## Developmental And Readiness Education (DARE) Taskforce  
### Meeting Minutes

<table>
<thead>
<tr>
<th>Date and Location:</th>
<th>5/7/14</th>
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<tbody>
<tr>
<td>Attendees:</td>
<td>Melissa Aguilar, Diana Alves de Lima, Lori Clinchard, Ricardo Delgado, Stephen Fletcher, Rebecca Fouquette, Virginia Marquez, Rob Meso, Kathleen Moberg, Jennifer Myhre, Lorrie Ranck, Thomas Ray, Jackie Reza, Jerry Rosenberg, Sabrina Stewart, Rowena Tomaneng</td>
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<td>Guests:</td>
<td>Nina Van</td>
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<td>Absent:</td>
<td>Angela Caballero de Cordero, Julie Ceballos, Deborah Centanni, Mayra Cruz, Melinda Hughes, Ren Johnson, Amy Leonard, Sarah Lisha, Veronica Neal, Mallory Newell, Jeff Schinske, Monika Thomas</td>
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<tr>
<td>Note taker:</td>
<td>Annette Corpuz</td>
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### Discussion

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

A. 4/16/14 minutes approved with no changes.  
B. Agenda approved with no changes.  
C. Community Building Activity: Two minutes of silence. Follow your breath.

#### II. Discuss the STARFISH Demo from last meeting

A. Discussion ensued around the STARFISH software demonstration that was given at the last DARE Taskforce meeting.  
   1. Went around the room to each member to collect their thoughts on whether this software would be something valuable. We can pass our feedback to Stacey to see if the college wants to consider this product.  
      • Have in the past had some sort of software that did early alert. Problems were not the software issues, but human issues and getting people involved. Have we taken a look at past practices and what happened when we used it in another system? Advantages and disadvantages? Before we look at this, let’s look back at our history first.  
      • Remembers being part of early alert efforts early on and they floundered because they relied on instructor participation. Without instructor participation this is not going to work no matter how many automated reminders and things it includes. Seems like there is a lot of preliminary work that is similar to work around SSSP to get faculty involved in other ways. Could be a bigger job than buying software. Did like the idea of having data about students. Some faculty could really use that and have a much bigger picture of their students and get to know them better that way.  
      • The more information that we give students, that they can get access to, is a good thing. Especially since there are not enough counselors and academic advisor, this would be really helpful. For first time students, how easy would it be for them to use? Have the same concerns about faculty engagement. This is another avenue for them to have access. Appeared, based on the demonstration, very easy and thinks it would be a good thing, but is it really that easy. Faculty want to be able to get in, do what they need to do and get out. Helps increase the circle of interaction between faculty and students and it also closes the loop as another way to give feedback to students. Can see the potential, but would like to try it out.  
      • Really liked that it seemed more robust than before. Also liked that it was integrated in a way to be positive and interventive to include all facets of the college.  
      • Have to think about how we engage faculty, the students and the deployment process. What does that look like? Has seen enough software systems and implementations where there was no contact person assigned. How do you have an allowance for someone, a coordinator, who will help increase the visibility, the training and the energy to use any kind of system?  
      • Requires both faculty and student engagement and would be good to pilot it and see how it works.  
      • Must have the ability for integration into our existing technology and that it is fully supported. To ensure that these sophisticated and robust tools are being used and all the features are being turned on. Need real buy in of people using it from the start. But how to get students to use it?  
      • Need to look at the sustainability of it. Just knowing that you can’t buy software and that it is going to solve everything. We’re still working on Banner and getting it to do all the things we want it to do. Not an out of the box kind of thing. Would be good to start with just a pilot.
III. Report out on Vincent Tinto workshop
   A. Rowena gave a report on the Vincent Tinto workshop.
      1. LINC program and the Office of Instruction brought Vince Tinto to campus. He is a researcher who spent a majority of his research on retention and high impact practices.
      2. Targeted outreach to faculty who’ve already participated or have indicated that they are interested in learning communities. Invited Deans and program coordinators.
      3. In LINC, we are trying to grow in the offerings for the transfer level because that’s what the students have asked for.
      4. We have a few people who are going to try and develop new learning communities as a result.
      5. He essentially reaffirmed all of his research and everything we have been talking about in DARE. In terms of thinking about the student pathways and how to have that be more welcoming.
      6. Many of his key points were reiterating the Student Success Redefined study of which our college participated.
      7. Also talked about how the Learning Communities are really successful and have 1) higher percentages of success from developmental to transfer level, 2) higher percentages of transfer to a 4-year institution and 3) higher percentages of Associate Degree attainment.

IV. DARE Subcommittee work – High Schools and DARE Partners
   A. Jen - It’s been a long time since we’ve met in our original subcommittees: High Schools and DARE Partners. Would like to break out into each of these committees to assess where we have been and where we might go and what are our next steps.
   B. Rob gave an overview of the High School Group
      1. The college and high school connection has evolved quite a bit due to the SSSP mandates. Especially with the much more structured set of processes that students have to complete in order to earn priority enrollment.
      2. We wanted to establish a close connection with the Fremont Union High School District and due to the SSSP we were able to invite the Fremont High Schools principal and his team and do a presentation around common core.
      3. We have also, for the first time this year, built in orientations at high schools in addition to our activities and the assessments.
      4. Steven Fletcher - Right now we are at about 990 assessments (students tested) and we still have 5 more high schools to go.
      5. Collaboration with the high schools has taken a huge leap forward.
   C. Jen gave an overview of the DARE Partners Group.
      1. Trying to defuse pedagogy around developmental skills beyond Math and English out to the GE teachers.
      2. Working with the faculty to increase buy-in around helping students to develop basic skills.
V. Report out from subcommittees
A. DARE Partners (Road Show)
   1. One of the things this group did last year was the DARE Road Show in hitting divisions with a presentation that had statistics about high schools that students come from and the realities of the socioeconomic situations at those schools. Did two divisions in that project.
   2. Looking to possibly attend opening day division meetings.
   3. Planning to do a type of circuit training, like a 30 minute activity that would have tables for ice breakers you can use with students, campus resources quiz, how to learn student’s names and sense of belonging in college.
   4. Bringing in students and faculty and a hard-hitting 3-minute video.
   5. A call just came out for District Opening Day workshops and presentations. This could be another venue to have it be focused on supporting success of developmental level students in general education courses.
B. Rob – High School Partners
   1. To close out the year, we agreed that as a follow up to our meeting with the FUHSD, that Math and English departments will extend an invitation to those areas for a luncheon for faculty to come together to have a conversation around what the next steps would be to deepen connections and develop some goals.
   2. Invitation would come from two deans in those areas.
   3. For next year, there’s a lot of discussion around career exploration and major identification.
   4. Want to establish some sort of communication around what are they doing as a result of the common core, what is it that we can do and where can we work together. As a part of that, also finding a way to hear student input and maybe some kind of survey for student interests and needs.
   5. Further explore our assessment, placement testing options on what can we do on our end versus at the high school level to build on our conversations and how to take it further.
   6. Take part in the statewide common assessment. Participate at the state level at the start and help determine policy.

VI. Announcements/for good of the order
A. Rob – Saturday is the Open House. Hope you all will be there. Our invitation went to 2700 families in our local district to all the senior class and their parents. There was also a short radio ad that ran for a week as well.
B. Virginia – EOPS arranged to have Juan Felipe Herrera, the California Poet Laureate, come on April 24th to the California History Center. He also did a performance at Fremont and EOPS did a little recruiting there. About 200 students attended.
C. Jen – Next week, Pauline Wethington arranged a theatre group to do a play on Thursday the 15th from 6 – 8 pm in the VPAC. It is a Sankofa sponsored event.
D. DARE Core made a decision that at the last meeting on June 18th, we will adjourn a little early and make our way to Aqui Restaurant.

| Next Meeting: | DARE Core: Tuesday, May 20: 9:30 – 10:30 am, El Milagro Room |
|              | DARE General: Wednesday, May 21: 3:30 – 5 pm, Seminar Conference Room 3G |