

**CSM BASIC SKILLS INITIATIVE COMMITTEE Feb. 25, 2013 2:30-3:45 pm 18-207  
meeting notes (March 11 draft)**

**Members Present** James Carranza, co-chair

Sylvia Aguirre	Lloyd Davis (note-taker)		
Kathy Diamond	Jamie Marron	Jon Kitamura	Chris Rico
Krystal Romero	Brandon Smith	Ruth Turner	Carol Wills

**Others attending** Jeramy Wallace, BSI Professional Enrichment Coordinator  
Guests from Math: Cheryl Gregory Harry Nishanian

An informal conversation began before the start of the meeting . . .

**MOOCs** (Massive Open Online Courses) A rigorous study with cohorts that shows that MOOCs work is needed. Completion, success, and dropout rates need to be studied. MOOCs are still a novelty, not transferable or for credit, and dropout rates are very high. At CSM the issue is what can MOOCs do for us: which students would benefit most, which faculty members are interested, and for what courses are they most effective? Are we just trying to save our jobs? MOOCs seem unlikely to replace face-to-face courses. Motivated students may do great in MOOCs, but personal connections and checking work does not happen on line.

## **CALL TO ORDER**

**BSI FLEX DAY UPDATE AND LUNCHEON** Jeramy reported on plans for the March 8 flex day. Kim Escamilla and Allison Herman will do a presentation on tutorials for the writing center. There will be an update on Summer Bridge S.M.A.R.T. mentoring and Pathways by Ron Andrade, Lena Feinman will do a presentation on SI, Theresa Martin on RA, and there will be diversity training.

Catherine Firpo, CSM Cares Mental Health Grant Faculty Liaison, has booked Native American psychologist Dr. Leslie Gray as speaker. She will focus on cultural awareness in the morning, and on mindfulness, self-care, and self-healing in the afternoon. Her morning session is primarily for faculty, and the afternoon's primarily for classified staff.

**MATH 811 STUDY GROUP AND SUPPLEMENTAL INSTRUCTION (SI)** The study group's members are math full-timers Lena Feinman, Cheryl Gregory, Mel Hom, Harry Nishanian, Rob Komas, David Robinson, and math adjuncts Hema Nadkarni and Rani Fischer. Two more adjuncts will join the group in the fall. The group is getting a \$14K Innovation Grant from the college. They want from BSI \$1000 for 10 hours at \$50/hr for each of two adjuncts to prepare for fall, and \$500 for texts for faculty. The publisher does not provide free desk copies. A goal of the study group is to create an electronically available text for the course. The current text is free on line but printed copies cost students \$20 plus shipping and handling.

The 811 study group also wants to have a counselor work two hours/week with 811 sections, and wants to pay adjuncts teaching the course to meet 5 to 10 times to discuss how things are going and what needs to be changed. All 811 sections will have SI in the fall. Almost all instructors have committed to using the same text. The group needs to rewrite some parts of it. This semester seven sections have SI, with leaders in two of them working for free. The expense will rise from the current \$22K for coordination and five sections to about \$50k for coordination and ten of the eleven sections. The coordination cost will not change.

This is the end of the second year of BSI support. SI is asking for commitment from BSI for a third year and for expansion of the program. Krystal pointed out our procedure is to support initiatives for two full years, followed by a report and attempts to institutionalize. She said there needs to be a new proposal and a new vote. We need to see evidence of effort to institutionalize it within the college.

The \$14K from the innovation grant is for a study group creating a text and teaching materials for instructors, and for including counselors. The expensive part is three units released time for counselors. The current proposal is for one more year of BSI support in an expanded form.

The new **Math Task Force (MTF)** is looking at math from the IPC level. Math program review includes the need to institutionalize SI. James believes that if the numbers show it's really worthwhile, the college needs to institutionalize it. And he'll work to this end. Cheryl said SI has tried to get college backup. We have data that supports SI from CSM and from other institutions. A third year's data with a lot more sections and the whole package in place for the first time, would be stronger evidence. The data so far is promising but the sample sizes are small. If we do not hire and train SI leaders now, there will be no program in the fall. Krystal said if the MTF won't decide until fall, let's support it. SI work should continue this year as if it will continue in the fall.

James said to institutionalize SI at the IPC level will take more planning. We can't have Lena do all the coordinating. We need a home for the initiative, maybe the Learning Center or other center. We need to collect more information and come up with strategies. Cheryl expressed hope and that there is interest for SI in other disciplines. It would need classified staff support.

Points in discussion: Math has no placement level floor. Can we be sure these students will move on in the college? We can work with John Sewart to better track students, with the initial placement as baseline. How well are we getting the students who really need it into the SI sections? Are only the motivated students doing SI? Can we identify both high- and low-end students who would most benefit from it, and track them into algebra and beyond? To track for persistence, we need more than two years.

Math success is a problem nationwide. The math faculty sees SI as one of the best interventions, a conclusion that is supported by research. Harry said not to expect miracles. We won't go from 40% success to 80% success, but we should go from 40% to beyond 50%.

Cheryl said we've had to help SI leaders realize that success for students may be learning study skills and the use of study groups, and having a better chance to pass 811 on the second try. James called for collecting more data to get a better picture. At every level of English, success rates are lower in students' second attempts at a course, except for students who went through programs like Writing in the End Zone. They make sure the students are placed in a class the following semester and that they get support. Similarly, we expect students who had SI to do better on their second attempt at a course, given the built in support system. We have success rate data now, but we also want data on what happens to students who fail the class and repeat a second time. Do they register for the next semester? We need several semesters of data. We could set up a framework for data with John Sewart.

Krystal pointed out that for grooming leaders, we have only SI and Student Ambassadors. Cheryl said we have seen student leaders really mature.

James reported Math Task Force member Laura Burtness, an English teacher at Hillsdale High School, and a leader in their accreditation self-evaluation, is concerned about what happens to Hillsdale students when they take math here. She will look at our math program to see what will help their students succeed here.

Cheryl said good things happen that we can't plan. One teacher new to SI came up with the idea of having the teacher and SI leader each work with half the class one day, then trade off the next. The SI leader provided practice tests, and when one of its questions appeared by chance on a later test, 22 of 25 students got it right. SI leaders meet almost weekly to share such things.

**Reading Apprenticeship (RA)** It is asking for \$6K for inquiry groups of faculty, with off-campus workshops including lodging, and developing a fall flex workshop.

Henry and James recently determined the BSI budget accommodates all these requests. We have \$90,000 carried over unspent from previous years. This is our second and last year of funding half of the Learning Center Program Services Coordinator position, so that \$50K is freed up. Measure G funds are used for conferences and workshops. This grant is to continue and develop new activities for new people, and for fall flex day. The goals identified by Academic Senate identified faculty next year include professional development and professional engagement, and cross-disciplinary interaction and communication.

Kathy said the goal for RA is to expand it across the campus, and get President Claire to consider it a college-wide goal. In its proposal, \$2K is for people to develop an in-house all day workshop for the fall, instead of paying for an outside speaker. Last summer, with BSI support, six instructors went to an RA conference. Such a group can work together at the conference and support each other when they come back. This gives them more impetus to make things happen on campus and encourages more group activities.

Krystal noted that stipends for faculty inquiry groups worked really well, so \$6000 for them is good. She asked why things routinely supported by BSI for individuals and groups are included in the RA proposal. Points in discussion: This gives Charlene and Theresa flexibility to bring in new people without having to come through BSI for each one, and it makes funds available for use over the summer when BSI does not meet. Charlene and Theresa are also getting money from the President's Innovation Fund and other sources. Conference registration fees are paid out of Professional Development.

Points in discussion of RA: Stipends for faculty inquiry groups have worked really well, so \$6000 for it is good. Charlene and Theresa are getting money from BSI but also from the President's Innovation Fund and other sources. RA will give a presentation on the March 8 flex day. Members asked why expenses for which individuals and groups routinely apply for funding are included in the RA budget. Instructors can get registration fees through professional development. BSI can pay air fare. People funded individually are expected to report individually. Kathy said the inclusion gives flexibility for expenses during the summer when BSI does not meet, and for adding people to the project without having to get individual approval. The request could be reworded, for example to ask for a \$2000 fund for use when the BSI committee is not available.

SI is using Measure G innovation grants for fall and spring. This is the last year of those grants. Krystal suggested getting some money for this from the college, especially since math is a priority. James will work on underscoring at IPC the importance of being sure there is an institutional commitment. Without it, we don't want to put in the time and money. To institutionalize the Math 811 SI proposal, take it and an institutionalization plan to IPC, and show the need for it. SI needs budget stability. If the college says it can't institutionalize it for another two years, we could spread out the \$50K. SI will cost \$90K, almost our whole annual budget allocation. Negotiation and lobbying take place at IPC and BPC. We can cite the work and money expended so far. If new data shows something more, we will have more leverage. BSI can approve the funding but note things we would like to see.

**The following funding requests were approved unanimously:**

For Math 811 Study group support,

\$1000 for training two adjuncts, 10 hours each @ \$50/hr (the special rate), and

\$500 for books for faculty, 20 @ \$25.

For SI, a \$4K increase to recover a budget cut made because SI spent less than was budgeted for it last year, and \$50K for a third year expansion of SI, with a request suggested by Krystal for more funding from the college.

RA funding was tabled so it could be rewritten and resubmitted.

The next meeting will be Monday, March 25, 2013.