

San Diego Miramar College
Basic Skills Subcommittee

Co-Chairs: Roanna Bennie and Joan Thompson
November 3, 2014

APPROVED 11/17/14

MINUTES

Present: R. Bennie, S. Ballard, D. Figueroa, D. Tran, B. Stephens, S. Forbes, K. Reinstein, S. Gobble, S. Johnson, L. Munoz, M. Guevarra, D. Bach, K. Todd

Absent: K. Krogh, J. Thompson, Dawn DiMarzo

Call to Order: The meeting was called to order at 1:18 p.m. by R. Bennie.

1. Approval of the agenda. It was suggested to combine agenda items 7.a. and 7.b; and it was moved by B. Stephens, seconded by S. Forbes, and carried unanimously to approve the revised agenda.
2. Approval of the draft minutes of October 6, 2014. It was moved by S. Forbes, seconded by K. Reinstein, and carried unanimously to approve the draft minutes of October 6, 2014, with the following corrections:
 - a. Remove A. Arancibia's name as a guest;
 - b. Correct the spelling of MaryAnn Guevarra's name.

Old Business:

3. BSI Coordinator (Bennie). Interviews were held for the position of BSI Coordinator, and S. Gobble is the new BSI Coordinator.
4. Operational Plan (Bennie). Copies of the 2013-14 Action Plan were distributed, and existing copies of the 2014-15 Plan were requested for updating.
5. Budget Review (Bennie).
 - The cost for the additional tutors in Math is \$12,384, which is a little lower than the laptops, so the tutors are in and the laptops are on hold.
 - The Cost for the NADE conference is \$ 3,500; if we look at NADE and apprenticeship, then we'll look closer at that cost.
 - We've projected to spend just under \$300,000; people usually underspend their budget by about 10% (\$30,000), plus we have extra of almost \$30,000, which adds up to about \$60,000.
 - Backfill for reassigned time will be looked at and if it becomes clear that there's more money available, there are several things still on the table that we'd like to discuss and which are being place on a side list:
 - Math Center sign-in system which can record by the hour. D. Tran is meeting with K. Hill this week, and D. Figueroa will join in if available.
 - Laptops
 - Doc cameras
 - Discussed whether compensation in the form of ESUs or stipends is possible for Basic Skills writing instructors who attend several hours of mandatory meetings. A proposal will be worked up for this committee to review. ESUs will be investigated and the subject will be considered further.
 - Contract faculty members have to work in the Math Lab, but not adjuncts. D. Figueroa suggested that there needs to be consistency between schools. There will be a fuller discussion on this subject.

In summary, it was agreed to leave document cameras and laptops off the list; we will get actual costs for professional development; D. Tran will get the report on tutoring, so tutoring is in; laptops and cameras are on the side; we will get into the budget and see what else we can accommodate. S. Gobble has toured with AV personnel and is awaiting low, medium and high cost estimates for the cameras.

Additionally:

- M. Guevarra requested status on a budget list that was submitted to L. Ascione for a computer for the counseling station at the English Lab, and she will forward email to R. Bennie. This can go on the side list.
- S. Forbes requested status on the printer which was approved for the English Center before the start of this semester and was due to arrive by September 2014, but hasn't. She will email R. Bennie regarding the discussion at meeting and R. Bennie will forward to K. Hill to help follow up. S. Forbes said this was all approved before M. Manasse left.

6. Consideration of new and scaled-up projects (All). See Item 5, above.

New Business:

7. Report on Equity Workshop for BSI (S. Ballard). R. Bennie requested a report on the Equity Workshop, the kind of results that came forward from the BSI table, and items which can be incorporated into this committee's action plan. S. Ballard presented and discussed the findings, including some recommended actions developed by the Equity Workshop group:

- Incorporate and offer assignments and opportunities that familiarize students with services and student life opportunities;
- Create relationships between surrounding institutions, for example, high schools which serve this student demographic and Miramar College;
- Increase engagement and interaction between faculty and students; create real experiences through shared experiences, establish rapport;
- Explore opportunities for student mentoring in English;
- Academic support;
- Investigate and better understand what the successful students in this demographic are doing right;
- Investigate different ways to understand and capture accurate information about this population;
- Look closer at and better understand the full successful course completion rate, not just the 80% index.

This committee discussed the ideas developed by the group to see if we want to adopt or expand them and perhaps include them in our action plan:

Create relationships between surrounding institutions, for example, high schools which serve this student demographic and Miramar College.

- Work more with Mira Mesa High School (MMHS);
- Visit MMHS and talk to Contemporary Voices classes; give them more support, work with teachers and make communication accessible;
- Work more closely with English instructors at MMHS;
- Accept the MMHS Expository Reading and Writing Curriculum, so that students who passed that class would be able to go into Freshmen Comp instead of being put into Basic Skills;

- Expand, and get support to work directly with English teachers; formalize/institutionalize. Bring this back to see if can give more support and have more connection. Outreach has helped by adding student mentors to participate.
- Math and English instructors work with high school teachers in workshops on Common Core, and discuss issues about writing;
- Expand connections with institutions around us up to Rancho Bernardo;
- BS: Math instructors would be willing to do something similar for Math
- Miramar's former high school teachers in English and Math could reach out to their former colleagues at the high schools;
- English Language Development is the high school equivalent of ESOL; it could be a point of contact with high school students to help them become more proficient to manage college ;

Increase engagement and interaction between faculty and students; create real experiences through shared experiences, establish rapport:

- Enhance student relationship-building through non-classroom interactions;
- Create a task force or team of areas represented by this committee's members who can take turns or join up to pursue this goal;
- Perhaps equity funding could be used to pay more part-timers for office hours in labs so they're more available to connect with students;
- Using the Math Club as an example, offer monthly recreational events, with extra credit for students, and flex credit for faculty, to increase out-of-classroom rapport;
- Attends sports events to support students;
- Encourage mixing of faculty and students and encourage non-tiered conversations between faculty and students;
- Pay part-timers for extra office hours;
- Offer extra credit opportunities for interaction between students and faculty such as an upcoming weekend river cleanup event in Mission Valley for ENGL 43;
- Regular club meetings to talk about ideas, as is done at the Muses writing club;
- Inviting middle school teachers to lead events;
- Meet with creative writing advisors at the high schools and connect to talk about what we do;
- Compensate instructors who do extra work; many volunteer time and would do more if compensated; perhaps rotate paid non-classroom assignments;

Explore opportunities for student mentoring in English;

- Capturing success and what success looks like -- contact successful students and ask them to write a paragraph or letter to a class, giving advice, or write for the English Center newsletter.
- Bring in successful students as guest speakers.
- Outreach to the high schools for mentors for extra credit outside;
- Have students work in The PLACe;
- Develop an Honors 43 to set students up for the honors program;
- Work through Outreach, The PLACe, Counseling;
- Have students bring friends when presenting in class;
- There is a peer mentor position coming out from SSSP; Counseling is drafting a list of duties for peer mentors to fulfil in the Counseling area, and different Student Services areas will be doing the same, looking at how to use peer mentors and how to benefit from them. Perhaps this committee can develop list of how peer mentors can benefit BSI, or how can we use them for BSI;

- Provide conversation groups to ESOL students so they can talk in English;
- In English classes or outside, could begin in conversations about some of things that are important to know to get along in college, and continue from there.
- Do a needs analysis for the whole campus; for example, say that we need a certain number of peer mentors to help with language emersion or to help at the English Lab, etc. Then they can be placed based on departments' needs; they can sit in the lab and converse.
- There needs to be discussion about pay because peer mentors are paid \$2 more than our grad students; look into changing the job title of Instructional Assistants to Peer Mentors, and look into the title of Instructional lab techs.

This will be a continuing discussion.

8. Suggested items for next meeting.

- a. Award to student who won the OER English Center contest to develop a slogan for a new promotional video. He's filming his own video for us to edit, and if we can get it if can get edited in time, it will be shown at that meeting.
- b. Revisit budget.

Other:

- D. Tran announced that how-to videos are currently being created to show students how to sign in correctly at the Math Lab, and explaining the Math Lab procedures. The clips will be finished by the end of this semester and will be available to students on the website.
- D. Figueroa reported that the Online Summit went really well; and Melanie Stewart, who used to be a student representative on this committee, was on the student panel. All the students on the panel were very articulate, and D. Figueroa had an opportunity to speak with them about their experience with online tutoring. They said they not had the opportunity to avail themselves of any online tutoring, but three out of four said they absolutely would have if it had been available.
- R. Bennie said that she went to D. Figueroa's workshop and that it was good to hear about what they're doing with online tutoring.
- M. Guevarra said that the spring class schedule will be available online starting Thursday, November 6th, and students will get emails on November 7th about their registration dates, and then start registering on November 17th. Counseling appointments are stopping this week, and then will only be on a walk-in basis, so hopefully students know what they're taking this semester.

Adjournment: The meeting was adjourned at 2:45 p.m.

Next meeting: November 17, 2014.

Reporter: K. Todd