

IMPERIAL VALLEY COLLEGE
Basic Skills Committee Meeting
Tuesday, October 4, 2016 12:50 p.m.
Room 2727

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
Ed Scheuerell	Roberta Bemis	Norma Nuñez	Kristen Gomez
Sydney Rice	Zhong Hu	Terry Norris	Cynthia Spence
Audrey Morris	Nancy Lay		Alejandro Marquez
Michael Heumann	Russell Lavery		Jael Esqueda
Mardjan Shokoufi	Ed Scheuerell		

Recorder: Martha Navarro

A. Call to Order – Audrey Morris

Audrey Morris called the meeting of the Imperial Valley College Basic Skills Committee to order at 12:55 p.m. on Tuesday, October 04, 2016

B. Review and Approval of Minutes, September 6, 2016

M/S/C Mardjan Shokoufi /Zhong Hu to approve the minutes of September 06, 2016.

C. Chair updates

1. Expenditure Report for 2015 – 2016

- Audrey stated that the 2015-2016 Expenditure Report is ready to be sent The report is due October 17, 2016. Audrey presented the expenditure guidelines that the Chancellor’s office and Basic Skills Advisory Committee created and briefly went through the expenditure categories that can be used by colleges and reported to the Chancellor’s office.

2. New Basic Skills Budget Allocation Structure for 2016 – 2017

- Audrey gave a power point presentation on the new allocation structure. She stated that the Basic Skills Initiative (BSI), Student Success and Support Program (SSSP) and Student Equity plans have been suspended for 2016-2017 but suggested that the Basic Skills Committee needs to focus on this, since the BSI, SSSP and Student Equity plans will be integrated in 2017 - 2018. Changes made will be similar to what’s on the transformation grant, which includes the type of high impact practices they’re looking for. The committee briefly discussed both allocation Models:
- **The NEW SSBS Allocation Model:**
 - 50% on the percentage of BOGFW students enrolled in a course below college level and subsequently completed a college level course in the same subject within one year as well as within two years.
 - 25% on the percentage of BOGFW students.
 - 25% on the percentage of basic skills FTES in courses as described in the Transformation program.
- **The OLD BSI Allocation Model:**
 - 50% on FTES generated in basic skills and ESL courses in the preceding fiscal year.
 - 50% on FTES generated in basic skills and ESL courses by students transitioning.
 - from high schools in the preceding fiscal year.
- Sydney explained that the reason ESL 8 and 9 were created was so they can make it CSU/UC transferable, giving students credit for their language learning, just like Spanish, German or French.

- This way there's no need to worry about the 50% allocation under the BSI allocation model; it would fall under the new SSBS allocation model, where students will be able to complete a course within the same subject within a year.

3. High Impact Practices

- Audrey distributed copies of a Basic Skills Initiative update report. It contains information on the new budget allocation, including changes to the formula. The main goal of these practices is to help students and see which practices are already being done so they can be expanded. There's also new things they can try as a committee. The members briefly reviewed and discussed some of the high impact practices:
 - ❖ Adopt placement tests or other student assessment indicators and related policies that may include multiple measures of student performance, including grades in high school courses, overall grade point average, common assessment results and input from Counselors.
 - ❖ Align content in remedial courses with the students' programs of academic or vocational study to target students' actual needs and increase relevance.
 - ❖ Implement other effective Basic Skills course strategies and practices subject to the college providing evidence that substantiates the practice is effective. Audrey stated that there are other things they can look into and try.

D. Action Items

1. None

E. Ongoing Projects and Reports

1. Institutionalization of Math Tutorial Specialist (Mardjan Shokoufi)

- Mardjan stated that the initialization of the Math Tutorial Specialist was discussed during the last Math department meeting. Allyn is working on program review stated that the position falls under budgetary items, so they can add it under the Math division program review. Allyn briefly explained how often their Math department program review is completed.

2. Math Lab Questionnaire (Mardjan Shokoufi)

Mardjan presented a five question Math Lab questionnaire that she recently developed. She plans to hand them out this semester. She stated that it's best to have students take the survey in the classroom than thru Survey Monkey. She explained that students would participate more if the survey is taken in the classroom. Some of the questions are:

- ❖ "Are you aware of the tutorial services?"
- ❖ "Are you aware of the math lab services?"
- ❖ "Are you receiving scheduled one on one tutorial services?"

The members discussed and agreed to add one more question or comment section to the questionnaire. Roberta suggested adding the word "Math" before "tutorial services" so students are aware that the tutoring services are for math and not for reading and writing. Mardjan will email a copy of the questionnaire to all members for any other suggestions. She'll have students use a Scantron to complete the questionnaire.

3. Surface Pro Video Project (Audrey Morris)

- Audrey reported on the Surface Pro Video project. The faculty and staff that will be part of this project will be Kathleen Dorantes, Xochitl Tirado, Kevin Howell and John Clarkson, Jill Nelipovich, Allyn Leon and Zhong and Josue Verduzco. Their first meeting was on September 18 and that was to plan the Basic Skills video. Their next meeting will be on October 17 to start training and again on October 31 to review the video samples. Audrey stated that currently they don't have a trainer but if they feel the need for a trainer, a proposal will be submitted.

4. Advocacy Days (Sydney Rice)

- Sydney reported on a TESOL (Teachers of English Speakers and Other Languages) training. TESOL sponsors the advocacy days in capitol hill. Sydney stated that after their training, they were able to set up meetings to go and meet with state representatives to discuss English Language Learners and how state representatives can help at a federal level. She added that what happens within the federal level, happens in the K-12 and Adult Education, since this is cover by the ESAA (Every Student Succeeds Act). It only focuses on K-12 and Adult Education, but does have some impact on community colleges.
- Sydney met with several representatives, such as Juan Vargas' representative and Barbara Boxer's. She also met with Mark Takano, a Representative from Riverside. Sydney stated that Mr. Takano has a very strong relationship with Community Colleges. Sydney discussed with him what the Ad-Hoc Committee plans to create and that is a certificate of Bi-Literacy to mirror the one given to high school students. Mr. Takano thought it was a great plan and encouraged to explore it in the state of California. He offered his support to get it passed thru the Chancellor's office as an option for the students.
- Currently, Sydney stated that they're asking for ESL students to be counted equitably. In the success score card, ESL students are not counted as success unless they pass transfer level English. If they're not taking a transfer level English, but successfully passing a higher level math, they are not counted as success. Sydney stated that they're asking within the equity plan and within the state score card, to stop looking at ESL students as a subgroup and as a problem to be solved but rather as a population to be served. Sydney will soon be presenting a resolution on this issue at an Academic Senate meeting.

F. New Discussion

1. Integration and Alignment – New Basic Skills Fund Request Application (Audrey Morris)

- Audrey presented a visual list of all the initiatives that are being done around campus, which are Student Success, Student Equity, Basic Skills and AtD (Achieving the Dream). Under each initiative, it has its purpose, focus, students to be served, plan content and coordination, allocations formula and a few more. Audrey stated that some of these overlapped. The purpose of the list is not to duplicate projects and not have any gaps where students are not being served.
- The members also reviewed two forms that were provided by Kristen Gomez, which is the 16-17 Student Equity Conference/Request Form and the Student Equity Project Request Scoring Rubric form. Both forms are used by SSSP and the Student Equity Committee to review proposals and project requests. These forms were compared to the Basic Skills Funds request form. One of the changes to the Basic Skills form that Audrey would like to see is to add a way to evaluate projects. This would help prioritized any requests that come in. Another addition is to identify the target population. Audrey suggested creating a Basic Skills Funds request form just like the form SSSP/Student Equity Committee uses or combine all of the forms. The committee agreed to combine all application forms. Kristen will put it on the Equity Committee agenda for discussion.

2. High Impact Practices – Reading Task Force (Audrey Morris)

- This item was tabled.

G. Other Items

- Michael announced two events that he'll be attending, which is the Basic Skills Contextualized Teaching meeting at Palomar college on December 3, 2016 and the second is a Basic Skills Summit that will take place in the summer. The summit is design for Part Time faculty. He'll provide more information at the next Basic Skills meeting. Audrey also announced that there will be a California Learning Committee Association meeting on October 28. She will email the information to the members.

H. Next Meeting: Tuesday, November 1, 2016

I. Adjournment