

CLASSIFIED STAFF NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:	Diane Hunter			
Program or Service Area:	Writing Center			
Division:	Arts and Humanities			
Date of Last Program Efficacy:	2013			
What rating was given?	Continuance			
Current Number of Classified Staff:	FT:	0	PT:	0
Position Requested:	Part-time clerical support			
Strategic Initiatives Addressed: (See http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)	2.1.1 Provide more tutoring opportunities 2.1.2 Increase the number of students receiving tutoring (SARS sign-in count) 2.13.3 Increase the number of personal growth workshops 3.1.4 Provide increased access to campus information			

Replacement Growth

If you checked replacement, when was the position vacated? N/A

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

Sars tracking data indicates that there has been a steady and continual increase of students who have use the Writing Center (WC) services. For instance, in terms of one-on-one tutoring, there was an increase of 281 students in comparison between the 2014-2015 academic period to the 2013-2014 academic period. There was an even greater number of students who used the WC tutoring services in the 2015-2016 academic period in comparison to the 2014-2015 academic period as depicted in the increase of 771 students.

Along with the increase in students who use the WC services there is also an increase in the number of tutors to staff the WC and support student demand. The Lead Instructor of the WC, who oversees the tutorial staff, currently has no clerical support and is only granted .27 reassigned time (i.e. the equivalent of one 4 unit class). Currently, the Lead Instructor is responsible for all the paperwork that passes through the center, which includes but is not limited to the following: creation of flyers to promote workshops, creation and/or formatting of handouts and worksheets for students, hiring paperwork, timesheets, assisting students in making appointments, and manually inputting and keeping track of Service Area Outcome data.

Although there has been considerable expansion of the services provided by the WC, and the duties of the Lead Instructor has also increased, there has not been any additional support for the Lead Instructor that is required to continue the same level of services and effectiveness to meet the current demands of the WC. Furthermore, the current amount of reassigned time that is given to the Lead Instructor is grossly outdated considering the amount of work that is involved in maintaining and meeting the needs of the students, faculty and WC tutors. In light of these factors, clerical support would allow the Lead Instructor to focus on more goals and activities that can increase student academic achievement such as training tutors, updating processes and procedures, maintaining and ensuring evaluation and updating of SAOs, providing workshops, and continuing campus-wide outreach of the Writing Center.

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. However, this is complicated by the CCCCO's Student Success Scorecard that indicates that only 35% of students who began in remedial English were successful in completing college level English. Two notable goal of the English department's EMP are to increase the budget of the Writing Center in the anticipation of increased use and expansion of the Writing Center, and to promote college-wide minimum academic writing standards.

Currently, since there is little to no clerical support for the Writing Center, the Lead Instructor has historically taken many clerical responsibilities in addition to the primary duties of serving in the position of a Lead Instructor. This is problematic since it has made it difficult for the Lead Instructor to devote time to properly expand the services of the Writing Center in ways that not only promote, but increase student academic success and advancement. For instance, if clerical support is provided, the Lead Instructor can focus more time and attention to providing opportunities that promote student success and achievement, such as conducting workshops and tutor training. In addition,

These are duties that support staff could perform to allow the Lead Instructor the necessary time to focus on maintaining quality services to help students succeed and keep up with the increasing demand for Writing Center services.

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=982#home>

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

Currently, the Lead Instructor spends 15+ hours weekly on clerical duties, such as

- Making changes to tutor schedules during the semester (fall and spring)
- Completing timesheets for tutors on a monthly basis
- Addressing student complaints/concerns/questions
- Finding substitutes for tutors who are absent
- Assisting students who want to make appointments Manually check students as being seen or missing appointments
- Manually checking student appointment information and block students as no-shows
- Troubleshooting technological issues (e.g. college website not working, online Writing Center tutoring service not functioning properly, Sars Grid not functioning properly)
- Administering, collecting, recording, calculating and writing Service Area Outcome reports for the Writing Center
- Generating semester reports

Clerical support to undertake these responsibilities can free up much needed time for the Lead Instructor to focus on activities that increase the effectiveness and productivity of the WC.

4. What are the consequences of not filling this position?

If clerical help is not provided, the Writing Center will not be able to maintain its current growth, which means students will be turned away, ultimately impacting their academic success.