

#3

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Wednesday, January 13, 2021 10:40:33 AM  
**Last Modified:** Wednesday, January 13, 2021 10:43:43 AM  
**Time Spent:** 00:03:09  
**IP Address:** 72.199.146.252

---

Page 1: Please review the following:

**Q1**

Contact Person:

Name	<b>Tammi Marshall</b>
Email Address	<b>tammi.marshall@gcccd.edu</b>

---

**Q2**

Department:

Math

---

**Q3**

Title of Request:

Group tables and chairs for classrooms

---

**Q4**

Location of Request:

H-127; H-138; H-114; H-118; H-128

---

**Q5**

**Furniture**

Type of Request (Select one):

---

**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.

Koi Table (36"W x 24"D x 29.5"H) with fixed height contoured post leg design and dual-wheel caster with brake; YES Series nesting chair with mesh mid-back and cushioned seat.

---

**Q7**

Estimated Cost:

\$32,334.76 (quote received 11/23/20)

---

**Q8**

**Respondent skipped this question**

Please attach quote, if available

---

**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.

This can be maintained with existing funding sources as there are no additional costs once the furniture is purchased.

---

**Q10**

**Justification of Request:** Please select the applicable criteria(s) and provide the details of how the criteria(s) relate to your request.

**Equipment replacement,**

**Impact on student success and access,**

**Innovation,**

Provided details::

With the development and implementation of the Math Pathways Program, math instructors no longer teach in the traditional math classroom where teachers lecture and students diligently take notes while struggling to understand the hieroglyphics materializing before them on the board. Instead, teaching and learning occurs in the student-centered learning environment. In this learning model, class time is spent on discussion, collaborative work, productive struggle, and contextualized just-in-time remediation. During class, teaching and learning is tailored to fit the needs of small groups of students as they work through brains-on activities. The student-centered classroom also provides intentional support for the affective domain to help students recognize their capacity for college-level work and believe that they belong in college. The student-centered learning environment requires that students are organized and often reorganized into small groups students during each class meeting. Traditional desks are very difficult to move and configure to facilitate productive group work. We have replaced the traditional math in 7 of our 9 classrooms with the KOI desks that are very light, mobile, and designed to fit together in various group configurations. We need to replace the traditional desks with the KOI desks and YES series chairs in our remaining two classrooms (84 stations). In addition, we need six more KOI desks and YES series chairs for three classrooms that currently seat 40 students with KOI desks but can accommodate 42.

---

**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.

Assess, revise as needed, and continue to improve the Math Pathways program – As part of the reform efforts in our Math Pathways program, we now teach in the student-centered learning environment as described above. This requires that we have the necessary furniture to facilitate a collaborative learning environment and allow students to readily organize into productive groups configurations.

---

**Q12**

Cuyamaca values equity and our resource allocations should reflect our values. How does this request support the college's equity and anti-racist work? Or how does this request contribute to more equitable student outcomes? District's Governing Board Resolution: To view, please visit the Governing Board's site [here](#), view the June 16, 2020 meeting, and view agenda item 8.1 "Resolution No. 20-015 In Denunciation of Violence Against Black Americans and Commitment to Anti-Racism" Cuyamaca College's Academic Senate's Resolution Cuyamaca College's Equity Plan

Working in groups empowers students' engagement with the material, enhances their learning, and is essential for more equitable student outcomes. This helps students feel ownership of what they are learning and gives everyone a better opportunity to succeed.

---