



Meeting Notes

November 9, 2012

1. AtD Scholarships—update

- Each college (36)\$500.00 per student; moneys distributed before the end of the year
- Application for scholarship targets first-year students

2. AtD Annual Retreat—update

- Last year we had it on January, and this year we will more likely have it in February or March. Right after the DREAM Conference.
- Expect to hear from PIP Project, Math FIT, and more about a new AtD framework for institutional transformation
- During discussion, it was noted that two LAHC AtD scholarship students will be presenting at the DREAM Conference (maybe they can present at retreat as well?)

3. SSI/AtD Focus on 1st Year Persistence—Presentation on “Productive Persistence”

- Notion of the Carnegie Foundation (because Pierce worked on the Statway Project with Carnegie)
- Started with a problem statement.
 - Our students do persist—they keep coming; the problem is that they are not completing.
 - Started in 2009 as the “Do College” initiative involving students who couldn’t go through the math pathway. How do students Do College? So, they had a 90-day research cycle. They interviewed, researched, read articles and looked at data.
- Tenacity + Good Strategies
 - Looked at research and noticed: Invest in Faculty Development, Acceleration, Intrusive Advising, Career Planning, etc... Narrowed it down:
 - What are the most promising ideas and make them work reliably, in the hands of diverse practitioners.
- Looking for Drivers, What drives students to persist? What has been influenced for these drivers to move forward: Practical Theory, Practical Measures, and Activities/Interventions
 - 1. Practical Theory is based on research and evidence from academic researchers and faculty practitioners (you need both)
 - College Knowledge
 - Believe that they can learn
 - Course has value (applicable to their lives)
 - Socially tied to peers, faculty, and the course. (Students feel they are necessary and important part of classroom community, need to

feel comfortable asking questions and belong).

- 2. Practical Measures: How do we measure these practical measures: Survey on the first day and third week: Level of interest on subject, fixed mindset, math anxiety, extent of professor care, belonging, uncertainty, productive struggle.
 - Research: Students who had growth mindset did significantly better than students with a fixed mindset in belonging, interest and anxiety. Studies showed this from the beginning, midterm and at the end.
- 3. Activities and Interventions:
 - Starting Strong Activities (Getting to know you activity, contract activity, Mindset, Working in Groups, group roles, why study statistics/mathematics, syllabus activity, language script)
 - Article based on Lisa Blackwell and Yeager- you can grow in your brain.
 - What changed from baseline to three weeks: Interest, Fixed Mindset, Math Anxiety, Professors Care, Belonging Uncertainty, and Productive Struggle.
 - Takeaways: Productive persistence matters for developmental math students' performance, drivers can be measured, need to do better at improving productive persistence, need to continue measuring it.

4. FTLA 2013

- Deadline is Nov. 21st for the Application
- Ken O'Donnell will be a featured presenter. Looking at initiatives in the classroom based that is relevant to community and workforce skills. Looking at Gen Ed a more dynamic and easy students to complete the pathways to completion.
- Math FIT Project to continue MATH FTLA based on Math focus.

5. Other?

- Kickoff PIP Meeting today from 11:00am-1:30pm

6. Upcoming 2012---13 SSI/AtD

- December 14; January 25; March 22; April 26; May 24; June 28; all in the Board Hearing Room @ 10:00am