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