

**College of the Redwoods  
Basic Skills Committee  
Friday, December 2, 2016, SS 104  
9am – 10am  
Agenda Packet**

**1. Call Meeting to Order:**

**2. Approve November 18, 2016 Notes:**

**3. Action Items:**

**4. Discussion Items:**

- 4.1. Unified tutor training certification program (attached)
- 4.2. Moving forward with Activity #3 – Reading Apprenticeship  
Faculty Inquiry Group
- 4.3. How can we best support and promote the activities on our  
2016-17 Action Plan?
- 4.4. Basic Skills Funding Approval Process

**5. Reports**

Next meeting: January 20, 2017

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

**College of the Redwoods  
Basic Skills Committee  
Friday, November 18, 2016, SS 104  
9am – 10am  
Meeting Notes**

**1. Call Meeting to Order:** Matt McCann, Liz Carlyle, Kelly Carbone, Rick Jordan, and Erin Wall in attendance.

**2. Approve October 21, 2016 Notes:** Approved with one change regarding upcoming discussions of the Writing Center at the English Department meeting. The second sentence was not completed. Add: "...operations are being reviewed and evaluated due to budget concerns."

**3. Action Items:**

**3.1. *Approve 2016-17 Action Plan (attached)***

We added an action item related to developing a crosswalk document between Adult Education, SSSP, Student Equity, and Basic Skills. There was concern and discussion about the titles listed for Responsible Person on some other items, particularly related to the ASC since there's some restructuring going on within Student Support Services. We determined "Academic Support Center Admin (TBD)" was the best way to capture this role during the transition. Erin will take the plan to the Senate since they expressed interest in reviewing our final plan.

**4. Discussion Items:**

**4.1. *Unified tutor training certification program (attached)***

There was not very much time for this discussion. It will also be on the next agenda.

There was a question of whether the EPIC peer leaders were receiving this training. At this time the EPIC staff have their own training since peer leaders aren't really tutors in the traditional sense.

**4.2 *Moving forward with Activity #3 – Reading Apprenticeship***

Faculty Inquiry Group – This concept was forwarded to the Professional Development Committee. There's interest in calendaring it. The BSC sees this as a monthly meeting group. However, the process has stalled since there is not an identified facilitator. Jay Scrivner's name came up since he has completed RA online series from 3CSN. Erin thought it wasn't necessary for the facilitator to have had the training, though it would be nice. Matt McCann and Liz Carlyle said they could possibly serve as a facilitator if we can't find someone whose had the complete training. Erin was going to follow-up with Jay first. Basic Skills funds would be used to both purchase books and provide a stipend for the facilitator. Student Equity would also chip in some funds for books to support other faculty outside of basic skills.

**4.3 *How can we best support and promote the activities on our 2016-17 Action Plan?*** – Move to the next meeting

**5. Reports**

*Next meeting Friday, December 2, 2016.*

## **Basic Skills Plan for 2016-17**

### **Long Term Goals:**

	<b>Goal ID (The goal ID is determined by the college)</b>	<b>Long Term Goal</b>	<b>2016-17 Funds Allocated to this Goal</b>
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 Plan Activities:**

	<b>Activity Description</b> 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.	<b>Associated Long-Term Goal ID</b>	<b>Target Date for Completion</b>	<b>Responsible Person</b>	<b>Responsible Department</b>	<b>Measurable Outcomes</b>	<b>Expected Funds</b>
Activity #1	Support the implementation of a unified tutor training certification program.	B	Spring 2017	Academic Support Center Admin (TBD), Dean MSBSS, and Student Equity Committee	Student Development	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.	\$15,000
Activity #2	Continued support for basic skills tutoring and supplemental instruction (Math Lab, Math Jam, Writing Center, ASC, EPIC)	B	Ongoing	Academic Support Center Admin (TBD), Dean, Arts & Humanities,	Student Development, English Department, and Math	Annual reports from the various providers, which include	\$40,000

				Dean, MSBSS	Department	the number of 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 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 #6	Continued support for the implementation, assessment, and improvements of our placement processes (multiple measures).	A	Ongoing	Chair(s) of Multiple Measures Implementation Team	Multiple Measures Implementation Team	Matriculating student placement information will be reported, including by equity group. Success in courses where students are placed will also be tracked.	\$5,000

Activity #7	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 #8	Continued collaboration with Adult Education, SSSP, and Student Equity to support student retention, persistence, and success	B	Ongoing	Chairs of BSC, SSSP, Student Equity, and Asst. of Adult Education	Adult Education, Counseling, Enrollment Services, and ASC	Develop a crosswalk document between Adult Education, SSSP, Student Equity, and Basic Skills, which includes tracking students from basic skills noncredit to credit.	None

# Unified Tutor Training Program: Basic Skills Update

## 1. Progress so far:

- The need for a Tutor Training Program exists for ASC Tutors, Math Lab Tutors, EOPS/TRiO Tutors, and Biology Lab Tutors (Including all tutors) – PREs/Peer Tutors/Associate Faculty/Temps
- CRLA Certification:
  - International Tutor Training Program (ITTP) Standards, Outcomes, and Assessments
  - 10 Hours of Training (6 must be Tutor-trainer supervised, Interactive, Live, and Real-time)
  - Using TutorLingo/Canvas for 4 hours of Online Training
  - There will be discipline-specific “Breakout Sessions”

## Program Outline

Pre-Session (4 hrs) – TutorLingo & Canvas	Estimated Activity Time
1P. The Nature of Helping Relationships (:20 vid)	20-30 mins
2P. How to Tutor Writing (:25 vid)	15-25 mins
3P. The Role of the Tutor (:32 vid)	10-20 mins
4P. Toolbox for the Novice Tutor (:22.5 vid)	15-25 mins
5P. Tutoring Students From Diverse Backgrounds (:28.5 vid)	15-25 mins
6P. Understanding Self-Regulatory Behaviors (:23.5 vid)	15-25 mins
<b>CORE Session (4 hrs)</b>	
1C. Tutoring Guidelines & Ice Breakers	30 mins
Referral skills	
2C. Ethics	30 mins
3C. Techniques for Beginning and Ending a Session	1hr 15 mins
4C. Setting Goals/Planning	
5C. Study Skills (Tutorlingo)	
6C. Difficult Situations & Students	45 mins
7C. Active Listening & Paraphrasing	1 hour
8C. Communication Skills	
<b>Breakout Sessions (2 hrs)</b>	
***ALL DISCIPLINE/CONTENT SPECIFIC***	
<b>Sessions <i>May</i> Cover:</b> Specific Topics/Training Learning Theory & Learning Styles Role Modeling Study Skills (Discipline Specific) Critical Thinking (TutorLingo) How to Tutor Writing (TutorLingo)	2 hours total.  * Perhaps two 1hr rotations?
<b>Post-Session (25 hrs)</b>	
REQUIRED TUTORING EXPERIENCE (Completed within the semester or year)	25 hours - Streamlined Selection Criteria, Evaluation, Tracking Tutor Experience Hours for CRLA Application