week, and 2 units co-teaching ENG 280 (our ENG 4 class). He teaches one ESL class during the semester; however, he expressed that this can be a difficult shift since he is responsible for the center running smoothly. If something comes up in the center before he teaches, then he will have to choose his class or the center to prioritize. It is important to note that even though he is only given 6 units for the Writing Center that another 5 units keeps him in the center.

Another key detail we like from this center was that a faculty expert was always on duty. Faculty can work in the center: sometimes they tutor, and sometimes they mentor and observe the tutors-in-training. Also, tutors do not have to be attending Fullerton College: once the tutor completed the English 280 course, they were able to continue working at the center even after they transferred.

Mt. San Antonio College

This college has a dedicated Writing Center Coordinator, David Charbonneau. Mt. SAC also has an Assistant Director, Nicole Blean. Like the other centers, David is responsible for staffing and is relatively separate from other support services. The center is large with various sections and rooms for specific writing and reading support. He runs the workshops throughout the semester. He

expressed that the most frustrating aspect of their set-up is that he must pay tutors from 14 different budgets. This takes up a majority of his time and distracts him from actually building and developing new and better practices for the center.

Proposed Changes

In developing a full Writing and Reading Center that addresses the problems discussed above, our team proposes the following changes:

- Joining the Writing/ESL Lab and tutoring components of the composition program into one integrated center, housed in a space that is a much more open concept, but with the potential for workshops and small classes in a smaller closed space.
- Hiring a full-time coordinator as a faculty position to oversee Writing Lab and tutoring. In addition, we would like to hire an assistant to help with budgeting and staffing.
- Continuing with the Lab sign-in but facilitated by student workers. Then, students are able to choose computers or tables to complete activities.
- Multiple instructors on duty during Writing Lab so that students can receive feedback on the assigned activities.
- Integrating and building on our peer writing, reading, and ESL tutoring
- Creating a student-centered and equitable literacy center that is relevant to the college and innovative in writing across the curriculum

These changes reflect both short-term and long-term goals and include both pedagogical and physical alterations to the current Writing Lab and Tutoring set-up. We would like to use our sister college as the primary model to develop a stronger program. RCC also has a Writing and Reading Center Advisory Committee, which we see as a very important element to open communication and collaboration.

Proposed Physical Layout

As stated earlier, the current separation of the Writing Lab and writing tutoring services is problematic. We will describe what we envision needing in terms of space and where we see this working best for right now. Just note that we do have a limited scope of the college current needs and future plans, so understand that this proposal for the new space would require more discussion.

What is needed:

- Open floor plan

- A medium room (approx. 20-25 capacity) for workshops and to hold English 4 or other tutoring classes during the semester. This would be attached to the center.
- Writing Lab will be a part of the open floor plan: 35-40 computer stations, large tables, 2-3 desks for faculty working in the lab.
- A central check-in desk (with at least two computers) where students sign-in for lab and check-in for tutoring.
- A small room for tutoring (ideally with a large window so that the coordinator is able to see in or out).

It is quite important that we consider location for the Writing and Reading Center. It should be a reflection of how we see support services as central to our mission and values. Also, because this space is one that all students will use (at least for Writing Lab), it must consider how it is ADA. Asking students to go away from the college, to the fringes for support, may cause us to lose students or make it difficult for them to access the space. At one point, the Writing Lab was held in the LRC. We see this as a perfect location for the Writing and Reading Center. We do not believe the check-in desk should be the same for the LRC and the Writing and Reading Center. These should be separate entities within a similar location. We have modeled this layout after what RCC has done. By moving the Writing Lab to the LRC, we would be opening up the room that currently has the Writing Lab. This would be available for instructional use again.

Areas of Budgetary Impact

Although this document does not present full cost estimates of the changes proposed here, below are the main cost categories, in roughly descending order:

- 1) Furniture, room dividers, etc.
- 2) Non-faculty staffing

This proposal integrates peer tutoring into the day-to-day operations of the Center, significantly increases the number of students using its services. It will also require student staffing for the lab check-in. As a result, there will be a need to increase the number of students positions to assist in these area, including peer tutors, professional tutors, student lab aides, and student reception assistants. Also, it would be important to consider how we can hire an assistant for the WRC Coordinator. This person could help with some of the administrative duties so that the coordinator could focus on pedagogy, workshops, and building an equity-minded space. Additionally, we need to be supporting the reading discipline by hiring a reading paraprofessional or having a reading faculty member available for Reading clinics and independent study.

- 3) Faculty staffing

We will need to have 2-3 faculty (associate and/or full-time) available for the Writing Lab section in order to design labs for individual feedback from an expert. If we do not have a faculty WC Coordinator on duty, then we would like to have a faculty (full- or part-time) on duty for tutoring.

4) Faculty WRC Coordinator

We would like this position to be faculty. It is recommended that we model it after RCC so that the person can be fully devoted to the Writing Lab, tutoring, curriculum, and outreach.

Relation to College's Mission, Vision, and Completion Initiative

The Writing and Reading Center proposed here addresses the heart of the mission of the College both in terms of remediation and general education. Its instructional goals are consistent with—and central to—a number of areas in the Mission, Vision, and Completion Initiative of Norco College.

Mission & Vision Statement

Norco College is committed to serving students and the community. In fact, our Vision Statement describes Norco as “creating opportunities to transform our students and community for the dynamic challenges of tomorrow” (“Mission & Core Commitments”). The creation of the Writing and Reading Center is not only an opportunity to transform students but also one that will transform Norco. As we grow, we need to make sure we are supporting and hiring faculty and staff who see participating in learning and support services as a necessary part of the job. Let's create a space that says to the entire community that supporting students in literacy is not just a thought but an action. It is what we stand for.

Completion Initiative, AB705, and Equity

This semester in particular we have heard that low completion rate number repeated. We need to consider all ways to help students persist through college and reach their dream. That low completion number is spurring colleges and the state to make drastic changes. Luckily, Norco College has been at the front of pack, preparing for these changes. In the English discipline, we are ready institutionally to eliminate our basic skills classes in favor of co-requisites; however, we need to now help our students be prepared to succeed in these rigorous classes. If everyone coming to Norco College entered with the same cognitive and non-cognitive skills, this shift would be easy. But, we know based off of much research that students are not entering our school with the same skills; in fact, low-income and students of color have been notoriously underperforming, and with this new change, they are at even greater risk of being left behind.

We have seen that Norco College is committed to equity-minded awareness by offering various opportunities to talk and learn about how students can be affected by cultural identities: race, gender, sexuality, etc. The next step needs to go beyond awareness. We must be looking at how we are implementing and fostering equity-minded practices at a classroom and institutional level. J. Luke Wood and Robert T. Palmer, in “The Context, Actions, and Outcomes (CAO) Model of Institutional Responsibility,” examine closely how we need to shift the student-deficit frame to an equity frame, especially when it comes to the success of men of color. This shift asks us to examine our “commitment to institutional programs, policies, and practices that foster disparate outcomes for historically underrepresented and underserved student communities” (Wood and Palmer 4). The Writing and Reading Center (and other support services) needs to be at the forefront of our minds

as we grow, build, and restructure Norco College because it will be a representation of our commitment to student success.

Equity-minded practices and trainings have all discussed how marginalized students need to feel a sense of belonging. Nancy M. Grimm, in “Rethorizing Writing Center Work,” discusses how Writing Centers can position themselves to recognize institutional and systemic racism. A student that lacks a sense of belonging can lead to a lack of participation. She explains that “writing centers can be understood as places where these identities of participation or nonparticipation are being negotiated, and the policies and practices of a particular writing center can either encourage or discourage the process of developing an identity of belonging to an academic community” (Grimm 96). The act of making your knowledge—or what feels like a lack of knowledge—public to a tutor is an act of vulnerability. Because there will be a revolving door of hires, it is necessary that we engage in continual training for tutoring that involves not only cognitive skills (writing academically) but also non-cognitive skills (grit, belonging, growth mindset, etc.).

Support services are uniquely positioned to make a large impact on supporting our marginalized students. Wood and Palmer discuss the need for intrusive counseling and support because “student services are needed [to] mitigate external environmental pressures and support learning” (10). Building a Center that is equity-minded will require a faculty leader who is innovative and collaborative. They must be given full support to dedicate their energy and time to continually re-designing and re-thinking best practices in tutoring.

Conclusion

Our next step is action. It is important that we move towards an implementation of these suggestions and aim for a specific date. We should move quickly as the English discipline will be encountering some unique challenges with the implementation of AB705; however, we also realize that some of what we are asking for requires thoughtful consideration and following an institutional process. This semester only allowed us to dip our toe in understanding what others are doing and how their models inform what we want. We were somewhat ambitious with our goals of enacting change this semester, and quickly realized that what we want will require institutional commitment and additional resources, and, with that in mind, we would like to discuss this proposal with the administration to discuss a proper course of action. Our ambitious goal is to establish the foundation of a Norco College Writing and Reading Center by Fall 2019. This needs to be a part of our conversation when discussing completion, student success, and equity during the 2018-2019 academic year. The Norco College Writing and Reading Center needs to have a strong advocate and leader whose primary role is to shape the Center.

We would like to end this proposal with a reminder of the true value of a writing center. By some, the writing center is a place for help, but it should be much more. Jason Esters describes, in “On the Edges: Black Maleness, Degrees of Racism, and Community on the Boundaries of the Writing Center,” what a writing center must be at a college: a place that brings people together to talk about social injustices and about experiences, a place that is safe to discuss the most difficult of topics, not just a grammar workshop. He says:

Writing centers work when their practitioners have built community. And there is no community if race or gender is an elephant in the room. They should be safe spaces, liberating spaces, not silent ones that never address the issues of race that imbue the center, its tutors, its clients, and its administrators. Community needs to be built, and it needs to be just as much a part of the strategic plan as computers and salaries and legal pads. ... The student-clients we serve will come and go, along with their issues and hang-ups. But for the ones who remain in the center, we should strive to make sure it is a place they want to return to, where they aren't marginalized. To be placed on those edges is like being invited to live in the home, but not have a place at the table. Those edges cut the deepest. And they get reopened again and again. (Esters 299)

We already strive to make Norco College a home for our students, but let's make sure they know they have a seat at the table.

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Appendix A

Norco College Writing Center Proposal: Riverside City College

Date & Time of Visit: Friday April 6 th from 11am-1pm	School: Riverside City College	Person & Contact Info / Job Title: Denise Kruizenga-Muro
Funding sources: Center is considered a “classroom space” associated with English Department, not tutorial services. (Things are paid with Basic Account department funding, work study, and \$2500 for basic supplies) <i>Lead Instructor for Writing and Reading Center</i> -paid by English Department line <i>Instructional Support Specialist-Reading Paraprofessionals</i> -faculty paid with institutional staff line <i>Lab Faculty</i> – paid lab rate from department budget; can work in lab to add to load to fulfill FTE \$49,000 for lab staff per year <i>Lab Aids</i> *- student workers paid 11.50 per hour <i>Peer tutors</i> *- student workers- paid \$12 per hour *cannot hire students who do not attend RCCD	Staffing structure/ Job descriptions: <i>Lead Instructor for Writing and Reading Center</i> (faculty position-Denise): maintains rosters, teaches tutor training, faculty training for center, oversees writing clinic: ILA 800 for supervised tutoring <i>Instructional Support Specialist (James)</i> : handles hiring of tutors, payroll and timesheets of staff, orders resource material, does not teach classes, assists with lab aid questions and tracking systems <i>Reading Paraprofessionals (Yolanda/Eva)</i> : administers reading clinic, trains reading tutors and hires reading tutors, space for embedded tutoring <i>Faculty lab instructors</i> : 2-3 per hour in Writing and Reading center; meets with students to review activities <i>Lab aids</i> : 2 on at a time- check students into system, input info for data collection, organize materials in lab space <i>Peer writing tutors</i> : completed English 4 training; assist with drop-in and appointment writing tutoring	Description of space: <ul style="list-style-type: none"> • Rows of Writing Center Computers • Round tables for Writing Workspace • Login Desk with Aids • Offices for Denise/James with windows • Office for reading paraprofessional • Room for Peer tutoring • Workshop room • Reading center Computers • Reading center tables • File cabinet with tutor slips and student records • File cabinet with paper resources and materials • Book cabinet with textbooks on reserve • Line of sight with windows all around
Hours of operation/Services Provided: Monday-Thursday: 8am-7pm Fridays: 8am-3pm *It was recommended that center say closed on Saturdays/Sundays, if possible Services: <ul style="list-style-type: none"> • Peer Tutoring • Computers for direct learning activities • Instructor conferences 	Overall Noted Successes: <ul style="list-style-type: none"> • Writing and Reading center serves 105 students per hour • Faculty lab instructors meet with approx. 8 students per hour • Students have option to self-select into 0 unit Reading Clinic or 0 unit ILA 800 supervised tutoring course • Peer tutors= 8 tutors are trained; 7 are currently in English 4 	Overall Noted Challenges: <ul style="list-style-type: none"> • Center will need to reevaluate what tutors/aids are paid to fulfill \$15per hour rate of “living wage rate” by 2020

Summary of Center's mission statement:	Summary of W.C website:	Partnerships with other disciplines (such as reading, ESL, subject-specific): <ul style="list-style-type: none"> • Writing and Reading Center • Pairs with Reading classes/professionals • DRC students are allotted extra 30 minutes of services (30 min 3x week)
Overall notes: <ul style="list-style-type: none"> • ILA 800: This 0 unit course allows students to use Lab resources without the limitations set by the traditional lab enrollment of 50 minutes in lab 1x week. This allows the lab to track/provide apportionment to students not enrolled in an English class, but perhaps needing lab resources to help with a class for a different discipline. It is the "English class" that allows students to use lab without an official English course, or allows for "supervised tutoring" for students already enrolled in English class that require extra time. ** It should be noted that at times, ILA 800 can be "abused" as a resource by allowing students to log in with ILA800 permissions, but who really should just be more efficient with the time they are already given: the 50 minute of lab time per week. This ILA 800 option, however, is particularly helpful to students who seek writing tutoring/directed learning/ faculty support for writing, but are not necessarily enrolled in English classes. • Reading Clinic: clinic class is a 0 unit class that allows for apportionment \$\$ while helping students with individualized plans for reading skills. Students self select to be in this course for reading improvement, and can come from any content. It is an open entry/open exit course. 27 hours are allotted; student can come 2x a week for reading assistance or homework help from the reading paraprofessionals. It is recommended that this class is advertised in the lab orientation, as well as in classes with difficult reading assignments. ** Noted: because Norco does not offer these services (yet), students seek out RCC because they cannot get the remediation assistance at Norco or MoVal. This is especially true for Nursing students who are required to pass the TEAS test. • Instructor Resource Packet: Details the Responsibilities of the Classroom Instructor <ul style="list-style-type: none"> ○ Faculty Supervision of center; conducting lab orientation in 1st week of class; handling absences with swaps ahead of time; understanding tutoring best practices; sign off on DLAs- conditional sign-offs ok, note saying something like "still needs to write the summary" • Instructor Resource Packet: Details the expectations of Faculty who have students that use the lab <ul style="list-style-type: none"> ○ Clear, specific assignments in the WRC each week (provide examples); <u>Collect</u> 1 DLA every other week; instructors have approximately 10 minutes per student, so make sure WRC assignments don't require long instructor consultations. Encourage peer-tutoring sessions, which are 30 minutes twice per week. Monitor hours each week as weekly attendance, the same as you do in class. All services/activities in the lab count toward the student's 50 min per week requirement. • ** Currently "instructor resource packet" is disturbed electronically; however, a new faculty orientation was strongly recommended to ensure best practice in both what is assigned for lab time and consistency in expectations as well as best practices for what faculty do while in lab • <i>Lead Instructor for Writing and Reading Center-</i> hired as full time faculty within English Department; serves on the Writing Center Advisory Committee and attends committee meetings each month as well as Department meetings 		

Follow up questions: <ul style="list-style-type: none"> • Do you offer help to students for scholarship writing or transfers--personal statements? Or do you have anything that students cannot use the tutors for in the WRC? If so, then why? • Do you by any chance have a budget that you could share with us? I know that you mentioned some numbers, but I was wondering if there was a document that broke it down. 	Follow up Duties:	For further consideration:
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Norco College Writing Center Proposal: Fullerton College

Date & Time of Visit: May 3, 2018 @3pm	School: Fullerton College	Person & Contact Info / Job Title: Arthur Hui: Writing Center Coordinator & ESL full-time faculty (40%/60%) <ul style="list-style-type: none"> • Jobs include: training and hiring tutors, scheduling, budget • Sample 15-unit load: 6 units for WC, 3 units for tutoring 4 hours a week, and 2 units co-teaching ENG 280 (ESL & ENG share the co-teach) • Job rotates every 3 years, with alternate rotations for ESL then ENG- faculty must interview for position.
Funding sources: The writing center is part of the Academic Support Center. The director of the ASC allocates money. The Writing center completes its own program review. The English/ESL departments supply the instructors as part of their course load. English 280 requires that students complete 3 hours of lab, which is how the "Faculty Supervision" component is justified. 30-35K is the annual budget for tutors; work study pays 98%; 2% is writing center	Staffing structure/ Job descriptions: There are three types of tutors: <ul style="list-style-type: none"> a) Faculty b) Paid tutors c) Tutors in training a) Faculty work in center as part of their load; their main priority is to facilitate the training of English 280 students (currently 8 faculty) b) Paid tutors completed English 280 and were hired (currently 30 tutors working 5-6 hours/ week) – starting rate is \$13 per hour- CLRA level 2 or 3 certifications can boost rate c) Tutors in training are enrolled in English 280 (currently 8 students enrolled)	Description of space: Writing center takes a sectioned area of the Academic Support Center building. The building houses the library, the arranged lab for ESL (computer room), the general tutoring, and the writing center. Upon entrance to the WC space, there is a table where students are signed in. There are round tables for tutoring and a few computers. The coordinator has an open, cubical-type office space within the center. The space also leads to a separate workshop room .

CLRA certification cost \$350/yr to renew; completion of ENG 280=CLRA certified		
Services Provided/ Hours of operation: <ul style="list-style-type: none"> • M-Th 9am-7pm; Friday 10-2pm • Walk in & appointments are 30 min sessions; DSS students may have 1 hour; below transfer-level students may also have 1 hour (equity \$\$) • Center serves over 22,000 students per semester • If a student is a no-show for appointments 3 times, they are reduced to walk in only option • Walk ins may face a waitlist and provided a priority number • Students may make same day appointments 	Overall Noted Successes: Those who use the writing center report a 15-20% higher success rate	Overall Noted Challenges: For a full-time faculty to pick up the 40% as the coordinator, there are some challenges to balancing the different roles/work responsibilities.
Summary of Center's mission statement:	Summary of W.C website:	Partnerships with other disciplines (such as reading, ESL, subject-specific): Center works well with all programs; shares tutors who get paid by other programs SI is able to recommend tutors
Overall Notes: <ul style="list-style-type: none"> • English 280: first 5 weeks of course are lessons/activities, then team tutoring, then one-on-one tutoring with Faculty supervision. • There is one faculty member present at all times. Their main priority is to facilitate the training of English 280 students. Their time in the writing center counts toward 3 units of load=4 hour per week + 1 workshop (per month or semester??). Faculty design their own workshops. The developmental topics are the workshops with highest attendance rate. Through trial and error, 90 minutes seems to be the "sweet spot" 		

Appendix B

Reading, Writing, and Tutoring Survey

We created a survey in order to obtain cross-disciplinary feedback from faculty who assign reading and writing in their courses regarding their needs, student skill levels, and their use or perceived value of writing tutors here at Norco College. We received 31 responses from faculty in the following disciplines:

English	Political Science
Art	Library
Anthropology	Business, Management, and Marketing
History	Early Childhood Education
Communications	Biology
Computer Information Systems	Psychology
Administration of Justice	Kinesiology
Humanities	

RESULTS – Writing Questions

1. Faculty answered the question “What types of writing assignments do you assign?” with the following:

Short paragraphs of various types - 72.73% 24
 Summaries - 45.45% 15
 Short essays (2-5 pages) - 81.82% 27
 Long essays (6 or more pages) - 48.48% 16
 Research Papers - 72.73% 24

Take-away: The need for cross-disciplinary writing support is evident among at least sixteen disciplines.

2. Faculty indicated that the writing skills their students typically struggle with are as follows:

None; they are mostly at the proper skill level upon entry - 0.00% 0
 Structure and organization of thought - 87.88% 29
 Sentence-level skills (grammar and punctuation) - 75.76% 25
 Use of support, sources, and/or evidence - 81.82% 27
 Critical Thinking - 84.85% 28

Take-away: Out of 33 faculty members, not one indicated that their students are at necessary writing skill levels when entering their courses, indicating a great need for cross-disciplinary writing support that is currently not offered.

RESULTS – READING QUESTIONS

3. Faculty indicated that they assign the following types of reading assignments in their classes:

Chapters from a textbook - 93.94% 31
 Articles written by experts in the field - 81.82% 27
 Student Writing - 27.27% 9
 Literature (fiction of any genre) - 30.30% 10
 Studies that include graphs, tables, and other data - 42.42% 14
 Blogs or other non-academic website material - 24.24% 8
 Social media posts - 9.09% 3
 Scholarly journals - 57.58% 19
 Internet articles which may or may not be scholarly - 63.64% 21

As a follow-up question, we asked what the typical reading skill level students entered their courses with, and the professors indicated the following:

Adept (they are usually strong readers) - 9.38% 3
 Average (they do ok; not great, not horrible) - 71.88% 23
 Inept (they usually greatly lack the necessary reading skills) - 31.25% 10

Take-away: Only ten percent of students in these courses are deemed as prepared for the reading demands, indicating a need for reading support at Norco College, such as a reading paraprofessional.

RESULTS – TUTORING QUESTIONS

4. When asked how often they suggest or require students to seek help from a Norco College writing tutor, faculty indicated the following:

Often - 37.50% 12
 Sometimes - 40.63% 13
 Rarely - 12.50% 4
 Never - 9.38% 3

The written comments regarding this question are especially revealing. Here are the highlights:

“Honestly, I was not even aware that I could refer students in my class to writing tutors! I'd like more information. Also as a reference desk librarian — I would love to refer students to the writing center! Are you drop in, or do they need to schedule? We ought to have some information that would refer students to the writing center.”

“I was not aware that I could send students to the writing tutors. I thought they were only available for students enrolled in composition courses.”

“I asked if we had a writing center or tutors available and was told no.”

"I am not always sure that people outside of an English class have access to them. I am told sometimes they do and sometimes they do not so I become reluctant to send them for fear it will be pointless."

Take-away: These answers indicate a need for writing tutors and writing support in general to have a much larger presence and to be better promoted.

5. When asked what some specific things faculty wishes the Norco College writing tutors could help their students with, and/or what are some Writing/Reading workshop topics they would like to see offered in the LRC, the responses were as follows:

"Come to classes and conduct outreach both early in the semester and later when research papers are due."

*"It would be nice to coordinate writing/reading workshops with the library skills workshops, i.e. have them listed all together, in different locations (like the library!) maybe we could coordinate some special workshops pairing reading/writing and library. In addition, I'd like to see the writing center refer students to us for researching help. There is always someone at the reference desk, ready and eager to help! FYI, I *do* ask students every semester if they've already taken/or are currently enrolled english 1a, as a way to measure competency. I find (antedotally) that the 1a students perform better."*

"Assisting with informal language and inappropriate use of first and second person."

"Citations and references, sentence structure, grammar, research, use of data, APA/MLA formatting, plagiarism"

"How to read effectively."

"Workshops- APA format"

"I'd like to see the following workshops: -Responding to the Prompt -Developing Paragraphs -Explication (1A/1B especially need this) -Counterargument -Brainstorming/ Prewriting/ Planning I wish that tutors could be trained to help students with recurring grammatical issues, organization/ thesis, signposting/ signal words/flow, explication, rhetorical analysis, and critical thinking. Thank you!"

"I would like to have a basic how-to-write-an-essay flyer that I could attach to the assignment prompt."

"Finding primary source material, how to cite sources in-text without quoting (we generally do not quote in the sciences)."

"I would like tutors to help more on mechanics: grammar and sentence structure (emphasis on sentence structure, syntax). I can deal with critical thinking, but to teach English writing should be at least readable by the time they are in Eng 1B."

"Sentence structure Grammar Critical and analytical thinking Proper citations within the paper and properly written reference page. FYI - I give the resources to my students and make myself available for them. To date only a handful of my 400+ students this year have seen me about writing."

"APA formatting letting students know that they can get help for any class, not just an ENG class Answering the questions that are being asked"

“Critical thinking should continually be reinforced. Additionally, how to properly support an argument from a reading, and how to properly cite sources.”

“I don't know if this is within the scope of your tutoring...vocabulary!”

“grammar; proofreading; paragraph structure; citing sources (fyi, we use APA, so it's not about style as much as it is about what to quote and how to integrate it”

“Defining and Defending a Thesis, Understanding Historical Source Materials, Finding Valuable Research Materials, Framing an Argument.”

“They need help with the basics (sentence structure) just to make sure that their ideas are being properly evaluated. They also need help with developing those ideas. Sometimes, they just need ideas :)”

“This sounds crazy, but students need to hear someone read their essay aloud so they can hear the flow, the flaws, and then discuss the claim and the sub-points and the conclusion (solution or call to action) with some one who can give them some perception into the message.”

“Citations and references, doing research, sentence structure and grammar, formatting.”

Take-away: Professors across the curriculum feel their students need more extensive writing and reading support; we currently do not conduct reading or writing workshops of any kind in the Learning Resource Center due to lack of space and lack of faculty oversight.