

Boosting Our Diverse Math Learners

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Booster Lab (Corequisite) Structure for MA 130D Intermediate Algebra Plus

- Course Description includes additional skill development \Rightarrow "This course has an additional 1 contact hour focused on teaching students non-cognitive skills and providing additional help with foundational math concepts."
- Contact Hours: (3,1) \Rightarrow
 - 3 classroom lecture hours on Mon/Wed/Fri
 - 1 hour booster lab hour on Tue or Thu (see students at least 4 days per week)
- On campus only (currently)
- Students register for either a (3,0) section or a (3,1) section
- Receive College credit for course with or without booster lab, Mathematics (and Quantitative Reasoning) General Education credit, and Critical Thinking and Reasoning Competency credit.

The Team

- Teaches course and lead facilitator of lab
- Provides course content resources and sets expectations
- Individualizes support to meet student needs
- Assists with course content and student success skills

Instructor

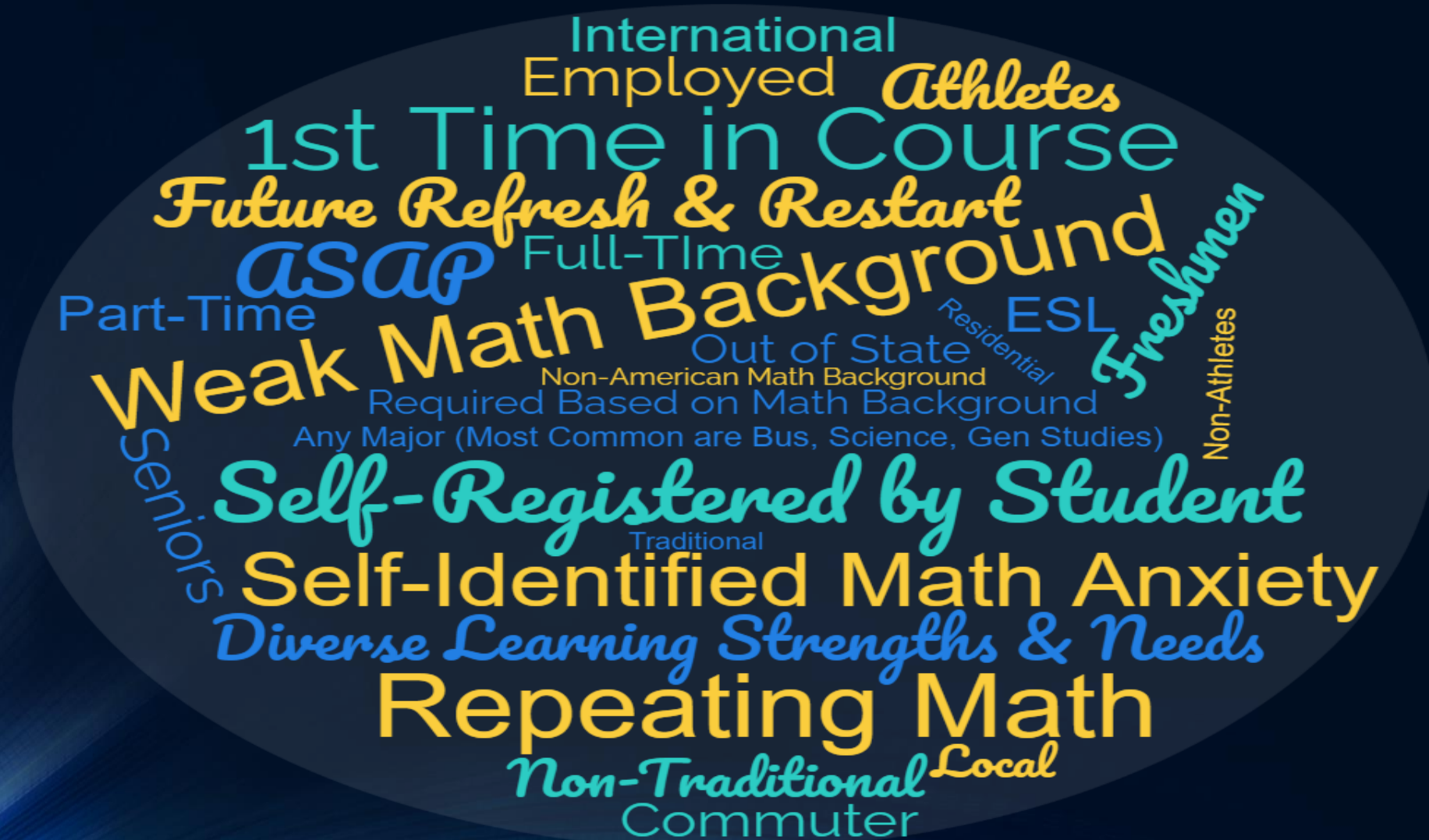
- Assists with student success skills (hw, attendance, test prep & reflection behaviors)
- Helps individualize non-cognitive skill progression
- Liaison to connect students to needed campus services

Academic
Coach

- Assists with course content (hw, concepts, test prep & reflection)
- Helps with non-cognitive skill progression, especially math study strategies
- Models successful student behavior and academic practices

Tutor

Who Are Our Students?



A Typical Day in Booster Lab...

What are Students Doing?

- Working on homework
- Reviewing class notes – or catching up on them
- Test preparation – review packets, watching review videos
- Reviewing test errors and reflecting on the test experience
- Checking in with the instructor, coach, or tutor
- Expressing their thoughts - venting
- Forming connections with their classmates and their instructor, coach, and tutor!
Students work individually and collaborate with their classmates.
- Some students CHOOSE to attend on both booster days

A Typical Day in Booster Lab...

What is the Team Doing?

- Touching base with every student at least once (usually multiple times) – individualizing the support provided
- Working with students on math content – explaining concepts, errors, and checking work on both homework and completed tests
- Talking through non-cognitive needs – success strategies (time management, study skills, etc.), encouraging motivation, perseverance, and positive mindset
- Check-ins – overall academic progress, mental wellness, advisement, making referrals as needed (Counseling, Accessibility Services, Academic Support, Advisement, Financial Aid, Bookstore, Career Services, Internet Academy, Dean of Students, ASAP, and more!)
- Forming connections with the students!

Let's Hear from the Students:

- Early Childhood Education Major
- Student Athlete
- Senior in Booster
- Residential Student and RA



Grace

Let's Hear from the Students:

- Changed Major from Electrical Engineering to General Studies
- Freshman in Booster
- Commuter Student, Local
- ASAP Scholar
- "I would have been cooked without Booster."



James

Let's Hear from the Students:

- General Studies Major
 - Student Athlete
 - Senior in Booster
 - Residential Student
 - International Student & ESL
- It's "because of you" that I am doing well in my classes.



Mo

Let's Hear from our Tutor:

- Business: Sports & Recreation Management Major
- Student Athlete
- Commuter Student, Local
- Freshman in MA 130
- Booster Tutor All 4 Semesters

- "There is a lot of growth in the students."



Max

Success & Progress

We have learned that...

- Success is individually defined by the student in collaboration with the team – it's not all about the grade achieved.
- Success is a moving target – you have to know where the student started to recognize all that was achieved.
- The mindset shift that our students have experienced has demonstrated so much growth.
- Our success has transcended beyond the math classroom.

Discussion Questions...

- Do you have corequisite classes and how are they structured at your campuses?
- How does your campus address the needs of your diverse learners in math classes?
- What challenges have you encountered in your math classes with respect to student behavior and how do you handle it?
- What questions do you have for us?

Keep In Touch!

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