

**DELTA COLLEGE
BOARD OF TRUSTEES
DINNER MEETING
March 18, 2014
Delta College Main Campus Room N7**

Board Present: R. Emrich, K. Lawrence-Webster, J. MacKenzie, M. Nash, M. Rowley, E. Selby, R. Stafford, E. Wacksman

Board Absent: K. Houston-Philpot

Others Present: B. Baker, N. Blecke, T. Brown, E. Crane, C. Curtis, C. Dzurka, A. French, M. Fulmer, M. Gmeiner, J. Goodnow, L. Govitz, T. Heinz, G. Luczak, D. Lutz, R. McCracken, J. Miller, M. Mosqueda, D. Peruski, R. Przybylski, G. Przygocki, D. Redman, J. Seals, S. Shinkel, K. Schuler, T. Stitt, A. Ursuy, B. Webb, S. Witzke, M. Wood

Press Present: J. Hall, WSGW; K. Lutz, Delta Collegiate

Board Chair, R. Stafford called the meeting to order at 6:15 p.m.

R. Stafford introduced Nate Blecke and David Redman who presented on the Summer Math Booster. D. Redman began by explaining the challenges that many of our students face, which is the need for developmental math. This requires students to spend as many as three semesters taking math courses to finally reach a college-credit bearing math course. He also explained the mission which is to accurately assess student abilities and placement within courses, to advance students as quickly as possible to college credit-bearing courses, and to create effective and appropriate pathways and courses.

D. Redman noted some of the ways in which the Math Division has helped to meet the challenges of its students. The Summer Math Booster has helped in providing additional placement opportunities. Math Cubed which is a combination of courses has helped in advancing students as quickly as possible to the college credit-bearing courses. The Math Division has also created MTH 098 Mathematical Reasoning and MTH 118 Mathematical Explorations to create additional pathways to the college credit-bearing courses.

The Summer Math Booster is an intense program designed to help boost the student's placement levels raising them by one or more or in some cases advancing them directly to college-level math. This program was created by the Developmental Education Coordinating Committee (DECOOR) and the Math Division in 2010.

N. Blecke gave a brief summary of the history of the Summer Math Booster. In 2010, the students met six hours a day for four days in July. There were three Structured Learning Assistants (SLAs) who worked with seven faculty members in running the program. Fifty

students signed up and 28 attended. The program was not funded in 2011. In 2012 they offered the program in May, with the same format and the same number of faculty and SLAs. Forty-eight students signed up and 27 attended.

Based on assessment feedback from the participants and the staff, the 2013 Summer Math Booster was expanded and redesigned. The program took place in August, five hours a day for four days, for two weeks. The first week focused on numerical literacy. There were two groups of students, one on main campus and one at the Ricker Center. Each group had two faculty members that worked with one SLA. The attendance was greater with 9 out of 13 attending at the Ricker Center and 18 out of 21 on main campus. Students who advanced a level during the first week were invited back for the second week on the main campus, which focused on algebraic concepts. The students worked with five faculty members and two SLAs.

A number of methods are being used to attract students to the Summer Math Booster including: announcing the program during Winter and Spring semester courses; contacting new students who have been placed in development math; distributing fliers on the main campus and the Ricker Center; and mailing program information directly to interested students.

The chart below was presented, showing the number of students who increased their placement levels and also those who passed their next math class.

	Signed-up	Attended	Increased Placement Level	Passed Next Math Class
2010	50	28	14	8 of 13
2011	-	-	-	-
2012	48	27	10	13 of 18
2013	39	34	30	13 of 18*

*13/FA semester only

N. Blecke shared some comments made by the students who participated in the Summer Math Booster which included:

- “This has been so wonderful that anyone ready to go back to school should be aware of this.”
- “Everyone has been wonderful and so helpful.”
- “It helped me improve my math skills, Thank You :)”
- “I wish there was more time... in the program!”
- “... more than one teacher [is] helpful with learning more than one way”

D. Redman and N. Blecke discussed the changes that will be implemented for the 2014 Summer Math Booster. The first week at the Ricker Center will offer Numerical Literacy in the morning for three hours a session, for five days. The first week on Main Campus will also feature Numerical Literacy in the morning, and Algebraic Concepts in the afternoon, for five days and sessions being three hours. The second week will include a morning session with Numerical

Literacy, and Algebraic Concepts in the afternoon, both at Main Campus and the Ricker Center. The sessions will be three hours a day for five days.

D. Redman indicated all of the faculty and staff that helped in the Summer Math Booster. Those individuals include: Faculty – Nathan Blecke, Christien Eckerle, Joe Nernandez, Beth Kelch, Frances Lichtman, Katrina Nichols, Randy Nichols, Myung Pinnter, Sascha Rivet, Joan Roksiewicz; SLAs – Mary Baker, Dan Draves, Sarah Moore, Colin Ohl; and Office – Linda Nadolski and Teresa Stitt.

R. Emrich noted that he was grateful to everyone for truly supporting student success. J. MacKenzie asked how much the project costs. N. Blecke noted that the first year the cost was \$4,000, the second year \$4,000 and the third year \$13,000 to \$14,000. He indicated that the first year adjunct faculty volunteered their time to the program and full-time faculty were given a stipend. The third year was run by all full-time faculty which were paid at the rate of one credit hour. The SLAs were paid their hourly rate. N. Blecke noted that a majority of the budget was spent on food but that it was backed by Ruby Payne's aha research. The theory is that if you're dealing with student who might be coming from poverty, you can draw them in by providing food. He also noted that it gives the students the chance to socialize and get to know one another better. D. Redman indicated that the projected cost for next year's project is \$18,000. R. Emrich noted that there is a huge amount of money that the students are saving by not having to take these courses.

E. Selby noted that the sooner we get students in to the main stream the more likely they will be successful. He also wanted to thank the group for extending this program to the Ricker Center. N. Blecke indicated that K. Nichols was the individual who was instrumental in getting the program to the Ricker Center.

There being no further business, the dinner meeting was adjourned at 6:43 p.m.

Talisa Brown, Board Assistant Secretary

Andrea Ursuy, Board Secretary