

BUDGET NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:	Diane Hunter
Program or Service Area:	English – Writing Center
Division:	Arts & Humanities
Date of Last Program Efficacy:	SP 2017
What rating was given?	Continuance
Amount Requested:	\$10,000.00
Object Code:	110003
Object Codes	
Object Code Guidelines	
State specifically how this budget will be used:	Hourly pay for Writing Center tutors
Strategic Initiatives Addressed:	1, 2, 3
Strategic Directions + Goals	

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: There has been limited, temporary funding from SSSP money, but this is not a sustainable or dependable source of funding.

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

I am requesting that additional funding in the amount of \$10,000 be allocated for the Writing Center in order to meet the current and growing needs of the San Bernardino Valley College student population. Monetary support is needed in anticipation of projected mandatory increases tutor wages as well as to support the increasing number of students who rely on the Writing Center for its various tutorial services.

The wages for the tutors in the Writing Center, currently at \$14.00 per hour, are slated to increase as the recent legislation has passed, raising the current \$10.50 per hour California minimum wage to \$13.00 per hour, which is the first step increase to reach the \$15.00 per hour state mandated goal. In step with the state-wide increase and due to contractual obligations, the tutor salaries will be increased accordingly. Without the additional budget funding, the Writing Center will not be able to achieve these wage increases and maintain the current number of tutors and hours of operation which are required in order to meet the needs of our student population. The result is that Writing Center services to students will be adversely impacted.

In addition, there has been a continual increase in the usage of the tutoring services that the Writing Center provides. For instance, between the 2014-2015 and 2016-2017 academic years,¹ there has been an increase of 657 students who have used Writing Center services

¹ For the purposes of this document, the terms academic year and year range (e.g. 20xx-20xx) refer to the period of time from July 1 to June 30.
Needs Assessment Applications due: 10/23/2017 (NOON).

(e.g. 6,575 students in 2014-2015 versus 7,232 students in 2016-2017). This does not take into account the number of students who visited the Writing Center, but were not able to be tutored (e.g. 404 students in 2014-2015 versus 695 students in 2016-2017).

The Writing Center serves a vital role in providing tutoring support not only to students in English courses, but it also serves students across numerous disciplines. Through the years, the Writing Center has fostered connections with the instructors from a number of disciplines besides English such as with chemistry, biology and speech whose instructors require that their students be tutored in the Writing Center. During the fall and spring semesters of the 2016-2017 academic-year, data from the Sars tracking system revealed that students from 47 disciplines have used the Writing Center. Some of the students from disciplines who have made extensive use of the Writing Center have come from biology, chemistry, child development, communication studies, English, ESL, history, human services, philosophy, political science, psychology, reading, sociology, and student development.

In light of factors such as the projected increase in tutor wages, and the increasing demand of students who need to use the Writing Center for academic support, additional funding for the Writing Center is direly needed in order to provide adequate academic support for students, especially those who take classes during different times of the day and week. For instance, currently, the Writing Center is able to offer a broad range of tutoring times which accommodate students taking classes in the morning, afternoon and evening. This has been made possible largely in part since it is temporarily funded by SSSP funds. However, once the funds are no longer allocated to the Writing Center, there may be a significant reduction in tutoring availability. For instance, a reduction in the budget or the inability to support increasing tutoring demands in the past has resulted in the consolidation of tutor offerings to predominately the morning and the late afternoon with limited availability for tutoring in the evenings and on the weekends. This has adversely affected students who could only use the Writing Center during these periods of time.

Furthermore, the online tutoring service that the Writing Center offers has also been affected by budget reductions as well as current stagnation to the Writing Center budget. Currently, only one online tutor is available to support students not only in courses 100 level and above, but students in online courses as well. With additional funding, more tutors can be hired and trained in order to bolster the online tutoring component which in turn can benefit students in said courses. Analysis of the Sars data reveals that the number of students who use the Writing Center online tutoring service has shown steady increases. For instance in 2014-2015, the number of students who used the online service was 141. In 2015-2016, the number increased to 256 students, and in 2016-2017, it further increased to 275 students. This indicates that there is indeed room for growth, which requires additional funding to sustain.

The request for an additional \$10,000.00 is needed in order to help the program meet the growing needs of the student population which the current tutoring budget will soon be unable to satisfactorily fulfill. Financial support will ensure that up to an additional 1,373 students will have the opportunity to be tutored per academic-year, and it will also allow for the possibility for the expansion of tutoring services, some of which include workshops, summer tutoring, evening and weekend tutoring, and online tutoring support.

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 2016-2017 EMP report for the English department, the data indicate that there is an increase in FTES from 2015/2016 to 2016/17 from 973.69 to 980.92. It is projected that there will be an increase in student use of the college's resources, in particular those offered by the Writing Center. One of the goals of the English department that is articulated in the EMP is to "Work to institutionalize funding for the Writing Center tutors (absent of SSSP/Equity funding)," which aligns with the college's strategic goal #2. Additional funding for the Writing Center will ensure that more tutors are hired in order to meet the growing needs of students who rely on the support provided by the Writing Center for their courses. The support of the Writing Center is far reaching and affects numerous disciplines and academic levels, some of which include STEM programs, online programs, as well as developmental programs.

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 has experienced a steady increase in the number of students who use its services from a growing number of disciplines. Of the 47 disciplines that have used the Writing Center analysis of the data reveals that students from at least 16 disciplines make frequent use of the Writing Center (i.e. students who used the tutoring services 40 or more times from a particular discipline). The disciplines are as follows: administration of justice, art, biology, chemistry, child development, communication studies/speech, English, ESL, history, human services, math, political science, psychology, reading, sociology, and student development.

In a comparative analysis between the 2014-2015 and 2016-2017 academic years, the data reveal the following:

Students from the disciplines of biology, chemistry, child development, history, political science, psychology, reading, and sociology significantly increased their use of the Writing Center.

For instance,

students from administration of justice increased use from 6 to 57;
students from communication studies/speech increased use from 195 to 220;
students from English increased use from 3,674 to 4,708;
students from history increased use from 221 to 284;
and students from student development increased from 27 to 62.

In addition to the increase of student use of the Writing Center, the center also has data that indicate that it is a viable and necessary service to the SBVC student population. According to the Service Area Outcome data for the Writing Center in the spring 2017 semester, students using the center have reported a high satisfaction (i.e. over 93%) with the services and academic support that this program provides. However, the primary complaint noted in the student surveys has been the need for additional tutors and tutoring times, which can be rectified with an increase to its budget.

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

The Writing Center is supported by general funds which are allocated solely for tutoring purposes. Continued and increased funding need to come from the general fund.

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

If the funds requested are not granted, once SSSP are no longer allocated to the Writing Center, all of the services and functions of the Writing Center will diminish and continue to languish. 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 advancement. Since the Writing Center is one of the only tutoring centers that offers specialized assistance on composition, it can be projected that all courses at the college that require writing assignments will be adversely affected in some way or another if the Writing Center is not able to increase its tutor availability, its workshop offerings, as well as its online tutoring component if a stable source of funding is not secured.