Date & Location: 11/16/2011
Don Bautista

Attendees: Alves de Lima, Diana; Anderson, Gregory; Ceballos, Julie; Caballero de Cordero, Angela; Chow, Karen; Dishno, Daniel; Leonard, Amy; Mieso, Rob; Myhre, Jennifer; Patel, Bhavi; Rosenberg, Jerry; Weinberg, Pat

Guests:

Absent: Aguilar, Melissa; Bradshaw, Donna; Hunter, Truly; Lam, Phong; Moberg, Kathleen; Newell, Mallory; Ray, Thomas; Reza, Jackie; Tomaneng, Rowena; Woodward, Cheryl

Notetaker: Patel, Bhavi

Discussion

I. Approval of Agenda and the Minutes from 11/2/2011:
Agenda and minutes from 11/2/2011 were approved.

II. Announcements

- DARE core approved a total of $3550 from the Puente proposal, $1500 for 2 speakers: 1) Lac Su whose book “I Love Yous Are For White People” is assigned in many courses at De Anza and 2) Luis Valdez’s son. Both events will be open to any student. $1550 was approved for the Theatro Compesino group. Tutoring was already funded by Rowena’s discretionary funds. A trip to UC Santa Cruz pending and will they bring forward a proposal in the spring.

- New Members: Amy Leonard (English) and Sarah Lisha (Reading) and Lenore Desilets (who is currently on PDL) were approved as new members to the task force. We still need student representatives. SSC rep is still pending, couple of people from the SSC were interested but have time conflicts. There is one more opening for classified rep. Julie will ask for a classified rep.

III. Student Success Taskforce Recommendations

- Jerry has created a recommendation form for people to comment on. This form as well as the draft report on the recommendations and a one-page summary is available on the DARE website at www.deanza.edu/dare/presentations.html. Everyone is encouraged to send feedback to Bhavi within a week.

- The Student Success Task Force is moving fast, if DARE wants to do a resolution we should do it ASAP. The recommendations will go to the Board of Governors in beginning of January and then it will go to the legislature.

- There will be no changes made between now and January.

- The recommendation to consolidate select categorical programs has been taken out.

- Best strategy for input on the recommendations at this point seems to be a statement from the college president or the chancellor and people emailing the task force members directly. The task force members contact information is available on the website. President Murphy
and Karen Chow, president of the Academic Senate are open to the idea of drafting a statement and to have something by the day after thanksgiving.

- Focus on areas that impact developmental ed. Look at specific recommendations. DARE should form some statement about 5.1 and 5.2 related to basic skills.
- Some of the recommendations that are controversial and of concern for the task force are:
  1) Requiring students to Develop an ED plan in the 1st two terms
  2) Requiring students receiving BOG fee waivers to meet various conditions and requirements. 30% of students receiving BOG fee waiver may no longer be eligible
  3) Mandatory professional development requirements for faculty and
  4) requiring all developmental students to take a student success course.

IV. Prioritizing Directions for DARE’s NEXT Steps:

- Contact DARE funded projects who have not yet submitted data/reports. Reading dept. retreat, still collecting data, Assessment video has some typos and issues need to be fixed and Julie is working on updating/developing content for the website.
- The most pressing need according to Jennifer Myhre is a major DARE road show—a video that addresses why basic skills are important, the philosophical aspects of it and practically how do you successfully work with basic skills students. It should be a division-by-division campaign and reaching out to those those are resistant to basic skills students.
- At the next meeting, Jackie and Bhavi will present about a basic skills faculty development certificate—a program that will address the faculty development needs of working successfully with basic skills students.
- It was suggested that we look at how we measure student success. Look at ongoing data reporting that would inform the outcomes in a real meaningful way, how are we making a difference? What is our benchmark? And how can we clearly say how we’ve impacted student success without data? Data reporting process is needed for decision-making.
- The State Chancellor's office is coming out with a new tool to get the data about basic skills students at each college. Rob suggested that we look at high school student enrollment data and create a template that we can run every year, look at success, completion, course persistence rates.
- Investigate/cooperate with high schools. Know what their curriculum is so we can have more effective curriculum. Some students have already done the assignments in high school.
- Professional Development: faculty development certificate series
- Outreach: DARE Road show
- Learning Communities: DARE has funding set aside for learning communities.
- Advisors 3 funded by DARE and one by institutional funding. No way to continue funding past June 30th. There will be reductions in the student services.
- Early Alert: teams researched and found that the pressing needs were: 1) Software mechanism for faculty to refer students to counseling and 2) non-technological (faculty development).
- Investigate credit and non-credit classes.
- Whatever happens with the student success task force when it gets to the legislature, it is
our responsibility to lead efforts on what’s going to happen to basic skills students.

- We need to create policies regarding what a P means in a GPA.
- Support students that need just a little bit of support to be in college level courses.
- Need Infrastructure to move large quantity of students through the modules.
- Outreach connections---there are programs out there that students can sign up for and do but cost is of issue.

We will get these ideas to the whole task force, and get everyone’s feedback.

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<th>Next Meeting</th>
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<td>DARE General: 12/7/2011 3:30 PM – 5:00 PM Admin 109</td>
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