

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: Teaching Assistant

Program/Department/Area: Mathematics/Math Learning Center

Number of Hours per Week: 40

Number of Months per Year: 11

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

The teaching assistant plays an adaptive role over time. In the short term, the teaching assistant would help students taking Math B60 and B70. Even though AB705 is going to eliminate most sections of these courses, all those taking them will be through the Math Learning Center as it happens. In the Math Learning Center we are using data analysis to target interventions to make sure the students who take a class in the center will finish their entire math sequence as quickly as possible. We are only able to do this part-way, but we could greatly enhance these efforts with a fulltime teaching assistant. In the Math Learning Center we also provide walk-in tutoring for the students identified by our analysis and any student who wants help their BC math class.

As Math B60 and Math B70 are completely phased out or offered in a new and limited way, the Math Learning Center will be offering increased walk in tutoring for a dramatic increase of students who would be allowed to register under AB705 policy for a transfer level math class but are identified as likely in need of support. This will be in conjunction with co-requisites, and ALEKS based co-requisites are being considered. The teaching assistant would then be vital in providing a stable source of tutoring for these students.

Most student tutors only tutor a few courses and have limited, shifting schedules. We already have far too many days with too long of wait times for tutoring. Having a fulltime teaching assistant would increase the quantity, quality, and consistency of tutoring in the Math Learning Center. In the near future, particularly in regard to AB705 timeline, we will need this increase support for students to maintain success rates in our transfer level math courses. In the short term as well, we would be using the fulltime teaching assistant to tutor at least half of the time to increase success rates of those we already serve.

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?)

This request fits with college's goal of compliance with AB705, and with the general interest of increasing the completion rate of students who opt to take the remedial hybrid courses or want help with their transfer level math course. Before we hired our current teaching assistant, or success rates in the Math Learning Center for Math B60 & B70 were roughly 40% & 30%. However, with all of our efforts they were 70% & 51% in Summer 2018. We accredit this mostly to the tutoring we provide to students we targeted to come in based on our analysis. With a full time teaching assistant, we could have further gains. In the future the tutoring and analysis can be applied to the students going into transfer level courses that need extra support.

Commented [CG1]: Title should read "Teaching Assistant (Mathematics)" or "Teaching Assistant (Learning Center)" depending on which department this is coming from

Commented [CG2]: Need to clarify with Program Review if this is from the Mathematics department or Academic Support Services (Learning Center)

Impact on College/District if position is not filled: (Include how having the position or not having the position impacts FTES, services to students.)

- For the last 5 years, the MLC has generated from 40% to 50% of all Math FTES. This is a significant number of FTES for the college and impacts at least a 1000 BC math students every semester. These MLC students are more likely to drop the course or fail if they cannot receive the support they need.
- These hybrid students need more high touch, high contact than the face to face students. To improve their success, we need to be able to support and increase our aggressive interventions, and that will require more staffing.
- To support the new redesign for the MLC, we need to hire someone who is stable for that position, and offering this Teaching Assistant Position as a 40 hour position will ensure that stability. In the past, we have lost good staff because they used our part-time position as a stepping stone to full-time employment elsewhere.
- Without the increase in quantity, quality, and consistency for our walk in tutoring, the Math Learning Center may be unable to handle the increased needs due to the adoption of AB705 compliant policy. A fulltime teaching assistant will be vital for this transition.
- As part of preparing the required support for the students being newly allowed into transfer level math classes from AB705 policy, we are going to offer greatly expanded hours. Due to staffing requirements, that means more teaching assistant hours will have to be spent in basic maintenance. In other words, without this hiring we will be going backwards in all the regards discussed in this request when we should be moving forward.

Total Cost:

Salary	\$ 39,635
Benefits	\$ 24,623
Computer/office space etc.	\$ 0
Total Amount:	\$ 64,258