1. Call to Order:

2. Approve 11/21/14 Notes:

3. Action Item(s):
   3.1 Funding Proposal: Funding Proposal-Margaret Campbell
   3.2 Funding Proposal: ASC – Cheryl Tucker

4. Discussion Items
   4.2 Approach for Identifying Intervention Strategies for Basic Skills
       Students on Probation this Fall, as Identified by the SSSP plan.
   4.3 Update on AB86-Julia Peterson

5. Other/Future Agenda Items
   Next meeting: Friday, February 6, 8:30am -10am, SS 104

Dial your telephone conference line: 1-719-785-4469*
**Participant Passcode: 590780**
*Toll free number available: 1-888-450-4821

**Participant Conference Feature**
*6 - Mute/unmute your line*
1. **Meeting Called to Order:** Present: Erin Wall, Pam Kessler, Kristy Carlsen, Harry Pyke, Sheila Hall, Crislyn Parker-support; Presenters: Betsy Buchanan, Sue Harrington-ASC, Tina Vaughn-ASC, Cheryl Tucker, EOPS/ASC

2. **Approve 10/17/14 Notes:** Approved as revised.

3. **Action Item(s):**
   
   3.1 **Funding Proposal: Funding ACT License renewal – Julia Morrison:** Moved to the next meeting.

   3.2 **Funding Proposal: Math Lab & Math Jam Tutor funding– Betsy Buchanan:***
   
   - **Math Jam:** $5300. Approved. 112114BB-A. Proposal is well done and includes an assessment plan. Discussed that it would be nice to have the data on the success of the students who do test up. This will be done in the future. A survey will be given to students at the end of this semester on whether the math jam met their expectations and why they participated in the math jam. Also discussed adding a survey at the beginning – why the student is participating; many students take math jam as a “review.”
   
   - **Math Lab:** $5800. Approved. 112114BB-A2. Per Betsy not many non-credit students attend the labs – they do the work in the non-credit classes. The chart compares success of students enrolled in math lab vs. those who are not and those who progress to the next level. Statistics show students who participate in the labs have a higher success rate. It is suggested the labs set an environment for students to get work done that may not exist elsewhere.

4. **Discussion Items**
   
   4.1 **Basic Skills Tutoring & Assessment – Cheryl Tucker, Leslie Leach, and Betsy Buchanan:**
   
   - Discussed and shared ideas for establishing common assessment criteria and acquiring consistent and qualitative data in basic skills courses and programs. Student learning outcomes are being developed, as is one survey with similar questions which will be adjusted slightly for specific courses, to compare various tutoring programs and facilitate increased dialog, for students in math labs and ASC tutoring.
   
   - A proposal was submitted from the ASC to basic skills about two years ago. A request was made to determine how funding is utilized. This will be included in the next meeting agenda.

4.2 **Approach for Identifying Intervention Strategies for Basic Skills Students on Probation this fall, as Identified by the SSSP plan:**

   - The SSSP requires intervention strategies and discussion has begun; they will be looking at all students, a very large number. Currently they are targeting those students enrolled in basic skills courses and on academic and/or progress probation. Brain storming:
     
     - Acquire data to determine basic skills students on probation-immediately target the one group we have the most opportunity to help.
     
     - Block level 2 students from registering until they have met with a counselor or advisor.
College of the Redwoods  
Basic Skills Committee  
November 21, 2014 Meeting  
Summary Notes

- Determine intent and implementation of intervention strategies at level 1, level 2, etc.
  Create a list of courses students should not enroll in until beyond probation.
- Committee is tasked to think about what needs to be done and bring ideas to the next meeting.

4.3 Update on AB86-Julia Peterson—moved to the next meeting.

5. Other/Future Agenda Items
- ASC proposal
- Intervention Ideas
- Morrison Proposal

Next meeting: Friday, December 5, 8:30am -10am, SS 104
Request for Funds

1. Author: Margaret R. Campbell

2. Date: November 3, 2014

3. Contact Information (phone, email): mrs.campbell@suddenlink.net 707-499-1163

4. Describe how your proposal supports the Basic Skills Mission Statement and/or the Basic Skills annual plan: The OnCourse convention is designed to assist institutions and their professionals to have dramatic improvement in student academic success and retention. By keeping our staff at CR current with successful practices, counseling strategies and campus-wide programs which have proven successful in other institutions, we shall continue our mission with strong faculty development. I believe by attending the OnCourse convention, I will be able to learn various pedagogical strategies in which I can apply to my classroom, and empower my students to become active, responsible learners. In addition, I feel this convention would support the FYE program by furthering my knowledge of the text book and training with the other On Course resources.

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.) My intended outcomes are to enhance my pedagogical abilities to develop the academic and personal skills of the first-year student to succeed in college and beyond with lifelong learning skills. This will require me to develop my knowledge in being able to professionally assess the individual student's learning preferences, and guide them to be able to identify the expectations of college while being able to teach them how to navigate within the college system.

6. Assessment Plan Timeline (specify exactly what you will measure, when and how you will measure it): April 16 - 18, 2015.

7. Anticipated expenses (attach another page if necessary): The total anticipated cost are as follows: Airfare - $577, Conference $525, Accommodations (2 nights) $499.35, meals not included with the conference Per Diem (2 lunches + 4 dinners) $144. Unknown cost are transportation to and from the airport in Anaheim, California - $30 x 2 (round trip). A total cost of $1805 - $500 (funded by Faculty Development) = $1305 (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. Margaret Campbell (I take all responsibility) and Sheila Hall.

10. Is 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  (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.

Margaret Campbell
Author signature

December 1, 2014
Date Submitted
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.

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.
Request for Funds

1. Author: Cheryl Tucker and Tina Vaughan

2. Date: October 2014

3. Contact Information (phone, email): x4293 cheryl-tucker@redwoods.edu

4. 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 remedial/developmental 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 skill 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. Students and faculty alike report greater advantages to tutoring sessions in person, as opposed to online tutoring, for students who are struggling with basic skills because these students need constant feedback and encouragement in order to succeed.

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.) The intended outcome of this funding request is to better serve the students enrolled in remedial/developmental 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 and in future academic endeavors. Not only will these funds improve the student retention and success, they will have a positive effect on Student Learning Outcomes for all basic skills/remedial/developmental classes across campus because the most prominent outcome is to instill confidence in students to provide them with the skills to succeed in their classes and beyond.

6. Assessment Plan Timeline (specify exactly what you will measure, when and how you will measure it): Tutors will be assessed with evaluations filled out by students every 3rd or 4th tutoring session, as well as a semester evaluation by the tutoring coordinator. Student success will be assessed by correlating their pass to fail rate at the end of the semester to the total tutoring time received for each class. These statistics can be accessed through Institutional Research statistics as well as the SARS-Grid and TRAK-Enter records in the ASC.

7. Anticipated expenses (attach another page if necessary): $9,500 for additional one-on-one tutoring with basic skills students; $500 for professional development and training materials (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: Initially, ongoing funding is anticipated to support expansion of basic skills tutoring; once the program is established, permanent funds will be requested through program review. 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.

v2, r10/3/2014
College of the Redwoods  
Basic Skills Committee  

9. List all faculty and/or staff involved and/or who are responsible for the project. Vinnie Peloso, Pam Kessler, Tami Matsumoto, David Holper, Steve Jackson

10. Is this request/will this request be included in your most recent Program Review? ☐ Yes ☒ No  
   10a. If no, why not? This request will be included in the next program review cycle with supporting data from this year’s project if funded.

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.

_______________________________________________________________________________________  
Author signature

___________________________________________________  
Date Submitted