MEMBERS PRESENT:
Terry Eyrich, Merced College
Marguerite Smith, Merced College
Ann Andersen, Merced College
Caroline Dawson-Featherston, Merced College
Wendell Hovey, A BASE Project Director

Wendell presented information on the A-BASE project history, current status, and where it is going.

The single articulation document strategy was presented and discussed. Terry and Marguerite expressed thoughts on how approval should proceed on the Merced College campus. Give the math faculty a chance to sign off, get Developmental and Educational Studies to sign off (since Math 80 is their course), the Terry and others up the line will sign off.

Marguerite discussed the Helen Nixon’s Merced Vertical Team Project. Helen put the team together about 4 or 5 years ago when she first came to Golden Valley High School because the math scores were so poor.

Much of the discussion centered on student success in the early mathematics courses.
- Given the student population, are we actually doing as well as we can do?
- Students need to be taught how to be mathematics students
- Tutors need special skills if they are to really be helpful. Hiring at minimum wage may not get the quality needed
- Students need to be convinced that they are taking mathematics for a purpose.
- ALEKS – an on-line tutorial – seemed to be successful in the pilot program – when the software was free. When students had to pay, they wouldn’t sign up.

The “grid” was discussed and it was noted that Math 80 and Math 83; Math A and Math B; and Math C and Math D are equivalent courses, the only difference being the manner in which they are delivered. Prerequisite skills needed and outcomes are identical. It was suggested that the grid be amended to show those courses.

Respectfully Submitted,
Wendell Hovey
A-BASE Project Director