

**College of the Redwoods
Basic Skills Committee
Friday, October 7, 2016, SS 104
9am – 10am**

Agenda

1. Call Meeting to Order:

2. Approve September 16, 2016 Notes – 5 minutes

3. Action Items:

3.1. – 5 minutes

4. Discussion Items:

4.1. *Basic Skills Coordinator Monthly Webinar Information* – Demise of BSI and Rise of SSBS (Student Success for Basic Skills) - 10 mins

4.2. *Continued Basic Skills Transformation Grant Update* (Multiple Measures and EPIC) - 10 mins

4.3. *Basic Skills funded Tutoring Report* – Writing Center (attached) - 10 mins

4.4. *Bridge to College Report and EL Fair* - (attached) - 10 mins

4.5. *Begin Discussion of Focus/Action Plan Activities for this year* – 15 mins

5. Other/Future Agenda Items

5.1 *Discuss basic skills funding approval process*

5.2 *Continue reports on basic skills funded tutoring from last year*

Next meeting: October 21, 2016

“When the finger points at the moon, the fool looks at the finger.” (Unknown)

CCC Confer:

*Toll free number: 1-888-886-3951

Participant passcode: 294084

**College of the Redwoods
Basic Skills Committee
Friday, September 16, 2016, SS 104
Notes**

1. Meeting Called to Order: Present: Erin Wall, Levi Gill, Kelly Carbone, Matt McCann, Sheila Hall, Dave Bazard, Liz Carlyle, Amy Berkowitz, Crislyn Parker-support

2. Approve May 6, 2016 Notes – Approved as stand.

3. Action Items:

3.1. Welcome new members – Matt McCann (Counseling/Athletics), Levi Gill (Mathematics), and Renee Saucedo (Student Equity)

4. Discussion Items:

4.1. Review our committee charge (purpose and tasks)

- Requested a CTE faculty rep and, possibly, an English replacement for Dave Holper for Fall 2016.
- Discussed whether Rene could replace Dave Bazard and whether Kelly could replace Sheila. Sheila and Dave will decide if they wish to continue sitting on the committee.

4.2. Review Long Term Goals and Action Plans from last year.

- *Long Term Goals:* The number of students who complete a college level course after finishing ESL or Basic Skills sequences has increased. (Liz noted that sequencing for ESL depends on which type of ESL course being taken; some students move into credit; others choose not to.)
- Suggestion: offer a support class for students transferring from non-credit to credit. Also, track students who complete college level and/or transfer level AA degree.
- Revise language to “*Increase the number of students who complete an AA degree level or transfer level math or English course after finishing the ESL or BS sequencing.*” Tracking completions is part of the new grant.
- *Action plans:* CR has completed and/or is progressing on all actions listed for the 2015-16.

4.3. Basic Skills Student Outcomes & Transformation Grant Update (handout)

- Mike Haley and Ruth Rhodes are coordinating acceleration and shared data. Acceleration has progressed in moving students to transfer level class; success within transfer level classes is not as strong as desired. Success by equity data not available; too small a pool.
- Maybe providing more non-cognitive support and Math/English collaboration would strengthen the acceleration process. Various suggestions for improving success was discussed.
- Discussed how to get feedback from students on why they are, or not, successful; one suggestion is to survey students; which will provide CR information for the possibility of offering assistance.

Multiple Measures Update (attached)

- Kelly had some data showing where students placed using various multiple measures. Summary is that Accuplacer is not a good method for placement. Students utilizing various measures place higher overall than those placed through Accuplacer.

Placement Glossary:

- *Calpass:* Placement based on transcripts from local high school (better than Accuplacer; students placed at a higher level initially).
- *MM (multiple measures):* Utilized by counselors and advisors use in consultation with the student.
- *AP:* Exempt from placement
- *EAP:* info from other colleges/universities
- *UNI:* looks at ELM and EPT scores. We may be able to find more multiple measures in this area.

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4.4. Begin discussion of Focus/Action Plan Activities for this year

- Moved to next agenda: consider activities for this year and bring to next meeting.

5. Other/Future Agenda Items

- 5.1 Continue discussing Focus/Action Plan Activities for this year
- 5.2 Discuss basic skills funding proposal approval process

Next meeting: October 7, 2016

"When the finger points at the moon, the fool looks at the finger." (Unknown)

Basic Skills Report for the Writing Center for F'15 and S'16

October 7, 2016

Background: Historically, the English Department has offered five or six English 350 classes every semester. However, due to changes in the cut scores that allowed more students to test into English 150 and the implementation of the accelerated English course, English 102 that begins at the English 350 level and moves through the English 150 level so that students who pass are eligible to take English 1A) fewer English 350 courses have been offered since Fall 14. All English 350, 150, and English 102 students are required to attend the College of the Redwoods Writing Center, which is staffed by an ISS III, English instructors, and peer (student) tutors.

During the Fall 2015 and Spring 2016 semesters, the College of the Redwoods Writing Center employed one tutor who was paid with Basic Skills Funds. This tutor completed and passed English 41 English Tutoring Skills, a 3 unit semester long class in which tutors are trained to work in the Writing Center and receive a certificate by the College Reading and Learning Association (CRLA). For the fall 2015 semester,

- three English 350 classes, considered to be Basic Skills classes were offered with 56 completing the course.
- The tutor had 30 tutoring conferences during the semester with 21 students.
- Of those, 16 passed and were eligible to take English 150, the next class in the English sequence, at the end of the semester, and 15 are still enrolled at CR for the fall 2016 semester.
- Of the other 5 students, 3 failed, and of those, 1 remains at CR for the fall 2016 semester; 1 withdrew, and 1 dropped.
- Two English 102 classes were offered with a total of 41 students completing the course.
- The tutor had 19 tutoring conferences during the semester with 13 students.
- Of those, 9 passed making them eligible to take English 1A, and 4 remain enrolled at CR for the fall 2016 semester;
- Of the other 4 students, 3 withdrew and 1 dropped; none of them are enrolled at CR for the fall 2016 semester.

- Eight English 150 classes were offered with a total of 162 students completing the course.
- The tutor had 151 tutoring conferences during the semester with 90 students.
- Of those, 49 passed making them eligible to take English 1A, and of those 35 remain enrolled at CR for the fall 2016 semester.
- 6 failed and 1 withdrew; 2 students who failed are currently enrolled. The other 5 did not enroll at CR for the fall 2016 semester.

During the spring 2016 semester, the same tutor was again employed at the CR Writing Center.

- Only two sections of English 350 were offered with a total of 28 students completing the course.
 - The tutor had 7 tutoring conferences during the semester with 6 students.
 - Of the students tutored, 5 passed and were eligible to take English 150, the next class in the English sequence, and 4 enrolled at CR for the Fall '16 semester.
 - 1 passed and did not enroll at CR for the Fall '16 semester.
 - 1 failed and did not enroll at CR for the Fall '16 semester.
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- Three sections of English 102 were offered with 35 students completing the course.
 - The tutor had one tutoring conference with one student who passed and is enrolled at CR for the Fall '16 semester.
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- Seven sections of English 150 were offered with 128 students completing the course.
 - The tutor had 29 tutoring conferences with 23 students.
 - Of the students tutored, 19 passed and 18 enrolled at CR for the Fall '16 semester.
 - 3 failed, but enrolled at CR for the Fall '16 semester.
 - 1 failed and did not enroll at CR for the Fall '16 semester.

Leslie Leach
Writing Center
September 22, 2016

Student ID	Credit?	Fall 16	Spring 17	NC Fall 16	NC Spring 17
XXX90	Y	Y	N	N	N/A
XXX52	Y	Y	Y	N	N
XXX60	Y	Y	N	N	N/A
XXX45	N	Y	N	Y	N/A
XXX07	N	Y	N	Y	N/A
XXX22	N	Y	N	Y	N/A
XXX99	Y	Y	N	Y	N/A
XXX19	N	N	N	N/A	N/A
XXX45	N	Y	N	Y	N/A
XXX65	Y	Y	N	N	N/A
XXX41	N	Y	N	Y	N/A
XXX81	Y	Y	N	W	N/A
XXX02	Y	Y	Y	N	N
XXX99	Dropped	Dropped	N	y	N/A
XXX01	N	N	N	N/A	N/A

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Report on Bridge to College Summer 2016

College of the Redwoods Adult Education offered a 5 week Bridge to College program summer 2016 on the CR campus. This was the second time the program was offered. There was very little publicity and support for Bridge to College. There was no advertising budget, and there was little follow up with high school counselors; that was done on the last week of their school year. This is attributable to the reorganization of adult education and new management and staff who were overwhelmed by what needed to be done.

Originally there were 10 sections of EDUC 220 (College and Career Foundations) offered in 3 foci:

- Students Success Program
- English/Language Arts
- Math

Sections were offered MW and TTH preparing students for a more typical college class pattern. Student Success was offered at 9am, with ELA and Math offered at both 10 and 11:35. After the first week, all sections of Math and all sections at 11:35 were ended. Math had very few students enrolled, and even though the 11:35 sections of ELA were growing, they were ended due to low enrollment. A few students did go on to join math jam classes later in the summer. The vast majority of the students attended all remaining sections all days.

Of the 4 sections remaining, they were robustly attended by a core of 15 students. There was a mix of both native English speakers and ESL students. Most of the students had previously attended noncredit classes, but some were completely new to CR. Native languages included:
Spanish-7, English-4, Mandarin-3, Urdu-1

In tracking their educational pathways since summer, we have found the following for fall 2016:

1 student-taking no CR classes (he is in high school in another city)

1 student-unknown

13-enrolled in some sort of CR class **87%**

- 8-taking noncredit* **53%**
- 7-taking credit **47%**
- 3-enrolled in both credit & noncredit classes **20%**

*As of 9/12. There are several noncredit ESL classes beginning before October; there may be more students taking noncredit classes who have not yet appeared as such in datatel.

One of the students had attempted credit classes, but dropped. She is still enrolled in noncredit. (She is not counted in the credit numbers, but is counted in noncredit).

We would like to continue to track these students and look at their success rates in their current classes as well as their choices and success for spring 2017.

Report on EL Fair

This is a report on the EL Fair that was scheduled for September 11. The Assistant Director determined that the fair had to be cancelled. Here are his comments:

The EL Fair that had been scheduled for September 11, 2016 was cancelled after careful consideration by Adult Education Leadership. The fair was turning into a very expensive onetime event with little guarantee of attendance that would warrant such expenses.

As a result of the work that was begun in preparation for the EL Fair, College of the Redwoods Adult Education has now scheduled bimonthly Planning and Scheduling events at our downtown location and monthly events at the Del Norte CR site.

Additional outreach to the second language community will continue to be developed as our program becomes better established and grows.

Rick Jordan
Assistant Director
Economic and Community Development
College of the Redwoods
707.798.6200

Here is what was originally in the Basic Skills grant:

3. Create and implement an English Learners' Fair. This proposed free event would combine several objectives into one community event. Following best practices, this would give us an event in which we can recruit students for our ESL program. The students could meet with navigators to help them understand the educational resources available. We could pre-test students and use that information to place them into the correct level ESL class to meet their needs, and students could register for their classes all in one event. Additionally, we would have other community resources present to make the event more attractive to our target population of immigrants and their families. This event would be co-hosted by HCOE.

4. Creating an enrollment event and a clear process is considered best practices in ESL education. This would also allow these students to receive services in the form of meeting with navigators. This population is underserved by the student services sector.

Prior to the event cancellation, a great deal of work was done to:

- Create flyers (Printing Services)
- Secure participation of community resources

- Food for People (with CalFresh sign up)
 - DHHS mobile medical
 - KEET TV Ready to Learn
 - Humboldt Literacy Project
 - Sequoia Park Zoo
- Invite ESL student ambassadors
- Secure live music
- Secure donation of PA
- Invite instructors
- Organize timeline & duties

In addition to the now scheduled bimonthly Planning and Scheduling events at our downtown location and monthly events at the Del Norte campus, we are planning the following needs assessment at the LatinoNet Health Fair October 18 at Redwood Acres where CR Adult Ed will have a table promoting basic skills and ESL classes.

- Community wide E.L. Civics needs assessment (meets WIOA II requirements)
- Survey of outreach preferences