challenging. In the Tutorial Center, tutors are given a small raise each semester. To encourage retention of our best tutors, the MRC would like the budget to give its tutors small raises.

- Over the last year, the department has implemented multiple measures in its math placement test to better place students in their course with much success. Students who are under-placed get frustrated and choose to not to attend class or go to other colleges. The Math Department provides boosts for students who have recency in math, took certain math courses in high school, and hold a GPA over 2.5. The department is planning to participate in the multiple measures initiative brought forth by representatives of the state that provide more accurate and comprehensive multiple measures on placement than the ones the department has currently implemented. It is supported by extensive data that if students are properly placed in their courses (not at a level too high or too low), then they are more likely to succeed in that course.

- Several math faculty have attended conferences regarding supplemental instruction and how it can be incorporated into courses. Success in basic skills math courses is only about 50% and the department wants to continue researching on how supplemental instruction could be imbedded in these basic skills courses. If this happens, we would likely need to hire a supplemental instructor. More analysis on this is likely to come in the next year.

- A couple of years ago, the department only offered one online course per semester, intermediate algebra. About two years ago, we offered a second online course for elementary statistics. Since the start of 2016, the department is now offering three online courses and three hybrid courses with two more scheduled for the next academic year. The department only permits trained faculty that are dedicated in providing regular and effective contact hours to teach distance education courses. Currently, we have only a few faculty that fit that criteria – more are needed. Our offerings include: elementary algebra, intermediate algebra, and statistics. This is a path from basic skills to transfer level that fits a large percentage of our students’ needs. Four of our five hybrid courses are (½ unit lab) preparatory courses for are most commonly offered math courses. The fifth hybrid course is a one-unit acceleration course for students who need geometry to succeed in precalculus. It has been immensely successful in student satisfying that prerequisite course which is needed for pre-calculus and/or trigonometry.

- The department hopes to expand the acceleration pathways it offers. The first pathway is the course that accelerates a basic skills student into transfer level statistics in just one course, our pre-statistics course. The department currently offers four sections of this course each semester, but we hope to find more trained faculty and advise a larger body of students so that we can increase our offerings to serve students in the evening and during summer session. The second acceleration course is a geometry review course. This one-unit, hybrid, and lab course is replacing most sections of our four unit lecture courses. The department has only offered this course twice (extremely successfully) and enrollment is very high. We are continuing to evaluate the best terms and times to offer this course so that we can serve the largest body of students.

- The department offers courses in arithmetic (four levels below transfer) and pre-algebra (three levels below transfer). The board recently approved seven noncredit courses that are each the equivalent of one unit (18 hours) that are meant to provide essential mathematics for basic skills and occupational students. In the next academic year, the