

meeting notes

Members Present: Chair: Henry Villareal

Sylvia Aguirre	Juanita Alunan	Ron Andrade	Lloyd Davis (note-taker)
Jon Kitamura	Jamie Marron	Harry Nishanian	Krystal Romero
Ruth Turner	Jeremy Wallace		

Others attending:

Jennifer Mendoza	Interim Dean, Academic Support and Learning Technologies (ASLT)
Marissa Pienaar	BSI Project Coordinator (and incoming Faculty Chair)
Lena Feinman	Math
Cheryl Gregory	Math

SUMMARY

- The committee approved a more detailed funding request for **Project Change**. Jen and Marissa will revise the template for requesting BSI funds, including for snacks and publicity.
- The committee approved \$200 for copies of Kelly McGonigal's *The Willpower Instinct* and Sonia Sotomayor's *My Beloved World*, for the **English 800 Center and the library**, requested by Juanita for the Students for Success Learning Community.
- Lena and Cheryl reported on the success of **SI in Math 811** and on data gathering, drawing in adjunct faculty, and increasing participation in SI by Math 811 students.
- Marissa reviewed **timelines for funding BSI initiatives**: at most three years, typically with a one year request modified and extended for a second year while data is being gathered to possibly seek institutionalization.
- Theresa Martin may act as both **Professional Enrichment co-coordinators** in Fall 14, as Jeremy Wallace becomes Umoja co-coordinator. Marissa Pienaar will be faculty co-chair of the BSI committee.
- **New members** will be needed in the fall as Lloyd retires and some members have scheduling conflicts, and as the committee becomes an IPBC committee requiring representative membership.

CALL TO ORDER The agenda and the March 17 summary notes were approved. The committee welcomed Marissa Pienaar, the new BSI project coordinator and next year's faculty chair.

PROJECT CHANGE BUDGET UPDATE Jennifer reported Project Change now has external funding through the Foundation, and a newly approved innovation grant for coordination, in addition to BSI funding. Jen can speak to Kevin Henson, the dean in charge of innovation grants, about reallocation of coordination funds. Can BSI funds be reallocated to contract services?

At our last meeting members asked for a more itemized breakdown of Project Change funds, in view of the small number of students served by the program. Jen reported the initial proposal included coordination time, marketing materials like a flyer, orientation, reception workshop, and refreshments like juice and cookies. We should address how to design a program from the ground up, and what to ask for in a proposal. Those were missing and should have been stated. The line item shifts to supplies (4510), central duplicating for copying, and contract services (for refreshments)

Points in discussion: Have publicity and refreshments come up before? Program reviews have no slot for publicity. Refreshments are part of some orientations, but where are they in the allocations? Maybe

a division dean or other individuals have paid for them. We are allowed to purchase food with Fund 3 (restricted general fund) money, but not Fund 1 (unrestricted general fund) money. What funds publicity? Should IPBC look at this?

Any program that receives funds should have program review. That includes Learning Communities. RA will have to do program review for the first time next year. Program might have redundancies or too little coverage. Jen's ASLT Division has many programs but no departments, and is likely to morph into something different in the next three to five years.

The committee approved reallocating dollars to focus on marketing supplies, central duplicating, and other contracted services including refreshments for meetings. Wine will not be included. Jen and Marissa will revise the template for requesting BSI funds, especially for new initiatives which have such startup costs as publicity and refreshments.

BOOK REQUEST FOR STUDENT SUCCESS LEARNING COMMUNITY (Juanita Alunan) The books requested for the Students for Success Learning Community will serve six sections of English 838 and 848. In the past, James has given BSI funding up to the 848 level. With a \$30K carryover, funds are available. The English 800 Center is dedicated to Basic Skills students and has served Writing in the End Zone, Puente, and Students For Success,. It has a good bookshelf but hasn't replenished any books.

ESL 846 and 828 are basic skills courses. We can get BSI money for them. To support student success and persistence, we don't want students dropping out because they can't afford books. Making books available is a 5-in-5 strategy for basic skills. 838 and 848 are not basic skills, but they are pre-transfer. Jamie reported many reading department faculty members pay for books. We have never had a line item for buying books for the library. How about free books for reading classes?. Buying books for the Writing Center and the library alleviates access and equity issues.

For \$200 we could get five copies each of Kelly McGonigal's *The Willpower Instinct* and Sonia Sotomayor's autobiography, *My Beloved World*, for the English 800 Center, and two each for the library. Since the writing center has limited hours, we should have copies in the library as well.

Krystal stated that while we have empathy for students needing books, we must put responsibility on them, especially for inexpensive books. Some needy students are not eligible for financial aid due to, e.g., probation. We open up orientation for students a week before school starts, so they have that week to get their books together. We cannot provide all books to each student. They can't miss class for a \$15 book. We don't want to turn all responsibility over to students, but want to teach them some.

A major objective is to connect students with counseling. There will be a treasure hunt to go to places on campus. We want to help students be responsible during the transition, and able to balance their own budget. Some students don't know about financial aid. Juanita will email Henry names and authors of the books, and through Amazon, the library will get copies.

MATH 811 AND MATH SI PROJECT UPDATES (Lena Feinman and Cheryl Gregory) Cheryl distributed Math 811 data, noting that the 811 project can't be separated from the SI project. This year the Math 811 project was funded by a Measure G grant, the President's Fund, and some BSI funding for counselors. Some funding may carry over into next year.

Based on research into best practices and conference attendance, the Math 811 project applied for first year seed money from BSI, for texts and planning time. Its faculty are 50-50 part-time / full-time. The project wanted to pay adjuncts for participation, a student for number crunching, and Cheryl and Lena for part of the cost of grant writing with John Sewart.

In Fall 13 a counselor was assigned to each Math 811 section, for six hours over the semester. What they did depended on counselor/instructor schedules and preferences. Some counselors taught, others did mostly small group counseling. Each 811 section had an SI leader. The course was redesigned for five contact hours, not three, while remaining three units. The results of its study were impressive. SLO analysis at end of semester, compared to 2010, showed jumps in the success rates of 77 % to 85% for SLO 1 and 66% to 82% for SLO2. Decimals rose from 59% to 90%, but results on percent word problems slid from 73% to 71% as more challenging questions were introduced. SLOs 5 (applications) and 6 (order of operations with integers, previously not in 811) were new. The percent of students enrolled at census who passed in Fall 13 was 60%, up from 51% in Spring 13 and 47% in Fall 12.

Early in the semester, students were surveyed on their high school, last math course, work outside of class, and enrollment in or eligibility for services. Students also identified their goals (many want to go into professions such as engineering and nursing. Some are capable but it will be a long haul. Counseling really helps. We need more semesters for a good sample. The success rate comparison from John Sewart includes all SI participants, 2011-13, not just those in Math 811. All were in Basic Skills courses. Old SI data was inconsistent about tracking students who withdrew, because instructions to faculty lacked specificity on what was wanted.

Henry noted that African-Americans and Pacific Islanders had the least success, which is similar to other data on those populations.

Cheryl said anecdotally, relationships formed between SI leaders and students. Some evening Math 110 and 111 students in sections not supported by SI have asked to meet with SI leaders. Students realize the support network is helpful. Some students who have finished 811 will help current 811 students, even as they getting help in algebra. We can't document it, but it's a good thing. That is supported by research about the need for connection.

Points in discussion: success rates for those who participated in SI are awesome. Data shows what has happened in each semester of the first 2 1/2 years of the program. We hope to have SI in all 811s in fall.

Jen noted RA and SI will be institutionally supported, so will no longer need BSI funding. SI will be under the Learning Center, with 18 sections, 11 of them in Math. The others are in history, philosophy, English, ESL, and anatomy. Some of those funds may be available for other projects if SI can't be scheduled for all sections of 811. The LC has found tutoring to work better than review sessions, so an SI position has been removed from Economics and given to ESL.

Ron and Lena are training SI leaders now. Let counselors know in time for April 28 priority registration which classes, particularly English and ESL, will have SI in time for priority registration. Cheryl merged raw data of all sections and sent it to John Sewart. With his help, we will track persistence of Math 811 students, an effort that would be ahead of schedule but for inconsistencies in the formatting of G-numbers in files from different instructors.

Many students who didn't make it through 811 in fall 13 are back this spring, with mixed results. SI participants are more successful, so in the future let's survey nonparticipants, perhaps by email, and look at their reasons for non-participation, such as scheduling, disengagement, and lack of connection with SI leaders, and see if their reasons are correlated to ethnicity. It's hard to do that retrospectively.

A schedule is available showing every SI section. Students who want to go to another class are welcome to do so. Most sections are not maxed out. As we ramp up for the fall and add more sections, are there things we should improve first? Some students didn't realize SI would be helpful. Although we tell students it is voluntary, maybe some saw it as an added obligation. Video clips of students or SI leaders talking about SI might make students aware of this beneficial program. Marketing materials and

announcements by instructors can help, and the website is up. We could even make a worksheet for math students on success rates.

We may seek BSI funding to help offset the cost of counselors in classrooms, and a lesser amount than this year for supporting adjuncts. We want adjuncts to take over more tasks, and we want to reimburse them when they take the lead for developing an instrument, and when we ask them to do data analysis beyond SLOs, including complete attendance and grade rosters.

SI leaders, our former students, are in the classroom with students. On the first day of class, they introduce themselves and SI. SI leaders attend every class session and regularly announce in person face-to-face meetings. 811s all move at the same pace.

There is an ASLT LC website with information about times, instructors, and SI leaders for SI sections. There is an SI icon in WebSchedule. SI leaders have been flexible about rescheduling during the first weeks of classes. Henry noted some students may benefit from SI even if they sign up not knowing what it is. Jen noted as part of ASLT, BSI will have more support, and administration and faculty duties will be clarified. Henry thanked Cheryl and Lena and congratulated 811 and SI people for the outcomes.

FUNDING TIMELINES FOR INITIATIVES Marissa Pienaar, BSI Project Coordinator and next year's faculty co-chair, introduced herself, noting that James Carranza says BSI is the best committee on campus. She reported that Barbara Illowsky, CCCC staff person for basic skills and ESL, says we should limit support of initiatives to 3 years. Typically we provide two years of support, though SI had three. Initial support is usually for one year. People can assess how their initiatives are going and seek extensions by submitting addenda to their original proposals. We need data before a project can be institutionalized.

Jen noted that some of our initiatives get ongoing money. She is looking for documentation of that decision. Do we want to continue that practice?

Henry said it is good to fund initiatives like SI and RA for a year or two at a time, after which they go to IBPC for institutionalization. SI is the only program with three years of significant funding. It is now institutionalized because of at least some of the data presented early on. For the new template, Marissa needs more concrete input as to what to include on the template, including how many years of funding requests. SI and RA are costly so it is good they have shown success. All initiatives report each year. Initiatives going to Cabinet need at least two years of success data to become institutionalized. In the past we ran funding from three budget years concurrently; we are now heading for a fixed \$90K/year.

Instructors serving basic skills students can ask for money for programs or services. A lot of the early work is getting the word out. IPBC is still working on a suggestion box for instructors. We put lots of money into initiatives and salaries, but not those alone.. As we use up funds rolled over from previous years and transition into having less money available, we are becoming more conservative about what we fund, and how. For efforts helping basic skills students, such as Juanita's book project, we don't need an initiative per se. Faculty can come to the Basic Skills Committee to fund specific things.

PROFESSIONAL DEVELOPMENT FACULTY COORDINATOR REASSIGNED TIME (Jennifer) Jeremy Wallace and Theresa Martin are our professional enrichment co-coordinators. Jeremy is leaving the basic skills position to become an Umoja co-coordinator. We could reassign his three units to Theresa Martin and have her take on the basic skills coordinator position as well. Do we have the budget for that, and for people to apply for RFPs and bring back speakers? Henry indicated it is time for the college to fund that coordination. We could move Theresa into the position through Fall 14, her schedule permitting, then go to IPBC for institutional funding.

Next year Marissa will chair our committee meetings, under Jen's jurisdiction. We can discuss the committee's direction at that time. As an IPBC committee, it will have representative membership.

COLLEGE READINESS PROGRAM REQUEST Skyline secured the bus for the joint Skyline-CSM college tour, so some of the trip funding approved by BSI can be reallocated. Ruth Turner asked for a modification to support the summer college readiness program, for recent high school students planning to come to CSM in the fall. The cost is about \$1300, plus \$500 for supplies. The balance of the money would go to the cost of the bus for the spring break Southern California trip. The total would not exceed the original \$5000.

Ruth described the eight-day college readiness program as bridging the transition from high school to college. We give students an introduction, with visits to two classes and orientation including using the college catalog, student services, and instructional programs, meeting with counselors for a four-semester ed plan, register for fall, and take a campus tour. They will meet college administrators and do activities around college terminology, what it means to be a college student, and hear from former participants about their transitions. The goal is to help students be successful as they transfer. Typically these students are EOPS eligible, place into basic skills classes, are mostly of color, and most have outside factors deterring them from school. It is not just an extended orientation. Having students meet faculty and staff and put faces to names reduces the culture shock of being in college. The program provides extended orientation and helps students feel welcome and at home. Of the 71 students who signed up in the last three years, 70 attended and 66 continued into EOPS. They connect with each other, take new students under their wing, and some transfer together.

The committee supported her request.

COMMITTEE MEMBERSHIP FOR 2014-15 Faculty on the committee are formally appointed by Academic Senate. Jon will be on leave in Spring 15; Autumn Newman may substitute for him. Lloyd is retiring, and Harry, who can't do Monday afternoons this fall, will look for a math person. Lin Bowie may take Kathy Diamond's place, and ESL should be represented.

Marissa will coordinate our next and final meeting of the semester on Monday, May 19.