

**BUDGET NEEDS ASSESSMENT APPLICATION**

**Fall 2016**

Name of Person Submitting Request:	<b>Diane Hunter</b>
Program or Service Area:	<b>Writing Center</b>
Division:	<b>Arts and Humanities</b>
Date of Last Program Efficacy:	<b>2013</b>
What rating was given?	<b>Continuance</b>
Amount Requested:	<b>\$12,000.00</b>
Object Code:	<b>2000-2999</b>
Strategic Initiatives Addressed: (See <a href="http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf">http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf</a> )	<b>2.1.1</b> “Provide more tutoring opportunities” <b>2.1.2</b> “ Increase the number of students receiving tutoring (SARS sign-in count)” <b>2.6.1</b> “Increase online success rates compared to traditional course format” <b>2.6.5</b> “Increase success rate of transfer level courses” <b>2.13.3</b> “Increase the number of personal growth workshops”

*Note: To facilitate ranking by the committee, please submit separate requests for each general area of budget augmentation needed. Do not request a lump sum to encompass many different areas.*

One-Time  Ongoing

Does program or service area have an existing budget? Yes  No

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)  
 Yes  No

If yes, what are they: The Writing Center had received money from Student Equity for 2015-2016 and 2016-2016, but the spending was one-time funds to support advertising, supplies, and tutoring. This source of funding will no longer be available after the spring 2017 semester.

**1. Provide a rationale for your request (Give a detailed explanation of why this budget increase is needed.)**

One of the primary objectives of the Writing Center (WC) is to promote student empowerment by helping them to be better writers. To help provide this environment for student success, we are requesting a budget augmentation in the amount of \$12,000 for the WC in order to meet the current and growing needs of San Bernardino Valley College (SBVC) students.

The current WC budget is still not sufficient to meet the increasing demands of the students who rely on the WC for academic support. There has been a steady increase in the use of the WC’s tutoring services. For instance, during the 2015-2016\* academic year 6,426 (including appointments and drop-ins) students used the WC for one-on-one tutoring, which is an increase of 771 students in comparison to the 5,655 students during the 2014-2015\* academic year. This equates to a 12.76% increase in student usage of the WC.

Another factor that supports the need for increased funding for tutors is that each semester there are a substantial number of students who are unable to be assisted by the Writing Center. For instance, from fall 2015 to summer 2016, out of 2,143 drop-ins (i.e. students without a tutoring appointment), there were at least 650 drop-ins who were not able to be served. This indicates that the current tutor offerings are not sufficient to support the student population who need WC support.

An increase in funding for the Writing Center will allow for more tutors to be hired, which in turn will provide greater tutoring availability and opportunities for students. These opportunities include additional tutoring sessions, workshops, and summer tutoring. In addition, due to the college-wide increase in the number of online classes (now over 250 sections), increasing the funding for the WC will also allow for more online tutors to be hired and trained, which in turn can aid in increasing the academic success of online students across the disciplines.

\* For the purpose of this report, an academic year includes the fall, spring and summer sessions.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

According to the 2015-2016 EMP report for the English department, the data indicates that there has been an increase in FTES from 914.83 FTES during 2014-2015 to 973.69 during 2015-2016. It is projected that there will be an increase in student use of the college's resources, in particular those offered by the WC.

Two notable goals of the English department's EMP are as follows: 1) "increase Writing Center budget to \$80,000" and 2) "promote college-wide minimum academic writing standard."

The increase in funding for WC tutoring supports these goals in that it will ensure that more tutors are hired to meet the growing needs of students who rely on WC support for their courses. Sars tracking data indicate that at least one third of the students served by the WC are in courses that are at least one level below college level. Service area outcome (SAO) data indicate that students in basic skills courses rely on the WC to provide them with the support that they need to succeed in their coursework. For instance, of the 150 students in basic skills classes\*\* who took the SAO survey for the WC, 98% self-reported satisfaction in their experience in using the WC. Two of the factors that were measured included whether the student believed that he/she gained skills to help him/her to become a better writer or English learner, and whether the student felt that the tutoring session was useful. The data indicate that the Writing Center plays a positive role in promoting the academic success of students who use the center's services.

\*\* The classes included English, ESL and reading

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, or planning, etc.*).

The Writing Center provides tutoring support not only to students in English courses but to students across numerous disciplines, some of which include STEM courses (e.g. chemistry and biology), online programs, as well as developmental programs. During the spring 2016 semester, the data from the Sars tracking system revealed that students from 35 disciplines have used the WC.

The Writing Center Service Area Outcome data indicate that the WC is considered to be a viable and necessary service to the SBVC student population. According to the SAO data for the spring 2016 semester, students who have used the WC reported a high satisfaction (i.e. over 97%) with the services and academic support that the WC provides. However, the primary complaint noted in the student surveys was the need for additional tutors and tutoring times, which can easily be rectified with an increase to the Writing Center's budget to hire additional tutors and provide additional tutor availability.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program plans to support those costs.

For the 2015-2016 and 2016-2017 academic years, the Writing Center has received \$20,000 per academic year from Student Equity to support the efforts of the Writing Center to increase advertising and tutorial support. However, it is important to emphasize that these are only one-time funds that cannot be carried over into the next academic year. Furthermore, there is no guarantee that funds such as the ones from Student Equity will be available for the WC in the future.

5. What are the consequences of not funding this budget request?

If the funds requested are not granted, all of the services and functions of the Writing Center will continue to stagnate. As stated earlier in this document, the number of students who are not able to be served will continue to grow, which in turn will affect not only their academic performance especially in terms of their writing skills, but it also has the potential to adversely affect the college on an institutional level, such as in failing to provide the adequate resources required to promote student success and achievement. Since the Writing Center is one of the only tutoring centers at the college that offers specialized assistance on composition, it can be projected that all courses at the college that require writing assignments will be adversely affected if the Writing Center is not able to increase its tutor availability, its workshop offerings, as well as its online tutoring components through a stable source of funding.