Math 2008-09 Initiative: Math Open Tutoring 16/177 and Computer Lab 16/222 Aides Hourly Funding

Summary:

This initiative seeks funding for 25 hours per week in hourly Math Resource Center Lab assistance and for 25 hours per week in hourly Math Computer Lab assistance. This funding is essential for us to continue our current level of tutoring and lab support service as we have lost one MRC position this year and one next year due to a retirement as well as half-time grant support for the math computer lab.

Description:

- Drop-in tutoring and lab support in the Math Resource Center is among our best mechanisms for promoting student learning and increasing student retention. However, limited staffing creates long lines of students waiting to see tutors during the MRC's busiest hours and limits the MRC's ability to serve transfer level students and, especially, students in evening classes.

- Sometimes, 5 or 6 students at a time are waiting up to 15 or 20 minutes for tutoring assistance. The demand adds to students' frustration and creates a significant stress level for contracted staff. The Division is concerned that we might lose talented and experienced tutors due to burnout.

- We are open 40 hours per week, but we have only one 25 hour per week testing specialist (service counter person), and, as of fall 2008, possibly only 3 specialists (a net loss of two positions by fall 2008), two of whom work 25 hours per week (including summer term) and one who works 30 hours per week (and does not work summer term). They are classified as instructional specialists and work in room 163, which serves developmental math students. We also allocate about 20-25 hours per week from Division ICP funds for timesheet staffing and tech support.

- At the service counter our testing specialist handles make-up lecture class testing and MRC testing intake (40-98 tests per day), check-in/out videos on all math topics, and the MRC Director handles enrollment clearing and advising. Frequently, there are several students waiting for assistance. The MRC Director spends a significant portion of each day assisting our specialist at the counter.

- In our developmental math tutoring room, #163, we average over 700 student contacts per week. In room 177, we provide tutoring for transfer level math students (Math 105-256). One faculty member staffs this room each hour from 9am to 3pm daily. Tutoring Services and Learn & Earn tutors help in this room. They provide 50 to 60 hours per week and 28 to 32 hours of tutor time per week, respectively. Their schedules provide coverage from 8am until 7pm. Frequently, there are 3 or 4 students waiting for assistance.

- This initiative seeks 25 hours per week in hourly MRC Lab assistance. This increase in staffing would lessen student waiting time, offer some flexibility to tutors for breaks, and would allow for a tutor to assist the aide at the service counter during peak demand answering questions and administering computerized testing for MRC courses.

- The Mathematics Computer Lab is open 8:30am to 5pm with mixed use for testing, classes, and individual students. We would not be able to utilize the lab to this extent without the help of our classified technical administrative support person, Robin Geyer, whose position is currently supported half-time by department and half-time by grant funds. The grant funding ended in 2007, and as a result,in 2008, the lab will only have coverage half-time. Therefore, this initiative also seeks 25 hours per week in hourly computer lab assistance.

- The technical support person's responsibilities include opening and closing the lab, lab security and maintenance, keeping software and equipment organized and up-to-date, helping instructors and students use the lab, troubleshooting equipment and software problems, and coordinating with the faculty lab supervisor. All Mathematics Division students will benefit from additional tutorial or technical support staff, particularly evening students.

- In addition, beginning spring 2008 the Math Division will be offering Math 95 in self-paced format in the MRC using the online software MyMathLab. The technical support person will also be able to assist in orienting students to MyMathLab and troubleshooting any software problems.

Strategic Direction

- Achieve and sustain fiscal stability.
- Build organizational capacity and systems to support student success and effective operations.
- Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.
- Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound.
- Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.

Learning Plan Goals

- Address the need for direct student support from faculty and staff as a crucial element of the learning environment
- Enhance student success and retention
- Organize coordinated support for Instructional technology.

Student Affairs Plan Goals

- Create a Welcoming, Inclusive, and Responsive Environment.
- Develop policies and practices to increase student persistence.
- Ensure success-oriented systems and experiences.

College Council Priorities

- 1.e. Enrollment Management: Increase Credit Enrollment Level
- 5.2 Instructional Redesign: Leveraging Technology

Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

1. *How does it continue the achievement of those goals?*
2. *If this is a continuation of an initiative started last year, make sure that relationship is clear.*

How is this initiative linked to the efficiencies and productivities plans you had last year?

1. *How does it continue the achievement of these plans?*
2. *If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.*

This addresses challenges identified in our 07/08 unit plan, including:

- Student retention;
- Creating an accessible learning environment;
- Removing barriers to learning for students;
- Giving evening students comparable support;
- Transitioning to more technology-based learning environments.

The initiative will address these challenges by improving tutorial and computer lab open hours, maintaining staffing levels, and improving student support.

Describe the resources needed:

The Mathematics Division requests from Student Technology Funding two (2) less than 1040 timesheet hour amounts (at the Instructional Support Specialist level 8 step 4, currently $14.73 /hr.) not to exceed $41,170.

$14.73 * 1039 *1.345 = $20,585
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Totals = $41,170

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

We expect to maintain our current level of MRC tutoring and technology support and our current level of staffing for our computer lab.

Department Priority:

1

Unit Resources:

Question Not Answered

Carl Perkins Funding Request

Curriculum Development Funding Request

Technology Fee Funding Request

1. Category of request

- *Maintain existing technology*
- *Increase student access to technology*
- *New technology*

Please type in the category of the request in the field below.

maintain existing technology

2. Campus location

- *Main Campus*
- *Downtown Center*
- *Florence*
- *Cottage Grove*
- *CLC (list specific locations)*

Please type in the location of the request in the field below.

main campus

3. Names of the person(s) with more information (if needed):

Don McNair
Stephen Selph

4a. Budget ORGN

681001

4b. Budget PROG

111100

5.How many students will benefit per year?

many hundreds

6. Describe the benefit?

All Mathematics Division students can benefit from additional tutorial support with mathematics and instructional technology, and from increased access to the Mathematics Computer Lab.

COMPUTER HARDWARE $

Question Not Answered

COMPUTER SOFTWARE $

Question Not Answered

STAFFING $

41170

INSTALLATION $

Question Not Answered

LICENSING $

Question Not Answered

Can this initiative be partially funded?

Yes

COMPUTER HARDWARE $

Question Not Answered

(CH) Explanation of effect of partial funding:

Question Not Answered

COMPUTER SOFTWARE $

Question Not Answered

(CS) Explanation of effect of partial funding:

Question Not Answered

STAFFING $

20585

(S) Explanation of effect of partial funding:

This initiative could very reluctantly be partially funded at an annual cost (for one Instructional Support Specialist) of $20,585.

INSTALLATION $

Question Not Answered

(I) Explanation of effect of partial funding:

Question Not Answered

LICENSING $

Question Not Answered

(L) Explanation of effect of partial funding:

Question Not Answered