I. Approval of Agenda and the Minutes from 1/26/2011:
Agenda approved with the following change: **DARE budget** will be tabled until next meeting. Any amendments to the minutes of 1/26/2011 should be sent to Bhavi via email or hard copy after the meeting.

II. Announcement

1. **Partners in Learning Conference, March 4, 2011:** Some of the DARE members will be presenting at this conference. Everyone is encouraged to attend.

2. **Budget Town Hall Feb. 10, 2011:** All governance bodies are beginning the budget dialogue and it will trickle down to departments and divisions. Everyone is encouraged to be engaged in that dialogue. Budget town hall meeting tomorrow from 11:00 am - 1:00 pm. The students are also engaged—they had their version of DARE had their teach-in earlier today. Academic senate is having a facilitated dialogue to focus on core values. Classified Senate also showed interest in beginning that dialogue as well.

3. **DARE Budget: tabled until next meeting.**

4. **African American Student Conference** is tomorrow. We’ll have over 300 students come from 20 high schools. Student leaders and cohort programs are engaged. It’ll be from 8:30 am – 1:30 pm.

III. Confirmation of new Taskforce members and composition of DARE core

The dare working group has shrunk. It is missing one classified rep. It has been meeting every week. When we’re not working on a major project, we meet every two weeks. We’re missing a faculty member for the working group also. Rowena encouraged everyone to join the working group. If you have any questions about the working group, send Rowena an email or call her directly. Ideally we should have 9 but we only have about 6. We’ve lost our two student representatives because they now have other commitments. Those that were
with the taskforce last year would recall that we wanted to have a tri-chair leadership model. We began that way but in spring 2010, we lost the classified tri-chair. After the summer, we lost the faculty tri-chair. Rowena would like to get back to the ideal, shared leadership model. So the appeals is that join DARE core and then we can ideally go to a tri-chair model.

DARE confirmed Donna Bradshaw from DSP&S who will be joining as a classified representative. She has been approved by the Classified Senate. Sandy Blackborow will also be joining DARE as the SSC representative in the spring 2011 quarter as a substitute for Diana Alves de Lima while she is on PDL. The other person that will be joining us as Ex-officio is Karen Chow from the Language Arts division. She has been selected and is confirmed by the Academic Senate as the new BSI faculty coordinator. The deadline for applications for Title III Activity director has been extended to the 24th of February. Announcement has been sent to the faculty via Academic senate and it has also been updated on the website. If we don’t have faculty that are interested in, we’ll have to have a back-up plan. Rowena welcomed and introduced Thomas Ray—the new dean of Language Arts to the DARE taskforce.

IV. Promotional Item:

Bhavi sent a list of a variety of totes to all DARE members via email. It also lists details such as size and prices. If there are any particular ones that people like, please email Bhavi. We will make a decision on the promotional items by email. We have also ordered some sample flash drives from a company called flashbay. The samples were passed around for people to look at.

V. Assessment Report

We have made a decision that we are not going to worry about the formatting of the assessment practices report until we are closer to the final draft. The updates include Gregory’s student sections, the placement statistics from Kathleen, Preliminary Recommendations—contains information about short term projects that were clear recommendations that are emerging based on the feedback we received. We’re working on the placement test appeal process and the Equivalency Determination process. Those two categories might be combined. Jerry and Thomas will be adding to that section based on the current practices. Bhavi added to the Local and Peer institution comparison charts. The charts are not in the unformatted version of the report but will be emailed out separately.

DARE core identified 7 thematic areas that many of the comments were following under. The Blue handout has these categories and Rowena inserted the comments received from
English, ESL and from the DARE minutes into these 7 themes.

The 7 thematic areas identified were:
What is the most effective place to conduct assessment? When should assessment be done? Sufficiency of the Assessment Tools, Multiple Measure/Alternative Testing, Integrating assessment with other student services, On-going Review / Analysis of DATA.

We can all read these comments under the themes or we can do a Group Activity where we can get Groups of three and in small groups, review the docs and then one person can report out. The outcome is to discuss and provide more feedback. It was recommended that we have a group bigger than 3 people and that we divide people using numbers to get a better representation in each group. It was decided that if people want to work individually to read and give comments then that is fine and for those that want to form group can do that also.

**Group 1:** who, what, when, where. Where: 1) student comes in—it’s like a scavenger hunt. Having it decentralized may be makes it a little bit more difficult but they’ll know the places where they can come and get help. May be they can get lost but at the same time we are promoting other services. When: 2) Incoming High schoolers are getting assessed before they get here. If a student tested within 5 points, instead of having them complete a module and allowing them to retake it when they want, have it as a co-requisite with the counseling 100 class. In conjunction—start before the counseling class or concurrently with the counseling class. When they complete the COUN 100 class, they will be ready to enroll in both Math and English class. Otherwise, they will wait again and again. 3) We also need to offer enough sections based on their placement. We go to the high schools in March. Some high schoolers didn’t have to take the math in the last two years because they stopped after their sophomore years. We test them before they are finished with their math class. Its to their advantage to finish the review. We ask their background and it branches off to them. If they are still in the math class.

Gordon would like to see Data that shows that students that are in math classes in their senior year score higher simply because they are working on it. What’s driving us doing the testing at high schools? Other schools test at high schools and because we are there, they are more likely to come to DeAnza. If we do not test at high schools, then it will affect our enrollments. Schools may test for multiple schools at high school. If you took AP exam, you don’t have to take the placement but otherwise all students have to take the placement test.

Educate students as well as high school counselors that work with students to emphasize the need for preparation. They come into it very casually. Transition from high school to college—they will not be any more prepared if we waited until June.

Jerry suggested that we talk to the high school teachers to communicate the importance of preparing for the placement test. Doing it in the high schools vs. advantages of having it at different places?
Math testing in PSME center—students have access to advisors. May be we can have advisors to high schools. People don’t have to be location specific. If we want to get students advised about placement testing, and what it means, people could go to where the students are testing. In the summer and fall, when it is very busy, is the counseling department open to deploying at these other places? at assessment centers?

May be we need materials, hard copies as well as online (website, hard copies of literature), to better educate and inform students. They’re left on their own too much of a time unless we get them in a class. We need more staff and materials. It’s a good idea to go to the high schools but We have more students coming back in the summer to re-test. We allow that and we pay for it. It is not productive. That’s why we are very busy in the summer. Cabrillo College has a video on their assessment practices. Students cannot take the test until they watch the test. 40 minutes. They get a print out that they have to bring it in to take the test. Its also for parents. It’s a long video but we should look into a shorter version of it.

During the summer, we have limited hours. A lot of them are teaching and covering the counseling center at the same time. In order to get the info out, we offer about 100 sections of COUN 100 with min. 35 students enrolled. Is there any advantage to making COUN 100 a co-requisite? We have to spend a lot of time for students that don’t take COUN 100 before to try to fill in their information gap but we need more staff.

It was suggested that on opening day we have a workshop on what’s going on in COUN 100 because it is a critical step for students and many faculty don’t know about what’s going on in COUN 100. Data has shown that there is less anxiety in the English sequence for students that take the COUN 100 class.

There is some concern or worry over “cheating” vs “preparation.” Some people’s “preparation” is “cheating” for another person. If you prep people too much, you’re setting them up for failure and you skew the data. Identify the skills that are necessary to write a really good paper.

**VI. Good of the Order:**
DASB president is searching for student representatives for DARE.

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<th>Next Meeting</th>
<th><strong>DARE Core:</strong> 2/22/2011 12:30 PM – 1:30 PM, Admin 130</th>
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<tbody>
<tr>
<td></td>
<td><strong>DARE General:</strong> 2/23/2011 3:30 PM – 5:00 PM Don Bautista Room</td>
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