

Basic Skills Funds Request

Name of person or persons requesting funds:

Zhong Hu, SME Department (Math Lab)

Proposal: Math Tutors for Winter 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 winter session as well.

For the upcoming winter 2018 session, the Math Department will be offering 14 math sections, six of which are at Basic Skills level (two Math 61, two Math 71 sections and two Math 81 sections). During winter 2017, IVC held a 5-week winter session from January 3 to February 3. The Math Department offered 14 sections of math classes, 5 of which were basic skills level (one math 61, two Math 71 and two Math 81 sections). A total of 442 students enrolled in a math class during winter 2017; of those, 155 were in basic skills level courses. According to the TutorTrac data, the Math Lab was visited 970 times by 206 distinct students, with a total of 2199.5 logged in hours throughout that winter session. The percentage of students that visited the Math Lab versus total students enrolled during the winter session 2017 was about 47%. These students spent an average of 2.27 hours per visit at the Math Lab. The success rate of students in remedial and transition level math courses was about 4% higher for students who utilized Math Lab services versus those who did not. Additionally, the success rate of students in transfer level math was about 8% higher for students who utilized Math Lab services versus those who did not. The demand for math help and willingness to utilize the services offered by the Math Lab is clear. As the number of math sections for basic skills level being offered will be increased during winter 2018 (6 sections, as compared to 5 sections in winter 2017), it will be very important to have sufficient funding to pay for math tutors. The proposed funding would allow the Math Lab to hire 3 tutors to work 15 or 20 hours per week for the 5-week duration of the winter 2018 session.

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

December 4 – December 6, 2017	Winter session math tutors selected from current tutor staff
December 7 – December 8, 2017	Appropriate paperwork filed for student winter employment
January 2 – February 2, 2018	Winter 2016 session: Tutors work 10 or 15 hours/week for 5 week duration
February 12 – February 28, 2018	Collect data on Math Lab usage and assess summer success rates
Spring 2018	Report to Basic Skills Committee on winter 2018 Math Lab tutoring

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

Winter 2018					
Period	Tutor Wages (\$/hour)	x hrs per week	x # of Weeks	x # of tutors	= Total Pay
January 2 – February 2	\$16.5 / hour	20 hours / wk	5 weeks	2 tutor	\$3300
January 2 – February 2	\$11.00 / hour	15 hours / wk	5 weeks	1 tutor	\$825
	Workers Comp.	@ 6.6%			\$272
				Total	\$4397

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 spring 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