Date & Location: 6/1/2011
Don Bautista Room

Attendees: Aguilar, Melissa; Bambhania, Doli; Bradshaw, Donna; Ceballos, Julie; Chow, Karen; Hunter, Truly; Lam, Phong; Leonard, Amy; Lister, Cindy; Moberg, Kathleen; Patel, Bhavi; Ray, Thomas; Roberts, Becky; Rosenberg, Jerry; Tomaneng, Rowena; Weinberg, Pat;

Guests: N/A

Absent: Alves de Lima, Diana; Dishno, Daniel; Mathios, Diane; Mieso, Rob; Myhre, Jennifer; Newell, Mallory; Nguyen, Jim; Norte, Edmundo; Reza, Jackie, Woodward, Cheryl

Notetaker: Patel, Bhavi

Discussion

I. Approval of Agenda and the Minutes from 5/4/2011:
Agenda and minutes from 5/4/2011 approved. Any changes should be noted on the physical copy and forwarded to Bhavi.

II. Announcements

• The Next DARE meeting will be the last meeting of the year, at that meeting we would like to get a confirmation on whether or not people will be continuing on the task force next year. If someone cannot continue serving on the task force, we will find a replacement.

• DARE core would like to schedule a retreat in the summer at the end of July or the first week of August with the task force members. Last year we had 2 retreats but this year we’ve had none. We could use the retreat as an opportunity to do some intensive follow-up work and planning for next year. We could also invite the faculty who are not here but are interested and willing to join us.

• Possible dates for the DARE retreat: end of July or early August. End of July may be good because summer school is still in session and the faculty may be here. As a follow up: pin down two dates and the faculty working on Title III teams to make sure they can attend.

• Bhavi will gather our college’s team that will attend the RP group SSS conference in Fall 2011. Rowena encouraged task force members who are submitting proposals to let Bhavi or Rowena know what their plans are and if they need any help. In the past, we’ve prioritized attendance with DARE task force members first and then open it to the basic skills departments and student service areas. Once we have the attendance, we’ll start on coordinating the logistics. The conference is scheduled for the week of October 14th.

III. DARE Open House Debrief and Future Recommendations
Marketing: We marketed the event through flyers, word-of-mouth outreach, faculty & staff website, academic and classified senate, the college’s events calendar and a targeted message in banner to
students and faculty and staff. Although some faculty came early or later, at the peak, we had at least 65 people. We had a little less people this year than last year which had roughly 70-75 people in attendance. We had the faculty who usually attend but not new faces and not as many classified staff as last year. Workload may be a reason for low Classified Staff low attendance. It was announced at the classified senate meeting and the message that goes out to all classified employees via email. It was good that president Murphy stopped by. Another reason for the lower attendance compared to last year is that there were other events happening that day and people cannot attend all events.

Recommendations for the Future:

- Look out for conflicts with other campus events.
- Capture the event in a video and then do a screen afterwards. If we do decide to film it, it should be filmed inside because of the wind. If we can get a group of students to capture their stories, we could do different things with it. There is a general consensus among DARE members about capturing student stories in a video format and screening it afterwards.
- The collaborative effort in organizing the event was great. Set-up team (academic advisors, DARE members) did a great job. Keep up the team work.
- For the student panel, it was good to have the questions brainstormed in the taskforce meeting and then asking each student to let us know which question they would like to answer.
- It was good to use just the Conference Room A instead of both rooms like we did last year. Keep it intimate.
- It was good to have display boards for each of the DARE funded programs. We need a Student Success Center (SSC) display board, and also a separate banner to put in the background when there is a speaker speaking.
- Give funds for programs that may not have a board yet to get a display board.
- Re-do the DARE task force display board into a nicer one.
- It was suggested that we offer it more than once a year.
- We should do a “DARE workshop” on college’s opening day.
- Collect student stories, faculty stories and then put it up on our website. College of San Mateo has a good way of doing stories online as pop-ups. They also use Omni Update. Ask web team to find an easy way to get the stories up. It could be a photo and a pop-up.
- Overall, it was better than last year even though there was a lower attendance because of the student stories and interaction.
- It was good to see CREM represented on the panel which balanced the MPS program.

IV. Banner Implementation of Pre-requisites:
The task force discussed banner implementation of pre-requisites and how they will impact enrollment and our students in terms of pathways. Initially all of the catalog pre-reqs were scheduled to be reinforced in Fall 2011 quarter but that is too much at once because of structural
issues that need to be addressed and processes that need to be mapped out. So the curriculum committee has decided to stagger the implementation over the year. In the fall, the current pre-requisites that are enforced will continue. In Winter, phase I of the implementation will take place with certain divisions and by Spring ’12 all pre-requisites from all departments should be enforced. In winter, there will be training and in spring they become active. There is a lot of details that we don't know what it would look like yet. There is not a good way to direct students to the appropriate person/division and there will be a lot of confusion if there is not a central place/forum.

Stephanie Sherman will provide the pre-requisites steps documentation from the Curriculum Committee to Julie Ceballos once it has been finalized to put on the website so that students can be familiar with the process. Since Stephanie is retiring the question is who will be the go-to person for this? Some of this information should also go into the catalog. Rowena’s deadline for final submission for catalog is next week. In the catalog, it should be brief, 1-2 sentences about the pre-requisites referring students to the department websites for more information. The language needs to be changed for the website so that students can understand it.

Articulation list: Once each division created an equivalency list from local schools that met our pre-requisites then an individual could check off of that list. For most students that are blocked, because of the pre-requisites its not a very difficult process but for the ones that have taken the class elsewhere, the process becomes complicated because it needs to be reviewed and then someone has to overwrite it.

The divisions are responsible for coordinating the process of lining up equivalent courses and assigning numbers that are similar to other colleges. If it’s going to be enforced in fall, students need to know now (spring and summer) that they need to take this pre-requisite. If it’s going to be enforced in Fall, this information should be up on the web now. EOPS and other groups have priority registration and so the sooner we can know what the process is, the better it would be. There is a two-part training for the counselors in Winter ’12 and Spring ‘12.

Foothill has included DeAnza courses in their pre-requisites using both foothill titles as well as DeAnza titles so that DeAnza students don’t have to contact each division for clearance. Here we have included only DeAnza courses. FH system is working really well and they are very happy with it. Can we get the list from FH since they have included both foothill and DeAnza?

The DARE taskforce would come into all of this if as whatever process is developed is cleaned up, we need to fund some temporary staffing to help with the pre-requisites enforcement especially for the divisions that have BSI courses. Right now, two of the Academic advisors are being redeployed to help with this work and if needed for the fall. It is something that might come back to the taskforce if we need additional staffing.

**IV. Assessment of the Task force**

Need to do an assessment of the taskforce itself and the various activities of the taskforce. Rowena would like to generate an assessment instrument with questions to assess the task force that we
could take to Mallory for review. What questions do the members have about what we’ve been funding? Other assessment points we should be thinking about: 1) how are we doing with outreach? 2) how are we doing with members functioning as ambassadors to advocate for basic skills students? and 3) what about the meeting times? Location? Should we rotate the meeting time so that we get more members on board? We have a new dean of counseling that started recently and we need to make sure that she is in the loop.

Open Group Activity: discuss ideas or develop questions for assessment instrument. Internal evaluation of the task force and include faculty and staff that DARE has been working with.

**DARE Funded Activities**

- Cohort programs
- Staff Development
- Title III – LART + Math
- Student Success Center
- Professional Development Conferences
- Basic skills dept. retreat

Karen is soliciting reports from each of the projects we’ve funded.

How do we evaluate? What we’ve done and what do we need to change moving forward to next year? We should probably review our mission and goals. When we first started, how many people know what DARE is? Assessment was a big activity this year.

Do we measure it based on the dollars per student spent, student success rate? staff competency? Staff awareness of what we are doing? Title III is very specific with the grant objectives. BSI is general with the BSI action plan. We can start with the BSI action plan. How did we do in 2010-2011 relative to the BSI action plan?

Budget reductions and accountability issues, the cohort model is a successful one, how can we expand the cohort models? The challenge is that we have not be able to truly scale up. It should be a college priority. May be next year, DARE can talk about how we can scale up. DARE should write a position paper on the cohort and use the data in IPBT.

There are structural limitations such as the logistics of scheduling; making sure that faculty can get the classrooms for the team teaching that goes on, the registration process, outreach, follow up with students, release time or faculty development compensation issues and coordination issues. All models are in different places and not centralized.

If we are going to write a position paper, Doli suggested that we look at the Learning communities retreat, there was a lot of good ideas that came out from that retreat. Energy of the retreat was excellent. There were ideas that came out about how we can scale and if that group is empowered to continue their work and to meet, there are some real possibilities.
**Cohorts Vs. Linc:** Cohorts have continuity from quarter to quarter but Linc not necessarily. One of the concerns raised was scaling these up beyond the targeted groups that we are serving. We need a coordinator. SSPBT is prioritizing the students into 3 groups of concentric circles and then talk about what kind of services we can provide for those students. Student Services is thinking of using a natural cohort of students that is much larger than what we have now. The core circle has a variety of categories of students including basic skills. You evaluate everyone that places into basic skills courses and that is a cohort because they all fall into that category. It would determine the classes that are offered. Have a discussion in terms of what is needed. It could work well for Math department as well. DARE could help fund those conversations, and collaborations or troubleshooting sessions.

Centralizing cohort learning would determine how many students we would combine. Do we schedule a yearlong math sequence? If we knew that the classes would be offered and we could get students into a pipeline, they will have some foundation.

Giant Summer Bridge with incoming freshmen and you have these other content specific in the gateway areas that they can start their sequences right away. It doesn’t mean that people can’t teach the way they teach specific groups but it may actually be more inclusive. We want to go in with a plan but we don’t have all the answers.

Cohorts of brand new students, idea is to get them on a right track, from instructors’ point of view, we still have the same courses that we would offer, but we’ll put higher priority to the cohort so they can get the classes guaranteed. The content may change so that college readiness, time management etc. can be built in. The focus of the retreat in the summer can be this—how to help more students in a cohort model.

One of the recommendations that will come out from the legislative analyst office is mandating what the students will take in their first year. Private colleges do it and they are extremely successful.

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<th>Next Meeting</th>
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