What are Basic Skills?

- As is defined by the State, “Basic skills are those foundation skills in reading, writing, mathematics, learning skills, study skills, and English as a Second Language which are necessary for students to succeed in college-level work.”

From Basic Skills as a Foundation for Student Success in the California Community Colleges
Why the DARE task force was created

- A significant percentage of students place into at least one developmental level course (app. 80%)
- Need for a campus-wide effort to improve developmental education
- Desire to have a clear pathway for students for ease of matriculation
- Need for better infrastructure for developmental education through integration of instruction, student services, and college services

Why the DARE task force was created

- The DARE task force was created as a result of a campus-wide retreat in July 2009 with over 75 attendees.
- The work of the DARE task force grows out of the work of the following efforts and groups:
  - Title III and other federal grants
  - Basic Skills Initiative
  - Strategic Plan
  - Campus-wide Equity Plans
  - The Developmental Task Force
Composition of the DARE task force
(2009-10 members are indicated)

- 5 classified professional staff members (Mary Browning, Dan Dishno, CJ Jones, Phong Lam, Suba Marti)
- 5 faculty members (Matt Abrahams, Diana Alves de Lima, Doli Bambhania, Truly Hunter, Cheryl Woodward)
- Dean of Counseling (Howard Irvin), Dean of LA (Rowena Tomaneng), Dean of PSME (Jerry Rosenberg), at-large administrator (Rob Mieso)
- 1 Student Success Representative (Gregory Anderson)
- 3 student representatives (TBD)
- AVP of Instruction (Lydia Hearn), VP of Student Services (Stacey Cook)
- Ex-oficio members: Diversity coordinator (Edmundo Norte), Professional Development director (Jackie Reza), Institutional Researcher (Lourdes Del Rios-Parent)

Data pertaining to developmental education and student success

- Of students who take the placement test at De Anza, the percentage of students placing below college level is
  - 66.8% in Math
  - 70.3% in English
  - 59.0% in Reading

- 98.7% in ESL Writing
- 100% in ESL Reading

(data from D.A. Assessment Office – F07)

- Campus-wide basic skills course completion rate (i.e. finished the class with a grade recorded) is
  - 2005-06  81.6%
  - 2006-07  82.4%
  - 2007-08  78.6%

(data from ARCC report 2009)
Data (continued)

- Of new students placing at Math 212 (2 levels below college level), approx. 48% succeeded in Math 114 (1 level below college level) at De Anza.
  - Approx. rate for African Americans in 04-05 38%
  - Approx. rate for Asians in 04-05 57%
  - Approx. rate for Latinos/as in 04-05 44%
  - Approx. rate for Whites in 04-05 53%

- Of new students placing at EWRT 211 (1 level below college level), approx. 58% succeeded in EWRT1A (college level) at De Anza.
  - Approx. rate for African Americans in 05-06 48%
  - Approx. rate for Asians in 05-06 78%
  - Approx. rate for Latinos/as in 05-06 50%
  - Approx. rate for Whites in 05-06 58%

(data from FHDA Institutional Research – cohort tracked from 00-01 to 05-06)

Data (continued)

- Imagine if these percentages were true at each level, then anticipated data might show that of students who place at
  - the lowest level Math, approx. 11% would be successful in college level Math (48% x 48% x 48%)
  - at lowest level English, approx. 34% would be successful in college level English (58% x 58%)
  (assuming that there would be a 100% success rate in their Reading classes, which we know is not true)
Data (continued)

- Of all first-time students who indicated an intent to complete either transfer, an AA/AS degree, or a certificate, the following percentages show how many were successful within six years.
  - 2000/01 – 2005/06: 67.5%
  - 2001/02 – 2006/07: 66.4%
  - 2002/03 – 2007/08: 69.3%

(data from ARCC 2009 report)

DARE TASK FORCE CHARGE

- The task force will develop a campus-wide plan to streamline and restructure the flow of students from the point of entry, through student support and academic courses, to their final objectives. Future objectives will be identified by the taskforce itself, by grant objectives (including Title III and BSI) and through future planning retreats.
Mission for Developmental Education at De Anza

- Developmental Education at De Anza College equitably allows students of every background to take ownership of their education and to succeed in their educational goals by providing the necessary integrated resources, services, and learning environment.

Process for the DARE taskforce

Through weekly meetings and separate retreats, the DARE taskforce

- Synthesizes values from previous campus-wide planning documents including the Strategic Plan, the Basic Skills Self-Assessment, the Institutional Core Competencies, Title III grant objectives, Program Reviews, and Basic Skills Action Plans
- Uses a student-centered, campus-wide approach
- Identifies steps for student’s trajectory
- Brainstorms ideas/suggestions for each step
- Facilitates program- and campus-wide discussions for various ideas
- Promotes a culture of evidence and assessment of strategy effectiveness
- Envisions sustainable strategies
Desired Outcomes for Developmental Education

- Students are empowered with the knowledge, skills, and abilities to find and use resources to identify and succeed in their academic pursuits.
- All employees have the ability to facilitate progress of students by being aware of where the student is and by meeting him/her there.
- The college is able to manage student self-expectations and employees’ expectations of students through clear communication.

Pathway steps

- Multiple entry points
- Community connections
- Welcome (live welcome, info on demand, college story)
- Application
- Knowledge about D.A. college
- Student Engagement/Community (cohorts, special programs)
- Financial Resources
- Assessment
- Educational Advising
- Registration
- Instruction (offering of courses, curriculum, pedagogy)
- Instructional support (tutoring, skills info)
- Early intervention
- Career and major planning
- Transition info
- Goal attainment
DARE Task force – Re-Org

DARE task force has worked with the Student Success Center and other stakeholders, especially in the Counseling and Matriculation, Language Arts and PSME divisions. This work resulted in a plan that was accepted by the IPBT and approved by College Council.

The Newly Re-organized SSC

- Administrative Support: $486,667 = 36%
- Direct Services to Students: $860,000 = 64%

Current SSC

- Administrative Support: $1,163,358 = 55%
- Direct Services to Students: $938,326 = 45%

DARE Task force – Re-Org

The plan calls for hiring of a dean for the Learning Resources Division, six Instructional Support Specialists, two co-directors, and at least one Academic Advisor.

A tentative timeline for these positions has been established, and representatives from Learning Resources, PSME, LA have begun to solicit input on drafts of job descriptions.
DARE Task force – next steps

sub-committees now gathering information, i.e., taking the shelf documents off the shelf.

- Learning Communities
- Assessment
- Advising
- Early Alert
- Orientation
- College Success Skills