Date and Location: 11/5/14, ADM 109

Attendees: Melissa Aguilar, Ricardo Delgado, Rob Mieso, Jennifer Myhre, Thomas Ray, Jerry Rosenberg, Rowena Tomaneng, Lorrie Ranck, Rebecca Fouquette, Jacqueline Reza, Marlene Ornelas, Monika Thomas, Virginia Marquez, Veronica Avila, Sabrina Stewart, Stephen Fletcher

Guests: Karen Hunter

Absent: Diana Alves de Lima, Mayra Cruz, Melinda Hughes, Lori Clinchard

Note taker: Deepa Yuvaraj

Discussion

I. Review agenda and minutes from last meeting
   • 10/15/14 minutes approved with corrections to attendees, Correction – El Paso Community College
   • Agenda approved

Introductions and Community Building activity
   • Whip around by Virginia “If your life were a movie or TV show (real or imagined), what would be the title and why?”

II. Report Out
   A. On DARE proposals by Rob
      a. Math Dept Proposal – Approved by DARE Core
         • Proposal document will be posted on DARE webpage
         • $1700 budget, for one quarter, Workshop, 15 Faculty
      b. Puente Proposal – Approved by DARE Core
         • Tutoring for EWRT 1A
      c. ESL – Proposal
         • More details – data required; Specific goals and activities, outcomes to be mentioned
         • Recommended to submit again with those details
   B. Customer Training Institute - Oct 13-15 training for higher education professionals - by Virginia
      • Everybody to address customer service; To have a welcoming place for students
      • More FERPA training for campus
      • How to deescalate situations
      • Need for branding and cohesive approach to customer service
      • Little lacking in cultural competency approaches
      • To push for ’one stop shop’
      • Did they do Emotional Intelligence approaches? Only a little bit but that was instructors approach

III. Data Share – Spring Community College Survey of Student Engagement – By Mallory Newell
http://www.deanza.edu/ir/CCSSE.html
   • We are participating in the survey, 2007, 2009, 2012
   • Random sample of students surveyed
   • Closely models De Anza
   • Instruction - Took Developmental class - below college level class
     • 70% improves ‘writing clearly’ compared to 59%
     • Speaking clearly 66%
     ▪ Took Non Developmental class
   • Compare with other CCSSE cohort classes
     o De Anza lower than CCSSE (all community colleges) for the categories; Ask questions in class, More drafts, Discussed grades with instructors, Career planning, Financial support
     o

IV. Re Form New Subcommittees for this year
   A. Focus areas : 2 minute brain storming activity on “what would be your most pressing areas for DARE”
   B. Possible areas:
      1. Interventions at the lowest levels of placements - to avoid the Russian winter data in Reading Writing and Math
      2. State wide - Common Assessment and in Multiple measures
C. Pair share - Interventions - should include something at ESL, reading, math,
   - Evaluate or examine
   - Emphasis on modeling after the current successful programs - Puente, SSRC, Sankofa - examine what is involved in creates success in these programs and see if we can replicate those models
   - It could be curriculum, services, type of pedagogy
1. Placement - lowest levels -
   - Studenthood mentors, Well trained attached to lowest entry level courses and classes, Who know the services on campus, Who can teach
2. Monika
   - Outreach at high school, Developing key strategies
   - They place low maybe did not choose math in senior year, after summer
   - Attempt to assess in Junior year
   - Be better prepared when they arrive at De Anza
3. Sabrina
   - 210 is not lowest though assessment says so; 209 is 8th grade math but hard
   - They have IEP in high school
   - We do not have a placement below our current lowest levels
   - Early in the course to go into guidance course
   - Who talks when they come out of assessment
   - Welfare students - do a refresher
   - Refined through multiple measure approaches
   - Of the students in 200 course, half of the students have life circumstances that are really tough & Need specific intervention - social work help
   - Assessing other needs - how to expand - a more holistic view
   - Can low income group be a special group - have some other resources; Strong equity issue - low income
4. Melissa
   - Mentors and learning communities connected; There are pockets in campus
   - Pool and create a mass army of future - sustainable model and deploy in precollege – pre-transfer classes
   - Where do I go for? Questions - modules
5. Jerry - Ties in with research
   - Having a meeting of students in the lowest, facilitate what are your needs, what is working, what can the college do to serve you; Ask them - what ways they can be supported, Towards the end of first course
   - Students in below college level class -embarrassed to be in those classes - they feel inadequate - to gain emotional strength, those who do well to mentor to come back - gives a sense of courage
   - Allow retest policy; Check what happens; Target
6. Jen – These still seem within the Interventions and Assessment
   - To have 3 sub committees

Sub Committees:
   1. Interventions at the lowest levels of placements - Veronica Avila
   2. State wide - Common Assessment and in Multiple measures
   3. DARE Road show is for the rest of campus - "All education is developmental" how to reach those outside ESL, Math, English, A responsive campus - creating the mindset - Moving beyond REAMS
   - Need to address Basic Skills students in the rest of the campus
   - We are all developing too; Learning needs to evolve too; There is a way that we do it; We try to think outside of box; Its fine to say I don't know, not just content delivery

V. Announcements/Good of the Order
   - Faculty and Staff Art show - at 5:30 today

| Next Meeting: | **DARE Core**: Tuesday, Nov 18 : 9:30 – 10:30 am, Admin 109  
**DARE General**: Wednesday, Nov 19: 3:00-4:30 pm, Admin 109 |