**BASIC SKILL INITIATIVE REQUEST FOR FUNDS**

**BSC Mission Statement**

Our mission is to improve the retention, persistence, and success of basic skills students.

Funds used from the Basic Skills Initiative should include one or more of the following:

1. Promote the use of effective practices in developmental education for administrative, student services, and instructional programs.

2. Provide professional development regarding effective practices in developmental education.

3. Work with Institutional Research in tracking basic skills students from entry to completion.

4. Assess and evaluate the programs designed to improve student success.

Complete the form on the page below and email the form as an attachment to bsc@redwoods.edu.
1. Describe clearly and in detail fund request.

2. Describe how your proposal supports that Basic Skills Mission Statement.
   The main purpose of the Math Jam project is to assist developmental level students in making proper placement decisions in mathematics. This purpose will be greatly enhanced by: improving the course materials to better represent the coursework that it is preparatory for, working with student services at CR and the local high schools to increase participation in Math Jam by incoming high school seniors.

3. Describe anticipated expenses (attach another page if necessary).
<table>
<thead>
<tr>
<th>Items</th>
<th>Cost</th>
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<tbody>
<tr>
<td>tutoring support for math jam and tutoring center to work with students in preparation for math assessments at Eureka, Del Norte, Mendocino. 20 hours per week for 41 weeks @ 12.50 per hour</td>
<td>7750.00</td>
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<tr>
<td>Math Jam posters</td>
<td>50.00</td>
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<tr>
<td>Total</td>
<td>7800.00</td>
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4. Will any of this request require ongoing funding? If yes, please explain.
   No, all funds requested may not be used depending on availability of tutor support and individual campus location needs.

5a. List lead faculty and/or staff involved and/or responsible for the project
   Mike Butler, Chris Panza, Amber Buntin, Betsy Buchanan

5b. List faculty and staff involved and/or responsible for the project.
   Mike Butler, Chris Panza, Amber Buntin, Betsy Buchanan

6. Intended Outcomes (include specific, measurable targets):
   Better alignment of course materials with developmental mathematics curriculum.

   Expected impact on student learning (Program Review 2013-14) Action #4 Increase in number of new students starting in college level Math course.

   Math 301 Demonstrate the skills required to pass the placement exam which will allow the student to enroll in the proper level of mathematics. This will be assessed at the end of each module. These assessments will include operations with rational numbers; solving

   Math 302 Demonstrate the skills required to pass the placement exam which will allow the student to enroll in the proper level of mathematics. This will be assessed at the end of each module. These assessments will include solving linear equations; graphing linear

   Math 303 Demonstrate the skills required to pass the placement exam which will allow the student to enroll in the proper level of mathematics. This will be assessed at the end of each module. These assessments will include linear equations and inequalities in one

   The request would include promotional materials for counseling and advising and the ASC to outreach to students the availability of the courses. In addition the request includes tutors to work directly with students in both the ASC and in the Math Jam courses district wide to allow
for improved assessment results and course placement which more appropriately meets students level of preparation in math. Investigation of the ability to send an email to students who dropped or earned a ‘W’ in any math course during fall 2013 district wide will be developed and sent to promote Math Jam and refer students to counseling and advising for enrollment.

7. Assessment Plan (specify exactly what you will measure and how you will measure it):
Math Jam 301, 302 & 303 provide students a Course Survey: QUESTION (1) Why did you enroll in this course? (a) to prepare to take the mathematics placement exam (b) to review the material before entering my next registered math course (c) other: QUESTION (2) Do you feel better prepared for either the placement exam or your next math course? (a) Yes (b) No

Assessment Rubrics:
Math Jam 301 course consists of six Module Completion Quizzes that will be used to assess: operations with rational numbers, solving algebraic equations, and basic geometry. Samples of the quizzes can be found at http://mathrev.redwoods.edu/mathjam/toc.php?r=301&s=public A survey will be given at the end of the course and first two questions address part of the SLO for the course: Demonstrate the skills required to pass the placement exam which will allow the student to enroll in the proper level of mathematics.

Math Jam 302 course consists of six Module Completion Quizzes that were used to assess: solving linear equations, graphing linear equations, polynomials and factoring and, simplifying radical expressions. Samples of the quizzes can be found at http://mathrev.redwoods.edu/mathjam/toc.php?r=302&s=public A survey was given at the end of the course and first two questions address part of the SLO for the course: Demonstrate the skills required to pass the placement exam which will allow the student to enroll in the proper level of mathematics.

Math Jam 303 course consists of six Module Completion Quizzes that were used to assess: linear equations and inequalities in one variable; logic; functions; quadratic and polynomial functions; review of rational functions; exponential and logarithmic functions; radical functions. Samples of the quizzes can be found at http://mathrev.redwoods.edu/mathjam/toc.php?r=303&s=public

8. Proposed Timeline (provide timeline details for activities including assessment schedule):
Assess the placement results for students completing the course work. During 2012-13 100% of students retesting placed into the math course student was reviewing for.

Assessment of placement results would occur in January 2014 and again in April 2014. Students would register in appropriate math course for spring 2014 after January Math Jam and placement for summer or fall 2014 after April 2013 math jam sessions.

9. Is this included on your most recent Program Review Needs Addendum?
Yes, #4 Provide tutoring support for Math Jam accelerated courses for math placement in 2013-2014 district wide.

10. Is technology involved in your proposal? If yes, please explain the response from technology support?
Technology will be used, but there is not request for technology support.

11. I understand that if granted, basic skill funds are to be expended in a manner that predominantly benefits basic skills students. By accepting funding for this project, I agree to provide a written and oral report describing how well intended outcomes were met, the results of the assessment, and how this information can be used in the future. Projects funded for two
semesters will require a mid-year update as well as a report upon completion. Please note: This is a one-time allotment of funds. Any future funding is contingent upon the submissions and granting of a new request and availability of funding.

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<thead>
<tr>
<th>12. Contact Person:</th>
<th>Tracey Thomas and Betsy Buchanan</th>
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<tr>
<td>13. Date Submitted:</td>
<td>November 8, 2013</td>
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