1. Call to Order:

2. Approve 12/5/14 Notes:

3. Action Item(s):
   3.1 Funding Proposal: Funding Proposal-Margaret Campbell

4. Discussion Items
   4.1 Information from Monthly Basic Skills Coordinators Webinar
   4.2 Review preliminary data English 102 success, retention, and progression (see attached)
   4.3 Review preliminary data from English Placement Changes (see attached)
   4.4 Student Success Summit take-a-ways

5. Other/Future Agenda Items
   Next meeting: Friday, February 20, 2015 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. Call to Order: Present: Erin Wall, Pam Kessler, Steve Jackson, Harry Pyke, Kristy Carlsen, Tina Vaughn, Cliff Clendenen, & Cheryl Tucker-guests, Crislyn Parker-support

2. Approve 11/21/14 Notes: Approved as revised.

3. Action Item(s):
   3.1 Funding Proposal: Funding Proposal-Margaret Campbell:
   - This proposal is attached to First Year Experience students. Committee discussion feels this is a good use of funds, but would like the author to provide a more detailed assessment plan.
   - Tentatively approved, pending a more detailed assessment plan.

   3.2 Funding Proposal: ASC – Cheryl Tucker:
   - The tutors funded by this proposal are primarily associate faculty recommended by the department, and occasionally students with bachelor degrees who are in teaching credential programs. Students wanting/need tutoring tend to be basic skills students. Tutor funding is $15/hr. to start and $20/hr. for associate faculty and returning tutors. ASC will query Datatel to target strictly basic skills students. Assessment clarification: ASC will review the pass/fail percentage of students who received tutoring, and compare to district numbers. Note: Historical data shows the more hours available to students for tutoring, the greater percent of overall success.
   - Request approved.

4. Discussion Items
   4.2 Approach for Identifying Intervention Strategies for Basic Skills Students on Probation as Identified by the SSSP plan:
   - Sheila Hall provided data on the number of students currently enrolled in basic skills classes that are on any level of probation. Currently Sheila will request a counselor to contact them.
   - The basic skills committee was asked to suggest ideas for intervention to the SSSP advisory committee, to hopefully prevent students from reaching these levels.
   - Suggestions discussed as follows:
     o Request first level probation students attend a workshop prior to meeting with a counselor. Block second level probation students from registering until meeting with a counselor.
     o First level probation students are contacted by a counselor to discuss issues and attend the workshop. Block second level probation students from enrolling in courses until they meet with a counselor.
     o Block first level probation students at from enrolling in courses until they contact a counselor to assist with scheduling for the next semester, and attend a workshop.
     o Contact on this issue should be personal - via phone.
4.3 Update on AB86-Julia Peterson:

- Relationship to BS: AB 86 funding is targeted for adult education, in areas of math, English, ESL, short term career technical and students with disabilities, but will overlap with basic skills in some areas. The AB 86 Committee has met with K-12 school districts, jails, etc. to discuss what is needed for adult education, where there are gaps and ideas to address the gaps, which include CR noncredit offerings at various sites, after hours, and instructing parents while children are in classes.

- Because AB 86 requirements are broader than basic skills, there will be an overlay of support in areas, which can include basic skills math and English: whatever is considered below high-school level. Some funding can be used to support for classes that do not meet basic skills definitions but are still below transfer level.

- Statewide funding for AB 86 is rumored at around $500 million; final distributions will be announced in May 2015.

5. Other/Future Agenda Items

Next meeting: Friday, February 6, 8:30am -10am, SS 104
English Placement Spring 2015

<table>
<thead>
<tr>
<th></th>
<th>ENGL-1A</th>
<th>ENGL-150</th>
<th>ENGL-350</th>
<th>READ-260</th>
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<tbody>
<tr>
<td>2013</td>
<td>29.6%</td>
<td>37.9%</td>
<td>24.9%</td>
<td>7.7%</td>
</tr>
<tr>
<td>2014</td>
<td>42.1%</td>
<td>29.1%</td>
<td>20.3%</td>
<td>8.6%</td>
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</tbody>
</table>
Request for Funds

1. Author: Margaret R. Campbell


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. The information and training received from the conference will be shared with current and potential GS faculty.

6. Assessment Plan Timeline (specify exactly what you will measure, when and how you will measure it): I will attend the conference on April 16 – 18, 2015. Information, training, and/or resources gained from the conference will be shared with current GS faculty during the spring 2015 semester. I am also willing to offer a breakout session during Convocation in the fall and provide information to potential GS faculty.

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  
   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 and Sheila Hall.
College of the Redwoods
Basic Skills Committee

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

01/20/2015
Date Submitted

V2, r10/3/2014
Progression to ENGL-1A
ENGL-102 vs. ENGL-350

New Students

<table>
<thead>
<tr>
<th>Term Enrolled</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
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<tbody>
<tr>
<td>Course</td>
<td>ENGL-350</td>
<td>ENGL-150</td>
<td>ENGL-1A</td>
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<tr>
<td>Students</td>
<td>33</td>
<td>13</td>
<td>6 (18.2% of new cohort)</td>
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<tr>
<td>Course</td>
<td>ENGL-102</td>
<td>ENGL-1A</td>
<td></td>
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<tr>
<td>Students</td>
<td>48</td>
<td>17        (35.4% of new cohort)</td>
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All Students

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<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
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<tbody>
<tr>
<td>Course</td>
<td>ENGL-350</td>
<td>ENGL-150</td>
<td>ENGL-1A</td>
<td>ENGL-1A</td>
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<tr>
<td>Students</td>
<td>197</td>
<td>99</td>
<td>39 (19.8% of cohort)</td>
<td>55 (27.9%)</td>
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<tr>
<td>Success</td>
<td></td>
<td></td>
<td>Success: 71.8%</td>
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<tr>
<td>Course</td>
<td>ENGL-102</td>
<td>ENGL-1A</td>
<td>ENGL-1A</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>38</td>
<td>8 (21.1% of cohort)</td>
<td>15 (39.4%)</td>
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<tr>
<td>Success</td>
<td></td>
<td>Success: 75.0%</td>
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Success and Retention
ENGL-102 vs. ENGL-350

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<tr>
<th></th>
<th>Spring 2014</th>
<th>Fall 2014</th>
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<tbody>
<tr>
<td>Success</td>
<td>55%</td>
<td>54%</td>
</tr>
<tr>
<td>Retention</td>
<td>79%</td>
<td>80%</td>
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A Look at the Past

Tracked through fall 2011.

Cohort: Took MATH 376 as a New student in fall 2008 – spring 2009.
Tracked through fall 2011.