I. Approval of Agenda and the Minutes from 1/26/2011 and 2/9/2011:
Agenda approved. Any changes for the 2/23/2011 meeting minutes should be sent to Bhavi.

II. Announcements

Today, We will be transitioning from Assessment Practices Report to thinking about curriculum and pedagogy statements. This is not to say that we are completely done with the Assessment Practices Report. We still need to complete the report and the taskforce needs to look at it one more time. Senior staff will look at it one more time and its going to go through some of the shared governance bodies.

FYE is holding an Entertainment Night for raising money for the G Miller scholarship fund on Tuesday at 4:30 in the campus conference room. Everyone is encouraged to attend. If you cannot attend, but would like to make a donation to the scholarship fund, you can send a check to Jen Myhre.

Latino conference for high school students is tomorrow. Last week we had close to 380 students and received Good feedback from the attendees. The people who attended said “it was the best and most relevant conference that their students could attend.” It’s a student led effort. Everyone is encouraged to stop by between 8:30 am – 1:30 pm. Students will arrive between 8:30 – 9:30 am.

Friday we have the AMOJA/SANKOFA Scholars Symposium. AMOJA founders will be here along with our faculty and staff. They’ve been doing Faculty Inquiry group and are now focusing on Accelerated learning.

III. General Updates

New Title III Activity Director: Dare core and Coleen Lee-wheat met and accepted Michelle Dubarry as our new Title III activity director. Title III teams have been very busy in terms of thinking about strategies for implementing the work that was done last summer and in the Fall.
DARE Funding Proposals: DARE core has been reviewing proposals as they come in to the DARE taskforce. We’ve approved the ESL sharefair proposal, which is focused on working with the Title III team and the ESL instructors who are working on Supplemental Instruction. Funding proposals from English department, assessment and placement are still in review. We have a second draft of a proposal from the reading department, which is focused on staff development activities specific to Accelerated Learning modules and cultural competency. We just got a proposal for developing an orientation video that students can access online. There is going to be another proposal coming from the Biology department and another proposal on funding for the portfolio move. That is still in discussion status. The deadline for the proposals is on a rolling basis.

Update on the Promotional Items: The most popular vote on the totebag was the two tone one. They sent us a sample bag, which was passed around. We will be going with the Black and Gray colors.

Spring Open House—no one submitted new names for the DARE open house. So we will call it the “Open House.” We’re looking into reserving the Fireside Room and the second possibility is the Euphrat Museum. There is a program committee where discussions about having panel presentations can take place.

Cohort Program Planning Retreat—the taskforce funded cohort coordinators Lydia Hearn Madden and Eduena Stole? They are working with all the cohort programs, focusing on identifying common practices, needs and challenges. The group will meet again to do deeper planning and We’ll have another update in the spring.

Partners in Learning Conference: DARE funded the majority of the conference this year.

Some thoughts from DARE members who attended the conference:

It was great! Opportunity to interact with a lot of faculty.
Impressed with the student facilitators and the work that they did.

Amy's session: interesting conversation; talked about technology and people left wanting to learn more about using technology in the classroom. It was good for interacting with faculty from different departments. They wanted more social networking and staff development opportunities.

Rowena attended the “Why do students need us when they already have Google?” session which was very interesting because it was also about Critical thinking paradigms in addition to how we access information and what is the role of the instructor in the classroom?

Dirty math session was popular—a lot of people were in that session. There was another session with math, reading and English faculty that was also well attended.
There were book giveaways for the people who stayed for the end of the day.

Suggestions for Future:
Need detailed descriptions of the sessions. People didn’t have an idea what the sessions were about or found out that it was not what they thought it was going to be.

Similar sessions were in the same block. So spreading them out would be good.

Focus the topics so that we can run it in three different tracks. Technology or Basic skills. Jim’s title “Lessons Learned from IMPACT AAPI” was changed to “Challenge your thinking to transform education for underserved students” to make it more flashy. But some people thought it was not what they thought it was going to be about.

Jim liked Brian Murphy’s sessions—honoring the stories of our students and hearing their perspectives through narratives.

In Amy’s session, the students participated in the discussion instead of just facilitating it and that worked really well.

**IV. Assessment Practices Next Steps:**

**Timeline Update on the Assessment Practices report**—we would like to have close to a final draft by first week of spring term. DARE core will review and make revisions. Ro would like for senior staff to receive the Final draft by end of April. A question she asked was “Does DARE want to participate in another round of editing for the assessment practices report?” Becky suggested that it would be nice to have a chance to comment on the report before finalizing it.

**IV. Moving to Curriculum Development and Pedagogy:**

Accelerated learning in basic skills area has been a topic of discussion at SSS conference. To transition into talking about curriculum and pedagogy, we’ll watch a video, which is a part of an initiative called “Acceleration in Context” which includes a research component and producing marketing materials. They have set up a Faculty Inquiry Group (FIG) to gather information nationwide on Accelerated Learning that faculty can join and contribute in research. DARE is a FIG already. Ro would like to invite the group to the campus to facilitate a longer conversation on Accelerated Learning and invite all of the basic skills departments and also folks working on curriculum to be present for that discussion. It was suggested that we have a Joint retreat for the basic skills departments to have a conversation about accelerated learning.

**Video on Acceleration in Context and discussion**

- What does the research show about how successful are these programs in acquiring skills?
- What does this mean? Was the purpose of the video to Get us thinking about it? Some of the things we’re already doing and may be things we can do more of. For the ESL Path—it takes 7 quarters to get through to 1A. Acceleration seems like a great model. With ESL, we’re seeing the population growth and 2nd language students—immigrants. According to Chabot, we are already doing acceleration because we are on a quarter system. Cohorts are accelerated programs.
- At the social sciences division meeting an instructor brought up the concern about why are the students allowed in the classes that require a lot of reading and writing if they cannot read and write? Why can’t DeAnza enforce pre-requisites instead of having them as Advisory? SSC would
like to know how they can they support the students. For some people, the view is that students
are deficient and we need more staff development to address this issue. Instructors have the
misconception that because they are teaching history or another content subject they don’t have to
teach reading and writing.

Melissa—was struck by how old some of the curriculum is. In one of the TED talks at the
conference, we discussed how to stimulate students and keep them active. What do you do about
instructors that have been teaching the same things for 25 years and they don’t want to change.
They need to keep it constant and exciting for the students coming in. How do we motivate people
who are set in their ways to step outside of the box?

How do you engage, be respectful and listen? We need more details. Models –summer session.
Upscale that—we could create a portfolio for English and Reading. Instead of doubling the time for
6 quarters, you can also double the time for quarter.

No research has been done on the long term success of students in Acceleration programs;
students may move on but are they successful in the long run?

We will not have a meeting during finals week but we will reconvene in Spring. We will send an
email about Meeting times for next quarter.

<table>
<thead>
<tr>
<th>Next Meeting</th>
<th><strong>DARE Core</strong>: 3/22/2011 12:30 PM – 1:30 PM, Admin 130</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>DARE General</strong>: 4/6/2011 3:30 PM – 5:00 PM TBA</td>
</tr>
</tbody>
</table>