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.

The English department has recently readjusted its cut scores to Accuplacer for all levels and created three advising zones for entrance into English 350, 150, and 1A. Students who place into these three advising zones will have the option of taking a reading and writing exam, so faculty can determine whether they should go to the lower or higher placement.

The department is requesting funds to A) create two separate tests (the first to determine if students are English 350 ready or should place into Reading 360; the second test will determine if students are ready for placement into 150 or 1A). B) provide stipends for several full time and associate faculty to score these exams at both the Eureka and Del Norte campuses. (Mendocino and KT will be assigned to Del Norte and Eureka.) C) provide for two lead faculty members to coordinate with counseling and advising during summer. D) provide for one lead faculty member to oversee this effort district-wide for one year.

2. Describe how your proposal supports that Basic Skills Mission Statement.

Since the department has adjusted cut scores downward by a possible 10 points (five of these are the advising zones for 150 and 350), there is a consensus among English faculty that the adjustment and advising zones will help "to improve upon the programs and services we offer" in the the development course sequence (Reading 360, English 350 and English 150). Most research on the topic of developmental English confirms that better assessment leads to higher success and persistence rates for students.

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

<table>
<thead>
<tr>
<th>Items</th>
<th>Cost</th>
</tr>
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<tbody>
<tr>
<td>Two full time faculty (at DN and Eureka) to coordinate with advisors and counselors for one year</td>
<td>$1000</td>
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<tr>
<td>Test development and revision of multiple test banks</td>
<td>$500</td>
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<tr>
<td>Stipends for two sets of three faculty (one set at DN one at Eureka) to score exams</td>
<td>$1200</td>
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<tr>
<td>District-wide coordination</td>
<td>$300</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$3000</strong></td>
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4. Will any of this request require ongoing funding? If yes, please explain.

Yes; however, after one year, the district-wide coordination and test development will likely be finished. The scoring, however, will be an on-going expense.

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

David Holper, Pam Kessler, and Ruth Rhodes

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

To be determined: What that means is that it's too early to tell which associate faculty will be involved in scoring the exams.

6. Intended Outcomes (include specific, measurable targets):

The reading and writing tests will provide a more accurate assessment of English students at College of the Redwoods, which will improve students success and persistence rates. The English faculty have long wanted a reading and writing test to more accurately assess students skills, and combining Accuplacer with advising zones, in which students can be assessed through their reading and writing skills, will provide a much more accurate assessment than
relying on Accuplacer alone.

7. Assessment Plan (specify exactly what you will measure and how you will measure it):
   At the end of one year, we'll examine data on students who placed into advising zones to see if
   they were successful in the classes they placed into, as well as whether or not they were
   successful in the next class in the series, if they've attempted that class.

8. Proposed Timeline (provide timeline details for activities including assessment schedule):
   We'll track data throughout academic year 2014-2015 for students in advising zones.

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.

12. Contact Person: David Holper 476-4370 david-holper@redwoods.edu