**Date and Location:** 1/21/15, ADM 109

**Attendees:** Melissa Aguilar, Ricardo Delgado, Rob Mieso, Jennifer Myhre, Thomas Ray, Jerry Rosenberg, Rebecca Fouquette, Marlene Ornelas, Virginia Marquez, Veronica Avila, Stephen Fletcher, Karen Hunter, Lori Clinchard, Jeff Schinske, Sabrina Stewart, Diana Alves de Lima

**Guests:** Dana Nakase

**Absent:** Mayra Cruz, Melinda Hughes, Jackie Reza, Rowena Tomaneng, Lorrie Ranck, Monika Thomas, Julie Ceballos

**Note taker:** Deepa Yuvaraj

**Discussion**

I. Review agenda and minutes from last meeting
   - 12/03/14 minutes approved with corrections – DARE Core Meeting time changed to 9:30 – 10:30am
   - Agenda approved

Introductions and Community Building activity
   - One person (living or dead) you would like to have dinner with – Veronica Avila

II. Presentation on the Faculty Research Portal
   A. Presentation by Mallory Newell - Faculty Inquiry Tool Version 1.0 - walk you through
      - Data at the faculty level
      - Version 2.0 is in the works
      - Rowena and Mallory went to Cabrillo College to talk to them about this tool
      - Q: is there a way to take into account a student who added a class and withdrew to go into Honors class with diff CRN?
        - A: The class they get into (Honors) is where their data go.

This data is after the class - view In retro, once grades are rolled only then this is going to be in place

To avoid bias during the class
   - Basic Skills status - defined - if they took any Basic Skills coded course - it says they started as Basic Skills student
   - Low income – defined as below $23,800 as in the application
   - Only through myportal - access linked to employee ID
   - Staff can see course level details
   - Q: What about courses taught by only one person, eg paralegal
     - A: need some conversations - road show to determine how they feel
   - Q: Branding of tool
     - A: cobranding with Foothill
   - Q: Does this tie into equivalencies for cross campuses - is it from foothill and deanza
     - A: Only De Anza
   - Export of data to Excel, .csv is possible
   - Q: aggregated view
     - A: No student ids for cohorts

Costs - $45k to build the tool
   - Not bought off the shelf - if there are maintenance issues - ETS will support
   - Upgrades - depends on extent of features
   - Additional staffing - ETS
   - BSI - $60K upfront
• **Faculty training**
  - In Fall 2015
  - Spring and summer for feedback
  - Access will be given only after training
    - Peer to peer training
• **Work on Ver 2.0 will begin after Spring 2016**
• Q: Can we have some faculty on the development - have a core team to work with developers - best practices?
  - A: TBD
• **Core team to work with programmers** - any one wants to join?
  - A: Jeff, Thomas, Jerry
• Q: Can it be an opening day rollout?
  - A: yes
• Q: Do you see this being useful for Program Review?
  - A: Yes, course level detail can be added. There is a possibility
    - It could be used
• Q: Placement data - transcript data -
  - A: equivalency could be added to students data
• Q: Can we have advertising for BSI as part of the tool, have a logo somewhere?
• **Comment - best thing since sliced bread**
• Q: LGBTQQI - info - can it be on this - self reporting
  - A: Could be part of 2.0
• Q: AB540
  - A: Could be part of 2.0
• Q: privacy concerns, may be special projects classes, if it is one student or 2 students do we suppress? Or not see the record then
• **Any anomaly or additional information - please send an email to Mallory**

III. Presentation on the Clicker Project

A. Jeff Schinske
  - Intent to introduce clickers in the classroom was that it will allow faculty to hear from every student
  - We got about 600 of them, had them for 2 years, used by 4 different divisions, Language Arts, Sociology, PSME
    - 15 instructors
    - 1 or 2 faculty are waiting to get them
    - Has been used for Professional Development

B. Dana Nakase, Faculty Biology - How I have used them in my class - Bio 10
  - Intro Bio is for non majors – Students from wide variety of majors
  - 70 students in the class at any time
  - For assessment - to assess understanding
  - For upcoming material - on how much they know
  - Clickers lets there be a pause or to go back over a concept
  - Good for small group discussion - making students explain a concept in a fairly large audience
  - Process of using Clickers in class:
    - Read the Question
    - Give 30 sec or a minute to think (silent or discuss or check notes)
• Some observations on use of Clickers
  o More willing to participate and volunteer - someone like to explain - get the confidence
  o During mid way assessments - students tend to appreciate the use of clickers
  o Students do not keep them
  o Students grab a clicker as they come in and drop it back
• Have not used it for tracking attendance
• Another instructor - gave it away at the beginning of the quarter with a waiver and all students returned it
• Facilitates - class becomes more of a discussion - prompts more discussion between instructor and students

C. Q&A session
• Q: Media assessment - immediate information to make changes to the course
  o A: Results fluctuate - varies from quarter to quarter- certain concepts are issues but it varies
• Q: Can you get print out?
  o A: Saves a snap shot of question and saves the responses - can use the data
• Q: Does it help in assessment?
  o Students find it good to learn from others
• Q: Do you think anyone who has not used this will be interested?
  o A: It will be good to demonstrate them to more people - and train on how to incorporate the questions in preparation
• Q: Would it be available for people other than faculty for workshops etc?
  o A: If it was easy to use, there could be a variety of uses
• Jeff manages the property - point person - they are meant for whole campus
  o Free download onto laptop and use a USB instructor
• Q: Maintenance?
  o They require batteries, lasted about 2 years
• Q: Are there any upgrades?
  o A: These are the fancier versions, cheaper ones only have ABCD options
  o Latest / Newest is use tablet, laptop or smart phone
  o iClicker - they are calling it REEF – and uses smart phone
• Q: Any Complaints
  o A: Instructor needs to carry them around about 70 sometimes - there is no cabinet for some classes to store
• **DARE – can get carts with DARE logo for instructors to carry the clickers**
  o Short demo on opening day
  o Retreat for one day
• Order details: Regular order carries one Instructor-set for every 100 clickers
  o Negotiated for getting 3 Instructor Sets per 100
  o We bought 300 clickers with 6 instructor-sets
• Ways to make it more sustainable and have someone managing it - coordinating –
  o David Byars hosts this at the Library - may be have a student assistant to keep it on the library
• Clicker question to DARE Taskforce: Should BSI Invest in more Clickers?
  o Yes BSI should invest
  o No more money to invest
  o Don’t know
  o 70 % said yes to invest, 2 said don’t know

IV. Subcommittee updates and check-ins
  A. Assessment - Pilot - what happened
  • Stephen - we had a low response, number interested in retest was 13
  B. Restructuring - Webpage –
  • Would have several features -
  • Having a practical teaching strategy on a rotating basis
  • Inreach committee could think about this
  • DATA related updates
  • When we have a prototype we could have useful content thats jazzy

V. Announcements/For the good of the order
  • Melissa Aguilar – Equity Action Council is coming up with a similar group like DARE
  o Allowing students to write proposal
  o Do we want to open it to students?
  o Have students to write proposal for DARE - can there be liaison?

Next Meeting:
  DARE Core: Tuesday, Feb 3, 2015: 9:30 – 10:30 am, Admin 109
  DARE General: Wednesday, Feb 4, 2015: 3:00-4:30 pm, Admin 109