Members Present: Ron Andrade, Learning Center; David Chin, CIS Lab; Lisa Clayton, MRC; Kathy Diamond, Integrated Science Center; Cheryl Gregory, MRC; Sara Lawrence, Writing Center; Kate Motoyama, COMMLAB; Amy Sobel, ESL/Reading Center

Also Present: Jose Rocha, HSI-STEM; Kevin Sinarle, DRC; Jennifer Taylor-Mendoza, ASLT

1. One LSC3 annual goal is learning about different programs and populations so we may better support and serve our students. HSI-STEM and DRC made presentations to LSC3.

HSI-STEM: Jose Rocha, Director HSI-STEM. Current office in B36-305. $5M, five-year grant initiated by Math/Science Division. Baseline to qualify to apply for HSI grant is 20% Latinx population; CSM's population = 29%. HSI-STEM goal is academic progression, success, and transfer to four-year receiving institutions. This is a time for building the program, as Jose Rocha is newly hired (Day 7!). Program serves Latinx and low-income (BOGG-qualified, PELL Grant) students, provides support inside and outside of the classroom (such as Math Jam, Supplemental Instruction tutors).

DRC (name change from DSPS): Kevin Sinarle, DRC Counselor. DRC now has a 100% coordinator (used to be 10% only). DRC provides equal access to college (through accommodation) to college to students with disabilities (physical, psychological, health impairment, temporary mobility issues). Intake interview to identify student's obstacles, figure out reasonable accommodation such as sign language or captioning services; notetaking services; extended test time. Example: DRC testing for conditions that affect daily activities (such major injury that makes it difficult to sit through a lecture or difficulties processing audio or written materials). DRC provides disability-related counseling, academic counseling, referrals on- and off-campus. Test proctoring; Assistive Technology Center; alternate media in Braille or audio books. Beginning educational coaching for time management.

Test anxiety or ADD/ADHD qualify as disability with diagnosis from a therapist, doctor, psychologist. DRC works with Psychological Services. To broach a referral, a good script might be: "*I've seen other students struggle with the issue we saw today. You may want to talk to DRC staff to see if it'd be helpful to you.*"

 Tests may be sent electronically to DRC, with a scanned form with test parameters (for example, open book or open notes).

One-on-one support situations include personal care attendants (assist with opening books, toileting, transportation) and aides who help with independent living services. Good practice is to direct remarks to the student directly, not to the attendant or aide. The personal care attendant and aide are not in the classroom, but support the student.

Some students may seem lacking in the cognitive ability to be successful, but they could find a pathway. DRC would advise about pathways. Instructor should give accurate feedback to the student.

2. Equitable printing services for students.

Different factors affect printing and subsidized printing.
• amount of printing needed for each class; for example, 40-50 pages for ESL 828 or 10 pages for COMM

• some students—and not others--receive free printing (EOPS, International Students, Learning Communities such as Honors, Puente, UMOJA, MANA, VROC, etc.)
• students' differing ability to pay
• monitoring number of pages printed, if free printing is provided

For example, ESL 828 students who are International Students do not need to pay to print, but other ESL students in the same class are not subsidized. Currently, ESL/READ Center has no printing services. Across the hall, at Writing Center, students in writing courses print for free (non-Pinnacle). Free printing (pages printed are monitored to avoid waste) is funded from allocation from ENGL Department's TBA money, probably around $3K+/semester.

MRC had excessive printing and illegal copying from textbooks prior to Pinnacle Printing; solution to excessive printing could be electronic submission.

CIS Lab. One faculty teaching CIS 254 would have students print out the code to be graded; yet, BIO students print in CIS Lab (lengthy print jobs of slideshows and PowerPoint presentations). Once, the tax code was being printed.

Learning Center once allowed free printing of 10 pages, but there was waste--articles printed along with additional pages of reviews.

Library is converting to Pinnacle (used at Skyline and Cañada, and all CSM centers). The Village (Puente, MANA, UMOJA) offers printing for free; when it moves location, it will switch to paid printing (Pinnacle). Just because printing is paid with purchased Pinnacle card does not preclude us offering free printing (use individual judgment).

ISC used to collect money for printing. Pinnacle is a private company that services and provides paper, toner for the printers. Cost is 10 cents a page (they had wanted 15 cents). There are free opportunities to print at ISC. BIO students get a password to print course materials; professors upload lab materials on Canvas, and students can work electronically (and not need to print at all), plus provide free options for printing (preloaded print cards).

Could a free $5 card be subsidized for students who may need it? Could we work to identify students who qualify for BOGG and provide them a preloaded card? How much income is Pinnacle generating through servicing the college's purchased printers? Ron will follow up and provide information to us.

3. Student Surveys in Spring 2017. The announcement to participate should be sent out by each center or lab; a permanent link is available. Please contact Ron if you need assistance.

4. Reminder: Centers and labs SLO data is submitted each semester.

5. Announcements

Math Jam is week of June 5th.

Next LSC3 meeting will be May 2017.