

Basic Skills Initiative Meeting
October 18th, 2010
1:00-2:30 in C-105

Attended: Mark Manasse, Daphne Figueroa, Carol Murphy, Lisa E. Munoz, Ken Reinstein, Lou Ascione, Daniel Miramontez, Lawrence Hahn, Sheryl Gobble, Erica Murrietta, Joan Thompson,

- 1. Monthly Reports:** Project leads who had not turned in their previous monthly reports will do so. D. Figueroa will investigate how to more effectively track supply budget expenditures with business department. L. Hawn stated he would like to find a way to connect Business Courses to the PLACe and Basic Skills Math and English Skills. E. Murrietta will be handling the STEP project for the rest of the year.
- 2. Upcoming Meetings/Conferences:** Friday, October 22nd Regional BSI Conference: Many BSI members planned to attend this meeting: S. Gobble, M. Manasse, K. Reinstein, L. Hawn, D. Figueroa, E. Murrietta, and D. Miramontez.
- 3. Research of Basic Skills Projects: Daniel Miramontez:** All BSI projects need to be researching and analyzing their projects by working with our Campus Based Researcher. Ad Hoc requests need to be supplied to D. Miramontez. D. Miramontez is available Mondays and Wednesdays at Miramar.
- 4. Fall 2010 BSI Grant Applications:** Applications due 11/1
- 5. Student Success Conference Update and Basic Skills Vision:** The BSI Committee had a lively discussion about the action plan and future of Basic Skills. M. Manasse made a presentation regarding our current BSI Projects and issues with student attrition rates. We discussed how to better connect our current projects and what was the future and plan for these projects as a whole so that they can better help our students reach their goals. For example, EdSource, did an independent and impartial Cohort Study for the CCCCO from Fall 2002 to Fall 2009. The study found that lower-level students do not pass courses at lower rates than higher-level students and are just as likely to pass first course. Students are also more likely to complete college-level courses in math and writing if they have fewer levels to go through because of exponential attrition and students “falling out of the Basic Skills pipeline” even if they pass their classes. Below, S = course success and P = course persistence:

Percentage of students who hypothetically make it to transfer
with no intervention with No/Limited Interventions:

$$59\% \text{ -- } 75\% \text{ -- } 59\% \text{ -- } 75\% = 19.5\%$$

S P S P

Percentage of students who hypothetically make it to transfer
with Interventions (Tutoring, Mandatory Counseling, Etc):

$$75\% \text{ -- } 85\% \text{ -- } 75\% \text{ -- } 85\% = 40\%$$

S P S P

To combat this reality, the BSI committee discussed how we should refocus our action plan and included some of the following thinking:

- Surveying students to see what their goals are. Why are they here? Are they here to get a better job, become a better member of society, help their families, just to learn?
- Increasing signage of BSI programs on campus and each program promotes each other.
- Modeling BSI on a combination of FYE and EOPS: allocating more one-on-one mandatory counseling and mandatory Ed-Plans with incentives to participate including helping students pay for books, priority registration, etc. Include a mandatory personal growth class.
- Exit interviewing students who decide to stop attending, looking for reasons beyond “Family/Work issues”
- Increasing reading across the curriculum, including linking Reading and CTE courses
- Instructing students on life skills, such as: Self-advocacy, big picture issues on how/why BSI classes are valuable, work skills.
- Increase Professional Development for faculty: How do all classes connect, how to best teach our students?
- Investigate mandatory Pre-reqs for transfer-level courses
- Are there too many courses in the Basic Skills sequence?
- Changing the campus mindset of BSI
- Early alert improvement
- Utilizing BSI Research as a marketing tool for our BSI programs.

6. 2010-2011 Action Plan: All (Rest of Meeting)

- Still no due date

Upcoming Meetings (All 1:00 to 2:30 in PCR):

11/1	2/7	4/4
11/15 in A-201a	3/7	5/2
12/6	3/21	5/16