

IMPERIAL VALLEY COLLEGE
Basic Skills Committee Meeting
Tuesday, March 01, 2016 12:50 p.m.
Room 2728

Mission: *The mission of the Basic Skills Committee for Imperial Valley College is to find ways to increase student success and retention rates in basic skills classes involving reading, writing, ESL, and math; to increase student skill levels in these areas so that students are better prepared for their academic and career goals; to provide training for IVC instructors so that they can better understand and teach basic skills students; and to generally support best practices to achieve these ends.*

Attendees ✓		Absent	Guest
Allyn Leon	Norma Nuñez	Roberta Bemis	Josue Verduzco
Gordon Bailey	Mardjan Shokoufi	Nancy Lay	Dr. Nick Akinkuoye
Jill Nelipovich	Russell Lavery	Sydney Rice	David Zielinski
Terry Norris	Zhong Hu		
Ed Scheuerell	Kathleen Dorantes		

Recorder: Martha Navarro

A. Call to Order - Jill Nelipovich

Jill Nelipovich called the meeting of the Imperial Valley College Basic Skills Committee to order at 1:00 p.m. on Tuesday, March 01, 2016.

B. Review and Approval of Minutes, December 01, 2015

M/S/C Russell Lavery/Allyn Leon to approve the minutes of December 01, 2015

C. Reports

a. *Kathleen Dorantes- Winter Bridge for ESL/English*

- Kathleen distribute her 2016 Winter Bridge Program report to all members. She briefly discussed the program results. Students met Monday thru Friday, 8:45am to 2:45pm. Although the courses were intense, students had breaks between classes and a lunch break. Courses taught were Academic Reading, Study Skills, Academic Writing, Grammar/Listening and Speaking. Twenty-four students were enrolled at the beginning of the program.

Students took the Accuplacer at the beginning and at the end of the program. There were 13 students that took the test again. Her report included the following results:

- 7 students, or 46%, increased their Accuplacer score
- 4 students, or 31%, Accuplacer score remained the; and
- 3 students, or 23%, declined the Accuplacer

Kathleen added that students that saw a decline in their score said that they had technical difficulties and possibly could have contributed to the decline.

- The program had incentives. Students with good attendance or at least 80 percent attendance were rewarded with \$100 book voucher to purchase English or ESL text books or English reference materials. Fourteen students completed the program

- with good attendance. Kathleen clarified that incentives were paid with Student Success and Equity funds.
- Kathleen issued a survey to students at the end of the program. Based on the survey results and student comments, students felt more confident and saw an improvement in their English, writing, reading, speaking and listening skills.
- Norma asked if there is a follow up report on the first cohort class offered during the winter session. Kathleen stated that there is and it's also included in the Program Review. Kathleen will continue to follow up. Kathleen added that a Summer Bridge Program is not offered during the summer because it's too intense and there's not enough students.

b. *Upcoming conference opportunities*

- Jill learned of, and discussed, a couple of conference opportunities while attending the San Diego Region Five meeting on Feb 5, 2016.
- The first conference opportunity she discussed is the California Acceleration Project's (CAP) Community of Practice. The conference information was forwarded to all Basic Skills Coordinators by Mark Manasse, 3csn Regional Coordinator. Jill stated that one thing 3csn would like to create are several Community of Practice, such as the LAP (Learning Assistance Projects). The goal is to build and sustained Communities of Practice that eventually the college will institutionalize. Jill mentioned a few, such as, Habits of the Mind, Reading Apprenticeship for Stem, California Acceleration Project and Data Work. Jill suggested that math should be involved, especially to reduce the number of exit points in order for students to complete quickly. She shared Cuyamaca College's model in math. They had a co-requisite and not a pre-requisite so students go directly into statistics without testing into it. The application to attend this conference is due on April 22, 2016, 5:00pm.
- Josue briefly discussed the upcoming Tutor Expo. Tutors from the Embedded Tutor Program and Tutoring Center will be attending. Josue stated that the Tutor Expo will be offering information on tutor training. During the winter, Josue provided 18 hours of tutor training. He added that Kathleen Dorantes and Sydney Rice assisted with the training.
- Jill discussed a Request for Application (RFA) for a one time funding grant of \$60 million. Each campus can apply for a maximum of \$1.5 million. The funds will be disbursed in three years but must be spent in five years. The application is due on March 25, 2016 and the announcement will be made on April 01, 2016. Jill stated that the purpose of the grant is to enable colleges receiving an award to implement or expand innovations and redesign in the areas of assessment, student services, and instruction. To fund the grant, the college must use evidence based strategies and must choose two or more strategies. Jill went thru some of the principles and practice strategies that the college must adopt:
 1. Adopt placement tests or other student assessment indicators and related policies that may include multiple measures of student performance;
 2. Increase the placement of students directly in gateway English and math courses that are transferable to the University of California and career Pathways;

3. Align content in remedial courses with the students' programs of academic or vocational study to target student's actual needs and increase relevance;
 4. Develop two and three course sequence, as appropriate, for completion of a college level English or mathematics course or both; and
 5. Implement other effective basic skills course strategies and practices not specified in the other methods.
- Jill suggested developing learning communities to help students get through college fast or expand just like the Puente Project. David briefly discussed what the Puente Project entails. Jill shared success information on Fullerton College. She stated that Fullerton College started a similar project by taking a group of cohort, high risk students. These students were two levels below transfer in math and English and took the same courses, such as, Political Science and History. They had high success rates. Counselors, Embedded Tutors and instructors participated in this project.
 - The members discussed the math sequence and reducing exit points. Mardjan suggested creating a half unit or one unit math course for students to learn what they lack in.
 - David stated that English reduced the number of developmental levels by two and created English 10, an accelerated class with no pre-requisites or Accuplacer scores. The Committee went on to discuss multiple measures of testing in math and English. Norma stated that every California Community College must have common assessments. Kathleen added that a common assessment conference will be taking place in San Diego in June.

D. Update on Previous Discussion Items

E. New Discussion

a. One-time Basic Skills Funding – March 2, Riverside, CA.

- David discussed the upcoming Application workshop that he and other campus members will be attending. The workshop is intended to assist colleges in the development and preparation of their grant request application. He stated that they will amplified many of the evidence based strategies that Jill just discussed. David added that it's a compelling grant that can really help students and help addressed deficiencies on some programs. David volunteered to be the central point of contact for feeding ideas and putting the grant together.

.F. Action Items

G. Other

H. Next Meeting: April 5, 2016

I. Adjournment

Meeting was adjourned at 1:45 p.m.