Date and Location: 1/15/14

Attendees: Melissa Aguilar, Diana Alves de Lima, Angela Caballero de Cordero, Julie Ceballos, Deborah Centanni, Stephen Fletcher, Rebecca Fouquette, Melinda Hughes, Virginia Marquez, Rob Mieso, Kathleen Moberg, Jennifer Myhre, Lorrie Ranck, Thomas Ray, Jackie Reza, Jerry Rosenberg, Jeff Schinske, Sabrina Stewart, Monica Thomas

Guests: Nina Van

Absent: Lori Clinchard, Mayra Cruz, Ricardo Delgado, Ren Johnson, Amy Leonard, Sarah Lisha, Veronica Neal, Mallory Newell, Rowena Tomaneng

Note taker: Annette Corpuz

### Discussion

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

A. 12/4/13 minutes approved with no changes.

B. Introduction of Lorrie Ranck as the new Dean of Learning Resources.

C. Agenda approved.

D. Video of Melissa presenting the community building activity: “The next step in moving towards my goal is...”

**II. Review of DARE proposal**

A. Jen – discussed the status of current proposal submissions.

   1. We’ve received 3 proposals for this past sequence and the next deadline is this Friday, January 17th.
   2. One is under the $5000 limit. It is an activity that is a joint project between Outreach and other programs. It has been approved for funding through DARE Core.
   3. The CIS Division has submitted one that may become a type digital learning literacy class. Core suggested changes to the CIS proposal that brought the total down to an amount that Rowena could approve. She will be meeting with the proposers to give feedback and see if they want to continue with the proposal at this lower amount. There is lots of potential, but it is not ready to bring to the entire committee.
   4. The one today is a revised proposal for the Sankofa Scholars Program. Sankofa is going through some redesign and would like to build collegial trusting working relationships across the various faculty involved and also to recruit more faculty and students.
   5. Jen explained the DARE proposal review process and went over the DARE Core scoring sheet.
   6. DARE Core’s recommendation is to approve funding, but is opening it up to the taskforce for discussion.

B. Discussion amongst the group ensued.

   1. Melinda moved to approve and support the Sankofa Proposal
   2. All in favor of funding – 17 approved.
   3. No nays and no abstentions.

**III. Discuss DARE’s role in Student Success Act Recommendation 3.4 (3—Incentive successful student behaviors and 3.4—Begin addressing basic skills in deficiencies in first year).**

A. Kathleen expressed that as we are gearing up for the SSSP, we are noticing that there are lots of different overlaps between the major areas that the committees are in within the SSSP work groups.

B. Think about ways we could recommend to the SSSP group how the college could respond to these requirements. What could be ways of creating interventions for the people we need to be involved?

C. Connect DARE’s funding by creating proposals.

D. Look at both new and existing practices. What things are we doing and how can we improve upon them.

E. Kathleen explained the different categories to discuss.

   1. Increasing career and college readiness (goes with below).
   2. K-12 collaborations (1.1)
   3. Support students lacking college readiness (Support Resources – 2.4).
   4. Improve the Education of Basic Skills (Curriculum/Deficiencies in first year students - 5.1/3.4)
   5. Professional Development for those working with At-Risk students.
   6. #1 and #2 go together. #3 and #4 are similar. Focus just on #3 and #4.

F. Break into small groups and brainstorm the different areas of the Welcoming Student Pathways Recommended Activities Form: Main Activities, Activities Timeline, Personnel/Staffing, Resources/Partnerships and Expenditures. Then report out.
G. Thomas/Melissa
   1. Alternative basic skills curriculum.
   2. Development of faculty routinely sharing instructional strategies. Increasing this type of sharing and formalizing it by doing an annual retreat. Staff Development as a resource.
   3. Interdepartmental alignment of entry and exit skills among levels i.e. ESL to English or Basic Skills Reading to EWRT 1A. To improve the likelihood of a student coming through the ESL track and doing well in EWRT 1A. Requires talking to each other and having a rubric of what you expect.
   4. Gather data to look at grades associated with P/NP to see those who barely passed. Mallory as a resource.
   5. Early identification of At-Risk students within courses.
   6. Mandatory targeted tutoring or advising.
H. Jen/Jackie/Jeff
   1. Many things we're already doing in terms of first year including all of the Cohort programs: FYE, Puente, AAP, MPS, EOPS, SSC, DARE and Staff Development.
   2. Job announcements – to really encourage hiring people with a love for the developmental level.
   3. How to invest more status or recognition for those who teach at the developmental level.
   4. Staff Development: Basic Skills Certificate
   5. Right data at the right time. How can faculty help? Can help to raise awareness and encourage. Getting aggregate level data about the student success checklist, placement etc. will help faculty in this endeavor.
I. Rob/Rebecca/Sabrina
   1. What are we doing with students who are at levels far below our lowest levels of basic skills? We need to have interventions for that population because they are falling between the cracks.
   2. Structured tutoring.
   3. Structured study time. Guidance classes; study skills, time management skills lacking in their first year.
   4. Follow up and support counseling and advising for the Cohort programs.
   5. Pedagogy and the development around instruction and strategies to help students face challenges in the classroom.
J. Kathleen/Nina/Monika/Julie
   1. Student's don't do optional, need to be directive.
   2. Identify student's early on as being basic skills and at-risk. Create the opportunity to direct them to the appropriate choice versus leaving it open for them to continue to not take Math or English.
   3. Not creating sufficient sections.
   4. Taking away the optional, but also offer the sufficient resources and choices to make it viable.
   5. Make the courses relevant to what they are interested in.
   6. Tutoring – problem with repeatability. Can’t take two adjunct skills in the same quarter. Part of the challenge because it is successful but not sustainable.
   7. When students arrive, asking additional questions. Assessing who they are and what they are bringing. Help them make better-informed choices about what they want to do instead of leaving it up to them. This might include Career Life Planning courses or assessments that have inventories testing. So when students choose a major or don’t have a major will understand what they are personally interested in.
   8. Financial aid could be advised of all students at basic skills level. Do outreach to students who are basic skills at the assessment level. Include financial aid literacy and offer workshops so that they understand eligibility issues and what they need to do to maintain their eligibility. Major changes coming in 2016.
   9. Identify students early in the process and give them clear pathways. Follow up to find out if they did what they are supposed to do and if not doing well, figure out ways of intervening.
   10. Resources at the major level. Ways on the instructional side of creating a cohort to get information that reinforces what they are attempting to achieve. Have corporate people or other kinds of career people come and talk to students along with their instructors to create a community that is very supportive.
K. Angela/Lorrie/Jerry/Virginia
   1. Cohorts – existing resources.
   2. Requiring students to start their English and Math sequences right after assessment.
   3. Identify courses in their educational plan so they know clearly the sequences and how many courses they need to take. They need to be well informed.
   4. Developing modules for Mathematics and Language Arts. Some are already in place.
5. Focusing more on developing diagnostic assessments that would identify clearly if there were specific skills being missed so that they can remediate those skills in a targeted way instead of needing to take a full class to address a set of skills.

6. Resources – book vouchers work. Many students fail because they are not prepared and do not have the book to begin the class.

7. Faculty to send letters out to their students letting them know the requirements of the class. Emphasizing that they should have their materials and books when the quarter begins.

8. Resources for those who cannot afford books such as the library.


10. Critical to involve faculty in the conversation so that they are aware of the needs of these students.

11. Best practices for faculty on the first day of class. Here are things that you can do: welcoming letter, walk them over or have Financial Aid come into their classroom. Have a standard for all the basic skills classes that you can hand to the faculty to welcome their students.

12. Try to match students with a class right away after assessment. As soon as they assess, they are in that class.

IV. Subcommittee Check-ins
   A. Deferred.

V. Announcements/Good of the Order
   A. None

| Next Meeting: | **DARE Core**: Tuesday, February 4: 9:30 – 10:30 am, El Milagro Room  
**DARE General**: Wednesday, February 5: 3:30 – 5 pm, Seminar Conference Room 3G |