

**College of the Redwoods  
Basic Skills Committee  
October 16, 2015, SS 104**

**Agenda**

1. Call to Order:
2. Approve September 18 Notes
3. Action Item(s):
  - 3.1 UTA Funding Proposal – David Holper and Matt McCann (attached)
  - 3.2 MMAP Proposal – Erin Wall (attached)
4. Discussion Items
  - 4.1 Writing Center Report – Leslie Leach (attached)
  - 4.2 Changes to the Basic Skills Funding Request Form
  - 4.3 Supplemental Instruction Update
5. Standing Agenda Item: Accreditation Matrix
6. Other/Future Agenda Items

*Next meeting: November 6, 2015*

**CCC Confer:**

Telephone conference line: 1-913-312-3202\*

Participant passcode: 750361

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

College of the Redwoods  
Basic Skills Committee, October 2, 2015  
Summary Notes

**1. Called to Order:** Present: Erin Wall, Steve Jackson, Liz Carlsen, Dave Bazard, Crislyn Parker-support

**2. Approve September 18 Notes:**

**3. Action Item(s):**

**4. Discussion Items**

**4.1 Update on Basic Skills Committee Membership:** The senate has restriction for first year associate faculty on committees, so Matt McCann will not be able to participate this year. Vinnie Peloso has been invited and will join the committee as the Reading/English representative. Vacancies exist for Athletics and CTE. Membership page on web will be updated to match with the committee handbook.

**4.2 Changes to the Basic Skills Funding Request Form:**

- Outcomes, action, assessment timeline and request grids were added (discussion to add sample language or create a sample form). Approved upon adding the following changes below:
- #8: Add a check box for previous BS funding; require a brief explanation of how funds were used and the results (brief assessment). Require a plan to institutionalize project.
- #12: Change language to “written and/or oral report.”
- Discussed how to initiate resource requests. Suggestions include asking Deans to be proactive; tying to program review; add a prompt in the program review template when resource requests are tied to basics skills (same process as faculty or staffing requests).

**4.3 Multiple Measures Pilot Update:**

- The task force is hoping to add an admissions and records representative.
- The task force participated in a webinar. Erin felt the discussion on non-cognitive assessment was the greatest take-away. She hopes English and math can select this together. It looks like CR can build on what is already being done in this area.
- CR is coming into the pilot a bit late but it should be easy for us to link with other groups. Some of the pilot schools are still grappling with discipline-specific differences in multiple measures and some are still deciding on non-cognitive assessment. English department at CR has already worked out multiple measures options.

**4.4 Supplemental Instruction Spring Pilot Update:** Moved to next Meeting

**5. Standing Agenda Item: Accreditation Matrix**

**6. Other/Future Agenda Items**

*Next meeting: October 16, 2015*

# Basic Skill Initiative Request for Funds

## BSC Mission Statement

***Our Mission is to improve the retention, persistence, and success of basic skills students.***

Funds used from the Basic Skills Initiative should include one or more of the following:

- 1. Promote the use of effective practices in developmental education for administrative, student services, and instructional programs.*
- 2. Provide professional development regarding effective practices in developmental education.*
- 3. Work with Institutional Research in tracking basic skills students from entry to completion.*
- 4. Assess and evaluate the programs designed to improve student success.*

Preference will be given to requests connected to the Basic Skills current year action plan submitted to the Chancellor's Office annually (available on the Basic Skills web pages: <http://inside.redwoods.edu/basicskills/other.asp>).

***Note: Basic Skills funds are not eligible to supplant existing staff or operations funding. Basic skills funding will not exceed three years and project proposals/planning should include how future funding will be institutionalized.***

Your proposal's estimated costs should include taxes, shipping and benefits.

Upon approval from the Basic Skills Committee, the next step is to complete the correct form(s) needed to encumber your approved funds. Please work with your area secretary or Crislyn Parker to complete these forms. They must be submitted to Crislyn Parker for finalization.

Complete the form on the page below, and email the complete request packet as an attachment to [bsc@redwoods.edu](mailto:bsc@redwoods.edu).

***Note: Funding requests are due one week (by Friday) prior to Basic Skills Meetings, in order to be included on the agenda. Basic Skills Committee meets on the first and third Friday's of the month, excepting holidays. Please check the inside.redwoods [google calendar](#) for meeting changes or cancellations.***

# College of the Redwoods Basic Skills Committee

## For Committee Use Only:

*Approval Date:* Click here to enter text.  
*BSC Tracking Number:* Click here to enter text.  
*Report-out Date(s):* Click here to enter text.

My notes:

TIPS

Texas interdisciplinary program (and the S?)

Dave Laudner? sp

Flights (date)

Car

Hotel

Shuttle to and from the airport or parking at the airport

Meals: per diem

### Request for Funds

1. Author: **David Holper**

2. Date: 9/14/2015

3. Contact Information (phone, email): 4370, david-holper@redwoods.edu

4. Describe how your proposal supports the Basic Skills Mission Statement and/or the Basic Skills annual plan: David Holper and Matt McCann plan to visit the University of Texas at Austin in November 2015 to observe their interdisciplinary student success initiative and learn about and gather the essential aspects of the program to bring back to our campus, in order improve upon CR's efforts to improve success, persistence, and degree completion, particularly among basic skills students. According to UT at Austin's data, the university has already increased its four-year graduation rate to 57.7 percent, a seven point increase from when the university first announced plans to improve on-time completion rates. We'd like to see first-hand how the university is achieving this improvement and what further it plans to do in order to continue in that positive direction.

5. Intended Outcomes *(include specific, measurable targets, which must be tied to the Colleges mission and educational goals, the basic skills mission and the annual plan.) This trip is intended to assist College of the Redwoods' in its primary mission, which is to create "a learning community where lives are transformed."* In that sense, if we can find the key elements of UT at Austin's Student Success Initiative, so they can be adapted at CR, we can create a more holistic approach to student success at our institution. Currently, although there are some efforts at improving both success and persistence, those attempts are not well coordinated. In addition, Dave Laude focused University of Texas at Austin's student success initiative around helping first generation college attendees, as well as low income students, both populations that struggle with success and persistence at College of the Redwoods (for more information about that element of UTA's program, see the PBS video that provides an overview of their program:

<http://provost.utexas.edu/student-success/>. "Transforming lives" is fundamentally the same as the Basic Skills Committee's mission, which is "to improve the retention, persistence, and success of basic skills students" and if implemented effectively, should dovetail with the four areas that the Basic Skills Committee uses for funding faculty

## College of the Redwoods Basic Skills Committee

initiatives: 1. Promote the use of effective practices in developmental education for administrative, student services, and instructional programs. 2. Provide professional development regarding effective practices in developmental education. 3. Work with Institutional Research in tracking basic skills students from entry to completion. 4. Assess and evaluate the programs designed to improve student success.

6. Assessment Plan Timeline (specify exactly what you will measure, when and how you will measure it): Assuming that we find useful pieces of UT at Austin's student success initiatives, which we are confident we will, we propose implementation within spring semester 2016, and we should be able to assess those initiatives by either the end of the spring semester or as an ongoing effort through fall 2016.

7. Anticipated expenses (attach another page if necessary):

Airfare: \$646 each for round trip=	\$1033.40 (with tax included)
Rental car:	\$160 for four days (with tax included)
Hotel: \$179 per night:	\$1727 total (with tax included)
Meals:	\$360 (for both)
Shuttle	\$20.00
Total:	\$3300

*(Multiple expense requests must be itemize in detail, and include anticipated other related expenses such as taxes, shipping and estimated benefits.)*

8. Will this request require ongoing funding?  Yes  No

8a. If yes, please explain: **Click here to enter text.** **Note:** ongoing expenses should not require basic skills funding beyond three (3) years, and should include a plan to be institutionalized by the college within that time.

9. List all faculty and/or staff involved and/or who are responsible for the project. David Holper and Matt McCann

10. Is this request/will this request be included in your most recent Program Review?  Yes  No

10a. *If no, why not?* We only recently reached out to the University of Texas at Austin. We have been discussing the University of Texas at Austin program for two years and would like to better understand what they are doing to improve student success. We are confident that their program will have elements that can utilized at College of the Redwoods to improve upon success and persistence effort that are already in place here. We're particularly interested in a more comprehensive approach to student success and persistence, particularly one that targets low income and first generation college attendees.

11. Is technology involved in your proposal?  Yes  No *(Requests for new technology, facilities, or equipment require consultation with area providing services. Contact Steven Roper or Angelina Hill for assistance.)*

***If yes, please document the response from tech support. Click here to enter text.***

***12. I understand that if granted, basic skill funds are to be expended in a manner that predominantly benefits basic skills students. By accepting funding for this project, I agree to provide a written and oral report describing how well intended outcomes were met, the results of the assessment and how this information can be used in the future. Projects funded for two semesters will require a mid-year update as well as a report upon completion. Please note: This is a one-time allotment of funds. Any future funding is contingent upon the submissions and granting of a new request and availability of funding.***

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Author signature

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Date Submitted

v2, r10/3/2014



**College of the Redwoods  
Basic Skill Initiative Request for Funds**

*For Committee Use Only:*  
Submitted:  
Date Approved:

**Summary Title:** MMAP in-person meeting (funding for 4 people to participate)

**Funding Year:** 2015-16

**1. Author:** Erin Wall

**2. Date:** 10/9/15    **3. Email:** erin-wall@redwoods.edu

**4. Briefly describe how your proposal supports the Basic Skills Mission Statement and/or the Basic Skills annual plan:** Support for the College’s participation in the Multiple Measures Assessment Project is an Action Plan item for this year’s Basic Skills annual plan.

**5. Intended Outcomes (should be specific, measurable targets tied to the [basic skills plan](#) and/or the basic skills sections of [the CR annual plan](#)):**

Intended Outcome (measurable)	Relationship to Institutional Plans
Participants will have a better understanding of what we need to do as a member of the pilot.	Participation in the RP Group’s MMAP is part of the BSC annual plan.

**6. Action and Assessment Plan Timeline (specify exactly what you will measure, when and how it will be measured):**

Action	How Assessing	When Assessing

**7. Anticipated expenses (attach another page if necessary. Itemized each request and include all related expenses such as taxes, shipping, benefits estimated at 10%). From the dropdown box, select the Chancellor’s Office category that best fits your need:**

Request (e.g. staff, materials, tutor)	Purpose of Request (e.g. tutoring, counseling, supplies for ESL classes)	Category (choose from dropdown)	Estimated Cost (include taxes, benefits, shipping)
Rental Car (10/27-10/29)		Choose an item.	\$200
Bridge Toll		Choose an item.	\$6
Meals		Choose an item.	\$256
Lodging (Approx: \$200/night)		Choose an item.	\$2400
Total		Choose	\$2862



**College of the Redwoods  
Basic Skill Initiative Request for Funds**

*For Committee Use Only:*  
Submitted:  
Date Approved:

		an item.	
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8. a. Have you previously received Basic Skills funding for this project?  Yes  No  
If yes, indicate what the request was for, and a brief assessment of the results and why you need further funding.

Request	Results	Justification for further funding

b. Will this request require ongoing funding?  Yes  No  
If yes, how long\*: [Click here to enter text.](#) Please explain: [Click here to enter text.](#)

c. \*Projects that are intended to continue for an indefinite time need to be institutionalized within three (3) years. Define your plan for institutionalization:  
[Click here to enter text.](#)

d. Are you receiving or applying for funding from other sources:  Yes  No  
If yes, what source(s): [Click here to enter text.](#)

9. a. List all faculty and/or staff involved and/or who are responsible for the project. Erin Wall, Angelina Hill, Tina Vaughan, and Sean Herrera-Thomas

b. If the request is for temporary staffing, and you know the person's name, please include it here: [Click here to enter text.](#)

10. Was this request/will this request be included in your most recent Program Review?  
 Yes  No

10a. If no, why not? [Click here to enter text.](#)

11. Is technology involved in your proposal?  Yes  No  
If yes, please document the response from tech support. [Click here to enter text.](#)

*(Requests for new technology, facilities, or equipment require consultation with area providing services; contact Steven Roper or Angelina Hill for assistance.)*

**12. I understand that if granted, basic skill funds are to be expended in a manner that predominantly benefits basic skills students. By accepting funding for this project, I agree to provide a written or oral report describing how well intended outcomes were met, the results of the assessment and how this information can be used in the future. Projects funded for two semesters will require a mid-year update as well as a report upon completion. Please note: This is a one-time allotment of funds. Any future funding is contingent upon the submissions and granting of a new request and availability of funding.**

Erin Wall \_\_\_\_\_ 10/9/15 \_\_\_\_\_  
Author Signature Date

## Basic Skills Report for the Writing Center for F' 14 and S' 15

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 2014 and Spring 2015 semesters, the College of the Redwoods Writing Center employed two paid tutors. Both of these tutors 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 2014 semester, there were four English 350 classes that are considered to be Basic Skills classes with a total of 105 students in all four classes. The tutors had 105 tutoring conferences during the semester with 52 students. Of the students they tutored, 42 passed and were eligible to take English 150, the next class in the English sequence, at the end of the semester. The other 10 students ended the semester not eligible to take English 150 the next semester. Of those 10 students, 1 withdrew and 9 failed. One repeated English 350 in spring 2015 and passed. The other 8 did not enroll at CR for fall 2015.

During the spring 2015 semester, the same two tutors were again employed at the CR Writing Center. Only two sections of English 350 were offered with a total of 52 students. The tutors had 56 tutoring conferences during the semester with 28 students. Of the students they tutored, 20 passed and were eligible to take English 150, the next class in the English sequence, the following semester. The other 8 students ended the semester not eligible to take English 150 the next semester. Of those 8 students, 2 withdrew and 6 failed. Four of these students are enrolled at CR for fall 2015. The other 4 did not enroll at CR for fall 2015.

Leslie Leach

## Basic Skill Initiative Request for Funds

### BSC Mission Statement

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2. Provide professional development regarding effective practices in developmental education.
3. Work with Institutional Research in tracking basic skills students from entry to completion.
4. Assess and evaluate the programs designed to improve student success.

The Basic Skills Committee may be targeting specific projects in a given year, based on the current year Certification Report and action plan submitted to the Chancellor's Office.

Preference will be given to requests connected to ~~the Basic Skills current year action~~this plan, ~~submitted to the Chancellor's Office annually~~ (available on the Basic Skills web pages: <http://inside.redwoods.edu/basicskills/other.asp>).

*Note: Basic Skills funds are not eligible to supplant existing staff or operational funding. Basic skills funding will not exceed three years and project proposals/planning ~~should~~must include how future funding will be institutionalized.*

- Your proposal's ~~estimated~~ costs ~~should~~must include taxes, shipping and benefits (actual quotes should be included where possible; benefits can be estimated at 10% of total salary).
- An itemized cost for each funding request must be included.

Upon approval from the Basic Skills Committee, the next step is to complete the correct ~~form~~documents(s) needed to encumber your approved funds. Please work with ~~your area secretary or~~ Crislyn Parker to complete and finalize these ~~forms~~documents. ~~They must be submitted to Crislyn Parker for finalization.~~

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**College of the Redwoods  
Basic Skill Initiative Request for Funds**

*For Committee Use Only:*  
Submitted:  
Date Approved:

**Summary Title:** Click here to enter text.

**Funding Year:** Click here to enter text.

**1. Author:** Click here to enter text.

**2. Date:** Click here to enter text.      **3. Email:** Click here to enter text.

**4. Briefly describe how your proposal supports the Basic Skills Mission Statement and/or the Basic Skills annual plan:** Click here to enter text.

**5. Intended Outcomes (should be specific, measurable targets tied to the [basic skills plan](#) and/or the basic skills sections of [the CR annual plan](#)):**

Intended Outcome (measureable)	Relationship to Institutional Plans

**6. Action and Assessment Plan Timeline (specify exactly what you will measure, when and how it will be measured):**

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Request (e.g. staff, materials, tutor)	Purpose of Request (e.g. tutoring, counseling, supplies for ESL classes)	Category (choose from dropdown)	Estimated Cost (include taxes, benefits, shipping)
		Choose an item.	



**College of the Redwoods  
Basic Skill Initiative Request for Funds**

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Date Approved:

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Request	Results	Justification for further funding

b. Will this request require ongoing funding?  Yes  No  
If yes, how long\*: [Click here to enter text.](#) Please explain: [Click here to enter text.](#)

c. \*Projects that are intended to continue for an indefinite time need to be institutionalized within three (3) years. Define your plan for institutionalization:  
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10a. If no, why not? [Click here to enter text.](#)

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\_\_\_\_\_  
Author Signature

\_\_\_\_\_  
Date