

Agenda
Basic Skills Initiative Committee
Imperial Valley College
Nov. 27, 2007
2 p.m.

1. Phone conversation with Juan Cruz
2. Updates
 - a. Lab proposals
 - 1) Mardjan (Attachment A)
 - 2) Kathleen (Attachment B)
 - 3) Others?
 - b. Travel to Grossmont -- David
3. Efrain's request for lab assistant
4. Part-time orientations and workshops in the spring -- Mardjan
5. Other

ATTACHMENT A

Math Lab Certificated position (Full-time)
199 days faculty
35 hours a week

Benefit to Basic Skills student

- Help from a certificated personnel while in the Math Lab
- Help from trained tutors in both Math Lab and at tutorial center at the library
- Workshops on various topics corresponding to the topics being discussed in the BS classes
- Study Skills workshop
- Handouts and formula sheet corresponding to the topic being covered made available
- Review sessions for the tests and the final exams
- Piloting the 1 hour of lab added to 2 sections of MATH 80 for Fall 2008 and Spring 2009 with weekly assignment schedule and advising the students of their progress

Duties:

- Train all tutors in the Math Lab and at the library
- Hold on-going tutor training
- Provide workshops in the Math lab as requested by students or instructors (both in the math department and outside)
- Produce and distribute information sheets on the upcoming workshops, formula sheets, and other needed material
- Hold review sessions for tests and finals
- Develop weekly lesson plans for MATH 870 and MATH 880(accompany lab classes to MATH 70 and 80)
- Keep record of students in MATH 870 and 880 classes and share with the instructor
- Interact closely with instructors with students in MATH 870 and 880 courses
- Inform the faculty of the needs seen in the lab
- Develop and update workshops as suggested by faculty
- Work closely with faculty in order to serve the student population

ATTACHMENT B

Writing Lab proposal

Students who are struggling should be enrolled in “Writing Pods,” which are small groups of students that meet in the writing lab for one hour per week to improve writing skills. The pods consist of only three students and one instructor.

Among the teacher’s activities could be:

- ask students to write on a given topic and then he/she would individually address issues students have in their writing.
- discuss a certain point in pre-writing strategy, grammar, essay development, coherence, etc. and then have the students put the point into practice.
- conference with students on work he/she has done in other classes.
- there would be no homework or assignments

Students would enroll in Learning 800, a positive attendance class producing FTES for the college (about 180 FTES at full capacity per regular semester).

Instructors would be full-time composition instructors who would be offered an option of being a pod leader. Instructors would be offered up to two hours in the lab as a pod instructor per composition class taught. Payment would be at the overload rate. This would cost up to \$30,000 per semester (some may choose not to do the extra work). Instructors would choose their own hours outside of class, office, and OBA hours. In the winter and summer sessions, there would be fewer pods offered as there are fewer classes. That would bring the annual cost of the program to about \$90,000.

Students who are struggling in their classes because of low writing skills would be recommended to join a pod. Pods would be filled on a first-come basis, and students would be expected to show up regularly. A student missing two sessions in a row could be replaced by someone waiting for a spot. In a regular semester, there could be as many as 70 pods, serving 210 students.