1. Call to Order: Present

2. Approve Notes

3. Action Items
   3.1 Approval of BSI Funding Proposal: Path2Stats
   3.2 Approval of BSI Funding Proposal: ESL Acceleration
   3.3 Approval of BSI Funding Proposal: Math Jam
   3.4 Approval of BSI Funding Proposal: ESL Program Matter Expert

4. Discussion Items
   4.1 How to Target our Energies and Communicate these to the College Community.
   4.2 Review Membership:
      • Del Norte or Mendocino representative?
      • Faculty Co-Chair?
   4.3 Leading from the Middle Academy 2014 Invitation

5. Reports/Other

Adjourn. Next meeting: Friday, December 6
**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.

Complete the form on the page below and email the form as an attachment to bsc@redwoods.edu.
**BASIC SKILL INITIATIVE REQUEST FOR FUNDS**

1. Describe clearly and in detail fund request.
   Two people would like to attend the ESL Summit on Acceleration held by Laney College on Nov. 14, 2013 to learn about Acceleration in the context of how to use it in CR's noncredit ESL program.

2. Describe how your proposal supports that Basic Skills Mission Statement.
   Acceleration improves completion rates and helps students move on to credit classes sooner by giving them a framework that supports an accelerated learning speed when the student is able to accelerate. Helping CR’s basic skills students and especially noncredit ESL students to achieve the learning needed to succeed in credit classes will be likely to increase the retention, persistence and success of these students.

3. Describe anticipated expenses (attach another page if necessary).

<table>
<thead>
<tr>
<th>Items</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hotel - two people for one night at est. $175 per night in Oakland</td>
<td>350</td>
</tr>
<tr>
<td>Meals - per diem for one day for each person</td>
<td>72</td>
</tr>
<tr>
<td>Mileage - two people</td>
<td>650</td>
</tr>
</tbody>
</table>

   **Total 1,072**

4. Will any of this request require ongoing funding? If yes, please explain.
   No

5a. List lead faculty and/or staff involved and/or responsible for the project
   Faculty: Mike Clark and Director: Julia Peterson

5b. List faculty and staff involved and/or responsible for the project.
   see above

6. Intended Outcomes (include specific, measurable targets):
   Learn to plan and assess an Accelerated noncredit ESL program for CR.

7. Assessment Plan (specify exactly what you will measure and how you will measure it):
   The summit will discuss assessment of accelerated ESL classes. We are intending to learn best practices at the summit.

8. Proposed Timeline (provide timeline details for activities including assessment schedule):
   November 14-15, 2013

9. Is this included on your most recent Program Review Needs Addendum?
   no

10. Is technology involved in your proposal? If yes, please explain the response from technology support?
    no

11. 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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Contact Person:</td>
<td>Julia Peterson</td>
</tr>
<tr>
<td>13. Date Submitted:</td>
<td>11/1/2013</td>
</tr>
</tbody>
</table>
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.

Complete the form on the page below and email the form as an attachment to bsc@redwoods.edu.
1. Describe clearly and in detail fund request.

2. Describe how your proposal supports that Basic Skills Mission Statement.
The main purpose of the Math Jam project is to assist developmental level students in making proper placement decisions in mathematics. This purpose will be greatly enhanced by: improving the course materials to better represent the coursework that it is preparatory for, working with student services at CR and the local high schools to increase participation in Math Jam by incoming high school seniors.

3. Describe anticipated expenses (attach another page if necessary).

<table>
<thead>
<tr>
<th>Items</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>tutoring support for math jam and tutoring center to work with students in preparation for math assessments at Eureka, Del Norte, Mendocino. 20 hours per week for 41 weeks @ 12.50 per hour</td>
<td>7750.00</td>
</tr>
<tr>
<td>Math Jam posters</td>
<td>50.00</td>
</tr>
<tr>
<td>Total</td>
<td>7800.00</td>
</tr>
</tbody>
</table>

4. Will any of this request require ongoing funding? If yes, please explain.
No, all funds requested may not be used depending on availability of tutor support and individual campus location needs.

5a. List lead faculty and/or staff involved and/or responsible for the project
Mike Butler, Chris Panza, Amber Buntin, Betsy Buchanan

5b. List faculty and staff involved and/or responsible for the project.
Mike Butler, Chris Panza, Amber Buntin, Betsy Buchanan

6. Intended Outcomes (include specific, measurable targets):
Better alignment of course materials with developmental mathematics curriculum.

Expected impact on student learning (Program Review 2013-14) Action #4 Increase in number of new students starting in college level Math course.

Math 301 Demonstrate the skills required to pass the placement exam which will allow the student to enroll in the proper level of mathematics. This will be assessed at the end of each module. These assessments will include operations with rational numbers; solving

Math 302 Demonstrate the skills required to pass the placement exam which will allow the student to enroll in the proper level of mathematics. This will be assessed at the end of each module. These assessments will include solving linear equations; graphing linear

Math 303 Demonstrate the skills required to pass the placement exam which will allow the student to enroll in the proper level of mathematics. This will be assessed at the end of each module. These assessments will include linear equations and inequalities in one

The request would include promotional materials for counseling and advising and the ASC to outreach to students the availability of the courses. In addition the request includes tutors to work directly with students in both the ASC and in the Math Jam courses district wide to allow
for improved assessment results and course placement which more appropriately meets students level of preparation in math. Investigation of the ability to send an email to students who dropped or earned a 'W' in any math course during fall 2013 district wide will be developed and sent to promote Math Jam and refer students to counseling and advising for enrollment.

7. Assessment Plan (specify exactly what you will measure and how you will measure it):

Math Jam 301, 302 & 303 provide students a Course Survey: QUESTION (1) Why did you enroll in this course? (a) to prepare to take the mathematics placement exam (b) to review the material before entering my next registered math course (c) other: QUESTION (2) Do you feel better prepared for either the placement exam or your next math course? (a) Yes (b) No

Assessment Rubrics:

Math Jam 301 course consists of six Module Completion Quizzes that will be used to assess: operations with rational numbers, solving algebraic equations, and basic geometry. Samples of the quizzes can be found at http://mathrev.redwoods.edu/mathjam/toc.php?r=301&s=public A survey will be given at the end of the course and first two questions address part of the SLO for the course: Demonstrate the skills required to pass the placement exam which will allow the student to enroll in the proper level of mathematics.

Math Jam 302 course consists of six Module Completion Quizzes that were used to assess: solving linear equations, graphing linear equations, polynomials and factoring and, simplifying radical expressions. Samples of the quizzes can be found at http://mathrev.redwoods.edu/mathjam/toc.php?r=302&s=public A survey was given at the end of the course and first two questions address part of the SLO for the course: Demonstrate the skills required to pass the placement exam which will allow the student to enroll in the proper level of mathematics.

Math Jam 303 course consists of six Module Completion Quizzes that were used to assess: linear equations and inequalities in one variable; logic; functions; quadratic and polynomial functions; review of rational functions; exponential and logarithmic functions; radical functions.. Samples of the quizzes can be found at http://mathrev.redwoods.edu/mathjam/toc.php?r=303&s=public

8. Proposed Timeline (provide timeline details for activities including assessment schedule):

Assess the placement results for students completing the course work. During 2012-13 100% of students retesting placed into the math course student was reviewing for. Assessment of placement results would occur in January 2014 and again in April 2014. Students would register in appropriate math course for spring 2014 after January Math Jam and placement for summer or fall 2014 after April 2013 math jam sessions.

9. Is this included on your most recent Program Review Needs Addendum?

Yes, #4 Provide tutoring support for Math Jam accelerated courses for math placement in 2013-2014 district wide.

10. Is technology involved in your proposal? If yes, please explain the response from technology support?

Technology will be used, but there is not request for technology support.

11. 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.

12. Contact Person: Tracey Thomas and Betsy Buchanan
13. Date Submitted: November 8, 2013
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.

Complete the form on the page below and email the form as an attachment to bsc@redwoods.edu.
1. Describe clearly and in detail fund request.
Mathematics faculty Todd Olsen attended a workshop at Yuba College on Friday November 1, 2013. The workshop was sponsored by 3CSN. (CA Community Colleges Success Network) Yuba college hosted Region 1 California community colleges and specifically focused on acceleration efforts in mathematics. the morning sessions focused on habits of the mind and the afternoon sessions was lead by 3 other math community college faculty in curriculum development for acceleration in math. Todd has taken the lead at CR for an acceleration effort in developing a Pre-Statistics course for pilot in fall 2014 (Path2Stats).

2. Describe how your proposal supports that Basic Skills Mission Statement.
Provide professional development regarding effective practices in developmental education.
Access and evaluate programs designed to improve student success.

3. Describe anticipated expenses (attach another page if necessary).

<table>
<thead>
<tr>
<th>Items</th>
<th>Cost:</th>
</tr>
</thead>
<tbody>
<tr>
<td>lodging</td>
<td>360.00</td>
</tr>
<tr>
<td>meals</td>
<td>210.00</td>
</tr>
<tr>
<td>travel costs</td>
<td>750.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1320.00</strong></td>
</tr>
</tbody>
</table>

4. Will any of this request require ongoing funding? If yes, please explain.
No

5a. List lead faculty and/or staff involved and/or responsible for the project
Todd Olsen

5b. List faculty and staff involved and/or responsible for the project.
Todd Olsen

6. Intended Outcomes (include specific, measurable targets):
Exposure more faculty to the pedagogical and teaching styles that are improving student success in Mathematics specifically acceleration efforts in math and english.

Develop a Path2Stats pilot course to be offered fall 2014. Track # of students who enroll in course and successfully complete and articulate to next course in sequence.

7. Assessment Plan (specify exactly what you will measure and how you will measure it):
Simplify course sequencing for students who need transfer level math

8. Proposed Timeline (provide timeline details for activities including assessment schedule):
Spring 2014 course development

Fall 2014 offer Pre-Stats course

Fall 2014 Track # of student in course and math placement.

Fall 2014 Assess student placement/success at end of Pre-Stat course and determine # of students who progress to next course sequence in transfer level math.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Is this included on your most recent Program Review Needs Addendum?</td>
<td>yes, specifically Program Plan #1 and Resource Request #6 Support 3-4 Math faculty attending trainings in acceleration through 3CSN to develop curriculum for a Pre-Statistics (Path2Stats) course to be piloted Fall 2014</td>
</tr>
<tr>
<td>10. Is technology involved in your proposal? If yes, please explain the response from technology support?</td>
<td>No</td>
</tr>
<tr>
<td>11. 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.</td>
<td></td>
</tr>
<tr>
<td>12. Contact Person:</td>
<td>Tracey Thomas</td>
</tr>
<tr>
<td>13. Date Submitted:</td>
<td>November 8, 2013</td>
</tr>
</tbody>
</table>
BASIC SKILL INITIATIVE REQUEST FOR FUNDS

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

Complete the form on the page below and email the form as an attachment to bsc@redwoods.edu.
1. Describe clearly and in detail fund request.
This request is for a Professional Resource Matter Expert for ESL

2. Describe how your proposal supports that Basic Skills Mission Statement.
The Basic Skills mission is to improve the retention, persistence, and success of basic skills students which includes ESL students. While the College has developed some ESL courses, both in credit and non-credit, there is still a lot of work that needs to be done to adequately serve these students from the application and placement process to articulating the ESL course sequence through to ENGL-1A.

3. Describe anticipated expenses (attach another page if necessary).
Items:  
<table>
<thead>
<tr>
<th>Cost:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Resource Matter Expert (940 hours @ $20/hr) $18,800</td>
</tr>
</tbody>
</table>

4. Will any of this request require ongoing funding? If yes, please explain.
Right now the request is for the 2013-2014 academic year. Based on the outcome of 2013-2014 work there may be an additional request of basic skills funds for future ESOL development.

5a. List lead faculty and/or staff involved and/or responsible for the project
Erin Wall

5b. List faculty and staff involved and/or responsible for the project.
Basic Skills Committee

6. Intended Outcomes (include specific, measurable targets):
The Professional Resource Matter Expert would work with the Associate Dean of Humanities to do the following:

1. Translate college application materials for credit courses into Spanish
2. Make sure the college application process includes a way for ESOL students to be identified so that the college can track enrollment, success, retention, and persistence data on ESOL students.
3. Review the current ESOL placement process and revise it to improve ESOL placement.
4. Conduct outreach to local high schools, Hmong, and Latino communities in the Eureka area in coordination with Julia Peterson (non-credit ESOL facilitator) to determine the needs of the community and promote existing ESOL credit and non-credit courses.
5. Work with English faculty to determine the articulation process between the existing ESOL courses and the English course sequence with particular attention to the articulation from ESL-102 to ENGL-1A.
6. Work with ESL non-credit faculty to determine appropriate assessment for ESOL students
moving from non-credit ESOL to credit ESOL.

5. Assist with the recruitment of additional ESOL faculty.

6. Create a liaison network with HSU to create learning communities that support a culture of transfer.

7. Assessment Plan (specify exactly what you will measure and how you will measure it):
   1. The number of ESOL students applying to CR, taking the ESOL placement and their placement, along with their success and retention will be reviewed by the BSC Jan-Feb 2015.
   2. Persistence data on ESOL identified students will be reviewed March 2015.
   3. A list of outreach activities will be presented to the BSC with needs expressed by the community in May 2014.

8. Proposed Timeline (provide timeline details for activities including assessment schedule):
   1. The number of ESOL students applying to CR, taking the ESOL placement and their placement, along with their success and retention will be reviewed by the BSC Jan-Feb 2015.
   2. Persistence data on ESOL identified students will be reviewed March 2015.
   3. A list of outreach activities will be presented to the BSC with needs expressed by the community in May 2014.

9. Is this included on your most recent Program Review Needs Addendum?
   Yes

10. Is technology involved in your proposal? If yes, please explain the response from technology support?
    No

11. 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.

12. Contact Person: Erin Wall

13. Date Submitted: 11/5/13