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COMPLETE

Collector: Live Link (Web Link)
Started: Monday, February 10, 2020 4:10:28 PM
Last Modified: Monday, February 10, 2020 5:56:37 PM
Time Spent: 01:46:08
IP Address: 160.227.129.210

Page 1: Supplies, Equipment, Furniture, and Other Request Form

Q1 Contact Person:

Name	Mary Graham
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Q2 Department:

Learning Assistance/Tutoring

Q3 Title of Request:

Support AB 705 implementation and campus acceleration efforts by providing embedded tutoring and increased tutoring support for English, ESL, and Mathematics.

Q4 Location of Request:

STEM Center and Writing Center

Q5 Type of Request:

Other: Please specify the non-operational other request:
Tutor wages to train and embed in 22 English 120/20 or 120 sections; 22 sections of ESL 50 and/or IA; 2 pilot sections of Math 60/160; and expand one-on-one and math group tutoring math tutoring support for the 20-21 school year.

Q6 Description of Request:Please provide a description of the supplies, equipment, furniture or other request. When making your request, please be as specific as possible and include information such as make, model, manufacturer, color, quantity, etc.

22 English 120/20 or 120 sections (11 per semester): the tutor will be embedded in the course five hours per week, and in the Center supporting those students two hours per week (for a total of seven hours per section), for 16 weeks. The average rate of tutor pay is \$17/hour. This will cost \$41,888

22 sections of ESL 50 and/or IA (11 per semester): the tutor will be embedded in the course six hours per week, and in the Center supporting those students two hours per week (for a total of eight hours per section), for 16 weeks. The average rate of tutor pay is \$17/hour. This will cost \$47,872

2 pilot sections of embedding in Math 160; and expanded one-on-one and math group tutoring math tutoring support for the 20-21 school year. the tutor will be embedded in the course six hours per week, and in the Center supporting those students two hours per week (for a total of eight hours per section), for 16 weeks. The average rate of tutor pay is \$19/hour. This will cost \$3,648. Plus an additional 30 hours of one-on-one and group tutoring support for transfer-level math courses for the sixteen instructional weeks and finals for two semesters. That will cost \$20,000. For a total for math of \$23,648

Q7 Estimated Cost:

grand total: \$113,408

Q8 Please attach quote, if available

Respondent skipped this question

Q9 Total Cost of Ownership:Can this request be maintained with existing funding sources? If not, please explain your plan to maintain this request. Example: potential yearly service agreements, warranties, and replacement costs.

No. It is our hope that the data outcomes will show the cost-benefit of institutionalizing all or some of the program due to savings from retaining students and moving students through the sequences more quickly and effectively.

Q10 Justification of Request: Please select the applicable criteria and provide the details how the criteria relate to your request.

Program expansion,

Impact on student success and access,

Provided details::

Tutoring supports acceleration by meeting students exactly where they are at. Tutors are trained to identify the tutee's zone of proximal development early in each session, so they are sure to be working in that tutee's unique area of need. Tutoring is "just in time remediation." Embedded tutoring provides additional student support for individual and group activities in the classroom and increases student usage of tutoring centers, which has been shown consistently to increase student success and decrease student drop/withdrawal. When embedded, a tutor is placed in the classroom during class time and reserves time in the Tutoring Center outside of class to work those student from the section in which he/she is embedded. By advocating use of the center, an embedded tutor increases tutoring usage.. Attending tutoring sessions increases the likelihood that a student will succeed in a course and reduces the likelihood the student will drop/withdraw. Tutors also help students acquire college study and student skills, learn to navigate college processes, and utilize campus resources. Students in English 120 with the co-requisite, English 20, were t 14.5 percent more likely to succeed in the course than students who didn't use tutoring. As of Spring 18, English 120/20 students who used tutoring were also 13 percent less likely to drop than students who did not use tutoring. Students in Math 160 with support, Math 60, were 10.6 percent more likely to succeed if they used tutoring than if they did not, and 5.75 percent less likely to drop. Students in Math 160 without support were 9.63 percent more likely to succeed if they used tutoring than if they did not, and 13 percent less likely to drop. ESL students who used tutoring were twice as likely to make it to, and succeed in, transfer-level English than ESL students who did not use tutoring.

Q11 Program Goal:Please identify the program goal(s) this request would help your program achieve and provide a brief explanation of how it would do so.

Support AB 705 implementation and campus acceleration efforts by providing embedded tutoring and increased tutoring support for English, ESL, and Mathematics.

AB 705 is a much needed reformation. However, it also presents intense challenges for instructors and students. (ESL 50 for instance, includes some students who do not know the English alphabet, and some others who do not know the sounds the letters make. Any student who chooses can now enter directly into English 120 or 120/20, while many of them still struggle with reading and/or understanding how to write a topic sentence. In Math, the above challenges are combined with an inability to calculate percentages or work with fractions).

Instructors are asking for help, and we have had to scale back or eliminate embedded tutoring, entirely due to increases in tutor wages as the minimum wage in California goes up and as some soft monies have disappeared.
