



**BASIC SKILLS COMMITTEE**  
**Agenda**  
**Tuesday, April 17th, 2012**  
**3:00-4:30pm**  
**Building 3- Room 104**

Agenda Item	Presenter	Time Allotted
<p><b>I. Writing Center/Basic Skills Coordinator Position</b></p> <p>Funded activities have to be based on the action plan we have developed. Even though combining these two positions was a good idea, it might be better not to confuse things. Perhaps we should fund a full-time basic skills coordinator, someone who can focus on research and planning (tracking learning communities, meeting regularly with researcher, helping with transfer discipline parade, helping coordinate SEPs). Based on action plan we have, itemize what we expect people to do. We have discussed that students need more tutoring, but we haven't discussed a writing center per se.</p> <p>English faculty: Felt rushed in putting this position forward. Confusion in process – told to go ahead and create a lab, but then told what they proposed wouldn't work. Had developed an idea for a Writing Lab (based on Math Lab):</p> <ul style="list-style-type: none"> <li>• Full-time trained Instructional Aide who could coordinate tutors</li> <li>• Student tutors</li> <li>• Faculty would hold office hours in lab and be available to tutor when they weren't meeting with students.</li> </ul> <p>Writing Lab where students could go in an work on any project. Writing coordinator available 8:00am-8:00pm Monday-Thursday, people could drop in any time.</p> <p>English faculty did not want a .5 lab. Dean of Humanities said if they removed TBA load went down, had to add .5 unit to bring load back up. Proposed adding a 0.5-credit lab connected to CORs for 826 &amp; 836.</p> <p>Math Lab: Full-time instructional aide, Faculty hold office hours there. Cathy Lipe is present but not connected to Math.</p>	<p>Open Discussion</p>	<p>45 min</p>

Math 811: 2 lecture hours, 3 hours of lab, 5 hours total. Faculty are compensated for 2 lecture hours & 3 lab hours, faculty are the lab. Lab hours are scheduled for students.

Math just dropped TBA, weren't asked to increase load. Dropped TBA because they couldn't do it for online students and had to be consistent. Math Lab is working.

Go back to TBA? Currently for TBA ESL students are required to go to the LC and work with someone. It's flexible but there's someone there to work with.

Not going to put TBA back in. What can we do at this point? Basic skills can provide funding for a 1-day retreat to make a plan for the Writing Center.

To cover AM & PM, Looking for 1-2 Instructional Aides

**C6048 Instructional Aide II**

Grade 22 Step 1

Annual 12/12 44,688.00

Monthly 12/12 3724.00

Hourly 22.92

Have funding from Measure G (25% of proposed writing coordinator). Can more Measure G money be put towards a Writing Coordinator Position? Plus funding from .5 unit from all the 826 & 836 (person would have to have minimum qualifications).

Before planning get clarity from Dean: what can and cannot happen in a lab, who can staff it, and what will the college support. What are the parameters?

May be better to separate out the positions: have

What if we split the funding and try to fund both?

Would have to be clearly connected to our basic skills action plan. Revisit in the Fall and clearly define position, connect to plan?

Create a 75% position?

Writing Lab: currently built around English, not addressing ESL.

How are lab needs met for English students currently?

Currently basic skills students are not going to the Learning Center, instead they primarily go to faculty office hours for tutoring.

Basic skills committee: represents many different disciplines, students. How do we address the needs of all of these students; create programs that are scalable and reach as many people as possible.

Basic Skills Coordinator funded by basic skills, can coordinate with Writing Coordinator.

English faculty: feel what they said was misrepresented, now in a difficult situation with .5 lab unit.

**Proposals:**

- 1) Full time basic skills coordinator. Approx. 75%

	<p>of the budget. Someone who could extract data from institutional researcher. Job description based on Basic Skills Action Plan.</p> <p>2) Fund a full time counselor. A fundamental need.</p> <p><b>“The Basic Skills Committee votes to fund a full time Basic Skills Coordinator contingent on verification that a Counselor focusing on Basic Skills in funded full time using Measure G funds.”</b></p> <p><b>Vote:</b>  <b>Yes 9</b>  <b>Abstention 1</b></p> <p>Send to President Keller, follow up with call and meeting</p>		
II.	<p>Division Updates:</p> <p>ESL  English/Reading  Math  Counseling  Other</p>	<p>Anniqua/  Jenny  Salumeh/  Elizabeth  Denise  Carla</p>	<p>20 min</p>
III .	<p>Professional Development Needs and Process for applying</p> <p>Some have been submitted and can be discussed over email.</p> <p>Do we want to set a limit (e.g. \$500 like professional development does)? AA votes no because it hasn't been an issue, we don't get big requests, nice to have flexibility</p>	<p>Open Discussion</p>	<p>25 min</p>
			<p><b>TOTAL:</b>  <b>90 min</b></p>

**Next Meeting:**

**Tuesday, May 15<sup>th</sup>**  
**Building 3- room 104**  
**3:00-4:30**