

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: Writing Tutor

Program/Department/Area: Academic Support Services

Number of Hours per Week: 40

Number of Months per Year: 12

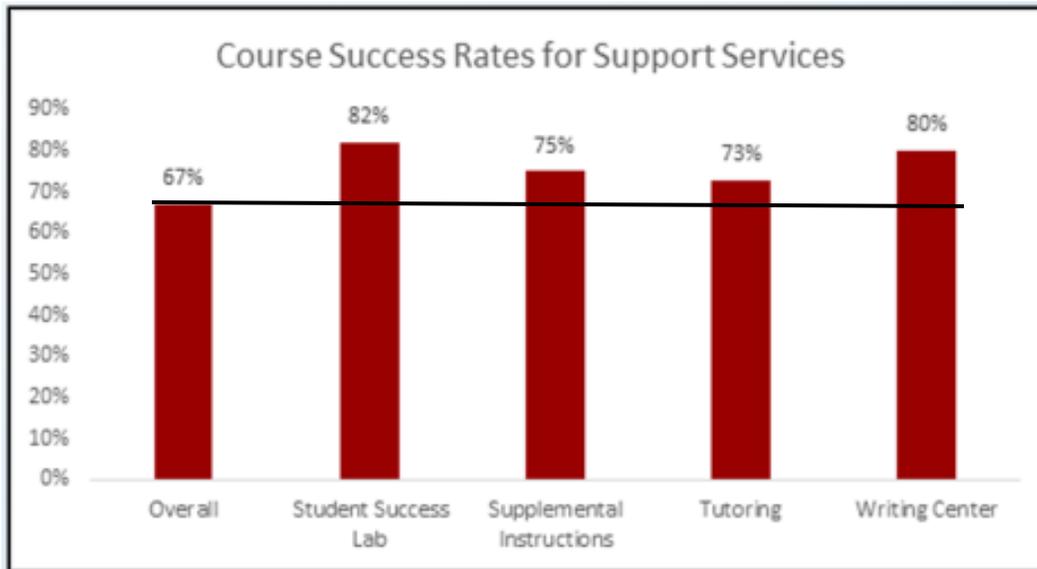
Brief Abstract: (How does position impact present area status, affect workload reduction, impact students or provide support/services?)

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?)

In spring 2018, the writing center on the main campus served 2,117 appointments for courses. Four-hundred and twenty students engaged in the Writing Center workshops. These totals represent a significant decrease from spring 2017 in which 3,815 visits were served. The reason for this decrease is related to the amount of staff in the Writing Center. Without enough well-trained and well-qualified staff in place, students suffer and this decrease in visits served is a direct reflection of that fact. Right now, the Writing Center has three consultants on main campus and one in Delano. On main campus, appointments are booking out a week in advance, which makes a negative impact on student success because students who are diligently reaching out for support may not be able to make that critical academic contact before their assignment is due. Thus, without an appropriate amount of staff, the ability of the Writing Center to make an impact on student writers is diminished. The graphic below reflects the positive impact the Writing Center has made on students writers.

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.



Furthermore, the language of AB-705 mandates that “[a] college shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded support and low or noncredit support options” (CCCCO 2018). Again this chart reflects that the Writing Center is among the most successful academic support services students have access to, and with new multiple measures standards in place, there is a larger community of students taking college-level English who are at more risk than ever before to fail. These students need access to degreed professional writing consultants who can address more than just course content—they can address study skills, accommodative needs, language-learning barriers, and other learning barriers as well.

The size of the Bakersfield College student body has consistently increased over the past several years, and in light of the need to comply with accreditation standard IIB, writing help must be available to all students regardless of how they access the college. The college is now offering courses at the BC Southwest campus and the Job Spot in south Bakersfield along with many other courses conducted at rural sites and inside prison facilities. This means that each of these students in these various locations is mandated through accreditation to have access to academic support no different from students on main campus. Utilizing student workers for these special locations requires line of sight supervision and other requirements making that option less cost effective and potentially less impactful than utilizing the degreed, professional help provided by Writing Center consultants.

Finally, to meet the needs of nontraditional students who may work a standard 8am-5pm job and attend college classes at night, the Writing Center is now open on Saturdays for four hours. This expands the total hours of service available to students per week from 48 hours per week to 52 hours per week of potential tutoring time. With more students than ever before to serve, with more locations requiring Writing Specialists to be available to help, with more days a week of open hours to help students, and in light of the mandates included in AB-705, the need for classified Writing Specialists is greater now than it has ever been before.

Total Cost:

Salary	\$ 28,415.88
Benefits	\$ 24,619.20
Computer/office space etc.	\$ n/a
Total Amount:	\$ 53,035.08