## Developmental And Readiness Education (DARE) Taskforce

### Meeting Minutes

<table>
<thead>
<tr>
<th>Date &amp; Location</th>
<th>4/21/2010</th>
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<tbody>
<tr>
<td><strong>Members:</strong></td>
<td>Alves de Lima, Abrahams, Anderson, Bambhania, Browning, Ceballos, Cook, Dishno, Espinosa-Pieb, Hearn, Hunter, Irvin, Lam, Mieso, Rosenberg, Tomaneng, Woodward</td>
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<td><strong>Ex officio:</strong></td>
<td>Norte, Del Rios-Parent, Reza</td>
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<td><strong>Guests:</strong></td>
<td>Fletcher, Lemand, Sartwell, Yoes</td>
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<td><strong>Notetaker:</strong></td>
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### Discussion

#### Approval of Agenda and Notes

The agenda for the meeting and the notes of the March 17th and April 7th meetings were approved as amended.

#### News and Announcements

Anderson introduced Julie Ceballos, filling one of two classified professionals new to DARE.

#### Assessment Information

Stephen Fletcher, Supervisor of the Assessment Center, provided background, research, etc. about current assessment practices and data. [subsequent to the meeting, Fletcher provided written documentation on which he had based his presentation]. Fletcher reviewed state requirements for placement testing (Fletcher's notes) Highlights Included:

- The cost of testing is high - $1.74 per test to the College Board. 27,174 tests were administered last year, plus the cost of essay readers at 50-60$/hr. Approximately 90% of the essays are read and these students need developmental classes, 35% of the students taking the Math test make it and some are cleared through transcripts.
- Students often don't know which placement test they need to take or have taken (three different tests)
- State requirement that there is a class that a student can get into without a placements test, i.e., Math 210 and English?
- We can't force students take the ESL placement test
- Prep material is provided for students prior to taking a placement test (samples are online).
- Standardized and homegrown tests are sent to the state for assessment.
- State Chancellor's office says students can’t use the placement tests to challenge a math class.
- If students drop or withdraw from a class, they can’t take the placement test again to take the class again.
- Need to catch the students before they take the tests. Assessment asking students if they have prepared for the test and the numbers for those that haven’t prepared are down from 77% to 70%.
- Intervention for students includes math modules, which are available if the student is within five points of passing. When they retest after completing the module their success has improved 20%.
- Data from 2003-09 indicates students take the class they placed in within the first quarter, including developmental math, but higher math courses can take two years to
get the class needed **REVERSE**.
Hearn asked Fletcher if he could provide data for 2007-2009. And then Hearn summarized –

- *changes in state policy regarding assessment
- *we are starting to get a handle on who is taking placement tests and what is happening
- *work is being done on a process to get more data

- DARE should look at state regulations re math placement tests, try to find some way to meet the needs so it won’t take two years for students to get the math class they need, get more data re how soon students take classes, develop ways to address the need to read the essay portion of the English placement tests.
- Hearn thanked Fletcher for his input and explained that the information will help in the preparation for the DARE report this quarter.
- Woodward commented that she appreciated the group addressing the assessment piece.

**Gathering more data through focus groups and surveys**
- Hearn commented that the Core Group received a good response from areas when they were asked to collaborate. She encouraged members of sub committees to join the Core Group and that they are working on more student input using surveys and focus groups.
- Anderson distributed sheets for DARE members to suggest immediate points of inquiry for a quantitative survey. Any others should be sent to Olga Evert Abrahams will compile questions into a draft for review by DARE members
- Anderson shared that student focus groups will include 1) college ready students, 2) cohort program students, 3) students in developmental courses. Questions that will be asked include – definition of assessment, assumptions, experience, attitudes, and adequacy – how do students feel the assessment process meets their needs.

**Spring Coffee Break**
May 19 – 11:30-1:00 p.m. Spring Coffee Break – brainstorm ideas for campus-wide communication and participation.

**Preview of next meeting items**
Continue discussion
Find other schools or other pieces of work that address … and bring one idea to the meeting
Suggestions for how to communicate – short summary sent to divisions.

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<tr>
<th>Next Meeting</th>
<th>5/19/2010 11:30 – 1:00 p.m.</th>
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