

IMPERIAL VALLEY COLLEGE
Basic Skills Committee Meeting
Tuesday, November 01, 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 ✓			Guest
Roberta Bemis ✓	Zhong Hu ✓	Allyn Leon	Josue Verduzco
Sydney Rice ✓	Nancy Lay ✓	Terry Norris	Alejandro Marquez
Audrey Morris ✓	Russell Lavery ✓	Ed Scheuerell	Jael Esqueda
Michael Heumann ✓	Mardjan Shokoufi ✓		Cynthia Spence

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 1:00 p.m. on Tuesday, November 01, 2016.

B. Review and Approval of Minutes, October 04, 2016

M/S/C Michael Heumann /Zhong Hu to approve the minutes of October 04, 2016.

C. Reports

1. Budget (Audrey Morris)

- After confirming with Dixie, Audrey announced that the amount that remains in the 2015-2016 Basic Skills budget is \$18,208.79. She confirmed that this amount is what is left after all funding requests that have been approved by the Basic Skills Committee to date have been subtracted.

2. Math Lab Questionnaire (Mardjan Shokoufi)

- Mardjan distributed copies of the Mathematics Survey to all members. She explained that the survey would be piloted with a small number of classes (about 500 students) Week 5 of the Spring 2017 semester.
- The survey starts by asking students to identify the math class they're taking (*Math 61, Math 71 or Math 81*) and also their class start time. Seven questions on the survey ask students about their use of the various math tutorial services on campus. The last section of the survey asks students to select or to write in the reason(s) why they have not sought tutoring services. After reviewing the questions, the members made some suggestions. One suggestion was to combine some of the questions. Sydney suggested "*If your class has an embedded tutor, do you go to the review sessions? If you have, how many times have you attended?*"
- Mardjan explained that the way she plans to gather the data has changed. Initially, her idea was to use a Scantron machine, but since our Scantron machines do not have the software needed to summarize the data, they will just use paper and pencil. Mardjan stated that compiling and summarizing all the data from the survey is a large project for one person and there may not be enough funds to hire someone to assist with the data. She suggested that instead of having one person spend hours compiling the results, several faculty from the math department could help. Audrey added that some members of the committee could help as part of their committee responsibilities also, but that that if the job was too time intensive, we will need to use funds to pay people in the future.

3. CALP Project (Audrey Morris)

- Audrey gave an update on the CALP (Computer Assisting Learning Project). The team met twice in October. John Clarkson and Zhong have each created a video. Audrey may show the video at the next Basic Skills meeting. They're also learning Camtasia and I-Movie. They will be meeting again on November 28.

4. Equity and Basic Skill Project and Conference Request Forms (Audrey Morris)

- After working with Kristen Gomez, Audrey stated that they both realized that more time is needed if they are going to combine the forms. For now, they'll continue to use two separate request forms. In the meantime, Audrey distributed a draft of the 16-17 Basic Skills Project Request form to the members. The form was reviewed by the Committee. Audrey explained the items that were added on the Basic Skills request form. The top section of the form begins with a description based on the present Basic Skills mission statement. The description also includes categories that the state gives to schools.
- After requesting the project's name and budget amount, the next section of the form asks to "Identify the specific Basic Skills or ESL goals to be addressed in the project." She listed four goals on the form:
 - Retention** – Improve student retention in Basic Skills/ESL courses
 - Student Success** – Improve student success
 - Skills** – Improve skill levels so students can reach academic/career goals; and
 - Faculty Development** – Help faculty understand Basic Skills students and implement high impact practices for Basic Skills students.
- The last sections on the form to be completed are: Project Summary, Project Outcomes, Outcome Evaluation and Required Attachments, such as, detailed budget, cited research or model program information and activity timeline.
- Audrey shared the Student Equity Project Request Scoring Rubric. Audrey stated that the Basic Skills Committee does not need to use the same rubric to score requests, they can create their own. The members reviewed the Student Equity rubric form and agreed that some of the criteria do not apply to Basic Skills. Michael pointed out that some items will not be scalable, such as conferences. The members agreed that two separate forms should be created, one for projects requests and the second for faculty development. If they decide to combine both forms, Basic Skills will need a separate scoring rubric.

5. Leadership Workshop (Audrey Morris and Cynthia Spence)

- Audrey shared information on a recent workshop she attended, which was the California Learning Communities Consortium (CLCC). The workshop focused on integrated learning and leadership. Audrey stated that she and Cynthia took a self-assessment to see what their leadership strengths are. They also created teams and had to work on solving college problems. She announced that there will be another conference in April, an Institute for Innovative Design and Practice that will focus on student equity, then she briefly discussed their website and the research that they've done on students and the power of integrated learning.

D. Action Items

1. Proposal for Embedded Tutors - Winter 2017 (Josue Verduzco)

- Josue submitted a Basic Skills Fund Request application. His goal is to fund three classes. He explained that some instructors have asked about having embedded tutors for the winter. Josue spoke with Kristen Gomez in regards to funding and she can match the funds he'll receive thru other venues. He is requesting \$4073.96 for the Embedded Tutor program for the winter 2017 intersession. The members reviewed the details on the application. If funded thru Basic Skills and Student Equity, he would like to provide embedded tutors for six classes. The application included detail information such as pay rate, hours, weeks and salary.

	Pay Rate	Hours	Weeks	Salary
Tutor A	\$ 16.50	20	5	\$1,650.00
Tutor B	\$11.00	20	5	\$1,100.00
Tutor C	\$11.00	20	5	\$1,100.00

Total Salaries \$3,850

Work Comp	1.21%	\$46.59
FICA	6.50%	\$107.25
SUI	0.05%	\$0.83
Medi	4.20%	\$69.30

Total Benefits \$223.96

Total Funds Requested \$4,073.96

- Josue also included success rates for spring 2016. He added that a report is created after each semester to assess student retention, success and proficiency rates. Audrey asked Josue if he could separate out the classes in order to view the success rates in classes with embedded tutors and compare them with success rates in general classes. Josue responded that he is working with IT in creating a template to look at any semester by gathering data from banner in order to see success rates per class with and without embedded tutors. Josue will work on getting the information to Audrey but it will take about two days. Audrey stated that moving forward, she would like to see a comparison report.

Spring 2016 Success Rates

Math	ESL	English
M 61 (53.64%); M 71 (63.97%);	ESL0 5 (68.13%); ESL 4 (48.15%)	ENGL 8 (50.38%); ENGL 9 (43.19%)
M 81 (55.07%); M 91 (48.76%)	ESL 3 (68%)	ENGL 010 (45%)

Josue explains in his application request the positive outcomes as a result of students taking advantage of the embedded tutor program. For instance, their study skills improve, which helps with their overall success, earn higher grades and get the opportunity to collaborate with peers.

M/S/C Michael Heumann /Zhong Hu to approve the funding of the embedded tutor program for the winter intersession in the amount of \$4073.96.

2. CATESOL Conference Attendance (Sydney Rice)

- Sydney is requesting partial Basic Skills funds for Vanessa Quezada, part time faculty member, to attend the annual CATESOL conference in San Diego. It's professional development for ESL instructors throughout the state and community colleges. Sydney stated that student equity is funding Vanessa Quezada's admission and registration and also part of the hotel.

M/S/C Michael Heumann /Zhong Hu to approve funds in the amount of \$323 for a part-time faculty member to attend the CATESOL conference in San Diego.

E. New Discussion

1. Basic Skills Mission Statement (Audrey Morris)

This item was tabled. Audrey will send more information to the members.

2. CATESOL Conference Attendance (Sydney Rice)

The committee agreed to move this discussion under action items (D).

F. Other Items

1. Upcoming Opportunities (Michael Heumann)

- Michael announced a few upcoming trainings. The first training will be held on December 3rd in Palomar college. It will be on Basic Skills items related to contextualize teaching and learning. Michael will try to provide more information next week. Michael stated that they're still getting all the details to finalize the location.
- An Acceleration conference will be held in Sacramento next March. Michael submitted a request for funds to Student Equity to have faculty from Math and English attend the conference. Also in March, there will be an Instructional Design and Innovation conference in San Jose. Lastly, there is a Basic Skills training next summer specifically design for part time faculty. Michael explained that the State Academic Senate may pay all expenses for part time faculty to attend. He added that the State Academic Senate has \$150,000 they can use to fund Basic Skills related training. Michael will get more details when he attends the plenary on Thursday.

G. Next Meeting: Tuesday, November 29th, 2016

H. Adjournment: Meeting was adjourned at 1:50pm