



**Materials, Services, Facilities and Technology Fee
Fiscal Year 2014-2015 Budget Request Form***

DUE: Friday, February 14, 2014 @ 5:00 P.M.

Please return completed requests via email to gina.matibag@csuci.edu

If you have questions about this form, please contact Gina Matibag at (805) 437-3320
For additional information please consult the MSFT web page.

Project or Activity Title: University Writing Center-peer tutoring

Name of organization requesting funds: University Writing Center-peer tutoring
Date: 2/12/2014

Requestor: Kathleen Klompier Contact Phone Number: (805) 437-2762
E-mail: Kathleen.klompier@csuci.edu

Amount of MSFT Funding Requested: \$54,209

Date Funding Needed by: 8/1/2014

Will you receive funds from any other source(s)? YES NO
If yes, please detail amount requesting from other source(s) as well as your total request for fiscal year 2013-2014 (including request from MSFT).

Has this project or activity previously received MSFT funding? Yes.
If yes, please attach copy of report

In 2010-2011 and 2011-2012, \$24,836 was given each year to both the University Writing Center and Learning Resource Center because they were in one funding department. In 2010-2011 both centers spent all \$24,836 on Instructional Student Assistant Salaries with about \$9,934.00 spent by the University Writing Center. In 2011-2012, both centers spent \$21,162.42 of the \$24,836 with about \$9,465.00 spent by the University Writing Center (UWC). Also, in 2011-2012, money was transferred into GD901.

For AY 2012-2013, separate requests were submitted. The 2012-2013 budget allocation is attached. In 2012-2013 the UWC was awarded \$37,600 (\$36,000 of which is being spent on ISA salaries; \$1,600 was used to purchase two laptops). Detailed records can be provided for use of funds if needed.

		2013-2014 Budget	Funding Requested from MSFT	2014-2015 Total Budget Request
EXPENSE & SALARY				
GD901	601303 Student Assistants (SA)	6,633	6867	13,500
GD901	604001 Telephone Usage	500		500
GD901	660002 Printing	500		500
GD901	660003_Supplies and Services- Other	1,133	2,000	3,133
GD901	660831 Copier Usage	250		250
GD901	660832 OPC Chargebacks	250		250
GD901	660816_Membership Dues & Fees	50		50
	GD901Subtotal	9316		9316
GD925	601303 Instructional Student Assistant*	36,000	45,342	48,600
	GD925 Subtotal	30500		48,600
00171	601303 Instructional Student Assistant (ISLAS)	9,216	This funding will be only until 2014-2015 academic year	9,216
	00171Subtotal	9,216		9,216

*This was one-time funding.

Please describe how the use of MSFT funds for this project or activity will benefit the CI student body.

Please provide the following in your application. You may attach additional pages and materials (applicants may be requested to meet with the committee to discuss proposals):

1. **Brief Project Description.** Describe the project and its benefits to the educational or co-curricular experience of students at CI.

Request A: Tutors (ISAs) provide one-to-one writing assistance and serve as in-class tutors in the CI composition program, as well as making presentations in UGIDE courses and in library orientation sessions. The activity is instructionally related as the Center's staff provides writing-related tutoring for over 1000 undergraduate courses in over 20 different majors.

Request B: Student Assistants (SAs)

At present the UWC only has Student Assistants (SA) available for approximately half the hours we are open. Student Assistants work between 20 to 25 hours a week between them all, yet the UWC is open 45 hours a week during a regular week and 65 hours a week during the four weeks of extended hours. We need full coverage for the efficient operation of the Center. Furthermore, minimum wage is going up to \$9 in July of 2014, and to \$10.00 in January of 2016. Currently, the SAs start at \$8 per hour, and therefore

we need to consider how to meet this increased wage need. Student demand for UWC services constrains the Center from reducing coverage and requires additional coverage in the immediate future.

Request C: Supplies.

Currently, the colored/black printer ink for one computer costs \$900 per year. Printer ink accounts for nearly our entire \$1,133 supplies budget. We need to be able to purchase all of the necessary supplies for the Center to run smoothly. The past two academic years have necessitated approximately \$2,000 for supplies. With our small budget, we have had to pull funds from other areas to be able to cover the remainder of the supply costs.

Please provide specific information about how MSFT funds will be used and their impact on the campus.

These funds will be used to pay for the vast majority of Instructional Student Assistant salaries for peer tutors working in the University Writing Center (UWC). Funding for UWC tutoring benefits CI students, both those who tutor and those who receive tutoring, to become not only better writers, but also more successful students. The amount requested, \$48,600, would pay for 135 hours of tutoring per week for 15 weeks of two semesters. The average tutor working 15 hours per week is likely to work individually with over 20 students in a week.

Please describe how this project benefits CI students?

Taking into consideration that in addition to on-on-one tutoring, the 9 tutors funded through the MSFT would also be conducting workshops, making class visits, and facilitating group tutoring, it is reasonable to expect that over 2600 matriculated students will be impacted by this activity. Most of these students should gain confidence and see improvement in their writing as a result of UWC tutoring. Another significant impact is on the tutors themselves. Tutoring provides the perspective and experience for the tutors to develop their own writing abilities, as well as communication, interpersonal, teaching, and study skills, while helping others to do the same. In the fall of 2013 the UWC had 3570 contacts by 1161 students. Since 9 of those tutors were paid through MSFT, we can estimate that 2471 of those contacts were made as a direct result of MSFT funding. Tutors helped over 804 students, from freshmen to graduate students and in a variety of majors, improve their writing. The tutors themselves gained greater understanding of the writing process, as well as valuable experience and confidence.

2. **Project/Activity Budget.** Please enclose a complete detailed budget of the entire project. Indicate (in **bold**) specific items of requested MSFT funding including (where applicable) a schedule and priority of project items to be considered if the project is funded at a reduced level.

Item	Cost	Breakdown
A. Peer tutor (ISA) salaries for established tutoring activities	\$45,342	135 hours of writing tutoring per week, for 15 weeks, each semester. + 50 hours of tutor development/education. MSFT request.
Peer tutor (ISA) salaries for in-class tutoring	\$9,216	Includes in-class tutoring. Accounts for roughly 30 hours of tutoring per week. Funding provided by Project ISLAS.

Student assistant (S A) support	\$6,633	Non-instructional student assistant support. Stateside funding request.
A. Additional Student assistant salaries	\$6,867	These additional funds would give the Center full SA coverage: roughly 50 hours of support per week at \$9/hour. MSFT request.
Regular operating expenses	\$5,300	Telephone, copier, supplies in Center, etc. Stateside funding request.
B. Additional Supplies	\$2,000	These additional funds better reflect what the UWC actually spends on supplies. MSFT request.
TOTAL REQUEST MSFT	\$54,209	

Were other, less costly, approaches considered when preparing the budget for the project?

When it comes to offering Writing Center services (request A), it is essential that we employ the most capable tutors (ISAs). We also need to assure that the ISAs are paid a competitive wage. To that end, there is really no way to spend any less on this service without sacrificing the quality of this service.

Because of the physical layout of the Center, it is essential that someone is sitting at the front desk at all times. At present, ISAs who are paid up to \$2 an hour more than SAs are staffing the front desk of the Center when no SAs are available to work (due to insufficient funding for SA coverage) which is a poor use of the Center's budget. Request B will enable the Center to be more cost effective in that tutors will no longer need to take away time from tutoring for working at the front desk.

In the UWC, we are constantly working to reduce our spending on supplies. At one time when tutors visited classes to promote the Center they handed out Writing Center pens and folders. Due to the high cost of these supplies, they currently hand out only bookmarks we make here in the Center. Additionally, the tutors and students use scratch paper instead of notepads during their sessions and, when printing, we always use black ink and duplex printing. One cost we cannot avoid is ink for our printer, although we have experimented with buying off-brand ink. Request C will help us continue to offer printing as a service for our students.

Are there elements that could be eliminated or deferred if funding is not available for the entire project?

While we believe that our entire request is essential to the smooth running of the Center, we have ranked our requests with Request A being the most essential—without it there will be no writing tutoring available to undergraduate CI students—and C being the least essential.

3. Project Assessment. Describe how the effectiveness of the project will be assessed and measures that will be used to determine if it has attained its objectives. Please note a report will be due at the end of the semester (or fiscal year for annual projects).

After each tutorial, tutors are evaluated by the students with whom they work. These evaluations are compiled and reviewed by the director. At the end of the semester students and faculty working with in-class tutors also complete evaluations.

- **Center Evaluations**

- **A total of 949 surveys were completed by students as they left the UWC. (The number of surveys taken has increased by over 300 from last fall. While this**

may be due, in part, to the layout of the new Center, I also believe that Emily and the student assistants are doing an excellent job at encouraging students to complete surveys.)

- Our strengths in the Center were in the following areas:
 - Tutors were focused and gave their full attention to the students (100% positive response),
 - Tutors provided clear feedback about the paper and how to strengthen the students' writing (99% positive response),
 - Students would recommend tutor to others (96% positive response).
 - When asked, most students learned about our services from their professors (80%) or another student (18%), while fewer students reported learning about us via advertising (9.5%). Finally, students reported hearing about the Center during orientation or from another program –DRP, STEM Center, library staff, etc. (9%).
 - When asked about their desire for tutoring in student housing this semester, 82% of students surveyed said that they would take advantage of the service if it were offered.
 - Selected student comments:
 - ✓ “I am so grateful to the Writing Center and tutors that have helped me the last two semesters; it made all the difference in the quality of my work. Many thanks!”
 - ✓ “Both the front counter staff and tutor are super friendly and helpful! My session was wonderful! Also, I loved how effectively the Learning Center, Advising Center, and Writing Center communicated with one another. (Ex. I was lost, couldn't find the Writing Center, but found the Learning Center. Not only did they point me in the right direction, they notified the Center that I was coming! And then both referred me to the Advising Center in case I wanted a more in depth Seminar. I am SO impressed!)”
 - ✓ “The atmosphere was very relaxed and I felt comfortable throughout the session. I will return again I need help!”
 - ✓ “It was very helpful and I would recommend everyone come here to get help.”
 - ✓ “Another successful session. My last paper brought me a good grade, one that would not have happened without my tutor.”
 - There were only a handful of constructive/negative comments. They include the following:
 - ✓ “Maybe having a pre sign in sheet, so that time is not wasted on knowing what the student wants to go over.”
 - ✓ “MORE TIME!!!!!!”
- **In-Class Evaluations** This semester 27 sections of composition had in-class tutors. A total of 444 surveys were completed.
- As a result of in-class tutoring students reported that they:
 - Were comfortable sharing ideas with the tutor (98.5% positive or somewhat positive response)
 - Felt the tutor provided them with clear information about what they could do to improve the paper and strengthen their writing (97% positive or somewhat positive response)
 - Felt the tutor helped them feel more confident about their abilities as writers (95% positive or somewhat positive response)
 - Would like to have an in-class tutor in another writing class (86%)
 - Results indicate that, when given the opportunity:

- 51% saw the tutor 1-2 times,
 - 23% worked with her/him 3-5 times,
 - 21% did not work with the tutor at all (*this is up a bit from the past and will confer with faculty and students as to the reason*), and 5% of students worked with the in-class tutor 6 times or more.
- When asked if having an in-class tutor encouraged them to visit the Center on their own, 61.5% reported that it did.
 - Positive comments from in-class evaluations include:
 - ✓ “He knows what he is doing and he made my freshman year so much easier writing-wise.”
 - ✓ “It was because we had an in-class tutor that I later went to the Writing Center to help with one of my essays.”
 - ✓ “Very knowledgeable, friendly, and helpful.”
 - ✓ “I am wondering if you do this for all classes, it could be helpful.”
 - The following comments are a reminder that even when the tutor is in the classroom some students do not take advantage of the help on offer:
 - ✓ “I just didn’t happen to ask her but it was good to have a helpful source for when.”
 - ✓ “I chose not to work with the tutor because I felt other students needed the help more.”
 - ✓ “I’m too shy to approach tutor.”
 - In-class tutoring can be a bit more tricky than in-Center tutoring due to time constraints and the fact that the professor is also on hand to offer help (unlike the Center where the student and tutor are on their own), which led to the following comments:
 - ✓ “I would have liked to work with her more.”
 - ✓ “Maybe more time during class time.”
 - ✓ “We should have 2 tutors in class so that people who need help on their essay can be helped.” (*There were several comments similar to this one.*)
 - ✓ “More time with tutor by adding a day.”

If funded, how will the project acknowledge the use of student funds so that students are aware that their student fees made (or helped to make) it possible?

Tutors and students who visit the UWC played an active role in the MSFT fee vote in fall of 2013. The staff distributed voting pamphlets and posted notices in the Center to let students know that tutor salaries were directly funded through MSFT fees. Several tutors and "regular" visitors attended the Town Hall meetings. New UWC tutors are also informed that their salaries come from student fees. The well-informed tutoring staff has helped, and will continue to help, to educate the student body to ensure that they are aware that their student fees are directly responsible for tutoring. As promotional materials are revised, we mention MSFT on them and on our Facebook page.

If appropriate, indicate how the project or activity promotes sustainability at CI.

While the term "sustainable" is most commonly applied to the consumption of natural resources in our physical environment, the term can also apply to social systems. At CI we must ask ourselves, "Are we making the most of our student resources?" "Do we

provide opportunities for our students to enrich their educations and prepare for the future? Here at the UWC, we can answer those questions with a resounding, "yes." Many of our tutors plan to go into teaching careers—from childhood to university levels. The experience of tutoring is invaluable for these students. The one-to-one experience proves to be a good precursor to the rigors of classroom teaching. Tutors learn to communicate with students who have a variety of learning styles, backgrounds, and interests. In addition, our tutors are encouraged to participate in the annual tutoring conference, and publish within national tutoring publications such as *The Dangling Modifier* and the *Writing Lab Newsletter's* tutor column. Writing tutoring also dovetails nicely with several courses our tutors are required to take:

- ENGL 329—Seminar in Tutoring English, taking this course is a requirement for all tutors during their first quarter of tutoring
- ENGL 478—Writing as Reflective Practice
- ENGL 475—Language and Social Context.

Each year the Center has a large influx of applicants from these courses and subject areas, as these students are eager to gain the experience of tutoring CI students before going out into area schools to teach. Furthermore, we are confident that nearly all students who receive writing tutoring will see some, and many will see dramatic, improvement in their writing.

4. **Sources of Project Support.** Please list the other sources of funding, and additional support for the activity. Please explain if MSFT is the only source of support for the project.

Expense Fund	Line Item	2013-2014 Budget
GD901	601303 Student Assistant**	6633
GD901	604001 Telephone Usage	500
GD901	660002 Printing	500
GD901	660003 Supplies and Services - Other	1,133
GD901	660831 Copier Usage	250
GD901	660832 OPC Chargebacks	250
GD901	660816 Membership Dues & Fees	50
	GD901* Subtotal:	9,316
GD925	601303 Student Assistant	36,000
GD925	616903 Desk/Lab/Peripherals under 5k	1,600
	GD925* Subtotal:	37,600
Q0171	601303 Student Assistant	9,216
	Q0171* Subtotal:	9,216

Until fall 2010 the UWC received funding for tutoring through the Academic Affairs general fund (GD901) and from the MSFT funds (GD925). These two funds were combined to pay tutor salaries for both centers. However in fall of 2012 the UWC and LRC were each awarded \$30,500 from MSFT; with the exception of the \$9216 in grant money the UWC received from Project ISLAS, all of our tutoring funds come from MSFT. At the time that our

MSFT funding was increased our allocation from the general fund was greatly decreased and no longer used to fund tutoring. At this point, 80% of funding for all writing tutoring at CI now comes from this fund. If we do not receive the MSFT funds for tutoring in the coming academic year we would have to rely on the general budget (which is now used to pay non-instructional student assistants, director/ASA salaries, supplies and services) to pay all of our tutor salaries. This almost certainly will have a detrimental effect on the students of CI. If we are unable to hire tutors with the MSFT funds over 2,000 students may have to do without writing assistance and the Center's hours would need to be cut drastically if this grant goes unfunded.

Fiscal Management: Project sponsor's unit or department may be responsible for incurred over and above what is funded through the MSFT. If support is requested for costs beyond initial award, or for use on activities or materials not included in approved proposals, the project sponsor must seek approval from the MSFT committee. The project sponsor will be responsible for managing purchases and transfers of funds related to approved projects.

Please review MSFT web page for information about the fund and its objectives before submitting your application.