

Classified Position Request Form

Instructions: Complete one form for each classified position requested

- New Position (not in last year's budget)
- Replacement Position (in last year's budget)
- Conversion Position (from grant to general funds not in last year's budget)
- Formerly Eliminated Position (not in last year's budget)

Title of Position Requested: English Tutor

Program/Department/Area: Academic Support Services

Number of Hours per Week: 40

Number of Months per Year: 40

Brief Abstract: (How does position impact present area status, affect workload reduction, impact students or provide support/services?)

The Writing Center (WC) was established in the fall of 2011. Degreed professionals in English, literature, or a related-field, work with students on a one-on-one basis. The WC has also scaled-up the services offered to serve a larger group of students needing writing assistance. In the F'16 a monitored writing lab was implemented to facilitate group writing sessions. As illustrated by Peter Bahr in his book, *Deconstructing Remediation in the Community College: Exploring Associations Between Course-Taking Patterns, Course Outcomes, and Attrition From the Remedial Math and Remedial Writing Sequences*¹, students that attend writing support services, like the one offered in WC, are successful in passing and progressing through the English sequence in developmental and gateway courses.

Rationale and Applicability to College Strategic Goals: (**Substantiate recommendations with data and the guidelines listed in the Budget Decision Criteria document and College Strategic Goals.** Does this need fulfill a compliance/mandated position, i.e. State, Federal, regulatory boards, contracts? Does this need address grant partnership commitments and/or critical community needs?)

The Writing Center has increased their overall student visits from 2,273 in the fall of 2012 to 3,757 in the fall of 2016. More significantly, the number of student visits seeking assistance for English Courses increased from 467 in the fall of 2012 to 1,986 in the fall of 2016. This growth exemplifies the intentional collaboration between disciplined faculty and academic support services (see Table 4).

The WC has seen consistent increases in the number of students served each semester on main campus. Now that the Delano WC (DWC) is open, keeping consistent staffing for both student populations has been a challenge. The WC needs at least 1 person who can see students 32 hours a week at DWC each term. In addition, several WC consultants must go to Delano from time to time to do workshops and assist students during times of higher traffic. Overall, the data from AccuSQL show that the individual headcount and number of appointments served are increasing with each semester. With larger numbers of

¹ Bahr, P. R. (2012). [Deconstructing remediation in the community college: Exploring associations between course-taking patterns, course outcomes, and attrition from the remedial math and remedial writing sequences](#). *Research in Higher Education*, 53, 661-693.

