

Basic Skills Funds Request

Name of person or persons requesting funds:

Zhong Hu, Math Department (Math Lab)

Proposal: Math Tutors for Summer 2018 Session

1. Write a one or two paragraph summary (approximately 200 words) of your proposal and how it will contribute to increased student success in Basic Skills classes at Imperial Valley College. Basic Skills classes are ESL, Math below Math 91, and English below English 110.

For students who are still in developmental-level math when beginning their college careers, it is critical that supplemental help outside of the classroom (such as tutoring) be made available to them. This is especially true during accelerated sessions such as the winter and summer sessions, in which the rapid pace intensifies the difficulty for students who already struggle with the subject matter. Students take advantage of, and benefit from, the free tutoring services that are offered to them at the Math Lab during the regular fall and spring semesters. However, the district money that pays tutors' salaries for the fall and spring semesters does not allot for the summer and winter sessions. In the interest of increasing student success at Imperial Valley College, it is vital for the Math Lab to be able to offer its free tutoring services to basic skills math students during the summer session as well.

For the upcoming summer 2018 session, the Math Department will be offering 15 math sections, five of which are at Basic Skills level (one Math 61, two Math 71 sections and two Math 81 sections). During summer 2017, IVC held a 6-week summer session from June 19 to July 27. The Math Department offered 16 sections of math classes offered with 445 total students enrolled in these classes. 209 students visited the Math Lab 958 times. These students spent an average of 1.72 hours per visit at the Math Lab. The success rate of students in remedial level math was about 6% higher for students who utilized Math Lab services versus those who did not. For students taking transitional level math, those who visited the Math Lab were about 5% more successful than those who did not, and in transfer level math the students who visited the Math Lab were about 26% more successful than those who did not. Students in transfer level mathematics are lacking the developmental skills to succeed. Also, the retention rate of students in transfer level math was about 18% higher for students who utilized Math Lab services versus those who did not. The proposed funding would allow the Math Lab to hire 4 tutors to work 15 to 20 hours per week for the 6-week duration of the summer 2018 session.

2. Include a timeline or flow chart that indicates approximately when activities will occur.

June 1 – June 8, 2018	Summer session math tutors selected from current tutor staff
June 11 – June 15, 2018	Appropriate paperwork filed for student summer employment
June 18 – July 26, 2018	Summer 2018 session: Tutors work 10 hours/week for 6 week duration
June 24 – July 31, 2018	Collect data on Math Lab usage and assess summer success rates
Fall 2018	Report to Basic Skills Committee on summer 2018 Math Lab tutoring

3. Include a budget, table, or chart that includes the items/materials/resources needed and approximate the costs for each. This may include money for hourly wages.

SUMMER 2018					
Period	Tutor Wages (\$/hour)	x hrs per week	x # of Weeks	x # of tutors	= Total Pay
June 18 – July 26	\$16.5 / hour	20 hours / wk	6 weeks	2 tutors	\$3960
June 18 – July 26	\$11 / hour	15 hours / wk	6 weeks	2 tutor	\$1980
	Workers Comp.	@ 6.6%			\$392
				Total	\$6332

4. Describe positive outcomes and proposed means to assess them.

Increased access to tutoring help, particularly during accelerated sessions in which instructors do not have a lot of time for reviewing topics in the classroom, is essential to the success of students who struggle with math and place into developmental level courses upon assessment. Basic Skills math is an issue that affects a very substantial percentage of students at Imperial Valley College. Our institution's goal of encouraging students to complete their degree in 150% time (3 years) is especially difficult for students who must begin at three or four levels below transfer level in mathematics. It is therefore critical that we offer students the assistance they need in order to succeed, both inside the classroom and outside of it. Tutoring is an essential part of helping students reach their goals, and therefore it helps Imperial Valley College increase its overall success, persistence, and completion rates. The effectiveness of the tutoring will be assessed qualitatively through surveys that the students will fill out when they utilize the lab's services. In addition, data of the success rates of these students will be recorded, with a report submitted to the Basic Skills Committee in the fall of 2018.

5. If applicable, provide baseline data for positive outcomes. (For example, if you are using embedded tutors in the classroom, provide success rates of instructor(s) in the course prior to using embedded tutors).

Submitted by:

Zhong Hu Faculty, Mathematics