

2019-20 INVESTMENT FUNDS FULL APPLICATION ▶ #17

PROPOSAL SUMMARY

Project Lead Name	Michael Dentino
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Project Lead Division	Academic Affairs
Project Lead Department	Academic Success Center
Proposal Title	Important Tutor Resources

A. PROPOSAL DESCRIPTION**A-1. Describe the proposed project/initiative**

The Academic Success Center is interested in obtaining funds to purchase important resources that will help our tutors perform their jobs more effectively and ultimately help students achieve their academic goals.

Firstly, we are interested in obtaining the following anatomical models for Biology and Physical Education tutors and students to utilize during tutoring sessions: Arm Model, Leg Model, Torso Model, and Full Body Skeleton. Tutors and students consistently provide feedback indicating that these models are essential to learning Anatomy, Physiology, Kinesiology, and similar subjects. Last Academic Year, the Student Learning Center (now "ASC Tutoring") tutored Biology students on 293 occasions and Physical Education students on 217 occasions. Through Supplemental Instruction sessions, we assisted Biology students (taking Biology I, A&P I, and/or A&P II) on an additional 1,060 occasions. These numbers suggest that students and tutors would get a lot of use out of the anatomical models. Currently, students and tutors resort to referring to two-dimensional drawings which is not nearly as pedagogically effective. For lab exams where the task is to identify muscles, organs, and body parts in great detail, students must do so on three-dimensional models. It is only logical, then, for them to practice and study using three-dimensional models as well.

Secondly, we are interested in getting four large, stand-up, movable dry-erase boards to help with the communication of ideas during tutoring sessions. Encouraging students to use whiteboards for graphic organization, drawing diagrams, solving problems, or mapping ideas helps promote active student engagement during tutoring sessions. Additionally, these boards can serve as dividers to provide flexibility in the functionality of the larger rooms within the Academic Success Center.

These resources should prove to be valuable to the Academic Success Center, and ultimately our students, in helping them reach their learning objectives.

B. TYPE OF FUNDING

B-1. What type of funding have you been invited to apply for? **Strategic Priorities Fund** - to provide one-time temporary funds for projects that directly address a measure of success in the strategic plan identified as a funding priority by Goal Groups for the 2019-20 funding cycle.

B-2. Applications for Strategic Priorities funds must indicate 1.1 Expand, develop & assess academic, co-curricular, & operational activities proven to elevate graduate

which ONE of the following measures of success the project/initiative addresses:

& undergraduate students' ability to create their best Brockport experience & shape their futures as engaged citizens & alumni.

C. STRATEGIC ALIGNMENT

C-1. Outline the ways in which the proposed project will contribute to the College Strategic Plan, and the specific Measure of Success you selected in question B-2.

Your narrative must:

(1) Identify the measure of success you selected in question B-2 above, and

(2) Be explicit in describing *how* the project contributes to that measure.

This project will contribute to Measure of Success 1.1: Expand, develop & assess academic, co-curricular, & operational activities proven to elevate graduate & undergraduate students' ability to create their best Brockport experience & shape their futures as engaged citizens & alumni.

The Academic Success Center considers tutoring and other forms of academic support as co-curricular activities. Data on the tutoring program at the Academic Success Center (formerly Student Learning Center) suggest that the program is already correlated with positive educational outcomes for students. Our most recent analysis of the tutoring data (covering from fall 2014-spring 2016) indicates that students who utilize the SLC enjoy a fall-to-spring retention rate of 92.4%, while students who did not use the SLC had an 85.3% fall-to-spring retention rate. That analysis also showed that the number of Biology tutoring sessions was positively correlated with a higher GPA in Biology classes (.05 level of significance).

Our most recent analysis (fall 2017) of Supplemental Instruction (SI) also shows positive results which were statistically significant at the .05 level. For all SI courses (including BIO 111 and BIO 321), the DEW rate (students earning D's, E's or Withdrawing) for those attending SI was 21.5%, while the DEW rate for those not attending SI was 28.0%. The fall-to-spring retention rate for those attending SI was 93.5%, compared to a rate of 88.2% for those not attending SI. For Biology courses, specifically, the average GPA for those attending SI in BIO 111 was 2.66; for those not attending, it was 2.32. The average GPA for those attending SI in BIO 321 was 3.39; for those not attending, it was 2.66.

It stands to reason that these patterns should continue or improve when tutors and students have access to additional resources that they identify as pedagogically helpful. Let's expand and invest in these co-curricular activities that have already been shown to greatly benefit our students!

D. OBJECTIVES & ASSESSMENT MEASURES

Successful applications must include well-defined assessment plans that include clear measurable objectives and specify the measures/data that will be used to determine if each objective has been met.

D-1. Short-term Goals/Objectives:

What measurable goals or objectives do you hope to achieve with this project in the short-term, meaning within the one-year time frame for which funds are available (fiscal year 2019-20)?

1. All tutors, on average, will be more satisfied with the resources available to them.
2. Biology and Physical Education tutors will be more satisfied with the resources available to them.
3. More biology and physical education students will feel that tutoring helped them better prepare for tests and exams.

D-2. In the previous question, you identified the measurable short-term objectives you hope to achieve with your project. For each objective listed, explain what measures or data you will use to determine if that goal has been met.

1. A larger percentage of tutors will agree or strongly agree with the statement "I am satisfied with the tutor resources that are available" on our Tutor Survey.
2. A larger percentage of Biology and Physical Education tutors will agree or strongly agree with the statement "I am satisfied with the tutor resources that are available" on our Tutor Survey.
3. 1. A larger percentage of Biology and Physical Education students will agree or strongly agree with the statement "Tutoring helped me prepare for test/exams and/or major projects" on our Student Survey.

D-3. Long-term Goals/Objectives:

What measurable long-term goals or objectives (if any) do you hope to achieve with this project in the long-term, meaning beyond the one-year time frame for which funds are available (fiscal year 2019-20)?

Tutors and students will continue to utilize these resources and find them beneficial for years to come.

E. IMPLEMENTATION PLAN

E-1. Identify the specific activities to be funded from the Investment Fund along with an estimated timeline for implementation. All activities and expenditures must occur within the stated one-year period of fiscal year 2019-20.

July 2019 - Purchase anatomical models and whiteboards (estimated cost: \$5,300)

August 2019 - Incorporate information about new equipment into tutor training and Supplemental Instruction materials (as appropriate). (No cost).

November 2019 - Administer Tutor Survey and Student Survey (no cost)

January 2020 - Compare fall 2019 survey results with previous years' results (no cost)

April 2020 - Administer Tutor Survey and Student Survey (again) (no cost)

June 2020 - Compare spring 2020 survey results with previous years' results (no cost)

F. CONSULTATION & AUTHORIZATION FORMS

F-1. This proposal includes (check all that apply):

F-1b. Upload the signed Stipend Authorization Form here.

F-2. For requests involving technology. The Chief Information Officer (Bob Cushman or his designee) has reviewed this proposal.

Not Applicable


F-3. For requests involving alterations of facilities, the Vice President for Administration & Finance (Jim Wall or his designee) has reviewed this proposal.

Not Applicable

F-4. Upload the signed Technology and/or Facilities Consult Form(s) here.

G. BUDGET

G-1. Upload your itemized budget here. Use the Excel Budget Spreadsheet sent to you in your notification email.

 Important Tutor Resources 2019-20 Investment Fund Budget Template.xlsx

G-2. Total Amount Requested from Investment Funds \$5300.00

G-3. Please provide a narrative explanation for your budget. Provide further detail than what is included in the spreadsheet and offer a justification for expenses.

Tutors and students engaged in learning activities in the fields of Physical Education and/or Biology have consistently asked for access to anatomical models. Prior to writing the short form proposal, I surveyed the Physical Education and Anatomy and Physiology tutors and asked them which models would be most useful during tutoring sessions. The models that we are requesting funding for are the models identified by these tutors as being the most practical.

It was decided that four free-standing, movable whiteboards would be the ideal number to give our tutors and students plenty of access to them without cluttering the space. These whiteboards can also be used to divide larger spaces in the ASC into smaller ones, which adds flexibility to the functionality of our rooms.

G-4. Does your budget include an application for an internal loan? No


G-5. Please explain why the proposed project cannot be self-funded from existing Department, School or Division resources.

The budget for the ASC Tutoring is very limited and we will be strained by the extra hours for which tutoring is offered. In recent Academic Years, our budget for tutoring was \$92,000 per year, being open for 45 hours/week. We now have tutoring available 61 hours/week and our budget is still at \$92,000. It would be too risky to use \$5,300 of those funds to purchase these much-needed pieces of equipment.

H. ADDITIONAL INFORMATION

H-1. Use this space to provide any additional information to assist in the review of the proposal.

Upload up to 3 supplemental files here.

 Supporting Emails from Professors.docx

Project Lead Signature



Entry Info

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IP Address

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