Date and Location: 6/6/12  Admin 109


Guests: Diane Mathios

Absent: Diana Alves de Lima, A. Caballero de Cordero, Ricardo Delgado, Melinda Hughes, Phong Lam, Kathleen Moberg, Veronica Neal, Thomas P. Ray, Jackie Reza, Pat Weinberg, Cheryl Woodward

Notetaker: Cynthia Cuéllar

I. Approval of Agenda and the Minutes from 5/16/12
   A. Agenda approved as is
   B. 5/16/12 Minutes approved with correction on section III.A.1 changed “administrators” to “math department”

II. Highlights from DARE Funded Activities
   A. Diane Mathios, Math faculty member and member of the Math Title III team shared following highlights
      1. Focused effort to sustain programs particularly the Math Performance Success (MPS) Program
      2. Presented on MPS program at the CA Math Council Fall Conference and at the California Community Colleges Successful Network (3CSN) Conference in April (Formerly BSI)
      3. Hosting a planning joint mini-retreat to address impacts of program changes to the MPS program; currently scheduled for end of spring quarter or summer
      5. Met with Counseling Division leadership to discuss Math Performance Success (MPS) Program and to share a vision of where they want to go when funding situation is better.
      6. Exploring the institution of a Stat Way Program; a sequence of courses that cover statistics over 2 quarters. Prerequisite for program is pre-algebra. Essential concepts of pre-algebra integrated into the teaching of statistics. At the end of sequence students will have the equivalent of a CSU transferrable statistics class. Appropriate for students who only need transfer level math and need no other math beyond that. Will work to inform students of the intent of the program to make sure that there is a match between student and program goals. Spearheaded by Carnegie Foundation. (Not currently UC transferrable)
      7. Faculty communities are sustainable and have been meeting including the Developmental Math Group and the Statistics Group
      8. Presentation at Partners in Learning Conference on developing faculty groups around common interests in departments and developing student communities
      9. Faculty Workshops: Instead of Department retreat this year, based on feedback, the department offered 3 faculty workshops. Workshops included full-time and part-time faculty and were well attended and received. About 20-25 guests at each workshop; majority part-time faculty
         * February 2012: Developmental Education: The Student’s Perspectives (Invited Foothill faculty)
         * May 2012: Teaching Students in Cloud Generation
         * June: What is Right about Developmental Education
      10. Developed website for faculty/students on resources
      11. Developed modules for placement exams

Discussion
B. Karen Chow, BSI Faculty Coordinator, presented highlights from professional development projects
   1. Website updated with funded proposals
   2. Basic skills professional development funded projects
      a. English Department Retreat Spring 2011
         • New rubrics for two levels below transfer classes
         • 200 Portfolio piloted this year
         • Discussion on developmental strategies to increase student success
         • 33 participants
      b. Reading Retreat
         • Rubrics / sharing rubrics for assignments in reading classes
         • Culturally responsive teaching assignments / practices
         • Accelerated Reading Program analysis of Chabot College, concluded that what is being done here
           is already pretty accelerated
      c. Math Retreat
         • Ted style talk in the morning on accountability and skills
         • Included full-time and part time faculty
         • Sharing of instructional strategies
         • Talked about faculty support group for statistics / expanded resource page for statistics
         • Explored Stat Way Program
      d. Math Developmental Workshop
         • FT and PT faculty identified student life needs and enhancing mutual respect in teaching
           experience
   C. Melissa Aguilar, Student Success Center Co-Director, presented highlights for funding allocation to
      student tutors
      1. Stats: Writing and Reading Center: 75% of students that access service are at developmental
         level. Past figures indicate that about 1/4 of students utilizing services were developmental
         level, last year up to 1/3 and most recent data indicates that about 40% of students served are
         students at the developmental level
      2. Revamped tutor-training class. Now a one unit class that is ongoing and has topic specific tutor
         workshops
      3. Algebra success rates have increased
      4. Offer in-class interventions i.e. MPS class has in-class tutors
      5. Tutoring program / services creates jobs. Program employee 220 unique people any given year.
         Helps college level students develop their own skills as they tutor others

III. DARE Taskforce Membership: Proposed Action Item
   A. DARE Partners Project we have made an effort to reach out to non-basic skills faculty. People are starting
      to be aware of DARE and the work of the Taskforce and there’s an interest in getting involved. Given that
      we want to outreach to non-basic skills divisions and want to create more campus involvement and buy-in
      for this work, would like to see us take advantage of the expressed interest. Jeff Schinske from Biology
      Department and past grantee and Lori Clinchard from Social Science and Humanities also expressed
      interest. Lori is a tenured faculty and teaches humanities classes. Core responds favorably to opening
      membership to include these faculty members from these other areas.
      1. Motion made by Amy Leonard to increase the representation from non-basic skills divisions on the
         Taskforce by adding two permanent seats, designated for non-BSI representatives, and to welcome
         Jeff Schinske and Lori Clinchard to the Taskforce to begin service officially in the fall 2012. (Seats
         designated for divisions outside of PSME, Learning Resources and Language Arts)
      2. Motion seconded by Julie Ceballos
      3. Two additional seats added to Taskforce. Seats designated for non-basic skills representatives. Jeff
         Schinske and Lori Clinchard welcomed to the Taskforce as first to hold these news seats, subject to
         Academic Senate approval
IV. De Anza Budget Crisis
   A. Gregory Anderson invited group to engage in an initial exploratory conversation about possible roles the DARE Taskforce can take in ongoing college budgeting and planning conversations; while focusing on DARE’s fundamental interest in sustaining, improving and connecting services for developmental level students in the midst of the budget crisis. Group shared thoughts expressing concerns about dangers of eliminating developmental level courses and related supports services. Sense among group is the need to lead with positive message, share information about positive outcomes of DARE funded work/efforts, and to continue to serve as advocates for developmental courses and services.

V. DARE Prioritized Projects Check-in
   A. Group project work groups status reports

   1. High School Group
      Monika Thomas provided following highlights from meeting:
      • 5/30/12 meeting with Fremont High School Math Department went well.
      • Met with 5-6 math teachers.
      • Explored the lack of connection between high school math experience/ student perceptions about what is needed to succeed in college.
      • Students often stop taking math after 10th grade think they do not need further math courses to attend community college.
      • Teachers were recepitive to conversation and expressed interest in sharing information with students. Some ideas were discussed like offering a refresher program after high school junior year to plan for senior year transition i.e. “boot camp”.
      • High school math faculty requested to take the assessment test and will take it in the fall
      • The De Anza team found that students need information and resources to become more aware about what is needed to successfully transition into college i.e. posters and information in high school counseling offices/dept., an after school program
      • Team is interested in additional research and favors a similar dialogue / meeting be initiated with English Department.
      • Proposal for De Anza and high school to work together

   2. DARE Partners Group
      Jennifer Myhre shared following highlights:
      • Non-basic skills faculty interest survey done
      • 108 surveys submitted
      • Project team is reading through the qualitative data as the first step in designing staff development offerings
      • Will post survey to website

VI. Good of the Order
   A. SSRS Commencement, June 7, 5:50 – 7:30
   B. Latino/Latina Commencement June 22, 6 – 9 PM / Visit De Anza Portal to donate a cap and gown

Next Meeting:
   DARE Core: 6/12/12, El Milagro Room, 9:00 – 10:00 AM
   DARE General: 6/20/12, Admin 109, 3:30 – 5:00 PM