**Date and Location:** 2/5/14

**Attendees:** Melissa Aguilar, Diana Alves de Lima, Angela Caballero de Cordero, Julie Ceballos, Deborah Centanni, Lori Clinchard, Ricardo Delgado, Rebecca Fouquette, Melinda Hughes, Amy Leonard, Virginia Marquez, Rob Mieso, Kathleen Moberg, Jennifer Myhre, Lorrie Ranck, Thomas Ray, Jackie Reza, Jerry Rosenberg, Sabrina Stewart, Monika Thomas, Rowena Tomaneng

**Guests:** Hang Dang, Phong Lam, Don Nickel, Nina Van

**Absent:** Mayra Cruz, Steven Fletcher, Ren Johnson, Sarah Lisha, Veronica Neal, Mallory Newell, Jeff Schinske

**Note taker:** Annette Corpuz

### Discussion

**I. Review agenda and minutes from last meeting/community building activity**

A. 1/15/14 minutes approved with no changes.

B. Jen - One change to agenda Item III: Desired Outcome – no need to “develop flowchart for orientation” because already occurred in an earlier meeting.

C. Agenda approved with change to Item III.

D. Community building activity: “If I believed it was possible, I would…”

E. Introduction of guests:
   2. Lori Clinchard introduced Hang Dang, a student from her humanities classes.

**II. Welcome Student Pathways/Student Success Act Recommendation 2 Overview/Brief and Committee Wide Discussion**

A. Jen – Reviewed Recommendation 2 and shared flowcharts.

1. Recommendation 2 is the most time sensitive of the recommendations because it involves all of the requirements that students need to complete in order to keep their priority registration.

2. Strengthens support for entering students that involves centralizing assessments, orientations, ed plans, technology applications to better guide students, support services for those lacking college readiness and the comprehensive ed plan to declare a program of study.

B. Jen presented a flowchart of what the focus will be today: Application -> Student ID -> Online Assessment Preparation -> Assessment -> Online Registration -> Registration -> Abbreviated Ed Plan -> Revamped Counseling 200 -> Comprehensive Ed Plan. (There could possibly be a piece before "Application" to be explored.)

1. The theme we're trying to work on with the Student Success Act Implementation is how to welcome students robustly to make them feel like they belong and also how to smooth student pathways. This has to do with student's first contact with the campus and their pathway into their first quarter.

2. As a possible timeline, we would be thinking about students who are currently in their senior year. They would be graduating in May and would have completed their application after March 1st. Between May and June they would complete their online orientation and assessment. Once they have chosen their classes, then those incoming students who we are most concerned about will also enroll in a revamp of Counseling 200 during Summer session or Fall. By Winter they will need to develop their comprehensive ed plan.

3. July 23rd would be the date by which they should have their assessment orientation and abbreviated ed plan in order to get priority registration.

4. The flowchart could have branching for specific individuals such as veterans, part-time students vs. full-time, DSS eligibility, etc. Could be a whole range and with that branching, could possibly get a customized orientation.
C. Today we are working on Online Assessment and Orientation.
   1. Assessment will take the lead on Online Assessment Preparation.
   2. Counseling will take the lead on Online Orientation.
   3. Each of the programs that might want their own modules will be responsible for the content.
   4. What would we want if we were students?
   5. If you could put yourself in the shoes of a student, what information are you most desperate for?
   6. What would you want to see in that online interface?
   7. How long are students willing to spend on it?

III. Small group activity regarding SSSP Recommendation 2
   A. Break out into two groups to brainstorm in two areas:
      1. Online Assessment Preparation
      2. Online Orientation
   B. If you were a student, what do you most want/need to know? How do you want to feel?
   C. Group 1: We have identified a series of questions students might have about this assessment process that would need to be addressed in any kind of online preparation for assessment:
      1. Why do I need to take a placement test? What is at stake? (Time, money, priority registration, help in passing classes).
      2. Why do I need to prepare for my placement test? What is at stake? (Time, money, only can take it once).
      3. How can I prepare?
      4. What are the other factors that might influence my placement?
      5. Am I exempt? Could I be exempt?
      6. How do I take the test? (Logistics of the process)
      7. What happens if I don't take the test?
      8. Does everyone have to take the test?
      9. When and how do I find out my results?
     10. What do I do with those results?
     11. What are the rules of testing?
     12. What is the advantage of enrolling in Math and English within the first two quarters.
     13. Might be helpful to have downloadable flyers that students could have to explain the process.
     14. May have students that it won't work for and how do we identify them?
     15. Is short better? No guarantee that they will read it.
   D. Group 2: Possible components/modules to be included in an Online Orientation:
      1. Should be welcoming to new students.
      2. Financial Aid
      3. How to choose classes.
      4. How to use Degree Works.
      5. How to use My Portal to register for classes.
      6. Steps for new students
      8. It would be good to have some kind of FAQ page: for example, students want to know how long they will be at De Anza.
      9. Survey students possibly through Outreach or at the end of an assessment to ask what they want to know about De Anza.
10. Important to differentiate what students want to know vs. what we want students to know. For example, in a welcome to De Anza, we may want them to know about our mission statement, but students may want to know about parking or about food or about where the bathrooms are.

11. Could start online orientation with a quiz and then put the student on a track that matches their results. Developmental students in one direction, college level in another direction; full time students on one path, part time students on another.

12. Important for students to understand terminology. Students say they “registered” for De Anza when they mean, “applied”. A glossary is helpful; keywords that are linked to a glossary.

13. It would be good to provide a sample 2-year program of study.

IV. Report on DARE funding proposals submitted
   A. There are two proposals that have been submitted where the amount was low enough that DARE Core could discuss and approve.
      1. ESL Retreat – Outcome will be a document for the campus about what ESL does and what other instructors can learn from ESL instructors to better serve the needs of our English language learners. This proposal was approved and funded.
      2. EOPS – Funded some of the proposal. Rowena believes that there is pot of lottery money that could help fund the rest. DARE is funding the portion that is going to look at getting textbooks into student’s hands. For basic skills classes, what are the major books students are using? Surveying and working with those departments to get a sense of what the needs are with the long term idea of having a solid lending library and materials to offer. The materials fee is what we are looking at to see if there is another pot of money that could cover those fees. Otherwise, DARE Core decided to fund the study and collaboration research.

V. Announcements/Good of the Order
   A. Rob – We will be hosting the African American Student Conference is tomorrow. We have about 300 high school students who will be attending from 8:30 am – 2 pm in Conference Rooms A & B. You are all welcome to stop by.

Next Meeting:  
**DARE Core**: Tuesday, February 18: 9:30 – 10:30 am, El Milagro Room  
**DARE General**: Wednesday, February 19: 3:30 – 5 pm, Seminar Conference Room 3G