

***First in the World Campus Board Meeting 11/06/2018 – Minutes***  
**Meeting Information**

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**Date:** November, 06 2018

**Time:** 2:00pm – 3:00pm

**Location:** WSQ 215

**Attendees:** Laura Sullivan-Green, Patricia Backer, Nicole Okamoto, Cassandra Paul, Nina Abramzon, Ron Yeung, Pamela Scott-Johnson, Edith Porter, Alison Baski, Jane Dong, Nancy McQueen, Tyler Stannard

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- I. Welcome and Introductions**
- II. General Grant Status Update**
  - i. Budget Update

Current available balance going into the final year is \$1,330,825.

Adding the rollover encumbrance (\$153,637), the grant has a total balance of \$1,484,462.

Large savings are due to: delayed contracts, most faculty electing to be compensated with overload rather than release time, Department of Education cancelling annual Washington D.C. trip for Project Directors.

- a. Year 4 plan

In original budget, we projected \$750,910 in the final year.

Revised the final year budget to \$1,316,262, to reflect the amount of funds remaining.

Proposed projects for final year spending:

30 total mini-grants during the academic year (originally budgeted for only 8 faculty).

10 travel grants for faculty (original 3, 1 independent, 6 for ASEE Workshop).

Added 2 additional Outreach events (ASEE in Tampa, FL in June 2019; Additional SJSU Spring Showcase April 15 – 16, 2019; Northern California Conference at SJSU and Southern California Conference at CPP in Summer 2019).

Added support materials for workshop participants and external speakers for Outreach events.

Added additional compensation for Core Faculty and FLC Coordinators who support outreach events.

- b. Year 4 and 5 plan

If the grant is approved for a No-Cost Year 5 extension, Mini-Grants and Outreach events will be spread out during the final two years.

Mini-grants will focus on enabling cumulative improvement in one course or to fund faculty flipping multiple courses.

Cross-campus collaboration is encouraged, similar to the Core Course Plan, it will be prioritized and supported accordingly.

FLC activities will be continued and enhanced based on feedback.

Additional data regarding student retention and success after a flipping experience will be collected.

ii. Spring 2019 mini-grants

Similar to last year's Summer Mini-Grants, we will be supporting up to 10 faculty from each campus during the Spring 2019 semester.

The accepted mini-grant faculty will be funded to develop flipped content and to apply the flipped pedagogy in the classroom.

iii. Additional Outreach

- a. ASEE Annual Conference, June 2019
- b. SJSU Student Success Spring Showcase, April 2019
- c. ASEE PSW Conference, April 2019
- d. Summer Northern (SJSU) and Southern Conference (CPP), July 2019
- e. ASCE Conference, October 2019 (Pending Year 5 Extension)

**III. Campus Status Reports**

- a. Cal Poly Pomona
  - During the third year of the FITW grant, the core faculty have continued to meet monthly with the co-leads to discuss their success and challenges in the classroom.
  - Per the grant's schedule, four faculty have taught at least one course section using a flipped format during the 2017-2018 academic year.
  - Also, this year was the transition from quarters to semesters for CPP, and both students and faculty were adjusting to the change.
  - In Summer 2018, CPP sponsored the AAAS Pacific section meeting and arranged to have a dedicated session for the FITW grant which brought together faculty from the three campuses.
  - CPP has joined the other campuses with starting their involvement with the Calculus Study in Fall 2018. One term later than SJSU and CSULA, due to the quarter to semester conversion.
- b. Cal State LA
  - Proceeding into the third year of the FITW grant, CSULA has made a significant effort to:
    - Support the research activities that study the impact of a flipped classroom model in Calculus
    - Extend the STEM faculty community who are using or starting to implement flipped pedagogy in the classroom.
    - Build a structure to disseminate project work, including the course materials, lessons learned, and project findings.
  - CSULA core faculty have continued their efforts to enhance the instruction of the courses that they have flipped during years 1 and 2.

- Since year 1 and 2, CSULA has implemented the flipped model into several other courses including Introduction into Programming and Circuit Analysis.
- Currently preparing the redesign of Statics, General Physics II, and Discrete Math courses that are planned to be flipped next year.

#### IV. **Calculus Study Update (Shandy Hauk and Alma Ramirez)**

- The Calc-Study has run for two semester, Spring 2018 and currently Fall 2018.
- Spring 2018
  - 12 sections in total across SJSU and CSULA campus, 6 courses flipped and 6 traditional (not flipped). 2 faculty at SJSU and 4 at CSULA participated in the study.
- Fall 2018
  - 21 sections in total across SJSU, CSULA, and the newly joined CPP, 10 courses flipped and 11 traditional. 2 faculty at SJSU, 6 at CSULA (3 faculty repeated from Spring 2018), and 4 faculty from CPP.
- Each faculty participating in the study have been their own control, which is encouraged by the US Department of Education for the study. (Faculty teach a flipped and traditional modeled version of each course).
- 6 instructors completed all the requirements in Spring 2018.
  - Intake surveys from the students in the flipped classroom.
  - Administer pre-test as the students enter the course and anonymized the data to be reviewed by WestEd.
  - Monthly teaching logs (weekly reports).
  - Post-tests for students after the course ends.
- WestEd supplies support and contact through the teacher dashboard that WestEd has set up.
- Alma participates in weekly updates with each faculty member, and provides daily support for the faculty participating in the study.
- Shandy visits each campus to provide information to faculty and to answer any questions faculty may have.
- WestEd shared significant results from the Calc-Study thus far:
  - Flipping pedagogy shows improved results with URM demographic.
  - Equity and student agency are important to students.
  - Statistical improvement of students in the classroom with the introduction of the flipped pedagogy. Expectation of a dip in student success during the transition, however there was no significant dip.
  - Conversion to the flipped classroom shows improvement in overall GPA and grades of participating students.