**Proposal for Math Boost Weekend or Evening Workshops and Summer Athletics and Bridge Workshops: Request for Funding for a Two-Year Pilot Program**

This request was developed in collaboration with **Counseling** (Sylvia Aguirre-Alberto, Jacqueline Gamelin, Marsha Ramezane; **Math Science Division** (Lloyd Davis, Lena Feinmann, Cheryl Gregory, Robert Hasson, Melvin Hom, David Robinson, Alyssa Wong, **[COI]** Laura Demsetz, Mohsen Janatpour, Charlene Frontiera); **Athletics** (Bret Pollack, Tim Tulloch, **[EMC]** Andreas Wolf; **PREI** (John Sewart); **Registrar/BSI/DIAG** (Henry Villareal)

**Student Outcomes**: Matriculating Students will review mathematics skills to facilitate more accurate placement in mathematics, and commit to taking mathematics every semester until student mathematics goals are met.

**Alignment with Institutional Priorities: The proposed Math Placement Test Preparation Workshops are in alignment with the Institutional Priorities of Student Success, Academic Excellence, Relevant High Quality Programs and Services, and Integrated Planning, Fiscal Stability and Efficient use of Resources** (see appendix A)**.**

**Priority 1: Student Success**

College of San Mateo, an open access institution, provides educational opportunities to a wide variety of its community. However, many students enter and then leave the institution prior to achieving their educational goals. By working together, instruction and student services are developing new initiatives that can reduce or eliminate barriers and contribute to increasing student success.

**Priority 2: Academic Excellence**

While striving to enhance student success, CSM will continue to emphasize and maintain high academic standards. In doing so, CSM will employ a variety of innovative strategies and pedagogies which it will assess for effectiveness in contributing to student success.

**Priority 3: Relevant High Quality Programs and Services:**

Data have emerged from two workshops indicating that it is possible to 1) improve math placement test scores for entering students and 2) improve student success in math. Math faculty, math tutors and athletic faculty worked together to direct/instruct/support students through a short burst, but high intensity on-line tutorial. The tutorial, called ***MyMathTest,*** drills students in math problems, improving math skills, enabling students to refresh their math skills, score better on the placement exam and, therefore, place into more advanced math courses.

Supporting ***MyMathTest Workshops*** requires some of the best practices of education. It requires committed faculty, technology support, individualized instruction and self-pacing, under the guidance of faculty and tutors so that students continue to advance.

If the College ***supports MyMathTest Workshops***, there is an additional potential bonus for students. If students are successful in the more advanced course placement, then the College can claim credit for shortening time to degree for students, which saves time and money for the students, while allowing resources normally assigned to basic skills courses to be applied elsewhere. Determining this outcome will require support of staff in institutional research as well as dedicated counseling faculty.

**Priority 4: Integrated Planning, Fiscal Stability and the Efficient use of Resources:**

 At the present time, the math department offers 9 – 12 sections of basic arithmetic (MATH 811), for which there are always long wait- lists. This is a consequence of the fact that the vast majority of students place into basic arithmetic. Using **MyMathTest**, students were able to place from 1 – 4 levels above their original placement. Each section of MATH 811 cost $4,000 (3 units and 3 FLC) or more and this does not include indirect costs. If 35 students place out of math 811, that could be interpreted as freeing up funds that could be used to offer sections of more advanced math. If 35(x) students place out of several levels of math, then there will be proportionately more savings.

**Priority 5: Institutional Dialogue**

The two Math Boost Pilot Projects have generated a heightened focus on the priority of Student Success. Many groups engaged in the discussion and included faculty and staff from instruction (coaches, math faculty), student services (counseling dean, Admissions and Records dean), PRIE, IPC committee representatives (DIAG, Enrollment Management) and administration. The work of this group focused on Student Success with the goal of institutionalizing funding for Math Boost Programs.

**Background information from Preliminary Projects**:

Summer 2009 the CSM Football Coaches together with Math Faculty offered a summer workshop and Summer 2010 the Mathematics department offered a June Intersession Workshop. Initial data from these small samples indicate that that as few as twenty hours focused review enables students to raise mathematics placement levels as much as 4 levels with many students raising one or two levels (see appendix B). Depending on the course route taken by the students an increase of one placement level will shorten the student’s path to AA completion by one or two semesters of mathematics and a increase of four placement levels will shorten the student’s path to AA completion by up to five semesters. On average the students increased their placement scores 1.6 placement levels. 67% of the students improved their placement by one or more levels saving one, two or more semesters. 48% of the students improved their placement by two or more levels saving two or more semesters. Student feedback indicated the workshop was effective and that they would recommend it to their peers (see appendix B).

Tracking student success and persistence for the two preliminary projects raised a concern that will be addressed by integrating counselor and enrollment support into this proposal. In the preliminary project, only 33% of the students who improved scores continued directly into their next math course.

Review of the preliminary projects lead to these observations:

* The review-introduction procedure does familiarize students with computer based testing.
* Student recall of previously learned materials was improved by the review, improving their scores and student satisfaction with placement.
* Counseling and registration intervention is needed to facilitate student enrolment in the new level mathematics course the semester after completion of the workshop. Until the enrollment barriers are removed it is not possible to track the success of these students in mathematics.
* Once enrollment barriers are removed, it will be possible to assess improvement in student success, persistence and speed of progress toward goals will improve.

Recommendations from preliminary workshops are:

1. Find a steady funding source so that planning and publicity are effective and prospective students and counselors at both CSM and feeder schools become aware of the program.
2. Consider weekend workshops during period of time PEP sessions are occurring (perhaps a series of Saturdays).
3. Expand suggested resources for test prep listed on the CSM test site to include workshop dates and free on-line resources
4. Encourage students to continue review over the summer by offering an opportunity to retest at a later date (they have 16 week access to the program).
5. Develop a campus wide strategy to ensure students remain in mathematics every semester until all desired mathematics courses are completed.

**Proposed Format for Institutionalized Math Placement Test Preparation Workshops**:

1. Saturday workshops coincident with PEP. Eight weeks, open entry-workshop, 5 hours each week, scheduled in a computer classroom (to be identified), staffed by mathematics instructor(s) and two student tutors. Students eligible for re-testing after 20 hours on task in MMT. [Day of week may change pending further investigation of availability of computer classrooms and input from feeder high school counselors].
2. Summer Athletics MMT workshop, staffed by Coaches and one or two student tutors (peer tutors if they can be identified). Scheduled to accommodate summer training schedule.
3. Summer workshop coincident with Summer Bridge Program, 20 hours minimum, staffed by mathematics instructor(s), Bridge Counselor, and two student tutors.
4. Counselor follow-up appointment upon completion of re-take of placement test.

 **Campus support needed**:

1. Computer classroom that accommodates 25-35 students. Tech support required for access and troubleshooting depending on location.
2. PR /Marketing support – web announcements, high school liaison, coordination with PEP and Summer Bridge,
3. Clerical support for submitting student hire paperwork and time sheet processing
4. Duplication access for flyers, contracts, surveys, etc
5. Post-testing in the CSM testing center
6. Post-workshop counseling appointments

**Preliminary Work and Publicity – The coordinating lead will facilitate development of or coordination of**:

 **PR/Marketing – market to students matriculating into both developmental and transfer level**

 **mathematics**

1. A flyer announcing Math Boost (example from Sp 2010 in appendix D) – sent to counselors and advisors, EOPs, Basic skills coordinator to inform the campus and PEP events.
2. A web announcement and web calendar posting – coordinate with Valerie Tyler ,post on the portal page, the CSM home page and CSM Internal calendar.
3. Additional marketing as developed in consultation with campus resources

**Logistics and Pedagogy**

1. A mechanism for student enrollment and commitment (example from Sp 2010 in appendix E). The committee is investigating developing a 0 unit course which would not create financial barriers but would facilitate assessment of future student success
2. Coordinate parking passes and facilities access
3. Identification and training of student tutors – coordinated with Isabel Dillman (Math Science Division office) to insure paper work was complete and time cards were submitted
4. Identify person(s) who will answer student inquiries via phone and email
5. MMT setup - develop plans for student placement within MMT based on student placements on initial Compass Placement Test, instructions students needed to get started in MMT (appendix E)
6. Coordinate with faculty to plan study skills discussions interspersed within the workshop and determine who will monitor student progress/answer student questions generated from student work on the program outside the scheduled workshops
7. Coordinate with CSM testing center for post-testing

**Develop Assessment Tools in coordination with PRIE**

1. Develop student online feedback survey (appendix F for paper sample) to be completed after 2nd Compass testing at end of workshop.
2. Develop plan for follow up on student initial enrollment, success and persistence (data tracking, follow up counseling appointments)

**Cost: Time on Task and Estimated Total Cost Project for One Year (based on 80 students within the three phases of the project):**

|  |  |  |  |
| --- | --- | --- | --- |
| item | **Hours/count** | **cost per hour/item** | **cost** |
| Instructor time for development/administration of project | 40 hours | $83/hr + 12.5% benefits | $3735 |
| Faculty  | 140 hours | Ditto above | $13,072.50 |
| Coach support for summer football session | 40 hours | $51.20 + 12.5% | $2304 |
| student tutor hours  | 160 hours | $12/hr + 5% | $2016 |
| Classified support (Paper work to hire and pay students, room coordination, tech support) | 10 hours | $25/hr + 12.5% | $282 |
| Lab Technician | 160 hours | $28/hr + 12.5% | $5040 |
| Retesting :time of staff | 2 hours | $28/hr + 12.5% | $63 |
| Retesting: compass cost | 160 students | $2.00 | $320.00 |
| MMT licenses | 160 licenses | $10.00 | $1600.00 |
| Duplication and paper | ~1000 copies | $0.06/ copy | $60 |
| Publicity/Marketing |  |  | TBD |
| **Total per year** |  |  | **~$30,000** |

**Appendix A – Institutional Documents (excerpt from CSM Educational Master Plan)**

***Recommendations for Instruction and Student Services***

**Goal 1: Program and Services**

**Objective**

*1) Support innovative programs and services that address emerging community needs as*

*identified in the EMP and through other data and information sources.*

* Implement and/or assess innovative instructional programs
* Expand and improve labs (Math, English 800 Lab, Reading and ESL Center) and

services for developmental/basic skills students

* Expand online services for students, including e-advising, online help centers, and web-based appointments with student services personnel
* Provide student services that compliment instructional offerings.

**Goal 2: Enrollment Management**

**Objective**

4) *Develop strategies to improve student retention and persistence that are tailored for*

*diverse student populations.*

* Focus enrollment planning efforts on the key populations needing to be served as

determined by research.

* Increase and utilize a variety of technologies to deliver student support services.

**Goal 3: Diversity**

**Objective**

2) *Address the diverse learning needs of CSM’s students through the delivery of innovative*

*programs and services.*

* Offer courses via a variety of delivery systems including distance education and offcampus

sites.

* Expand the use of technology-mediated instruction as appropriate.
* Provide professional development opportunities on a variety of topics that sensitize faculty and staff to cultural, ethnic, gender and lgbt issues.

**Goal 4: Assessment**

**Objective**

3) *Support decision making in institutional planning that is informed by institutional research*

*and a variety of quantitative and qualitative information and by the use of outcome*

*measures.*

* Modify the curriculum based on evidence-based research and outcome measures.
* Modify teaching methods based on evidence-based research and outcome measures.
* Establish a Program Improvement and Viability process for Student Services to ensure that student services are responsive to student and community needs.

**Appendix B**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Test** | **Level** | **M-Code** | **Cut Score** | **Placement**  |
|  |  |  |  |  |
| **Pre Algebra** | **0** | **M10** | **1-40** | **MATH 811** |
|  | **0** | **M12** | **41-100** | **MATH 802 or MATH 811** |
|  |  |  |  |  |
| **Algebra** | **1** | **M20** | **1-25** | **MATH 111** |
|  | **2** | **M30** | **26-45** | **MATH 110 or MATH 111** |
|   | **3** | **M40** | **46-100** | **MATH 120 or MATH 122**  |
|   |  |  |  |  |
| **College Algebra** | **3** | **M40** | **1-45** | **MATH 120 or MATH 122** |
|  | **4** | **M50** | **46-100** | **MATH 125, 130, 145, 200, or 241** |
|   |  |  |  |  |
| **Trig** | **5** | **M53** | **1-45** | **MATH 125, 130, 145, 200, 231, 222, 241**  |
|  | **6** | **M60** | **46-100** | **MATH 251 ( and after completion of Math 241 is eligible for Math 242 without taking Math 130)** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Math Boost Summer 10 | placement prior to wkshop | placement after workshop | change in placement levels | previous math | Su 2010 | Fa 2010 | Comments |
| 1 | 811 | 125,130… | +4 | no history | no math | Math 130 in progress | positive progress, if successful gained three/four semesters |
| 2 | 811 or 802 | 120 | +3 | no history | no math | no math | any skills developed in workshop will likely be lost before spring 2011 |
| 3 | 811 | 110 | +2 | F09, Sp10 no math | no math | no math | 4th semester of no math enrollment, any skills developed in workshop will likely be lost before spring 2011 |
| 4 | 111 | 110 | +1 | Sp10 no math | no math | no math | 3rd semester of no math enrollment, any skills developed in workshop will likely be lost before spring 2011 |
| 5 | 811 | 111 | +1 | no history | Math 111 B# | Math 112 in progress | positive progress, gained one semester |
| 6 | 110 or 111 | 120 | +1 | no history | no math | no math | any skills developed in workshop will likely be lost before spring 2012 |
| 7 | 811 | 811 | 0 | Sp07 Math 811;  | no math | Math 111 in progress | no gain but continuing in math |
| 8 | 111 or 110 | 111 OR 110 | 0 | no history | no math | Math 110 in progress | no gain but starting math |
| 9 | 111 | 811-802 | -1 | no history | no history | Math 111 in progress | no gain but continuing in math |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| math 850 summer 09 football workshop | placement prior to wkshop | placement after workshop | change in placement levels | Workshop Hours | Sp 2009 | Su 2009 | Fa 2009 | Sp 2010 | Su 2010 | Fa2010 | comments |
| 1 | Math 111 | Math 125+ | 3 | 24 | no math | Math 850 P | no math |   |   |   | transferred with AA degree, no math at CSM |
| 2 | Math 811 | Math 120 | 3 | 24 |   | Math 850 P | no math | math 120 F | no math | no math | no successful progression at this time |
| 3 | Math 811 | Math 120 | 3 | 9 |   | Math 850 drop | no math | math 120 F | no math | no math | no successful progression at this time |
| 4 | Math 811 | Math 110 | 2 | 24 |   | Math 850 P | math 111 A | math 110 B | no math | math 120 in progress | successful progression |
| 5 | Math 811 | Math 110 | 2 | 4 | math 811 P | Math 850 drop | no math | no math | no math | math 111 in progress | did not complete workshop |
| 6 | Math 111 | Math 110 | 1 | 24 |   | Math 850 P | math 111 D | math 110 W | no math | math 110 in progress | math class in progress |
| 7 | Math 811 | Math 111 | 1 | 24 |   | Math 850 P | no math | no math | no math | math 111 in progress | no successful progression at this time |
| 8 | Math 811 | Math 811 | 0 | 24 |   | Math 850 P | math 811 P | math 110 D | no math | math 111 in progress | some progress |
| 9 | Math 811 | Math 811 | 0 | 15.5 |   | Math 850 drop | no math | no math |   |   | did not complete workshop |
| 10 | Math 811 | Math 811 | 0 | 15 | math 811 W | Math 850 drop | no math | no math | no math | math 811 in progress | did not complete workshop |
| 11 | Math 811 | Math 811 | 0 | 9.5 |   | Math 850 drop | no math | no math | math 811 W |   | did not complete workshop |
| 12 | Math 811 | Math 811 | 0 | 4.5 |   | Math 850 drop | no math | retested placed into math 110 | no math | math 110 in progress | no record of intervening work at CSM |
| 13 | Math 811 | Math 811 | 0 | 3 |   | Math 850 drop | no math | no math | no math | no math | did not complete workshop |
| 14 |   | x |   | 5 |   | Math 850 drop |   |   |   |   | did not complete workshop |

|  |  |  |
| --- | --- | --- |
| Math Level Increase after Workshop | Number of Students | %  |
| 4 | 1 | 6% |
| 3 | 4 | 24% |
| 2 | 3 | 18% |
| 1 | 5 | 29% |
| 0 | 4 | 24% |

**Appendix C**

**Math Boost Student Feedback June 2010 (eight students completed the feedback survey)**

1. The format of this workshop is (circle one): six responded “very effective” and two responded “effective.”
2. Based on this experience all eight responded “I plan to further strengthen my math skills by continuing to use the web-tutorials over the next 15 weeks.”
3. The tutors are: all eight responded “helpful;” seven responded “knowledgeable,” “friendly,” “courteous,” and “professional.”
4. Based on this experience with CSM math tutors and faculty all eight responded “I will seek out tutorial assistance in the CSM Math resource center, building 18-202, when I am taking my math course.”
5. The faculty are: all eight responded “helpful,” “friendly,” “professional,” and seven responded “knowledgeable,” “courteous”.
6. I will recommend this workshop to my peers: all eight responded yes.

**Appendix D**



**Appendix E**

 

2010 Summer Math Boost Workshop Application

June 14-June 17

**Application Deadline: MAY 17, 2010**

**[Space is limited, so apply as early as possible. Late applications will be accepted unti June 7 if space is available]**

**WORKSHOP BENEFITS**

* Free Accelerated Math Tutorial program
* Free MyMathTest access
* Free Tutoring
* Repeat Placement Test at end of workshop
* Opportunity to raise initial Math Placement Level

**REQUIREMENT FOR ALL MATH BOOST STUDENTS**

**(Mark X beside each item indicating your agreement**

\_\_\_\_ I took the CSM Math placement test in the last year and will attached the results to my application

\_\_\_\_I intend to fully participate in Math Boost activities from 9 a.m. to 2:00 p.m.

\_\_\_\_I intend to enroll at College of San Mateo in the summer/fall 2010 semester and have applied for admission. [You will need a student number to complete the application]

\_\_\_\_I intend to register in an appropriate math class for either the summer 2010, or the fall 2010 session.

\_\_\_\_I agree to take another placement test at the end of the workshop.

\_\_\_\_I give my permission to access my testing records for follow up data analysis.

\_\_\_\_I agree to allow my name and/or picture to be used in Math Boost workshop newsletters, publications, displays, web sites, and, and other media related to future outreach activities and workshop reports.

 GO TO THE NEXT PAGE TO COMPLETE THE APPLICATION. SUBMIT BOTH PAGES:

Electronically to: csmmath@smccd.edu

OR By US Mail to: Math Boost Workshop, College of San Mateo, Building 15-134 , 1700 West Hillsdale Boulevard, San Mateo, CA 94402.

For assistance: call 570-5476307 or email csmmath@smccd.edu. Emails of acceptance will be sent the week of May 24, 2010. Acceptance email will include room assignment information.

2010 Summer Math Boost Workshop Application

June 14-June 17

First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Last Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CSM Student Number (G#): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_State:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Zip:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cell Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-Mail:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CSM Math Placement Test: Date Completed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Placement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*\*\*Attach a copy of your unofficial placement test results from Web Smart or copy-paste them at the end of this document. \*\*\***

**Academic Status:**

|  |  |
| --- | --- |
| FOR HIGH SCHOOL SENIORS ONLYHigh School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_GPA:\_\_\_\_\_Intended Major in College:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Highest Level Math Class Completed:Course Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Highest Level English Class Completed:Course Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | STUDENTS with COLLEGE CREDITS (Transfer/Re-entry)College GPA:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Major:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_# of Units earned\_\_\_Highest Level Math Class Completed:Course Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Highest Level English Class Completed:Course Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

SIGNATURE BLOCK WILL BE COMPLETED ON FIRST DAY OF WORKSHOP – DO NOT SIGN NOW

I understand that this contract is designed to outline the requirements that I must fulfill as a participant of the 2010 Summer Math Boost. Failure to follow participation guidelines can be grounds for dismissal from the program.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Print your name clearly Print your email address clearly

**Appendix F**

 **How to Open Your Computer for Internet Access**

1. Turn on the computer. Press the white button on the back of the lower right hand corned of the Mac. If the computer asks for a password, use *plus* (spell it out).
2. When the computer is fully open, click on the apple in the upper left corner of the screen.
3. In the drop down menu click LOG OUT of CSMMathStudent#xx
4. In the window that appears chose to LOGIN to CSMInternetStudent#xx. The password is *calculus*.
5. Use the firefox browser and follow the instructions below.



**How to Register and Enroll in Your Program**

Welcome to MyMathTest! Your instructor has set up a MyMathTest program for you.

The program name is: CSM Math Boost 2010

It is based on this testbank: *MyMathTest: Developmental Mathematics*

To join this program, you need to register for MyMathTest and then enroll in the program.

**1. Registering for MyMathTest**

Before you begin, make sure you have the access code that comes with your MyMathTest Access Kit. If you don't have an access kit, you can buy the code online by clicking **Buy Now** at [www.mymathtest.com](http://www.mymathtest.com).

To register, go to the [www.mymathtest.com](http://www.mymathtest.com) for MyMathTest, click the **Register** button, and then follow the instructions on the screen.

**2. Enrolling in your instructor's program**

After registering, log in to MyMathTest with your username and password. To enroll in this program, enter the following program ID:

**The program ID for your program is:** **XL0G-X15X-101Y-9EV2**

**Appendix G – Letter to students “accepted” into the program**



Congratuations on your acceptance to 2010 Summer Math Boost Workshop

June 14-June 17, Building 16 Room 111, College of San Mateo. We look forward to working with you.

Items to bring with you:

Notebook Paper

Calculator

Pencils/Pens

A bag lunch (we will not formally break for lunch, study groups will meet and snack while they work)

Optional Items: Computers are available in the classroom, however, if you prefer to work on your personal lap top, you may do so. There is connectivity available in the classroom.

If you have further questions please contact:

See you on June 14,

The Math Boost Staff

**Appendix H: Math Boost Student Feedback June 2010**

1. The format of this workshop is (circle one)
	1. Very effective
	2. Effective
	3. OK
	4. Not effective
2. Based on this experience (circle one)
	1. I plan to further strengthen my math skills by continuing to use the web-tutorials over the next 15 weeks.
	2. I DO NOT plan to further strengthen my math skills by continuing to use the web-tutorials over the next 15 weeks
3. The tutors are (circle all that apply)
	1. Helpful
	2. Knowledgeable
	3. Friendly
	4. Courteous
	5. Professional
4. Based on this experience with CSM math tutors and faculty(circle one)
	1. I will seek out tutorial assistance in the CSM Math resource center, building 18-202, when I am taking my math course.
	2. I will NOT seek out tutorial assistance in the CSM Math resource center, building 18-202, when I am taking my math course.
5. The faculty are (mark all that apply)
	1. Helpful
	2. Knowledgeable
	3. Friendly
	4. Courteous
	5. Professional
6. I will recommend this workshop to my peers (circle one)
	1. Yes
	2. No
7. On the post test
	1. I changed my course placement from \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. I did not change my course placement
8. Please provide any additional ideas, comments, etc. about strengths and or areas for improvement in the space below or on the back.