

**Attending:**

<input checked="" type="checkbox"/> Glenda Bro (Co-Chair)	<input checked="" type="checkbox"/> Sun Ezzell	<input type="checkbox"/> Anabel Perez	<input checked="" type="checkbox"/> Matthew Munro
<input checked="" type="checkbox"/> Madelyn Arballo (Co-Chair)	<input checked="" type="checkbox"/> Paul Frahs	<input checked="" type="checkbox"/> Barbara McNeice-Stallard	<input checked="" type="checkbox"/> Bailey Smith
<input checked="" type="checkbox"/> Lisa Ledeboer	<input checked="" type="checkbox"/> Michael Sanetrick	<input checked="" type="checkbox"/> Angel Lujan	<input checked="" type="checkbox"/> Jennifer Peiten
<input checked="" type="checkbox"/> Francisco Doreme	<input checked="" type="checkbox"/> Annel Medina	<input type="checkbox"/> Tamara Karn	<input checked="" type="checkbox"/> Katherine Yeh

**AGENDA**

	<b>Item/Comments</b>	<b>Discussion/Outcome</b>
1.	Approval of the Minutes from October 23, 2014	The minutes from the October 23, 2014 meeting were approved as written.
2.	Persistence Study – 2014 Annel and Glenda	<p>Annel and Glenda presented the study results from the Mt. SAC Basic Skills Course Persistence Telephone Survey. The Social Science Research Center of Cal State Fullerton collected the data through phone calls to Mt. SAC students who did not persist to the next level in a basic skills class despite having passed the previous course</p> <p>The question was posed as to why the student did not persist to the next level of classes. The strongest response was that there were no classes available at the time of day that the student needed it or the classes were full. Other answers included conflicting course schedules, employment or taking a break from school. There were generally positive statements given about Mt.SAC faculty and courses.</p> <p>It was suggested that the Executive Summary be revised. Glenda will email the document to the BSCC members.</p>
3.	Project Manager Visits - David Charbonneau Margaret Teske	Margaret Teske and Liza Becker presented the " <u>Give Me 20</u> " project to the committee. They shared the successes of the program and the number of students that are served (currently 290 ESL students are participating in the program). The students are asked to read a book for 20 minutes per day. The books are sectioned off into 3 levels. During the reading time the students fill out a vocabulary log for new words they have learned. When they complete a book they are asked to fill out a book report. The students receive a certificate when they complete 3 book reports. Margaret shared that data indicates students who read 20 minutes per day become

		<p>effective communicators, lifelong learners and critical thinkers. Funding from the Basic Skills Initiative allows the program to be offered during the Fall and Spring semesters.</p> <p>David Charboneau presented an overview of "<u>The Writing Center</u>" , "<u>Tutors in the Classroom</u>" and "<u>Directed Learning Activities</u>". The Writing Center has been funded by the Basic Skills Initiative for the past 6 years. 50% of The Writing Center's funding comes from the Basic Skills Initiative and 80% of the "Tutors in the Classroom" program is funded by Basic Skills. Faculty members are key to the success of the Tutoring in the Classroom program. The faculty member and tutor need to work hand in hand. Currently there is a limited pool of tutors available. The use of 4-year university English major students as tutors has been helpful. The program needs more professional development training for the faculty on how to use their tutors to get the best results. There will be a training session offered for faculty that are interested in having a Tutor in the Classroom. It will take place on a Faculty Flex Day.</p> <p>The "<u>Directed Learning Activities</u>" that take place in The Writing Center have been very successful. The activities meet the targeted need of the student. There is a tutor session required to go over the activity (ie. apostrophes and possessives, outlining the essay, paragraph development, etc.) to ensure that they understand and can apply to their own writing.</p> <p>David was asked where he would like to see the program be in 4-5 years. He would like to see more English 67 &amp; 68 classes integrated with DLA's. Students do not do optional. Optional needs to be integrated into the class.</p>
4.	Call for Proposals 2015-2016	Due to running out of time this item was tabled until the Dec. 4 meeting.
5.	Other	A Save the Date! handout for the Spring Parachutes & Ladders was passed out. The conference will take place on April 17, 2015.
<b>Future Activities:</b>		<b>Meetings held:</b> 2 <sup>nd</sup> and 4 <sup>th</sup> Thursdays

- Project manager visits

2:30 – 4:00 pm in Bldg. 4, Room 2440

**Fall Meeting dates:**

Nov. 13, Dec. 4

**Spring Meeting dates:** Feb. 26, Mar. 12, Mar. 26,  
Apr. 9, Apr. 23, May 14, May 28, June 11