Math 2011-12 Math Open Tutoring 16/177 and Computer Lab 16/222 Aides Hourly Funding

Summary:

This initiative seeks funding for <u>50 hours per week</u> in hourly Math Resource Center Lab assistance and for <u>25 hours per week</u> 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 two vacant MRC positions due to a retirement and a resignation that remain unfilled, as well as losing half-time grant support for the math computer lab.

Description

MATH RESOURCE CENTER (MRC):

Drop-in tutoring and lab support in the Math Resource Center (MRC) is among our best mechanisms for promoting student learning and increasing student retention and success. However, even with our added funding for more time sheet student tutors, limited staffing creates long lines of students waiting to see tutors during the MRC's busiest hours and limits the ability of MRC staff 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 busy setting deters some students from seeking MRC help. 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 contracted tutors due to burnout.
- We are open 40 hours per week, but we have only <u>one 25 hour per week testing specialist</u> (service counter person), and, since fall 2009, only 3 specialists, 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 well over 700 students contacts per week . In room 177, we provide tutoring for transfer level math students (MTH 105-MTH 265). One faculty member should augment the staff in this room each hour from 9 am to 3 pm daily. Tutoring Services and Learn & Earn tutors help in this room, but the quality of their assistance is usually not equivalent to that of a full-time faculty member. They provide 50 to 60 hours per week and 20 hours of tutor time per week, respectively. Their schedules provide coverage from 8:30 am until 7 pm. Frequently, there are 3 or 4 students waiting for assistance in room 177.
- The initiative seeks 50 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 by answering questions and administering computerized testing for MRC courses.

MATH COMPUTER LAB:

• The Mathematics Computer Lab is open 8:30 am to 4:30 pm 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 the hourly computer lab assistant. This initiative also seeks 25 hours per week in hourly computer lab assistance.

• The computer lab 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, since Spring 2008 the Math Division began offering MTH 095 in self-paced format in the MRC using the online software MathXL. The technical support person will also be able to assist in orienting students to MathXL and with troubleshooting any software problems.

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 address challenges identified in our 10/11 unit plan, including the following:

- student retention;
- creating an accessible learning environment;
- removing barriers to learning for students;
- giving evening students comparable support; and
- 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 <u>three (3)</u> less than 1040 timesheet hour amounts (at the Instructional Support Specialist level 8 step 11, currently 16.82/hour not to exceed \$68,785.47.

\$16.82*1039*1.312=\$22,928.49

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Total = \$68,785.47

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 of our computer lab. Measurable outcomes will come with reduced wait times for tutor assistance in both room 163 and 177 and by providing more open access to the math computer lab.

Department Priority:

1

Unit Resources:

Funding Request: Carl Perkins

Is this a Career & Technical Education program approved by the state and offered through Lane for credit?

No

If not a Career & Technical Education program, does your request provide considerable support for students enrolled in these programs?

Yes

Do you have an advisory committee that meets 2-3 times per year?

Yes

If request is for personnel, will funds be used to replace an existing position?

Yes. This funding replaces two MRC positions lost due to retirement and a resignation, as well as loss of halft-time grant support for the math computer lab.

How will funding this initiative increase or sustain the academic achievement and technical skills attainment (GPA of 2.0 or better) of Career and Technical Education students?

Career Technical Education students typically need to complete some mathematics for their programs. The assistance they receive in the MRC helps to ensure they complete their math requirement(s) in a timely manner. Students are encouraged to complete their math courses consecutively, rather than taking long breaks in between. Success in a class leads to increased confidence and willingness to enroll for the next term.

How will funding this initiative increase or sustain the number of CTE students that graduate or receive a one year certificate from Lane and help prepare the students for employment?

CTE students, like other students, utilize the Math Resource Center as a resource for succeeding in their math courses. Completion of math course requirements leads to progression in and completion of other degree and program requirements.

EQUIPMENT \$

COMPUTER HARDWARE \$

COMPUTER SOFTWARE \$

MATERIALS & SUPPLIES \$

CURRICULUM DEVELOPMENT (Hours)

PART-TIME FACULTY \$

TIMESHEET STAFF \$

\$68,785.47

TRAVEL \$

Can this initiative be partially funded?

Yes

EQUIPMENT \$

(E) Explanation of effect of partial funding:

COMPUTER HARDWARE \$

(CH) Explanation of effect of partial funding:

COMPUTER SOFTWARE \$

(CS) Explanation of effect of partial funding:

MATERIALS & SUPPLIES \$

(MS) Explanation of effect of partial funding:

CURRICULUM DEVELOPMENT (HOURS)

(CD) Explanation of effect of partial funding:

PART-TIME FACULTY \$

(PF) Explanation of effect of partial funding:

TIMESHEET STAFF \$

\$45,856.98

(TS) Explanation of effect of partial funding:

This initiative could very reluctantly be partially funded at an annual cost (for two Instructional Support Specialists) at \$45,856.98.

TRAVEL \$

(T) Explanation of effect of partial funding:

Funding Request: Curriculum Development

Funding Request: Technology Fee

- 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):

Deanna Murphy, Math Division Dean

Robert Thompson, MRC Director

4a. Budget ORGN

681001

4b. Budget PROG

111100

5. How many students will benefit per year?

There were 12,340 enrollments for the math division in 2009/10.

6. Describe the benefit?

Students will receive the tutoring, testing and instructional math technology support they need to be successful in their math course work. This impacts their success in their other related course work and ultimately in their completion of degrees and programs.

COMPUTER HARDWARE \$

COMPUTER SOFTWARE \$

STAFFING \$

\$68785.47

INSTALLATION \$

LICENSING \$

Can this initiative be partially funded?

Yes

COMPUTER HARDWARE \$

(CH) Explanation of effect of partial funding:

COMPUTER SOFTWARE \$

(CS) Explanation of effect of partial funding:

STAFFING \$

\$45,856.98

(S) Explanation of effect of partial funding:

Maintaining only student (peer) time sheet funding instead of filling vacancies with contracted staff creates inconsistent tutor quality.

Having excessive time sheet staffing creates scheduling problems for the MRC director.

Partial funding would continue a "band-aid" fix for a systemic issue.

This initiative could very reluctantly be partially funded at an annual cost (for two instructional Support Specialists) of \$45,857.88.

INSTALLATION \$

(I) Explanation of effect of partial funding:

LICENSING \$

(L) Explanation of effect of partial funding: