

**Members Present:** Chair: Henry Villareal

Sylvia Aguirre  
Ruth Turner

Ron Andrade  
Krystal Romero

Lloyd Davis  
Jeremy Wallace

Harry Nishanian

**AGENDA AND MEETING NOTES APPROVED** The notes of the February 24 meeting were approved with these corrections: change 'no interim' to 'not interim' (p. 1, last line); change 'BIS' to 'BSI' (bold, p.3); change 'to Jennifer Mendoza' to 'with Ron Andrade' (p. 1, near the bottom). The agenda was approved.

**BSI COORDINATOR UPDATE** Henry reported Krystal, Jeremy, Ruth and Henry, the group selected at our February meeting to be present at all interviews and to be the only people asking questions, interviewed the only candidate, Reading adjunct Marissa Pienaar, and forwarded her name to Jennifer Taylor-Mendoza with a recommendation that she be hired as BSI project coordinator. Marissa has experience with elementary school students and with the 180 Degrees Program for student success. She has attended professional development activities on campus and participated in online RA training. Here only one year, she will bring a fresh perspective. She is making strides getting to know faculty members. That is a challenge to adjuncts but is important as we try to reach the many full-timers teaching basic skills courses. Jen will work with her, and she could be invited to division meetings. Members were impressed by her level of commitment, her philosophy of teaching, her passion for students, and her being a champion for the underrepresented.

**PROJECT CHANGE BUDGET AUGMENTATION** Katie Bliss has requested an additional \$2000 for supplies (e.g. books, backpacks, purchases from Office Depot, some food items) and \$2500 for central duplicating and other contracted services, particularly for marketing materials.

Members discussed whether this amount for perhaps only seven students was excessive. The focus has moved from Hillcrest to Gateway, which is already working with EOPS. Students who qualify on the basis of income and education would go through DSPS and EOPS and be invited to EOPS Preview Day.

In discussion, members asked for a more itemized budget. Krystal's budget for the whole Multicultural Center is only \$1500. Project Change is still selecting students, and could come back when more is known about the students and their actual financial and other needs. Which expenses is it appropriate for BSI to pay for? A kickoff luncheon is fine, but food for multiple meetings with mentors is not. Money should go directly to help students. Project Change has already been given a \$7000 budget, primarily for salary. Henry will ask Jen and Katie to provide further breakdown of their budget request.

Katie will hold a very casual information session for Project Change students from Gateway and Girl's Camp; to introduce them to the campus and to some faculty and staff. There will be an official meet and greet on mentor-mentee match day, and orientations in May and July, perhaps with refreshments.

**CSM - HILLSDALE ALEKS PROPOSAL** Math/Science Dean Charlene Frontiera, Hillsdale High School Lead Principal Jeff Gilbert, and HHS teacher and CSM Math Task Force member Laura Burtness are proposing a collaboration between CSM people, including the math department, the assessment center, and outreach, and Hillsdale High School (HHS) people, to help HHS juniors and seniors develop math skills. 19 HHS 12<sup>th</sup> graders would come to CSM to take the math placement test, then, with 44 11<sup>th</sup> graders, take two weeks of ALEKS math instruction at HHS. The 12<sup>th</sup> graders would come back to CSM to retake the placement test. The hope is many will place above Math 811, echoing the success of the Learning Center's Pathways to College. Testing out of 811 improves student chances of reaching transfer level math. The request is for \$3710, including \$1560 for ALEKS, \$1100 for CSM counseling and testing, and

\$750 for HHS teachers and substitutes. The CSM testing stipend is similar to that for Pathways to College. Roger Perez got additional pay to open the assessment center on Fridays and run the tests.

Points in discussion: The target group is in integrated math, which is not technically basic skills, but past performance shows most will place into Math 811, which is. What is BSI's interest in 11<sup>th</sup> graders, and are they being tracked? Will the 19 seniors enroll at CSM, or are we helping some to get ready for other colleges? Bringing them here might make CSM more attractive to them. Are we the appropriate group for this proposal? It is great that the Math Task Force is working with high school people, and \$3700 is not a lot of money. The 12<sup>th</sup> graders' course is equivalent to the first semester of Math 120, which is degree applicable, not basic skills. To assume the placement exam will put them into 811 contradicts their high school placement. The proposal is a good networking tool with the high schools. It is good to put students on a better footing when they get here. What if none place into 811? If they are taking the placement test the first time, why is it appropriate to pay for the high school substitutes? Math Jam at Canada has years of success and reaches a lot more people. CSM's MathBoost could not commit the resources Math Jam had.

The ALEKS project might be moving forward with funding from President's Innovation Grants or other sources. Its calendar shows visits by CSM counselors to HHS, and by 19 12<sup>th</sup> graders to CSM, in March.

We could fund a program like the Learning Center's for 12<sup>th</sup> graders who applied to CSM and placed into 811 or 110, or simply refer such students to the LC's existing summer bridge program. Students who place into basic skills math or English are contacted by the LC for Pathways to College. We could track the 19 seniors: how many place into 811? High school seniors who have completed the equivalent of our 120 often don't take math as seniors. Also high schools courses and standards may be different from ours.

Henry will pass on our concerns to Charlene, Jeff, and Laura, and invite them to the next meeting if they want to present a rationale.

**STUDENTS FOR SUCCESS LEARNING COMMUNITY** Juanita Alunan submitted a request by email for BSI to support the learning community by purchasing multiple copies of Kelly McGonigal's *The Willpower Instinct* and Sonia Sotomayor's autobiography for the English 800 Center. The books are about \$12.50 and \$13 each, and her request for \$200 will cover eight copies of each book. Juanita will get the exact cost from the bookstore. The Learning Community will connect six sections of pre-transfer English (838 and 848). The decision can't be off to the next meeting.

Points in discussion: It is appropriate for BSI to support reading, a basic skill. The books would be available to any student using the English 800 Center. 838 and 848 are pre-transfer. What if the Learning Community doesn't continue into the next semester? The books are very inexpensive compared to most texts. Have Juanita come to the next meeting.

**Budget Update/Call for Proposals** There have been no additional expenditures since previous meeting other than from the money allocated to Supplemental Instruction to pay for tutors. Jeremy Wallace will be using some professional development funds for a conference. There is approximately a \$30,000 carryover from FY 13-14 to FY 14-15 anticipated but all previous years funds will have been expended by the end of the current fiscal year. Jeremy Wallace will draft an email to faculty about CCTLP availability of professional development funds.

Jennifer Taylor-Mendoza, Katie Bliss, Juanita Alunan and supporters of the Hillsdale High School/ALEKS proposal will be invited to the next meeting to answer any remaining questions about their proposals. The committee will request an update on Project Change once mentors have been selected and the

program is a little further developed. Lena Feinman and Cheryl Gregory will be invited to give an update on how Supplemental Instruction is going in the Math department and their results.

The next meeting will be April 21.