

Meeting
Basic Skills Initiative Meeting
October 17th, 2011
1:00-2:30 PCR (A-102a)

Attended: Mark Manasse, Ken Reinstein, Sheryl Gobble, Joan Thompson, Daphne Figueroa, Lisa Munoz, Randy Barnes, Sonny Nguyen, Juan Rivera, Susan Schwarz, Adela Jacobson

1. Basic Skills Projects: Project Lead (or representative) BRIEF Project/Data Updates

- Juan Rivera -- Math Lab tutoring: Carol Murphy Sent a written report (attached below), and J. Rivera added that:
 - Math lab is now open to anyone. Initially it was only open to math lab students.
 - Tutors work a combined 15 hours/week and 158 students have been served in the lab so far.
 - BSI tutors only work with BSI students, while honors tutors can work with anyone.
 - Tutors are trained via ED100.
 - Refresher courses (not currently offered) Math 15A and 15B had low enrollment so they were combined into one course.
 - Students who pass Math 15A go into Math 34. Students who pass math 15B go into Math 38, students who do not pass Math 15B go into Math 34. J. Rivera will share Refresher course data next meeting.
- Dawn Burgess -- Child Development: No Report
- Naomi Grisham – STEP: Professors are signing up for brief classroom presentations, and BSI transfer workshops are upcoming.
- Joan Thompson/ Erica Murrietta – Goals and Pathways: Designating hours and counselors for BSI students.
- Daphne Figueroa – PLACe: SI training session upcoming. Service learning contracts with honors students. Developing online math workshops.
- Erica Murrietta -- Counseling Classroom Presentation: No report.
- Lisa Munoz – English 49 Coordination: Preparing for Week 12 in-class essay with other 49 instructors. Will meet with Pearson Rep.
- Francois Bereaud/Mark Manasse – Teaching Institute 2.0: 10 participants this semester from across the district (with only three Miramar participants.) Professors from biology, chemistry, history, physics, economics, interior design, physical education, math, and English. Discussing how students learn and how we can amend our teaching practices to help our students “learn” and be engaged with the information.
- Mark Manasse – Lab: Conducted Professor/IA training. Planned next few weeks of classes, and had a teacher training on motivation and how this connects to BSI students.

2. Budget: Mark Manasse

- Early Alert: D. Figueroa will investigate how much online Early Alert archives/training will cost. BSI projects leads will then discuss if they would like to allocate money to pay for it.

3. Placement Testing: Sheryl Gobble/Mark Manasse/Randy Barnes

- Next steps → Assessment preparation in student emails, retesting every three years, multiple measures.
- R. Barnes stated that he is having some trouble obtaining cut score and multiple measure information from the district.

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- Investigate if we can have students retest after an intervention (study course?). Also want to see what other colleges do.
- Is there a single California assessment coming?
- M. Manasse will take concerns to Academic Affairs.

4. Basic Skills Marketing/Awards/Promotion (15 Min)

- League For Innovation: Our joint BSI nomination was accepted by CEC. We will continue to work on this proposal through April. Need to focus on how all our projects connect/integrate.
- Senate Awards: Work with Erica Murrietta and Academic Senate by Early November.
- Board Meeting: S. Nguyen joined our BSI discussion so we could plan our Board Presentation. We discussed having a few students who are connected to our BSI projects speak. We will plan to speak less than the time provided to help ensure students have enough time to present. Deadline for presentation will be in late January for late March meeting.
- District/College Promotion: M. Manasse will start writing BSI column for *eNEws*. M. Manasse will contact *The Sage* about similar arrangement.

5. Exit Interviews: Ken Reinstein

- We are done editing. Time to pilot!

6. State Report/ Action Plan: Mark Manasse

- Updated. Further edits will be sent to M. Manasse electronically.

7. Discussion

- Accreditation meeting will take place during our next BSI meeting. So our next meeting will be from 1:30 to 2:30.
- Perkins Conference had about 28 people attend.

Upcoming Meetings (All 1:00 to 2:30 in PCR):

11/7 (1:30 to 2:30)	3/5	4/30
12/5	3/19	5/7
2/6	4/16	

Math Lab Basic Skills Project

We have hired two tutors for the math lab. They are working approximately 15 hours total per week. The tutors are in the Math Lab 3 -5 hours each day we are open. (Monday through Thursday) Both tutors worked in the lab during the previous semester, so we did not train them in the fall. The tutors help basic skills students by answering their math questions as they arise during the time the tutors are working. Our plan is to try to hire another tutor for next semester, so we can use all our money that we have been given. The Math lab is open to any student who wants to study in the lab. Generally, our basic skills students sit at the computers to work on MYMATHLAB while students not in our lab courses sit at the tables or use the study rooms. Basic skills students from regular

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classes can also use the math lab. The two tutors are told to tutor just the basic skills students. We have other tutors who are assigned to work in the math lab because they are earning honors credit to answer the questions of students not in basic skills courses. These honors tutors can tutor anyone.

The PLACe has given us the names of the tutors that we now use in the Math Lab. One of the tutors is also an SI coach this semester. In the Math Lab, students do not have to make appointments to meet with a basic skills tutor as they would have to in the PLACe. The students are working on homework and assignments while in the math lab. If they run into a problem they put up a red flag and the tutor comes to them immediately. The tutoring in the Math Lab is similar to the walk in tutoring hours at the PLACe. The difference between the two scenarios listed above is that students do not come to the math lab with specific questions, but as questions arise while the students are working on new material in the lab, tutors are there to answer the students' questions.

The refresher courses will not be offered in the same format (face-to-face) as we did in previous semesters because of low enrollment. Since our department consists of only 3.5 people, there is no one with enough time to organize these courses in a new format. If a new format is offered it would probably be similar to the Math Lab courses. Students could work in the lab or at home to complete the courses. I would strongly suggest that lab time be a required part of the course so that students are encouraged to not put the completion of the work off to the very last minute.

We are already passing out surveys to the students who are tutored by the basic skills tutors.