

San Diego Miramar College
Basic Skills Subcommittee

Co-Chairs: Roanna Bennie and Joan Thompson
November 17, 2014

APPROVED 12/15/14

MINUTES

Present: R. Bennie, S. Ballard, D. Figueroa, D. Tran, B. Stephens, S. Forbes, K. Reinstein, S. Gobble, S. Johnson, K. Krogh, L. Munoz, J. Thompson, D. Bach, K. Todd
Absent: M. Guevarra, Dawn DiMarzo
Guest: Andy Adams

Call to Order: The meeting was called to order at 1:17 p.m. by R. Bennie.

1. Approval of the agenda. It was moved by J. Thompson, seconded by B. Stephens, and carried unanimously to approve the revised agenda.
2. Approval of the draft minutes of November 3, 2014. It was moved by S. Forbes, seconded by K. Reinstein, and carried to approve the revised agenda, with J. Thompson abstaining.

Old Business:

3. Operational Plan (Bennie). The most recent version is the 2013-14 plan, which will be updated for 2014-15.
4. Equity Workshop for BSI (R. Bennie). The ideas discussed at the last meeting were reviewed and categorized as:
 - Level 1-Yes
 - Level 2-Maybe/not this year
 - Level 3-look at further

LEVEL	TASK: Create relationships between surrounding institutions, for example, high schools which serve this student demographic and Miramar College.	COMMENT
1	Work more with Mira Mesa High School (MMHS)	
1	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• J. Thompson to find out and bring back

2	Math and English instructors work with high school teachers in workshops on Common Core, and discuss issues about writing;	R. Bennie to check
3	Expand connections with institutions around us up to Rancho Bernardo;	
2	BS: Math instructors would be willing to do something similar for Math	BS & RB
2	Miramar's former high school teachers in English and Math could reach out to their former colleagues at the high schools;	
1	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 ;	Start at MMHS

LEVEL	TASK: Increase engagement and interaction between faculty and students; create real experiences through shared experiences, establish rapport:	COMMENT
3	Enhance student relationship-building through non-classroom interactions	
2	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	
1	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;	
1	Using the Math Recreations Club as an example, offer monthly recreational events, with extra credit for students, and flex credit for faculty, to increase out-of-classroom rapport	
3	Attend sports events to support students;	
3	Encourage mixing of faculty and students and encourage non-tiered conversations between faculty and students	
1	Pay part-timers for extra office hours;	
3	Offer extra credit opportunities for interaction between students and faculty such as an upcoming weekend river cleanup event in Mission Valley for ENGL 43	
1	Regular club meetings to talk about ideas, as is done at the Muses writing club;	
2	Inviting middle school teachers to lead events	
1	Meet with creative writing advisors at the high schools and connect to talk about what we do	
1 - \$\$\$	Compensate instructors who do extra work; many volunteer time and would do more if compensated	
1	Consider rotating paid non-classroom assignments to create leaders and have more people involved;	

LEVEL	TASK: Explore opportunities for student mentoring in English;	COMMENT
1	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	
1	Bring in successful students as guest speakers	
2	Outreach to the high schools for mentors for extra credit outside	
3	Have students work in The PLACe	
1	Explore an Honors 43 to set students up for the honors program	Need research; get ideas from faculty
3	Work through Outreach, The PLACe, Counseling	
3	Have students bring friends when presenting in class	
1	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.	Liaison: H. Irvin
1	Provide conversation groups to ESOL students so they can talk in English	Expand
1	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	Expand
1	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	Expand
1	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	
1	ESOL student orientation	

The committee formed small groups to address and incorporate ideas coming from our conversation, and ideas from the Action Plan:

Section A - Organizational/Administrative Practices: R. Bennie

Section B - Program Components: D. Figueroa, J. Thompson

Section C - Faculty and Staff Development: S. Forbes, S. Gobble, K. Krogh, D. Tran

Section D - Instructional Practices: D. Figueroa, K. Reinstein, B. Stephens

S. Forbes will forward the Action Plan digitally to the committee. This will be a continuing discussion, and by December 15th, each group will have suggestions to present to the committee.

7. Budget (Bennie). R. Bennie and S. Gobble will meet to address the budget and this will be discussed with the committee. The next committee meeting will be dedicated to the annual briefing on the Miramar College Basic Skills Report about student equity in English, Math, and ESOL, and will be open to the campus. K. Todd will find a larger venue, R. Bennie will publicize the meeting, and S. Ballard will lead it. When we start working on the equity workshop that we just had, maybe we'll consider those things for next year. We need to finalize this Action Plan on December 15th and start it through the approval process.

New Business:

8. Student award. Student A. Adams was announced the winner of the English Center's video slogan contest to advertise the Center. His video was shown to the committee, and he was presented with an award from the bookstore.

9. Reports. S. Forbes and S. Johnson spoke with Dean Ascione about compensating the English 048 and 049 professors for the required grading sessions. He was very positive and requested that they work with his secretary in setting up ESUs.

10. Suggested item for next meeting. Campus-wide annual briefing on the Miramar College Basic Skills Report.

Other:

Meetings will continue on the first and third Mondays of each month, 1:15-2:45 p.m., in Room N-206, except there will be no meeting in January 2015.

Adjournment: The meeting was adjourned at 2:46 p.m.

Next meeting: December 1, 2014.

Reporter: K. Todd