Highlights from 4/20/2011 DARE meeting:

- More faculty involvement in DARE is encouraged since Curriculum and Pedagogy are the primary responsibility of faculty.

- Karen Chow, the BSI faculty Coordinator will be the faculty co-chair for DARE through next year. Gregory Anderson will be assuming the role of DARE co-chair next year when he takes on his new role as the Dean of Learning Resources Division. Rowena Tomaneng will remain on the task force as a member.

- Title III annual report has been submitted and is available online at www.deanza.edu/dare/ for anyone who’d like to review. All of the activities that are planned for the rest of the academic year and some of the ideas coming in for next year are in close alignment with what we said we would do.

- The call for proposals from the RP group SSS conference for the Fall 2011 is out. Rowena hopes that De Anza will be submitting at least one or two workshop proposals for that conference including a workshop on the task force itself. Everyone is encouraged to consider submitting a workshop proposal, especially those that presented workshops (i.e the Dirty Math workshop) at the “Partners in Learning Conference.”

Some Thoughts/Comments from DARE members on the “Acceleration in Context Video”
(Please see the minutes for more comments and details):

- Teacher with a Heart (Love is Part of the curriculum)
- We don’t work with students just academically; we work with the whole person.
- Students that are very under-prepared—are told repeatedly that you are not up to it. That they should drop the class. Such conversations in front of their peers create an element of fear.
- Instructors should refer students to tools like the SSC where they can go instead of saying that they are not up to it. The SSC Staff are handing out small flyers with websites and other resources that can help students review materials so they don’t feel like there is nowhere to go.
- Expectations (Rob Mieso): If the expectation is for the student to drop out, they internalize that and it becomes the reality. But if the expectation is that they can succeed, and we provide the tools to succeed then having that expectation will create the motivation to learn.
- Cindy Lister pointed out that one of the students in the video said, “When you told me that I can do better in my essay, it made me feel like I can do better in my life.”
- Truly Hunter tells the students that come to see her that they may fail a class, but what is important is that they go to class. If they stick with the class and they have someone to check-in with regularly, there will be some things that they will learn (even if they fail) and then students can build on that. For some students that is actually a success—that they finished the class. What that video said was practice. Support is another part that is implied there.
- Expectations and Follow Up (some tips for creating small expectations in the classroom):
  - People need to have contacts especially in Math classes. Walking students over to the SSC is a way that you can support them.
  - Create a Buddy system.
• A Sense of community in the classroom is very important.
• Doli Bambhani tells her students that she is having them sign-in just to see if they are attending the class or not. It is not a part of their grade but it actually helps the students understand that the instructor expects them to attend each class. Students have said to her that they want to sign their name every day. Its such a small expectation, so easy for the instructor do but that alone makes a difference.
• Doli: There are ways that instructors can implicitly communicate expectation. Even collecting homework, not necessarily grading it but turning it in can create motivation.

• On Behalf of the task force, Karen Chow will write a research based and factual statement about basic skills education at De Anza that will be distributed electronically, as divisions are engaging in discussions around the budget and class reductions. Position Paper would help clarify the 3 missions of Community Colleges: 1) basic skills instruction, 2) transfer and 3) career preparation and address the issue of an unprepared workforce in California. If we at the Community Colleges are not serving the needs of students to be able to get into transfer level courses, then who will? The adult schools aren’t doing it, the high schools aren’t doing it. The paper will be released before the end of this month.

• DARE Open House: Program committee needs to meet right away. We need content for the outreach flyer. Rowena will meet with Karen and Bhavi to plan things out. The panel will be a student panel and we will ask students in DARE funded initiatives to participate in the panel. We will also ask DARE funded projects to display or share information about their initiatives at the Resource Tables. We will give away the tote bags, flash drives and books as prizes and giveaways.