

**College of the Redwoods
Basic Skills Committee
Friday, November 4, 2016, SS 104
9am – 10am
Agenda Packet**

1. Call Meeting to Order:

2. Approve October 21, 2016 Notes:

3. Action Items:

- 3.1. ASC Basic Skills Tutoring Request. (attached)
- 3.2. EPIC support for basic skills courses not covered by the Transformation grant. (attached)

4. Discussion Items:

- 4.1: 2016-17 Action Plan Development (attached)

5. Reports

- 5.1: Basic Skills Final Expenditure Report (attached)
- 5.2: Follow-up on Fall 2015 English 150 information from the Writing Center Tutoring Report. Upcoming discussion of the Writing Center at the English Department meeting.
- 5.3: SSSP, Student Equity, and Basic Skills Program Integration meeting scheduled Wednesday November 30th 3:30 – 4:30pm

CCC Confer: *Toll free number: 1-888-886-3951
Participant passcode: 294084

College of the Redwoods
Basic Skills Committee
Friday, October 21, 2016, SS 104, 9am – 10am
Summary Notes

1. Call Meeting to Order: Present: Erin Wall, Renee Saucedo, Amy Berkowitz, Matt McCann, Kelly Carbone, Levi Gill, Liz Carlsen, Crislyn-Parker, support

2. Approve October 7, 2016 Notes: approved as corrected.

3. Action Items:

3.1.

4. Discussion Items:

4.1 ASC Tutoring Activities Reports 2016S, 2015F (attachment):

- The statistics are based on visit(s) per student. Tutors are paid by basic skills funds.
- The one ESL student who was tutored received a high letter grade (for the class in which tutoring was received).
- The committee would like to see tracking drill down into equity groups, to further determine success of our students.
- Impediments to some adult education and ESL students' success include childcare and text costs. Currently, childcare is offered for ESL students on the CR Campus through our CDC. Renee and Amy are working to provide childcare services as support to the program at other locations. Questions should be referred to the Adult Ed offices.

4.2 Math Lab Tutoring Activities Report from Spring 2016 (attachment)

- Statistics are based on a student satisfaction survey of the tutoring center. The overall experience is good.
- Also discussed is the need a unified tutoring plan, which includes certified tutor training program throughout the district, which has been discussed at various levels. Kelly is proposing new ASC student learning outcomes, including the development of a certified tutor-training program.

4.3 2016-17 Action Plan Development (attachment)

- Erin put planning items for this year that have been talked about among various groups and were indicated in last year's Program Review in the format of the plans we were required to submit last year to the Chancellor's Office. The committee reviewed these and made a few changes, which will be reflected in the updated document. The committee would especially like to see that support for students in Del Norte is included as an action item.
- The English Department is working on a co-requisites and modifying their acceleration program.
- Renee and Amy will take the conversation for implementing noncredit at Del Norte to Rick Jordan, and include Ruth Rhodes & Rory in the conversations.
- Discussed that through the AEBG Grant funding exists to support classes, but there may be a need to fund materials (\$1,000).
- Adding an enrollment goal: removing barriers to ESL students. Identify and recommend solutions to barriers to basic skills and English language learners. Increase non-cognitive tools, as well.

5. Reports-moved to the next meeting agenda

5.1: Basic Skills Final Expenditure Report (attached)

5.2: Follow-up on Fall 2015 English 150 information from the Writing Center Tutoring Report

Future Agenda Items: Action Plan, first agenda item next meeting.



College of the Redwoods Basic Skill Initiative Request for Funds

Summary Title: Tutoring for Basic Skills Click here to enter text.

Funding Year: 2017

Semester(s): Fall Spring Both _____ Other

For Committee Use Only:

Submitted:

Date Approved:

Report to BSC:

1. Author: Tina Vaughan

2. Date: October, 2016

3. Email: tina-vaughan@redwoods.edu

4. Briefly describe how your proposal supports the Basic Skills Mission Statement and/or the Basic Skills annual plan: The tutors in the ASC work primarily with students enrolled in basic skills Math and English classes. As stated in the Basic Skills Initiative Mission Statement, these tutoring sessions improve student retention, encourage persistence and ensure the success of these basic skills students. By catching these students early in the semester with one-on-one in person tutoring, tutors can aid in supporting students in order to ensure success and to increase retention.

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
Intended Outcome of this funding request is to better serve students enrolled in basic skills English, Math, and Reading classes, as well as ESL students. Ideally, by offering more tutors and by increasing hours of tutor availability, the ASC will aid in ensuring the retention of basic skills students and encouraging their future success at College of the Redwoods.	Increasing the number of tutors and hours of availability will provide more access to all students to help improve student success and retention.

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

Action	How Assessing	When Assessing
Students utilizing one-on-one tutoring in the ASC will achieve higher success rate and higher GPA.	Tutors will be assessed with evaluations filled out by students every 3 rd or 4 th tutoring session. Student success will be assessed by correlating their pass to fail rate to the total tutoring time received for each class.	Student success will be assessed at the end of the semester.

7. Anticipated expenses (attach another page if necessary. Itemize 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 matches your need:

Request (e.g. staff, materials, tutor, travel)	Purpose of Request (e.g. tutoring, counseling, supplies for ESL classes). Itemize travel needs; e.g. transportation, meals, conference	Category (choose from dropdown)	Estimated Cost (include taxes, benefits, shipping). Total should



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	fee, etc. Include the number of people travel is intended for).		match request total.
<i>Example: Travel, 2 people</i>	<i>Air fare: \$660; Meals: \$150; Hotel: 3 nights @ 150 each; taxi: \$30 x 2</i>	<i>G.3 Professional Development</i>	<i>\$2580.00</i>
Additional tutors	For one-on-one tutoring with basic skills students increase hours of operation and tutor availability.	D. Supplemental Instruction and Tutoring	\$9500.00
Supplies	Workshop materials for training sessions for peer tutors to work alongside the PRE tutors.	D. Supplemental Instruction and Tutoring	\$500.00
		Choose an item.	
		Choose an item.	
Total			\$10,000.00

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
Request was for Basic Skills tutoring	Assessment of the 2015-16 academic year showed results of 78% success rate for students receiving tutoring service in the ASC	Having funds to increase the number of tutors and expand hours of availability will improve student success and retention.

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. Tina Vaughan, Su Harrington, Alex Wright, Erin Wall, Kelly Carbone
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.](#)



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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.

Tina Vaughan

October 31, 2016

Author Signature *(electronic signature may be affixed)*

Date



College of the Redwoods Basic Skill Initiative Request for Funds

Summary Title: Expansion of EPIC

Funding Year: 2017

Semester(s): Fall Spring Both _____ Other

For Committee Use Only:

Submitted:

Date Approved:

1. Author: Tina Vaughan

2. Date: October, 2016

3. Email: tina-vaughan@redwoods.edu

4. Briefly describe how your proposal supports the Basic Skills Mission Statement and/or the Basic Skills annual plan: Having EPIC Leaders embedded in basic skills math and English classes will initiate early contact with students and provide additional study sessions outside of class which will improve student retention, encourage persistence and ensure student success.

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
Better serve students enrolled in basic skills Math and English courses not covered by the Basic Skills and Student Outcomes Transformation Grant by providing daily support in class with an embedded peer leader (EPIC) and study sessions outside of class geared specifically to weekly coursework.	EPIC (Modified Supplemental Instruction) will help improve student retention and success.

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

Action	How Assessing	When Assessing
Students utilizing EPIC sessions will achieve higher success rate and higher GPA.	EPIC Coordinator/supervisor(s) will observe EPIC Leader in class and at study sessions. Comparison of students participating in EPIC sessions vs. non participants with pass to fail rate and higher retention rates.	Students will be assessed at the end of each semester. Participants and non-participants in EPIC study sessions will be compared.

7. Anticipated expenses (attach another page if necessary. Itemize 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 matches your need:

Request (e.g. staff, materials, tutor, travel)	Purpose of Request (e.g. tutoring, counseling, supplies for ESL classes). Itemize travel needs; e.g. transportation, meals, conference fee, etc. Include the number of people travel is intended for).	Category (choose from dropdown)	Estimated Cost (include taxes, benefits, shipping). Total should match request total.
<i>Example: Travel, 2 people</i>	<i>Air fare: \$660; Meals: \$150; Hotel: 3 nights @ 150 each; taxi: \$30 x 2</i>	<i>G.3 Professional</i>	<i>\$2580.00</i>



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		<i>Development</i>	
		Choose an item.	
EPIC LEADERS	5-6 EPIC Leaders at \$11.50/hr each averaging 10-12 hrs/week for 15 weeks plus training materials	D. Supplemental Instruction and Tutoring	\$11,000.
		Choose an item.	
		Choose an item.	
Total			\$11,000.00

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
Previous request was to pilot EPIC in 2 sections of Math 380 and 2 sections of English 350	Pilot resulted in expansion of the EPIC Program into the Accelerated Courses of 3 sections of Math 102 and 4 sections of English 102 for the Fall 2016 semester and continuing... (funded by the Transformation Grant).	Providing same type of access for students enrolled in other basic skills Math and English courses is important to the Mission of the College. As we continue to grow, it will be equally important to provide the same access to all students enrolled at College of the Redwoods.

b. Will this request require ongoing funding? Yes No

If yes, how long*: Ongoing funding is anticipated to support expansion of the EPIC Program.

Please explain: Once the program is well-established, permanent funds will be requested through program review.

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): EPIC in Math 102 and English 102 is currently funded for 3 years under the Transformation Grant.

9. a. List all faculty and/or staff involved and/or who are responsible for the project. Tina Vaughan, Su Harrington, Alex Wright, Erin Wall, Nicole Bryant Lescher, Sean Herrera Thomas, Tami Matsumoto, Levi Gill and Kelly Carbone.

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



College of the Redwoods Basic Skill Initiative Request for Funds

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.

Tina Vaughan

_____ _October 30, 2016.

Author Signature *(electronic signature may be affixed)*

Date

Basic Skills Plans for 2016-17

Long Term Goals:

	Goal ID (The goal ID is determined by the college)	Long Term Goal	2016-17 Funds Allocated to this Goal
Long Term Goal #1	A	Increase the number of students who complete a transfer-level English and/or Math course who entered as basic skills students.	\$22,000
Long Term Goal #2	B	Increase the retention, success, and persistence of basic skills students through their basic skills sequences.	\$67,000
Long Term Goal #3	C	Improve our ability to track and support noncredit basic skills students.	\$1000

Action Plans:

	<p>Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.</p>	<p>Associated Long-Term Goal ID</p>	<p>Target Date for Completion</p>	<p>Responsible Person</p>	<p>Responsible Department</p>	<p>Measurable Outcomes</p>	<p>Expected Funds</p>
<p>Activity #1</p>	<p>Support the development and implementation of a unified tutor training certification program.</p>	<p>B</p>	<p>Spring 2017 (Earlier?)</p>	<p>Manager, Student Retention and Academic Support</p>	<p>Student Development</p>	<p>A certified tutor-training program will be developed. A list of programs participating will be provided. The number of basic skills tutors will be tallied.</p>	<p>\$15,000</p>
<p>Activity #2</p>	<p>Continued support for basic skills tutoring and supplemental instruction (Math Lab, Math Jam, Writing Center, ASC, EPIC)</p>	<p>B</p>	<p>Ongoing</p>	<p>Manager, Student Retention and Academic Support, ISS III (Writing</p>	<p>Student Development, English Department, and Math Department</p>	<p>Annual reports from the various providers, which include the number of</p>	<p>\$40,000</p>

				Center and Math Lab)		students served, how often services were accessed, student satisfaction survey results, and a measure of the impact on student success. Where appropriate these measures should be broken down by equity groups.	
Activity #3	In collaboration with Student Equity, support a faculty inquiry group focused on the Reading Apprenticeship Framework (books, facilitator, supplies)	A & B	Spring 2017	Professional Development Coordinators, Student Equity Committee Chair, and Basic Skills Committee Co-Chairs	Professional Development, Student Equity Committee, and Basic Skills Committee	Books will have been purchased and more than one discussion session will be held by the end of Spring 2017. A list of participating faculty will be maintained.	\$4,000

Activity #4	Continued support for English and Math Acceleration professional development and curriculum innovation.	A	Ongoing	Dean MSBSS and Dean Arts & Humanities	Math and English Departments	A list of activities supported and faculty who participated will be collected.	\$15,000
Activity #5	Support curriculum innovation in basic skills mathematics for students going into STEM pathways.	A	Spring 2017	Dean MSBSS	Math Department		<u>__REMOVE?__</u>
Activity #6	Support the integration of technology to improve outcomes in basic skills courses.	B	Spring 2017	Dean MSBSS and Dean Arts & Humanities	English and Math Departments	Demonstrations and discussions will be documented. Appropriate software will be adopted and/or maintained.	\$10,000
Activity #7	Continued support for the implementation, assessment, and improvements of our placement processes (multiple measures).	A	Ongoing	Co-Chairs of Multiple Measures Implementation Team	Multiple Measures Implementation Team	Matriculating student placement information will be reported, including by equity group. Success in	\$5,000

						courses where students are placed will also be tracked.	
Activity #8	Explore piloting high intensity ESL and GED programs (20+ hours/week)	C	Spring 2017	Asst. Director of Adult Education	Adult Education	Research successful models and determine their applicability.	\$1000
Activity #9	ENROLLMENT. – I cannot recall what this idea was.						

Draft

Basic Skills Allocation Expenditures

The Chancellor's Office gives CR \$90,000 per year in categorical funds for the Basic Skills Initiative. We were originally given 3 years to spend each year's allocations. For the last couple of years we have had 2 years to spend our allocations.

Up until this year we have submitted with our expenditure reports plans for spending the next year's allocation, which included reflection and data analysis of our basic skills program. This year the Chancellor's Office has suspended the planning and reflection reporting pieces as they work on integrating the reporting of SSSP, Student Equity, and Basic Skills together.

Below are our expenditure reports for 2014-15 and 2015-16 Basic Skills Initiative funds (Two years of active funds). The funding categories are:

- Category A: Program, curriculum planning, and development
- Category B: Student assessment
- Category C: Advisement and counseling services
- Category D: Supplemental instruction and tutoring
- Category E: Course articulation/alignment of the curriculum
- Category F: Instructional materials and equipment
- Category G1: Coordination
- Category G2: Research
- Category G3: Professional development

For FY 14/15 Allocation Expenditures July 01, 2014 to June 30, 2016		
Category A		
Category B	\$0	
Category C	\$0	
Category D	\$30,640	
Category E	\$0	
Category F	\$29,244	
Category G1	\$18,796	
Category G2	\$0	
Category G3	\$11,321	
	\$90,000	<== Expenditures (Calculated Automatically)
	0.0%	<== Percent Not Yet Expended (Calculated Automatically)

For FY 15/16 Allocation Expenditures July 01, 2015 to June 30, 2017		
Category A		
Category B	\$0	
Category C	\$0	
Category D	\$15,608	
Category E	\$0	
Category F	\$6,398	
Category G1	\$8,139	
Category G2	\$0	
Category G3	\$13,516	
	\$43,661	<== Expenditures (Calculated Automatically)
	51.5%	<== Percent Not Yet Expended (Calculated Automatically)

The following projects and activities were supported with these funds over the last two years:

Category D: Supplemental instruction and tutoring

- Student tutors in the Math Lab
- Student tutors in Math Jam courses
- Student tutors in the Writing Center
- Tutors to tutor basic skills English and Math in the ASC
- EPIC – Modified Supplemental Instruction pilot (Math 380 and English 350 sections in Spring 2016 & continued Fall 2016 in Math 380 sections)

Category F: Instructional materials and equipment

- Completion of the Basic Skills Computer Lab/Classroom in SC 214
- Noncredit, Basic Skills Teaching Materials (Reading, Math, and ESL)

Category G1: Coordination

- Initial Funding of ISS III – Math Lab (full funding first year, ½ funding second year, and this year the District is funding entirely)
- Basic Skills Noncredit Coordinator

Category G3: Professional development

- Community of Practice in Acceleration teams (3 trainings for each team) – 2 English teams and 1 Math team. Partial funding for a 2nd Math team to attend.

- Basic Skills Transformation Program Workshop – sent a team of 7 faculty, staff, and administrators.

Soon our 2016-17 allocation of \$90,000 will be disbursed to the college from the Chancellor's Office. The Basic Skills Committee has had two meetings thus far where we have been working on this year's action plans. We have been reviewing progress on our action plans from last year and receiving updates on our Transformation grant progress. We are also happy to report that our funding request form has been integrated into the Program Review process this year. We see this as a way to raise the profile of the Basic Skills Initiative and make the connection between the Basic Skills Initiative and CR's Integrated Planning process stronger and more transparent. We'd be happy to report on our action plans for this year at an upcoming Senate meeting.