

BUDGET NEEDS ASSESSMENT APPLICATION
Fall 2019

Name of Person Submitting Request:	Dirkson Lee/Paula Ferri-Milligan
Program or Service Area:	Writing Center (English Department)
Division:	Humanities
Date of Last Program Efficacy:	Spring 2017
What rating was given?	Continuation
Amount Requested:	\$96,000 per year
Object Code: Object Codes Object Code Guidelines	238900 and 110200
State specifically how this budget will be used:	Embedded Tutoring Services: Tutors/Professional Experts to supplement Writing Center services needed to accommodate AB705 changes, and provide two classes of reassigned time for the Lead Instructor in the Writing Center to oversee embedded tutoring services and increase Writing Center services needed to accommodate AB705 changes.
Strategic Initiatives Addressed: Strategic Directions + Goals	1—Increase Access 2—Promote Student Success

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:

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

The request would fund embedded tutors for the newly developed corequisite courses that meet the requirements of AB705 and to provide additional funding for Writing Center tutors, and it will provide for oversight support by providing two classes of reassigned time for the Lead Instructor in the Writing Center to oversee the embedded tutoring services and to address the increase in Writing Center services needed to accommodate AB705 changes. With the implementation of AB705, the English Department has shifted from providing distinct courses (English 914 and English 015) for addressing the needs of basic skills and pre-college-level writers and structuring the college-level freshman composition course to accommodate those writers within the college-level course through the addition of corequisite courses. This is a complete cultural and curricular shift for our students, the department, and our instructors. The English Department has developed two corequisite courses to accompany English 101 (Freshman Composition). English 086 is a one-unit lecture corequisite, and English 087 is a two-unit lecture corequisite that accompany the English 101 course and are designed for students who are identified by the college's assessment process as having skills that place them below college-level English and identifies them as requiring additional support. The English Department has estimated that 30-35 sections of English 086 and 15-20 sections of English 087 will need to be scheduled in order to accommodate the new corequisite and meet student needs. The state has promoted embedded tutoring as a way to increase the success rate of those students who are deemed unprepared for college writing. The funding is

requested to provide embedded tutors in each of the corequisite courses and to increase the one-on-one tutoring that the Writing Center currently provides in order to improve student success. The embedded tutoring services extends beyond the classroom to provide additional support to students in the Writing Center via services including, but not limited to, one-on-one tutoring, online tutoring, and workshops.

An integral component of the embedded tutoring service is the role of the Lead Instructor. The Lead Instructor in the Writing Center currently provides oversight to the tutoring services. In this capacity, the Lead Instructor is responsible for training tutors, working with the dean and department chair to hire tutors, scheduling tutors, developing and scheduling workshops, promoting services across the campus, ensuring SAOs are current and assessed, publicizing services, and working with faculty across the disciplines to ensure that student needs are being met. Furthermore, the Lead Instructor provides line of sight of tutors in particular when they are in tutoring locations such as the Writing Center which is required in order to stay in compliance with rules governing California Community College Chancellor Office regulations such as with apportionment.

The requested funding will be spent in the following ways:

\$16,000 - This will be used to provide two classes of reassigned time for the Lead Instructor of the Writing Center to oversee embedded tutoring services and increase Writing Center services needed to accommodate AB705 changes. This includes extending the time that the Writing Center is available for tutoring. It will also allow the Lead Instructor to have the time needed to adequately address the Writing Center's daily activities during the semester as well as provide line of sight of the tutors in order for the Writing Center to be in compliance with state and college regulations.

\$80,000 – This will be used to hire tutors/professional experts to supplement Writing Center services needed to accommodate AB705 changes via embedded tutoring and Writing Center tutoring.

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.*)

The English Department's current EMP addresses the need for additional tutors, as evidenced through the SAO surveys that students complete. With the curricular changes that have begun in fall 2019, the Writing Center tutoring services have been impacted due to the embedded tutoring component and the additional tutoring hours that have been added in order to accommodate the new course structure. The Writing Center has not had an increase in institutionalized funding for over 16 years (having to rely on sporadic increases in funding from SSSP, Student Equity, and Basic Skills), and the department has identified this as a program goal to stabilize Writing Center services and to support/comply with AB705 changes.

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 most current data (from the Institutional Research Office) provides performance measures for the 2018-2019 academic year for students who utilized the Writing Center versus students who did not. The data indicates that students who received tutoring in the Writing Center performed better and had higher rates of retention than students who did not receive tutoring. Furthermore, disaggregation of the data indicates that the success rates of students in English courses who used Writing Center services were 19% points higher and the retention rates were 13% points higher than students in English courses who did not receive tutoring. Due to recent AB 705 legislation, courses (i.e. English 914 and English 015) that were previously designed to assist basic skills students are no longer required, and many have been eliminated. Beginning in the summer of 2019 and being fully implemented in the fall of 2019, basic skills students now are required to advance directly into college level courses. To acquire the composition skills needed to be successful with their coursework, they are accommodated by the new corequisite classes (i.e. English

086 and 087) that are linked to college level English 101. The state and Academic Senate for California Community Colleges have indicated that embedded tutoring and tutoring (e.g. services offered by the Writing Center) play a vital role in helping these students achieve academic success in college level courses (Rutan, 2018).

Performance measures for the 2018-2019 academic year are as follows:

Success and Retention Rates for All Courses:

80% Success with Writing Center	96% Retention with Writing Center
63% Success with No Writing Center	84% Retention with No Writing Center

Success and Retention for English Courses:

76% Success with Writing Center	94% Retention with Writing Center
57% Success with No Writing Center	81% Retention with No Writing Center

These writing Center performance measures support the notion that tutoring is an effective way to remediate students and helps to increase student success and retention.

Currently, the Writing Center employs more than 20 tutors and is open six days a week. The tutors are scheduled Mondays and Wednesdays from 8:00 A.M. to 8:00 P.M., Tuesdays and Thursdays from 8:00 A.M. to 7:00 P.M., Fridays from 9:00 A.M. to 3:00 P.M., and Saturdays from 10:00 A.M. to 3:00 P.M. With the revised curriculum as a result of AB705 changes, Writing Center services will need to be expanded and adjusted to accommodate courses and students. In addition, the Lead Instructor will need to provide additional coordination for those hours, and both with the tutors (scheduling, training, etc.). Student success and retention data support the need of Writing Center services and the importance of expanding these services.

The success and retention rates for students who enlist Writing Center services indicate the importance of this vital academic support service to meet the needs of our students. With the embedded tutoring, and the need to ensure that students succeed, more faculty in the English department have required students to enlist Writing Center services, which has increase the already impacted services.

Data from the fall 2018 and fall 2019 semesters indicate this growing trend of increased student use of Writing Center services.

Fall 2018 (From August 13-September 30) 847 students tutored in one-on-one sessions/70 workshop attendees

Fall 2019 (From August 12-September 30) 1,010 students tutored in one-on-one sessions /155 workshop attendees

The data indicates that there has been an increase of 27% in the number of students who used the Writing Center services in the fall 2019 semester in comparison to students who used the center's services in the fall 2018 semester.

Both the hiring of embedded tutors and the need to accommodate the new curriculum will expand the need for Writing Center services beyond its current budget. Furthermore, a Lead Instructor is needed in order to address the needs of students and faculty via the services provided by embedded tutoring and in extension the Writing Center and for the service to stay in compliance with the state and college regulations.

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

N/A

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

If the tutors are not funded through needs assessment, the program will continue to try and gain support from categorical areas; however, it runs the risk of scaling back rather than growing. The tenuous nature of categorical funding limits the Writing Center from adequately addressing the needs of our students. In addition, in fall 2018 the Writing Center instituted apportionment with anticipation that future funding for the Writing Center would be increased. If that is to continue, categorical funds cannot be used to supplement Writing Center services if apportionment is to be gained, thereby further limiting services to students and support to faculty.

The Writing Center is a service that supports students from over 30 disciplines at SBVC. Since Writing Center tutoring is contingent on the Lead Instructor providing line of sight and oversight of the Writing Center's functions, reduction of support in embedded tutoring and/or reduction of funding to support the reassigned time necessary for the Lead Instructor to provide support of Writing Center services will ultimately result in reduction of tutoring services not only to the English department but to all students of SBVC that require composition writing in their courses.

References

- Rutan, C. (2018). A year later: Where we are with AB 705 for mathematics and English. Retrieved from <https://asccc.org/content/year-later-where-we-are-ab-705-mathematics-and-english>