LSUE

EUNICE

Offices of Business Affairs and Institutional Effectiveness

Resource Request Form

Version II 2-13-17

Directions: Please fill out this form to request additional funds from the Budget Review Committee. This form was created so that institutional priorities and expenditures could be tracked for Institutional Effectiveness purposes. It is the responsibility of the department to create the goal and objective in Compliance Assist to track assessment and completion of all work associated with this request (if the goal and objective does not exist currently). Questions may be directed to Arlene Tucker, Vice Chancellor for Business Affairs or Paul Fowler, Director of Institutional Effectiveness.

1. Date:

   2/13/2017

2. Department and Name of Person Responsible:

   Developmental Education – Dr. Paul Fowler

3. Relationship to institutional and strategic goals (choose all that apply):

   ☒ Goal 1 Ensure Access   ☒ Goal 2 Student Success
   ☐ Goal 3 Create Partnerships   ☒ Goal 4 Continuous Improvement

4. Relationship to departmental goal:

   ☒ an existing goal (which one?)

   Goal 1: QEP – Use of innovative techniques to teach developmental mathematics

   ☐ a new goal (name of goal?)

   n/a

5. Relationship to a departmental objective

   ☒ an existing objective (which one?)

   Objective 1.1: Increase student performance on MATH 0001/0002 SLOs.
   Objective 1.2: Increase cognitive ability of students in MATH 0001/0002.
   Objective 1.3: Increase mathematics scores on the CAAP.

   ☐ a new objective (name of objective?)

   n/a

6. What are you requesting?

> Increase in resources for an additional adjunct mathematics tutor for the modular mathematics lab. Currently, there is one adjunct working from 9 am to 1 pm during the regular semester. After 1 pm, a student assistant is in the lab; however, the lab relies on Dr. Fowler to assist as needed until closing.

7. How and where are you going to use the request in number 6 (include location)?

> The additional adjunct will be used to staff the modular mathematics lab in M-203 in the afternoon from noon to 4 pm.
>
> In fall 2015, the Modular Mathematics Lab had 5,758 visits. Currently, the existing adjunct staffs the lab from 9 am to 1 pm. The additional adjunct, beginning at noon, will overlap the one hour due to high demand at the noon hour (total of 714 visits) and then cover the afternoon. Currently, the afternoon is being covered by a student assistant. Content issues and second retest require Dr. Fowler to leave his office and attend to the lab. This is problematic when Dr. Fowler is in meetings, trying to meet deadlines, or file papework with SACSCOC.
>
> Adding an additional person along with the one student assistant and the current adjunct staffing the lab in the morning will permit the lab to meet expected demand as more students take modular developmental mathematics. In addition, demand is expected to increase as modular MATH 1015 is implemented and the second lab is completed thus incresing the number of modular sections.

8. What is the expected outcome (include the benefit to students and the number of students involved)?

> Additional students completing developmental mathematics, general education mathematics, and an appropriate credential (either a certificate or an Associate's Degree). Additional students completing their mathematics requirements in a shorter period of time.

9. How will you assess your expected outcome?

> The outcomes will be directly and indirectly assessed using the QEP objectives mentioned above on the regular IE cycle. Utilization of the Modular Mathematics Lab is also be tracked.

10. Target date for completion?

> Implementation will begin for fall 2016 and will be ongoing spanning mulitple years.

11. Detailed items requested:

Personnel	$28,991.25
Travel	$0
Operating Services	$0
Supplies	$0
Professional Services	$0

Equipment	$0
Other	$0
Total	$28,991.25

Notes on Calculations:

The total was calculated using the base tutoring rate of $1,800 per 5 contact hours over the 16 week semester fall and spring (i.e. 80 hours per week for $1,800). Noon to 4 pm is $1,800 x 4 hours over 16 weeks x 2 semesters totaling $14,400. Fringe benefits were calculated at 28.85% for a total of $18,554.40.

For Summer Session, nine weeks (eight weeks plus finals) was used, 9 x 40 hours a week = 360 hours. Dividing the total by 80 hours yields 4.5. As a result, 4.5 x $1,800 = $8,100. Fringe Benefits again calculated at 28.85% yeilds a total of $10,436.85.

The total of the two is $28,991.25.