CR

Guided Pathways Committee

November 13, 2018
4:15pm – 5:15pm
FM - 106
Agenda

1.0	Review and approve/deny Basic Skills funding requests
2.0	Re-visit (or review) CR's Guided Pathways Plan - Identify committee objectives to stay on track https://internal.redwoods.edu/Portals/25/Guided%20Pathways%20Plan%202018-2022.pdf
3.0	Discuss ESL multiple measures background survey Chancellor's Office is asking for feedback about this survey and the most promising question(s)

Phone:
   888-450-4821
Presenter Pin:
   7101491
Participant Pin:
   671463

College of the Redwoods
Basic Skill Initiative Request for Funds

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

Funds requested 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.*

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 this plan, 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 must include how future funding will be institutionalized.*

- Your proposal's costs 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 documents(s) needed to encumber your approved funds. Please work with Crislyn Parker to complete and finalize these documents.

Complete the form on the page below, and email the completed request packet as an attachment to bsc@redwoods.edu.

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College of the Redwoods
Basic Skill Initiative Request for Funds

Summary Title: OEI Online Teaching Conference

Funding Year: 2019_____

Semester(s): ☐ Fall   ☒ Spring   ☐ Both   _____ Other

1. Author: Lisa Sayles

2. Date: 09/14/2018 **3. Email:** Lisa-Sayles@redwoods.edu

4. Briefly describe how your proposal supports the Basic Skills Mission Statement and/or the Basic Skills annual plan: Initiatives in support of Basic Skills students often overlook distance education modalities. Distance Education efforts on campus are essential to remain on the cutting edge of online and telepresence teaching in the era of Acceleration and AB 705. Institutional Data suggests that a growing number of students are taking online and telepresence courses

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
Gain info about how other colleges are utilizing distance education modalities to support Basic Skills students and acceleration of pathways.	Education Master Plan Goal 5.a: ("Enhance support of basic skills students") to "eliminate achievement gaps across student groups".
Gain insight into practices at the college as well as course level that help to close equity gaps in student success between modalities.	Education Master Plan Goal 5.a: ("Enhance support of basic skills students") to "eliminate achievement gaps across student groups".
Provide an opportunity for DE staff and faculty to work together intensively to envision how CR can continue to improve its Distance Education curriculum and simultaneously increase success.	Education Master Plan Goal 1.c ("Increase professional development opportunities for faculty and staff")

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

Action	How Assessing	When Assessing
Conference session attendance	Summary list of actionable items that will support Basic Skills students in distance education.	Fall 2019
Debrief/Report on conference sessions and data to DEPC	Support provided to DE stakeholders in the form of technology, resources, and/or training.	Results of the report will be recorded in DEPC minutes. Support efforts will take place during the 2019-2020 Academic year and beyond.
CCC DE Coordinator's Retreat attendance at pre-conference	Debrief/Report to DEPC and Senate	Fall 2019

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.
Example: Travel, 2 people	*Air fare: $660; Meals: $150; Hotel: 3 nights @ 150 each; taxi: $30 x 2*	*G.3 Professional Development*	*$2580.00*
Travel 5 people to attend OEI Online Teaching Conference in Anaheim, CA	Airfare & Hotel Package: $1200 pp, Meal per diem: $180pp, Ground Transportation: $250 total, Conference Registration: $325pp	G.3 Professional Development	$9100

Total			$9100

8. a. Have you previously received Basic Skills funding for this project? ☐ Yes   X 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*:   Please explain:

   c. *Projects that are intended to continue for an indefinite time need to be institutionalized within three (3) years. Define your plan for institutionalization:
     Not Applicable

   d. Are you receiving or applying for funding from other sources: ☐ Ye s X No
    If yes, what source(s):

9. a. List all faculty and/or staff involved and/or who are responsible for the project.
Distance Education Planning Committee: Lisa Sayles, Reno Giovannetti, Wendy Riggs, Mark Renner, Mike Butler, Rianne Connor, James Hays
   b. If the request is for temporary staffing, and you know the person's name, please include it here: Not Applicable.

10. Was this request/will this request be included in your most recent Program Review?
     ☒ Yes   ☐   No
    10a. If no, why not?

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.*

Lisa Sayles

_____   ____10/11/18_____
Author Signature (*electronic signature may be affixed*)   Date

College of the Redwoods
Basic Skill Initiative Request for Funds

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College of the Redwoods
Basic Skill Initiative Request for Funds

Summary Title: OLC Innovate Conference Streaming

Funding Year: 2019_____

Semester(s): ☐ Fall   ☒ Spring   ☐ Both   _____ Other

1. Author: Lisa Sayles

2. Date: 09/14/2018   **3. Email:** Lisa-Sayles@redwoods.edu

4. Briefly describe how your proposal supports the Basic Skills Mission Statement and/or the Basic Skills annual plan: Initiatives in support of Basic Skills students often overlook distance education modalities. Distance Education efforts on campus are essential to remain on the cutting edge of online and telepresence teaching in the era of Acceleration and AB 705. Institutional Data suggests that a growing number of students are taking online and telepresence courses

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
Gain info about how other colleges are utilizing distance education modalities.to support Basic Skills students and acceleration of pathways.	Education Master Plan Goal 5.a: ("Enhance support of basic skills students") to "eliminate achievement gaps across student groups".
Gain insight into practices at the college as well as course level that help to close equity gaps in student success between modalities.	Education Master Plan Goal 5.a: ("Enhance support of basic skills students") to "eliminate achievement gaps across student groups".
Provide an opportunity for DE staff and faculty to work together intensively to envision how CR can continue to improve its Distance Education curriculum and simultaneously increase success.	Education Master Plan Goal 1.c ("Increase professional development opportunities for faculty and staff")

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

Action	How Assessing	When Assessing
Hosting Innovate Conference	Survey attendees about what they learned in terms of information, methods, and tools that would support needs of Basic Skills students in online courses.	Spring 2019

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

College of the Redwoods
Basic Skill Initiative Request for Funds

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.
Example: Travel, 2 people	*Air fare: $660; Meals: $150; Hotel: 3 nights @ 150 each; taxi: $30 x 2*	*G.3 Professional Development*	*$2580.00*
Online streaming access to attend conference remotely.	Online streaming option for unlimited people to attend conference remotely.	G.3 Professional Development	$1295
		G.3 Professional Development	

Total			$1295

8. a. Have you previously received Basic Skills funding for this project? ☐ Yes   X 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*:   Please explain:

   c. *Projects that are intended to continue for an indefinite time need to be institutionalized within three (3) years. Define your plan for institutionalization:
   Not Applicable

   d. Are you receiving or applying for funding from other sources: ☐ Ye s X No
      If yes, what source(s):

9. a. List all faculty and/or staff involved and/or who are responsible for the project.
Distance Education Planning Committee: Lisa Sayles, Reno Giovannetti, Wendy Riggs, Mark Renner, Mike Butler, Rianne Connor, James Hays
   b. If the request is for temporary staffing, and you know the person's name, please include it here: Not Applicable.

10. Was this request/will this request be included in your most recent Program Review?
   ☒ Yes   ☐ No
   10a. If no, why not?

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.

Lisa L Sayles   10/11/18
Author Signature (*electronic signature may be affixed)*   Date

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4. *Assess and evaluate the programs designed to improve student success.*

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1

College of the Redwoods
Basic Skill Initiative Request for Funds

Summary Title: Acceleration Across California 2019 Statewide Conference

Funding Year: ____2019_____

Semester(s): ☐ Fall   ☒ Spring   ☐ Both   _____ Other

1. Author: Amber Buntin

2. Date: 11/9/18   **3. Email:** amber-buntin@redwoods.edu

4. Briefly describe how your proposal supports the Basic Skills Mission Statement and/or the Basic Skills annual plan: This conference supports items 1, 2, and 4 of the basic skills mission statement above.   At College of the Redwoods, math support courses have gone through curriculum and are on the path to being taught for the first time Fall 2019. This conference teaches best practices and data driven effective pedagogy to implement in support courses so that instruction is effective (especially teachers new to support course practices). One component of the conference is that each college is to bring student success data in remedial/transfer courses to analyze effectiveness of the accelerated/support course(s) vs the traditional path. This directly addresses goal 4 of the basic skills mission statement.

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
Gain info about how other colleges are implementing and supporting co-requisite courses/accelerated pathways to improve our CR accelerated courses. Gain information to guide changes at CR to be AB 705 compliant.	Education Master Plan Goal 1.d. ("Promote pedagogical innovation") in striving to "provide accessible, affordable, high-quality education."
Gain insight into practices at the college as well as course level that help to close equity gaps in student success.	Education Master Plan Goal 5.a: ("Enhance support of basic skills students") to "eliminate achievement gaps across student groups".

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. 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.
Example: Travel, 2 people	*Air fare: $660; Meals: $150; Hotel: 3 nights @ 150 each; taxi: $30 x 2*	*G.3 Professional Development*	*$2580.00*
Travel, 3 people	Fuel for District vehicle: $250; Meals: $280; Hotel: 3 Nights/3 people @160/night: $1440 Parking $10/day: $30	G.3 Professional Development	$2000.00
Travel, 1 person	Fuel for District vehicle: $250; Meals $95; Hotel: 2 Nights@160 each: $320 Parking $10/day: $20	G.3 Professional Development	$675.00
Conference registration fee, 4 people	Main Conference: $270x4 = $1080	G.3 Professional Development	$1080.00
Pre-conference registration fee, 3 people	Pre-conference: $82x3 = $246	G.3 Professional Development	$246.00

Total			$4001.00

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
CAP Statewide Conference 2018	Learned about AB 705 and MMAP data. Learned about co-requisite support and topics such as automating student placement.	There are a lot of changes to make in light of AB 705. The research keeps evolving and we are trying to learn about what other colleges are doing to be compliant with AB 705 and how to support student success with co-requisite support courses. There are new developments almost daily with recommended best placement practices and recommended support options. This conference will keep us up to date with what is being done statewide!

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: ☐ Ye s ☒   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. Amber Buntin, Levi Gill, Dave Bazard, Bernadette Johnson

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?   Registration for the conference is timely as the conference always sells out.

11. Is technology involved in your proposal?   ☐ Yes   ☒ No
 If yes, please document the response from tech support. Click here to enter text.
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Amber Buntin
_____ _____11/9/18_____
Author Signature (*electronic signature may be affixed*)   Date

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College of the Redwoods
Basic Skill Initiative Request for Funds

Summary Title:

Funding Year: ____2019____

Semester(s): Fall   ☒ Spring   ☐ Both   _____ Other

1. Author: David Bazard

2. Date: 11.13.18   **3. Email:** dave-bazard@redwoods.edu

4. Briefly describe how your proposal supports the Basic Skills Mission Statement and/or the Basic Skills annual plan: This proposal is for a 30 station multipurpose classroom (pop-up computer stations) and a new projection system in SC202 to support basic skills and AB705 compliant support courses in noncredit and credit. This facility will support courses, and review courses that allow students at all levels to complete a transfer-level mathematics course in their first year. The smart board in this room is broken and out of warranty. The computer-aided classroom requires use of an integrated projection system.

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
Students will use software and online modules to learn mathematics fundamentals required for success in transfer-level courses (e.g., Math 5, 10, 15, 30). This will be measured through successful completion of transfer courses.	Related to Annual Plan Goal 1 (Student Success): Specifically that students will be able to complete their desired educational goal.
Achievement of course learning outcomes related to the instructional modules and technology provided in the computer-aided classroom. For example, CLO#3 for Statistics: Demonstrate appropriate use of technology in making decisions based upon real-world data.	Goal 4 (Technology) Annual Plan. Specifically: Improve instructional labs to support effective teaching and learning.

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

Action	How Assessing	When Assessing
Student success in support courses using computer-aided classroom.	Assessment of students using tests, quizzes, or projects.	Incorporated into regular CLO assessment plans
Evaluate the number of students who complete transfer-level courses after utilizing math review of support courses	Compare transfer-level course success for students who completed a linked support course and/or math review course utilizing improved instructional lab.	Approximately one year after implementation of computer-aided classroom. This analysis will be part of AB705 implementation review.

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,	Purpose of Request (e.g. tutoring, counseling,	Category	Estimated Cost

College of the Redwoods
Basic Skill Initiative Request for Funds

materials, tutor, travel)	supplies for ESL classes). Itemize travel needs; e.g. transportation, meals, conference fee, etc. Include the number of people travel is intended for).	(choose from dropdown)	(include taxes, benefits, shipping). Total should match request total.
Example: Travel, 2 people	*Air fare: $660; Meals: $150; Hotel: 3 nights @ 150 each; taxi: $30 x 2*	*G.3 Professional Development*	*$2580.00*
	Workstations (see attached quote)		$29,019.75
	Computers, switches, cabling, flattrack, (quote from Jose Ramirez)		$37,100.00
	Newer SmartBoard (TV with no camera; but a touch screen). This newer model has fewer parts and does not require bulb replacement. Attached quote.		$6402.59

Total			$72,522.34

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
Has been used for other computer-classrooms: SC214, HU106, HU114	In progress	Current rooms are heavily used and in demand by departments (Math, English, Psych)

b. Will this request require ongoing funding? ☐ **Yes**   ☒ **No**
If yes, how long*:   Please explain:

c. *Projects that are intended to continue for an indefinite time need to be institutionalized within three (3) years. Define your plan for institutionalization:

d. Are you receiving or applying for funding from other sources: ☐ Ye s ☒ No
If yes, what source(s):

9. a. List all faculty and/or staff involved and/or who are responsible for the project. Full-time Mathematics faculty, Division Dean
b. If the request is for temporary staffing, and you know the person's name, please include it here:

10. Was this request/will this request be included in your most recent Program Review?
☒ Yes   ☐ No
10a. If no, why not?

11. Is technology involved in your proposal?   ☒ Yes   ☐ No
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_____ _____

Author Signature (*electronic signature may be affixed)*   Date

QUOTE CONFIRMATION

CDW-G PEOPLE WHO GET IT

DEAR MARK BERNARDS,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. Click here to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
KDNV202	10/11/2018	KDNV202	0696898	$6,402.59

IMPORTANT - PLEASE READ
Fees applied to item(s): 5111463

QUOTE DETAILS				
ITEM	**QTY**	**CDW#**	**UNIT PRICE**	**EXT. PRICE**
SMART Board 86" 4K UHD Interactive LED Backlit Flat Display Mfg. Part#: SBID-MX286 UNSPSC: 43211902 Contract: Foundation for Calif Comm Colleges CB-185-17 (CB-185-17)	1	5111463	$5,936.51	$5,936.51
RECYCLING FEE DETAILS				
ITEM	**QTY**	**CDW#**	**UNIT PRICE**	**EXT. PRICE**
RECYCLING FEE 15" TO LESS THAN 35" Fee Applied to Item: 5111463	1	654810	$6.00	$6.00

PURCHASER BILLING INFO		
Billing Address: COLLEGE OF THE REDWOODS ACCTS PAYABLE 7351 TOMPKINS HILL RD EUREKA, CA 95501-9300 **Phone:** (707) 476-4125 **Payment Terms:** NET 30 Days-Govt/Ed	**SUBTOTAL**	$5,936.51
	SHIPPING	$0.00
	RECYCLING FEE	$6.00
	SALES TAX	$460.08
	GRAND TOTAL	$6,402.59
DELIVER TO	**Please remit payments to:**	
Shipping Address: COLLEGE OF THE REDWOODS MARK BERNARDS 7351 TOMPKINS HILL RD EUREKA, CA 95501-9300 **Phone:** (707) 476-4125 **Shipping Method:** DROP SHIP-COMMON CARRIER	CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	

Need Assistance? CDW•G SALES CONTACT INFORMATION		
Eric Grap	(877) 865-9647	ericg@cdw.com

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1911 Mineral Court
Bakersfield, California 93308-6812
Phone (661) 399-2993 • Fax (661) 399-0218

Mr. Jose Ramirez   Date: November 1, 2018
College of the Redwoods   Revision:
7351 Tompkins Hill Road
Eureka, CA 95501

RE: NOVA Solutions Desks - SC202

Dear Jose:

In accordance with our meeting, I am pleased to submit the following pricing.

Item No.	Quantity	Description	Unit Price	Extended Price
1	13	**(46 Series) 46-DL266330RX-TE0724NK-(2) 26"D x 63"W x 30"H Double User Workstation** with Laminate iMod Modesty. Rear Access Panels. Wire Management and Power Strip per User Located in iMod Compartment. CPU Storage Right of each User. Trolley E with Nova Pullout Keyboard Drawer per User. Maximum Display Dimensions: 2 1/2"D x 18 7/8"W x 14 1/2"H. Maximum CPU Space 7 7/16" per User. Base and Worksurface Laminate: Wild Cherry (567)	$1,522.41	$19,791.33
2	1	**(46 Series) 46-SL263630RX-TE0724NK 26"D x 36"W x 30"H Single user Workstation** with Laminate iMod Modesty. Rear access panel. Wire management and Power strip located in iMod compartment. CPU Storage Right. Max width 8-1/2" Trolley E with Nova Pullout keyboard drawer per user. Maximum Display dimensions:2 1/2"D x 18 7/8"W x 14 1/2"H. Base and Worksurface Laminate: Wild Cherry (567)	$773.84	$773.84

Item No.	Quantity	Description	Unit Price	Extended Price
3	3	**(46 Series) 46-SL263630AD-TE0724NK 26"D x 36"W x 30"H ADA Workstation** with Electric Hydraulic Lift Adjusts from 30" to 34"H. Laminate iMod Modesty Compartment CPU Storage Right. Wire Management and Power Strip Located in iMod Compartment. Trolley E Monitor Lift with Nova Pullout Keyboard Drawer. Maximum Display Dimensions: 2 1/2"D x 18 7/8"W x 14 1/2"H. Maximum CPU Space 8 1/2"W. Base and Worksurface Laminate: Wild Cherry (567)	$2,060.38	$6,181.14
		Orders under $15,000.00 Net will incur a $100.00 handling charge. Lead time is 6 weeks to ship from receipt of clean purchase order. Pricing is based on **CMAS** Contract #GS-28F-005GA		

Sub-Total		$26,746.31
CA Sales Tax	8.50%	$2,273.44
TOTAL		**$29,019.75**

The above pricing includes delivery to Eureka, CA. Pricing is for the above stated quantities; a change in quanities may result in a change in price. CA Sales Tax is shown as a separate line item and must be updated at time of delivery. The above pricing does not include insntallation. If you would like to proceed with the order, please send a purchase order addressed as follows and reference "As per CMAS" on the purchase order.

Nova Solutions, Inc.
c/o Sierra School Equipment Company
PO Box 725
Effingham, IL 62401

Mail Purchase Orders to:

Sierra School Equipment Company
Attn: Kevin McDermott
1911 Mineral Court
Bakersfield, CA 93308

Sincerely,

SIERRA SCHOOL EQUIPMENT COMPANY

Kevin McDermott

Kevin McDermott
P (661) 399-2993

F (661)399-0218

Email: kevinmcdermott@ssecinc.com

IRVINE VALLEY COLLEGE

ESL Survey

1. Please indicate your Student ID (6 or 7 digits)

Student ID: __ __ __ __ __ __ __
(6 or 7 digits)

Example
4 0 9

2. Which of the following statements is most true about your placement in this course (select one)?

O I should be in a course **higher** (more advanced) than this one

O I am in the **right** class

O I should be in a class **lower** (less advanced) than this one

3. What is your native or primary language?

O Arabic	O Portuguese
O Chinese	O Russian
O Farsi	O Spanish
O Indonesian	O Thai
O Japanese	O Turkish
O Korean	O Vietnamese

O Other: _____

4. At what age did you start learning English?

O 0-5   *Preschool*

O 6-11   *Primary school*

O 12-15   *Lower secondary*

O 16-18   *Upper secondary*

O 19-22   *College/University*

O 23-29

O 30-39

O 40-49

O 50+

5. How often do you speak in English?

	Never *0%*	Not very often *25%*	Sometimes *50%*	Often *75%*	All the time *100%*
With Friends	O	O	O	O	O
With Family	O	O	O	O	O
At School	O	O	O	O	O
At Work	O	O	O	O	O

6. Did you receive a college or university degree from outside the United States?

O Yes

O No

O Don't know

7. How many years of ESL instruction <u>in the U.S.</u> did you have <u>before enrolling at IVC</u>:

None	*1 year*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12+ years*
O	O	O	O	O	O	O	O	O	O	O	O	O

8. <u>Before coming to the U.S.,</u> how did your teachers usually rate your school work?

Not sufficient			*Sufficient*			*Satisfactory*			*Good*			*Very Good*
O	O	O	O	O	O	O	O	O	O	O	O	O

9. How often do you do the following:

	Never 0%	Not very often 25%	Sometimes 50%	Often 75%	All the time 100%
I can motivate myself to do schoolwork	O	O	O	O	O
I tend to do just enough work to get by	O	O	O	O	O
I am very well organized	O	O	O	O	O
I am diligent	O	O	O	O	O
I know how to schedule my time to accomplish my tasks	O	O	O	O	O

10. Do you work in an English speaking environment?

- O Yes
- O No

11. How many hours do you work a week?

- O 40 hours or more
- O 30-39 hours
- O 20-29 hours
- O 10-19 hours
- O 1-9 hours
- O None

12. How often do you dream in English?

- O All the time   *100%*
- O Often   *75%*
- O Sometimes   *50%*
- O Not very often   *25%*
- O Never   *0%*
- O I don't remember my dreams

13. What language is your mobile phone set to?

- O English
- O A different language (not English)
- O I don't have a mobile phone

14. How often do you do these activities in English?

	Never 0%	Not very often 25%	Sometimes 50%	Often 75%	All the time 100%
Watching TV in English	O	O	O	O	O
Reading books in English	O	O	O	O	O
Using the internet in English	O	O	O	O	O

15. Please rate your English proficiency level (<u>only select one</u>):

O	**Proficient**	Ability to speak and write English with ease and fluency **similar to your native or mother tongue**
O	**Advanced**	Ability to speak and write in English about a **range of topics** with a **wide range of vocabulary** in social and academic settings
O	**Low Advanced**	Ability to speak and write in English about a **range of topics** with **limited vocabulary** in social and academic settings
O	**High Intermediate**	Ability to speak and write English about a **limited range of topics** with **limited vocabulary** in social and travel settings
O	**Low Intermediate**	Ability to speak and write basic English to communicate in **practical everyday situations**
O	**High Beginner**	Ability to speak and understand English to meet **basic needs**
O	**Low Beginner**	Ability to speak and understand **basic greetings** and **simple words** in English

16. How many languages do you speak?

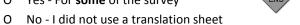| *1*	*2*	*3*	*4*	*5+*
O	O	O	O	O

17. Did you use a translation sheet for this survey?

- O Yes - For **most** of the survey
- O Yes - For **some** of the survey
- O No - I did not use a translation sheet

END Thank you!