1. Call to Order:

2. Approve 10/17/14 Notes:

3. Action Item(s):
   3.1 Funding Proposal: Funding ACT License renewal – Julia Morrison
   3.2 Funding Proposal: Math Lab & Math Jam Tutor funding – Betsy Buchanan

4. Discussion Items
   4.1 Basic Skills Tutoring & Assessment – Cheryl Tucker, Leslie Leach, and Betsy Buchanan
   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, December 5, 8:30am -10am, SS 104

Dial your telephone conference line: 1-719-785-4469*

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*6 - Mute/unmute your line*
1. **Call to Order:** Present: Erin Wall, Pam Kessler, Steven Jackson, Harry Pyke, Kristy Carlsen, Julia Peterson, Tracey Thomas, Sheila Hall, Crislyn Parker-support

2. **Approve 10/3/14 Notes:** Notes approved as corrected (spelling). The committee briefly reviewed agenda item 4.2 *Revised ESL Direction* from the October 3, 2014 meeting.

3. **Action Item(s):**
   3.1 **Funding Proposal: Funding for two level-three trained peer tutors to work ten hours per week for 15 weeks each-Leslie Leach.**
      - Request approved. Crislyn will work with Leslie to get this funded.
   3.1a. Discussion resulting from proposal:
      - The basic skills committee, based on direction from the state basic skills guidelines, funds requests with the expectation that within three years funding will be converted to district funds. Basic skills tutoring costs need to be institutionalized. Per Angelina and Sheila, SSSP funds can be used for basic skills needs, either as a direct expense or as part of the district match. How to move forward on this is to be determined.
      - Erin will meet with Sheila, Cheryl, Leslie and Angelina about the use of basic skills tutors, the areas in which they work and the targeted students. Per Tracey, Becky Buchanan is preparing a proposal for the BSC, which includes data on Math Lab usage to pay for peer tutors.
      - It was discussed that available tutoring is scattered and unknown to faculty and academic areas; we are in need of central coordination and assessment of our tutors. Erin will talk with the various basic skills funded tutor area about assessment.

4. **Discussion Items**
   4.1 **Scheduling updates of basic skills funded activities: Oral reports captured in the notes:**
      - Erin will talk to Keith and Cheryl regarding a peer mentoring update.
      - Determining pathways for basic skills courses has not been done.
      - Connie Carlson will be contacted to address whether the acceleration flex workshops held during convocation were perceived as beneficial.
      - Reporting for areas receiving tutor funding will be on the next meeting agenda.
      - Julia will check with all non-credit faculty to see if Lexia is being used and supportive.
      - Updates on the math jam tutors will be included in the proposal being submitted by Betsy Buchanan; Betsy will be invited to that meeting.
      - The Pathways to Statistics (math acceleration) course outline was approved in curriculum and senate; to the board on November 7; and, following board approval, will be submitted to the Chancellor’s Office. Courses cannot be offered until approved by the Chancellor; but if possible, CR will offer one to three sections in the spring. There is a placeholder for two sections. Acceleration is a new and very different way of teaching, and there is discussion to request basic skills funding for mentoring for these acceleration classes.
      - An update of English acceleration will be held at the next meeting.
      - The TESOL conference attendee will be invited to report out; the remaining items will be discussed in future meetings.
4.2 Approach for identifying intervention strategies for basic skills students on probation this fall, as identified the SSSP plan.

- Moved to the first discussion item on the next meeting agenda. It is noted SSSP requires intervention for probation students, and targeting basic skills students will be one way to refine varying student intervention needs. Tutoring area assessments will help determine where there are gaps in tutoring, and may feed into determining the probation intervention as well.

4.3 Update on AB86-Julia Peterson—moved to next agenda

5. Other/Future Agenda Items:

- Tutor assignments, assessments, areas
- Item 4.2: Interventions for basic skills students on probation
- AB 86 Update
- TESOL Update

*Friday November 7th meeting is cancelled*

Next meeting: Friday, November 21, 2014, 8:30am -10am, SS 104
Request for Funds

1. Author: Betsy Buchanan, Math Lab Coordinator

2. Date: October 20, 2014

3. Contact Information (phone, email): 707-476-4369  betsy-buchanan@redwoods.edu

4. Describe how your proposal supports the Basic Skills Mission Statement and/or the Basic Skills annual plan: This proposal is for funds to hire tutors to assist the instructor in the Math Jam courses, Math 301, 302, 303. Students enroll in Math Jam to get a refresher on the math skills they need in order to test into a higher level math course. Over 81% of these students are basic skills math students who are either trying to accelerate their math track or take a math refresher course before they take the full semester long mathematics course. Math 301 students review Pre-Algebra skills necessary to test into Math 380. Math 302 students review Elementary Algebra skills necessary to test into Math 120 or Math 194. Math 303 students review Intermediate Algebra skills necessary to test into a college transfer level math course, such as Statistics or College Algebra. These review classes help eliminate the need for students to take a whole semester math course, when all they need is a refresher for skills they have previously learned but haven’t used in a while. The tutors we hire in the Math Jam courses assist the instructor by working one-on-one with the students as they work through the concepts at whatever math level they are at, enabling these students to progress faster toward their educational goals and be successful in those goals. As shown on attached spreadsheet, since Summer 2011, there have been 177 students who have successfully completed Math Jam: 74 in Math 301, 70 in Math 302, and 33 in Math 303. Out of these students, 39% of Math 301 students went on to successfully test into Math 380, 61% of Math 302 students successfully tested into Math 120 or 194, and 64% of Math 303 students successfully tested into transfer level mathematics courses. The overall success rate all Math Jam students who have successfully tested into the next level mathematics course is 53%.

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.) Students are better prepared for the placement exam and better prepared for the math class they will be enrolling in, resulting in a higher level of successful students in the basic skills math courses. Our goal is to increase the number of students who successfully complete Math Jam by a minimum of 2%, and increase the overall success rate of those students who are eligible to enroll in the next level mathematics course to a minimum of 55% overall.

6. Assessment Plan Timeline (specify exactly what you will measure, when and how you will measure it): Each semester, after Math Jam courses are completed, we will track these students to determine if they were subsequently successful on their mathematics placement exam and enrolled in the appropriate mathematics course the following semester. We will also institute a survey at the end of each semester to better determine not only which students take Math Jam in order to accelerate their math placement and which ones take Math Jam for math review without the intention to accelerate, but also to collect data on whether or not Math Jam met their intentions. This will enable us to better determine the overall effectiveness of Math Jam for each type of student. Once a year we will compile this data together to determine the overall success rate for that year. If possible, we will attempt to track these successful students to see if they pass their subsequent mathematics course at the same rate as other students who did not enroll in Math Jam.

7. Anticipated expenses (attach another page if necessary): Total tutor hours for all Math Jam sessions in the 2014-15 AY is anticipated to be 384. At $12.50 per hour, total anticipated expenses, including benefits, is $5300.
College of the Redwoods
Basic Skills Committee

(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: Ongoing funding is necessary to maintain positive growth for the Math Jam and continued support for our basic skills mathematics students. 

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. Betsy Buchanan, Math Lab Coordinator; Tracey Thomas, Dean of MSBSS; Temporary tutors hired: Kelsey Burrell, Charlotte Olsen. Hires for the Spring 2015 semester have not yet been determined.

10. Is this request/will this request be included in your most recent Program Review? ☒ Yes ☐ No
10a. If no, why not? Click here to enter text.

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.

[Signature]

Author signature

[Date]

Date Submitted

v2, r10/3/2014
Math Jam Success for Semesters  Summer 2011 - Summer 2014

<table>
<thead>
<tr>
<th>2011X - 2014X</th>
<th>Total # of students</th>
<th>Passed to Next Math Level</th>
<th>% Success</th>
</tr>
</thead>
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<tr>
<td>Math 301</td>
<td>74</td>
<td>29</td>
<td>39%</td>
</tr>
<tr>
<td>Math 302</td>
<td>70</td>
<td>43</td>
<td>61%</td>
</tr>
<tr>
<td>Math 303</td>
<td>33</td>
<td>21</td>
<td>64%</td>
</tr>
</tbody>
</table>

Totals: 177 93 53%
Request for Funds

1. Author: Betsy Buchanan, Math Lab Coordinator

2. Date: 10/20/2014

3. Contact Information (phone, email): 707-476-4369  betsy-buchanan@redwoods.edu

4. Describe how your proposal supports the Basic Skills Mission Statement and/or the Basic Skills annual plan: This proposal is for funds to hire student tutors to assist in the Math Lab. Students enroll in the Math Lab to get additional tutoring and support in their math classes. Basic skills students (Math 380 and below) make up the largest component of math students in the lab. This extra support is essential for the success of these students in their mathematics classes. Math Lab tutors assist basic skills students in overcoming their math anxiety and working through the math problems, which greatly adds to their persistence and ultimate success in their basic skills mathematics course. Over the past two years, more than 50% of students enrolled in Math Lab have been basic skills students (enrolled in non-credit Math Lab or Math 372L, 376L, or 380L). The data (see attached spreadsheet) shows that in 2012-13, 75% of students enrolled in basic skills math courses who were also enrolled in Math Lab were successful (passed with a C or better) as compared with a 52% success rate of those basic skills students not enrolled in Math Lab. Basic Skills students enrolled in Math Lab progressed to the next level math course at a rate of 51%, and those not enrolled in Math Lab progressed at a rate of 38%. In 2013-14, 65% of students enrolled in basic skills math courses who were also enrolled in Math Lab were successful as compared to 57% success rate of students not enrolled in Math Lab. 46% of those students in Math Lab enrolled in the next level Mathematics course, and those not enrolled in Math Lab progressed at a rate of 36%. This data clearly shows that the Math Lab is helping students not only be more successful in their basic skills math classes than if they didn’t enroll in Math Lab, but they are also more likely to progress to the next level math course.

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.) Basic skills students get the help they need, when they need it, and ultimately not only pass their math class, but gain the confidence they need to continue taking math classes up to and including transfer level courses. Our goal is to increase the percentage of successful students in basic skills mathematics courses by a minimum of 5% over the next academic year.

6. Assessment Plan Timeline (specify exactly what you will measure, when and how you will measure it): At the end of every semester we will analyze the subsequent successful completion of students’ basic skills math course (Math 272, 276 and 380) and compare the success rates of students who are in Math Lab with those who are not in Math Lab. We will also institute an end-of-semester assessment for Math Lab students to obtain more quantitative data as to what degree students feel Math Lab has helped them in successful completion of their mathematics course, including homework and exams, and to identify areas to improve Math Lab and make it even more effective for students.

7. Anticipated expenses (attach another page if necessary): Currently, total tutor hours are approximately 20 hours per week, which brings the total anticipated tutor hours for all Math Lab student tutors in the 2014-2015 academic year to be 600 hours. At $9.50 per hour, total anticipated expenses, including benefits, is $5800.

(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: Ongoing funding is necessary to maintain positive growth for the Math Lab and continued

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

support for our basic skills mathematics students. 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. Betsy Buchanan, Math Lab Coordinator; Tracey Thomas, Dean of MSBSS. Student tutors hired for Fall 2014: Teja Aluru, Kelsey Burrell, Peter Coutts, Paige MacDonald, Ethan Retherford, and John Thompson. Spring 2015 hires have yet to be determined.

10. Is this request/will this request be included in your most recent Program Review? ☑ Yes ☐ No
10a. If no, why not? [Click here to enter text.]

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.]

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[Signature]

Author signature

[Date]

Date Submitted
### Success Rates for Math Lab and Non-Math Lab Students 2012 - 2014

<table>
<thead>
<tr>
<th>COURSE</th>
<th>ENROLLMENT</th>
<th>SUCCESS</th>
<th>PROGRESS TO NEXT LEVEL</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>enrolled in lab</td>
<td>not enrolled</td>
<td>enrolled</td>
</tr>
<tr>
<td>MATH-372</td>
<td>10</td>
<td>52</td>
<td>7</td>
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<tr>
<td>MATH-376</td>
<td>113</td>
<td>373</td>
<td>83</td>
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<tr>
<td>MATH-380</td>
<td>152</td>
<td>603</td>
<td>116</td>
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<td><strong>Totals</strong></td>
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<td><strong>1028</strong></td>
<td><strong>206</strong></td>
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<table>
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<tr>
<td>MATH-372</td>
<td>10</td>
<td>34</td>
<td>8</td>
</tr>
<tr>
<td>MATH-376</td>
<td>92</td>
<td>287</td>
<td>66</td>
</tr>
<tr>
<td>MATH-380</td>
<td>172</td>
<td>564</td>
<td>103</td>
</tr>
<tr>
<td><strong>in GUID-205 (Non-Credit Math Lab)</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MATH-372</td>
<td>5</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>MATH-376</td>
<td>8</td>
<td>6</td>
<td>75%</td>
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<tr>
<td><strong>Total CR &amp; NC 2013-14</strong></td>
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<td></td>
</tr>
<tr>
<td>MATH-372</td>
<td>10</td>
<td>34</td>
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<td><strong>Totals</strong></td>
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<td><strong>885</strong></td>
<td><strong>186</strong></td>
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