

**BASIC SKILLS INITIATIVE COMMITTEE
MINUTES
Tuesday, October 23, 2007
2:00 p.m.
Instruction Office Conference Room**

PRESENT

Norma Nunez
David Zielinski

Kathleen Dorantes
Lianna Zhao

Jose Velasquez
Mardjan Shokoufi

ABSENT

Kathy Berry

VISITORS

None

RECORDER

Linda Amidon

1. Appointment of Recording Secretary

Linda Amidon, Administrative Assistant for Academic Services, was appointed as recording secretary.

2. BSI Proposal Chart

3. Prioritization/Consolidation/Discussion of Chart

Kathleen Dorantes distributed a chart detailing BSI proposals received to date. She explained that some of the proposals are the same so she combined them. Before proceeding with an in-depth review of the proposals, members shared their understanding of the plan development process. Norma stated it was her understanding that Kathy Berry wanted to handle the development of the plan like a grant application, with goals and objectives addressed. It was also her understanding that proposals would continue to be accepted. Kathleen acknowledged Kathy's direction regarding submission of proposals but stated that the proposals must be submitted this Thursday, at the latest, in order to meet the Thanksgiving deadline for completion of the draft plan. Jose Velasquez, Building Construction Instructor, indicated he would like to propose a technical writing course, but he has not had an opportunity to ask ITEC faculty members for their proposals. He concurred that there should be a deadline for submission of proposals. The committee agreed to a deadline of 5:00 p.m. Thursday, October 25, 2007. Linda will notify the Basic Skills Ad Hoc Committee of the deadline. With regard to Jose's proposal, Dave suggested that Jose combine with, or tack on to, existing proposals. He cited the proposal for development of learning communities as an example.

Mardjan stated she understood the goal was to use up the current and carryover funds. Dave asked if the plan should be a response to the self-assessment developed by those that attended the BSI Regional Meeting. Kathleen stated that responding to the self-assessment would be the job for the coordinator. Dave noted that costs reflected in the chart total over \$1 Million and not all proposals include cost figures. He explained that he intentionally did not include costs for some of the

proposals he submitted to allow for expansion to whatever level is needed. He suggested that the committee review the proposals, determine if there is a pattern, and then categorize the proposals.

The committee numbered each proposal on the chart (there are a total of 29) and categorized them according to the four major categories of effective practices outlined in the document, *Basic Skills as a Foundation for Student Success in California Community Colleges*. The four categories include the following:

1. Organizational and Administrative Practices
2. Program Components
3. Staff Development
4. Instructional Practices

During this process members explained and provided justification for the proposals each had submitted. Members had questions regarding some proposals and expressed concern about others. Discussion included the following:

➤ **Proposal: ESL conversation group (Ed Scheuerel)**

Norma stated that this process was already in place for noncredit. The committee presumed that Ed wants to expand the program. Norma explained that one of the issues surrounding this proposal is finding qualified tutors, and she suggested ways to address the issue.

➤ **Proposal: Math Lab Physical Expansion and Set-up (Mardjan Shokoufi)**

Proposal: Math Lab Tutorial Specialist (Mardjan Shokoufi)

Members indicated it was their understanding that basic skills funding would not cover new construction or expansion of a building. It was recommended that “physical” be removed from the proposal; the revised proposal is now “Math Lab Expansion and Set-up.”

Members also agreed that hiring a full-time Math Lab Tutorial Specialist would not be allowed. Mardjan and Lianna provided justification for these proposals, which included the following:

- If a full-time certificated Math Lab Tutorial Specialist was hired for the math lab, the college could collect FTES, which would pay for the specialist;
- Space and faculty is needed in order to add the .5 lab component; presently the lab component cannot be added without a certificated employee to supervise the lab.
- The new science building will have 12 science labs but no math labs.

➤ **Proposal: Math Lab Equipment (Mardjan Shokoufi)**

Proposal: Desks, Room 510 (Mardjan Shokoufi)

Dave recommended that the college resurrect the project to order desks, which was started a few years ago but not completed. Members concurred that if this proposal could not be connected to BSI, the desks were still needed.

➤ **Proposal: Instructional Specialist Position (Norma Nunez)**

Dave questioned the need for a specialist since there should be fewer students on probation once the various activities proposed under the plan are implemented.

➤ **Proposal: In-class Counseling on Basic Skills Sequencing and Opportunities in English, math, and ESL Courses (Frances Beope)**

Norma stated that this activity was currently funded with carryover funds. Dave questioned what the visits would bring to students if he and other faculty were already counseling their students. Norma explained that students would be informed of expectations during the

counseling visits. However, she questioned how the college could prove the students learned anything.

➤ **Proposal: 50% Research Analyst (Dawn Chun)**

It was the consensus of the committee that BSI funding should not be utilized to pay for a research analyst since a position currently exists. They agreed that the funds should benefit students directly.

4. How to Proceed

Kathleen asked members to prioritize the categorized proposals individually and insert missing costs for review at the next subcommittee meeting on Tuesday, October 30, 2007.

The meeting was adjourned at 3:04 p.m.