

Jenny Trinh

How did you hear about the DASB Senate?

I heard of the DASG through the De Anza Student Government Instagram page.

If you have held a DASB Senate position in the past, what was your position?

Why do you want to join the DASB Senate, and what do you hope to achieve?

I hope to be a voice to the students, especially underrepresented students that have a difficult time with subjects like math, like myself. As a current student in the Math Performance Success program, I truly empathize and with my peers and wish to support these communities that I am a part of. A lot of my peers in MPS classes have expressed how much MPS has benefitted them as a student and also expressed how much they which the program was expanded/included more courses or subjects, so that they could enroll in more MPS classes. I know that DASG is integral to making De Anza an inclusive and accomodating learning experience, especially for underrepresented student populations. I believe we have the power to channel the voices of the community and promote MPS as well as be a voice for the students in pushing for the expansion of MPS. There can also be the creation of other Performance Success Programs or the like that can potentially cover other subjects.

What are some of the skills and experiences that you will bring to the DASB Senate?

In 2019, I initiated a volunteer group at my local Vietnamese community center teaching English and Vietnamese. Being the youngest volunteer, I wanted to prove that my passion for helping others wouldn't be inhibited by my age. I made the effort to come hours early, rehearsing lessons and staying past closing to discuss ideas with staff. I was able to utilize and showcase my patience and open-

mindedness, as I was usually a teacher, but I also found myself assuming many roles. At times, I could be found patiently helping parents at the front desk and new volunteers with registration and navigating the classrooms. Other times, I was a creative visionary joined by other volunteers, as we crowded around a whiteboard to plan and budget large events. Consequently, I gained communication and team-building skills as we tackled transforming messy sketches into full-blown activities on a limited budget. I found teaching to be an avenue for self-improvement, as I constantly weighed how I could improve my teaching and objectively weighed the wants and needs of my students. I honed in on my strengths when I stayed after hours to have 1on1 conversations with students, listening to and understanding their concerns. I believe one of the most important skills in leadership is the ability to listen. As a language teacher who interacted with over 60+ students from K-12, on a day-to-day basis, I will be bringing in my skill of listening to others, voicing my opinions, and my dedication to providing a comfortable experience to all.

What other commitments do you have and how will you manage your time?

I currently have a part-time job taking notes and tutoring, as well as being involved in club life at De Anza. I currently manage my time by extensively using Google Calendar, as well as developing strong routines and habits that allow me to have a structured day and efficiently fit in my personal commitments such as DASG. I will manage my time by making sure everything will fit in my schedule ahead of time, promptly and timely notifying any supervisors or chairs in the chance that a commitment does not fit my schedule.

Additional Comments (maximum 200 words)

What student concerns do you feel the DASB should address?

As a student that is currently studying within the MPS (Math Performance Success) Program, I believe that Performance Success Programs are an incredible

opportunity for students of all background to get the education they need at a slower pace that allows them to flourish in class. Many students struggle (especially in difficult subjects) with the pacing, short class times, and schedule of an orthodox class. This is a concern that can be addressed.