

BSI Conversation
12/2/08
LR 105

Present: Susan Griffin, Janet Lee, Cary Martensen, Gabriella Nuttall,
Jacinth Thomas-Val, Debbie Van Sickle, Ginnie Gessford

This meeting was convened as an opportunity for key faculty to share information with each other about:

- The needs of their students
- What they are doing to meet the needs of students who have basic skills deficiencies
- Other ideas of how we could meet these students' needs
- How we can work more closely together
- How we can incorporate faculty from all disciplines in the discussions

Discussion

- There is a need for tutors in the Engwr 40 and Math 27 classes, as well as the upper level basic skills courses
- The relationship that the students develop with the in-classroom tutor are invaluable
 - Often a student will ask a tutor questions when they won't ask the instructor
- Students see the instructor and tutor as a team, gives validity to the tutor
- There is a need for more informed/experienced tutors to work with 1.5 generation students
- When writing center faculty attend tutor training meetings, the tutors become better acquainted with them and feel more comfortable asking them for help when they are tutoring (Faculty and student tutors develop a relationship)
- Students need to be able to read in order to succeed in all other classes
 - Students struggling in math classes may be able to do the math operations, but can't read the instructions or word problems
- Students aren't getting the reading and writing skills they need from their k-12 educations
- Students don't have the time management and other study skills needed to be successful in college

Suggestions:

- Hire Instructional Assistants instead of tutors
 - Stronger academic background
 - For ESL need linguistics background
 - Fewer hours
 - The lower the class level, the more experienced tutor (instructional assistant) is needed
 - Hire CSUS English or ESL students to work 20 hours a week, these hours would be split up so that the IA works with 4 or 5 instructors/classes
- Content tutor training very important, currently tutors are required to take a 1-unit tutoring skills class that doesn't address the content
- Tutors who work with students who have learning and physical disabilities need additional training to deal with the needs of these students
- Invite faculty from various disciplines to provide a workshop for tutors on how to work with students, addressing the needs of the discipline
- Reading faculty conduct a workshop for tutors to train them in what the reading issues are for many students (reading math word problems also)
- Faculty should read the following books to gain insight for working with and understanding of SCC's student population
 - The Working Poor by David Shipler
 - Pedagogy of the Oppressed by Paulo Freire
- Reading faculty go to classes and provide workshops/trainings for students on how to read the materials required for the content classes
- Faculty need training in reading and interpreting the students' assessment scores
 - Provide a workshop?
- Require reading and writing prerequisites for college level content classes
- Provide faculty presented workshops on basic concepts
- Teach our student how to teach their children to succeed in school
 - Study skills
- Present workshop on cost-analysis of requiring prerequisites for college-level content courses
- Conduct the BSI college assessment that is based on 26 best practices (in poppy copy). Look at results and address the needs recognized in the survey.