### Developmental And Readiness Education (DARE) Taskforce
#### Meeting Minutes

**Date and Location:** 11/6/13

<table>
<thead>
<tr>
<th>Attendees:</th>
<th>Melissa Aguilar, Diana Alves de Lima, Julie Ceballos, Debbie Centanni, Lori Clinchard, Rebecca Fouquett, Melinda Hughes, Ren Johnson, Amy Leonard, Rob Mieso, Kathleen Moberg, Jennifer Myhre, Mallory Newell, Thomas Ray, Jerry Rosenberg, Jeff Schinske, Kanako Suda, Monika Thomas, Rowena Tomaneng, Pat Weinberg</th>
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<tbody>
<tr>
<td>Guests:</td>
<td>Naomi Davidson, Virginia Marquez</td>
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<td>Absent:</td>
<td>Angela Caballero de Cordero, Mayra Cruz, Sarah Lisha, Veronica Neal, Jackie Reza</td>
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<td>Note taker:</td>
<td>Annette Corpuz</td>
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## Discussion

### I. Approval of Agenda and the 10/16/13 minutes
   A. Agenda approved.
   B. 10/16/13 minutes approved with no changes.
   C. Introductions around the room.

### II. Updates
   A. Khan Academy
      1. Focus on higher education.
      2. Melissa – currently working on a project that is separated into two parts.
         a) Using Khan Academy in the classroom
         b) Helping students with pre-assessment review. Will also utilize it as a post-assessment review for those who almost tested into the next class.
      3. Another project is having the students who take, for example, Math 210 or 212 in Spring Quarter and don’t enroll in the Summer. Have them work on Khan Academy course materials so they don’t forget what they’ve learned to help them succeed in their class in the Fall Quarter.
      4. Jerry – First step is to make faculty members aware of what the resources are and have it organized so that they can find things for their particular class very easily. There are different modes, but it will be up to them on how to use it.
      5. Advantage is it is free.
      6. Melissa – Highly organized, mastery based system. There are interactive exercises. So students aren’t just watching videos, they actually working on solving problems. It makes them get a number correct before they can move on to other areas.
      7. Naomi – We are creating literally hundreds of thousands of practice exercises and aligning them to the common course standards. Learning a lot about the different knowledge levels with the practice problems. Have about 10 million unique users every month coming to Khan Academy. It is getting an enormous volume of use and the more we use it, the more we understand the pathways for learning. The more we really understand how to increase the learning process for students. You can contact me at naomi@khanacademy.org if any questions.
   B. CALPASS and H.S. Alignment
      1. Rob - Fremont Union High School District has their data in the CALPASS system. CALPASS is a data sharing system where high schools report their student data so that we can all access the information.
      2. We have been working with them to have access to high school and district level data.
      3. Mallory sent in a request to get student level and course level data. She just received the report.
      4. Submitted a request with East Side to come aboard with CALPASS. The challenge is that we are limited to the extent of who participates.
      5. Next step is to more specifically ask what do we want out of this. Go back to more specific areas of collaboration and action items.
      6. Rob shared information from the National Student Clearing House Data report. We are the number one college for the San Jose Unified district as well as the East Side. Data was collected over a 5-year period.
III. Data WOW! ESL

A. Jerry presented statistics from the DATA Mart Basic Skills Cohort. Things that we should look at.

B. Showed a “Funnel Graph” that represented a students’ path from basic skills to transfer status.
   1. Math Funnel: 210 to 212 to 114 to Transfer.
   - It represented a cohort for one Fall and followed them for over three years to see how many of them make it through their first transfer course.
   - Sometimes at the end of a course, they do not go on to the next course even if they are successful.
   - Showed only 30 people who completed from about 400.

C. ESL Funnel: 253 to 263 to 273 to EWRT 1A (also included students who did the EWRT path)
   - Still quite a drop off. Drop off within the course is not nearly as bad as Math, but between the courses, there are a huge numbers of people disappearing.
   - Could be because in the lower levels, the students may not be seeking transfer. Could be people from the community practicing their oral skills.

C. Jerry conducted a quiz of several questions related to PT v FT students, ethnic breakdown and age groups.

IV. DARE goals for 2013-2014:

A. Rowena passed out 6 statements to be read aloud by several members. The DARE Core identified these as some of the priority areas to work on. “What do you want DARE to do this year?”
   1. Naomi – “Ways technology could be used to enhance or better the experience of basic skills students.”
   2. Julie – “More open houses and targeting areas so that it is a little bit more personal.”
   3. Melissa – “How to interest faculty members especially practitioners in developing basic academic skills.”
   4. Amy – “More ROAD Shows and add student panels.”
   5. Virginia – “Orientations/Entry Processes”
   6. Kanako – “Refocusing some of the outreach to the high schools to help prepare students emotionally on coming to the college and not just focusing on preparation for testing.”

B. Jen – DARE Core went through the brainstorm list from the last meeting and categorized them into three main areas.
   1. Re-envisioning Entry – all the ways students get here, get assessed, get into classes etc.
   2. Pathways Website - focus in on aligning our online presence
   3. Welcome Across the Disciplines (DARE Partners 2.0) – How we welcome students

   1. Break into the three different subcommittees to discuss goal setting.
   2. Timeframe - 25 minutes for discussion; 15 minutes to report out (5 minutes per each)

D. Re-envisioning Entry
   1. An earlier orientation in a different format.
   2. Orientation at high schools with a pre-orientation: part at De Anza and part at the High School so that they get both environments.
   3. Developing pathways from the high schools with clear goals. For example: If you do this in high school, you can get these classes at De Anza. If you do this at De Anza you can get into this CSU or UC.
   4. Opening day activities – welcoming day for students
   5. Working with student mentors like Ambassadors to help new students
   6. Banners in the SCS and the Administration building with steps to registration, to transfer, etc.
   7. Best practices for first day – how to handle add codes, how to handle student needs
   8. Purchasing interactive kiosks like Ohlone College
   9. Developing a Welcome Center like Santa Monica City College
   10. Counseling in the Quad in Fall Quarter. Bringing the Student Ed Plans to the students.
   11. Welcome packets with Steps for Success that students can do on their phones. QR codes to scan for different buildings to tell students what they can do in that particular area.
E. Welcome Across the Disciplines
   1. Continuing the work with DARE Road Shows going to each division, teaching them and sharing data.
   2. Improving the student voices part of that with short videos. What does it feel like to be in an Art history class when you’re in EWRT 200. Getting students to talk about their own experiences.
   3. Trying to explore what it would take to get BANNER data to be available to faculty through My Portal. When they click on their class roster, they can also get the demographic data aggregated, like a pie chart, for who is in their classes. This data would include demographics, basic skills, where they started, placement tests etc.
   4. Expanding or figuring out the next steps for the Clicker project, which has really taken off in the BHES Division. The faculty seems to be very enthusiastic about it and would be willing to share with other divisions. Maybe next PSME and figuring out the logistics of it and get faculty fired up about using in their classes.

F. Pathways Website
   1. Focus on aligning our entries in regards to our online presence.
   2. Cleaning up the website is a huge task. How can DARE help to fix the problems?
   3. Need web governance with the support of Marketing, Senior Staff and Deans.
   4. How do you structure our content to be usable on the website, on your mobile phone and the next device to come.
   5. Omni Update has helped things, but still struggling with accounts.
   6. SSC Pathways perspective – We need to rebuild. How do we want it to be and what are the resources we need.
   7. Content Strategy – Videos from 1 – 3 minutes long with a welcoming face.
   8. Perhaps a project for a beginning filmmaking class to do a video. Must be captioned.
   9. What’s on the website should come from what the culture is.
   10. Need structure and guidelines as to what are our core values and what do we want to do.
   11. Focus groups with students about our web pages to identify the obstacles.
   12. Aligning the content to better guide the students.

V. Announcements/Good of the Order
   A. Thomas – A representative from the College Board will be coming to our division meeting to talk about WritePlacer, which is a computer graded writing instrument.

Next Meeting:

**DARE Core:** Tuesday, December 3: 9:15 – 10:15 am, El Milagro Room

**DARE General:** Wednesday, December 4: 3:30 – 5 pm, Admin 109