

MINUTES:

SAN DIEGO MESA COLLEGE

BASIC SKILLS SUCCESS AND RETENTION STEERING COMMITTEE

Friday, November 6, 2009

- I. Welcome and Introductions
- II. Approval of Agenda
 - Approved
- III. Approval of Minutes of October 30, 2009
 - Approved
- IV. Professional Development update (10 minutes)
 - On December 3rd from 3:00 pm to 4:30 pm there will be a Reading Workshop where English professors will help professors from other disciplines understand reading levels.
- V. Report from the Student Success conference (Joe Safdie)
 - There was a lot of discussion at the conference about what to do with data as it comes in, which projects have supporting data, and questions about what the data means.
 - Got some info about funding.
 - One study reported that students were discouraged by having to take too many Basic Skills classes. One college had a pilot for an accelerated class that combined several levels of basic skills together which resulted in a higher pass rate in comparison to previous rates. Information about the student-to-teacher ratio for the classes wasn't available.
 - There was a discussion about accelerated classes. They are being proposed in light of the fact that so many Basic Skills classes in the sequence contribute to low success rates. It was discussed that two colleges (Chabot and Las Positas) have tried it with great success. These involve combining several levels of basic skills together and having them all ready for transfer in one to two semesters.
- VI. Data Analysis (10 minutes)
 - There is discussion at the district level about what we should be looking at and for in data.
 - Data has shown some interesting facts about tutoring.
 - i. We do not have many BS level students going to tutoring.
 - ii. We will send out a survey to try and find out why.
 - We discussed program changes that may have resulted in some data trends.
 - i. English: AI's, portfolios
 - ii. Reading: wide variety of reading levels in Basic Skills courses

iii. ESOL: hard to compare ESOL success rates with English department rates; different types of students, ESOL students are developmental, not remedial; Mesa's ESOL program is already in line with "poppy copy"

iv. Math: curriculum changes

VII. Basic Skills Statement (10 minutes)

- TABLED

VIII. Activity guidelines (20 minutes)

- TABLED

IX. Action Plan Goals – work session (30)

- Spent about 40 minutes in groups working to move action plan goals forward.

X. Adjournment

Next Meeting: December 4th