

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: Math Tutor

Program/Department/Area: Academic Support Services

Number of Hours per Week: 40

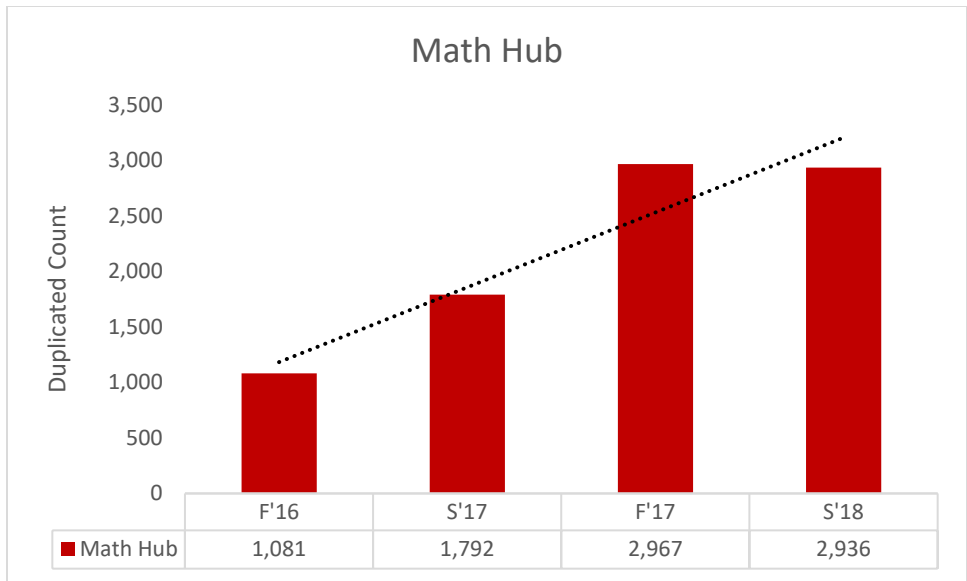
Number of Months per Year: 12

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

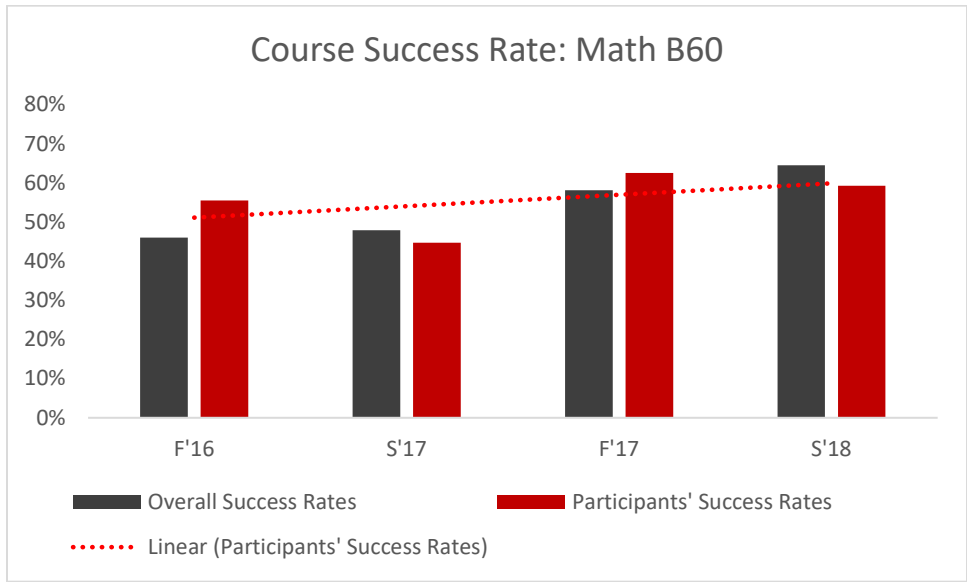
The Math Hub was established in the Spring of 2016. Degreed professionals in Math, work with students on a drop-in basis. When this center opened, two full-time math Tutors were hired to assist students in the Math Hub. However, when one of the tutors resigned in S'18, the position was not backfilled. This leaves one math tutor responsible for serving over 5,000 students in critical bottleneck courses necessary for degree completion

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?)

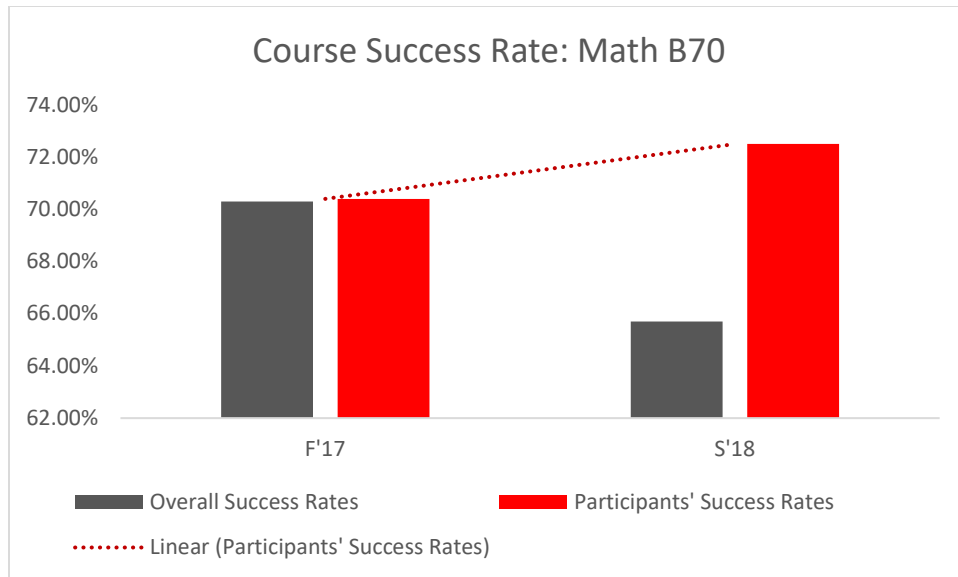
The number of students that are serviced by this center has increased by close to 2,000 visits over two academic years. Collaborative efforts with the math department has resulted in an increase in students attending support for their math courses. The center was moved to the Math and Science building to be closer to the math department and in the same building where many of the math courses are taught. The chart below illustrates the progression in visits over the last four terms. Even with a vacancy, in S'18, the numbers only suffered slightly. The total number in visits only decreased by 33, although we had only one tutor providing the support. As more students are funneled into transfer-level math course, per AB 705, the need for math support will continue to grow. It is vital to backfill this position in order to continue to serve students enrolled in math courses.



Over the last two AY's, the department has tracked the success of students enrolled in Math B60. The data is disaggregated to identify the impact of success for students that attended support services. The chart below provides an overview for three consecutive semesters:



The trend line identifies that students that participate in support services, in general, have seen an increase in successful course completion. In the 2017-18 AY, the math department requested that we also track and report out on the success of students enrolled in Math B70. The data show a similar trend line from one term to the next:



Students that participated in support services were more successful than students that did not attend support services. The number of students successfully completing this course increased in S'18. In the 2018-19 AY, the focus has shifted to transfer level courses, per AB 705. With more courses in that category, the Math Hub is responsible for providing support to students enrolled in those courses. In order to continue with upward trends for students attending support services, it is vital to backfill the vacant position in the Math Hub. Finally, in order to reach Strategic Direction 2.8 “*Increase the percentage of transfer-level math completion in the first year,*” this position is necessary.

Total Cost:

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