



**San Diego Mesa College**  
**Academic Affairs Committee**  
**November 5, 2012: LRC 208 (4:00PM-5:00PM)**  
**Minutes**

**Present:** Co-Chair John Crocitti, Dean Charlie Zappia, Jack Forman, Inna Kanevsky, Nancee Kesinger, and Arlis Svedberg

**Absent:** Co-Chair VPI McGrath (Proxy to Dean Charlie Zappia), Janna Braun, Peter Jacoby, Mike Sanchez (Proxy to Co-Chair John Crocitti) and Denise Rogers

**I. Call to Order** by Co-Chair Crocitti @ 4:05PM.

**II. Review and approval of today's agenda:** Approved.

**III. Guest:** Brianna "Bri" Hays – Mesa College Campus-Based Researcher: Curriculum Balance

A. The committee asked Bri the following questions in their letter:

1. What are the skill levels of entering students at Mesa as indicated by the matriculation assessments?
2. What percentages of entering freshmen enroll in basic-skills, career-tech, and transfer courses?
3. What percentage of entering freshman cohorts successfully complete basic-skills math courses AND at least one transfer-level course in math within three semesters?
4. What percentage of entering freshman cohorts successfully complete basic-skills English courses AND at least one transfer-level course in English within three semesters?
5. What percentage of entering freshmen who require basic-skills enrollment complete either an associate degree/certificate program or transfer to a university within three years?
6. What percentage of all entering freshmen students complete either an associate degree/certificate program or transfer to a university within three years?
7. What are the success rates in basic-skills courses?
8. How many attempts are required to achieve success in basic-skills courses?
9. What is the success rate in courses that have prerequisites?

B. Discussion on Basic Skills:

1. Bri reported the preliminary data for the Accelerated Basic Skills English course shows that students are successfully transferring to a transfer level course within three semesters.
2. Bri also reported there is only preliminary data for the Accelerated Math course that began last year for non-Science/Technology/Engineering/Math (STEMs) majors that replaces MATH 46 and MATH 96.
3. John reported the data he has found shows that very few students who start out taking basic skills level courses end up transferring to four-year institutions.
4. Charlie said the focus is shifting away from accessibility as resources are reduced.
5. Nancee said basic skills level students continue to need access.

C. Bri showed the committee the following student data sources:

1. High School Pipeline Report: <http://research.sdccd.edu/index.cfm?action=studprofiles&gnav=2&lm=4>
2. Scorecard: <http://research.sdccd.edu/index.cfm?action=rsrchreps&gnav=5&lm=4>

D. Bri will be our guest again during a Spring 2013 meeting and provide additional data.

**IV. Old Business:**

- A. Curriculum Balance: (Co-Chair Crocitti) (Tabled)
  - a. Six-Year Review:
- B. Basic Skills: (Tabled)
- C. Prerequisites: (Tabled)
- D. Repeatability – Title 5 Changes: (Tabled)
- E. SB 1440/Transfer Model Curriculums (TMCs): (Tabled)
- F. Update Academic Affairs Information listed in the Academic Senate Constitution: (Tabled)

**VI. New Business:** None

**VII. Round Table:** None

**VIII. Adjournment** by Co-Chair Crocitti @ 5:04PM.

Submitted by Sue Saetia

Approved by Academic Affairs on: December 3, 2012