Academic Senate for California Community Colleges
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EXECUTIVE COMMITTEE MEETING

Friday, December 1, 2017 to Saturday, December 2, 2017

Residence Inn Downtown Marriott
1121 15th Street, Sacramento, CA 95814
Meeting Room: Capitol Room

Friday, December 1, 2017
11:00 a.m. to 12:00 p.m. Executive Committee Meeting
12:00 p.m. to 12:30 p.m. Lunch
1:00 p.m. to 3:00 p.m. Executive Committee Meeting
3:00pm – 5:00pm Closed Session
6:00 p.m. to 8:00 p.m. Dinner
De Vere's Irish Pub
1521 L Street, Sacramento, CA 95814

Saturday, December 2, 2017
7:00 a.m. to 8:00 a.m. Complimentary Breakfast in Hotel Dining Room
8:00 a.m. to 12:00 p.m. Executive Committee Meeting
12:00 p.m. to 12:30 p.m. Lunch
12:30 p.m. to 2:30 p.m. Executive Committee Meeting

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org or contacting Ashley Fisher at (916) 445-4753 x103 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

Public Comments: A written request to address the Executive Committee shall be made on the form provided at the meeting. Public testimony will be invited at the beginning of the Executive Committee discussion on each agenda item. Persons wishing to make a presentation to the Executive Committee on a subject not on the agenda shall address the Executive Committee during the time listed for public comment. Public comments are limited to 3 minutes per individual and 30 minutes per agenda item. Materials for this meeting are found on the Senate website at: http://www.asccc.org/executive_committee/meetings.

I. ORDER OF BUSINESS

A. Roll Call
B. Approval of the Agenda
C. Public Comment
This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.
D. Calendar
E. Action Tracking
F. Local Senate Visits
G. Dinner Arrangements

H. One Minute Accomplishment

II. CONSENT CALENDAR

A. November 1, 2017 Meeting Minutes, Davison
B. Statistics Survey Related to Resolution 18.02 S16, Rutan
C. Reassignment of Resolution 7.01 F16, Freitas
D. Support for Students to Attend Plenary, Beach
E. Naming of the CTE/Noncredit Collaborative Institute, Slattery-Farrell/Freitas
F. ASCCC Monthly Webinars, Aschenbach
G. Resolution Assignments F2017, Bruno

III. REPORTS

A. President's/Executive Director's Report – 20 mins., Bruno/Adams
B. Foundation President's Report – 10 mins., Rutan
C. Liaison Oral Reports *(please keep report to 5 mins., each)*
Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CFT, CIO, FACCC, and the Student Senate.

IV. ACTION ITEMS

A. Legislation and Government Update – 20 mins., Stanskas
The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.
B. Clarifications and Revisions to Local Senate Visit Policies – 15 mins., Davison/Slattery-Farrell
The Executive Committee will consider changes to the local senate visits policies.
C. Guided Pathways Regional Meetings – 20 mins., Roberson
The Executive Committee will consider approval for Guided Pathways Regional meetings in Spring 2018.
D. Executive Director Succession Planning – 30 mins., Stanskas
The Executive Committee will discuss ideas and consider for approval a non-emergency succession plan.
E. Chancellor's Office Apprenticeship Minimum Qualifications Proposal – 20 mins., Freitas/Slattery-Farrell
The Executive Committee will discuss and provide recommendations for possible next steps.
F. Future Direction of ASCCC Foundation – 15 mins., Rutan
The Executive Committee will discuss next steps for the ASCCC Foundation.
G. New Survey of Supplemental Instruction Programs with 3CSN – 10 mins., Beach
The Executive Committee will determine if TASSC should partner with 3CSN to complete a survey of supplemental instruction programs.
H. 2018 Part-Time Faculty Leadership Institute – 15 mins., Foster
The Executive Committee will consider changes to the structure and timing of the Part-Time Faculty Leadership Institute.

I. Title 5 Workgroup – 20 mins., Eikey
The Executive Committee will discuss the purpose of the Educational Policies Committee workgroup on Title 5 regulation.

J. Board of Governors Nomination Process – 20 mins., Bruno/Freitas
The Executive Committee will review the nomination process, determine next steps for proceeding, and suggest possible improvements to the process.

K. Strategic Planning Process 2018-2021 – 20 mins., Bruno
The Executive Committee will develop the timeline and process for the 2018-2021 strategic plan.

V. DISCUSSION

A. Chancellor's Office Liaison Report – 45 mins. *(Time certain 1:30 p.m.)*
A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.

B. Board of Governors/Consultation Council – 20 mins., Bruno/Stanskas
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.

C. Guided Pathways – 45 mins., Bruno
The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program.

D. AB 705 Update – 20 mins., Rutan
The Executive Committee will discuss the AB 705 meeting held on November 21 and what is planned for future meetings.

E. ADT Course Substitution Paper – 15 mins., Beach
The committee will review the revised ADT Course Substitution Paper and provide feedback for TASSC.

F. Update on Equivalency Toolkit/CCCCO MQ Workgroups Activities – 10 mins., Freitas/Slattery-Farrell
The Executive Committee will be updated on the workgroup's progress.

G. California Community Colleges Math Task Force – 15 mins., May
The Executive Committee will be updated on the work of the California Community Colleges Math Task Force (CCC MTF) and have an opportunity to provide direction and/or comments to help inform the work of the CCC MTF.

H. ASCCC Service-Training Requirement – 15 mins., May/Slattery-Farrell
The Executive Committee will discuss and clarify the ASCCC Service-Training Requirement.

I. Meeting Debrief – 30 min., Bruno
The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.

VI. REPORTS *(If time permits, additional Executive Committee announcements and reports may be provided)*

A. Standing Committee Minutes
i. Basic Skills Committee, Davison
ii. Curriculum Committee, Rutan
iii. Educational Policies Committee, Beach
iv. Equity and Diversity Action Committee, Davison

v. Faculty Development Committee, Aschenbach
vi. Transfer, Articulation and Student Services Committee, Beach

B. Liaison Reports

i. Adult Education Policy Alignment Committee, Aschenbach
ii. AMATYC Annual Conference Report, May
iii. CIO Executive Board Meeting, Rutan
iv. Online Education Initiative Steering Committee, Aschenbach

C. Senate and Grant Reports

D. Local Senate Visits

i. Local Senate Visit to Ohlone College, Davison/McKay

VII. ADJOURNMENT

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2017-2018 Events •Reminders/Due Dates •2017-2018 Executive Committee Meeting Calendar		Month: December	Year: 2017
		Item No: I. D.	
		Attachment: YES	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: NO	
		Time Requested: 5 minutes	
CATEGORY:	Order of Business	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Ashley Fisher	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **Executive Committee Meeting** – Riverside – January 12-13, 2018
- **Executive Committee Meeting** – Costa Mesa – February 2-3, 2018

Please see the 2017-2018 Executive Committee Meeting Calendar on the next page for August 2017 – June 2018 ASCCC executive committee meetings and institutes.

Reminders/Due Dates

December 20, 2017:

- Agenda items for January 12-13 meeting
- Reports
- Action Tracking updates

January 4, 2018:

- Rostrums due to Julie Adams

January 16, 2018:

- Agenda items for February 2-3 meeting
- Reports
- Action Tracking updates

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

REGIONAL MEETINGS DATES

DATES
September 15/16 – OER Regional
*September 22/23 – CTE Regional
October 20/21
*October 27/28 – Civil Discourse
*November 17/18 – Curriculum
February 9/10 – OER
February 16/17
*March 9/10 – CTE Regionals
March 30/31
April 6/7
April 27/28

*Approved

Academic Senate

2017 - 2018

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

- Agenda Reminder – 2 weeks prior to agenda items due date
- Agenda Items Due – 7 days prior to agenda packets being due to executive members
- Agenda Packet Due – 10 days prior to executive meeting

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
August 11 – 12, 2017	July 25, 2017	August 1, 2017
September 7 – 9, 2017	August 21, 2017	August 28, 2017
September 29 – 30, 2017	September 12, 2017	September 21, 2017
November 1, 2017	October 13, 2017	October 20, 2017
December 1 – 2, 2017	November 14, 2017	November 21, 2017
January 12 – 13, 2018	December 20, 2017	January 2, 2018
February 2 – 3, 2018	January 16, 2018	January 23, 2018
March 2 – 3, 2018	February 13, 2018	February 20, 2018
April 11, 2018	March 23, 2018	March 30, 2018
June 1 – 3, 2018	May 15, 2018	May 22, 2018

	Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/In complete	Month Complete	Year Complete	Status/Notes
	SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Davison	December	In Progress			The committee has identified a contact in the CCCCO's Legal Affairs office to work on this item. The current EDAC chair will pass this information on to the next EDAC chair.
	TASSC Survey on Services for Disenfranchised Students	8. August	2015	V. M.	Beach	December	Complete			The committee agreed that the resolution is not feasble. The committee recommends revising the 2002 paper "Student Equity: Guidelines for Developing a Plan" to include a discussion of disenfranschised students. A resolution was passed by the body at the FA 2017 plenary to revise the paper.
	Outline for Revision of the 2009 Noncredit Instruction Paper	May	2016	IV. E.	Aschenbach	February & March	In progress			Once modifications have been made to the outline a resolution for adoption of the paper is expected to be presented at the 2016 Spring Plenary. Paper will return to a future meeting for first reading. Paper is postponed until Fall. A breakout will be held in spring to report on the delay and to get feedback.
	Institutional Effectiveness Partnership Initiative	March	2017	IV. P.	Bruno	Spring/Summer	In progress			The Operational Committee will agendize this policy.
	A2Mend	June	2017	II. D.	Davison	October	Assigned			EDAC will bring back a recommendation about how to partner with A2Mend in the future.
	Periodic Review Report Recommendations	June	2017	II. F.	Adams	Jan/Feb	In progress			Adams will either implement or facilitate the actions as noted by the PRC
	Spring Session Resolutions	June	2017	II. H.	Chairs	September	Assigned			The Accreditation and Curriculum Committee chairs will solicit members to serve on a task force to address Resolution 9.01 S17.
	Resolution Handbook	June	2017	II. I.	Stanskas	November/April	Assigned			When asking the body to adopt the procedures and rules, the vice president will announce that it is important for those who write resolutions to attend the breakout session.
	Leadership Survey	June	2017	IV. F.	Adams	June/Sept.	In progress			The survey was passed out at the Faculty Leadership Institute. The RwLS Committee will review the survey summary and determine if another survey should be sent to the SP listserv. The RwLS requested that the survey be sent to the senate presidents.
	ASCCC Professional Development	June	2017	IV. L	Aschenbach	September	In progress			1) The FDC will discuss at its first meeting topics for the PDC, review the Professional Development Plan, and make recommendations for future professional development activities.
	Executive Committee Participation at Events	June	2017	IV.M	Adams/Bruno	September	In progress			A policy will be brought back to a future meeting for consideration for approval. The policy is on the September 8 - 9 agenda for consideration. The policy will go to the Operational Committee for revision based on recommendations at the September 8th Executive Committee meeting.
	Publications Guidelines	August	2017	II. F.	Adams	November	Assigned			Adams will bring the "Other Official Documents" to the Operational Committee to address members comments. The revised guidelines will return to another meeting for approval.
	Committee Priorities	August	2017	IV. D.	Committee Chairs	November	Assigned			Committee chairs will provide Adams and Bruno with an update of the committee priorities after the first meeting of the standing committee.
	Policy for Executive Committee Members Attending Events	September 7-9	2017	II. C.	Adams	November	Assigned			The policy for Executive Committee members attending events will return to the Operations Committee for clarification and return to a future meeting for approval.
	Foundation Bylaws	September 7-9	2017	II. D.	Adams	November	Assigned			The Foundation Bylaws as amended have been posted on the Foundation website. Adams will contact the ASCCC attorney to explore actions to address possible conflict of interest of directors who serve on both the ASCCC and the ASFCCC.
	Collaborative Institute	September 7-9	2017	IV. C.	Adams	Jan/Feb	Assigned			Staff will begin seeking locations for the event with Riverside Convention Center as the first option. A subgroup of the CTE Leadership and the Noncredit Committees will be formed with the addition of representatives from 3CSN, the Chancellor's Office, and ACCE to plan the event. Event marketing will begin once the event location is identified and registration is open.
	TASSC Regional Meetings	September 29-30	2017	II. C.	Beach	November	Assigned			Information about and registration for the events will posted on the website as soon as locations are determined.
	Standards and Practices Committee Charge	September 29-30	2017	II. D.	Freitas/Adams	November	Assigned			The revised charge will be sent to the executive director for posting on the ASCCC website.

	Accounting Policies	September 29-30	2017	II. E.	Adams	November	Assigned			The changes will be accepted and updated to the Executive Committee livebinder.
	Update on Quantitative Reasoning	September 29-30	2017	IV. F.	Stanskas/May /Adams	November	Assigned			A message will be sent to the executive director for posting to the Listserv.
	Revision of 2000 ASCCC Paper: Re-Examination of Faculty Hiring: Processes and Procedures	November 1	2017	IV. B.	Davison	Spring 2018	Assigned			Make approved revisions and bring back for spring plenary session 2018.
	CTE C-ID and Model Curriculum Workgroup	November 1	2017	IV. E.	Slattery-Farrell	January 2018	Assigned			Arrange for a meeting between chairs and directors and bring further discussion and action to the Board at a future meeting.

LOCAL SENATE CAMPUS VISITS
2016 – 2018

(LS= member of Local Senates; IN = report submitted; ~~strikeout~~ = planned but not done)

COLLEGE	VISITOR	DATE OF VISIT	VISITOR	DATE OF VISIT	NOTES
AREA A					
American River	Executive Committee Meeting	9/30/16			
Bakersfield					
Butte	Goold/Davison/ Aschenbach/ Freitas	10/13/16	Davison	05/12/17	Butte Chico Center/ Curriculum Streamlining Workshop
Cerro Coso					
Clovis	Davison	8/29/16	Davison	05/3/17	IEPI PRT Member/Curriculum Streamlining Workshop
Columbia					
Cosumnes River					
Feather River					
Folsom Lake	May/Goold/ Aschenbach Goold	10/14/16 11/22/16			Area A meeting Discipline Conversation
Fresno					
Lake Tahoe					
Lassen					
Merced	Aschenbach	4/27/2017			PDC Visit for Julie Clark
Modesto					
Porterville					
Redwoods, College of the					
Reedley					
Sacramento City	Beach, A. Foster, Smith	2/19/17			Diversity in Hiring Regional Meeting

San Joaquin Delta	Smith	11/18/16			Formerly Incarcerated Regional Mtg.
Sequoias, College of the					
Shasta					
Sierra	Freitas/May	10/4/17	May/Aschenbach/Bruno/Roberson	10/13/17	10+1; Area A Meeting
Siskiyous, College of the					
Taft					
West Hills Coalinga					
West Hills Lemoore					
Woodland College	Freitas/Rutan/Foster/ Adams	10/28/16			MQ North Regional
Yuba					
AREA B					
Alameda, College of	Bruno	11/21/16	Aschenbach	10/20/17	Collegiality in Action; ISF (CTE Regional)
Berkeley City					
Cabrillo	Davison	4/28/17			Curriculum Streamlining Workshop
Cañada					
Chabot	Smith	3/21/17	Bruno/Davison		Area B Meeting
Chabot – Las Positas District	Davison	5/23/17			Curriculum Streamlining Workshop
Contra Costa					
DeAnza					
Diablo Valley					
Evergreen Valley					
Foothill	Executive Committee Meeting	3/3/17			
Gavilan					
Hartnell					
Laney	May	3/6/17	Corrina Evett		District (PCCD) Enrollment Mgmt.
Las Positas	May	9/16/16			SLO vs. Objectives
Los Medanos					

Marin, College of	Davison	3/17/17	Davison	9/15/17	Curriculum Streamlining; OER Regional
Mendocino					
Merritt	Davison	3/17/17			Curriculum Streamlining
Mission	Davison/Freitas	12/08/16			Local Visit
Monterey Peninsula	Freitas/Bruno	11/10/16			Local Visit
Napa Valley	Beach	11/14/16			IEPI RPT Team Member
Ohlone	McKay/Davison	10/19/17			Local Senate Visit
San Francisco, City College of	Davison	3/8/17			Technical Curriculum
San José City	Davison	5/24/17			Curriculum Streamlining Workshop
San Mateo, College of					
Santa Rosa Junior	Beach Lorraine Slattery-Farrell and Sam Foster	12/21/16 3/10/17			EDAC Strategic Plan Meeting MQ
Skyline	Davison/Beach/LSF/ McKay/Crump	10/21/16	John Stanskas; McKay/Davison	1/25/17 10/13/17	Curriculum Regional Meeting; BDP Articulation; Area B Meeting
Solano	Stanskas/McKay/Smith/Davison	10/14/16	Rutan; Foster/Davison	2/16/17 10/27/17	Area B Meeting; BDP Accreditation; EDAC Regional
West Valley	Davison Aschenbach	11/8/16 12/07/16			Local Senate Visit Noncredit Asst. (Zoom w/WVC Noncredit Task Force

AREA C					
Allan Hancock					
Antelope Valley					

Canyons, College of the	Freitas/Stanskas	10/21/16	Davison	10/5-6/17	MQ & Equivalencies Presentations; Civic Engagement Summit
Cerritos					
Citrus					
Cuesta					
East LA	Freitas/Foster/Bruno	3/25/17			Area C
El Camino	Executive Committee Meeting	2/3/17	Freitas	10/20/17	Governance Presentation for ECC PRIDE P.D. Meeting
Compton College	May/Roberson	8/25/17			Guided Pathways
Glendale	Rutan/Foster Aschenbach	9/24/16 12/08/16	Freitas/Slattery-Farrell/Stanskas	6/9/17	Accreditation Committee Noncredit Committee Mtg.
LA District	Davison	3/10/17			Curriculum Workshop
LA City	Rutan	9/22/17			LACCD District Academic Senate Summit
LA Harbor	Rutan	5/5/17			TOP Code Alignment
LA Mission					
LA Pierce					
LA Southwest					
LA Trade-Technical	Smith	10/21/16			Formerly Incarcerated Regional Meeting
LA Valley					
Moorpark	Freitas/Stanskas/Eikey	10/14/17			Area C Meeting
Mt. San Antonio	Davison/LSF/ Aschenbach/Beach/ Rutan Davison	10/22/16 2/23/17	Davison/Rutan/Beach Curriculum Committee Meeting Aschenbach	2/25/17	Curriculum Regionals Dual Enrollment Toolkit Curriculum Assistance
Oxnard					
Pasadena City	Foster/Freitas	11/15/16			Area C Meeting

Rio Hondo					
Santa Barbara City					
Santa Monica					
Ventura	Freitas	4/2/2016			Area C Meeting
West LA					

AREA D					
Barstow	Rutan/Stanskas/ S. Foster/Beach/ Slattery-Farrell	3/25/17	Slattery-Farrell/Stanskas	8/29/17	Area D Meeting Technical Visit
Chaffey	Slattery-Farrell/Freitas/S. Foster	3/10/17	Slattery-Farrell/Aschenbach	10/21/17	MQ Regional; CTE Regional
Coastline					
Copper Mountain					
Crafton Hills					
Cuyamaca					
Cypress	Freitas/Stanskas	1/20/17			
Desert, College of the					
Fullerton	Beach	9/20-21/16	Davison/Foster	10/28/17	SLO Presentation; EDAC Regional
Golden West					
Grossmont					
Imperial Valley	Beach	4/7/17			Governance Presentation
Irvine Valley	Davison/Rutan	5/15/17			Curriculum Streamlining Workshop
Long Beach City	Davison/Rutan	4/26/17			Curriculum Streamlining Workshop
MiraCosta	Foster/Freitas	8/10/17	May/Beach	9/28/16	Ed. Pol.
Moreno Valley	McKay/Stanskas	1/27/17	Online Ed Committee		
Mt. San Jacinto					
Norco					
North Orange - Noncredit					
Orange Coast					

Palo Verde	Rutan	8/31/17			Top Code Alignment
Palomar	Aschenbach/McKay	12/03/16			Noncredit South Regional Meeting
Riverside City	Freitas/Stanskas/ Slattery-Farrell	10/29/16	Davison/Rutan	5/30/17	MQ South Regional Meeting Curriculum Streamlining Workshop
Saddleback	Davison	3/15/17			Curriculum Tech Visit
San Bernardino Valley	Executive Committee Meeting	9/9/16			
San Diego City					
San Diego Cont. Ed.	Rutan/Slattery-Farrell Smith	10/15/16 11/19/16	Stanskas/A. Foster	5/2/17	Area D Meeting Top Code Alignment Tech. Visit
San Diego Mesa	Davison/Rutan	5/22/17			Curriculum Streamlining Workshop
San Diego Miramar					
Santa Ana	Beach	8/23/17			Presentation on Role of Local ASCCC Senates Governance
Santiago Canyon					
Southwestern	Rutan	12/12/16	Beach/A.Foster/Smith Diversity in Faculty Hiring Regional Mtg.	2/10/17	TOP Code Alignment
Victor Valley					

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EXECUTIVE COMMITTEE MEETING
Wednesday, November 1, 2017
Irvine Marriott, 18000 Von Karmen Avenue, Irvine, CA 92612

I. ORDER OF BUSINESS

A. Roll Call
President Bruno called the meeting to order at 11:05 a.m. and welcomed members and guests.

C. Aschenbach, R. Beach, D. Davison, R. Eikey, S. Foster, J. Freitas, G. May, L. Parker, C. McKay, C. Roberson, C. Rutan, L. Slattery-Farrell, and J. Stanskas.

Guests: Adam Wetsman, FACCC President; Irene Malmgren, CIO South Coast Regional Chair; Jackie Escajeda, Dean, Intersegmental Programs & Credit Curriculum; Dan Crump, previous Executive Committee member.

B. Approval of the Agenda
MSC (Davison/Rutan) to approve the agenda with the following amendments:

1. **Add Apprenticeship Minimum Qualifications as Action item IV. D.**
2. **Add CTE C-ID and Model Curriculum Workgroup as Action item IV. E.**
3. **Add October 8, 2017 Meeting Minutes as Action item IV. F.**

C. Public Comment
This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.

D. Calendar
Members were updated on deadlines.

E. Action Tracking
Members were asked to review the Action Tracking and update as necessary.

F. Local Senate Visits
Members were asked to update the local senate visits table.

G. One Minute Accomplishment
Each member shared a one-minute accomplishment.

II. CONSENT CALENDAR

A. September 29-30, 2017 Meeting Minutes

B. Guided Pathways Resource Team

C. TASSC Regional Meetings

D. Accreditation Institute Draft

Item B was pulled from the consent calendar.

MSC (Parker/Davison) to approve the consent calendar as amended.

B. Guided Pathways Resource Team

The committee reviewed the document and some members expressed concern related to the cost associated with the resource team. The group agreed to remove the section on cost from the second page of this item.

MSC (McKay/May) to approve as amended.

III. REPORTS

A. President's/Executive Director's Report

Bruno visited Hartnell College for a Collegiality in Action presentation. The local senate may request a follow-up faculty-to-faculty governance visit in the near future.

The Area meetings went well and initiated good conversations.

ASCCC submitted a response to the Chancellor's Office memo regarding the termination of CCCAssess, a project of the Common Assessment Initiative that set out to design and develop a set of standardized assessment tools for the California Community Colleges.

Bruno had a discussion with Jack Scott and he invited her to attend the AACC conference in Dallas, TX to present on the Associate Degrees for Transfer and C-ID System. Texas is one of the states that is under a travel ban by the state of California because of its discriminatory practices.

Achenbach recently attended the second in-person Flex Learning Options for Workers (FLOW) work group meeting. The FLOW work group was created to investigate options for an online college as requested by Governor Brown. Aschenbach was provided documents at the meeting that included responses to discussion that took place at the previous meeting. Many work group members felt that important feedback was missing from the documents. A FLOW webinar will be held for Consultation Council members to review the options before the Board of Governors meeting. Currently, there are three options under discussion to meet the needs of the target population identified:

1. A FLOW college created within an existing distrist
2. A FLOW consortium of colleges
3. A new entity operated by the Chancellor's Office.

Characteristics of the FLOW college would include non-traditional scheduling, competency based courses, and complete at your own pace. The primary focus is coaching students. The online college could include subscription based tuition, where a student could complete as many classes as possible during the subscription period. The options are modeled after Western Governors University.

Bruno attended the recent IEPI Executive meeting where they discussed professional development issues. One issue noted is the lack of funding for discipline faculty to engage with other discipline faculty. The Chancellor's Office is investigating if colleges may receive money for this objective if they write it into their Student Success and Support Plan (SSSP).

Adams provided a written report for the committee's review.

B. Foundation President's Report

Rutan reported that the Foundation Board agreed unanimously to postpone the Area Competition in order to raise money for students directly impacted by the recent northern California fires in Mendocino, Napa Valley, and Santa Rosa counties. Elections for new Foundation Board members is scheduled to occur during Plenary this week however, Rutan requested to postpone the elections. Bruno asked him to discuss with the Foundation Board and email a recommendation to her for a final decision.

C. Liaison Oral Reports *(please keep report to 5 mins., each)*

Liaisons from the following organizations were invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CFT, CIO, FACCC, and the Student Senate.

FACCC President Adam Wetsman mentioned that the FACCC Board meeting is in two weeks. Freitas will be there as the ASCCC liaison and will provide information on the AB 705 decision. Michelle Pilati will be in attendance to discuss updates on FLOW. There is an upcoming FACCC Policy Forum, which is a one-day event to address either a single issue or a few similar issues. This forum will be focused on Guided Pathways. FACCC's Advocacy and Policy Conference will be held the first weekend of March in Sacramento. It will start on Saturday and convene on Sunday, with legislative visits taking place on Monday.

CIO Liaison Irene Malmgren discussed the Guided Pathways program and money allocations. The CIOs are closely following AB 705. The Chancellor's Office hired a CIO to assist with their technology. Malmgren mentioned that it is important for the Consultation Council to continue to discuss important issues and for system partners to consult and collaborate.

IV. ACTION ITEMS

A. Legislation and Government Update

The Executive Committee was updated on recent legislative activities.

B. Revision of 2000 ASCCC Paper: Re-Examination of Faculty Hiring: Processes and Procedures

This paper is a result of a Resolution that was passed in spring 2017. The group discussed focusing on diversity in hiring. The paper from 2000 is in need of full revision, as procedures changed over the years. The committee discussed ideas for revisions with the paper to be brought back for the spring plenary session 2018.

MSC (Rutan/May) to approve moving forward with suggested revisions.

Action: Make approved revisions and bring back for spring plenary session 2018.

C. ASCCC Audit

The Executive Committee reviewed the ASCCC audit for 2016 – 17 fiscal year. The audit report was emailed to the committee prior to the meeting. The committee had no questions or comments regarding this item.

MSC (Slattery-Farrell/McKay) to approve the 2016-2017 audit as presented.

D. Apprenticeship Minimum Qualifications

The committee discussed whether or not to withdraw the ASCCC resolution on changes to apprenticeship minimum qualifications. During the October 26 California Apprenticeship Committee (CAC) meeting, the Chancellor's Office proposal was released which replaces their original MQ proposal from January 2017. This proposal was significantly different from previous proposals, resulting in discussion from members.

MSC (Slattery-Farrell/Parker) to approve withdrawing resolution 10.01 F17.

E. CTE C-ID and Model Curriculum Workgroup

The Executive Committee was updated on changes to the C-ID Model Curriculum Workgroup and C-ID CTE. A framework process document was presented to the committee for review and discussion. Members mentioned that they would like to see industry experts present at the workgroup meetings to provide insight and feedback.

MSC (Stanskas/Rutan) to approve chairs and directors coming together by January 2018 for further work and bring to a future meeting for discussion and action.

Action: Arrange for a meeting between chairs and directors and bring further discussion and action to the Board at a future meeting.

F. October 8, 2017 Meeting Minutes

The committee reviewed the minutes from the October 8 closed session Executive Committee meeting.

MSC (Slattery-Farrell/Beach) to approve October 8, 2017 minutes as presented.

V. DISCUSSION

A. Chancellor's Office Liaison Report

Jackie Escajeda, Dean, Intersegmental Programs & Credit Curriculum provided a report for the Chancellor's Office. There is an implementation workgroup being created for AB705 and their first meeting will take place on November 21. Santa Barbara City College Dean of Educational Programs, Alice Perez, was appointed to the position of Vice Chancellor of Academic Affairs with the CCC Chancellor's Office. A new basic skills formula allocation is now available. The Legislative Analyst's Office (LAO) report on baccalaureate degrees will be released in November. Escajeda mentioned that there are still some barriers for local colleges to create ADTs in Chemistry and Computer Science. They are currently conducting research to understand the barriers and collecting data from colleges with the ADTs to determine how they have overcome these barriers. There is a new Vice Chancellor of Digital Innovation, Dr. Omid Pourzanjani from Golden West College.

B. Board of Governors/Consultation Council

Topics were covered in other areas of the agenda.

C. Guided Pathways

Members discussed the participation of the ASCCC in the Chancellor's Office Guided Pathways Program. The Executive Committee noticed rising tension and confusion with faculty around guided pathways. It was noted that it is important to support faculty and try to provide answers to their questions. Fall Plenary is starting with a general session on Guided Pathways which hopefully will provide clarification and address concerns.

D. Update on Quantitative Reasoning

The Executive Committee was updated on the CSU system requirements for transfer students and reviewed two additional documents that were released to the public. The CSU system indicated that it will be up to individual California community colleges to determine how to support students who have not completed mathematics prerequisite courses. AB 705 raised concern surrounding how quickly students have to complete remediation. An ASCCC Mathematics Task Force is forming, in collaboration with CMC^3, and is currently looking for more faculty members to join.

E. Fall Plenary Session Final Planning

The Executive Committee discussed the final planning and agenda for Fall Plenary Session.

F. IEPI P3 Workgroup Update

The Executive Committee was updated on the change in focus for P3 and which policies or system-wide practices may be re-examined for possible statutory changes. At the last P3 meeting, the group worked on determining their roles and responsibilities, with minimal discussion regarding the delivery of financial aid to reflect total cost of attendance.

G. Meeting Debrief

The debrief did not take place.

VI. REPORTS *(If time permits, additional Executive Committee announcements and reports may be provided)*

A. Standing Committee Minutes

i. Accreditation Committee, May
ii. Basic Skills Committee, Davison
iii. Curriculum Committee, Rutan
iv. Educational Policies Committee, Beach
v. Equity and Diversity Action Committee, Davison
vi. Legislative and Advocacy Committee, Stanskas
vii. Online Education Committee, McKay
viii. Part Time Committee, Adams/Foster
ix. Relations to Local Senates Committee, Eikey
x. Resolutions Committee, May

B. Liaison Reports

i. AEBG Math Crosswalk Committee, Legner
ii. California Community Colleges Curriculum Committee (5C), Rutan
iii. CIO Executive Board, Rutan
iv. Common Assessment Initiative Advisory Committee, Rutan
v. General Education Advisory Committee, May

C. Senate and Grant Reports

VII. ADJOURNMENT

Adjourned at 5:00 p.m.

Respectfully submitted by
Ashley Fisher, Executive Assistant
Dolores Davison, Secretary

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Executive Committee Agenda Item

SUBJECT: Statistics Survey Related to Resolution 18.02 S16		Month: December	Year: 2017
		Item No: II. B.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will approve the distribution of the statistics survey in early 2018.	Urgent: NO	
		Time Requested: 20 minutes	
CATEGORY:	Consent Calendar	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Craig Rutan	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution 18.02 S2016 included the following:

> *Resolved, That the Academic Senate for California Community Colleges collect data on the effectiveness of the statistics placement models and report the results by Fall 2017.*

The Curriculum Committee has developed a survey to collect information about colleges using high school transcript data to place students into statistics courses. Additionally, the curriculum committee added questions about colleges that have implemented accelerated statistics pathways and whether those colleges have incorporated those pathways into their existing dual enrollment programs. The goal is to distribute the survey at the beginning of the spring semester and publish a Rostrum article to share the findings and a breakout presentation might be needed at plenary or the curriculum institute because of the relationship between using high school transcript data for placement and AB 705.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Statistics Placement Survey

In spring of 2016, the Academic Senate for California Community Colleges adopted resolution 18.02 S16 that included the following:

> Resolved, That the Academic Senate for California Community Colleges collect data on the effectiveness of the statistics placement models and report the results by Fall 2017.

This brief survey is being seeking to collect information on the how colleges are placing students into statistics and the effectiveness of those placements.

1. Does your college use an assessment test as part of placing students into mathematics courses?
    a. Yes
    b. No

2. Prior to the passage of AB 705, did your college consider high school transcript data in the placement of students into courses in mathematics?
    a. Yes
    b. No

3. Is your college currently participating in the Multiple Measures Assessment Project?
    a. Yes, our college is already placing students with MMAP models.
    b. Yes, our college has agreed to participate in MMAP, but no students have been placed using the models.
    c. No, our college is not currently part of MMAP.

If answer is a, continue to the rest of the survey. If answer is b or c, go to question 8.

4. The MMAP model for placement into statistics has the option to place students that completed algebra I or algebra II in high school. Which version of the model is your college using?
    a. Students must have completed Algebra I
    b. Students must have completed Algebra II
    c. Our college is using a customized decision tree for statistics placement

5. Since implementing a statistics placement model, has there been a change in the number of students being placed into statistics?
    a. The number of students placed into statistics has increased.
    b. The number of students placed into statistics has decreased.
    c. The number of students placed into statistics is unchanged.

6. Since implementing a statistics placement model, has there been any impact on the retention rates in statistics?
    a. Yes, retention rates have increased.
    b. Yes, retention rates have decreased.
    c. No, retention rates have remained constant.

7. Since implementing a statistics placement model, has there been any impact on the success rates in statistics?
    a. Yes, success rates have increased.
    b. Yes, success rates have decreased.
    c. No, success rates have remained constant.

8. Does your college currently offer a statistics pathway course like statway?
    a. Yes
    b. No
    c. Our college is currently creating a pathways course.

If a is answered on 8, go to question 9. If b or c, go to question 10.

9. Does your college offer your statistics pathways course through dual enrollment?
    a. Yes
    b. No
    c. Our college is currently investigating this option.

10. Is there any additional information that you would like to share related to statistics placement at your college?

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Executive Committee Agenda Item

SUBJECT: Reassignment of Resolution 7.01 F16		Month: December	Year: 2017
		Item No: II. C.	
		Attachment: No	
DESIRED OUTCOME:	Resolution 7.01 F16 will be reassigned to a more appropriate committee.	Urgent: No	
		Time Requested: 10 minutes	
CATEGORY:	Consent Calendar	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Freitas	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

During its review of committee priorities, the Standards and Practices Committee questioned the appropriateness of this committee being assigned Resolution 7.01 F16. The resolution states:

> Whereas, Apprenticeship programs have been referenced in the Strong Workforce Program and Adult Education Program since they provide unique opportunities for students to gain both paid and on-the-job experiences as well as college level curriculum pertaining to their chosen career;
>
> Whereas, Common components of registered apprenticeship programs include at least 2,000 hours of paid, structured, and supervised on-the-job training and 144 hours of related instruction and training provided for college credit[1]; and
>
> Whereas, College credit is awarded for courses placed in a discipline in a program of study leading to a certificate or degree award and may include apprenticeship hours, work experience, or other credit or noncredit requirements related to the program of study;
>
> Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office and system partners to review the regulations and clarify the policies and procedures for implementing apprenticeships in programs of study including those that lead to certificate and degree awards; and
>
> Resolved, That the Academic Senate for California Community Colleges work with system partners and external agencies to collect and disseminate effective practices for the inclusion of apprenticeship in programs of study in California community colleges.

The scope of this resolution is policies and effective practices for apprenticeship programs, not faculty minimum qualifications, and is therefore outside of the purview of Standards and Practices. The committee recommends reassigning this resolution to the Educational Policies Committee, with support from the CTE Leadership Committee.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

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Executive Committee Agenda Item

SUBJECT: Support for Students to Attend Plenary		Month: December	Year: 2017
		Item No: II. D.	
		Attachment: NO	
DESIRED OUTCOME:	Executive Committee will support greater student attendance at plenary sessions.	Urgent: NO	
		Time Requested: 10 min	
CATEGORY:	Consent Calendar	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Randy Beach	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

More and more, changes in the CCC system are happening with limited consultation and in a "more top-down" approach. Building partnerships with other constituent partners should be a priority. To support that priority, ASCCC can build a stronger partnership with the Student Senate for California Community Colleges by engaging with students to sit on panels and work with Executive Committee members and other veteran faculty to attend and present at plenary. To help facilitate that, students could be offered registration at the discounted presenter rate, even if only attending without presenting, and more actively recruited to attend. The Executive Committee will weigh the fiscal impact of the change and determine if the change is appropriate in time for the spring 2018 plenary.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

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Executive Committee Agenda Item

SUBJECT: Naming of the CTE/Noncredit Collaborative Institute		Month: December	Year: 2017
		Item No: II. E.	
		Attachment: No	
DESIRED OUTCOME:	A proposed name for the institute will be considered for approval	Urgent: Yes	
		Time Requested: 10 minutes	
CATEGORY:	Consent Calendar	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Lorraine Slattery-Farrell/John Freitas	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In September, the Executive Committee approved the combining of the CTE Leadership Institute and Noncredit Summit into a combined CTE/Noncredit Collaborative Institute. The planning committee for this institute, which includes representatives of the CTE Leadership and Noncredit Committees, ACCE, the Chancellor's Office, 3CSN, and Career Ladders, agreed that a new, more marketable name was needed for this institute. The committee agreed that Career and Noncredit Education Institute would be a more marketable name. The name makes it clear that it is about both CTE and noncredit and the key role that noncredit plays in providing CTE opportunities for students. Action by the board to approve the name change is requested.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

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Executive Committee Agenda Item

SUBJECT: ASCCC Monthly Webinars		Month: December	Year: 2017
		Item No: II. F.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider offering monthly webinars on rotating topics.	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Consent Calendar	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Academic Senate provides a variety of professional development opportunities, including regional meetings, institutes, and plenary sessions. It also provides Rostrums, position papers, and white papers to provide information to the field. To help provide information and address issues on individual campuses, Executive Committee provides responses to emails or conducts technical visits.

As another form of providing information to the field as well as being responsive to questions or issues in the field, the Faculty Development Committee would like the Executive Committee to consider offering monthly webinars. ASCCC could commit to one webinar a month, and the topic for each could rotate between committees, ideally addressing the hottest topics of the month. The Faculty Development Committee could provide support for each webinar and could suggest topics in collaboration with the Executive Committee.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

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Executive Committee Agenda Item

SUBJECT: Resolution Assignments F2017		Month: December	Year: 2017
		Item No: II. G	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the resolution assignments from the 2017 Fall Plenary Session.	Urgent: YES	
		Time Requested:	
CATEGORY:	Consent Calendar	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno/Ginni May	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Immediately following each plenary session, the Resolutions Committee chair is required to bring forward the resolutions for assignment to individuals or groups. Specifically, the resolution's manual states,

> The President and Executive Director meet to develop a list of draft resolution assignments to Senate committees, task forces or appropriate individuals. At the first Executive Committee meeting following the plenary session, the Resolutions Chair submits an agenda item for first reading and action of the draft resolution assignments and the resolutions referred by the body at plenary session. The Resolutions Committee will provide the Executive Committee with recommendations on how to dispose of the referred resolutions. The Executive Committee will approve the resolution assignments and act on the recommended dispositions of the referred resolutions and make assignments as appropriate to complete the tasks included in the referral instructions. Prior to the next plenary session, the Resolutions Chair will monitor the work on the referred resolutions and ensure that any revised resolutions are submitted to the Executive Committee in time for review and recommendation to Area meetings per the timeline assigned in the referral.

The President has suggested assignments for the resolutions as noted on the attached spreadsheet. The Executive Committee will consider for approval these resolution assignments.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Number	Semester	Resolution Title	Committee
1.01	F17	Emeritus Status for Paul Setziol	Executive Director
2.01	F17	Request Accrediting Commission for Community and Junior Colleges (ACCJC) to Readdress Bachelor's Degree Program Requirements	Accreditation Committee
3.01	F17	Support for DACA Students	Equity and Diversity Action Committee
3.02	F17	ESL Equity Impact Caused by Termination of Common Assessment Initiative	President
3.03	F17	Revise the 2002 Paper Student Equity: Guidelines for Developing a Plan	Equity and Diversity Action Committee
4.01	F17	Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions	Transfer, Articulation, and Student Services Committee
7.01	F17	Creating Guidelines for Veteran Resource Centers	Transfer, Articulation, and Student Services Committee
7.02	F17	Identify and Remove Barriers to Offering Noncredit Distance Education Courses	Noncredit Committee
7.03	F17	Evaluation and Certification of Coursework from Home Schools	Educational Policy Committee
7.04	F17	Internship Opportunities for Students Enrolled in Noncredit Courses and Programs	Noncredit Committee
7.05	F17	Student Accountability Model Codes - CB09 Revision	Curriculum Committee
7.06	F17	Access to Noncredit Courses for Undocumented Students	Legislative Advocacy Committee
7.07	F17	Implementing AB 705 (Irwin, 2017) to Serve the Needs of All Community College Students	Transfer, Articulation, and Student Services Committee
7.08	F17	Call for Faculty Leadership in Implementing the Vision for Success[1]	President
7.09	F17	Consultation Process and System Partners	President
7.1	F17	Using System Consultation and Faculty Input to Address Expansion of Online Education	President
7.11	F17	Commitment to Reliable English as a Second Language (ESL) Success Data via the Scorecard	Noncredit Committee
7.12	F17	Endorse Consortium Approach to Expanding Online Educational Opportunities	President
9.01	F17	College Autonomy and Faculty Purview for Determining Meta Majors or Areas of Focus	Curriculum Committee
9.02	F17	Expand System-wide Online Educational Opportunities	Curriculum Committee
9.03	F17	Online CTE Programs and Competency-Based Instruction	Curriculum Committee
9.04	F17	Inclusion of Information Competency in College Institutional Learning Outcomes	Curriculum Committee
10.01	F17	Dialog and Collaboration on Apprenticeship Faculty Minimum Qualifications	Standards and Practices Committee
11.01	F17	Support for Educational Planning Initiative's Suite of Tools	Transfer, Articulation, and Student Services Committee
12.01	F17	Creation of Professional Development College Courses in Effective Teaching Practices	Faculty Development Committee
13.01	F17	Recognition of Course Sections with Low-Cost Course Material Options	Educational Policy Committee
13.02	F17	Environmental Responsibility: College Campuses as Living/Learning Labs	Educational Policy Committee
13.03	F17	Faculty Involvement in Financial Recovery Plans	Relations with Local Senates Committee
14.01	F17	Effective Practices for Allowing Students to Repeat Courses to Alleviate Substandard Grades	Educational Policy Committee

15.01	F17	Aligning Transfer Pathways for the California State University and University of California Systems	Curriculum Committee
16.01	F17	Updating of ASCCC Papers on Library Faculty and Libraries in the California Community Colleges	Transfer, Articulation, and Student Services Committee
17.01	F17	Faculty Involvement in Scheduling of Courses	Curriculum Committee
17.02	F17	Local Academic Senate Role in Developing and Implementing Guided Pathways Frameworks	Guided Pathways Task Force
17.03	F17	Local Senate Purview Over Placement of Apprenticeship Courses Within Disciplines	Standards and Practices Committee
17.04	F17	Support for Academic Senate Faculty Leadership Training	Relations with Local Senates Committee
17.05	F17	Academic Senate Role in Appointing Faculty for Guided Pathways Framework Design and Implementation	Relations with Local Senates Committee
17.06	F17	Support for Local Academic Senates in Committing to a Guided Pathways Framework	Relations with Local Senates Committee
17.07	F17	Effective Shared Governance through Communication and Collaboration	Guided Pathways Task Force
17.08	F17	Inclusion of Library Faculty on College Cross-Functional Teams for Guided Pathways and Other Student Success Initiatives	President
22.01	F17	Ensure Equal Access for All Qualified California Community College Students to College Promise Funds	Standards and Practices Committee

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Executive Committee Agenda Item

SUBJECT: *Legislation and Government Update*		Month: December	Year: 2017
		Item No: IV. A.	
		Attachment: Yes (4)	
DESIRED OUTCOME:	Discussion and Action	Urgent: No	
		Time Requested: 30 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

1. For this year, all bills with fiscal impact have been signed or vetoed. The Chancellor's Office update is attached and supplements the Legislative report from the November ASCCC Executive Committee meeting. In addition, the ASCCC Board approved the following for it's legislative agenda this year:

Approved Legislative Agenda for 2017-2018
Full-Time Faculty and Faculty Diversification
Audit Fee
Permanent and Sustainable Funding for C-ID
Dedicated Professional Development Money for ASCCC to convene faculty discipline meetings to improve student success and completion*
Wrap-Around Student Support (Mental Health, Increased Direct Aid for Food and Housing Insecurity)

2. The second year of the legislative cycle opens in January. Several activities are already planned for legislative advocacy.
   A. First, ICAS, the Intersegmental Committee of Academic Senates, is scheduling a Transfer forum at the capitol in February.
   B. In addition, The Community College League of California, CCLC, has extended an invitation to the ASCCC to participate in a joint federal legislative visit with the Chancellor's Office in Washington D.C. in February.
   C. Lastly, the Executive Committee has scheduled it's state legislative visits for May 9.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

DESIRED OUTCOME:

The attached reports may generate discussion and action by the Executive Committee. If the Executive Committee may wish to provide guidance to the President and Vice President regarding the participation in a federal legislative visit. The committee may also wish to approve a legislative training day prior to state legislative visits. Lastly, the committee may wish to discuss legislative advocacy strategies regarding the FLOW proposal from the Chancellor to the Governor and how to effectively advocate our position to the legislature.

November 2017

FEDERAL ADVOCACY DELEGATION

On October 2-4, 2017, Chancellor Oakley, Vice Chancellor Metune and Senior Advisor Ajita Talwalker Menon, traveled to Washington D.C. to conduct a series of advocacy and strategic relationship meetings. The purpose of the trip was to make connections with the higher education and workforce leadership and to open up discussions regarding the Higher Education Act reauthorization, to discuss DACA action with Congressional leadership, to meet with the Department of Education, and to connect with national higher education organizations, including The Education Trust and the American Council on Education.

It was a very productive set of meetings, which resulted in the opportunity to meet with Department of Education Secretary Betsy DeVos, in California on Thursday, October 12, 2017. The meeting was hosted in San José at NextFlex, highlighting the *FlexFactor Program*. The meeting involved the Secretary and her team and focused on issues of workforce training, apprenticeships, and career pathways. We also discussed DACA and Title IX, the importance of investing in community colleges, and our role in workforce training.

The October delegation marks the third trip to Washington D.C. for 2017 CCCCO advocacy. The CCCCO and Board of Governors participated in the February 12-14 National Legislative Summit of the American Association of Community Colleges and the American Association of Community College Trustees. In June, the CCCCO joined the Community College League of California and the Faculty Association of California Community Colleges to meet members of the California Congressional Delegation and to participate in a staff-level California Higher Education Caucus briefing that focused on, among other priorities, the importance of the DACA program for our students.

DACA ADVOCACY EFFORTS

Chancellor Oakley announced October 16-20 as DACA Advocacy Week. In response, CCCs throughout the state met with members of Congress and held workshops and legal clinics for their students. DACA Advocacy Week is a joint effort with the Community College League of California, the Faculty Association of California Community Colleges, and the Student Senate for California Community Colleges. Ted Mitchell, president of ACE, launched a national DACA advocacy effort that coincides with DACA Advocacy Week.

The CCCCO is also supporting the Student Senate in a student-led postcard and phone-banking campaign in support of a permanent solution for DACA. Postcards and materials, sponsored by the Community College League of California, were distributed to student leaders at the October convening of the Student Senate and will be collected and shared with Congressional representatives over the next two months.

Chancellor Oakley also submitted formal comments to the Senate Judiciary Committee in response to their oversight hearing on the Administration's decision to end DACA. Those comments can be read in full, here: *http://www.cccco.edu/Portals/1/oversight-hearing.pdf.*

APPOINTMENT TO OFFICE OF CIVIL RIGHTS

On October 26, 2017, the White House announced that President Trump would nominate Kenneth L. Marcus, President and General Counsel of the Louis D. Brandeis Center for Human Rights Under Law, as the next head of civil rights at the Department of Education. If confirmed, Marcus would assume the duties of Candice Jackson, who has served as acting assistant secretary for civil rights at the department since April and will remain at the department as Deputy Assistant Secretary for

strategic operations and outreach. Marcus was previously the Staff Director of the U.S. Commission on Civil Rights for four years under the Bush administration and prior to that served as Deputy Assistant Secretary for civil rights at the Department of Education. While at the Department of Education, Marcus wrote the policy used by the Office for Civil Rights to investigate allegations of anti-Semitism on campuses. At the Brandeis Center, he has been outspoken about what he has called increasingly pervasive anti-Semitism on campuses.

HOUSE APPROVES SENATE VERSION OF BUDGET

The House of Representatives narrowly passed the Senate's budget resolution for Fiscal Year 2018 on October 26, 2017. The 216-212 vote avoids a conference committee and allows tax reform legislation to be passed under reconciliation rules (cannot be filibustered). The resolution does not have full details of spending other than $4 trillion in spending cuts over the next 10 years. Much of the details will have to be worked out between the House and Senate before final passage.

November 2017

2017 STATE LEGISLATIVE OVERVIEW

On September 15, 2017, the Legislature adjourned for Interim Recess. The final day for the Governor to sign or veto the bills approved by the Legislature was October 15, 2017. Of the 179 bills introduced in 2017 that were tracked by the California Community Colleges Chancellor's Office (CCCCO) Governmental Relations Division (Division), the Governor approved 39 bills that directly affect California Community Colleges and the students our colleges serve (including six related to the 2017-18 Budget Act). Throughout the 2017 Legislative year, the Division worked to advance policies that align with the Vision for Success goals of increasing student completions, reducing unit accumulation, and eliminating achievement gaps. The Division is pleased to report that many of the CCCCO top policy priorities were enacted by the Governor, including:

- **AB 705 (Irwin): Assessment and Placement Policies.** Requires community college districts to maximize the probability of students entering and completing transfer-level coursework in math and English within a one-year timeframe by using multiple measures to achieve this goal. The bill requires community colleges to use high school performance information when determining a student's readiness for college-level English and math. It also prohibits community colleges from requiring a student to enroll in remedial courses unless research shows the student is "highly unlikely" to succeed in transfer-level.

- **AB 19 (Santiago): California College Promise Framework**. As introduced, AB 19 focused on a "free tuition" program, and would have waived the enrollment fees for first time, full-time community college students. Amendments negotiated by the Division require the CCCCO to establish a statewide California College Promise that focuses on providing students with support and a clear transition from high school through community college. The bill does not contain funding for the program. The CCCCO has requested funding be provided in the 2018-19 Budget Act.

- **SB 68 (Lara): Public Postsecondary Education: Exemption from Nonresident Tuition.** This proposal expands the population of students exempt from paying nonresident tuition to include any student who has attended California schools or community colleges for three years and graduated from California high school, or the equivalent, attained an associate degree, or met UC or CSU transfer requirements.

- **AB 1018 (Reyes): Community College Student Equity Plans.** This bill adds homeless and LGBT students to the categories of students required to be addressed in the Student Equity Plans. The bill further requires the CCCCO to share data, if available, to support college implementation of these requirements.

- **SB 12 (Beall): Foster Youth in Higher Education.** SB 12 requires county child welfare agencies to assist foster youth in the financial aid application process; requires the Student Aid Commission to work with the Department of Social Services to develop an automated system to verify a student's foster youth status for applying for federal Pell Grants; and expands Cooperating Agencies Foster Youth Educational Support (CAFYES) program from the current level of 10 community college districts to *up to* 20 districts.

A short summary of bills affecting California Community Colleges is included in the attached 2017 Legislative Overview and a complete status update of all legislation tracked by the Division is included in the Bill Matrix.

SUMMARY OF 2017 EDUCATION AND ADVOCACY ACTIVITIES

The California Community Colleges Chancellors Office (CCCCO) Governmental Relations Division (Division), in coordination with other divisions in the CCCCO, organized and participated in a number of education and advocacy activities that aimed to advance the system budget and policy goals. What follows is a non-exhaustive summary of these efforts.

Legislative and External Stakeholder Briefings

- **Financial Aid and Affordability-** The CCCCO partnered with The Institute for College Access and Success (TICAS) and the Association of Community College Trustees (ACCT) on *Aiding Success: The Role of State and Federal Financial Aid in Supporting California Community College Students*. This report looks at the role of state and federal aid in supporting college completion. The Division, TICAS, and ACCT conducted briefings on this report in Washington D.C. on February 15, 2017, in the California State Capitol on March 10, 2017, and at the ACCT Annual Conference on September 25, 2017.

- **Guided Pathways-** The CCCCO partnered with the Campaign for College Opportunity and the California Edge Coalition to host a Capitol Forum on March 16, 2017, to discuss the guided pathways budget proposal and highlight the experiences of colleges already working in implementing this framework. On April 6, 2017, the coalition partnered with Sierra College to host a site-visit for Legislative and Department of Finance staff in order for them to better understand the college's work to implement guided pathways.

- **Career Education-** The CCCCO collaborated with the California Edge Coalition to provide Legislative stakeholders an update on the implementation of the Strong Workforce Program. The CCCCO hosted a lunchtime briefing on July 13, 2017. On August 10, 2017, the Division hosted a lobby-day in the Capitol to inform California Legislators of colleges in their district that received a *Strong Workforce Star* recognition. This resulted in a number of members authoring resolutions recognizing college programs. On September 6, 2017, the CCCCO partnered with Senator Connie Leyva to host a breakfast briefing on the Career Education rebranding and Workforce Stars program.

- **Basic Skills-** The CCCCO partnered with the Campaign for College Opportunity to participate in the California Acceleration Project Conference, on March 10, 2017, on a panel entitled "Basic Skills: Understanding the Legislative Landscape." This panel provided an opportunity to discuss CCCCO efforts to improve *assessment and placement* policies and to invest in basic skills transformations. On October 24, 2017, the CCCCO participated on a panel convened by the Public Policy Institute of California on *Reforming Math Pathways in the California Community Colleges*.

- **Transfer-** On November 8, 2017, the CCCCO joined the Campaign for College Opportunity for a Capitol briefing on *The Transfer Maze*, to discuss the critical role that transfer plays in meeting California's degree production needs. The University of California and the California State University also participated in this staff briefing to discuss challenges and opportunities in the transfer process.

- **Undocumented Students-** The CCCCO has conducted a number of activities to support and protect California's undocumented students, including participating in an organizing effort convened by the Campaign for College Opportunity, which included bringing together advocacy organizations, foundations, private funders, and higher education stakeholders on April 19, 2017, and October 19, 2017. CCCCOs participation in these events, in part, led to the Foundation for California Community Colleges receiving a small grant from the Irvine Foundation to support the establishment of a best practices handbook to support colleges in better serving undocumented students.

Legislative Oversight Hearings

- Assembly Higher Education Committee and Assembly Budget Subcommittee No. 2 on Education Finance, Monday, February 27, 2017, joint oversight hearing on *College Affordability in California – Hitting or Missing the Mark?*, testimony on behalf of the California Community Colleges provided by Greg Peterson, Vice President of Student Services, Long Beach City College.

- Senate Committee on Education, Wednesday, March 1, 2017, oversight hearing on the *Status of Remedial Education in California*, testimony on behalf of the California Community Colleges provided by Kirsten Corbin, Dean, Basic Skills and Special Programs, and Deborah Harrington, Executive Director of the California Community Colleges Success Network (3CSN).

- Assembly Select Committee on the Master Plan for Higher Education, August 31, 2017, oversight hearing on the *Overview of Higher Education in California*, testimony on behalf of the California Community Colleges provided by Chancellor Eloy Ortiz Oakley. The second hearing of the Committee on *Ensuring the Master Plan Meets California's Workforce Needs* was held on November 1, 2017.

- Assembly Committee on Jobs, Economic Development and the Economy, August 30, 2017, oversight hearing on *Supporting a Just Transition to a Lower Carbon Economy,* testimony on behalf of the California Community Colleges provided by Jim Caldwell, California Community Colleges Strong Workforce Program.

- Assembly Committee on Higher Education and the Assembly Select Committee on Cybersecurity, October 10, 2017, joint oversight hearing on *Cybersecurity Education and the Needs of the Workforce*, testimony on behalf of the California Community Colleges provided by Stephen Wright, Director & Sector Navigator for Information Communications Technologies and Digital Media, California Community Colleges and Donna Woods, Educator & Community Manager, California CyberHub Information and Communications Technologies & Digital Media, Doing What Matters for Jobs and the Economy.

- Assembly Select Committee on Veterans Employment and Education, Wednesday, October 25, 2017, oversight hearing on *Expanding Employment and Educational Opportunities for our Veteran Students*, testimony on behalf of the California Community Colleges provided by Chancellor Eloy Ortiz Oakley.

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					Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor		
2017 CHAPTERED BILLS AFFECTING CALIFORNIA COMMUNITY COLLEGES													
AB	19	Santiago	College Affordability	N	x	x	x	x	x	x	x	x	Chaptered
AB	21	Kalra	Public Postsecondary Education: Student Access	S	x	x	x	x	x	x	x	x	Chaptered
AB	41	Chiu	Law Enforcement Agencies: Rape Kits	N	x	x	x	x	x	x	x	x	Chaptered
AB	44	Reyes	Workers' Compensation: Medical treatment: Terrorist attacks	N	x	x	x	x	x	x	x	x	Chaptered
AB	172	Chavez	Public Postsecondary Education: Residency: Military Dependents	S	x	x	x	x	x	x	x	x	Chaptered
AB	214	Weber	Postsecondary Education: Student Hunger	S	x	x	x	x	x	x	x	x	Chaptered
AB	273	Aguiar-Curry	Child Care Services: Eligibility	N	x	x	x	x	x	x	x	x	Chaptered
AB	343	McCarty	Public Postsecondary Education: Immigrant Visa Holder	S	x	x	x	x	x	x	x	x	Chaptered
AB	461	Muratsuchi	Personal Income Taxes: Exclusion: Forgiven Student Loan	N	x	x	x	x	x	x	x	x	Chaptered
AB	490	Quirk-Silva	Taxation: Credits: College Access Tax Credit	S	x	x	x	x	x	x	x	x	Chaptered
AB	503	Lackey	Vehicles: Parking Violations: Registration Renewal	N	x	x	x	x	x	x	x	x	Chaptered
AB	504	Medina	Student Success and Support Program Funding	S	x	x	x	x	x	x	x	x	Chaptered
AB	584	Quirk-Silva	Student financial aid: CAL SOAP: Orange County	N	x	x	x	x	x	x	x	x	Chaptered
AB	618	Low	Local Agency Public Construction Act: Job Orders	N	x	x	x	x	x	x	x	x	Chaptered
AB	637	Medina	Community Colleges: cross-enrollment in online education	S	x	x	x	x	x	x	x	x	Chaptered
AB	705	Irwin	Student Success (CCC Assessment and Placement)	S	x	x	x	x	x	x	x	x	Chaptered
AB	766	Friedman	Foster Youth: Supervised Independent Living in Dormitories	N	x	x	x	x	x	x	x	x	Chaptered
AB	1018	Reyes	Community Colleges: Student Equity Plans: Homeless Students	S	x	x	x	x	x	x	x	x	Chaptered
AB	1157	Mullin	School District Employee Housing: Tax Exemption	N	x	x	x	x	x	x	x	x	Chaptered
AB	1194	Dababneh	Elections: Bond Measures: Ballot Text	N	x	x	x	x	x	x	x	x	Chaptered
AB	1299	Gipson	Compton Community College District	N	x	x	x	x	x	x	x	x	Chaptered
AB	1533	O'Donnell	College Promise Partnership Act: Long Beach CCD	N	x	x	x	x	x	x	x	x	Chaptered
AB	1567	Holden	CSU/ CCC: Foster Youth	N	x	x	x	x	x	x	x	x	Chaptered
AB	1651	Reyes	Community Colleges: Academic Employees	N	x	x	x	x	x	x	x	x	Chaptered
AB	1731	Asm. Jobs	Apprenticeships: Training Funds: Audits	S	x	x	x	x	x	x	x	x	Chaptered
SB	12	Beall	Foster Youth: Postsecondary Education: Financial Aid	S	x	x	x	x	x	x	x	x	Chaptered
SB	54	De Leon	Law Enforcement: Sharing Data	N	x	x	x	x	x	x	x	x	Chaptered

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SB	68	Lara	Exemption from Nonresident Tuition (transfer students)	S	x	x	x	x	x	x	x	x	Chaptered
SB	141	Nguyen	Personal Income Taxes: Exclusion: Student Loan Discharge	N	x	x	x	x	x	x	x	x	Chaptered
SB	164	McGuire	Priority Registration for Tribal TANF recipients	S	x	x	x	x	x	x	x	x	Chaptered
SB	228	Dodd	Alcoholic Beverage Control: Public Schoolhouses	N	x	x	x	x	x	x	x	x	Chaptered
SB	450	Hertzberg	Public bodies: Bonds: Public Notice	N	x	x	x	x	x	x	x	x	Chaptered
SB	628	Lara	Governing board elections: Los Angeles Community College District.	N	x	x	x	x	x	x	x	x	Chaptered
2017 CHAPTERED BILLS (TRACKED - NON PRIORITY)													
AB	422	Arambula	California State University: Doctor of Nursing Practice Degree Program	N	x	x	x	x	x	x	x	x	Chaptered
AB	434	Baker	State Agency Web Accessibility: Standard and Reports	N	x	x	x	x	x	x	x	x	Chaptered
AB	579	Flora	Firefighter Preapprenticeship Program	N	x	x	x	x	x	x	x	x	Chaptered
AB	819	Medina	California State University: Regulations	N	x	x	x	x	x	x	x	x	Chaptered
AB	848	McCarty	Public contracts: University of California: CSU	N	x	x	x	x	x	x	x	x	Chaptered
AB	868	Berman	Private Postsecondary Education	N	x	x	x	x	x	x	x	x	Chaptered
AB	957	Levine	Workforce Innovation and Opportunity Act (UC and CSU)	N	x	x	x	x	x	x	x	x	Chaptered
AB	990	Rodriguez	Public Postsecondary Education: Housing Costs (UC and CSU)	N	x	x	x	x	x	x	x	x	Chaptered
AB	1106	Weber	Child Care and Development Services: Military Families	N	x	x	x	x	x	x	x	x	Chaptered
AB	1312	Gonzalez	Sexual Assault Victims: Rights	N	x	x	x	x	x	x	x	x	Chaptered
AB	1424	Levine	Best Value Construction Contracting Program (UC)	N	x	x	x	x	x	x	x	x	Chaptered
AB	1655	Grayson	Biennial Report: UC Funding	N	x	x	x	x	x	x	x	x	Chaptered
AB	1674	Grayson	University of California: Nonresident Enrollment	N	x	x	x	x	x	x	x	x	Chaptered
SB	31	Lara	State Agencies: Disclosure of Religious Affiliation	N	x	x	x	x	x	x	x		Chaptered
SB	63	Jackson	Unlawful Employment Practice: Parental Leave	N	x	x	x	x	x	x	x	x	Chaptered
SB	141	Nguyen	Personal Income Taxes: Exclusion: Student Loan Discharge	N	x	x	x	x	x	x	x	x	Chaptered
SB	201	Skinner	Higher Education Employer-Employee Relations Act (UC)	N	x	x	x	x	x	x	x	x	Chaptered
2017 VETOED BILLS TRACKED BY THE CHANCELLOR'S OFFICE													
AB	17	Holden	Transit Pass Program: Free or Reduced-Fare Passes	N	x	x	x	x	x	x	x	x	Vetoed
AB	568	Gonzalez	School and Community College Employees: Maternity Leave	N	x	x	x	x	x	x	x	x	Vetoed
AB	1064	Calderon	CSU: Student' s Annual Discretionary Expenses Survey	N	x	x	x	x	x	x	x	x	Vetoed
SB	169	Jackson	Discrimination: Federal Title IX	N	x	x	x	x	x	x	x	x	Vetoed

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SB	341	Wilk	School Bonds: Citizens Oversight Committee: Member Term	N	x	x	x	x	x	x	x	x	Vetoed
SB	318	Portantino	California State University: Personal Services Contract	N	x	x	x	x	x	x	x	x	Vetoed
SB	478	Portantino	Public Postsecondary Education: Transfer of Students	S	x	x	x	x	x	x	x	x	Vetoed
SB	574	Lara	University of California: Contracts: Bidding	N	x	x	x	x	x	x	x	x	Vetoed
2-YEAR BILLS TRACKED BY THE CHANCELLOR'S OFFICE													
AB	12	Cooley	State Government: Administrative Regulations: Review	N	x	x							Asm. Approps. Held
AB	34	Nazarian	Student Financial Aid: Children's Savings Program	N	x	x							Asm. Approps. Held
AB	38	Stone	Student Loan Servicers: Licensing and Regulation	N	x	x	x	x	x				Senate Insurance
AB	52	Cooper	Public Employees: Orientation Programs: Exclusive Representative	N	x								Asm. PERS
AB	57	Brough	National Guard: Enlistment Bonuses: Financial Relief (spot)	N									Introduced
AB	70	Allen	California National Guard: Improper Payments	N	x								Asm. Veterans
AB	95	Jones-Sawyer	California State University: Baccalaureate Degree Pilot	N	x								Asm. Higher Ed.
AB	207	Arambula	California State University: Doctor of Medicine Degrees	N	x								Asm. Higher Ed.
AB	209	Mathis	California State University: Doctor Agriculture Degrees	N	x								Asm. Higher Ed.
AB	217	Low	Office of Higher Education Performance & Accountability	N	x	x							Asm. Approps. Held
AB	227	Mayes	CalWORKs: Education Incentives	S	x	x	x	x	x				Sen. Human Services
AB	240	Lackey	University of California: Institute for Aerospace	N	x	x							Asm. Approps. Held
AB	268	Waldron	State Mandates (spot)	N									Introduced
AB	276	Medina	Postsecondary Education: Report: Cyber Security	N	x	x	x	x					Senate Rules
AB	298	Gallagher	Immigration Holds	N	x								Asm. Public Safety
AB	304	Eggman	Public Utilities Commission: Proceedings: Intervenor Compensation	N	x								Asm. Utilities
AB	310	Medina	Part-Time Faculty Office Hours	N	x								Asm. Higher Ed.
AB	316	Waldron	Workforce Development: Employment Revitalization Initiative	N	x	x							Asm. Approps. Suspense
AB	336	Baker	Postsecondary Education (spot)	N									Introduced
AB	370	Rodriguez	Student Financial Aid: Competitive Cal Grant A and B	S	x	x							Asm. Approps. Held
AB	379	Gomez	California Kickstart My Future Loan Forgiveness Program	N	x	x							Asm. Approps. Held
AB	387	Thurmond	Minimum Wage: Health Professionals: Interns	N	x	x	x						Assembly Inactive
AB	393	Quirk-Silva	Public Postsecondary Education: Prohibition on Systemwide Fee increase	N	x	x							Asm. Approps. Suspense
AB	405	Irwin	Baccalaureate Degree Cybersecurity Pilot Program	N	x								Asm. Higher Ed.

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AB	453	Limon	Postsecondary Education: Student Hunger	N	x	x	x	x	x				Senate Ed.
AB	463	Salas	Student Financial Aid: Assumption Program of Loans	N	x	x							Asm. Approps. Held
AB	518	Harper	Discrimination: State Employees: Travel	N	x								Asm. Judiciary
AB	540	Mullin	Child Care and Development Services	N	x								Asm. Human Services
AB	559	Santiago	Community Colleges: Enrollment Fee Waiver	N	x	x							Asm. Approps. Held
SB	573	Lara	Student Financial Aid: Work-Study Program	N	x	x	x	x	x	x	x		Asm. Floor Inactive
AB	647	Reyes	Personal Income Tax: Credit: Community College Student	N	x	x							Asm. Approps. Held
AB	674	Low	Election Day Holiday	N	x	x							Asm. Approps. Held
AB	700	Jones-Sawyer	Public Health: Alcoholism or Drug Abuse Recovery	N	x	x	x	x	x				Senate Health
AB	741	Cervantes	Community colleges: veterans transition	N	x								Asm. Higher Ed.
AB	776	Harper	School district elections: school bond measures.	N	x	x	x	x	x				Senate Elections
AB	809	Quirk-Silva	Priority Registration for Veterans: Nursing Programs	N	x								Asm. Higher Ed.
AB	847	Bocanegra	Academic Senates: Membership Rosters	N	x	x	x	x					Senate Ed.
AB	849	Acosta	California Workforce Development Board Task Force (Chancellor's Office rep)	N	x	x							Asm. Approps. Held
AB	856	Levine	Public Postsecondary Education: Hiring Policy	N	x	x							Asm. Approps. Held
AB	877	Fong	CSU: Board of Trustees	N									Introduced
AB	888	Low	Cal Grants: Private Postsecondary	N	x								Asm. Higher Ed.
AB	902	Santiago	Career Technical Education and Workforce Development Strategic Plan	N	x								Asm. Higher Ed.
AB	917	Arambula	Student Suicide Prevention Policies	N	x	x							Asm. Approps. Held
AB	931	McCarty	Suicide Prevention	N	x	x	x	x	x				Senate Health
AB	936	Chavez	Postsecondary Education (spot)	N									Introduced
AB	951	Cervantes	University of California: Law School	N	x								Asm. Higher Ed.
AB	960	Brough	Sales and Use Taxes: Exemptions: Textbooks	N	x	x							Asm. Approps. Held
AB	1020	Holden	Student Loans: Financial Education for Students	N	x								Asm. Higher Ed.
AB	1037	Limon	Public Postsecondary Education: CA Dream Act 2011	S	x	x							Asm. Approps. Suspense
AB	1038	Bonta	Postsecondary Education: Higher Education Policy	N	x	x							Asm. Approps. Held
AB	1053	Calderon	Professions and Vocations: Education and Licensure (SB 66 changes)	N	x								Asm. Bus. & Prof.
AB	1058	Gipson	Community Colleges Fees: Wards of the State	N	x	x							Asm. Approps. Held
AB	1089	Mullin	Local Elective Offices: Contribution Limitations	N	x	x							Asm. Approps. Held

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AB	1118	Gipson	Community Colleges: Fee Waiver for First Year Resident Students	N	x								Asm. Higher Ed.
AB	1150	Baker	Student Aid Commission: Data Report (spot)	N	x								Asm. Higher Ed.
AB	1166	Burke	Student Financial Aid: Cal Grant Program (Private colleges)	N	x								Asm. Higher Ed.
AB	1196	Harper	School Bonds: Term of Bonds	N	x	x	x	x	x				Sen. Gov & Finance
AB	1202	Baker	Pupils: Diploma Alternatives	N	x								Asm. Education
AB	1213	Chavez	Joint Educational Program: Southwestern CCD/Sweetwater USD	N									Introduced
AB	1231	Weber	CSU: Salary Step Adjustments	N	x								Asm. Higher Ed.
AB	1248	Gloria	Public Agencies: Secretary of State Information	N	x								Asm. Local Govt.
AB	1253	Cooley	School Bonds: Citizen Oversight	N	x	x							Asm. Approps. Held
AB	1267	Kiley	Student Financial Aid: Cal Grant Program: Private Non-profits	N	x								Asm. Higher Ed.
AB	1307	Gomez	Public Postsecondary Education: Exemption From Tuition (spot)	N									Introduced
AB	1313	Choi	Postsecondary Education (spot)	N									Introduced
AB	1333	Dababneh	Local Government Agency Notices: Bonds and Taxes	N	x	x							Asm. Approps. Held
AB	1356	Eggman	Higher Education Assistance Fund: Personal Income Taxes	N									Introduced
AB	1364	McCarty	Public Postsecondary Education: Higher Education Funding Formula	N									Introduced
AB	1382	Grayson	Community colleges: STEM Course Fee Waiver	N									Introduced
AB	1390	Chavez	Academic Employees: Parental Leave (spot)	N									Introduced
AB	1435	Gonzalez	Athlete Protection Act	N	x	x	x	x	x				Sen. Bus. & Prof.
AB	1464	Weber	California State University: Tenure-Track Position	N	x	x							Asm. Approps. Held
AB	1467	O'Donnell	College and Career Access Pathways Partnerships	N	x								Asm. Higher Ed.
AB	1510	Dababneh	Athletic Trainers	N	x								Asm. Bus. & Prof.
AB	1545	Patterson	School Facilities: Field Act (spot)	N									Introduced
AB	1563	Medina	Student Financial Aid: Cal Grant C Awards	S	x	x							Asm. Approps.
AB	1577	Gipson	Career Technical Education Access Plan	N	x	x	x	x	x				Senate Ed.
AB	1611	McCarty	Private Postsecondary Education	N	x	x							Asm. Approps. Held
AB	1619	Berman	Private Postsecondary Education	N	x	x	x	x	x				Senate Ed.
AB	1622	Low	Student Support Services: Dream Resource Liaisons	S	x	x							Asm. Approps. Held
AB	1635	Quirk-Silva	Public Contracts: Small Business Participation	N	x	x							Asm. Approps. Held
SB	7	Moorlach	School District and Community College District Bonds	N	x								Senate Ed.

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SB	22	Hill	Firearms: Law Enforcement Agencies; Firearm Accounting	N	x	x							Sen. Approps. Held
SB	27	Morrell	Professions & Vocations: License Fee Waivers: Military and Veterans	N	x	x							Sen. Approps. Held
SB	181	Berryhill	Administrative Procedure Act: Repeal of Regulations	N	x								Sen. Govt. Org.
SB	236	Nguyen	Working Families Student Fee Transparency & Accountability Act (UC/CSU)	N	x								Senate Ed.
SB	245	Leyva	Foster Youth: Sexual Health Education	N	x	x	x	x	x				Asm. Human Services
SB	256	Atkins	Public Contract: Criminal Offense and Statute of Limits	N	x	x							Sen. Approps. Held
SB	259	Wilk	State Reports: Civil Penalty	N	x								Sen. Govt. Org.
SB	317	Roth	Economic Development: California Community College	N	x	x	x	x	x				Asm. Higher Ed.
SB	319	Nguyen	Public Postsecondary Education: Remedial Coursework	N	x	x							Sen. Approps. Held
SB	320	Leyva	On-campus Student Health Centers: Abortion by Medication (UC/CSU)	N	x	x							Sen. Education
SB	326	Nguyen	Middle Class Scholarship Program (UC/CSU)	N	x	x							Sen. Approps. Held
SB	331	Jackson	Evidentiary Privileges: Domestic Violence Counselor-Victim Privilege	N	x								Sen. Judiciary
SB	346	Glazer	Public postsecondary education: the California Promise.	N	x	x	x	x	x				Asm. Higher Ed.
SB	359	Galgiani	Professions and Vocations: Military Medical Personnel (spot)	N									Introduced
SB	371	Moorlach	Local Public Employee Organizations	N	x								Senate PER
SB	424	Allen	California Regional Environmental Education Community Network	N	x	x	x	x	x				Asm. Education
SB	472	Nielsen	Postsecondary Education: Campus Free Expression Act	N	x	x							Sen. Approps. Held
SB	483	Glazer	Education Finance: Higher Education Facilities Bond Act (UC/CSU)	N	x	x							Sen. Approps. Held
SB	518	De Leon	California Clean Energy Jobs Act: Citizen Oversight Board	N	x	x	x	x	x				Asm. Natural Resources
SB	539	De Leon	Community College Student Achievement Program	N	x	x	x	x	x				Asm. Higher Ed.
SB	577	Dodd	Community Colleges: Teacher Credentialing Programs	C	x	x	x	x	x				Asm. Higher Ed.
SB	674	Allen	California Student Loan Refinancing Program	N	x	x							Sen. Approps. Held
SB	677	Moorlach	California Community Colleges: Classroom Recording Devices	N	x								Senate Ed.
SB	691	Lara	Local Agency Elections: Party Preference	N	x								Senate Elections
SB	694	Newman	California Community Colleges: Veterans Resource Centers	N	x	x	x	x	x				Assembly Veterans
SB	791	Glazer	Student Loan Disclosure: Cohort Default and Other Rates	N	x								Senate Ed.
SB	803	Glazer	Public Postsecondary Education: The California Promise (CSU)	N	x	x							Sen. Approps. Held
RESOLUTIONS TRACKED BY CHANCELLOR'S OFFICE													
ACR	32	Medina	Community Colleges: Faculty	N	x	x	x	x	x	x	x	x	Enrolled

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ACR	21	Kiley	Free Speech Policy (UC and CSU)	N	x	x	x	x	x	x	x	x	Chaptered
HR	4	Rendon	Relative to Immigration	N	n/a	n/a	x	n/a	n/a	n/a	n/a	n/a	Adopted
HR	20	Medina	California Dream Act of 2011	N	n/a	n/a	x	n/a	n/a	n/a	n/a	n/a	Adopted
HR	66	Gipson	Deferred Action for Childhood Arrivals Program	S	n/a	n/a	x	n/a	n/a	n/a	n/a	n/a	Adopted
SR	7	De Leon	Relative to Immigration	N	n/a	n/a	x	n/a	n/a	n/a	n/a	n/a	Adopted
SJR	2	Nielsen	Veteran Bonus Repayment	N	x								Sen. Veterans
ENACTED 2017-18 BUDGET BILLS													
AB	97	Ting	Budget Act of 2017	N	x	x	x	x	x	x	x	x	Chaptered
AB	99	Budget Com.	School Finance: Education Omnibus Trailer Bill	N	x	x	x	x	x	x	x	x	Chaptered
AB	111	Budget Com.	State Government	N	x	x	x	x	x	x	x	x	Chaptered
AB	129	Budget Com.	Education finance	N	x	x	x	x	x	x	x	x	Chaptered
AB	134	Budget Com.	Education finance (DACA funds)	S	x	x	x	x	x	x	x	x	Chaptered
SB	85	Budget Com.	Higher Education Omnibus Trailer Bill	N	x	x	x	x	x	x	x	x	Chaptered

Status

Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines. Some bills that are designated "Held" may

Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.

Contact: Justin Salenik, Governmental Relations - jsalenik@cccco.edu; (916) 324-2547

Copies of these bills and legislative committee analyses can be found at www.leginfo.legislature.ca.gov

2017 Legislative Overview

This Legislative Update is provided by the Governmental Relations Division and focuses on new legislation enacted in 2017 affecting California Community Colleges and their students.

AFFORDABILITY

Community colleges: California College Promise (AB 19, Santiago)

This bill added Article 3 (commencing with Section 76396) to Chapter 2 of Part 47 of Division 7 of Title 3 of the Education Code.

AB 19 establishes the California College Promise to be administered by the California Community Colleges Chancellor's Office, which must establish a funding formula and distribute funding upon appropriation by the Legislature. Appropriated funds will be distributed to community colleges that have adopted the following practices: (1) an Early Commitment to College Program to provide assistance to K-12 students and families; (2) evidence-based practices to improve high school student preparation for college; (3) evidence-based assessment and placement practices, including multiple measures; and (4) participation in Guided Pathways; and (5) maximizing student access to need-based financial aid through completion of the Free Application for Federal Student Aid or California Dream Application and by leveraging the Board of Governor's fee waiver known as the California Promise Grant. Appropriated funds should be used by colleges to meet specified goals around increasing certificate, degree and transfer completion and closing achievement gaps, colleges may use funding to waive some or all fees for first-time full-time (12 or more semester units or the equivalent) community college students for one academic year.

For the text of this bill, please see:
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB19

For the bill summary and questions/answers, please see:
http://californiacommunitycolleges.cccco.edu/Portals/0/GovRelations/enacted-bills/ab-19-summary.pdf

Postsecondary education: student hunger (AB 214, Weber)

This bill amended Section 66025.93 and added Section 69519.3 to the Education Code, and amended Section 18901.11 of the Welfare and Institutions Code.

This bill reflects a legislative intent to reduce hunger and homelessness among college students by improving access to federal anti-hunger benefits for low-income college students by simplifying the administration of CalFresh. Under existing law, Section 66025.93 of the Education Code, colleges located in counties that have a Restaurant Meals Program are required to apply to become a vendor if they have a qualifying food facility (which does not include a food truck).

AB 214 also adds section 69519.3, providing that a student, for purposes of federal regulations regarding the Supplemental Nutrition Assistance Program (SNAP) student eligibility, shall be determined to be attending at least half-time during any semester or term in which he or she enrolls in school at least half of the required number of credits needed each semester or term in order to graduate within four years of enrollment as a first-time freshmen, or within two years of enrollment as a transfer student, unless prohibited by federal law.

This bill amends Section 18901.11 of the Welfare and Institutions Code to require the California Department of Social Services to maintain and update a list of postsecondary programs that qualify for an exemption to CALFRESH work requirements. This section also clarifies that students on work-study and anticipating work-study are eligible for the work requirement exemption.

For the text of this bill, please see:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB214

Child care services: eligibility (AB 273, Aguilar-Curry)
This bill amends Section 8263 of the Education Code.

AB 273 makes parents who are engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate eligible for state subsidized childcare.

For the text of the bill, please see:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB273

Personal income taxes: exclusion: forgiven student loan debt (AB 461, Muratsuchi)
This bill amends Section 17132.11 of the Revenue and Taxation Code.

For the calendar years 2017 through 2021, AB 461 excludes from gross income, for state income tax purposes, student loan debt that is cancelled under income contingent repayment plans for public service and other employees administered by the United States Secretary of Education.

For the text of this bill, please see:
http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB461

Taxation: credits: College Access Tax Credit (AB 490, Quirk-Silva)
This bill amends Sections 12207, 17053.87, and 23687 of the Revenue and Taxation Code.

AB 490 extends by five years the sunset date for the College Access Tax Credit (CATC), making the credit operative for taxable years until January 1, 2023. The maximum aggregate amount of credit that may be allocated over the lifetime of the CATC credit remains unchanged at $500 million.

For the text of this bill, please see:
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB490

Student Opportunity and Access Program: Orange County (AB 584, Quirk-Silva)
This bill adds Section 69564.3 to the Education Code.

AB 584 requires the California Student Aid Commission to ensure that at least one California Student Opportunity and Access Program (Cal SOAP) consortium is established in Orange County.

For the text of this bill, please see:
http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB584

Personal income taxes: exclusion: loan discharge. (SB 141, Nguyen)
This bill amends Section 17144.7 of the Revenue and Taxation Code.

SB 141 replaces the reference to the William D. Ford Federal Direct Loan Program Borrower's Rights and Responsibilities Statement with more specific references to the Code of Federal Regulations, Sections 685.206 (Defense to Repayment) and 685.214 (Closed School), related to the exclusion of gross income for discharged student loans.

For the text of this bill, please see:
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180SB141

BASIC SKILLS

Student Success Act of 2012: matriculation: assessment (AB 705, Irwin)
This bill amends Section 78213 of the Education Code.

AB 705 requires community college districts to maximize the probability of students entering and completing transfer-level coursework in math and English within a one-year timeframe by using multiple measures to achieve this goal. The bill requires the use of high school performance information to determine a student's readiness for transfer-level English and math.

The bill prohibits the colleges from requiring a student to enroll in remedial coursework unless the student is highly unlikely to succeed in transfer-level courses. It authorizes a college to require students to enroll in additional concurrent support during the same semester that a transfer-level English or mathematics course is taken, if it is determined that the support will increase the likelihood of students passing the transfer-level course.

This measure authorizes the Board of Governors of the California Community Colleges to establish regulations governing the use of assessment instruments and placement models.

For the text of this bill, please see:
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB705

For the bill summary and questions/answers, please see:
http://www.californiacommunitycolleges.cccco.edu/Portals/0/GovRelations/Enacted-Bills/ab-705-summary.pdf

EQUITY

Community colleges: Student Success and Support Program funding (AB 504, Medina)
This bill amends Sections 78220 and 78221 of the Education Code.

AB 504 requires the California Community Colleges Chancellor's Office to establish a standard methodology for measurement of student equity and disproportionate impact on disaggregated subgroups of the student population for use in student equity plans. It requires community colleges to utilize the methodology provided by the Chancellor's Office.

For the text of this bill, please see:
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB504

For guidance issued by the Chancellor's Office, please see:
http://californiacommunitycolleges.cccco.edu/Portals/0/GovRelations/enacted-bills/ab-504-summary.pdf

Community colleges: student equity plans (AB 1018, Reyes)
This bill amends Sections 78220 and 78221 of the Education Code.

AB 1018 adds homeless and lesbian, gay, bisexual, and transgender students to the categories of students in student equity plans (SEPs). The bill authorizes each community college governing board to create additional student categories in a district SEP.

It requires the California Community Colleges Chancellor's Office to provide data for purposes of equity planning when that data is available, and to provide guidance to community college districts regarding expenditures and activities that support evidence-based practices when implementing SEP goals and coordinating services for the targeted student populations.

For the text of this bill, please see:
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1018

Priority registration for Tribal TANF recipients (SB 164, McGuire)
This bill amends Section 66025.92 of the Education Code.

AB 86 (Committee on Budget) in 2013 granted priority enrollment to students who are CalWORKs recipients. SB 164 grants priority enrollment to students who are recipients of Tribal TANF (Temporary Aid to Needy Families).

For the text of the bill, please see:
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180SB164

FOSTER YOUTH

Foster youth: California State University and Community Colleges (AB 766, Friedman)
This bill added Section 66021.5 to the Education Code, amended Section 11402 of, and added Section 11402.7 to, the Welfare and Institutions Code.

AB 766 allows a minor who is living independently in a college dormitory to receive Aid to Families with Dependent Children-Foster Care (AFDC-FC) and requires districts to disregard the AFDC-FC payments when determining eligibility for financial aid.

For the text of the bill, please see:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB766

Higher Education Outreach and Assistance Act for Foster Youth (AB 1567, Holden)
This bill amends Education Code Sections 89340, 89341, 89342, 89344, 89345, and 89346.

AB 1567 requires that when a student enrolled at or applying to a community college is a current or former foster youth and is eligible for financial aid, the community college will notify that student about appropriate campus support programs that may include, but are not necessarily limited to, EOPS, and the Cooperating Agencies Foster Youth Educational Support, notify that student of his or her eligibility for financial aid, and, provide the student with instructions for accessing the benefits for which he or she has qualified. This bill also permits

notification of students to be accomplished by letters of acceptance sent to foster youth who have been admitted to those campuses.

For the text of the bill, please see:
https://leginfo.legislature.ca.gov/faces/billCompareClient.xhtml?bill_id=201720180AB1567

Foster youth: postsecondary education: financial aid assistance (SB 12, Beall)
This bill amends Sections 79220, 79221, and 79226 of, and added Section 69516 to, the Education Code.

SB 1023 (Liu) in 2014, authorized the Chancellor for the California Community Colleges to enter into agreements with 10 community college districts (as selected by the California Community Colleges Board of Governors) to provide services to foster youth students through the Cooperating Agencies Foster Youth Educational Support Program (CAYFES). SB 12 allows the Board of Governors to expand CAYFES from 10 districts to up to 20 districts.

This bill also requires the California Student Aid Commission (CSAC) to work with the California Department of Social Services (DSS) to develop an automated system to verify a student's status as a foster youth for the purposes of processing applications for state or federal financial aid, and requires the county child welfare case plan, for a youth who is at least 16 years of age, to identify the person who is to be responsible for assisting the youth with applications for postsecondary education and related financial aid.

For the text of the bill, please see:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB12

FACILITIES

School property: school district advisory committees: teacher and school district employee housing: property tax exemption (AB 1157, Mullin).
This bill amends Sections 17391 and 17456 of the Education Code, and amends Section 202 of the Revenue and Taxation Code.

Assembly Bill 1157 specifies that the exemption of taxation of property for schools, colleges, or universities applies to an interest in property, including a possessory interest belonging to the state, county, city, school district, community college district, or any combination that is used to provide rental housing for employees of one or more public school districts or community college districts.

For the text of this bill, please see:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB1157

Public bodies: bonds: public notice (SB 450, Hertzberg)
This bill adds Section 5852.1 to the Government Code.

Senate Bill 450 requires the governing body of a county, city, city and county, public district, authority and corporation, nonprofit corporation or other statutorily constituted public entity authorized to issue bonds to obtain and disclose specified information in a meeting open to the public prior to authorizing the issuance of bonds with a term greater than 13 months.

Prior to authorizing the issuance of bonds, the public body must disclose: (1) the true interest cost of the bonds; (2) the finance charge of the bonds; (3) an accounting of the proceeds from the bond sale; and (4) the total payment amount.

For the text of this bill, please see:
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB450

Local Agency Public Construction Act: job order contracting: school districts: community college districts (AB 618, Low)
This bill amends Sections 20219.21, 20919.23, and 20919.24 of, and adds and repeals Article 41.5 (commencing with Section 20665.20) of Chapter 1 of Part 3 of Division 2 of, the Public Contract Code.

AB 618 adds 12 new sections to the Public Contract Code that authorize the use of and establish guidelines for community college districts related to job order contracting. With the job order contract, the contractor agrees to a fixed period and fixed unit price for an indefinite quantity of public works for maintenance projects.

For the text of the bill, please see:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB618

MISCELLANEOUS

DNA evidence (AB 41, Chiu)
This bill adds Section 680.3 to the Penal Code.

AB 41 requires law enforcement agencies to report information regarding rape kit evidence, within 120 days of the collection, to the Department of Justice. The bill would additionally require a public DNA laboratory, or a law enforcement agency contracting with a private laboratory, to provide a reason for not testing a sample every 120 days the sample is untested, except as specified. These provisions apply to kits collected on or after January 1, 2018.

For the text of the bill, please see:
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB41

Workers' compensation: medical treatment: terrorist attacks: workplace (AB 44, Reyes)
This bill adds Section 4600.05 to the Labor Code.

AB 44 requires employers to provide nurse case manager services to employees injured in the course of employment as a result of domestic terrorism. Such services include assisting claimants with obtaining medically necessary treatments, consistent with workers compensation laws. The bill's provision are applicable only if the Governor declares a state of emergency in connection with the act of domestic terrorism.

For the text of this bill, please see:
http://leginfo.legislature.ca.gov/faces/billAnalysisClient.xhtml?bill_id=201720180AB44

Vehicles: parking violations: registration or driver's license renewal (AB 503, Lackey)
This bill amends Sections 4760, 21107.8, 40215, and 40220 of, and to repeal Section 12808.1 of, the Vehicle Code.

Section 40220 of the Vehicle Code establishes procedures for local agencies (including community colleges) on collecting unpaid parking penalties. AB 503 amends this section to require a community college district to adopt a payment plan policy for unpaid parking penalties by August 1, 2018. Such a policy shall waive late fees if individual follows terms of the payment plan, prohibit the district from turning over individual to California Department of Motor Vehicles as terms of payment plan are being met, and require the district to post its payment plan on its website.

For the text of the bill, please see:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB503

Elections: local bond measures: tax rate statement (AB 1194, Dababneh)
This bill amends Section 9401 of the Elections Code.

Existing law requires local government agencies, when submitting for voter approval bond measures that will be supported by a local tax, to provide the voters with a sample ballot and a statement that includes detailed information about the bond measure. This information includes estimates of tax rates and debt service in connection with the measure, and estimates of the tax rates required to fund the bond issue during the first fiscal year after the first sale of the bonds and the first fiscal year after the last sale of the bonds. Assembly Bill 1194 requires these statements to include an estimate of the average annual tax rate required to fund the proposed bond measure for the duration of its debt service. The bill also requires the statements to identify the final fiscal year in which the tax is anticipated to be collected.

For the text of this bill, please see:
http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1194

Community colleges: Compton Community College District (AB 1299, Gipson)
This bill adds Section 74295.2 to the Education Code.

This bill provides that a student who is enrolled at El Camino College Compton Center six months before the change in control of that institution from El Camino CCD to Compton CCD shall be subject to special conditions regarding courses earned, enrollment priorities, and minimum residence requirements. This bill also exempts Compton CCD from the requirement to expend, during each fiscal year, 50% of the district's current expense of education for payment of classroom instructors' salaries, for academic years 2018–19 to 2021–22, inclusive.

For the text of this bill, please see:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB1299

Pupil Instruction: California College Promise Partnership Act (AB 1533, O'Donnell)
This bill amends Sections 48811 and 76003 and repeals Section 48814 of the Education Code.

AB 1533 deletes the June 30, 2017, operative date and the January 1, 2018, sunset date of the Long Beach College Promise Partnership Act, thereby extending the operation of the program indefinitely.

For the text of this bill, please see:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB1533

Community colleges: academic employees: involuntary leave (AB 1651, Reyes)
This bill added add Section 87623 to the Education Code.

AB 1651 requires that an academic employee who is accused of misconduct be provided with the general nature of the accusations made against him or her at least two business days before the employee is placed on involuntary paid administrative leave. The bill also requires that the employer should complete its investigation of the accused misconduct and initiate disciplinary proceedings against, or reinstate the academic employee within 90 days of placing the employee on involuntary paid administrative leave.

For the text of the bill, please see:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB1651

Apprenticeships: training funds: audits. (AB 1731, Committee on Jobs, Economic Development, and the Economy)
This bill amends Section 88600 of the Education Code.

This bill requires the California Community Colleges Chancellor's Office to provide guidance to local educational agencies on the allocation and oversight of apprenticeship training funds.

For the text of the bill, please see:
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1731

Alcoholic beverage control: public schoolhouses (SB 228, Dodd)
This bill amends Section 25608 of the Business and Professions Code.

Business and Professions Code Section 25608 prohibits the sale and use of alcohol in a public schoolhouse with various exceptions. SB 228 removes this prohibition for beer produced by a bonded brewery owned or operated as part of an instructional program in brewing.

For the text of the bill, please see:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB228

Governing board elections: Los Angeles Community College District (SB 628, Lara)
This bill amends Sections 5225 and 72031 of, and repeals Sections 5224 and 5224.1 of the Education Code.

SB 628 deletes the requirement that the Los Angeles Community College District (LACCD) members be elected at large, and instead authorizes the members to be elected by trustee area

For the text of this bill, please see:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB628

ONLINE EDUCATION

Community colleges: cross-enrollment in online education (AB 637, Medina)
This bill adds Section 68101 to, and to add Chapter 9.7 (commencing with Section 66770) to Part 40 of Division 5 of Title 3 of the Education Code.

AB 637 establishes the Online Education Initiative (OEI) Course Exchange in statute, and authorizes a California Community Colleges (CCC) student who meets specified requirements to enroll in an online course provided by another CCC campus (referred to as a teaching college) through the OEI Consortium. This measure authorizes a participating community college district to accept the determination of a student's residency classification under certain conditions. The bill also requires the CCC Chancellor's Office to establish an online

methodology that allows students to access the online cross-enrollment option and simultaneously enroll in both home and teaching colleges, and provides for an electronic consent option to transfer relevant enrollment data to the teaching college.

For the text of this bill, please see:
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB637

UNDOCUMENTED STUDENTS

Postsecondary education: Access to Higher Education for Every Student (AB 21, Kalra)
This bill adds Article 11 (commencing with Section 66093) to Chapter 2 of Part 40 of Division 5 of Title 3 of the Education Code.

AB 21 requires the governing boards of community college districts, Trustees of the California State University, colleges of the Association of Independent California Colleges and Universities, and requests the University of California, consistent with state and federal law, to refrain from disclosing personal information concerning students, faculty, and staff.

The bill requires an institution to provide guidance concerning local policies under state and federal immigration laws, including campus responses to a federal immigration order. For purposes of verifying administrative warrants or subpoenas, the bill requires students, faculty, and staff to notify the president or his/her designee if immigration enforcement officers enter the campus. It requires the college administration to assign staff who can serve as a point of contact for individuals who are subject to an immigration order. AB 21 also requires the colleges to allow undocumented students who dropped out due to immigration enforcement issues to re-enroll, continue to receive financial aid, exemption from nonresident tuition fees, housing stipends or services, or other benefits if they are able to return to campus. Colleges must maintain a list of available pro bono legal services, adopt and implement by March 1, 2019, model policies developed by the California Attorney General, and make reasonable efforts to assist students to retain eligibility for financial aid in the event of deportation or detention.

For the text of this bill, please see:
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB21

Emergency Assistance for Dreamers (AB 134, Committee on Budget)
This bill amended the Budget Act of 2017 (Chapter 14 of the Statutes of 2017) by amending Items 6440-001-0001, 6610-001-0001, and 6870-101-0001, and added Item 3900-101-3228 to, Section 2.00.

Among other provisions unrelated to higher education, AB 134 provides an additional $10 million in financial aid for Dreamers in the California Community Colleges, California State University, and University of California systems. The community college allocation is $7 million to campuses for emergency financial aid resources to students affected by President Trump's decision to rescind the DACA program.

For the text of this bill, please see:
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB134

Additional information regarding this program is available here:
http://extranet.cccco.edu/Divisions/StudentServices/FinancialAid/FinancialAidPrograms/eda.aspx

Postsecondary education: holders of certain special immigrant visas (AB 343, McCarty)
This bill adds Section 68075.6 to the Education Code.

AB 343 exempts California Community College students who are refugees or special immigrant visa holders, who upon entering the United States settled in California, from paying nonresident student fees. The bill also authorizes a community college district to claim these students for apportionment purposes.

For the text of this bill, please see:
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB343

Law enforcement: sharing data (SB 54, De León)
This bill amends Sections 7282 and 7282.5 of, adds to Chapter 17.25 to Division 7 of Title 1 of, the Government Code, and repeals Section 11369 of the Health and Safety Code.

SB 54 establishes restrictions on the use of state agency or department money or personnel to investigate, interrogate, detain, detect, or arrest persons for immigration enforcement purposes.

For the text of this bill, please see:
http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180SB54

Public postsecondary education: exemption from nonresident tuition (SB 68, Lara)
This bill amends Section 68130.5 of the Education Code.

SB 68 expands eligibility for the exemption from paying nonresident tuition at California's public postsecondary institutions, as established under AB 540 (Firebaugh, Chapter 814, Statutes of 2001), to students who attended, or attained credits earned while in California, equivalent to three or more years at an elementary school, secondary school, adult school and/or California Community College. The bill also allows a student to combine attendance or credits earned at these institutions to meet the statutory requirements for the nonresident tuition exemption.

For the text of this bill, please see:
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB68

VETERAN STUDENTS

Residency determination: dependents of armed forces members (AB 172, Chavez)
This bill amends Section 68074 of the Education Code.

Education Code 68074 provides the dependents of military personnel with exemptions from nonresident tuition. AB 172 clarifies that this exemption applies to students admitted to a college.

For the text of the bill, please see:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB172

Academic Senate
for California Community Colleges
LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Clarifications and Revisions to Local Senate Visits Policies		Month: December	Year: 2017
		Item No: IV. B.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider changes to the local senate visits policies.	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison/Lorraine Slattery-Farrell	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its plenary Executive Committee meeting, questions were raised regarding local senate visits and the confusion that seems to be present in the field regarding the purposes, costs, and logistics of local senate visits. The attached agenda item is designed to clarify the purpose and costs of these visits to ensure that all academic senates are receiving the assistance they request.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

As part of its ongoing mission to strengthen and support the local senates of California community colleges, the ASCCC provides opportunities for college visits to deliver professional development support and technical assistance. The purpose of such a visit is to listen to discussions, share Senate resources to support local senates and gather questions and concerns to forward to the Academic Senate President for consideration and response. The visit can be with the local senate president, the local executive committee, the curriculum committee, the entire senate or whatever configuration the local senate would prefer. We are here to serve!

ASCCC Procedure on Requests for Information

The ASCCC represents all California community college faculty in academic and professional matters, and all faculty are welcome to submit inquiries. The ASCCC also recognizes academic senate presidents as the officially recognized representatives of their senates to the ASCCC. Therefore, senate presidents will be included in all responses to inquires submitted to the ASCCC.

ASCCC Procedure on Requests for College Visits

All requests for college visits by the ASCCC must be approved by the college senate president. Any request for a college visit submitted by an individual who is not the college senate president require confirmation with the college senate president by the ASCCC before action is taken to fulfill the visit request.

Types of Visits Available

The following types of local senate visits are available:

Local Senate Visits: The purpose of such a visit is for the Executive Committee members to serve as a liaison between the Senate and the local senate. These visits can include additional faculty leaders as needed around issues of governance, meeting protocol, and other issues of concern to the local senate. Costs associated with these visits are the costs of travel and meals for the visiting faculty members.

Local Curriculum Visits: The purpose of such a visit is for the Executive Committee members to serve as a liaison between the Senate and the local curriculum committee. These visits can include additional faculty leaders as needed around issues of curriculum, including minimum qualifications, prerequisites, and other issues of concern to the local curriculum committee. Costs associated with these visits are the costs of travel and meals for the visiting faculty members.

Technical Assistance Visits – Governance (A Joint Program of the Academic Senate and Community College League)

The Academic Senate of the California Community Colleges and the Community College League of California have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any the parties involved in the local decision-making process. The jointly-sponsored program does not replace the individual services offered by the League to trustees and chief executive officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve local decision making processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the League and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance. The program includes four distinct services that are available. Local college and district CEOs and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial. Although the program is intended to be flexible so that a mix of the four services or optional services may be available, the League and Academic Senate may not be able to help with some requests which vary too much from the four defined services or from the goal of improving the effectiveness of participation in governance. The president of the Academic Senate and Executive Director of the League are available at this early stage to answer questions and to help in identifying the best approach. These two persons will reach agreement as to whether the mutual request for assistance can be carried out. No joint service will be provided unless there is a written request for assistance signed by the college president or district chancellor and local academic senate president. This joint program is coordinated and implemented by the Executive Director of the League and President of the Academic Senate under policies established by their respective boards. The following provides a summary of the four services available within the assistance program: 1) informational presentation, 2) advisory assistance, 3) issue resolution and 4) special workshops and presentations.

1. Information Presentation: The informational presentation service is intended to provide a basic overview of the state law, state regulations and guidelines concerning shared governance. The presentation is done by a representative of the League and Academic Senate and takes approximately two hours. Handouts are provided, good practices highlighted and questions answered. This service is best used at a college or district where there are no significant issues of conflict

but a recognition that many participants in local shared governance roles are new and need an orientation or refresher on the required processes.

2. Advisory Assistance: The advisory assistance service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences. The service is conducted by one to two representatives of the Academic Senate and League over four to six hours. The time includes a basic overview presentation for all interested parties and separate meetings with the faculty and with the trustees and administration. A written advisory report is provided by the assistance team to the district or college within six weeks of the visit. The advisory report seeks to clarify the key issues identified by the team in its visit, makes recommendations for addressing the issues and suggests who might be responsible for embarking on the solutions.

3. Issue Resolution: The purpose of the issue resolution service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue. This service will not be provided unless the local board, chief executive officer and academic senate agree in advance and are committed and open to address seriously the recommendations of the assistance team. Prior to the six to eight hour visit of one to two representatives each from the League and Academic Senate, focused discussions and investigation occur to clearly delineate in writing the issue to be resolved and the approach to be used. During the visit there will be focused interviews with individuals and groups. A written advisory report is provided by the assistance team within eight weeks of the visit. Prior to the formal presentation of the written report, the local parties involved will be given an opportunity to clarify, correct or refine the recommendations or statements in the report. The assistance team will return to the college or district to present the report and to answer questions publicly. In addition, a follow-up training session to provide guidance on implementing the recommendations will be provided if requested.

4. Special Workshops and Presentations: The fourth service involves special workshops and presentations on topics that help local personnel better understand particular issues and various aspects of effective decision-making processes. These jointly presented workshops are designed under the direction of the President of the Academic Senate and the Executive Director of the League, working with local college representatives.

Costs associated for Technical Visits – Governance: Colleges and/or districts will be asked to cover the cost of travel expenses, lodging, meals, and other costs incurred by the participants, not to exceed $1000.00 total.

Technical Assistance – Curriculum (A Joint Program of the Academic Senate and California Community College Chief Instructional Officers (CCCCIOs))

The Academic Senate for California Community Colleges and the California Community College Chief Instructional Officers have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations involving curriculum. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any of the parties involved in the local curriculum processes. The jointly-sponsored program does not replace the individual services offered by the CCCCIO to chief instructional officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve curriculum processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the CCCCIO and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance. The program includes four distinct services that are available. Local college and district CIOs and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial. Although the program is intended to be flexible so that a mix of the four services or optional services may be available, the CCCCIO and Academic Senate may not be able to help with some requests which vary too much from the four defined services or from the goal of improving the effectiveness of curriculum processes. The president of the Academic Senate and the president of the CCCCIO are available at this early stage to answer questions and to help in identifying the best approach. These two persons will reach agreement as to whether the mutual request for assistance can be carried out. No joint service will be provided unless there is a written request for assistance signed by the college president or district chancellor and local academic senate president. This joint program is coordinated and implemented by the President of the CCCCIO and President of the Academic Senate under policies established by their respective boards. The following provides a summary of the four services available within the assistance program: 1) informational presentation, 2) advisory assistance, 3) issue resolution and 4) special workshops and presentations.

1. Information Presentations: The informational presentation service is intended to provide a basic overview of the state law, state regulations, and guidelines concerning curriculum. The presentation is done by a representative of the CCCCIO and Academic Senate and takes approximately two hours. Handouts are provided, good practices highlighted, and questions answered. This service is best used at a college or district where there are no significant issues of conflict but a recognition that many participants in local shared governance roles are new and need an orientation or refresher on the required processes.

2. The advisory assistance service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences. The service is conducted by one to two representatives of the Academic Senate and the CCCCIO over four to six hours. The time includes a basic overview presentation for all interested parties and separate meetings with the faculty and with the administration. A written advisory report is provided by the assistance team to the district or college within six weeks of the visit. The advisory report seeks to clarify the key issues identified by the team during its visit, makes recommendations for addressing the issues, and suggests who might be responsible for embarking on the solutions.

3. Issue Resolution: The purpose of the issue resolution service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue. This service will not be provided unless the CIO and academic senate agree in advance and are committed and open to address seriously the recommendations of the assistance team. Prior to the six to eight hour visit of one to two representatives from the CCCCIO and Academic Senate, focused discussions and investigation occur to clearly delineate in writing the issue to be resolved and the approach to be used. During the visit there will be focused interviews with individuals and groups. A written advisory report is provided by the assistance team within eight weeks of the visit. Prior to the formal presentation of the written report, the local parties involved will be given an opportunity to clarify, correct or refine the recommendations or statements in the report. The assistance team will return to the college or district to present the report and to answer questions publicly. In addition, a follow-up training session to provide guidance on implementing the recommendations will be provided if requested.

4. Special Workshops and Presentations: The fourth service involves special workshops and presentations on topics that help local personnel better understand particular issues and various aspects of effective curriculum processes. These jointly presented workshops are designed under the direction of the President of the Academic Senate and the CCCCIO, working with local college representatives.

Costs associated for Technical Visits – Curriculum: Colleges and/or districts will be asked to cover the cost of travel expenses, lodging, meals, and other costs incurred by the participants, not to exceed $1000.00 total.

Academic Senate
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Executive Committee Agenda Item

SUBJECT: Guided Pathways Regional Meeting		Month: December	Year: 2017
		Item No: IV. C.	
		Attachment: **NO**	
DESIRED OUTCOME:	The Executive Committee will consider approval for Guided Pathways Regional meetings in spring 2018.	Urgent: **NO**	
		Time Requested: **20 minutes**	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Carrie Roberson, Guided Pathways Task Force	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Guided Pathways Task Force is considering holding two (north/south) regional meetings in spring. The regional meetings will be held to provide guidance and support for faculty and/or local senate leaders concerning various aspects of academic and professional matters (10+1) within the context of the implementation of a guided pathways framework.

*Executive committee will discuss and decide the need for a Guided Pathways Regional Meeting, and if an event is feasible based on tentative dates below and scheduling conflicts.

TENTATIVE DATES **BEFORE** PLENARY:
February M5/T6
February F16/S17
March M5/T6
March M12/T13
Other?

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

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Executive Committee Agenda Item

SUBJECT: Executive Director Succession Planning		Month: December	Year: 2017
		Item No: IV. D.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	Discussion and Action	Urgent: No	
		Time Requested: 30 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

At the August 2017 meeting, the ASCCC approved an emergency transition plan for the executive director. However, it seems appropriate for the executive committee to consider plans for non-emergency succession planning in the event of a vacancy in the executive director position.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Secure the Office	
Responsibility	*Action*
Office Manager/ Chief Operating Officer	• Change password for Julie@asccc.org • Change password for admin@asccc.org and other system emails (awards, disciplines list, exec agenda, etc.) • Remove remote access via her computer. • Remove access to websites and other online systems • Back up and save email correspondences and all files • Secure electronic devices that were issued
	Get from the Executive Director parking pass, ASCCC office key card, and parking card for Chancellor's Office parking structure
	Suspend access to incidental cards such as Staples, Office Depot, American Express, Citibank, SwaBiz, etc.
	Remove Executive from any and all insurance policies that may list the executive – property casualty, D&O insurance, etc.
	Remove Executive's name from all insurance: D&O and as administrator for CalPERs, Dental, and Vision
Controller	Change administrator roles for Paychecks to Chief Operating Officer
	Remove Executive's access to Intacct and Bill.com
	Change "Agent for Service of Process" with the Secretary of State.
Controller in collaboration with Counsel	Prepare last check which will include all monies owed the executive as per contract or as otherwise required by law (i.e., banked vacation hours, etc.)
Office Manager	Remove Executive from CalPERS and send Cobra documents, dental, and vision.
Treasurer	Go to bank and remove Executive from Wells Fargo bank accounts and credit cards.
Treasurer	Add Chief Operating Officer as signatory.
Treasurer	Contact bank to add Chief Operating Officer access to online Wells Fargo Checking/Money Marketing Account. Access should include: Transfer funds between accounts and pay credit cards online.

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Executive Committee Agenda Item

SUBJECT: Chancellor's Office Apprenticeship Minimum Qualifications Proposal		Month: December	Year: 2017
		Item No: IV. E.	
		Attachment: Yes	
DESIRED OUTCOME:	Discussion and recommendations for possible next steps.	Urgent: Yes	
		Time Requested: 20 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Freitas/Lorraine Slattery-Farrell	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Chancellor's Office brought its proposal for changing the apprenticeship instructor minimum qualifications forward to the November Consultation Council meeting to be considered for first reading at the January Board of Governors meeting (see attached). This may adversely affect recently initiated conversations between the ASCCC and California Apprenticeship Council on this matter. The Executive Committee will discuss and provide recommendations for possible next steps.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

"Digest" means an item has been through internal review by the Chancellor's Office and the review entities. The item now has form and substance and is officially "entered into Consultation." The Council reviews the item and provides advice to the Chancellor.

Title: Minimum Qualifications for Apprenticeship Instructors

Date: November 16, 2017

Contact: Laura Hope, Executive Vice Chancellor, Educational Services
Van Ton-Quinlivan, Vice Chancellor Workforce and Digital Futures

ISSUE

The Chancellor's Office recommends that the current minimum qualifications for apprenticeship instructors be revised as attached in order to attract more industry experts to enter the college hiring pool.

BACKGROUND

The Task Force on Workforce, Job Creation and a Strong Economy (a.k.a., Strong Workforce) passed 25 recommendations that were adopted by the Board of Governors in November 2015.

Recommendation 14 states: "Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs."

Recommendation 14F follows with "Convene representative apprenticeship teaching faculty, labor organizations, and other stakeholders to review the appropriateness of minimum qualifications for apprenticeship instructors."

The Chancellor's Office has engaged in a process with the California Apprenticeship Council, apprenticeship instructors, the Academic Senate of the California Community Colleges, and other stakeholder groups to revise the current minimum qualifications to improve college access to apprenticeship industry experts.

Chancellor's Office Proposed Minimum Qualifications for Apprenticeship Instructors
5 CCR § 53413

Summary:

- **"In addition to apprenticeship credits" is eliminated**
- **A section on an urgency condition is added**
- **18 semester units is changed to 12 semester units**
- **Community College faculty member is changed to apprenticeship instructor**

§ 53413. The Minimum Qualifications for Apprenticeship Instructors

(A) The minimum qualifications for service as an apprenticeship instructor teaching Community College credit apprenticeship courses shall be satisfied by meeting one of the following requirements:

(1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or
(2) Six years of occupational experience in the subject matter to be taught, a journeyman's certificate in the subject matter area to be taught, and completion of at least twelve (12) semester units of degree applicable college level course work.

(A) This last requirement may be satisfied concurrently during the first 2 years of employment as an apprenticeship instructor.

(3) Six years of occupational experience in the subject matter to be taught, and having served as an apprenticeship instructor for a California Department of Industrial Relations Division of Apprenticeship Standards for a minimum of ten years;

(B) The Board of Trustees of a community college district in consultation with their local academic senate, consistent with the requirements of Section 87360 of the Education Code, and the California Department of Industrial Relations, Division of Apprenticeship Standards may adopt policies to authorize a person to serve as an apprenticeship instructor to teach a credit course in an urgency condition.

(1) Urgency condition is defined as:
(a) A shortage of qualified instructors that would prevent offering classes to students in accordance with the approved education plan for the apprenticeship program adopted by the California Department of Industrial Relations, Division of Apprenticeship Standards.

(b) Each instructor hired under this urgency provision must meet the educational requirements of either subdivision (A) (1) to (3) above within two years provided that the instructor possesses:

1. Six (6) years of occupational experience in the subject matter to be taught, a journeyman's certificate in the subject matter area to be taught; or

2. Four (4) years of occupational experience in the subject matter to be taught, and is within one (1) year of completing an associate's degree.

(2) Until the education requirements are completed, each instructor approved under the provisions of this subdivision shall be employed as a temporary Instructor under Section 87482.5 of the Education Code.

(C) The minimum qualifications for service as an Apprenticeship Instructor teaching noncredit Community College apprenticeship courses shall be either of the following:

(1) The minimum qualifications for credit apprenticeship instruction as set forth in this section, or

(2) A high school diploma; and six years of occupational experience in the occupation to be taught, including at least two years at the journeyman level; and sixty clock hours or four semester units in materials, methods, and evaluation of instruction. This last requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor.

Note: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901(b)(1)(B), 87356 and 87357, Education Code.

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Executive Committee Agenda Item

SUBJECT: Future Direction of ASCCC Foundation		Month: December	Year: 2017
		Item No: IV. F.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will discuss next steps for the ASCCC Foundation, including possibly ending it.	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

On November 1, the Board of the Directors of the ASCCC Foundation voted unanimously to suspend the election that had been scheduled to elect two new directors. The election was suspended because the Foundation Board wanted an opportunity to reexamine the purpose of the Foundation and what the Foundation should be trying to do in the future, if it continues to exist. For the past year or two, the Foundation has been focused on research projects, but the Foundation has been unsuccessful in obtaining the kind of funding necessary to complete these types of projects. In the past, the Foundation has relied on funds from ASCCC to balance its budget and the Foundation has had difficulty raising sufficient funds to be self-sustaining. There are several possible options for the Foundation's future direction including supporting part time faculty with scholarships to attend ASCCC events, continuing to seek out funding for research projects, or dissolving the Foundation and transferring the Foundation's assets to a different 501(C) 3 organization.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

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Executive Committee Agenda Item

SUBJECT: New Survey of Supplemental Instruction Programs with 3CSN		Month: December	Year: 2017
		Item No: IV. G.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will determine if TASSC should approach 3CSN as a partner to complete a survey of supplemental instruction programs.	Urgent: No	
		Time Requested: 10 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Randy Beach	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution FA 11 13.20 "Supplemental Instruction Survey and Glossary" called for the ASCCC Executive Committee to gather effective practices in Supplemental Instruction and to clarify the terminology used regarding this practice. In addition, the resolution called for the ASCCC to publish a summary of survey results and glossary of terms regarding Supplemental Instruction in a Rostrum article by Fall 2012. The Executive Committee engaged in discussions with representatives from 3CSN and ACTLA about partnering on this matter as they were in the process of preparing a survey to the field to collect the information requested in this resolution. The survey was distributed to the field in May 2015 and the results have been shared with the Transfer, Articulation, and Student Services Committee, which is preparing a *Rostrum* article with the information available currently.

However, the discussion with 3CSN suggested that a new survey may be necessary given the changes in the CCC system since 2015, especially in regards to new funding sources for student learning support that will impact supplemental instruction programs. A new survey might reveal how tutoring centers and other supplemental instruction initiatives are being integrated into the fabric of the institution and how new funding is supporting the expansion of student instructional support services.

The Transfer, Articulation, and Student Services Committee is seeking guidance regarding whether a new survey should be created and disseminated and if the committee should partner with 3CSN to accomplish that survey.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Academic Senate
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Executive Committee Agenda Item

SUBJECT: 2018 Part-Time Faculty Leadership Institute		Month: December	Year: 2017
		Item No: IV. H.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider changes to the structure and timing of the Part-Time Faculty Leadership Institute.	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The first annual Part-Time Faculty Leadership Institute was held August 3-5, 2017 in Anaheim. While the institute was very well received, ways to improve the Institute while serving the most faculty possible have been explored. Based on discussions with Part-Time Faculty Committee members and Fall Plenary Session attendees at the Part-Time Faculty breakout the following modifications to Institute are recommended:

1) Have the Institute on Friday and Saturday only. It was noted that the Thursday sessions were not well attended. Since many part-time faculty teach during the summer and would not be compensated if they were to miss a class meeting, a Friday/Saturday Institute would be more available to more faculty.
2) Accommodate more faculty by:
    a. Moving to a two-day Institute. Faculty from the surrounding area may only need one night at the hotel freeing up more funds to accommodate more faculty. Faculty traveling from a farther distance may still require a two-night stay.
    b. Charging a modest fee. A fee could be covered by professional development, senate or other funds at the local level. Most expressed willingness to pay a small fee so that more faculty could be accommodated overall
3) More local senate involved in determining which part-time faculty are selected from their campus

Proposed dates for the 2018 Part-Time Faculty Leadership Institute: August 3-4, 2018 or August 10-11, 2018

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Academic Senate
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Executive Committee Agenda Item

SUBJECT: Title 5 Workgroup		Month: December	Year: 2017
		Item No: IV. I.	
		Attachment: NO	
DESIRED OUTCOME:	Discuss the purpose of the Educational Policies Committee workgroup on Title 5 regulation.	Urgent: NO	
		Time Requested: 20 min	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Rebecca Eikey	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Recently the Chancellor of the California Community Colleges system has expressed a desire to review Title 5 regulations in light of system wide change initiatives such as the Guided Pathways Awards program and the Vision for Success. The president established a workgroup under the umbrella of the Educational Policies Committee to review proposed Title 5 regulations offered by system partners and to develop its own recommendations for Educational Policies and the Executive Committee related to Title 5 Regulations. The proposed charge and duties of the workgroup is below:

Charge: The Educational Policies Title 5 Workgroup reviews proposed changes to Title 5 regulations, develops recommendations for Title 5 changes that are advantageous to student success, and recommends to the Educational Policies Committee and the Executive Committee positions and actions related to those proposed changes.

The workgroup's duties include the following:

- Provide context or clarity on any proposed changes to Title 5 Regulations from the Chancellor's Office or other system partners;
- Identify sections of Title 5 Regulations that are currently being reviewed by ASCCC Committees or consultation groups;
- Track and organize into a searchable form sections of Title 5 that ASCCC committees are currently assigned to review due to resolutions;
- Reach out via surveys and other mechanisms to local Academic Senate Presidents, Curriculum Chairs and other faculty stakeholders to get input to identify areas of Title 5 Regulations that may need review; and
- Communicate with other groups, such as CEOs or CIOs, to determine what sections of Title 5 Regulations they believe need review and why.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Academic Senate
for California Community Colleges
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Executive Committee Agenda Item

SUBJECT: Board of Governors Nomination Process		Month: December	Year: 2017
		Item No: IV. J.	
		Attachment: Yes	
DESIRED OUTCOME:	Preparation for next steps in the process.	Urgent: Yes	
		Time Requested: 20 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno/John Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: The Academic Senate is responsible for recruiting, interviewing, and recommending nominees for faculty positions on the Board of Governors to the Governor of California. The process is opened in September, and interviews of candidates are conducted in closed session at the January Executive Committee meeting. Per the official ASCCC process, the following actions by the Executive Committee are supposed to occur:

1. The Officers and the Executive Director paper screen the applications.
2. The President develops interview questions and may include suggestions from the Executive Committee. The Executive Committee reviews the questions in closed session.
3. The Executive Committee interviews the candidates, with the following exceptions allowed:
    - The President, in consultation with the Executive Committee, may elect to not interview past candidates who were selected to be forwarded to the Governor if there is a 2/3 majority of sitting Executive Committee members who participated in that previous interview session. The Executive Committee would still consider whether or not to send the candidate's name forward to the Governor for appointment.
    - The Executive Committee may decide to send forward the name of a sitting Board of Governors member without an interview.
    - The Executive Committee will ask each interviewed candidate the same questions; however, follow up questions are allowed.
    - After all interviews are completed the Executive Committee will select at least three candidates, by majority vote, for recommendation to the Governor's Office as nominees to fill the Board of Governors appointment(s).

The call for nominations was sent to the field on September 5, with a stated deadline of December 15, 2017 for submitting applications. The Executive Committee will review the process, determine next steps for proceeding, suggest possible improvements to the process.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Academic Senate for California Community Colleges
Board of Governors – Faculty Appointee Nomination

Policy and Procedures

Policy
Each year by January 31st the President of the Academic Senate will present to the Governor of the State of California a list of at least three faculty nominees to fill any vacant California Community Colleges Board of Governors faculty member positions. The names submitted may be that of those of sitting Board of Governors members.

Procedures
1. The Senate Office will implement the Board of Governors (BoG) faculty member nomination process in September, closing no later than December 31st.
2. The Senate Office will promote recruitment of nominees via the website or other publications as appropriate.
3. Candidate interviews will be conducted by the Executive Committee during its January Executive Committee meeting.
4. The President will forward the list of nominees to the Governor by January 31st.

Process
Each year the President of the Academic Senate or his/her designee shall initiate and oversee the recruitment and selection process to ensure timely submission of nominees to the Governor's Office.

1. QUALIFICATIONS
    a. Required:
        i. Tenured faculty member (See Education Code §71000-71004)
        ii. Extensive and sustained leadership experience in an academic environment.
        iii. Demonstrate understanding of California community college issues at a state level.
        iv. Demonstrate ability to present a reasoned argument in educational policy through interview questions presented by the Executive Committee.
        v. Demonstrate understanding of the role of the BoG.
        vi. Upon appointment, agree to resign from the executive board of any statewide community college organization. The Academic Senate will only forward the name of those candidates who agree to this requirement.

    b. Desirable:
        i. Academic senate leadership experience at local level such as senate officer, Executive Committee member, or committee chair.
        ii. Experience at statewide level such as Academic Senate committees, Chancellor's Office advisory committee, or other statewide faculty organization.

2. REQUIREMENTS
    a. Any college or district senate or an Executive Committee member of the Academic Senate for California Community Colleges may endorse a candidate for nomination. A letter of support from the candidate's local senate is desirable.
    b. Applicants must submit a statement of intent of why he/she would be an effective member of the Board of Governors, which includes, but is not limited to a commitment to students and the mission of community colleges, and a reference to qualifications for the position, an application, and a résumé.

c. Any faculty member previously considered who wishes to be reconsidered must submit a letter of intent and may update his/her application if necessary.

3. PROCESS AND TIMELINE
    a. In early September, the Senate Office will send out an announcement letter to each campus through the senate president. At the same time, previous nominees will receive an announcement inviting them to reactivate their file.
    b. The application process for potential nominees will close by December 31st.

4. RECRUITMENT PROCESS

    a. The Standards and Practices and Local Senates Committees will recruit candidates for nomination to the Board of Governors.

5. INTERVIEWS
    a. **September:** The Executive Committee will determine whether or not to seek nominations for the Board of Governors taking into consideration the Governor's appointment process and the need to submit names.
    b. **October/November**: The Senate Office will initially screen the applications to assess if the candidates meet the nomination requirements and will be responsible for scheduling interviews for qualified candidates. The Officers and Executive Director will paper screen the applications based on criteria listed in the qualifications section of this process and determine who will be interviewed by the Executive Committee.
    c. **November**: The President of the Academic Senate shall develop questions that the Executive Committee will use in the interviews of candidates. The President may use questions suggested by Executive Committee members. To preserve the confidentiality of the process and to ensure fairness to nominees, the Executive Committee will review the interview questions in closed session.
    d. **January**: Unless otherwise noted, all candidates must be interviewed by the Executive Committee to be considered for nomination to the Governor.
        i. The President, in consultation with the Executive Committee, may elect to not interview past candidates who were selected to be forwarded to the Governor if there is a 2/3 majority of sitting Executive Committee members who participated in that previous interview session. The Executive Committee would still consider whether or not to send the candidate's name forward to the Governor for appointment.
        ii. The Executive Committee may decide to send forward the name of a sitting Board of Governors member without an interview.
        iii. The Executive Committee will ask each interviewed candidate the same questions; however, follow up questions are allowed.
        iv. After all interviews are completed the Executive Committee will select at least three candidates, by majority vote, for recommendation to the Governor's Office as nominees to fill the Board of Governors appointment(s).
    e. If three candidates are not selected, the Executive Committee will reopen the process and actively recruit new candidates for nominations.

    Note: nominee selection is not comparative. One, several, or all candidates may be selected to be forwarded for nomination.

6. INTERVIEW RECUSAL

   Any Executive Committee member may elect to recuse him/herself from the process.

   a. The recused member may sit in as a non-participating observer. If desired, the minutes will note that the member was recused.
   b. The recused member may elect to recuse him/herself from one or all of the interviews.

   Note: Recusal shall mean noninvolvement of an Executive Committee member in any discussion of, and decision regarding, the relevant matter to ensure that the member's independence of judgment is not compromised, that the public's confidence in the integrity of the Executive Committee is preserved, and that the Senate's mission is protected.

7. NOTIFICATION PROCESS

   a. The Academic Senate Office will notify candidates whether their names will be forwarded to the Governor's Office the week following the interviews.
   b. The Executive Director will transmit the Executive Committee's recommendations to the Governor's Office by January 31st.
   c. Candidates forwarded to the Governor will be informed about the process for submitting applications to the Governor's office, including how to submit a Governor's application and expectations of interviews with the Governor's staff.

8. REVIEW PROCESS

   The Standards and Practices Committee will review the process yearly and recommend any changes by May.

Approved: August 12, 2011
Revised: December 26, 2011
Approved: February 3, 2012

Gmail by Google

Ashley Fisher <ashley@asccc.org>

BOARD OF GOVERNORS NOMINEES

Erika Prasad <erika@asccc.org> Wed, Nov 15, 2017 at 12:17 PM
Reply-To: Erika Prasad <erika@asccc.org>
To: SENATEPRESIDENTS@listserv.cccnext.net

Academic Senate
for California Community Colleges

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Dear Colleagues:

In September, the Academic Senate for California Community Colleges sent its first call for nominations for one of the two faculty seats on the Board of Governors. The December 15 deadline is fast approaching and we seek your assistance in identifying outstanding faculty members who are knowledgeable about the issues facing faculty and others in the community colleges. While we are particularly interested in candidates who represent and who have shown commitment to issues of diversity, as you will see on the enclosed sheet, the Academic Senate has broadened the criteria to encourage leaders with a variety of experiences to consider applying for this position. Thus, ***it is important that all members of your faculty are aware of this opportunity to serve.***

The Governor appoints members of the Community College Board of Governors. As you may be aware, two faculty members serve on the Board of Governors, serving staggered two-year terms. The Governor makes these faculty appointments from a list of recommendations put forward by the Academic Senate for California Community Colleges.

Attached is a description of the criteria the Academic Senate's Executive Committee will use to select nominees. In addition, we would expect candidates to be articulate, capable of presenting a reasoned argument on issues of educational policy, and to have knowledge of statewide educational issues. Any college or district senate or an Executive Committee member of the Academic Senate for California Community College may nominate faculty. In each case, the nominee is strongly encouraged to include a letter of endorsement from the faculty member's local academic senate. If a faculty member has been previously nominated and would like to be reconsidered, a letter of intent should be sent to the Senate Office with a current resume.

Candidates for nomination should submit a statement of intent, an application, a current resumé outlining relevant professional activities, and the letter of local senate endorsement is desirable. **All original materials must be received in the Academic Senate Office by 12:00 p.m. on Friday, December 15, 2017. NO FAXES WILL BE ACCEPTED.**

Nominees will be selected and interviewed by the Executive Committee at their January 12, 2018 meeting, in Riverside, CA. All candidates will be notified of the outcome of the nomination process. Thank you for your assistance in identifying worthy and qualified candidates.

Yours collegially,

Julie Adams

Executive Director

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3 attachments

BoG Faculty Nomination Application (2).docx
21K

BOG Criteria (2).doc
37K

Board of Govenors Faculty Nomination Process Revised (3).doc
43K

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Strategic Planning Process 2018-2021		Month: December	Year: 2017
		Item No: IV. K.	
		Attachment: **NO**	
DESIRED OUTCOME:	The Executive Committee will develop the timeline and process for the 2018-2021 strategic plan.	Urgent: **NO**	
		Time Requested: **20 minutes**	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC is in its final year of the 2015-2018 Strategic Plan. The plan, adopted by the body in spring 2015, contained goals, objectives, and strategies that provided direction to the ASCCC leadership in prioritizing the work of the organization while affording the flexibility needed to respond to new pressures and changing environments. This spring, the ASCCC Executive Committee will need to develop a strategic plan spanning 2018-2021 for the body to adopt in spring 2018.

The Executive Committee will determine the process and timeline to complete the strategic planning process.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: December	Year: 2017
		Item No: V. A.	
		Attachment: NO	
DESIRED OUTCOME:	A liaison from the Chancellor's Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: NO	
		Time Requested: 45 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

A Chancellor's Office representative will bring items of interest regarding Chancellor's Office activities to the Executive Committee for information, updates, and discussion. No action will be taken by the Executive Committee on any of these items.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Academic Senate
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Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: December	Year: 2017
		Item No: V. B.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: NO	
		Time Requested: 20 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno/John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Bruno and Vice President Stanskas will highlight the Board of Governors and Consultation meetings in November. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

http://extranet.cccco.edu/SystemOperations/BoardofGovernors/Meetings.aspx

http://extranet.cccco.edu/SystemOperations/ConsultationCouncil/AgendasandSummaries.aspx

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: CCC Guided Pathways Award Program		Month: December	Year: 2017
		Item No: V. C.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.	Urgent: YES	
		Time Requested: 45 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

With $150 one-time allocation in the 2017-2018 budget, the Governor and Legislature created the CCC Guided Pathways Award Program designed to support colleges in implementing the principles and elements of an integrated approach to serving students in a way that significantly improves outcomes. The program falls within the Chancellor's Office Institutional Effectiveness division and is connected to the Institutional Effectiveness Partnership Initiative. More information on the program including statue language defining the program, information on the guided pathways framework and resources for colleges may be found at http://iepi.cccco.edu/Guided-Pathways

The Academic Senate for California Community Colleges, in partnership with the Chancellor's Office, Career Ladders Project and the Research and Planning Group, is leading the effort to provide guided pathways workshops, capacity building at colleges, and an Applied Solutions Kit.

The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

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Executive Committee Agenda Item

SUBJECT: AB 705 Update		Month: December	Year: 2017
		Item No: V. D.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will discuss the AB 705 meeting held on November 21 and determine how to proceed.	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The AB 705 workgroup had its first meeting on November 21. The group includes representatives from ASCCC (4), the CIOs, CAP, Educational Results Partnership, WestEd, and the Chancellor's Office. The Executive Committee will be updated on what was discussed at the meeting and what is planned for future meetings.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

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Executive Committee Agenda Item

SUBJECT: ADT Course Substitution Paper		Month: December	Year: 2017
		Item No: V. E.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will review the revised ADT Course Substitution Paper and provide feedback for TASSC.	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Randy Beach	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution S16 9.11 states the following: "Resolved, That the Academic Senate for California Community Colleges develop by spring 2017 resources that provide guidance to local senates on effective practices for the appropriate use of course substitutions by students who have transferred between colleges and who intend to earn an Associate Degree for Transfer while ensuring that the integrity of the degree is not compromised."

At its September meeting, the ASCCC Executive Committee determined that the draft paper on course substitutions for ADTs presented at that meeting should be a position paper requiring adoption by the body at the spring plenary session rather than a white paper. The committee has reviewed the feedback from Executive Committee members and have revised the paper.

TASSC is seeking feedback on the current draft of the paper. A revised draft will also be brought to the January ASCCC Executive Committee meeting based on feedback from Exec. The final paper will be reviewed and adopted by the body at the spring plenary session.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Effective Practices for Determining Course Substitution for Associate Degrees for Transfer

C-ID Articulation Subgroup

Deanna Abma, San Francisco City College

Richard Cortes, Glendale College

Bernie Day, Foothill College

Dave DeGroot, Allan Hancock College

Introduction

The challenges surrounding Associate Degrees for Transfer (ADT) course substitutions have become very complicated with the number of ADT degrees now available and an ever-increasing number of transfer students desiring an ADT degree. Even with course descriptors developed as part of the Course Identification Numbering System project (C-ID) in place for the ADTs, there are still many ADT course substitution challenges associated with C-ID-approved courses. These challenges only increase when the substitution of community college non-C-ID approved courses or comparable courses not from community colleges are proposed for an ADT course substitution. Therein lies the ADT course substitution challenges being faced by articulation officers, transfer center directors, counselors, faculty and, especially, transcript evaluators.

To assist the field to make these determinations, the Academic Senate for California Community Colleges (ASCCC) produced the document "Reciprocity, Course Substitution, and Credit by Exam—in light of AA-T and AS-T degrees" (Appendix A) in 2013 to assist colleges with ADT course substitutions. The Reciprocity Document has been the guide that colleges have used for ADT course substitutions for the past several years, but some in the field still struggle with applying the broad statements made in the document to the variety of situations that arise at local campuses and have requested more guidance.

Justification for the Paper

At the spring 2016 plenary session, the Academic Senate for California Community Colleges (ASCCC) was directed by resolution 9.11 "Academic Senate Guidelines on Course Substitutions for Associate Degrees for Transfer" to create resources for the field that provide guidance to local senates on effective practices for the appropriate use of course substitutions by students who have transferred between colleges and who intend to earn an Associate Degree for Transfer. At the ASCCC Executive Committee in September 2017, the committee determined that a position paper would serve the body best given the need to establish standards that impact the relationships between local colleges and feeder colleges in the California State University system.

Resolution S16 9.11 "Academic Senate Guidelines on Course Substitutions for Associate Degrees for Transfer"

Whereas, Community college districts have traditionally established local policies and procedures that permit students to request course substitutions for degree major requirements to allow students to complete their degrees without being required to repeat or complete additional coursework, including cases where students have transferred between community colleges;

Whereas, The creation of Associate Degrees for Transfer (ADTs) has led to questions about the appropriate use of course substitution for ADTs for students who have transferred between colleges having already completed similar courses at their former colleges that are not identical to the ADT requirements of their current college, such as the following:

- Completing a course at the former college that does not have a C-ID designation but is otherwise equivalent to a required ADT course at the current college
- Completing a course that was included in the list of acceptable courses to meet ADT requirements at the former college but is not included in the list of acceptable courses in the same ADT at the current college; and

Whereas, The Academic Senate Statements on Reciprocity, Course Substitution, and Credit by Exam—in Light of AA-T and AS-T Degrees[1] was released in September 2013, in response to resolution 15.01 S11 to provide guiding principles for local senates on the use of course substitutions that adheres to the spirit and intent of SB 1440 (Padilla, 2010) but lacks detailed guidance for local senates on the appropriate application of course substitutions;

Resolved, That the Academic Senate for California Community Colleges develop by Spring 2017 resources that provide guidance to local senates on effective practices for the appropriate use of course substitutions by students who have transferred between colleges and who intend to earn an Associate Degree for Transfer while ensuring that the integrity of the degree is not compromised.

How to Use the Document

The purpose of this ADT Course Substitution paper is to provide guiding principles for local academic senates to consider when developing or modifying their course substitution policies and practices in light of the Transfer Model Curriculum (TMC) and ADTs. In addition, this paper will identify and provide guidance for specific ADT course substitution scenarios, such as courses taken prior to C-ID approval, courses that are not C-ID-approved or are from non-California community colleges or universities, advanced subject area courses substituted for respective introductory courses, and so forth. Appendix A includes the 2013 "Reciprocity, Course Substitution, and Credit by Exam—in light of AA-T and AS-T degrees" document. Appendix B includes scenarios that faculty may face when reviewing a request for a course substitution on an ADT and the associated guideline that will help faculty make the determination. Finally, Appendix C includes links and references to additional resources to assist faculty in this process.

ADTs and C-ID Designation

Background

The Student Transfer Achievement Reform (STAR) Act (Padilla, 2010) also referred to as SB 1440 and SB 440 (Padilla, 2013), which amended the STAR Act (Education Code 66745 - 66749.5), established the Associate Degree for Transfer (ADT), which is a community college degree that requires community colleges to grant an associate degree for transfer to a student once a student has met specified general education and major requirements for the degree. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the California State University (CSU) system.

The STAR Act established the basic requirements of the ADT:

- Completion of 90 quarter or 60 semester CSU transferable units
- Completion of all courses in the major with a "C" or better (Note: CCCCO Memo "P" or "CR" acceptable if College defines by "C" or better)
- Completion of either the CSU GE or IGETC general education pattern
- A cumulative GPA of 2.0 (Note: The 2.0 GPA requirement applies to transferable courses only)
- Colleges are not permitted to add "local requirements" when creating the ADT

The purpose of the STAR Act was to provide a clear California Community College (CCC) to California State University (CSU) pathway for the attainment of a bachelor's degree within 120 units. Students complete 60 units at the CCC and an additional 60 units at the CSU, without having to repeat coursework. The CSU and CCC academic senates collaborated to develop Transfer Model Curriculum (TMC) to create

a common framework within which community college campuses could develop ADTs. Additional legislation SB 440 (Padilla) further required community colleges to create an ADT in every major and area of emphasis offered by that college for any approved TMC.

C-ID, the Course Identification Numbering System, is a faculty-driven system that was initially developed to assign identifying designations (C-ID numbers) to significant transfer courses. The C-ID number is a designation that ties a course to a specific course "descriptor" that was developed by intersegmental discipline faculty and reviewed statewide. In the case of associate degree C-ID descriptors in career technical education disciplines , typically only community college discipline faculty create descriptors. SB 440 expanded the relationship between C-ID and ADTs by requiring that all courses in an ADT have a C-ID designation.

How A Course Receives C-ID Designation

Local college discipline faculty interested in or required to submit their courses for a C-ID designation work with their college's articulation officer to determine if the course is equivalent to the C-ID descriptor. If it is determined that the course does align with the C-ID descriptor, the articulation officer submits the course outline of record (COR) to the C-ID review process for a determination. If the C-ID review results in a conditional approval or denial, recommendations are provided for modification(s) to make the course approvable. Faculty make the appropriate modification(s) and submit the revised COR to their college's curriculum committee. When the curriculum committee approves the modifications, the articulation officer submits the revised COR to the C-ID for additional review.

Receiving a C-ID Designated Course from Another College

If a receiving college has the same course C-ID designation as a course coming from the sending college, the receiving college must automatically accept it as equivalent to the local course. The automatic acceptance is required not only for the application of the course within the context of the ADT, but for every application of the local comparable course.

Websites and additional resources for C-ID are available in Appendix C The Intersegmental Committee of the Academic Senates "C-ID Common Course Numbering" policy statement is available in Appendix C.

ADT Course Substitution Guiding Principles

The two basic criteria to consider when deciding on Associate Degree for Transfer (ADT) course substitutions are legislative and regulatory directives, and ASCCC guidance documents. In addition, there have been several statewide discussions regarding specific applications of the directives and guidance documents. The most common topics and any resulting guidelines or clarification have been included in this section; however, the basic principle advocated by the ASCCC 2013 "Reciprocity, Course Substitution, and Credit by Exam—in light of
AA-T and AS-T degrees" continues to be the foundation for these guiding principles and practices: **the ASCCC urges colleges to allow all reasonable course substitutions that are consistent with the parameters of the TMCs**.

Legislative and Regulatory Directives for Course Substitutions in ADTs

The primary criteria for determining course substitution are the legislative and regulatory directives. In addition, California Education Code, section 66746, states, "Community colleges are encouraged to facilitate the acceptance of credits earned at other community colleges toward the associate degree for transfer pursuant to this section."

Given this framework, the following criteria supported by legislation should guide college personnel as they make ADT course substitution decisions:

- Accept courses included in another community college's approved ADT
- Accept courses from another community college's ADT if the colleges share the same C-ID number and/or listed in the Transfer Model Curriculum (TMC)
- Accept courses to satisfy your ADT requirements even if they are not listed in another community college's ADT if the course fits the intent of the TMC, and the discipline faculty should make the decision regarding substitutions

Academic Senate for California Community Colleges Criteria for Course Substitutions in ADTs
Additional criteria to consider in approving course substitutions is guidance provided by the Academic Senate for California Community Colleges (ASCCC). The September 2013 "ADT Reciprocity, Course Substitution, and Credit by Exam" statement provides the foundation for the the following six guidelines:

- Substitute/accept courses that are part of another college's ADT where deemed reasonable
- Honor C-ID articulation between California community colleges
- Where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, the discipline faculty should make the decision regarding substitutions
- Ensure substitutions are consistent within the TMC parameters (some TMCs allow more flexibility in course substitutions than others)
- Allow substitutions based on external examinations for credit (e.g. AP, IB, CLEP) and apply those substitutions toward GE requirements and major requirements using statewide documents and local policies for such determinations (e.g., CCC GE AP Policy, CSU memo ASA-2017-13 and IGETC Standards)
- Utilize existing local credit by exam policies

If the above options are not applicable, employ local policies and practices for course substitutions

Regarding the use of external credit, the ASCCC has passed numerous resolutions endorsing the use of external credit and has even created statewide templates to recommend the use of external credit in manners consistent with policies regarding CSU GE and IGETC (see ASCCC Resolutions 9.01 S10, 9.05 F10, 9.06 S07, 9.03 S05, 4.02 S08, 4.03 S08, 4.04 S08, 4,01 S09, 9.04 F10, 9.01 S11). The reasoning in these resolutions applies to AA-T and AS-T degrees as fully as it does to all other degrees and include other methods of earning external credit, such as credit for prior learning (e.g. military service). Recent legislation such as AB 1985 (Williams, 2016) also provides additional requirements for accepting AP scores when applied to general education credit that may be relevant to course substitution conversations.

Other Guidelines/Considerations
While the legislative directives and ASCCC documents provide broad guidance for making course substitution decisions for ADTs, statewide discussions have delved deeper into the application of the guiding principles for other degrees as well. These discussions have included:

Minimum Grade Requirement for Associate Degree Graduation Requirements in English and Math and Courses in the Major: California Community Colleges must award a grade of C or better ("P" or "CR" acceptable if College defines as "C" or better) for the Associate Degree graduation requirements in English, Math or toward major courses per Title 5 § 55063 (d). Therefore, California Community Colleges cannot apply ("Pass Along") an incoming C- grade from another accredited institution toward satisfaction

of the Associate Degree graduation requirements in English, Math or toward major courses. The C- minus grade could be applied toward satisfaction of other graduation requirements wherever a grade of D is permissible.

CSU GE-Breadth and IGETC: The guidelines established by CSU and UC also apply to verifying completion of CSU GE-Breadth and IGETC requirements for ADTs. However, there is an inconsistency between CSU GE-Breadth and Title 5 guidelines when accepting a C- grade for "Freshman Composition" to meet a requirement for the associate degree. CSU GE-Breadth certification guidelines allow a C- to meet the Area A2 requirement, but Title 5 § 55063 states that the "Freshman Composition" graduation requirement must be completed with a satisfactory grade. Because the CSU **will** accept a grade of C- to satisfy a Golden Four class, including math and English, a student with a C- in those courses could receive CSU GE certification; however, that student could not earn an associate degree prior to transfer (unless the course was subsequently completed with a C or better) because awarding the associate degree is the purview of the CCC, not of the CSU. Please note that a grade of C- still may not be used to satisfy IGETC.

Internal Substitutions: When a course at a college has not been included in an ADT at that college, it may still be possible for it to meet an ADT requirement. This substitution should be done carefully, based on the guiding principles indicated in this document. Allowable course substitutions could include:

- A course approved for a C-ID descriptor that is listed in the TMC, and A course without a C-ID descriptor and not required in the TMC that fits the intent of the TMC.

If a course is frequently used as an internal substitution, the college should revise the ADT to add the course and submit a program non-substantial change proposal to the Chancellor's Office for approval.

Quarter Units and C-ID Descriptors: C-ID descriptors establish minimum unit requirements in semester units. However, 4-quarter-unit courses are common. While 4 quarter units translates to 2.66 semester units, a 4-quarter-unit course may be substituted for a 3-unit C-ID-approved course as indicated by the following guidance given to C-ID reviewers:

- For the purposes of reviewing courses, you may use the standard application of one additional unit for the quarter than the semester, rather than a strictly mathematical unit conversion.

Referencing Existing Articulation on ASSIST: When uncertain if a course should be substituted, existing articulation may further inform the decision. A substitution should be considered when the following conditions apply:

- A course substitution should be considered if a course was articulated to a CSU identified "similar" major before the C-ID process was in place. A course substitution should be considered if the course is articulated to a CSU identified "similar" degree at the CSU campus.

The California State University maintains a website to assist articulation officers and faculty to identify TMCs that are similar to existing CSU degrees. See Appendix D for this link to this and other resources.

Upper Division Courses: It is a local Community college's decision to permit the substitution of upper division courses for lower division requirements for the ADT. Guidelines outlined above should be used to determine allowable course substitutions.

Appendix A

Academic Senate Statements on
Reciprocity, Course Substitution, and Credit by Exam—in light of AA-T and AS-T degrees
September 2013

Substitution and Reciprocity

The passage of SB 1440 (Padilla, 2010) and the resulting faculty-designed Transfer Model Curriculum (TMC) system have altered the way colleges operate. Today, a higher level of coordination exists across the community colleges and with the universities. This new system affects traditional practices regarding course substitutions and reciprocity.

In the interest of best serving students and establishing an efficient transfer route, the Academic Senate for California Community Colleges (ASCCC) encourages colleges to apply courses successfully completed as part of a TMC-aligned degree at one college for requirements within their own degrees to the greatest extent deemed possible and reasonable (See ASCCC resolution 15.01 Spring 2011). While course substitution decisions remain a matter of local control, students often earn credit at multiple colleges during the course of their academic careers and, therefore, are best served when courses that are taken in good faith as part of a TMC-aligned degree at one college are accepted as part of a TMC-aligned degree at other colleges. Therefore, **the ASCCC strongly urges community colleges to establish policies to allow and encourage acceptance of the courses students have taken at other colleges in a TMC-aligned degree**. While the C-ID system establishes course-to-course reciprocity, where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, substitution decisions must be informed by the judgment of discipline faculty. When an AA-T or AS-T is being conferred any substitutions made must result in the awarding of a degree that is consistent with the parameters defined by the TMC.

This recommendation is in the spirit of SB 1440 and the TMC-based statewide solution that faculty developed in response to SB 1440. The ideal case is for colleges and universities to widely accept the courses identified in the TMC and contained within TMC-aligned degrees. The TMC process establishes a transfer pathway that is based on the package of courses that comprise a TMC-aligned degree. Furthermore, the C-ID system identifies course content and standards, and most courses specifically identified and required in TMCs have or will soon have C-ID descriptors.

Example: The TMC for psychology includes three courses in List A: Introduction to Biology, Human Biology, and Introduction to Biological Psychology. Students are required to complete one of these three courses. College X may choose to allow all three of these List A options in their local psychology AA-T degree. However, College Y might decide that Human Biology is necessary for all students and thus might eliminate the other two List A options. A student who took Introduction to Biology at College X, expecting that course to fulfill the List A requirement, but who then enrolled at College Y to complete the associate degree for transfer would have taken a course not included or not fulfilling the same requirements in the local AA-T for psychology at College Y. In such a case, because the student has acted in good faith and the course taken falls within the requirements of the TMC, the ASCCC (and the language of SB 1440) would strongly encourage College Y to accept Introduction to Biology as fulfilling the List A requirement or, at the least, to accept the Introduction to Biology course as fulfilling a List B or C requirement as is allowed by the TMC.

Every TMC (and every discipline) is different, so the extent to which courses can be moved between lists is dependent upon the parameters defined in the individual TMC. The Psychology TMC offers maximum flexibility, permitting any course in the first list of options to be used in one of the later lists, but other TMCs may not permit the same level of flexibility. The Early Childhood Education TMC, for example, specifies all courses in the TMC without options, allowing no substitutions or local variations. Many TMCs fall somewhere between these extremes, allowing flexibility in some areas but not in all. While the ASCCC encourages course reciprocity and substitution where possible and reasonable, substitutions should only be made in instances where the TMC allows flexibility, as the local AA-T or AS-T degree awarded must remain consistent with parameters of the TMC for the specific discipline.

Local policies and practices may need to be revisited in light of the TMC system; senates and curriculum committees should lead such discussions, ensuring that discipline faculty are responsible for making decisions regarding course substitutions within the TMC-aligned degree requirements. While existing practices may permit colleges to substitute (or not) in any way they choose, for the sake of the TMC system and in the spirit of SB 1440, **the ASCCC urges colleges to allow all reasonable course substitutions that are consistent with the parameters of the TMCs.**

Once all the specifically identified and required courses in TMCs have C-ID descriptors, all colleges have their courses approved in C-ID, and colleges use E-transcripts, the identification of comparable courses will be much simpler. The complicated aspect of reciprocity will continue to be the substitution of noncomparable courses when permitted by the parameters of the TMC. It should be noted that this document pertains to the courses that are specified in the TMC; existing processes related to determining course applicability for general education are not impacted.

If a student transferring in from another community college took a course required for an AA-T or AS-T, but the course does not have a C-ID number or did not have one at the time the it was taken, local course substitution processes should be employed. Note that this presumes that the local course does have a C-ID designation. In the event the local course does not have a C-ID number and is in process with respect to CID approval, the local review process should incorporate the C-ID descriptor expectations. For instance, if a local course was submitted to C-ID lacking a required prerequisite the local process for review should incorporate that C-ID descriptor requirement into the local review process.

External Sources of Credit

In addition to allowing reciprocity for courses earned toward a transfer degree at other institutions, colleges should continue to allow students to apply course credit earned through external exams or processes, including AP, CLEP, and IB, to the major requirements for transfer degrees. **Education Code clearly grants the authority to community colleges for the content of the AA –T and AS-T degrees, and this authority extends to community colleges the right and responsibility for granting credit they deem appropriate in the AA/S-T degrees**.

The ASCCC has passed numerous resolutions endorsing the use of external credit and has even created statewide templates to recommend the use of external credit in manners consistent with policies regarding CSU GE and IGETC (see ASCCC Resolutions 9.01 S10, 9.05 F10, 9.06 S07, 9.03 S05, 4.02 S08, 4.03 S08, 4.04 S08, 4,01 S09, 9.04 F10, 9.01 S11). The reasoning in these resolutions applies to AA-T and AS-T degrees as fully as it does to all other applications of their intent and can also include other methods of earning external credit, such as the units often granted to veterans for their experience in military service.

Credit by Exam:

Title 5 provides regulations for community colleges regarding credit by exam (section 55050). Once again, **because Education Code grants community colleges the authority for the content of the AA – T and AS-T degrees, and Title 5 spells out the regulations for credit by exam, colleges retain these authorities when granting AA-T and AS-T degrees.** In other words, **colleges retain the existing authority and responsibility for granting credit they deem appropriate in the AA/S-T degrees**, **including credit earned through internal credit by exam processes**. In short, the existing credit by exam policies remain in place for the new associate degrees for transfer.

REFERENCES

What SB 1440 Said:

CEC section 66746. *Community colleges are encouraged to facilitate the acceptance of credits earned at other community colleges toward the associate degree for transfer pursuant to this section.*

Reciprocity for TMC Courses in Associate Degrees for Transfer 15.01 Spring 2011
Whereas, Senate Bill (SB) 1440 (Padilla, 2010) mandates the creation of associate degrees for transfer (AA-T and AS-T) that include a minimum of 18 units in a major or field of emphasis, and community colleges throughout California are currently in the process of developing these degrees;

Whereas, The Academic Senate for California Community Colleges, in coordination with California State University, is developing Transfer Model Curricula (TMCs) that local colleges can use in the creation of the AA-T and AS-T degrees in order to provide some consistency and structure, and the TMCs allow local colleges freedom to make appropriate alterations within that structure and to include transferable local courses within the discipline that may not exist at other colleges;

Whereas, Many students take courses at multiple community colleges or start at one college and finish at another, and therefore students may begin a transfer degree at one community college and then find that courses they have taken in good faith toward that degree no longer apply when they move to another college, which is a significant issue given the 60-unit restriction for the AA-T and AS-T degrees; and

Whereas, A reciprocity policy regarding major requirements for the AA-T and AS-T degrees would eliminate unnecessary repetitions of classes and thereby reduce college costs, would allow students broader educational opportunities given that different colleges possess differing course offerings, would reduce the amount of local workload created by the circulation of student petitions, and would help students complete their degrees in a more expeditious and effective manner;

Resolved, That the Academic Senate for California Community Colleges urge local senates and curriculum committees to adopt a reciprocity policy for courses contained in the TMC for the associate degrees for transfer.

Title 5—Credit by Exam
Article 5. Alternative Methods for Awarding Credit

§55050. Credit by Examination.

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit by examination in accordance with the provisions of this section.

(b) The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.

(c) The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.

(d) A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.

(e) The student's academic record shall be clearly annotated to reflect that credit was earned by examination.

(f) Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a “pass-no pass” option if that option is ordinarily available for the course.

(g) Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

(h) A district may charge a student a fee for administering an examination pursuant to this section, provided the fee does not exceed the enrollment fee which would be associated with enrollment in the course for which the student seeks credit by examination.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

Appendix B: Scenarios

Scenario A: Courses Taken before C-ID Approval

Guideline

Where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, seek judgment of discipline faculty to make informed course substitution decisions.

Practice

A course taken prior to C-ID Approval may be allowable for ADT course substitution. The course outline of record at the time the course was taken should be compared to the C-ID descriptor to determine whether the course is comparable and, thus permissible for substitution.

Example- Psychology AA-T List A

A Psychological Research Methods course from College B was taken prior to the time when the College B received C-ID approval for that same course. To further complicate the situation, the course appears comparable to the C-ID course descriptor, except for the fact that the course lacked the required statistics prerequisite requirement. Because the C-ID descriptor includes a prerequisite of statistics the course might not appear allowable; however, student is unable to retake the course because of repeatability regulations. What other options are available:

1. Require the student to attend another college to retake a C-ID approved Psychology Research Methods course with a statistics prerequisite. While this satisfies the letter of the requirement, this also requires the student to repeat coursework already satisfactorily completed, which was not the intent of the legislation.
2. Consider whether the student successfully completed a Statistics course after the Psychological Research Methods course. The legislative directive was to prepare students with statistics for transfer into upper-division coursework and **eliminate unnecessary course repetition**. Even though the statistics course was completed after the Psychological Research Methods course, it can be argued that the TMC intent of preparing psychology students with statistics for upper division course work has been met. Thus, an argument could be made that even though statistics was completed after the Psychological Research Methods course, it was nonetheless taken and the course in question should be deemed as an appropriate ADT course substitution.

3. Determine whether the course in question is/was articulated as lower division major preparation for any CSU psychology major at the time is it was completed. If so, that could serve to justify the substitution as it is reasonable to assume this was within the intent of the TMC.

Scenario B: Courses From Another CCC Campus That <u>Are</u> C-ID Approved and <u>Are Not</u> Part of the Other CCC Campus' ADT

Guideline

Honor C-ID articulation between California community colleges

Practice

An incoming C-ID approved course from the "Sending" College that is not included in the "Receiving" College's ADT in the same major should be applied toward the receiving college's ADT in the same major that the local C-ID approved course is applied. If the receiving college does not have the C-ID approved course or also does not apply it toward the local degree, the incoming C-ID approved course from the "Sending" College may be applied toward satisfaction of the ADT if it is identified as appropriate on the TMC.

Example – Business Administration AS-T List A and C-ID MATH 110

A statistics course with the C-ID MATH 110 approval from the College C was not included on the College C Business Administration AS-T degree. In addition, the receiving college does not include a C-ID MATH 110 course on its Business Administration AS-T. However, it is an allowable substitution for List A at the receiving college since C-ID MATH 110 is identified as an option for List A on the Business Administration TMC.

Scenario C: Courses at a Local College That <u>Are</u> C-ID Approved and <u>Are Not</u> Included on the ADT

Guideline

Honor C-ID articulation between California community colleges. In this case, the local course is C-ID approved and included on the TMC, but was not included on the local college's ADT.

Practice

Allowable as a substitution. However, the course should be submitted to the Chancellor's Office for review and approval on the ADT as soon as possible so that ADT course substitutions for future students with the same situation would not be required.

Example – Administration of Justice List A and C-ID AJ 150

A local course was approved for C-ID AJ 150 after the college submitted its application for the ADT in Administration of Justice (AJ). The degree was subsequently approved without the course. Since C-ID AJ 150 is part of the AJ TMC, the course substitution is allowable because it is consistent with the parameters of the TMC. In addition, the course should be submitted to the Chancellor's Office for review and approval on the ADT as soon as possible.

Scenario D: Courses Without C-ID Descriptor in the TMC

Guideline

Ensure substitutions are consistent with the TMC parameters (some TMCs allow more flexibility in course substitutions than others).

Practice

Courses identified on a TMC that do not require C-ID approval are typically identified in categories such as "any articulated major preparation course," "any CSU GE Area specific transferable course" or "any CSU transferable course." In order to permit substitution of a course not listed on the ADT, but permissible based on the TMC, the appropriate ASSIST articulation demonstrating that the course meets the expectations of the TMC should be submitted as part of the course substitution review.

Example – Anthropology List A

The Anthropology TMC List A allows "any articulated major preparation course for an Anthropology major at a CSU campus." ANTR 12, Witchcraft and Religion, is included on the college Anthropology AA-T List A; however, it is not being offered, so a student would need to substitute a List A course for

graduation. The course being proposed for substitution is articulated with a CSU anthropology major even though it was not listed on the College Anthropology ADT. The substitution is allowable because it is consistent with the parameters of the TMC. Evidence of the ASSIST articulation should be submitted with the course substitution proposal. The college should consider submitting the course to the California Community Colleges Chancellor's Office for review and inclusion on the Anthropology AA-T so that future ADT course substitutions would not be required.

Scenario E: Courses From Another CCC Campus Where There Is No C-ID Course Descriptor and <u>Are</u> Part of that College's ADT

Guideline

Accept courses included in another community college's approved ADT

Practice

Courses without C-ID Approval may be approved for local ADTs. Numerous TMC's permit the completion of courses with the proviso that they are "any CSU transferable course articulated for major preparation" or "approved for CSU GE Area C1" for example. When awarding the Associate Degree for Transfer, the receiving college should apply the course in the same manner the sending college did toward the satisfaction of its ADT.

Example – Psychology AA-T List B

The Psychology AA-T List B permits inclusion of "any course that has articulation as lower division preparation for the psychology major at a CSU."

- Social Psychology is a common example. There is an existing C-ID descriptor; C-ID PSY 170. However, even though the course from the sending college was not approved for C-ID Approved, it was included on the college's ADT because it was articulated to a CSU for a major preparation requirement, which was permissible. The evidence demonstrating the ASSIST articulation agreement should be included with the degree documentation.

Example – Psychology AA-T List C

The Psychology AA-T List C permits "any courses not selected above, any CSU transferable psychology courses, and/or other courses that are lower division preparation for the psychology major at a CSU or UC- in or outside of the discipline."

- Abnormal Psychology is a common example. There is no C-ID course descriptor for abnormal psychology and is typically an upper-division course at the CSU and UC. A request for substituting the Abnormal Psychology course should provide evidence via ASSIST demonstrating that the course is CSU transferable and/or articulated as a lower division major preparation at a CSU or UC campus.
- Another example would be a philosophy course in Critical Thinking. Currently, there is no C-ID course descriptor for a Critical Thinking philosophy course. In such cases, a petition could provide ASSIST evidence demonstrating that the course is CSU transferable and/or articulated as a lower division major preparation at a CSU or UC campus.

Scenario F: Courses from Another CCC Campus Where There <u>Is No</u> C-ID Course Descriptor and <u>Are Not</u> Part of that College's ADT

Guideline

Where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, seek judgment of discipline faculty to make informed course substitution decisions.

Practice

A course from College A where there is no C-ID descriptor and is <u>not</u> part of that college's ADT may still be allowable for substitution. There are very limited options for such substitutions, but keeping in mind the "be as flexible as possible, while remaining consistent with the parameters of the TMC" provide for reasonable substitutions to be made.

Example – Anthropology AA-T List C

The Anthropology AA-T List C permits "any courses not selected from List A or B; and/or any anthropology course; and/or any other non-anthropology course from the humanities or social sciences on cultural diversity." Course examples listed on the Anthropology TMC for List C include Magic, Witchcraft and Religion, Natives People of North America, History of Mexico, Cross Cultural Psychology, etc. In

order to award an Associate Degree for Transfer, College B should include evidence via ASSIST demonstrating that the course from College A was articulated for the required area.

Scenario G: Courses From Another Ccc Campus That Are Not C-ID Approved and Are Not on the Other College's ADT, But Where There Is a C-ID Course Descriptor

Guideline

Honor C-ID articulation between California community colleges.

Practice

A student earned credit from College A; however, the course is neither C-ID approved nor included on College A's ADT; however, since there is a C-ID descriptor for the course, it may be allowable. Discipline faculty from the receiving college should review the course outline and compare it to the C-ID descriptor. If the course is determined to be comparable to the C-ID descriptor, the course may be used in the local ADT as indicated on the TMC.

Example – Business Administration AS-T Core

An economics course from College A does not have C-ID ECON 201 approval and is not included on College A's Business Administration AS-T; however, applying it toward the ADT at College B may be allowable. The course would need to be reviewed with the C-ID ECON 201 course descriptor. If the course is determined to be comparable to the C-ID descriptor by faculty at College B, it may be substituted in List A.

Scenario H: Applying Courses from Non-CCC Campuses When a C-id Descriptor Is Used To Include Courses on a TMC

Guideline

Where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, seek the judgment of discipline faculty to make informed course substitution decisions; AND

Ensure substitutions are consistent with the TMC parameters (some TMCs allow more flexibility in course substitutions than others).

Practice

Substituting courses from non-CCC campuses toward an ADT when comparable C-ID descriptors were required on the TMC may be permissible. When there is a C-ID Descriptor available, the incoming course should be compared to the C-ID descriptor by the appropriate discipline faculty to determine whether the course is comparable and permissible for substitution.

Example – CSU Northridge PSY 245, Psychology of Contemporary Social Issues

CSU Northridge PSY 245, Psychology of Contemporary Social Issues, is an appropriate ADT course substitution for any community college course with a C-ID PSY 170 designation. Information available at ASSIST.org indicates that CSU Northridge equates C-ID PSY 170 with this course.

Example – Sonoma State PSY 280, Psychological Research Methods

Sonoma State PSY 280, Psychological Research Methods, may be an appropriate ADT course substitution for any community college course for C-ID PSY 200, Introduction to Research Methods in Psychology. Because Sonoma State has not identified any of their psychology courses as equivalent to C-ID psychology courses, the receiving institution reviewer should compare the Sonoma State PSY 280 course to the C-ID PSY 200 descriptor. Alternatively, if the receiving community college course with an approved C-ID PSY 200 has obtained articulation with Sonoma State's PSY 280 course, then that could also serve as justification for allowing the course substitution.

Example- University of Pacific BUSI 031, Principles of Financial Accounting

A student seeks to apply BUSI 031, Principle of Financial Accounting, she completed at University of the Pacific (UOP) toward satisfaction of the ADT in Business. UOP does not participate in C-ID. She has requested a substitution for C-ID ACCT 110: Financial Accounting. Faculty at the receiving institution should review the course description, syllabus or other supporting documents to ensure that the content and objectives outlined on the C-ID descriptor were satisfied. In addition, faculty may review the course to determine if it was comparable to their Financial Accounting course. If it is determined that the courses are comparable, the substitution should be permitted.

Scenario I: Courses from Non-CCC Campuses Where There Is Not A C-id Description

Guideline:

Where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, seek judgment of discipline faculty to make informed course substitution decisions; AND

Ensure substitutions are consistent with the TMC parameters (some TMCs allow more flexibility in course substitutions than others).

Practice

Courses from non-CCC campuses where comparable C-ID descriptors are not available may be allowable for ADT course substitutions. When there is not a C-ID Descriptor the course should be compared against the approved local ADT course. If there is no comparable approved local ADT course, then the course must be reviewed against the intent of the TMC.

Example: Philosophy AA-T List B

An incoming Exploring Religious Issues course completed at a non-CCC campus may be allowable for the Philosophy AA-T List B because the intent of the List B courses includes as an example a Philosophy of Religion course. Clearly the intent of List B is to include religious studies courses that have a philosophical perspective. The course outline of record or syllabus of the course should be reviewed by philosophy disciplined faculty to determine if the approach is a philosophical one.

Scenario J: Courses with C- Grade

Guideline

California Community Colleges may only apply a grade of C or better ("P" or "CR" acceptable if College defines by "C" or better) toward satisfaction of the Associate Degree graduation requirements in English, Math or toward major courses. (Title 5 § 55063 (d)). Therefore, California Community Colleges cannot award credit (Pass Along) for an incoming C- grade from another accredited institution toward

satisfaction of the Associate Degree graduation requirements in English, Math or major courses. The C-minus grade could be applied toward satisfaction of other graduation requirements wherever a grade of D is permissible.

Practice

Courses from any institution, including CCC campuses, with a grade of C- are not allowable for ADT major course substitution. However, the course, if not applied to the Associate Degree graduation requirements in English, Math or toward major course requirements, could be applied to the Golden Four for the CSU GE or as a non-major elective course in the ADT. C- grades cannot be applied to the IGETC pattern.

Example – Business Administration AS-T List A

A first semester Calculus course comparable to C-ID MATH 210 or C-ID MATH 211 from a non-CCC institution with a grade of C- minus may not be substituted for the fulfillment of the associate degree graduation requirement for Mathematics and is not allowable for substitution as a List A course in partial fulfillment of the Business Administration AS-T. However, if another mathematics course in which a grade of C or better was earned was applied to fulfill the mathematics graduation requirement and another List A in which a grade of C or better course was earned is applied toward fulfilling the List A requirement for the Business Administration AS-T, the course then could be applied to the CSU GE B4 requirement and/or applied as a non-major elective in the ADT degree.

(Note: Students who completed a course with a grade of C- or better prior to fall 2009 may apply the grade toward satisfaction of the associate degree requirements for English or mathematics.)

Scenario K: Courses That Are Given Subject Credit Via an External Examination Score Such As Advance Placement (AP), College Level Examination Program (CLEP) Or International Baccalaureate (IB)

Guideline

External examinations for credit (e.g. AP, IB, and CLEP): apply toward GE and the major using statewide documents and local policies for such determinations (e.g., CCC GE AP Policy, CSU Memo AA-2015-19 and IGETC Standards);

Practice

Subject and unit credit earned via external examination are allowable for ADT course substitutions.

Example – Mathematics AS-T Core

A student has requested credit be applied toward the ADT for a required calculus course based upon receiving a score of 3 on the AP Calculus AB examination. Per the college AP Equivalency List a score of 3, 4 or 5 is considered equivalent to Calculus 1 course. The ADT course substitution of the AP score of 3 for AP Calculus AB is allowable for the college's Mathematics AS-T Core requirement for Calculus 1. NOTE: Students should always be advised to consult with the AP policy at their intended transfer institutions.

Scenario L: Courses That Are Given Subject Credit Via an Internal Credit-by-Examination Procedure

Guideline

Credit by Exam (internal): Utilize existing local credit by exam policies. Grade earned must be a passing grade (C or higher).

Practice

Subject and unit credit earned via internal credit by examination are allowable for ADT course substitutions.

Example – Spanish AA-T Core

In this example, a student demonstrated mastery of the 5-unit second semester elementary Spanish course via the approved college's credit-by-examination process. The 5-unit first semester elementary Spanish

course will be waived because the student subsequently demonstrated an advanced level of Spanish mastery. Both subject and unit credit will be awarded for the 5-unit second semester elementary Spanish and will be permitted as an ADT course substitution. Per Title 5, the minimum requirement for units in the major (18 semester/27 quarter) units must still be met.

Scenario M: Course from Quarter Unit Institution with a 4-quarter Unit Value Approved C-ID Descriptor

Guideline

Honor C-ID articulation between California community colleges

Practice

If a one quarter 4-unit course is approved for a 3-unit semester system C-ID course descriptor, the substitution is permissible even though the unit conversion would be less than 3 semester units. However, if the total semester unit value for the major is less than 18 units an additional major course will be required.

Example – AS-T Administration of Justice List A

An incoming 4-quarter unit course approved for C-ID AJ 110 is allowable for substitution for the 3-semester unit course which is also approved for C-ID AJ 110 at the receiving college. However, if the unit total for the Administration of Justice AS-T degree is now less than 18 semester units, the student will be required to complete another approved course in order to satisfy the minimum unit requirement.

Scenario N: Courses From Quarter Unit Institutions That Require Two Courses To Be Completed in Order To Obtain Approval for One C-ID Descriptor

Guideline

Honor C-ID articulation between California community colleges

Practice

If two quarter system courses were approved for one C-ID course descriptor, evidence that both were complete must be provided in order to permit a course substitution for the comparable C-ID semester course at the receiving institution.

Example – English AA-T

Two quarter unit courses are approved for the C-ID ENGL 130 course descriptor at College A. However, since the incoming student at College B completed only the first quarter unit course at the College A, the one quarter unit course would not be appropriate for a course substitution. The student would have to complete a comparable C-ID semester course approved for C-ID 130 in order to receive credit toward the ADT.

Scenario O: Use of Existing Articulation Prior to the C-ID Process Being in Place

Guideline

Where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, ***seek judgment of discipline faculty to make informed course substitution decisions.***

Practice

If the course was taken prior to the C-ID process and was articulated to a CSU campus major that is now identified with a "similar" major, the course may be allowable for an ADT course substitution.

Website for CSU 'Similar"
Majors: https://eswlprdp.calstate.edu/tmcp/faces/TmcSchP?_afrWindowMode=0&_afrLoop=45126533156 7867&_adf.ctrl-state=h077n6llg_4

Example – Sociology AA-T List A

Currently, an Introduction to Marriage and Family course is C-ID approved for SOC 130. Prior to C-ID the course was titled "Personal and Family Relationships in the 21st Century" and was articulated to a CSU Sociology major now identified as "similar". Despite the name change the course content and objectives are essentially the same. Thus, the Personal and Family Relationships in the 21st Century course is an

appropriate substitution for the currently approved C-ID SOC 130 Introduction to Marriage and Family course.

Scenario P: Using Existing CCC-CSU Articulation toward the Application of ADT Requirements that Simply List that a Course Should Be Articulated For a Similar Major

Guideline

Where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, ***seek judgment of discipline faculty to make informed course substitution decisions.***

Practice

If the course is articulated to a CSU major identified as "similar" it may be allowable for an ADT course substitution.

Example – Sending course was articulated

Many ADTs, especially Area of Emphasis degrees, provide for a breadth of course by options by stating that a course needed to be articulated for a similar major. In such instances, the receiving college should determine whether the course(s) completed at the sending institution were articulated for a similar major. This may be done relatively easily by utilizing the Summary of Course Articulation Option via the ASSIST Information Center. The list of approved related majors is available either on the CCCCO template for the major or on the TMC.

Example – Sending course was not articulated

If the incoming course was not completed at a college that had existing articulation for one of the approved majors, then appropriate discipline faculty at the receiving institution should review the course material in an effort to determine if the course is comparable to one of the receiving institution's approved courses.

Scenario Q: Courses from Another CCC Campus That "Are" C-ID Approved and "Are" Part of the Other CCC Campus' ADT

Guideline

Accept courses from another community college's ADT if the colleges share the same C-ID number and/or listed in the Transfer Model Curriculum (TMC)

Practice

If the "Receiving" college has the same C-ID approved status as the "Sending" colleges' course and the "Sending" colleges' course is in their ADT, the "Receiving" College can automatically substitute the course without seeking the appropriate discipline faculty review or approval.

Example - Psychology AA-T Core C-ID PSY 200 and 205B

A C-ID PSY 200 course that is part of the "Sending" colleges' Psychology ADT can be automatically substituted even if the "Receiving" colleges' Psychology ADT course is C-ID PSY 205B. Even though the "Receiving" college course has a lab and the "Sending" college course doesn't, because both are on the Psychology TMC, the substitution is allowable.

Scenario R: Courses from Another CCC Campus That "Are" C-ID Approved, "Are Not" Part of the Other CCC Campus' ADT, But "Are" on the TMC

Guideline

Accept courses from another community college's ADT if the colleges share the same C-ID number and/or listed in the Transfer Model Curriculum (TMC)

Practice

If the "Receiving" college has the same C-ID approved status as the "Sending" college course, but the "Sending" college course is not in their ADT, the "Receiving" College can automatically substitute the course if the C-ID course is listed on the TMC without seeking the appropriate discipline faculty review or approval.

Example – Sociology List A C-ID SOCI 140

A course from a "Sending" college is approved for C-ID SOCI 140, Introduction to Gender, but was not included in their Sociology ADT. The Receiving college also has an approved C-ID SOCI 140 course.

Regardless as to whether the “Receiving” college has a C-ID SOCI 140 in their Sociology ADT, the course can automatically be substituted because it is listed on the Sociology TMC.

Appendix C

Weblinks and Additional Resources

Course Identification Numbering System website: https://c-id.net/

Course Identification Numbering System website for Articulation Officers: https://c-id.net/articulation-officers

California State University website for degrees and TMCs identified as a "similar"

https://eswlprdp.calstate.edu/tmcp/faces/TmcSchP?_afrWindowMode=0&_afrLoop=4512653351567867&_adf.ctrl-state=h077n6llg_4

Intersegmental Committee of Academic Senate's Statement on the Course Identification Numbering System

http://icas-ca.org/cid

Academic Senate
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Executive Committee Agenda Item

SUBJECT: Update on Equivalency Toolkit/CCCCO MQ Workgroups Activities		Month: December	Year: 2017
		Item No: V. F.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will be updated on progress.	Urgent: No	
		Time Requested: 10 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Freitas/Lorraine Slattery-Farrell	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

In response to Resolutions 10.02 S16 and 10.05 S17, an Equivalencies Toolkit Workgroup and Discipline Specializations Project Workgroup were formed to develop tools to assist local senates in the more effective application of equivalency processes and explore the creation of more narrowly focused specializations within disciplines. A draft planning matrix was developed by the Equivalencies Toolkit Workgroup. Furthermore, a framework for the Discipline Specializations Project was developed that would leverage the C-ID structure to accomplish the goals of that project. At the same time, the Chancellor's Office CTE MQ Workgroup was divided into subgroups to focus on model equivalency, "single subject matter experts," matching industry credentials to general education, and faculty internships. After several conversations with the Chancellor's Office, it was agreed that the ASCCC and CCCCO would work collaboratively on these matters. As a result, the following subgroups have been established:

1. Equivalency processes
2. Discipline specializations and matching industry credentials to general education
3. Faculty internships

The Executive Committee will be updated on the progress of these efforts.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

ASCCC Equivalency Project Planning Matrix

Project Goal – Provide tools for local senates by developing faculty-driven, statewide standards and tools for determining equivalence to the minimum qualifications.

Objectives (Project framework)	Actions, with priorities. (High = 0-1 year, Medium = 1-2 years, Low = >2 years)	Timeline for completing objectives	Resources needed	Responsible Parties for Objective
1. Identify and prioritize the development of the essential elements of the toolkit (Level of urgency - 0-1 year, 1-2 years, 2 or more years)	• Mapping curriculum/experience to GE (High) • Mapping curriculum/experience to disciplines (High) • Model Policies and Procedures (High) • Eminence to be included. • Mapping of industry recognized credentials to be included.	September 2017-December 2017 0-6 months	Teams of people—perhaps curriculum folks who are familiar with GE patterns; discipline faculty in industries; counselors	
2. Identify the resources and responsible parties needed to build the toolkit	Budget to pay for travel. (Perhaps some overlap with C-ID CTE efforts?) Teams of people with expertise to complete the actions listed for Objective 1: • Individuals with expertise in placing courses in general education patterns, including	September 2017 Early October 2017 – identify teams October 2017-December	Budget to pay for travel and for stipends for volunteers. (Perhaps some overlap with C-ID CTE efforts?) Need staff assigned to coordinate meetings and any necessary travel.	

ASCCC Equivalency Project Planning Matrix

Project Goal – Provide tools for local senates by developing faculty-driven, statewide standards and tools for determining equivalence to the minimum qualifications.

	instructional faculty and counselors. • Individuals with expertise in the four CCC general education areas to develop competency maps and evaluation rubrics. • Faculty from the "pilot disciplines" who can map relevant industry experience to the curriculum.	2017 – build toolkit elements identified in Objective 1.		
3. Identify the process(es) needed to evaluate the toolkit before deployment and what needs to be refined/revised, etc.	• Case studies using equivalency applications from districts. • Pilot to specific regions and disciplines.	January 2017 – April 2017	Need volunteers to work with college equivalency committees to provide training on the use of the materials, gather feedback from the colleges on effectiveness, etc. Need staff to coordinate meetings and travel.	

ASCCC Equivalency Project Planning Matrix

Project Goal – Provide tools for local senates by developing faculty-driven, statewide standards and tools for determining equivalence to the minimum qualifications.

4. Identify the professional development needs for the field to implement the toolkit	• Develop PDC modules on effective implementation of equivalency policies, effective evaluation of equivalency applications, effective use of curriculum maps and rubrics.		Need volunteers with expertise in the toolkit elements and expertise in equivalency to develop the curriculum for PDC modules. Need volunteers to develop the online PDC courses.	
5. Develop an ongoing evaluation plan for the toolkit after deployment and responsible parties.	TBD			

Suggested Disciplines of Focus (same as Subdisciplines Project) - Automotive Technology, Electricity, Air Conditioning/Refrigeration/Heating, Culinary Arts/Food Technology, Welding, Computer Information Systems, Health Care Ancillaries, Agricultural Production, Broadcasting Technology.

ASCCC Subdisciplines Project Framework

Executive Committee Leads –Lorraine Slattery-Farrell and John Freitas
C-ID Leads –Amanda Paskey and Arineh Arzoumanian
Others – FDRG leads identified from each regional consortium
Disciplines – Automotive Technology, Electricity, Air Conditioning/Refrigeration/Heating, Culinary Arts/Food Technology, Welding, Computer Information Systems, Health Care Ancillaries, Agricultural Production, Broadcasting Technology.

Basic Process

1. Identify appropriate disciplines, including disciplines that have industry-recognized credentials.
2. Use CTE C-ID structure to convene DIGs by economic region to identify subdisciplines (or specialties) in each of the existing disciplines, pull together FDRGs to finalize work of the DIGs (Professional Experience Templates, or PETS, for subdisciplines), and develop recommended revisions to the Disciplines List through the creation of subdisiciplines (or specialties).
3. Disseminate to the field as proposals to revise the Disciplines List through ASCCC Disciplines List Revision Process. (Would they actually need BOG approval?)

Framework for DIGs

1. DIGs identify subdisciplines in their one-day meetings at locations within the economic regions.
2. Develop PETS by identifying required competencies required to teach in the subdisciplines. Sources for such competencies could include industry recognized credentials, programmatic accreditation requirements, other statutory/regulatory requirements, guidelines from professional organizations, and norms for the profession. (Create FDRGs with members from each region, who can then identify what resources are needed for the DIGs to do their work.)

Next Steps to Initiate Project

1. Work with C-ID staff to develop the details of the DIG/FDRG process. Use the same C-ID statewide "come one, come all" process.
2. Identify discipline leads from each region (if possible) to create FDRGs, work with SNs to identify faculty.
3. Identify dates, locations, structure, and staffing needs for DIG meetings.
4. Identify staffing needs for compiling, drafting, and disseminating professional experience portfolios developed by DIGs and FDRGs.
5. Convene ~~FDRGs~~ small groups of discipline experts to identify resources for the DIGs to identify the competencies for the PETS.
6. Meet with Chancellor's Office to discuss how professional experience portfolio templates will be linked to the Disciplines List, or if they even need BOG approval. (The PETS could be minimum standards analogous to C-ID descriptors that are flexible enough to be modified to meet specific local or regional needs.)

- Work with SNs, regional consortia, etc.
- Start with two disciplines

Academic Senate
for California Community Colleges
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Executive Committee Agenda Item

SUBJECT: California Community Colleges Math Task Force		Month: December	Year: 2017
		Item No: V. G.	
		Attachment: Yes (5)	
DESIRED OUTCOME:	The Executive Committee will be updated on the work of the California Community Colleges Math Task Force (CCC MTF) and have an opportunity to provide direction and/or comments to help inform the work of the CCC MTF.	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	May	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

In September 2017, the ASCCC contacted the California Mathematics Council Community Colleges (CMC^3)-North, an affiliate of the American Mathematics Association of Two Year Colleges (AMATYC), to form a California Community Colleges Math Task Force (CCC MTF) to address the following in response to AB 705 and Quantitative Reasoning as it pertains to the CSU Executive Orders 1100 and 1110:

1. Research the various and diverse perspectives on appropriate content for math/quantitative reasoning education for non-STEM majors;
2. Develop recommendations on math/QR standards for non-STEM majors;
3. Develop a plan for how to provide opportunities for more students to consider STEM fields (since the United States is producing fewer and fewer STEM graduates, especially in groups that are disproportionately impacted);
4. Provide a report to the ASCCC, CMC^3, and others, such as the California Community Colleges Chancellor's Office and Board of Governors, to consider that includes the research results and recommendations; and
5. Request a response from ASCCC, CMC^3, and other stakeholders.

As of November 14, 2017, CMC^3-North has appointed four representatives, ASCCC is in the process of appointing representatives (we have three at this time), and CMC^3-South has just been invited.

The current group had a brief meeting on November 10, at the AMATYC Conference. The meeting minutes and additional notes and materials are attached.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

CCC Math Task Force
November 9, 2017
1:30 pm – 3:00 pm
5206 Lanai Tower, Sheraton San Diego Hotel and Marina
1-913-312-3202 or 1-888-886-3951
Participant Passcode: 720525

Members: Leslie Banta, Wade Ellis, Katia Fuchs, Mark Harbison, Ginni May, John Stanskas, Donna Greene

Guests: Joe Conrad

1. Welcome and Introductions

2. Approval of Agenda

3. Discuss Taskforce Structure and determine co-chairs
   It was suggested to consider having a representative from SACNAS (sacnas.org). The group decided to reach out for input possibly when we are further along with our work.
   Co-Chairs: Leslie and Ginni

4. Discussion and Review of current Math/QR situation for CCCs
   AB 705 and the CSU EO 1100 and 1110 were discussed.

5. Determine Charge of the CCC Math Taskforce

   Recommended Charge:
   Provide guidance to the field about quantitative reasoning pathways.

   Ideas of Guiding Principles to be used by the Task Force:
   - Educate the larger community that mathematics is a powerful tool in one's life.
   - Promote and increase diversity in STEM fields.
   - Encourage students to consider STEM, especially those that may otherwise not consider a STEM field.
   - Encourage students to explore STEM opportunities.

   More ideas will be considered and discussed at the next meeting.

   Compliance:

How do we imagine appropriate curricular design that gets students through transfer in one year?
It was clarified that one year does not mean two semesters. It may include the summer before the fall term begins.

Following are some ideas for compliance that were discussed:

- Multiple Pathways and a Bridge – could utilize the C-ID system descriptors to provide some models that the Task Force members believe have value that could support students to achieve their goals.
- Support for a Bridge between paths, so that the short path is not a trap.
- There was concern that there could be too many paths.
- It was shared that one college has three paths depending on the students' interests.
- It was recommended that the Task Force document professional development and implementation procedures. For example, many colleges have already begun to make pathways and could consider three tracks: one that is terminal, one for transfer non-STEM, and one for transfer with a STEM option.

It was noted that the Task Force needs deliverables/recommendations by April 2018 regarding sequential pathways leading to fulfillment of CSU GE B4 (Quantitative Reasoning) and bridges between the pathways. A timeline will be made with short-term and long-terms goals clarified.

Task Force members will send some notes to Ginni to include with the meeting minutes (see below).

6. Future Meetings:
   December – Phone meeting: Ginni will send out a Doodle Poll
   January – In person meeting: Ginni will send out a Doodle Poll

7. Adjourn

Additional Notes/Comments from Task Force members sent on Monday, November 13, 2017:

1. Students that are going into non-intensive disciplines or careers with minimal need of mathematical thinking should have the opportunity to earn the certification that is a bachelor's degree. However, even such students need to be able to participate fully as citizens in an information and data based society.
2. Perhaps in making an "easy" pathway to a degree, we are discouraging students who might be effective STEM students or at least students that could be technicians in STEM based areas.
3. The society is demanding more STEM trained individuals in the workforce, but encouraging students to take a pathway that would require much less mathematical thinking seems to be counterproductive.
4. I have attached articles on risk factors and key characteristics for successful collegiate

learners along with a draft of a paper entitled “Learning to Learn in Mathematics – Why is it Critical?”.

We need clarity on AB705 and I’d like to see us advocate for an interpretation to the fast-track model that includes summer semester.

Challenges of co-requisite/support models include a current lack of faculty (especially FT faculty, but also PT faculty) at CCCs. Access to faculty is an integral part of student success, especially in STEM majors.

Access and diversity in STEM needs to remain a priority and “tracking” students away from STEM for the sake of expediency or in the name of “equity” should be discouraged.

- To be clear here, I believe that equity is not seen only in the attainment of a degree (what I call the “any degree will do you” model). Equity means having access to and support through the academic pathway of your choice. There is a great danger in tracking students into expedient pathways will reduce the number of women and people of color in STEM majors.
- Additionally (and respectfully), the current CCC Chancellor’s position regarding mathematics attainment has the potential to send the message that certain populations “can’t” be successful in math, which is a deficit mindset approach. I’d like to see us reaffirm that success in mathematics is attainable by students across varying populations and backgrounds.
- The need for STEM majors continues to grow and the decisions being made at the state level with regard to mathematics preparation have the potential to adversely impact California’s future STEM work force and limit opportunities for our graduates.

We should be mindful along the way that the CCC system serves a variety of communities and the needs in small rural districts may be quite different than larger urban districts. There will not be a one-size-fits-all solution and the ASCCC (and CMC^3) should be advocating for the primacy of faculty in the discipline in making these decisions.

- AMATYC (American Mathematical Association for Two-Year Colleges) voted on a resolution regarding QR at their delegate assembly this weekend. I don’t know the outcome (as I was already headed home) but we might review that. When I read the draft, I was concerned that it did not consider the limitations small schools may have offering discipline-specific sections in QR.
- Any recommendations we make as to QR content should allow for a broad spectrum of topics (some colleges may choose to make courses heavy in technical math, some may choose to make the course heavy in statistics, depending on the needs of their students).

It was suggested that we “provide guidance to the field about QR pathways”. I’ve been giving this some thought and am concerned it is too limited in scope (although, I do realize we may want a short title for whatever we submit). By “the field”, do we mean the mathematical community? The STEM community? The CCC community? Also, it looks like we will also be considering the impact QR pathways may have on STEM pathways. Might it be beneficial to incorporate that idea somehow as well?

I've attached a few docs from our college. One shows our tracks on a single page, the other splits them out by STEM and non-STEM.

Ginni May has contacted CMC^3-South to appoint membership to the CCC Math Task Force.

I'm sure that Placement will remain at the forefront of these discussions; talks of eliminating placement exams, allowing students to place themselves, and use high school grades for placement are all on the table at this point. My concerns/visions for this are that students from "traditional under-represented" groups in STEM will not voluntarily place themselves into a STEM pathway if left entirely up to their own devices. With a college the size of mine especially, but I'm sure in general to a certain extent, it is unreasonable for counselors to bear the brunt of having in-depth conversations with students about math placement, encouraging STEM, carefully evaluating what the best place for them might be, etc. I think I would like to see a piece where we advocate for math advising to happen within individual departments, with an emphasis on encouraging women and people of color (as well as others) to consider STEM pathways.

By "the field" I mean discipline faculty in QR, Curriculum committees and senates evaluating general education.

ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

AS-3308-17/APEP (Rev)
November 2-3, 2017

STANDARDS FOR QUANTITATIVE REASONING

RESOLVED: That the Academic Senate of the California State University (ASCSU) hereby adopt *foundational quantitative reasoning* (as defined in the Quantitative Reasoning Task Force [QRTF] report of September, 2016 http://www.calstate.edu/acadsen/records/reports/documents/QRTF.FinalReport.KSSF.pdf*)* as the quantitative reasoning expectations for students at the time of freshman entry to the CSU; and be it further

RESOLVED: That the ASCSU hereby adopt *baccalaureate quantitative reasoning* (per QRTF report) as the quantitative reasoning expectations for students at the time of university graduation; and be it further

RESOLVED: That the ASCSU affirm that "baccalaureate level work" (cf. Executive Order 167, Transfer of Credit) in quantitative reasoning (area B4) has *foundational quantitative reasoning* as a base; and be it further

RESOLVED: That the ASCSU endorse the following expectations of Area B4 that move students toward mastery of baccalaureate-level quantitative reasoning outcomes. These specific expectations, drawn from the October 2017 *CSU Math Council Resolution Regarding Purpose of and Requirements for General Education Mathematics/Quantitative Reasoning ("B4") Courses* are that students will:

- Develop quantitative skills and demonstrate a proficient and fluent ability to reason quantitatively at the college level;
- Develop and demonstrate a general understanding of how practitioners and scholars collect and analyze data, build mathematical models, and/or solve problems using quantitative methods that go significantly beyond the California Common Core State Standards in Mathematics for High School Graduation; and
- Be prepared to apply their ability to reason quantitatively in the various contexts defined by personal, civic, and professional responsibilities.

; and be it further

RESOLVED: That the ASCSU urge the Chancellor's General Education Advisory Committee to consider inclusion of these standards and expectations into its Guiding Notes and that CSU campuses rely on these standards and expectations in the development and assessment of GE Area B4 courses; and be it further

RESOLVED: That the ASCSU encourage the CSU to disseminate widely the intention to add a requirement for a mathematics/quantitative reasoning course in the fourth year of high school as a CSU entry requirement for admission for graduating high school seniors; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Chancellor, Executive Vice Chancellor of Academic and Student Affairs, Assistant

Vice Chancellor of Academic Success and External Partnerships, CSU campus Presidents, CSU campus Provosts, CSU campus Senate Chairs, CSU campus articulation officers, California Faculty Association (CFA), California State Student Association (CSSA), CSU Emeritus and Retired Faculty Association (ERFA), Academic Senate for the California Community Colleges, and the Academic Senate of the University of California.

***RATIONALE**: The push for the elimination of developmental quantitative reasoning and writing within the CSU has a long and storied history. Recent actions include a requirement to achieve remediation with the first academic year and the associated requirements around early start in English and Mathematics proficiency.*

The limits to pre-baccalaureate units from Executive Order (EO) 1110 implicitly assume that students will graduate sooner if they are exposed to university-level work with appropriate support rather than fulfilling a more complete proficiency-development process. The push for a strong increase in graduation rates envisioned for 2025 will reflect the six-year graduation rates for the 2019 incoming freshman class. Concerns that limiting proficiency-development will lead to a decline in educational standards have been raised. The grounding for this aspirational movement away from "pre-remediation," in part, depends on data that illustrate success (passing courses in quantitative reasoning/mathematical competency) for students with just-in-time and/or contextual access to appropriate background information and instructional support systems. The resolution argues for the importance of further implementation of the QRTF report recommendations in achieving these goals. Most specifically, the Quantitative Reasoning Task Force report reinforces ASCSU Resolution AS-3244-16/APEP which advocated for four years of high school quantitative reasoning coursework as part of the CSU admissions criteria as a means of achieving foundational quantitative reasoning for incoming students.

The CSU GE Guiding Notes are updated annually. They exist as an interpretive document which elucidate the requirements of executive orders on General Education (currently EO 1100 [Rev]). They include expert advice and feedback from disciplinary experts and also answers common questions that arise in the GE review process.

The QRTF recommends adoption of a baccalaureate quantitative reasoning requirement which appears to be precluded by the following paragraph in EO 1100 (revised):

"Satisfaction of CSU GE Area B4 Mathematics/Quantitative Reasoning shall fulfill CSU graduation requirements for mathematics/quantitative reasoning, exclusive of mathematics/quantitative reasoning courses necessary for satisfaction of major requirements."

For reference, the QRTF defines foundational quantitative reasoning (page 14).

Upon entering the California State University in pursuit of a baccalaureate degree, students will be prepared to develop their ability to reason quantitatively in the broad

spectrum of courses involving quantitative reasoning offered within the CSU (including, but not limited to, B4 courses). In particular, a student who has satisfied the foundational quantitative reasoning requirement shall have:

- *Demonstrated proficiency and fluency in the combined skills found in the California State Standards for K–8, Algebra 1, and Integrated Math 1*
- *Practiced the skills in the K-12 California State Standards for Mathematics in a variety of contexts that broaden, deepen or extend K-8, Algebra 1 and Integrated Math 1 skills;3*
- *Developed the eight Common Core mathematical practices, which are the abilities to:*
  - *Make sense of problems and persevere in solving them*
  - *Reason abstractly and quantitatively*
  - *Construct viable arguments and critique the reasoning of others*
  - *Model with mathematics*
  - *Use appropriate tools strategically*
  - *Attend to precision*
  - *Look for and make use of structure*
  - *Look for and express regularity in repeated reasoning.*

Also, for reference, the QRTF defines baccalaureate quantitative reasoning (page 12).

To earn a baccalaureate degree from the California State University, students shall:

i. *Develop and demonstrate a proficient and fluent ability to reason quantitatively in a broad spectrum of the contexts defined by California State Standards for High School;*
ii. *Develop and demonstrate a general understanding of how practitioners and scholars solve problems quantitatively in a range of disciplines;*
iii. *Develop and demonstrate an in-depth understanding of how practitioners and scholars solve problems quantitatively in a specialized area (e.g., the major); and*
iv. *Be prepared to develop their ability to reason quantitatively after graduation in the various contexts defined by personal, civic, and professional responsibilities.*

Approved Unanimously – November 3, 2017

Identifying At-Risk Factors That Affect College Student Success

Joann Horton[1]

Abstract

All too often, both traditional and non-traditional students face a variety of barriers to learning that put them at risk of failure in achieving their goals. This article explores twenty key factors that impact student learning and success in college as identified in research and practice. Understanding these key risk factors provides a basis for educators to develop student learning skills to enable students to become proficient in addressing their risk factors and to achieve academic success. This paper is intended not only to assist educators in identifying critical risk factors that students face, but also to propose addressing them through a holistic learning process that serves as a solid foundation for lifelong learning and growth.

Introduction

Success in the 21st century requires a rigorous academic education, cutting-edge technical skills, and a foundation that supports continuous learning and growth for college, career, and life. It is important that students are taught how to learn and to address critical at-risk factors that might derail their dreams of college and career success. Students who lack a foundation in knowing how to learn are closed out of significant economic, academic, and social opportunities. In fact, lifelong learning is a major interest both nationally and globally (Cornford, 2002). The Manhattan Institute for Policy Research (Greene & Forster, 2003) estimated that nationally only 70% of all students in public high schools graduate and only 32% of all students leave high school qualified (or "college ready") to attend four-year colleges. The authors specifically focused on the issue of public high school graduation and college readiness rates in the United States using U.S. Department of Education data. The term "college ready" refers to applicants who pass the minimum requirements for college consideration: (1) graduation from high school, (2) completion of courses that colleges require for the acquisition of academic skills, and (3) demonstration of basic literacy skills. Far too many young people graduate from high school with big dreams for the future but without the solid academic foundation or learning skills they need to achieve them.

The National Center for Educational Statistics in *The Condition of Education* (Kena et al., 2014) states that the 2012 graduation rate for first-time, full-time undergraduate students who began their pursuit of a bachelor's degree at a 4-year degree-granting institution in fall 2006 was 59 percent within six years, the normal time for completion (based on the requirements of the 1990 Student Right to Know Act). During the same period, data from the National Center for Educational Statistics (2006-2012) show that the student retention rate was 71.8% for first-time full-time students at all postsecondary institutions and 42.2% for part-time students. Without significant change, the federal goal of having the world's highest rate of college completion by 2020 will not be achieved (Advisory Committee on Student Financial Assistance, 2012). *Pathways to Success* (2012), a report to the U.S. Congress and the Secretary of Education, states that the nation's global competiveness is threatened by stagnant or declining college completion rates. Income inequality, one of several high risk factors, is impacting completion rates, particularly among young Americans and non-traditional students. This paper identifies several key high-risk factors that impact first-year college students and explores those behaviors within the context of non-cognitive success factors.

Lack of readiness for college places students at risk of failing courses and dropping out of college, temporarily or permanently, particularly during their first year of enrollment. In addition, many students who are returning to school after an extended period of time due to other responsibilities, such as family and jobs, do not have the academic skills to navigate the educational landscape effectively. There is much work to be done if higher education is to help students be successful.

Risk Factors

What Are Risk Factors?

According to *The Glossary of Education Reform*, the term *at-risk* is frequently used to describe individual students or groups of students "who are considered to have a higher probability of failing academically or dropping out of school." The term may be applied to students who face circumstances or characteristics (factors) that could jeopardize their ability to achieve academic goals or complete school, such as homelessness, incarceration, teenage pregnancy, serious health issues, domestic violence, or transiency, or it may refer to learning disabilities, low test scores, disciplinary problems,

[1] Pacific Crest

grade retentions, or other learning-related factors that could adversely affect the educational performance and attainment of some students (edglossary.org). The higher education literature defines *at-risk* as a term with origins in K-12 education meaning students who "are poorly equipped to perform up to academic standards" (Quinnan, 1997). This reference includes adult or non-traditional students, as well as high school students and graduates. Quinnan stresses that adult students are at risk and they "have been and remain marginalized in academic institutions because of the persistence of a deeply rooted culture bias" (Adult Students "At-Risk": Culture Bias in Higher Education, 1997). Adult students in higher education encounter multiple organizational, instructional, and interpersonal barriers in reaching their educational goals. Bulgar and Watson (2006) posit that the definition of *at-risk student* should be expanded to include the combination of background characteristics (including technology proficiency), internal characteristics, and environmental factors into a single definition.

At-Risk Factors in High School

Horn (1997) defined an at-risk student as one who has risk factors such as being from a single parent household, having an older sibling who dropped out of high school, and earning low grades between sixth and eighth grades. This longitudinal study documented that at-risk high school graduates leave college at substantially higher rates than their counterparts who are not at risk. High school students who are at risk come from all socioeconomic levels; however, those who drop out of high school tend to be male, poor, from single-parent families, and African Americans, Hispanics, and Native Americans (Ormrod, 2012).

To determine significant factors related to high school graduation or school dropout, Hammond, Linton, Smink and Drew (2007) assessed available research on risk factors up to December 2005. The resulting technical report on *Dropout Risk Factors and Exemplary Programs* identified some overall trends that emerged from the literature, including classification into four domains: individual, family, school, and community factors. The study emphasized that (a) dropping out of school is a process of disengagement over an extended period of time; (b) students have multiple risk factors across multiple domains; and (c) the greater the number of risk factors a student has, the greater their probability of dropping out of school. Analyses of the research led the Dropout Prevention Center to focus on two areas of significance: individual and family domains (See Table 1).

Some students exhibit high-risk behaviors that can adversely affect their overall development and well-being as youth, or that might prevent them from future successes and development (Guzman & Pohlmeier, 2007, 2014). These behaviors may cause immediate physical injury (e.g., fighting), as well as cumulative negative effects (e.g., substance use). In addition, high-risk behaviors can disrupt the normal

Table 1 Significant Risk Factors for Dropping Out of High School

INDIVIDUAL DOMAIN	**Individual Background Characteristics** • Learning disability or emotional disturbance **Early Adult Responsibilities** • High number of work hours • Parenthood **Social Attitudes, Values, & Behavior** • High-risk peer group • High-risk social behavior • Highly socially active outside of school **School Performance** • Low achievement • Retention/over-age for grade	**School Engagement** • Poor attendance • Low educational expectations • Lack of effort • Low commitment to school • No extracurricular participation **School Behavior** • Misbehavior • Early aggression
FAMILY DOMAIN	**Family Background Characteristics** • Low socioeconomic status • High family mobility • Low education level of parents • Large number of siblings • Not living with both natural parents • Family disruption	**School Behavior** • Misbehavior • Early aggression • Low educational expectations • Sibling has dropped out • Low contact with school • Lack of conversations about school

development of youth. These behaviors can prevent them from participating in experiences characteristic for their age group. For example, teen pregnancy can preclude youth from experiencing events such as developing strong peer friendships, participating in club events/travel, attending the prom, or graduating from school.

At-Risk College Students

Students can be considered at-risk for achieving academic success in higher education for a variety of reasons. At-risk students may be (a) those who have made poor choices or decisions that negatively impacted their academics, (b) adult students who return to higher education after an extended absence, or (c) students with academic or physical limitations not identified before enrolling in higher education. The skills, knowledge, motivation, and/or academic ability of these students are significantly below those of the "typical" college student (Walsh, 2003; Maxwell, 1997). Further, at-risk students are likely to display a variety of other characteristics such as believing that learning is memorizing, having unrealistic grade expectations, articulating unrealistic career expectations, having low self-efficacy, being motivated by external influences, possessing low academic self-concepts, and having inadequate study skills for college success (Walsh, 2003; Ender & Wilkie, 2000).

Controlling for racial-ethnic group differences, Chen and Kaufman (1997) considered students at-risk if they had one or more of the following characteristics: low socio-economic status, being from a single parent family, having an older sibling who dropped out of school, having changed schools two or more times, having had average grades of "C" or lower, and having repeated a grade between sixth and eighth grades. Study results indicated that those identified as at-risk in high school remain at-risk when they seek entry into post-secondary institutions because they are less likely to: (a) aspire to attend college by 10th grade, (b) be academically prepared, (c) take entrance exams, and (d) apply to four-year colleges, if they took entrance exams.

King (2004) categorized at-risk students as falling into four groups: (1) those who are academically underprepared as a result of poor educational experience (poor preparation, low expectations, or academic failure); (2) those who have individual risk factors such as cognitive, health, neurological, or psychological factors that can contribute to academic failure (e.g., traumatic brain injury, learning disabilities, chronic illness, psychological problems, or student attitude toward learning); (3) those with familial risk factors such as troubled household functioning, dependent care issues, values concerning education, and lack of financial resources; and (4) those with social risk factors, such as conflicting ethnic or cultural values or traumatic peer exchanges and social interactions. Keeling (2003) adds another group to the at-risk list: the Millennial generation: students who graduate high school in the 21st century, often entering postsecondary institutions lacking educational planning skills.

Categories of Risk Factors

Multiple risk factors impact college persistence and success, particularly during the first year of college enrollment, across types of postsecondary institutions. These include, but are not limited to, academic under-preparation, completion of high school by GED, poverty, being a first-generation college student, being a minority student, having limited English proficiency, having older siblings who dropped out of high school, lacking knowledge about college admissions/matriculation, caring for a child, delayed entry into post-secondary education and financial independence. As a general rule, students who are considered to be at risk of failure or dropping out of college experience multiple risk factors. Table 2 provides a summary of key risk factors from a variety of sources, such as *College Access and Success*, *Social Issue Report* (2010), the *Community College Survey of Student Engagement* (2003), www.bridgespan.org, *College Knowledge for College Success* (2009), *University of District of Columbia, Learning-to-Learn Camp Project Report* (2006); Bulgar and Watson (2006); gocollege.com (2007); stateuniversity.com (2014); Quinnan (1997); and edglossary.com (2014). These factors are categorized as background, behavioral, internal, and environmental characteristics.

Over the past three-plus decades, beginning in the 1980's, attrition has been increasing at public and private, two-year, and four-year institutions, with over 50% of students dropping out in their first year of study (*Postsecondary Education Opportunity*, 2002). According to ACT (2010), this has resulted in first-year to second-year retention rates of about 56% at community colleges, approximately 73% at private four-year institutions, and 74% at four-year public institutions. In an attempt to increase retention, a variety of interventions have been implemented to decrease student attrition, ranging from academic advising to early alert systems. The desired outcome for each of these strategies is student academic success, which in turn would lead to greater institutional success.

We continue to hear that student success and persistence through degree attainment is vital to our society and our economy. A well-educated, well-trained workforce will enable us to compete globally (ACT, 2007). It is anticipated that each graduate will have acquired the knowledge and skills to be successful in the marketplace. In exploring issues of college success, ACT (2007) posited that "The key underlying constructs associated with readiness and success are: cognitive development, as measured by academic learning and achievement; psychosocial development, as measured by motivation, self-regulatory and social engagement constructs; and career development, as reflected in an ability to engage in exploration, crystallization and effective decision-making. These three constructs are essential to readiness and success as they reflect subject-matter mastery, general work attitude, and effective career decision-making, respectively" (p.2). Education should result in a quality learner or a student who exhibits definable behaviors that optimize learning and predict successful performance in school, career, and life (Nancarrow, 2007).

Table 2 Risk Factors Impacting College Persistence and Success

Background Characteristics	
Older student	First generation college student
History of academic failure	Minority group
Academic unpreparedness	Family issues; parenting deficiencies
Socio-economic status	Sibling dropped out of high school
Physically challenged	Financial constraints; poverty
Emotionally impaired; domestic violence	Non-supportive home environment
Cultural/language barriers	Homelessness/Transiency (migrant-worker families)
Technology skill limitation	Incarceration
Study behaviors	Lack knowledge of college admissions/matriculation
Individual Characteristics	
Task values (interest, importance, utility)	Serious health or substance abuse issues
Unrealistic goals; Lack of goal clarity	Lack of school engagement
Personal autonomy or independence	Limited communication skills
Self-confidence (insecure public speaker)	Emotional, psychological, or behavioral problems
Low level of self-respect or self-esteem	Passive aggressive attitude
Weak self-concept (judgmental; afraid of failure)	Lack of strong role models/mentors
Social competence; Limited key social skills	Lack self-discipline
Self-efficacy	Low academic demand expectation (fixed mindset; unchallenged)
Lack of motivation for performing well	Teacher pleaser
Lack of strong support group	Childcare responsibility
Learning or Physical Disabilities (diagnosed or undiagnosed)	Negative social network (friends) or cultural norms
Underprepared for current academic challenges (memorization; knowledge transfer; metacognition)	Lack understanding of available financial resources
	Procrastination
Environmental Factors	
Transportation time and costs	Internships & field placements
College financial cost	Negative peer culture (ostracizes successful students)
Study environment	Racism or Sexism
Student support services (access & under-utilization)	College evaluation culture bias; poor academic fit
Advisor advice & support	No individual guidance or mentoring
Course offerings (remedial; flexible)	Broken college relationships
Adequate facilities	Workforce issues (short or long term)

Key Risk Factors and Success

A number of researchers have explored risk factors and their impact on student persistence, retention, and success. The University of Chicago partnered with the Lumina Foundation and Raikes Foundation to create a report exploring non-cognitive factors that impact student success: *Teaching Adolescents to Become Learners - The Role of Non-Cognitive Factors in Shaping School Performance: A Critical Literature Review*. Farrington et.al. (2012) found that there were five categories of non-cognitive factors related to successful academic performance: academic behaviors, academic perseverance, academic mindsets, learning strategies, and social skills. These success categories are congruent with Nancarrow's (2007) Profile of a Quality Learner. She identifies six areas (with related behaviors) that determine the quality of successful student performance: information processing; values; learning skills; interpersonal skills; intrapersonal skills; and thinking skills. These skills are integral to Process Education, which responds to a societal need for quality learners and performers with activities that address each aspect of the learner profile (Beyerlein, Schlesinger & Apple, 2007; Nancarrow, 2007).

Working with educators over the past two decades, Apple identified multiple significant risk factors that need to be addressed to ensure student success. For example, in working with the University of the District of Columbia in 2005, he guided educators in identifying and addressing a variety of risk factors that impacted their students' success as part of a Learning-to-Learn Camp experience. The camp focused on development of skills for students to become effective academic performers and employees. Risk factors included lack of motivation for performing well, low level of self-respect and self-esteem, limited key social skills, lack of goal clarity, limited communication skills, lack of strong role models, being underprepared for current academic challenges, having significant psychological problems, and lack of strong support groups (University of the District of Columbia, 2006.) These factors are consistent those addressed in the development of a quality performer as identified in the quality learner profile (Nancarrow, 2007).

Twenty key risk factors (or behaviors) that place students at risk of failure are listed in Table 3, organized by the four noncognitive success factors identified previously: perseverance, academic mindset, learning skills and social skills. This section will explore research on each factor and its relationship to learner academic success.

Factors Related to Academic Perseverance

Academic perseverance is that quality that allows someone to continue trying to do something even though it is difficult (*Merriam-Webster Dictionary*, 2014). Research citations address the following high-risk behaviors: self-discipline or self-control, procrastination, irresponsibility, financial and/or time constraints and critical personal factors.

Lacks Self-Discipline — The capacity to alter one's behavior is known as self-discipline, self-control, or self-regulation (Baumeister, 2002). When the self is not controlled, the results are focused on immediate gratification as opposed to future goals or increased rewards, such as completion of a college degree (Strayhorn, 2002). When examining multiple variables, studies have found that self-control was a robust predictor of students' level of academic success, measured by their GPA (Cantwell & Moore, 1996; Wolfe & Johnson, 1995). Students who lack strong control of their behavior in strengthening their academic performance are less likely to persist, have interpersonal success, attain good grades and remain in college (Mansfield, Pinto, Parente, & Wortman, 2004; Tangney, Baumeister, & Boone, 2004).

Procrastinates — Achieving academic success requires perseverance in addressing personal behaviors as well as those factors that impede success. Academic procrastination is multifaceted, having cognitive, affective, and motivational dimensions (Sokolowska, 2009) that affect most students. Research on the cognitive aspects of procrastination examines why a student delays action, examining the intention versus the behavioral delay in completing a task (Blunt & Pychyl, 2000; Ferrari, 2000). Procrastination relates to the process of delaying decisions, which can become chronic and ineffective. In contrast, a functional delay helps to achieve an anticipated objective (McCown & Roberts, 1994; Ferrari, 2000). The research suggests that students learn how to manage procrastination through a metacognitive process as they spend more time in college, which allows them to complete a specific task on time (Sokolowska & Zusho, 2006; Chu & Choi, 2005; Beyerlein, Schlesinger, & Apple, 2007). On the affective side, procrastination can become an escape from emotional distress caused by the task to be completed (Ferrari & Tice, 2000). Procrastination may also serve to regulate negative emotions by generating positive feelings about engagement in some other more enjoyable activity instead of the avoided task (Silver & Sabini, 1991).

Table 3 Critical At-Risk Behaviors That Impact College Success

PERSEVERANCE	1	**Lacks Self-Discipline** *Easily distracted by social situations & opportunities for immediate gratification, putting off critical work*
	2	**Procrastinates** *Puts off all work that doesn't need to be done immediately*
	3	**Irresponsible** *Blames others for personal faults or failures; relies on others to make their decisions (helicopter parents)*
	4	**Afraid of Failure** *Shies away from situations where expectations are challenging & the probability of meeting them is low*
	5	**No Sense of Self-Efficacy** *Often feels overwhelmed, powerless, and/or victimized; "There's nothing I can do to change things"*
ACADEMIC MINDSET	6	**Financial Constraints** *Often runs out of money; doesn't appreciate opportunity costs (e.g., getting a job to obtain more money means less available time for things like school)*
	7	**Unmotivated** *Listless and disinterested, finding little meaning in current activity and work*
	8	**Aimless (No Clear Direction/Goals)** *Deals with life reactively, hoping and wishing for change, but never planning or working for it*
	9	**1st Generation College Student** *Uses high school experience as the basis for setting expectations for college (parents are unable to provide a frame of reference for a realistic college experience)*
	10	**Fixed Mindset** *Accepts current performance level as permanent; lives up/down to projected performance/labels (e.g., "C-student")*
LEARNING STRATEGIES	11	**Teacher Pleasers** *Constantly seeks direction from authority/teacher in order to please them; uses compliments to make the teacher happy and generous with grades (i.e., brown nosing)*
	12	**Unchallenged (bored)** *Feels that the learning challenges are far beneath their level of ability*
	13	**Memorizes Instead of Thinking** *Sees knowledge as sets of facts and data that should be memorized*
	14	**Doesn't Transfer/Generalize Knowledge** *Approaches each learning challenge as new & unique; fails to recognize old knowledge in new contexts*
	15	**Highly Judgmental/Negative of Self** *Constantly self-critical, seeing only mistakes and failures; not appreciating growth or improvement*
	16	**Minimal Metacognitive Awareness** *Unaware of one's own thought process; cannot articulate the process for or approach to making decisions or solving problems*
SOCIAL SKILLS	17	**Non-Team Player** *Disrupts groups, becoming either antagonistic/argumentative or silent (disengaged)*
	18	**Insecure Public Speakers** *Afraid of speaking in public; avoids speaking out in class*
	19	**Lacks a Support System** *Does not engage with others to address current or future social/psychological challenges; engages in negative behaviors (e.g., alcohol or drug abuse, violence, crime, etc.); "I'll solve my own problems"*
	20	**Lacks Mentors/Role Models** *Has no one from whom to seek advice or who could assist with career direction and educational goals*

Irresponsible — College students are expected to take responsibility for their learning, including class attendance, timely completion of course assignments, and time management. The college environment is a direct contrast to expected high school student behaviors and experiences. Thus, it can be overwhelming for some students (Mullen, 2008). Some students are irresponsible because they have not had to accept responsibility for their actions, critical school choices, or life decisions because their parents have assumed this role on a continuous basis. A recent article in the *Washington Post* entitled "How Parents are Ruining College Students" (September, 2014) illustrates how some parents contact the college directly when a student is having a problem with a roommate or similar issues that are a part of college environment. According to Joyce (2014), students who have been "raised by parents who watched their every move, checked their grades online hourly, advocated for them endlessly and kept them busy from event to activity to play date are tucked away in college. But that doesn't mean their parents have let go. They make themselves known to schools, professors, counselors and advisers. And yes, college presidents." Failure to allow students to become independent and responsible individuals places them at risk of failure in school and life.

Critical Personal Factors — Personal factors relate to the student's life situation; they may create stress and challenges as they transition into college. While some students experience this transition as a challenge to their personal growth, other students are overwhelmed by the changes and experience emotional maladjustment and depression. Without a sense of self-efficacy, personal factors can be a significant impediment to performing well.

Complex psychological histories often underpin problems of maladjustment, further complicating treatment by campus professionals due to the immediate relevance to college success. An alarming number of young people enter higher education with dysfunctional family backgrounds that evoke stress and trepidation. Emotional, physical, and sexual abuse; substance abuse; domestic violence; and mental illness are common issues (Dixon & Reid, 2000). The majority of injuries, accidents, vandalism, sexual assaults and rape, fighting, and other crimes on and off college campuses are linked to alcohol and other drug use (Gilchrist, 2014). Given these factors, college students are twice as likely to have clinical depression compared to people of similar ages and backgrounds in the workforce (Dixon & Reid, 2000). These difficulties appear to be inefficiencies in coping with familial separation, time and stress management, basic study techniques, goal setting, relationship formation, handling emotions, and self-esteem crystallization. Personal, academic, social, and professional success depends on the student's ability to manage these aspects of their lives (Apple, Morgan, & Hintze, 2013).

Financial/Time Constraints — Research conducted by the American Federation of Teachers (2011) found that two of the largest concerns for students include having enough money and financial aid to attend school and finding time and "balance." Community college and technical college students reported more immediate concern for fiscal resources in their quest for educational success than four-year university students. Time was one of the most valuable and scarcest resources. Since time is finite, students reported that not having enough time worked against them. They reported competing needs for use of their time: being a student, taking care of family responsibilities, and working and earning money. All student groups stated that they struggle constantly with balancing their responsibilities in order to get everything done.

Risk Factors Related to Academic Mindsets

An academic mindset relates to students' beliefs about their intelligence or academic ability, which influences their academic tenacity. Short and long-term success is significantly impacted by one's strength of belief in one's self or sense of self-efficacy (Apple, Morgan, & Hintze, 2013). Research shows that students' belief in their ability to learn and perform well in school—their *self-efficacy*—can predict their level of academic performance above and beyond their measured level of ability and prior performance (Bandura, 1997). Research citations address the following high-risk behaviors: lack of motivation, lack of goal clarity, 1st generation college student, and fixed mindset.

Lack of Motivation — There are multiple reasons why at-risk students may be unmotivated. Wright (2012) identifies six key reasons why students are not motivated to perform: (1) inability to do the assigned work due to lack of essential skills required, such as basic academic skills, cognitive strategies, and academic-enabler skills; (2) "response effort" needed to complete the assigned work seems too great, although the student has the required skills; (3) classroom instruction and learning activities do not engage them; (4) failure to see an adequate pay-off to doing the assigned work, such as praise, access to rewards, or other short-term "pay-off" to encourage

them to apply greater effort; (5) low self-efficacy—lack of confidence that they can do the assigned work in a subject area, activity, or academic task, which reduces motivation; and (6) lack of positive relationship with the teacher.

Lack of Direction/Clear Goals — Noel (1985) asserts that the most frequent reasons that talented students give for dropping out of college are lack of clear goals, uncertainty about a major program of study, and boredom, which results from lack of goal clarity. Anderson (1985) underscores this statement by suggesting that uncertainty and indecision about career plans is a negative personal barrier to persistence for undecided students. Typical undecided students lack goals and direction, which is a reason why these students leave college. Sprandel (1985) contends that a major reason why students drop out is the inability to succeed academically. For vocationally and educationally uncertain students, another cause for academic failure is that they lack an educational purpose.

The majority of new students entering higher education leave their initial college of enrollment without completing a degree (Tinto, 1993). Attrition rates have been increasing nationally since the early 1980s at two-year and four-year institutions, both public and private (*Postsecondary Education Opportunity*, 2002). At all types of higher education institutions, including highly selective colleges and universities, the most critical period of vulnerability for student attrition continues to be the first year of college (Pew Higher Education Round Table 1991). Retention research suggests that the strongest factor associated with persistence to degree completion is student commitment to educational and career goals (Wyckoff, 1999).

First-Generation College Student — First-generation college students may be less equipped for college due to poor academic preparation in high school (Dennis, Phinney, & Chuateco, 2005). Since the parents of first-generation college students lack first-hand knowledge of the college experience, these students have a major hurdle to overcome in navigating the educational system (Zalaquett, 1999). According to Housel (2012), first-generation students are more likely to encounter academic, financial, professional, cultural, and emotional difficulties because their parents cannot help them directly with college tasks. More than a quarter of low-income, first-generation college students leave after their first year, and 89 percent fail to graduate within six years. This is a significant issue that needs to be addressed, given that nearly one in three students entering college as freshmen in the U.S. is a first-generation college student and this population is growing (Paul, 2012).

Fixed Mindset — According to Dweck & Leggett (1988), a central factor in the resilience of ethnically and economically diverse students is their mindset about intelligence. Students may view intelligence as a fixed quantity that they either possess or do not possess (a fixed mindset) or as a malleable quantity that can be increased with effort and learning (a growth mindset). Students with a fixed mindset believe that their intellectual ability is a limited entity, and they tend to worry about proving it rather than improving it. They tend to be overly focused on short-term concerns about their ability and view academic setbacks as evidence of a lack of ability. When their ability is threatened (or undermined), they often withdraw their effort, which impairs their academic achievement. Students with a fixed mindset are less likely to welcome challenges that might reveal shortcomings. However, students with academic tenacity have the ability to rise above immediate concerns and respond to academic setbacks with resilience (Dweck & Leggett, 1988; Dweck, Walton, & Cohen, 2014).

Where do these mindsets come from? In 1998, researchers Mueller and Dweck conducted six experimental studies with ethnically, racially, and economically diverse 5th grade students. Their research showed that praise, although subtle, could have dramatic effects on students' mindsets and resilience. Praising students for their ability taught them a fixed mindset and created vulnerability, but praising them for their effort or the strategy they used taught them the growth mindset and fostered resilience. Educational interventions and initiatives that target psychological factors can transform students' experience and achievement in school, improving core academic outcomes, such as GPA and test scores, months and years later. In essence, educators should promote the development of mindsets and skills that motivate students to strive for improvement.

Risk Factors Related to Learning Strategies

Learning strategies are approaches used by individuals to actively learn or facilitate acquisition, understanding, transfer of new knowledge and skills, and to use information to solve problems and be successful. Students who do not know or use good learning strategies often learn passively, and ultimately fail in school (Center for Research on Learning, 2014). Research citations address

the following high-risk behaviors: being a teacher pleaser, being unchallenged, memorizing, lacking the ability to generalize, being self-judgmental, and having minimal cognitive awareness.

Teacher Pleasers — Some students demonstrate a desire to please their teachers, which influences beliefs about themselves. In fact, students are more apt to pursue their academic work and to experience a strong sense of belonging in their classrooms when they perceive that teachers are supportive and genuinely care about their academic and personal wellbeing (Pianta & Walsh, 1996; Solomon, Battstich, Kim, & Watson, 1997). Teachers serve as important role models and influential facilitators of learning (Trickett & Moos, 1973). In a recent study of fifth-grade students' perceptions of the classroom social environment, Patrick, Kaplan, & Ryan (2007) found that the quality of the student-teacher relationship is dependent upon students' perception of mutual respect, academic support, interaction, and emotional support. Students are more willing to engage in task-related interactions when these variables are fulfilled. Guttman and Midgley (2000) demonstrated this point in their research on low socio-economic African American middle school students, where they found that academic achievement increased based on perceived teacher support and feelings of belonging.

Unchallenged (Bored) — Some students are at risk because they are unchallenged or bored by the curriculum. When a school fails to adjust the curriculum or delivery process to meet the needs of talented or gifted students, they become bored and academically unchallenged. Boredom leads to lower participation in class, diverted attention, and apathy towards achievement, resulting in high levels of underachievement. In some cases, being unchallenged leads to a student dropping out of school.

A teacher's relationships, behaviors, and expectations of students can contribute to underachievement, particularly among gifted students. In some instances, teachers may fail to recognize diverse learning styles or gifted abilities and talents for a variety of reasons. If a student acts out or simply does not pay attention, the teacher may see the behavior as a problem rather than understanding that the student is unchallenged or needs greater academic attention (Baker, Bridger & Evans, 1998; Seeley, 2004).

Memorizes Rather than Thinks — Approaches to learning describe what students do when they go about learning and why they do it, whether deeply or on the surface (Houghton, 2004). In a surface approach to learning, students are aiming to reproduce material in a test or exam rather than actually understand it (memorization). Memorization is a common practice for students. Surface learning is the tacit acceptance of information and memorization as isolated and unlinked facts. It leads to superficial retention of material for examinations and does not promote understanding or long-term retention of knowledge and information. In contrast, in a deep approach to learning, students are aiming for understanding (using a critical thinking process). Deep learning involves (a) the critical analysis of new ideas, linking them to already-known concepts and principles; and (b) understanding and long-term retention of concepts so that they can be used for problem solving in unfamiliar contexts. Engaging students in deep learning promotes understanding and application for life. The design of learning opportunities encourages students to adopt a particular learning process, whether fixed or growth-oriented (Houghton, 2004; Redfield & Lawrence, 2009; Apple, Morgan, & Hintze, 2013). Engagement in complex thinking and reasoning should be the primary goal of higher education rather than "memorized knowledge," according to Fink (2003).

"Too many facts, too little conceptualizing, too much memorizing, and too little thinking." — Paul Hurd, the Organizer in Developing Blueprints for Institutional Change

Not Knowing How to Learn — Few students know how to learn or to think well within various disciplines and across domains of knowledge and experience (Foundation for Critical Thinking, 2013). Few students are able to think contextually (philosophically, artistically, chemically, etc.) despite having taken multiple classes. Although students study literature, poetry and science, they do not learn how to think in a literary, poetic, or scientific way. They do not know how to think while in the process of reading, writing, or listening. Consequently, they are poor readers, writers, and listeners. They use words and ideas, but do not know how to think ideas through and internalize foundational meanings. They take classes but cannot make connections between the logic of a discipline and what is important in life. Even the best students often have these deficiencies. In other words, they do not know how to learn and increase their academic achievement and quality of life.

Students should be taught how to think in conceptual and critical terms about what they are engaged in, regardless of academic content (Hilliard, 1990). Students who are at risk are often given a watered-

down version of the curriculum that emphasizes basic academic skills; however, they need to be challenged beyond learning the basic skills with a focus on excellence (Ogle, 1997). Title I legislation, which supports the academic improvement of elementary and secondary school education, dictates that all students should receive an education that develops their skills in problem solving and advanced thinking. However, Means and Knapp (1991) highlight that the dominant approaches to teaching at-risk students offer minimal strategies to support the growth of reasoning, problem solving, and independent thinking. Only modest gains have been achieved by focusing on basic skills before providing more challenging materials rather than the positive gains that are essential for completing complex tasks both in and out of school. Based on current understandings of learning, an integrated approach to instruction with meaningful, authentic tasks is being proposed for at-risk students. As students learn, they concurrently use basic skills and higher level thinking skills. All students need to be able to interpret, analyze, solve problems, and make sense of what they are learning. In a thinking curriculum, students are encouraged and expected to use such advanced thinking skills.

Judgmental/Self-Evaluators — Continuous negative self-evaluation can create significant risks for students, such as fostering low self-esteem and depression because students have not met their own standard of performance. When self-judgmental individuals encounter situations in which their rules or assumptions are broken, negative beliefs are activated and they evaluate themselves in a negative manner (Center for Clinical Interventions, 2005). With each occurrence, such students evaluate themselves in a negative, sometimes harsh and critical manner. They often tag themselves with derogatory and hurtful labels, chastise themselves for not meeting personal standards, and make sweeping generalizations about themselves based on specific events, such as seeing everything as ruined. Negative evaluators may also engage in unhelpful behaviors, such as isolating from family and friends, neglecting opportunities, responsibilities, or self-care, and behave passively rather than assertively with others.

In a study of students and general coping ability, Epstein (1992) determined that students' coping abilities are directly related to their ability to think constructively, even in unfavorable situations. Poor constructive thinkers tended to be more negative in their self-evaluations and overgeneralized situations that impacted them. Selective bias toward making negative self-inferences has implications for student coping ability, which could lead to low self-esteem and depression.

Minimal Metacognitive Awareness — Speaking to the issue of reconnecting at-risk students to the learning process, Hilliard (1990) pointed out that research findings are helping educators recognize the need for students to take an active role in the learning process. Students who are responsible for their own learning actively plan, organize, and evaluate their progress. At-risk students can become more active, strategic learners when they (a) understand learning process methodology and (b) develop the ability to think about their own thinking and learning or metacognition. With metacognitive awareness, students can actively plan how to learn, monitor their progress, and evaluate their own achievements while engaged in a variety of learning activities (Redfield & Lawrence, 2009: Apple, Morgan, & Hintze, 2013).

According to Blackbourn (2006), only about 25% of all students spontaneously generate and apply metacognitive approaches in instructional settings. As the executive function of the human intellect, metacognition is a mediating process that includes the ability to predict performance, monitor activity, and understand content (Blackbourn, 2006). It also allows individuals to organize information to know when, what, and how to remember. Metacognition further involves the act of "thinking about how one thinks," or knowledge and cognition about cognitive phenomena. In essence, metacognition allows individuals to not only acquire content knowledge but also learn about themselves within the context of that content (Apple, Morgan, & Hintze, 2013). However, college students are not (a) learning basic general knowledge, (b) developing higher-level cognitive skills, or (c) retaining their knowledge very well. In fact, there is no significant difference between the performance of students who take courses and students who do not (Fink, 2003).

Academically successful students spontaneously generate strategic methods for attacking, encoding, storing, and retrieving academic content. Students who are academically at risk or who possess specific learning disabilities do not systematically attack or process academic content. Research has indicated that metacognitive strategies can be taught and can have a positive impact on student performance. Brain science research over the past 20 years indicates that educational methods should be consistent with the way the brain is organized and that learning opportunities

must be related to a knowledge goal at appropriate developmental times (Bransford, Brown, & Cocking, 2000). Approaches developed from research in metacognition are more consistent with how the human brain operates than more traditional approaches to instruction. "Brain-friendly" instruction allows for more effective processing of content information and, by definition, more rapid and extensive intellectual growth (Blackbourn, 2006). Metacognition as the basis for intervention and instruction holds promise for educational institutions.

Understanding that a person's ability to learn is mutable (not fixed) can have a profound impact on students' learning (Lovett, 2008). Teaching students to be strategic learners is one of the most valuable skills educators can give them. High-performing students engage in metacognitive activities, monitoring and adjusting their learning strategies. When these self-regulating behaviors are taught to students, it results in improved classroom performance (Lovett, 2008).

Risk Factors Related to Social Skills

Social skills are components of behavior that help an individual understand and adapt across a variety of social settings. Steedly, Schwartz, Levin and Luke (2011) define social skills as "a set of competencies that (a) allow an individual to initiate and maintain positive social relationships, (b) contribute to peer acceptance and to a satisfactory school adjustment, and (c) allow an individual to cope effectively with the larger social environment" (p.27). Social skills can also be defined within the context of social and emotional learning — recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically (Zins, Weissbert, Wang, & Walberg, 2004). With this understanding, researchers and educators seek to evaluate and build students' social skills within a variety of social contexts (Steedly, et al., 2011). Research citations below address the following high-risk behaviors: failure to operate as team member, insecure in public speaking, lack of support system and lack of mentors or role models.

Non-Team Players — Teamwork is not only about achievement of outcomes; it is also about utilizing diverse team skills and experiences, developing life skills and working in a positive and effective manner with others. Often student teams develop problems with one or more of their members. The most common problems involve team members (non-team players) who refuse to do their share of the work but try to get the same grades as their more responsible teammates; domineering team members who try to coerce the others into doing everything their way; resistant team members who resent having to work in a team and refuse to participate or in other ways try to sabotage the team effort; and team members with widely divergent goals—some wanting an A no matter what it takes, others wanting to do just enough to get a C. To counter this situation, Oakley, Brent, Felder, and Elhajj (2004) propose that teams be limited to three to four members that are diverse in ability, gender, and ethnicity and who have the time to meet outside of class. Team heterogeneity is critical for inclusion of at-risk minority students to prevent isolation and for weaker students to observe, learn, and model effective learning approaches.

Insecure public speakers — Public speaking in the classroom has been shown to have a great impact on socially phobic students and their ambitions to pursue education and participate in classes (Wallace, 2014). Public speaking is usually near the top of any list of activities that most individuals dislike, fear, or avoid. Unfortunately for college students, public speaking is also a class that is frequently required or recommended by their universities. In 2006, more than half of the basic communication courses surveyed had a public speaking focus, rather than a hybrid, interpersonal, or small group focus (Morreale, Hugenberg, & Worley, 2006). According to McCroskey and McCroskey (2002), all students involved in public speaking courses experience some degree of communication apprehension, while 20% suffer communication apprehension of a serious nature (Vevea, Pearson, Child & Semlak, 2010). In a study exploring predictors of communication in public speaking classrooms, researchers found that individuals who are female and who perceive communication to be rewarding have higher levels of communication apprehension. Furthermore, individuals who avoid communication encounters, as well as those with lower self-esteem, also have higher levels of communication apprehension (Vevea, et al., 2010).

Lacking a Support System — According to research from Johns Hopkins Children's Center (2010), the University of Maryland, and other institutions, it appears that lack of social support can lead to depression and precipitate suicidal thoughts and behavior in some college students. The College Life Study researchers conducted in-depth face-to-face interviews and annual follow-up interviews with more than a thousand incoming freshmen at a large public university in the mid-Atlantic. The study, published in the *Journal of*

Affective Disorders, followed the students throughout their four years of college, identifying factors linked to suicidal thinking and highlighting the importance of spotting high-risk students early and referring them for treatment. Suicide is the second leading cause of death among college-age students in the United States, with some 1,100 deaths by suicide occurring in this age group each year. Lack of social support (feeling unappreciated, unloved, and uninvolved with family and friends) emerged as one of the most powerful predictors of persistent suicidal thoughts, even in the absence of other risk factors.

Dennis, Phinney and Chuateco (2005) examined environmental social supports, such as perceptions of positive or support from family and peers, as predictors of college outcomes. The results indicated that the lack of both family and peer resources correlated more highly with the college outcomes than did the perception of family and peer support available. Findings indicate that the need for peer resources, as opposed to family resources, continued to remain significant, even when all other control, support, and motivation variables were included in the models. The impact of lack of peer support on academic outcomes suggests that programs that promote study groups, peer mentoring, or similar services help students find the support they need to deal with the pressures of college.

Based on their research findings, Dennis, et al. (2005) concluded that personal/career motivation and a lack of needed support from peers are important predictors of college GPA, adjustment, and, possibly, commitment to college. This remained true even when the strong effects of academic aptitude (indicated by high school GPA) were controlled. In addition, the lack of contextual resources (peer support) predicts poorer grades and adjustment later in the same year. Both personal characteristics and contextual features contribute to the adjustment of ethnic minority first-generation college students.

Lack of Mentors — Mentoring is critical for at-risk students, particularly those who (a) come from low-income families, (b) are first-generation college students, (c) are members of minority groups, particularly Latinos and African-Americans, and (d) are confronted with life circumstances that create barriers to their success. McGlynn researched the lives of children who had multiple barriers to overcome in order to achieve success. She found that children who were "resilient" (having beaten all the odds against them) had people in their lives that took them under their wings and nurtured them (2014).

This is supported by research by the National Mentoring Partnership (2014). Based on conversations on mentoring relationships with over 1100 students ages 18-21, it found that there is significant value in having a mentor. In terms of aspirations and outcomes, the report shows that at-risk young adults (18 to 21) who had a mentor were: (a) more likely to aspire to enroll in and graduate from college than were those who did not have a mentor (76% versus 56%) and (b) more likely to be enrolled in college than those who did not have a mentor (45% versus 29%).

Recognizing High-Risk Behaviors to Develop College Success Behaviors

Kuh, Kinzie, Buckley, Bridges & Hayek (2006) define student success as encompassing "academic achievement, engagement in educationally purposeful activities, persistence, acquisition of desired knowledge, skills and competencies, satisfaction, attainment of educational objectives, and post college performance (p. 1)."

Educators need to be able to recognize high-risk behaviors of college students in order to become effective facilitators of student learning and success. Table 3 identifies twenty critical risk behaviors that limit student success (such as procrastination, lack of self-discipline, lack of motivation, tendency to memorize, and being insecure in public speaking situations). One reason for identifying student high-risk factors is to provide educators with a resource for understanding the types of issues that students bring to the educational experience, which will give them an opportunity to design learning strategies to facilitate success.

One of the goals of the University of the District of Columbia's Learning-to-Learn Camp was to understand urban youth and the risk factors that they face. During the camp, educators addressed this goal by distinguishing the at-risk behaviors of camp participants. These included lack of motivation for performing well, a low level of self-respect and self-esteem, limited key social skills, lack of goal clarity, limited communication skills, lack of strong role models, lack of preparation for current academic challenges, significant psychological problems, and lack of strong support group. Subsequently, educators created an assessment tool to assess risk factors. Further, based on the knowledge gained working with the students, they advanced their instructional practices that led to student success (2006).

Developed in 1994 to empower a group of at-risk students to become successful learners, the Learning-to-Learn Camp is a rigorous process-oriented program designed to strengthen cognitive, social, affective, and academic skills. This intense experience challenges and inspires students to grow and

develop skills essential for success in college and life, i.e. to become effective lifelong learners (Armstrong, Anderson, & Nancarrow, 2007; Beyerlein, Schlesinger, & Apple, 2007)). The camp reinforces student persistence, retention, and success by focusing faculty and staff professional development and curricula on methodologies that address the at-risk behaviors of students who are considered to be at risk of dropout or failure during their freshman year (Apple, Morgan, & Hintze, 2013). It is an educational process, as demonstrated by student testimonials from three institutions on the benefits of their participation in a Learning-to-Learn Camp. One student shared that "*In just one week, I have learned to think more in-depth and how to assess myself and find out what I need to do for the next day. I never thought I could do what I'm doing, challenging myself*. Another student said, "*I learned how to manage stress*. *It taught me a lot—time management was especially valuable."* A third student remarked, *"I have become more confident in what I can accomplish in and out of school.* (Armstrong, et al., 2009, p. 339)." There are benefits for educators as well. The camp motivates faculty and staff to mentor student growth and improve the teaching/learning processes they use with students.

The twenty critical risk behaviors identified in Table 3 are organized under four categories of noncognitive factors that are essential to student success: perseverance, academic mindset, learning skills, and social skills (Farrington, Roderick, Allensworth, Nagaoka, Johnson & Beechum (2012). Observable behaviors for noncognitive risk factors are described in the chart to assist educators in recognizing the risk factors and planning how to address them in the learning process. For example, students who are highly judgmental are constantly self-critical, seeing only their mistakes and failures; they do not appreciate their own growth or improvement. Insecure public speakers avoid speaking up in class. Students who lack self-discipline are easily distracted by social situations and opportunities for immediate gratification and they put off critical work.

The Learning-to-Learn Camp reflects the philosophy of Process Education™, a performance-based philosophy that integrates many different educational theories, processes, and tools. The philosophy emphasizes the continuous development of learning skills through the use of assessment principles in order to produce learner development. It also supports the current institutional reform movement that calls for a shift in emphasis from an agenda driven by teachers' desires and designs to one focused on students' needs. It consistently seeks answers to the question, "How do students learn most effectively and enduringly?" and then works to translate the answer into teaching practice and, ultimately, institutional policy (Beyerlein, Schlesinger, & Apple, 2007). The Learning-to-Learn Camp uses a metacognitive approach to build learning skills and self-knowledge. With internalization, students begin to apply the Process Education concepts, strategies, and resources to multiple areas of their lives (Armstrong, Anderson, & Nancarrow, 2007).

How do we empower students to become strong learners who are successful? We adopt a Process Education™ philosophy to move students through their risk behaviors, teaching them the tools to manage their multiple risk factors and to turn their behaviors into successes.

Concluding Thoughts

One of the greatest challenges for institutions of higher education is to develop strong lifelong learners who are able to compete on an international level. Increasing numbers of at-risk students are going to college with multiple risk factors, including being first-generation college students. If the federal goal of having the world's highest rate of college completion by 2020 is to be achieved, colleges must utilize educational strategies that will assist students in achieving their performance goals. While there are a variety of programs to support students, a holistic approach is needed where a foundation is established that enables students to learn how to learn, to transfer knowledge, and to think critically, and which challenges them to grow in self-knowledge. Guiding students in learning key methodologies is vital if educators are to assist students in addressing their own problems and limitations in practical ways. This requires educators to think and act differently in achieving their educational mission, to identify high-risk factors, delineate models to address them, and document effective strategies that challenge students in their thinking, reflection, performance assessment, and self-growth. Learning involves continuously increasing one's capacity to process, connect, and create knowledge that supports skillful performances in every area of life.

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Key Learner Characteristics for Academic Success

Daniel Apple[1], Wendy Duncan[2], and Wade Ellis[3]

Abstract

The development of a Profile of a Quality Collegiate Learner (PQCL) is presented in this paper with the goal of assisting colleges in clearly determining the characteristics they seek to develop in their learners to increase student success. The characteristics that correlate with successful learning performance emerged from the authors' 20 years of experience in facilitating, assessing, and researching Learning to Learn Camps, improving Learning to Learn curriculum, and engaging with the scholarship of Process Education. These characteristics were refined through a meta-analysis of student success research and resulted in a profile describing a student who would be successful in any undergraduate program. The characteristics that make up the PQCL are organized into seven performance categories: (1) growth mindset, (2) academic mindset, (3) learning processes, (4) learning strategies, (5) affective learning skills, (6) social learning skills, and (7) productive academic behaviors. While characteristics in the PQCL correlate with success, the very definition of Process Education and its core principles support the idea of causation — that collegiate learners are not just born but can be developed. Research cited in this paper provides strong support for this assertion, especially the excerpts from students' Self-Growth papers illustrating how the Learning-to-Learn Camps strengthen these learner characteristics.

Background

Accreditation agencies (regional and professional) have been raising the public's expectations that educational programs should increase completion rates as well as demonstrate outcomes that enhance their graduates' success in their professional and personal lives. Research has been conducted regarding students' failure to progress in and/or graduate from high school and college (Horton, 2015) and the challenges confronting secondary and post-secondary educational institutions as they strive to increase their completion rates (Kuh, 2006). The volume of research in this area has increased significantly over the last couple of decades as pressures mount through policy changes (e.g., the drive towards performance-based funding).

A common belief among Process Educators is that successful collegiate learners can be developed. This belief implies that a student's failure is an institutional responsibility and that the students who currently fail, or are at-risk of failing, could be successful if the cultural practices of an institution followed these Process Education principles (Beyerlein, Schlesinger, & Apple, 2007):

- Every learner can learn to learn better, regardless of current level of achievement; one's potential is not limited by current ability
- Although everyone requires help with learning at times, the goal is for a student to become a capable, self-sufficient, life-long learner
- An empowered learner is one who uses learning processes and self-assessment to improve future performance
- To develop expertise in a discipline, a learner must develop a specific knowledge base in that field, but also acquire generic, life-long learning skills that relate to all disciplines

In this paper we describe who at-risk learners can become: Students with whom every faculty/staff member would like to work and who will be successful at their institutions — quality collegiate learners. Such students have the capacity to succeed at any academic challenge: in high school, undergraduate college, professional programs, or while pursuing advanced graduate degrees. The PQCL is a model of the key learner characteristics that at-risk learners can develop, leading to increased academic success.

Additionally, the PQCL outlines the types of learning and growth outcomes that can help direct current strategic efforts with respect to student success and form part of an assessment system measuring institutional effectiveness. The PQCL can be used to measure incoming students' current learning capacity, target student performance areas that need to be strengthened for academic success, and help in the redesign of a general education program and its supporting courses.

[1] Pacific Crest
[2] California Health Sciences University
[3] Educational Consultant

Identifying the Learner Characteristics for the Profile of a Quality Collegiate Learner

The authors focused on eight contributing sources to identify the characteristics of successful learners that would make up the PQCL model. The first five sources focused on previous research in Process Education (PE), the analysis of which ultimately yielded 45 characteristics. The authors then edited that list using sources outside of Process Education.

Process Education Sources

The first Process Education source examined was previous models describing a Quality Learner. The focus on producing a model of a *quality learner* has always been a key component of Process Education research as illustrated in *25 Years of Process Education* (Apple, Ellis, & Hintze, 2016). The PQCL is the fourth evolution of this model. First came the Model of a Good Learner in 1992 which was followed by the Profile of a Quality Learner in 1996 that was updated yet again in 2007. The motivation for this update was the amount of experience and research carried out between 2007 and 2016 on Process Education, learning to learn, and self-growth. As a result of this work, we have gained significantly greater understanding concerning the potential goal for student development (i.e., the model of a quality learner) and how to produce this type of learner. Both the goal and how to achieve it have become even clearer as a result of practice, assessment, and research.

The second Process Education source the authors utilized was the redesigns of the *Foundations of Learning* books and curricula/course. As each new edition of *Foundations of Learning* was produced, the model of a quality learner was reexamined. Updated learning and behavior goals informed the model of a quality learner and it was on this basis that the book and supporting resources were developed. The model guided the content, learning experiences, and reflective exercises required to produce the desired transformation in the learner. When it came to redesign *Foundations of Learning Edition 4*, a fully updated course design described the type of learner that the course was to produce (Apple, Ellis, & Hintze, 2016).

As a third Process Education source for characteristics, the authors analyzed Learning to Learn Camp (LLC) outcomes. Pacific Crest and the members of the Academy of Process Educators improved, refined, and contextualized Learning to Learn Camps from 1995 to the present as a set of practices to effectively increase student learning performance (Apple, Ellis, Hintze, 2015). The previous profiles of a quality learner were then expanded based on analysis of Self-Growth papers written between 2010 and 2015. (A Self-Growth paper is a task required of all LLC participants, wherein they analyze their current performance in the camp in comparison with past performance. They are required to account for, explain, and document changes, improvement, and growth.) This analysis provided impetus for the continued evolution of learning to learn theory and practice, having a significant impact on the Foundations of Learning Course, Learning to Learn curriculum materials and Learning to Learn Camps, with each new iteration (Apple & Ellis, 2015).

The fourth process also involved analysis of a Learning to Learn Camp; in this case, the Hinds Community College Nursing Recovery Camp in 2008. This analysis focused specifically on why students failed in the first place. The characteristics of students who failed led to the inclusion of *at-risk* factors (Horton, 2015), providing a useful mirror for the determination of "success factors" (the characteristics demonstrated by a quality collegiate learner).

The fifth and final PE source for learner characteristics stemmed from analyzing the conversion of the LLC into a one-credit course. The insights from this conversion resulted in a major rethinking of what learner transformation should look like. The *Book of Measures* (Pacific Crest, 2013) provided a way to measure the changes taking place in the Learning to Learn Camps over the last few years, as many of the characteristics that would ultimately make up the PQCL were incorporated in the *Book of Measures'* broad areas of measurement: Professionalism, Engaged Learner, Self-Assessment, Critical Thinking, Problem Solving, Risk-Taking, Performing in a Team, and Quantitative Reasoning.

Looking Beyond Process Education

The list of characteristics compiled using the Process Education sources was then compared to information available on 13 different websites counseling students on how to be successful in college (see Appendix A). A frequency distribution was created for how often the each characteristics was identified by these websites (see Appendix B). This comparison led to incorporating three additional learner characteristics in the PQCL: Clarifying Expectations, Using Resources Effectively, and Maintaining Balance.

Additionally, the Big-Five personality model was explored to help determine which characteristics contribute to professional and life success (Barrick & Mount, 1991) as well as academic success. This exploration led to the addition of two more learner characteristics: Working Hard and Commitment to Success. Appendix C lists 29 learner characteristics contributing to the five traits in the Big-Five model (Komarraju, Karau, Schmeck, & Avdic, 2011) as well as to the profile of a quality collegiate learner.

To finalize the list of learner characteristics, the authors explored other research articles on student success. A set

of learner characteristics shown to contribute significantly to academic success (success factors) were validated and justified through a meta-analysis of research on student success. Academic success cited in this research used first year retention, graduation rates, and grade point average (GPA) as the primary measures of academic success. Farrington et al. (2012) presents a strong argument based on the results of seven major studies that past GPA is the strongest predictor of future academic success. For this reason, most researchers we cite use GPA to indicate academic success.

Selecting Characteristics for the PQCL

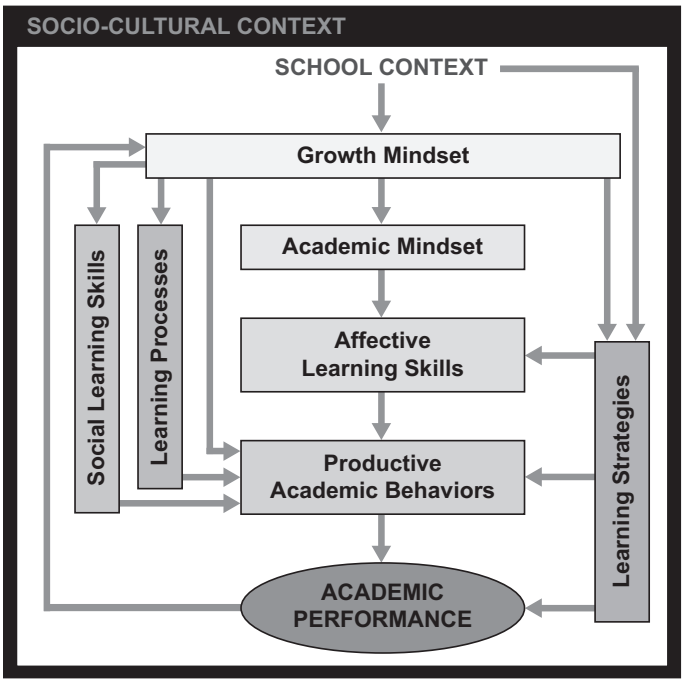
After accumulating this list of learner characteristics, the final step in the selection process for PQCL characteristics was to validate the list, as it stood, using published literature. The authors determined which of the potential characteristics had supporting evidence sufficient to warrant inclusion of that characteristic in the PQCL. To be included in the PQCL the learner characteristics needed to be discussed in a minimum of two studies. (There was one exception: **Using Resources Effectively**. Although it was supported by only one study, we included it in the profile because it was listed by four of the college success websites. Additionally, students in Grand Valley State University's recovery courses identified the inability to use resources effectively as a factor contributing to why they had failed during their first year.)

After the validation process, there were learner characteristics that, while they had been suggested in the initial selection process, were ultimately not included in the PQCL, due to a lack of sufficient supporting evidence. The learning characteristics not included in the PQCL are: Having a Strong Identity as a Learner; Being Empathetic/Respectful; Having Developed a Strong Support System; Managing Personal Finances; Being Ethical; Listening Actively; Making Good Decisions; Being Professional; Generalizing; Using Methodologies; Improving Learning Skills; Having Integrity; Taking Advantage of Opportunities (e.g., Internships); Setting High Expectations; and Leading.

Organization and Discussion of Learner Characteristics in the Profile of a Quality Collegiate Learner (PQCL)

The PQCL has seven Learner Performance Areas into which the characteristics of high-quality learners are classified. The first five Learner Performance Areas use the basic framework provided by the Farrington model (2012) with the following five areas: (1) Productive Academic Behaviors, (2) Learning Strategies, (3) Academic Mindset, (4) Social Skills and (5) Perseverance. The authors chose to reorganize and expand this framework and to rename areas (4) and (5) with a pedagogical orientation: "Social Skills" became Social Learning Skills and "Perseverance" became Affective Learning Skills. To complete the categorization of the characteristics, the authors added two additional Learner Performance Areas: (6) Learning Processes and (7) Growth Mindset.

Figure 1 Relationship among Learning Performance Areas (modified from Farrington et al., 2012)



The dynamics between these seven Learner Performance Areas are represented in Figure 1. Accordingly, the Learner Performance Areas of the PCQL are presented in the following order: Growth Mindset, Academic Mindset, Learning Processes, Learning Strategies, Affective Learning Skills, Social Learning Skills, and Productive Academic Behaviors.

In the presentation of each Learner Performance Area, we offer its definition and a brief discussion of the area, explaining and contextualizing each of that area's learner characteristics. An accompanying table lists and defines each of the area's characteristics and offers, for each, the references cited as supporting evidence for the importance of that characteristic and its inclusion in the PCQL. In the last column, a pertinent quotation from a student Self-Growth paper or Letter to a Friend is shared. (As with a Self-Growth paper, students at Learning to Learn Camps are tasked with writing a "Letter to a Friend," explaining why they're at the camp, what they're doing, and what the camp could offer their friend. These letters are not actually sent, but instead constitute a significant writing exercise and challenge for the participants to reflect on their own situation, engagement, and attitude.) Appendix D contains the full citations for the supporting evidence references. The full Profile of a Quality Collegiate Learner follows the presentation of Learner Performance Areas, as Table 8.

GROWTH MINDSET: ***Belief that learning performance is not fixed but can be significantly improved***

Some of the newest research on student success focuses on a growth mindset (Table 1). There is significant evidence that academic success increases when students persevere, which ultimately increases their performance, enabling them to meet even more difficult learning challenges. This is called a *growth mindset* (as opposed to a *fixed mindset*). The first factor is commitment to **self-growth**, the ability to improve future performance based upon past performance: increasing capacity. Having both a growth and **open mindset** are essential for growing learner performance since in addition to believing one can grow, one must be open to new techniques, skills, and strategies that support self-growth. The key catalyst for a growth mindset is **self-assessment**, the ability to generate ideas to sustain one's strengths and improve one's limitations so the next performance can be improved. This is enhanced by the ability to seek and **accept feedback** from others and use this feedback. Raising personal performance expectations and taking on difficult challenges are the keys to the **self-challenging** behavior. This kind of student learns from failures to enhance future performance. A growth mindset tends to result in the student having the **positive** perspective that anything is possible: a "can do" attitude that results in consistent growth. Finally, this kind of student is **committed to success**. Growth is unpredictable without it because life's challenges are sometimes difficult to surmount. All of these learner characteristics can be increased and should be prompted by the learner and rather than waiting for someone else to prompt them, a **self-starting** attitude.

Table 1 Growth Mindset: Supporting Research and Student Reflections

Characteristic	***Description***
Is a Self-Grower	*Wants to grow from every experience and so sets growth goals, self-challenges, self-assesses, self-mentors, and mentors others*
References: 14, 21, 33	**STUDENT COMMENTS** "I learned that self-growth can be a conscious activity, as opposed to a subconscious one.. I had believed that conscious self-growth was an ability only possessed by enlightened monks and the like, but this week taught me that anyone can learn it. I learn that the process of self-growth can happen much faster than I thought possible, given the proper conditions. This week was the proverbial perfect storm of those conditions, causing explosive self-growth in most people, myself included. Finally, I learned that self-growth, even if taught, is still an organic, self-driven process. .. the growth in the end was still in the areas that I wished to improve."
Is Open-Minded	*Receptive to diverse views, perspectives, and paradigm-shaking ideas*
References: 2, 5, 21, 22, 33	**STUDENT COMMENTS** "The "Learning-to-Learn Camp" exposes you to want to do and be better in what you lack in. I can honestly say it has made me think out the box and expose me to new materials to use throughout my life as I pursue to become a well renowned engineer in my future."
Self-Assesses	*Sets criteria for each performance, makes key observations, reflects on and analyzes observations, behaviors, and actions, consistently making improvements without prompting*
References: 2, 5, 14, 15, 21, 30, 37, 39	**STUDENT COMMENTS** "We learned that we cannot grow from what we produced unless we analyze the final product. Without truly understanding our strengths, areas of improvement, and the insights we gained from the process, there was no way for us to grow from said process. The strengths show where we have improved from where we were before; the areas for improvement help show where we could work to improve the quality of work next time; and finally the insights are what help us understand how to apply what we have taken from the whole process and how we might apply it to a new situation. Through doing this we began to no longer need the approval of another; we could assess ourselves and grow from ourselves, not from the endorsement of another person."
Is Committed to Success	*Will do everything necessary to reach the milestones towards stated goals*
References: 9, 18, 22, 26, 33, 44	**STUDENT COMMENTS** "...This program is about you making the personal decision to extend yourself as high as you can possibly can go. ... Once you have that motivation, all the skills and knowledge will follow..."

Characteristic	*Description*
Self-Challenges	*Pushes themselves outside their comfort zone, increasing failure and growth opportunities*
References: 2, 3, 21, 23	**STUDENT COMMENTS** "...it is easy to stay in your comfort zone but nothing different or exciting happens in your comfort zone. It should be called the uncomfortable zone because you are stuck at a standstill..."
Is Open to Feedback	*Wants to improve future performance by seeking out feedback from whatever channel they can and turn this feedback into assessment*
References: 19, 21, 25, 37, 42, 43	**STUDENT COMMENTS** "When I actually take the time to process my failures it is usually rather simple to find where the problem was. For example, if I performed badly on an exam in the past I would just stuff it into the back of my folder and never look at it again. The failure ate away at me, but I tried to find ways to just not think about it. Doing this caused me to continue to fail tests. Now, I understand that ignoring a failure doesn't fix it and doesn't make it go away. From this camp I have learned that the only way to be successful is to learn from your mistakes. Analyzing my failures is the only way to find out how I can fix it. Now, if I get a test back with a bad grade, I will be able to identify the circumstances that led to that bad grade and set up an action plan in order to take the steps necessary to performing at a higher level next time. "
Is Positive	*Is energetic, passionate and invested in life by seeing the value, opportunity, and beauty in each new situation and person*
References: 2, 15, 19, 22, 33, 44	**STUDENT COMMENTS** "...I was always beating myself over mistakes that I made. The program aided me in stopping these destructive tendencies and changing my mentality to "what should I do better next time..."
Is a Self-Starter	*Takes the initiative to begin each new experience quickly with a plan to maximize the learning opportunity provided by the experience*
References: 5, 12, 17	**STUDENT COMMENTS** "...I grew so much in the past week. I stopped procrastinating as much. I tried to become more motivated, and finally, I become the leader I always knew I could be..."

ACADEMIC MINDSET: ***Successful learners know they belong, enjoy their learning challenges and academic work, find value from their efforts and know they will succeed***

A student's academic mindset has a significant impact on the success of learners in every academic setting (Table 2). First and foremost, love of learning is very helpful in producing a successful performance in a learning environment. Since education is focused on learning and the development of the learner, the more **inquisitive** the learner, the more connected s/he is to the academic environment. Academic success is most often measured with GPA. With this goal in mind, a critical characteristic is **clarifying expectations**: knowing what needs to be done, by when and at what quality in order to achieve the desired grades. A learner's **self-efficacy,** the belief in one's capacity to execute behaviors necessary to produce specific performance attainments is what enables him or her to **self-motivate in order** to reach them. Every successful performance in the academic setting, especially during evaluation processes, increases the students' **self-confidence**. The academic mindset includes a well-developed **Life Vision** with a personal history, a self-analysis, their life's passion, a vision of a personal future, an educational plan, and an integrated career and life plan.

Table 2 Academic Mindset: Supporting Research and Student Reflections

Characteristic	*Description*
Is Self-Motivating	*Has passion and desire to explore new information, concepts, and challenges in areas of interest*
References: 3, 5, 6, 9, 12, 15, 21, 37, 38, 39, 44	**STUDENT COMMENTS** "...A self-grower is someone who has achieved a higher level of motivation, intrinsic motivation to be exact. It means that they no longer need someone to push them to go forward, instead they are the ones in control, and they make the critical choices for themselves..."

Characteristic	*Description*
Is Inquisitive	*Constantly seeks new knowledge in multiple forms and from many disciplines by asking many interesting questions*
References: 5, 12, 22, 24, 44	**STUDENT COMMENTS** *"*I now can say that I am an engage in learning ... teaching another person and while in the process I still will be learning. ... This area I know will lead to success in my life because no matter how much you know you can never know enough."
Clarifies Expectations	*Elucidates performance expectations with criterion-based quality standards, milestones and a deadline*
References: 19, 21, 37, 44	**STUDENT COMMENTS** "I understand that it is essential for a self-grower to know what is expected of me, know my areas of improvement, and know how to improve those areas. The fact that one of my goals is to learn how to assess myself and accept assessments from others proves that I am willing to find my areas of improvement and work on them."
Is Self-Efficacious	*Has a strong belief in a personal ability to succeed*
References: 1, 3 ,5, 6, 15, 21, 24, 26, 31, 33, 37, 38, 39, 44	**STUDENT COMMENTS** "Being in this camp has helped me grow tremendously and it has opened my eyes that there is always room for improvement It amazes me that I did in four days what I couldn't do in seventeen years. Not only did I grow but I watched others grow right with me"
Is Self-Confident	*Approaches each new task with self-assurance that mastery of a new challenge can be attained*
References: 6, 24, 37, 38	**STUDENT COMMENTS** *"*...If you have confidence and believe in yourself you will pass the program with flying colors..."
Creates a Life Vision	*Evolves a vision for life based upon an analysis of past, present, and future that includes life goals, and a well-constructed plan for achieving these goals*
References: 21, 24, 27, 36, 38	**STUDENT COMMENTS** "I have never thought about nor asked myself "who am i" the way I have in the past 3 days. I always had a vision or an idea about who I want to be, and I always had a slight idea of who I was but I never truly understood what it meant. I struggled with finding myself for a very long time, I thought I was one person, the married housewife, and when that didn't go as planned I really needed to get back to the drawing board and start over. Even when I knew what I wanted I was never satisfied. I didn't have the dream job I always wanted, I didn't have the education I knew I deserved and I certainly didn't have the husband I wanted. I was floating around wasting everyone's time and money and really not doing anything productive. This camp has taught me the importance of a Life Vision and a Life Vision Portfolio. ... This LVP will hold all of my past and future accomplishments and dreams and I cannot wait to start building it. "

LEARNING PROCESSES: ***A set of explicit, step-wise learning processes that every quality learner should continually improve***

Academic Success has long been associated with key learning processes which are essential for success in an academic setting (Table 3). At the heart of being a collegiate learner is understanding how knowledge is constructed (**Learning**) — identifying why and what needs to be learned, collecting and processing relevant vocabulary and information, using examples and expert models and through critical thinking produce meaning and understanding, and then contextualizing and generalizing this knowledge so it becomes part of working expertise. The learning process is supported and enhanced by other processes. It begins with **information processing**, which requires the learner to identify the informational base most likely needed to produce the desired learning. Students are expected to spend between 20% and 35% of their time learning through **reading** and this performance is critical for academic success and life-long learning. The **writing** process and **writing to learn** help the learner construct knowledge and then demonstrate their learning through their writing on tests and academic papers. At the heart of learning, reading, and writing is **critical thinking**. The stronger the learner's thinking capabilities, the stronger the other processes become.

The ability to apply knowledge in **problem-solving** situations, in both academic and personal contexts has a significant impact on learner success. An important, but often overlooked learning process is **reflection** — metacognitively stepping back from any activity to learn more about what, why and how we are performing — and thus providing an opportunity to improve. Each and every day, students constantly make learning decisions based upon these learning processes and the better the decisions, the more successful they become.

Table 3 Learning Processes: Supporting Research and Student Reflections

Characteristic	*Description*
Is a Master Learner	*Uses the Learning Process Methodology to construct transferable knowledge through thinking critically & generalizing*
References: 2, 3, 5, 21, 24, 40, 41, 44	**STUDENT COMMENTS** "At the beginning of the camp, I didn't know how to learn. I seemed to think I knew how to learn, however, based on my success in high school. I didn't understand there was a complex methodology to the process of learning, which can help immensely. From identifying necessary skills and background knowledge, taking this process step by step helped me understand not only what I'm learning but why I want to learn. ... I wanted to learn at a faster rate so I could be a more efficient student in college."
Processes Information	*Engages all senses to access information quickly and distinguishes relevant from irrelevant information and its level of quality*
References: 2, 3, 22, 27, 40, 42	**STUDENT COMMENTS** "Before coming to this program, my research paper experience was limited at best. At any mention of a research paper, I would feel sick to my stomach. I hated completing the papers because of a fear of citing improperly. ... I have been given a wealth of knowledge on how to write a research topic, how to find the best sources, and how to cite the information. The seminars on the library database, article validation, and the research methodology helped me gain confidence within my sources and citations. I felt good about the information I was applying to my paper topic. ... I think this growth was caused by my personal interest in finding useful sources, and the wealth of knowledge that was provided on the subject."
Reads	*Processes all forms of informational resource to produce understanding and meaning through thoughtful inquiry*
References: 5, 15	**STUDENT COMMENTS** "Once the Reading Methodology was introduced to me I had an epiphany. I couldn't believe all of the information I was missing by just reading and highlighting my textbook one time. The six steps that make up this Reading Methodology range from establishing a purpose for your read down to synthesizing information. It helps the reader implement active reading, thinking and to become more critically engaged in what you are reading. Looking back at my reading skills I have realized that I wasn't doing any thinking, I was just simply scanning over the words, I wasn't truly comprehending what I was reading. Knowing and understanding the steps the reading methodology has given me, I have the tools to overcome my weaknesses and to become a strong more active reader. Along with this a Reading Log was introduced, which I feel is the best tool I was given this entire week. It really allows a reader to map out exactly what they are looking for while they read."
Writes	*Consistently uses writing to think, clarify and document ideas, plans, thoughts, and reflections*
References: 5, 12, 24, 25, 44	**STUDENT COMMENTS** "For one, I usually spent too much time writing and not about thinking about the material itself. Once I started writing down and brainstorming before an assignment, it became much easier. .... Even on this paper, I have used the writing methodology, exploring and assessing my performance on the essay. It is truly a valuable thing."
Solves Problems	*Identifies & defines problems with key issues and assumptions and produces validated and generalized solutions*
References: 2, 5, 12, 21, 24, 25 39, 41	**STUDENT COMMENTS** "For me, the most impactful and insightful one dealt with problem solving. ... By laying out an effective and proven plan step by step I was able to see on paper the process that I was attempting to formulate in my head. Seeing the process that worked on paper allowed me to compare it to my process which I thought worked efficiently and see where it could be improved. For me this was a huge step because it meant being able to finally fully analyze my thoughts. ... My issue has always been that I essentially skip the last half of the steps to effectively problem solve. ... I now know what to do in order to help myself in solving personal problems after analyzing them."

Characteristic	*Description*
Thinks Critically	*Asks critical questions, analyzes information, and synthesizes meaning to elevate understanding and clarity*
References: 2, 3, 5, 12, 17, 24, 40, 44	**STUDENT COMMENTS** "The reason why I was missing the questions is because I was not critically thinking. I should have analyzed the question, took out key terms, understood what it was asking and then answered the question. Since learning how to critically think, seeing a question I now understand it and understand exactly what the question is asking."
Reflects	*Takes time to produce a higher level of learning and self-understanding including the causes of actions and decisions*
References: 2,4, 5, 14, 21, 22, 41, 44	**STUDENT COMMENTS** "I learned a lot about myself and I figured out who I am really am as well as what I want to achieve in my life. For example, I have a deep passion to follow my dreams and one day become a surgical nurse. Before I barely understood who I was and what I really wanted to do. , I was able to write down everything I am, what I want to do, what the positive and negative aspects are in my life as well as who I love and hate, what I don't like and my entire life was being written down for my own knowledge. I grew to understand who I am and who I can become if I achieve my dreams and goals. I have one focus and only one main focus, which is to reach success and intrinsic happiness."

LEARNING STRATEGIES: ***Learner practices (habits, tools, strategies, and approaches) that lead to greater academic success***

Successful students continue to develop, evolve, and refine their toolbox for effective learning performances. This toolbox varies significantly from student to student, but the most successful students use most of the strategies in Table 4. Foremost is **setting academic goals**, for life, for the program of study, for each term, and for every course. When students take **ownership of learning** they free themselves from being subject to the vagaries of instructors and the learning contexts in which they find themselves. **Planning** enables the learner to make the most productive use of limited time. By identifying and making **use of all the resources** available to them, learners enhance the quality of the performance and the products of that performance. Knowing that errors are always possible, even in the best expert sources, strong learners **validate** their understanding, ensuring that they "know that they know." An important learning strategy that encompasses these other learner characteristics is **metacognition** — thinking about thinking, knowing how you do what you do, and also why you decide to do what you are doing. And finally, the quality and quantity of success is highly correlated with the effort expended — how **hard you work**.

Table 4 Learning Strategies: Supporting Research and Student Reflections

Characteristic	*Description*
Sets Goals	*Sets clear goals and supporting objectives, maintains a constant focus on producing results aligned with these goals by assessing progress towards, and making appropriate changes to reach them*
References: 2, 3, 6, 21, 25, 27, 38, 39, 41	**STUDENT COMMENTS** "You must set goals and be driven to reach them on your own because others can't make that decision for you. We are at a point in our life where we must be self-motivated because this is our life and no one has to live with those decisions but us."
Uses Metacognition	*Thinks about thinking, builds self-knowledge about how you do what you do, and also why you decide to do what you are doing.*
References: 3, 5, 6, 16, 21, 24, 36, 37, 40, 44	**STUDENT COMMENTS** " Another area where I increased in skill was my meta-cognition. To clarify, this was my ability to switch between an immediate frame of reference and an assessing frame of reference. It includes the ability to know which strategy to use for problem solving, and can be loosely defined as "knowing about knowing". It is also closely related to self knowledge and self assessment."

Characteristic	*Description*
Has Learner Ownership	*Takes full responsibility before, during, and after each learning experience to construct knowledge that meets external quality criteria*
References: 2, 5, 6, 24, 37, 38, 41	**STUDENT COMMENTS** "...it taught me how to grow and learn to learn from myself..."
Plans	*Develops a strategy to produce quality outcomes in a efficient manner before acting*
References: 2, 3, 5, 12, 14, 21, 41	**STUDENT COMMENTS** "Currently, the outcomes of my efforts are very different. After applying a planned strategy my efforts have been more effective. I have developed problem-solution systems that helps me better analyze what actions to take when faced with a problem. .... Just a simple change in planning and this process has helped me to excel academically. "
Uses Resources Effectively	*Inventories and explores all available resources in the college context so that they can be accessed and used expeditiously in learning and problem-solving situations as they arise*
References: 19	**STUDENT COMMENTS** "Another area that I have improved in is knowing the importance of using the resources on campus and the help of others in order to succeed. During my first year, I rarely asked anyone for help. I did not use the campus resources has much as I should. I did not even step foot into the library until the middle of my second semester. I felt very uncomfortable asking people for help because I did not want anyone's help. ... With the vigorous work that I had to accomplish during the course of this camp, I have learn that I need help! I could not have completed my Learning-to-learn book without the help of my coach, mentor, and group members. I have learn that everyone needs help and cannot do it on their own at times."
Validates	*Finds empirical evidence to affirm or reject personal understanding in order to ensure reliability and confidence in the constructed knowledge*
References: 2, 3, 5, 6, 8, 14, 29, 37	**STUDENT COMMENTS** "If we got the answer then we were asked why we chose that particular answer. Validation is a word I will hear for the rest of my life. Validation is the key word for being successful in college and in life, for if you know why you have the answer then you have a better understanding of what you have learned"
Works Hard (productive)	*Diligent, works long hours and uses parallel processing to increase work produced per hour of time*
References: 5, 17, 22, 28, 33, 44	**STUDENT COMMENTS** "You have to learn how to manage your time, be productive in the classroom and in life - I was able to accomplish things I never thought I would in this short amount of time."

AFFECTIVE LEARNING SKILLS (Grit): ***Skills that will increase the emotional intelligence leading to the willingness to get outside of the comfort zone, take risks, embrace failure and do what is necessary to achieve eventual success***

Grit, the perseverance and passion for achieving long-term goals, is often associated with the successes of famous leaders throughout history and current research overwhelmingly confirm that correlation. The affective learning skill correlates of grit can be found in Table 5. **Persistence**, seeing one's way to the finish line no matter what obstacles are encountered, is perhaps the skill most frequently cited. The willingness to **take risks** and venture into challenges not yet surmounted is another important component. When, inevitably, the results come up short of expectations, successful learners **leverage their failure** and **ask for help** to improve their performances for future growth. They handle this failure by increasing their coping skills and **managing frustrations**. In part, frustration is reduced by **prioritizing** (putting first things first), dividing a larger goal into sub-goals and mastering each one in turn, and by planning and **managing time** wisely. The actual effective use of time that is planned requires **self-discipline**, doing what needs to be done no matter what current distractions may exist. As new challenges and situations arise, the learners must **adapt** to the new cultural demands and expectations that the colleges impose on them. The healthier the learner is — physically fit, well nourished, rested, and emotionally balanced — the greater their overall **wellness** and academic success.

Table 5 Affective Learning Skills (Overall Grit): Supporting Research and Student Reflections

Characteristic	*Description*
Persists	*Will not let obstacles or unexpected challenges get in the way of eventually achieving targeted goal*
References: 1, 6, 17, 29, 34, 39	**STUDENT COMMENTS** "Just putting myself to the challenge shows that I finally have enough faith I need to try even if I fail. ... If I had a chance to do it all over again I surely would because I would work even harder in the camp. I am proud to say I gave my all, didn't quit and worked to the best of my ability."
Takes Risks	*Takes on challenges despite the fact that outcomes are not known, failure is very possible, and others will be aware of results*
References: 21, 33, 37	**STUDENT COMMENTS** "I also took a risk this week by signing up for the talent show. I have joked and been the center of comedic attention in my small groups of friends, but never have I done what I am about to do tomorrow. I plan on performing stand-up comedy on stage in front of dozens of people. This is stepping very far outside my comfort zone and if I can do this, I can learn to take more risks in the future. I grew in this area because I decided to finally try something that I wasn't use to and started initiating risk taking."
Leverages Failures	*Plans future action to exploit the growth potential inherent in each failure*
References: 21, 25, 37	**STUDENT COMMENTS** "Self-Growth is a person looking at his or her life and figuring out what mistakes he or she made and try to improve on them to become successful. "
Asks for Help	*Seeks assistance from knowledgeable individuals in order to navigate through difficult situations*
References: 1, 5	**STUDENT COMMENTS** "When I got to a problem that I didn't understand, my pride would not let me ask any of my teammates nor mentors for help. I eventually got out of that and started asking for help. When I started asking for help I understood more."
Manages Frustration	*Puts things into perspective so that a current stressful context doesn't overwhelm performance*
References: 2, 5, 11, 15, 22, 26, 37	**STUDENT COMMENTS** "Once I stopped and released myself to simply learn and not be so driven for to meet expectations and reach success did I actually begin to get something out of this week. My growth was facilitated primarily by my emotions and exhaustion. I learn that it is also important to take care of myself. Some nights I had to go to bed leaving things undone and being unsure when they would get done, which was a new experience for me. I had to decide when was the right time to let myself recover so that I could be productive the next day, too. I also learned that I have more physical, emotional and mental endurance by actually testing them this week."
Adapts	*Continually changes to respond optimally to new contexts*
References: 4, 5, 37, 44	**STUDENT COMMENTS** "I had to learn to be more self-sufficient. I've always been a very independent person, but I've never stayed the night by myself before this week. By moving into Niemeyer I had no choice, I had to start doing everything for myself. I had to wake up and get ready without my mom telling me to hurry up, and I also had to figure out for myself when I felt I had to go to bed. Because I was thrown into the situation and didn't have any choice but to adapt, I, again, grew up a lot and quickly."
Manages Time	*Allocates time for the most important tasks and then effectively uses that time*
References: 5, 14, 17, 19	**STUDENT COMMENTS** "Time management is a critical factor for determining success in college. I would have to manage my time by making a schedule of how I am going to balance out my social life with my academic life. My academic life is more important so that is where I would spend the most time, .. Even though, my social life is important the academic life is going to be more important for the career I want to pursue, which becoming a physical therapist."
Prioritizes	*Organizes tasks, events, and undertakings to effectively live a balanced, healthy life by putting first things first*
References: 18, 22	**STUDENT COMMENTS** "I am now much better at planning out my day, making choices on what needs to be done and what is a priority, and that we simply are not capable of doing everything."

Characteristic	*Description*
Is Disciplined	*Does what must be done even though other things may be more enjoyable and exciting*
References: 2, 3, 5, 10, 11, 15, 22, 28	**STUDENT COMMENTS** "The "Camp" preps others and including me to take charge of my life and not let any second go by to be waste on foolish things. Work-ethics plays a big asset to my growth also, without that I would not have the initiative to pursue new skills and would not be a reliable source to my team."
Seeks Wellness	*Maintains balance by taking care of self, sleeping effectively, exercising, eating well and engaging in social activities*
References: 3, 36, 37	**STUDENT COMMENTS** "Furthermore, I must set fitness goals to keep my body prepared for taking exams and critically thinking. I believe that when you have a healthy body the mind runs faster and accurately. Mentally when I have a sense of understanding in can produce my best work to show correct correlations between knowing and my thought process. To be positive of success, I will have a planner to organize my day correctly. Ultimately, I will be obligated to follow the daily goals I put time into creating for myself. ... Truly I will be capable to pull metacognition off if I am no longer exhausted from Destiny Raids on my gaming system. To eliminate that horrible feeling I will have fitness goals of the days I live on earth. It is clear as day that when I pull these skills together, generally a successful student emerges from the ashes of failure."

SOCIAL LEARNING SKILLS: ***Skills that will increase the engagement of learners in a community and within teams to increase their effectiveness in their own learning and that of others***

Colleges are communities that value knowledge: its learning, creation, application, management, storage, integration, and dissemination. All of these activities are undertaken in dynamic social settings including learning communities, professional organizations, research teams, and so on. Therefore, success in this environment requires a set of universal social skills (Table 6). Communal belonging requires that the learner is **connected** to the community by helping others, contributing to the success of members and the community as a whole, and benefitting in turn from this membership through the reciprocal action of others. **Seeking diversity** brings in a host of new perspectives, values, and ideas that can enhance thinking, problem-solving, and outcomes. All this requires skill in **communication, teamwork** and **collaboration**. **Assertiveness** in setting forth one's own ideas is enhanced by the capacity to **speak publicly** about ideas and positions with ease. The final social characteristic is **responsibility** (following through on the commitments made to self and others). Without these social skills most learners will struggle to meet the requirements that colleges impose.

Table 6 Social Learning Skills: Supporting Research and Student Reflections

Characteristic	*Description*
Is Connected	*Has many friends, communities, and activities that influence growth and development of self and others*
References: 19, 26, 35, 36, 44	**STUDENT COMMENTS** "Working with others was another major aspect of my Self-Growth into becoming a successor. I never was able to work with others because I grew up not trusting people around me. .. I was angry and terrified because I did not who I was going to be grouped with and wondered if they were going to judge me. So, as we got into group the concept was to interact with one another and being to communicate with people from different background, opinions, and aspects of life. Being in the groups of the course of the week made me realized what I was missing when I was being anti-social with people. If it wasn't for the groups, I would not have learned how efficient and exciting teams that work together get things done. Communication was the key in teamwork that helped me break out of my comfort zone and take the risk of getting to know someone and for them to get to know me as well and not be afraid of them judging me."
Is Responsible	*Can be counted on to produce quality work that exceeds expectations within the allocated time and resources given*
References: 2, 5, 10, 18, 22, 25, 38, 44	**STUDENT COMMENTS** "learn how to take full responsibility over life and your destiny."

Characteristic	*Description*
Seeks Diversity	*Understands and appreciates the values, differences, and perspectives of others*
References: 24, 44	**STUDENT COMMENTS** "The first and arguably foremost skill I improved was my ability to relate to and respect others. More precisely, I learned how to work as a team and trust that my team members would do their part. ... I was forced to let my team members do their parts simply because I couldn't do it for them. When they succeeded as often as I did, I realized that I could trust and respect them, instead of being condescending and arrogant."
Is a Team Player	*Brings a positive attitude, like supporting and helping others, congratulating others, filling in gaps in a cohesive manner, and is empathetic when others are having difficulties with their performances or personal lives*
References: 2, 5, 25, 44	**STUDENT COMMENTS** "...I have come from being unsure of myself in group work and sharing my ideas to being a real team asset, participant, and even leader..."
Is Collaborative	*Partners with others, performs team roles effectively, asks for help when it is needed, and supplies assistance to others*
References: 2, 5, 13, 15, 22, 26, 28, 35, 39	**STUDENT COMMENTS** "Example of teamwork that I have displayed is, when my partners/team didn't understand I brought us together to evaluate and do the process of elimination when you can't define exactly what something is. This strength is a well deserve ability and whoever possesses it can one day be a team leader and a team player."
Is a Communicator	*Effective in interactive conversation in informal and formal settings that includes articulating new ideas*
References: 12, 25, 38, 44	**STUDENT COMMENTS** "Communication and coming out of my comfort zone was a little hard for me. I became more involved into working with them but also communicating with them. By me making a decision to talk to people without knowing them has really made me come all the way out of my shell."
Speaks Publicly	*Assesses audience, prepares a clear meaningful message and articulates it with impact to change minds and actions*
References: 12, 24, 25	**STUDENT COMMENTS** "At the beginning of this camp I was one girl who was not confident in herself and afraid to speak around others. By the end of this camp I have improved my learning skills by 70% in my opinion and I am now ready to take on any challenge that school or life throws at me."
Is Assertive	*Able to stand up for personal and community positions and rights in a calm and positive way, without being either aggressive or passively accepting*
References: 32, 37	**STUDENT COMMENTS** "At one point our team felt like giving up but I pushed them through it. They called me the motor of the team because of my strength I have to lead. I always thought I was a natural born leader but this camp brought it out of me in the best way possible."

PRODUCTIVE ACADEMIC BEHAVIORS: *Behaviors that faculty/teachers expect of students that when not demonstrated, lead to academic failure*

Research consistently highlights four academic behaviors shown to be strongly connected to student success (Table 7). Their absence clearly reveals risk (Horton. 2015). The first behavior is **engaging** in learning experiences (at the minimal level, attending class) by putting 100% of one's energy into the current learning task. The second is **focusing** (at minimum, paying attention) so that time on task produces more learning. The third critical academic behavior is **preparing** by reading, completing assignments, and otherwise being ready to respond to a class activity (at minimum, bringing required materials). The fourth characteristic is being **organized**, knowing what one needs to do, by what time, and at what quality (at minimum, doing homework). Taking notes and following instructions is a good indicator that these academic behaviors are in play. These are expectations that nearly all teachers have and if they are not met, the educator often believes that the student doesn't care about his or her learning and success.

Table 7 Productive Academic Behaviors: Supporting Research and Student Reflections

Characteristic	*Description*
Is Engaged	*Brings 100 % to each activity, every day*
References: 1, 5, 6, 9, 24, 26, 34, 35, 44	**STUDENT COMMENTS** "This program is about you making the personal decision to extend yourself as high as you can possibly can go. ..Once you have that motivation, all the skills and knowledge will follow"
Is Focused	*Applies all efforts to the task(s) at hand and filters out all distractions*
References: 3, 18, 26, 34	**STUDENT COMMENTS** "staying focused on your work at all times, which can be achieved through having some type of self-discipline, take risk because you just might be performing the tasking or answering the question correctly."
Is Prepared	*Understands expectations, collects and organizes resources, and has a plan for learning*
References: 2, 5, 7, 15, 34, 39, 44	**STUDENT COMMENTS** "...completing all readings assigned in for homework because it will allow you to be better prepared the next day in class so that you can contribute to your group activities..."
Is Organized	*Knows when, where, and what needs to be done in a timely and systematic way*
References: 5, 14, 15, 18, 22, 34, 41	**STUDENT COMMENTS** "This camp has helped me improve my organization skills. I had to get organized to keep up with certain reading logs and other information"

Table 8 Full Profile of a Quality Collegiate Learner (Learner Performance Areas, Characteristics, and Descriptions)

Growth Mindset	
Is a Self-Grower	Wants to grow from every experience and so sets growth goals, self-challenges, self-assesses, self-mentors, and mentors others
Is Committed to Success	Will do everything necessary to reach the milestones towards stated goals
Self-Assesses	Sets criteria for each performance, makes key observations, reflects on and analyzes observations, behaviors, and actions, consistently making improvements without prompting
Is Positive	Is energetic, passionate and invested in life by seeing the value, opportunity, and beauty in each new situation and person
Is a Self-Starter	Takes the initiative to begin each new experience quickly with a plan to maximize the learning opportunity provided by the experience
Is Open to Feedback	Wants to improve future performance by seeking out feedback from whatever channel they can and turn this feedback into assessment
Is Open-Minded	Receptive to diverse views, perspectives, and paradigm-shaking ideas
Self-Challenges	Exceeds a personal zone of comfort, despite the risk of failure, knowing that growth and learning will occur in that context

Academic Mindset	
Clarifies Expectations	Elucidates performance expectations with criterion-based quality standards, milestones and a deadline
Is Inquisitive	Constantly seeks new knowledge in multiple forms and from many disciplines by asking many interesting questions

Academic Mindset (con't)	
Is Self-Efficacious	Has a strong belief in a personal ability to succeed
Is Self-Motivating	Has passion and desire to explore new information, concepts, and challenges in areas of interest
Is Self-Confident	Approaches each new task with self-assurance that mastery of a new challenge can be attained
Creates a Life Vision	Evolves a vision for life based upon an analysis of past, present, and future that includes life goals, and a well-constructed plan for achieving these goals

Learning Processes	
Is a Master Learner	Uses the Learning Process Methodology to construct transferable knowledge through thinking critically and generalizing
Reads	Processes all forms of informational resource to produce understanding and meaning through thoughtful inquiry
Writes	Consistently uses writing to think, clarify, and document ideas, plans, thoughts, and reflections
Thinks Critically	Asks critical questions, analyzes information, and synthesizes meaning to elevate understanding and clarity
Solves Problems	Identifies and defines problems with key issues and assumptions and produces validated and generalized solutions
Processes Information	Engages all senses to access information quickly and distinguishes relevant from irrelevant information and its level of quality
Reflects	Takes time to produce a higher level of learning and self-understanding including the causes of actions and decisions

Learning Strategies	
Sets Goals	Sets clear goals and supporting objectives, maintains a constant focus on producing results aligned with these goals by assessing progress towards, and making appropriate changes to reach them
Has Learner Ownership	Takes full responsibility before, during, and after each learning experience to construct knowledge that meets external quality criteria
Use Resources Effectively	Inventories and explores all available resources in the college context so that they can be accessed and used expeditiously in learning and problem-solving situations as they arise
Validates	Finds empirical evidence to affirm or reject personal understanding in order to ensure reliability and confidence in the constructed knowledge
Uses Metacognition	Thinks about thinking, builds self-knowledge about how you do what you do, and also why you decide to do what you are doing
Works Hard	Diligent, works long hours and uses parallel processing to increase productivity
Plans	Develops a strategy to produce quality outcomes in a efficient manner before acting

Affective Learning Skills	
Persists	Will not let obstacles or unexpected challenges get in the way of eventually achieving targeted goal
Manages Frustration	Puts things into perspective so that current stressful context doesn't overwhelm performance
Manages Time	Allocates time for the most important tasks and then effectively uses that time
Prioritizes	Organizes tasks, events, and undertakings to effectively live a balanced, healthy life by putting first things first
Is Disciplined	Does what must be done even though other things may be more enjoyable and exciting
Take Risks	Takes on challenges despite the fact that outcomes are not known, failure is very possible, and others will be aware of results
Leverages Failures	Plans future action to exploit the growth potential inherent in each failure
Asks for Help	Seeks assistance from knowledgeable individuals in order to navigate through difficult situations
Is Well	Maintains balance by taking care of self, sleeping effectively, exercising, eating well and engaging in social activities
Adapts	Continually changes to respond optimally to new contexts

Social Learning Skills	
Is a Team Player	Brings a positive attitude, like supporting and helping others, congratulating others, filling in gaps in a cohesive manner, and is empathetic when others are having difficulties with their performances or personal lives
Is Collaborative	Partners with others, performs team roles effectively, asks for help when it is needed, and supplies assistance to others
Is Responsible	Can be counted on to produce quality work that exceeds expectations within the allocated time and resources given
Is Assertive	Able to stand up for personal and community positions and rights in a calm and positive way, without being either aggressive or passively accepting
Is Connected	Has many friends, communities, and activities that influence growth and development of self and others
Is a Communicator	Effective in interactive conversation in informal and formal settings that includes articulating new ideas
Seeks Diversity	Understands and appreciates the values, differences, and perspectives of others
Speaks Publicly	Assesses audience, prepares a clear meaningful message and articulates it with impact to change minds and actions

Productive Academic Behaviors	
Is Engaged	Brings 100 % to each activity, every day
Is Focused	Applies all efforts to the task(s) at hand and filters out all distractions
Is Prepared	Understands expectations, collects and organizes resources, and has a plan for learning
Is Organized	Knows when, where, and what needs to be done in a timely and systematic way

Success Characteristics Can be Developed

The identification of the learner characteristics in the PQCL is a first step in empowering colleges to advance programming that enhances learner development. In the authors' experience with students, even in the face of numerous significant personal issues, an individual can often be empowered to overcome the issues and become successful. Even students who are highly at-risk can become quality collegiate learners.

Learning to Learn Camps have demonstrated the transformational power of these one-week experiences in producing quality collegiate learners (Apple, Ellis, & Hintze, 2015). Farrington's work (2012) supports the contention that quality, short-term interventions that target students' psycho-social beliefs — for example students' beliefs about their intelligence, social belonging, or the relationship between their performance and future goals—have a substantial and sustained positive influence on school performance. Two widely cited psychologists, Duckworth and Seligman (2005), suggest that academic performance depends in large part on students' self-control or "conscientiousness," concluding that "*a major reason for students falling short of their intellectual potential [is] their failure to exercise self-discipline.*" They claim that measures of self-discipline are far more predictive of positive academic outcomes than are measures of IQ. In her seminal work on academic mindsets, Carol Dweck and her colleagues (2011) cite "academic tenacity" and educational interventions that target it, as having a transformative effect on students' experience and achievement in school, improving core academic outcomes such as GPA and test scores months and even years later.

The idea that key learner characteristics can be grown, and that capacity and success grow as a result, are profoundly at odds with the historical belief in a fixed "intelligence quotient" (IQ) defining a student's permanent *capacity* to learn. Research in human cognition over the last 30 years demonstrated the limitations of the "IQ" concept, challenging us to redefine what constitutes intelligence and the capacity to learn. We believe strongly that it is an interplay of personal cognitive and non-cognitive factors, environment and socio-cultural processes — and it can be changed. Learner development gives us a more focused target for a college education (i.e., creating quality collegiate learners who fit the PQCL profile) and the means to attain it through pedagogical practice focusing on learning-to-learn and self-growth.

Process Education and the Profile of a Quality Collegiate Learner are connected in many ways, most importantly in that every learner characteristic can and should be continually developed for every learner throughout their education, before, during, and after college. Process Education offers three perspectives on learner growth: 1) learning skills, 2) learning-to-learn, and 3) self-growth. The Classification of Learning Skills (Apple, Beyerlein, Leise, & Baehr, 2007) encompasses more than 250 learning skills, of which 28 appear in the PQCL. Ten of the 13 components of learner performance identified in Learning How to Learn: Improving the Performance of Learning (Apple & Ellis, 2015) link to multiple aspects of the PQCL, strongly correlating the goal of learning to learn with being a quality collegiate learner. In What is Self-Growth, the ten self-growth components identified by Jain, Apple, and Ellis (2015) are each associated with at least one characteristic in the PQCL.

Conclusion

The characteristics in the PQCL can seem daunting to the learner and instructor alike: *Where to start? How to teach them? How to improve them?* However, a strong Process Education environment, such as a Learning-to-Learn Camp (Apple, Ellis, & Hintze, 2015) provides a reproducible context in which each characteristic is needed, practiced, assessed, mentored and grown. Importantly, decades of experience have shown just how malleable these learner characteristics are. As part of this paper, and with other papers, we have shown that Process Education philosophy, practices, and culture (e.g., Learning-to-Learn Camps) produce transformational learning. This transformation is documented in the seven category tables with cited references that show that each learner characteristic can be developed. A structured student reflection provides a concrete sample of each learner characteristic transformation. Every learner characteristic listed in the PQCL is a trait that businesses, government, education, non-profits, and graduate schools demand. It is our contention that an initial emphasis on learning-to-learn would help all educational institutions achieve the outcomes that these stakeholders desire.

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APPENDIX A Websites Dedicated to Preparing College Students for Success

#	Name of Site and *URL*	Sponsoring Agency
1	**Secrets of the Most Successful College Students** http://ideas.time.com/2013/03/13/secrets-of-the-most-successful-college-students/	Time Magazine
2	**Six Habits of Successful College Students** http://www.foxbusiness.com/personal-finance/2013/01/07/six-habits-successful-college-students/	Fox Business
3	**How to Be a Successful College Student** http://www.wikihow.com/Be-a-Successful-College-Student	Wikihow.com
4	**Top 10 Secrets of College Success** http://www.usnews.com/education/blogs/professors-guide	USNews
5	**Making the Grade: Tips on Being a Successful Student** https://www.scholarshipexperts.com/resources/campus-life/how-to-be-a-successful-student-in-college	ScholarshipExperts.com
6	**The 15 Habits of Top College Students** http://www.washcoll.edu/live/files/3704-the-15-habits-of-top-college-students.pdf	USNews
7	**The Perfect 10: 10 Easy and Essential Tips for Students Entering College** http://www.college.emory.edu/home/assets/documents/learning/EssentialTipsFreshmen.pdf	Emory College
8	**Study Skill Workshop #1: Habits of Successful College Students** http://www.lbcc.edu/LAR/documents/SS%20video%201%20Habits%20Suc%20Students.pdf	Long Beach CC
9	**10 Ways to Be a Successful 1st Year College Student** https://www.niagara.edu/assets/listpage/10-Ways-to-Be-a-Successful-1st-Year-Student.pdf	Niagara University
10	**Student Guide to Creating a Successful College Experience** http://www.purdue.edu/checklist/BGR/	Gallup-Purdue Index (GPI)
11	**The 14 habits of top college students** https://www.universityparent.com/topics/academics/the-14-habits-of-top-college-students/	University Parent
12	**A Professor's Pointers for Success in College: 21 Easy-to-Follow Tips** http://www.huffingtonpost.com/ann-marie-gardinier-halstead/a-professors-pointers-for_b_5654706.html	Huffington Post
13	**Success in College Guide** https://mappingyourfuture.org/successincollege/	Mapping Your Future

APPENDIX B How Often the 44 Characteristics Appear on the Websites in Appendix A

Characteristic	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Is Engaged	X	X	X	X	X			X	X	X	X	X		10
Is Connected		X	X			X	X	X		X		X	X	8
Is Organized			X			X	X	X	X		X		X	7
Prioritizes		X			X	X			X		X		X	6
Maintains Balance (Is Well)					X		X	X		X	X		X	6
Clarifies Expectations							X	X		X	X	X		5
Leverages failure	X					X		X				X	X	5
Creates a Life Vision	X	X								X	X		X	5
Manages Time		X	X						X	X			X	5
Plans		X				X			X		X		X	5
Is Focused (Concentrates)			X	X	X	X		X						5
Asks for Help			X								X	X	X	4
Is Inquisitive	X									X	X	X		4
Uses Resources Effectively		X					X		X				X	4
Writes			X							X		X	X	4
Sets Goals	X										X		X	3
Manages Frustration						X					X		X	3
Is Positive			X			X					X			3
Is Disciplined									X		X		X	3
Supports Groups (Team Player)							X		X		X			3
Accepts Feedback						X					X			2
Is Assertive											X	X		2
Is Collaborate		X								X				2
Thinks Critically	X										X			2
Is Empathetic	X											X		2
Seeks Internships			X										X	2
Persists						X					X			2
Manages Personal Finances										X			X	2
Is Prepared				X				X						2
Reads											X	X		2
Is Respectful								X				X		2
Self-Assesses				X							X			2
Self-Challenges						X					X			2
Is a Self-Starter			X									X		2
Sets High Expectations				X		X								2
Is a Communicator			X											1
Is a Decision Maker													X	1
Has Learner Ownership				X										1
Is Open-Minded						X								1
Is Self-Confident			X											1
Is Self-Efficacious												X		1
Is a Self-Grower									X					1
Is a Servant Leader	X													1
Takes Risks	X													1

APPENDIX C Big-Five Personality Model and Supporting Learner Characteristics

Conscientiousness
Is Organized
Plans
Is Responsible
Works Hard
Validates
Is Prepared
Is Self-Disciplined
Is Committed to Success

Extraversion
Is Positive
Speaks Publicly
Is a Self-Starter
Is Assertive
Communicates
Is Connected

Openness to Experience
Seeks diversity
Reflects
Is Inquisitive
Has a Life Vision
Uses Meta-cognition
Is Engaged
Processes Information
Thinks Critically

Neuroticism (Lack of)
Has Self-efficacy (self doubt)
Is Confident (anxious)
Is Focused (scatterbrained)
Manages Frustration (is helpless)
Takes Risks
Leverages Failures (gives up)

Agreeableness
Collaborates

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Learning to Learn Mathematics - Why is it Critical?

"A Learning Sciences Approach Based upon Process Education Scholarship"

Wade Ellis and Dan Apple

with contributions by: Dave Wilson (lit search), Betty Hurley (risk factors), Matt Watts (LPM), Janet Teeguarden (cultural impact), Dennis Harms (Profile - defining math capacity), Willie Perkins (measuring capacity) & Dave Kaplan (math complexity)

Abstract

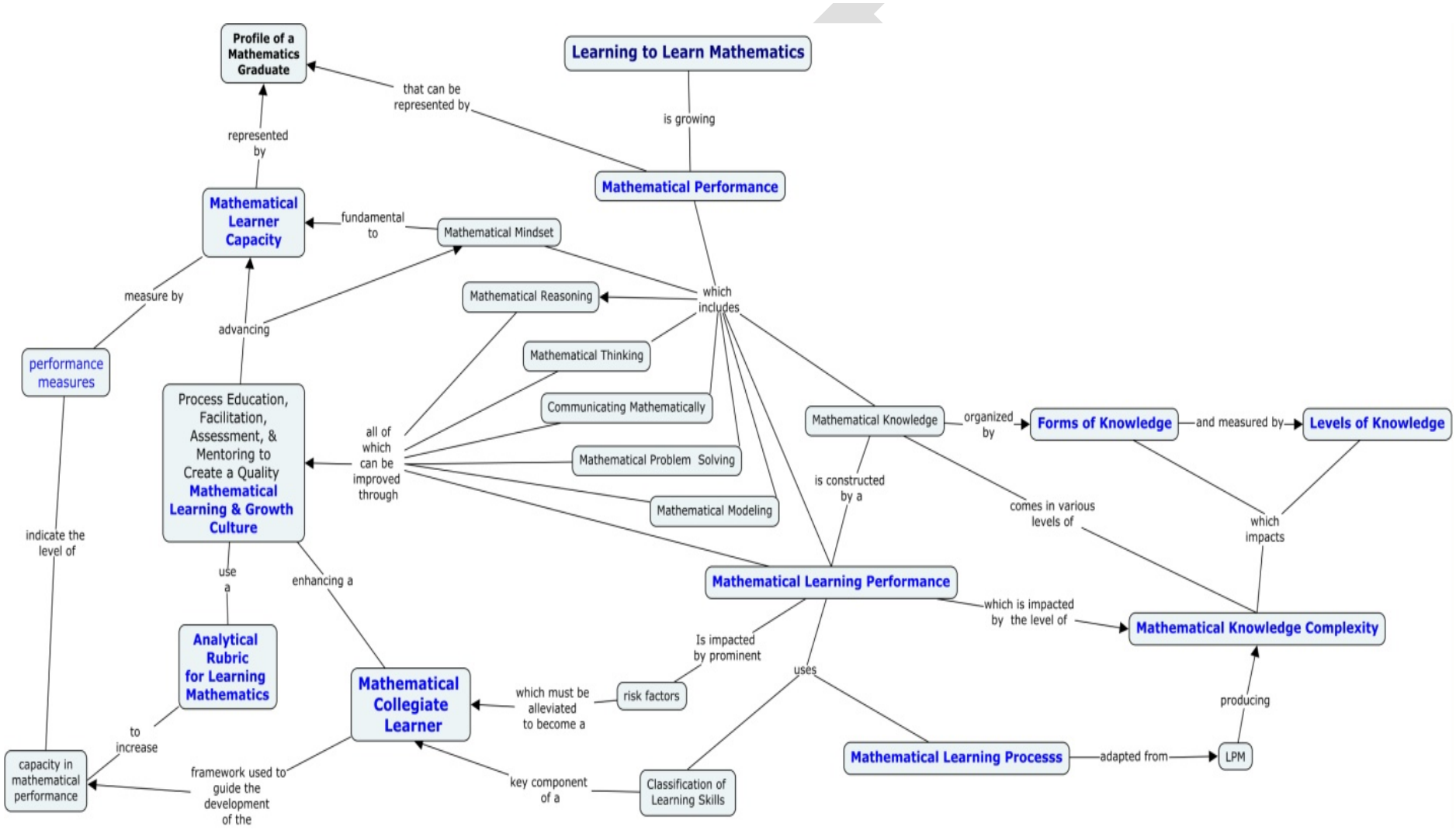
Mathematics Education has been a discipline for at least 150 years, but little research exists on the learning process in mathematics (mathematical learning) and how to teach this process (i.e., Learning to Learn Mathematics). This paper summarizes and expands upon the existing scholarship and practices of Learning to Learn Mathematics as well as introducing key components of new research that will strengthen the teaching of Learning to Learn Mathematics. These components include: 1) the numerous specific risk factors that inhibit learning mathematics; 2) the cultural change focused on Learning to Learn Mathematics that can counteract these risk factors; 3) a model of a mathematical learning process; 4) a model of a mathematical collegiate learner; and 5) measuring and improving mathematical learning capacity. We believe every student will be more successful in learning mathematics if the mathematics education community embraces "Learning to Learn Mathematics."

Introduction

This paper focuses on why the mathematics community will want to expand current mathematics educational practices to include learning to learn mathematics. This will help all students learn mathematics better by making a shift in the mathematics educational culture and expanding its set of teaching and learning practices. Learning to Learn has become a significant research area in Process Education and Learning Sciences as documented in "25 Years of Process Education" (Apple, Ellis & Hintze, 2016). This paper will explore many components of Learning to Learn Mathematics research and practice that builds upon the Learning to Learn scholarship.

There are many things that contribute to creating this culture to support Learning to Learn Mathematics. This paper highlights some core evidence-based concepts, skills and practices associated with using learning sciences and Process Education research to address students' and society's disenchantment with mathematics and its culture ("I Hate Math") and incoming students' inability to learn mathematics. The following conceptual framework presented in Figure 1 illustrates how each of the areas connect and how learning to learn mathematics can be implemented.

Figure 1. Conceptual Framework for Learning to Learn Mathematics



Premises

The conceptual framework in Figure 1, has many components that are built upon a set of key premises arise from the Learning to Learn scholarship. The most important of these premises are presented and discussed to increase understanding of the conceptual framework and the key models presented to enhance the implementation of learning to learn mathematics.

Forms of Knowledge

The definition of knowledge from a Process Education perspective includes both breadth and depth. Breadth is indicated by six forms of knowledge: concepts, processes, tools, contexts, "ways-of-being", and rules (Quarless, 2007). The depth is described in the next section with levels of knowledge. This concept is important to mathematical learning since mathematical knowledge is complex and provides a significant learning challenge for just about everyone. The alignment of the learning experience (includes: activity design, facilitation, and the act of learning) to its knowledge form makes it much more accessible for all levels of learners. Table 1 provides five examples of each form of knowledge in mathematics. The knowledge table provides a useful tool for a systematic approach to the analysis of knowledge.

Table 1. Mathematical Knowledge Organized by Forms of Knowledge (read down each column)

Concepts	**Processes**	**Tools**	**Contexts**	**Ways of Being**	**Rules**
Equivalency	Solving an equation	Precise definitions	Algebraic problems	Persistence	Order of Operations
Rate of change	Using the mean value theorem	Graphical representation	Geometric investigations	Seeking counter examples	Subscripting
Definite integral	Problem solving	Equation	Probabilistic situations	Proving something true	Ordered pairs
Equality	Mathematical thinking	Function	Financial analysis	Validating	Implicit coefficients
Derivative	Graphing a function	Matrix	Scientific research	Conjecturing	Function notation

Levels of Knowledge

The five levels of learner knowledge are adapted from Bloom's taxonomy and were transformed to align with the Learning Process Methodology so these levels can be observed in the college classroom (Bobrowski, 2007). Information acquisition occupies the lowest level and is typified by memorization of information. Conceptual understanding represents the next higher level and is the result of combining informational elements to achieve understanding and meaning. Application is the ability to apply knowledge in a new context. Working expertise (level 4) is the ability to apply knowledge in problem solving situations without the support of outside experts. Level 5 is the ability to create novel discoveries and products through research and creative endeavors.

Generalized Transferable Knowledge

Generalized, transferable knowledge is the ability, without external prompting, to transfer appropriate knowledge productively to problem solving situations or future learning opportunities. The critical steps in producing this generalized transferable knowledge are found in the methodology Elevating Knowledge from Level 1 to Level 3 (Nygren, 2007). Nygren illustrates stages in the development of generalized transferable knowledge with his table, Levels of Knowledge Across Knowledge Forms, where comprehension and understanding are seen as a crucial stage in the learning process and is a prerequisite for being able to contextualize, generalize, and transfer this knowledge. The following are characteristics of such knowledge: you can 1) transfer to new contexts; 2) synthesize with previous knowledge; 3) clarify boundaries; 4) use principles within underlying theory; 5) internalize; 6) explore possibilities for use; 7) adapt as necessary; 8) respond to subtle contextual prompts for use; 9) harmonize its theory with its practice; and 10) effectively communicate this knowledge to others.

Learning Rate and Accumulated Knowledge in a Learning Performance

The following definitions assume that the functions are multivariate with time (*t*) as an important variable. The variable *t* is the only variable that varies at a specific point in time. The Learning rate function (*L*) is dependent only on the change in *t* (as *t* varies, say, over an hour) as the other variables (Learner Characteristics included in the Profile of a Quality Mathematics Collegiate Learner) are assumed to be essentially constant over the hour observed. *L* is the Learning rate function and *K* is the Knowledge function, from a fixed point (similar to the distance function). The accumulation of the learning rate function (the definite integral of the rate over a time interval) is the total knowledge accumulated (depth and breadth) over that time period (the change in *K* over the time period).

$$K(t,...) = \text{ the knowledge function (like the distance function)}$$

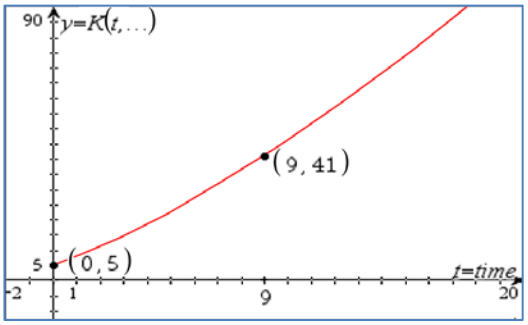
$$L(t,...) = \frac{dK(t,...)}{dt} = \text{ the rate at which knowledge accumulates}$$

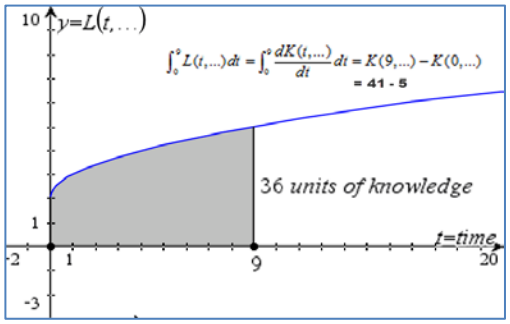
$$\int_0^t L(t,...)dt = \int_0^t \frac{dK(t,...)}{dt}dt = K(t,...) - K(0,...)$$

For example, if the time interval is 0 to 9 minutes, then the following diagrams indicate the relationships. Here the *K* function is on the left and *K*(0)=5 and *K*(9)=41 (units of knowledge). We are assuming the learner characteristics do not change measurably (are constant) over the 9 minutes of the learning performance.

An analogy

Distance (Knowledge accumulated)
Velocity (current learning performance)
Acceleration (change in learning performance – i.e., learning to learn)
K= mathematical knowledge
L = mathematical learning capacity or rate of change of mathematical knowledge





Effective Learning Process is Necessary (but Not Sufficient) for Effective Problem Solving

A critical component of the problem solving process is appropriate, active, generalized, and transferable knowledge – the kind of knowledge produced by an effective learning process. As advances in scholarship were presented and discussed at the Problem Solving Across the Curriculum conferences (1990-1996), two insights emerged: educators and learners understood very little about learning process and that a quality learning process was critical to becoming a strong problem solver (Apple & Hurley, 1994). Bloom's Taxonomy (levels of learning) measures the strength of knowledge constructed from a learning process; and, until the learner reaches level 4 (or at a minimum of high level 3), this knowledge will be minimally effective within a problem solving process (Apple, Nygren, Williams, and Litynski, 2002). Nygren in Developing Working Expertise (2007a) discusses the importance of generalized, transferable knowledge in developing expertise.

The insights about the connection between learning and problem solving led the Process Education community to focus efforts on developing the scholarship and practices of learning to learn (Apple, Ellis & Hintze, 2016). Only recently have efforts been focused on the need for students to develop the ability to generalize knowledge so that it can be transferred as the bridge from application (level 3) to problem solving expertise (level 4). Because of these efforts, major advancements occurred in developing learner performances by strengthening classroom facilitation techniques, the use of active learning, activity design, the use of the Learning Process Methodology (LPM), the integration of the classification of learning skills, and the extensive use of assessment, self-assessment and the Process Education philosophy. This strengthening of learner performance led to advancements in the teaching of Problem Solving by connecting the LPM with the Problem Solving Methodology (Apple, Ellis, & Hintze, 2016) and Developing Working Expertise (Nygren, 2007).

The Role of Methodologies in Mathematical Learning and Problem Solving

A quality methodology is an abstract generalization of process knowledge produced by an expert who has years of experience using the process across numerous contexts. Such a methodology allows learners to critically analyze every step in the process to understand its importance in performing the process. A methodology can be used to identify which learning skills are most critical to implementing the process. Methodologies also provide a powerful framework for both assessing the performance and designing performance measures (Apple,

Ellis, & Hintze, 2016). The methodologies help to show the differences and connections between different processes, especially processes dependent upon or closely related to each other (such as learning and problem solving). A major example of this kind of analysis can be explored by comparing the purposes, outcomes, and steps in three very important processes: problem solving, design, and research (Cordon & Williams, 2007). Although a methodology to create methodologies was developed (Smith & Apple, 2007), most methodologies can be created and designed by using the Problem Solving Methodology (Ellis, Apple, Watts, Hintze, Teeguarden, Cappetta & Burke, 2014). The use of methodologies in assessing a learner's performance and providing feedback to develop their learning skills increases meta-cognition and contributes to the development of several important of mathematics learner characteristics.

Key Definitions

This paper uses the following definitions of 9 key concepts or ideas, along with the above premises, to articulate the scholarship and practices associated with Learning to Learn mathematics. These definitions and metrics will assist readers in understanding the Conceptual Framework for Learning to Learn Mathematics illustrated in Figure 1 and comprehending the literature review (Appendix A).

Analytical Rubric for Learning Mathematics
This rubric is a tool for measuring and assessing mathematical learning performance. It is adapted from the merger of an analytical rubric for measuring levels of capacity in a Quality Collegiate Learner with an assessment tool for providing feedback on a mathematical learning performance.

Classification of Learning Skills (CLS)
The CLS (Apple, Beyerlein, Leise & Baehr, 2007) is a framework for organizing the key processes and skills fundamental to learning. This valuable tool was designed to help faculty and students identify key learning skills during a learning performance to guide assessment and self-assessment for the purpose of improving future learning performance. The Classification of Learning Skills for Educational Enrichment and Assessment (CLS) represents a 20- year research effort by a team of process educators who created this resource to assist with the holistic development of their students.

Mathematical Learning and Growth Culture
This model of a new mathematical educational culture is an adaptation of the Transformation of Education and provides a framework for understanding and responding to both internal (largely academic and pedagogical) and external (largely economic and cultural) pressures for positive transformation in mathematical teaching and learning. The fourteen aspects of a changing educational culture described in the Transformation of Education are remapped, labeled, defined, and characterized in terms of historical tendencies and future directions that hold promise for better fulfillment of society's expectations and needs for implementing Learning to Learn Mathematics.

Mathematical Knowledge Complexity (What is it?)
The complexity of a mathematical knowledge item can be analyzed with respect to the levels of complexity in each of the following dimensions: symbolic language, mathematical notation, mathematical objects, mathematical structures, mathematical statements, number systems, use of required mathematical tools and level of abstraction.

Mathematical Knowledge Complexity
The level of complexity of mathematical knowledge is based on each of the following dimensions: symbolic language, mathematical notation, mathematical objects, mathematical structures, mathematical statements, number systems, use of required mathematical tools and level of abstraction. It measures the difficulty students have in absorbing a knowledge area or item.

Mathematical Learner Capacity
Mathematical learner capacity is the ability to engage in the quantitative work of others, construct generalized transferable mathematical knowledge, or effectively solve quantitative problems. It combines both mastery of the mathematical learning process with the acquisition of the dispositions of the mathematical professional including characteristics like validating one's work, identifying issues, modeling situations, and solving problems. Mathematical learning capacity, the internal capacity of a specific learner of mathematics, is measured by the strength in their set of processes, learning skills and dispositions required during the interpretation of others' mathematics, mathematical learning, or the use of mathematics to solve problems.

Mathematical Learning
Mathematical Learning is the process used to construct mathematical knowledge moving from Level 1 (Informational Knowledge) to Level 2 (Knowledge that is understood and has meaning, i.e., can be explained to others or used to teach someone else) to Level 3 (Apply this understanding to a new context) to Level 4 (Generalized knowledge that can easily be transferred within one's working expertise to solve problems, apply it to a new learning challenge, or even applying it to a research effort).

Mathematical Learning Performance
Theory of performance applied to mathematical learning has five components that impact each specific mathematical learning challenge:

1. the identity of the learner (e.g. their confidence, ownership, self-efficacy, positive nature, etc.);
2. the strength of the learning skills critical for mathematical learning (e.g., recognizing patterns, analyzing similarities, analyzing differences, abstracting, inquiry, contextualizing, generalizing, persisting, validating, managing frustration, etc.);
3. the level of current knowledge of mathematics (e.g. prerequisite knowledge, facility with mathematical notation and terms, connections between big ideas, derivations or proofs, etc.)
4. the level of experience in the context/field of that specific mathematical learning challenge (e.g. algebra, geometry, calculus, analysis, statistical, discrete math, etc.)
5. any personal factors inhibiting performance in particular ways (e.g. math anxiety, visual impairment, ADHD, dyscalculia, etc.)

Mathematical Performance
Within and outside of the mathematics professional community there is a very common view of mathematical performance that can be divided into major areas, such as: mathematical thinking, mathematical reasoning, mathematical learning, communicating mathematically, mathematical modeling, mathematical problem solving, and possessing broad areas of mathematical expertise and tools along with a mathematical mindset.

Profile of a Quality Mathematical Collegiate Learner
The Profile of a Quality Mathematical Collegiate Learner (PQMCL) is a model of the key characteristics that correlate with a successful mathematical learning performance that has been adapted from the Profile of a Quality Collegiate Learner. It characterizes a student who would be successful in any undergraduate program which has an extensive mathematics component.

Mathematics Risk Factors

This section builds upon risk factors research (Horton, 2015) that identified 20 key risk factors common to many, if not most, incoming college students. Twelve of these 20 risk factors most important for learning mathematics are described in Table 2. This set of risk factors identify the barriers that college students face in learning mathematics that put them at risk of failure to achieve their educational and life goals.

Table 2. Risk factors for learning mathematics common to all disciplines (Horton, 2015):

Lacks Self-Discipline	*Easily distracted by social situations & opportunities for immediate gratification, putting off critical work and missing deadlines*
Afraid of Failure	*Shies away from situations where expectation are challenging & the probability of meeting expectations is low*
No Sense of Self-Efficacy	*Often feels overwhelmed, powerless, and/or victimized; "There's nothing I can do to change things" (i.e., I can't learn mathematics)*
Unmotivated	*Listless and disinterested, finding little meaning in the mathematics being learned*
Fixed Mindset	*Accepts current performance level as permanent; I will always be a "C-student" in math*
Teacher Pleaser	*Constantly seeks direction from the teacher in order to know what the teacher wants and then does exactly what the teacher says*
Memorizes Instead of Thinking	*Sees mathematical knowledge as a set of memorized rote processes/algorithms that with practice can be temporarily retained to be reproduced on exams*
Doesn't Transfer or Generalize Knowledge	*Approaches learning new mathematics as a unique challenge and fails to recognize and use prior knowledge because they have not previously generalized the knowledge*
Highly Judgmental - Negative of Self	*Constantly self-critical, seeing only past mistakes and failures; not focusing on growth or improvement but instead spends time putting themselves down*
Minimal Meta-cognitive Awareness	*Unaware of one's own thought process; cannot articulate the process for or approach to learning, making decisions or solving problems*
Insecure Public Speakers	*Afraid of speaking in public; avoids speaking out in class or sharing mathematical thoughts and ideas because of perceived inadequacy*
Unchallenged (bored)	*Have not experienced being outside their comfort zone when learning mathematics because most time is spent on repetitive practice rather than performing mathematics*

From our years of experience in working with the mathematics education community, we suggest adding the following 8 risk factors for learning mathematics described in Table 3.

Table 3. Additional Risk Factors for Learning Mathematics

Placement in courses	Placement is determined by a set of math knowledge skills rather than ability to learn mathematics leaving students often either bored or overwhelmed
Students' Current Learning Process	Students memorize rote procedures by doing extensive drill and practice homework problems so they can pass the test that has similar problems
Prerequisite Knowledge	Instructors constantly re-teach content from previous courses since students' declare they don't remember anything that they are asked to recall and use
Reading Mathematics	Most students can't prepare for class by reading their math textbooks, leaving faculty with little choice but to explain this information to the students
Critical Thinking Skills	There is limited ability to understand "Why" a specific step in a procedure works because they have limited mathematical reasoning and thinking skills
Willingness to Struggle	U.S. students either solve a math learning challenge or problem quickly or feel that they aren't smart and quit
Problem Solving Process	Students have minimal experience in solving complex open-ended mathematical problems and lack the generalized knowledge for problem solving process
Misconceptions	Students often have constructed false knowledge that makes effective construction of future accurate knowledge difficult

Transformational Learning through Learning to Learn Camps

The scholarship and practice of learning to learn was advanced in summer Learning to Learn Camps over 20 years (Apple, Ellis & Hintze, 2015). Students' learning and problem solving performances advanced remarkably as a result of the learning to learn camp experience. Many of these Learning to Learn Camps became very math oriented with a greater focus on learning to learn math.

Learning to Learn Camps

The Learning to Learn Math curriculum used in these Learning to Learn Camps consists of four major resources:

1) *Learning to Learn - Becoming a Self-grower* which has 15 learning experiences that produce a set of 10 key learning outcomes
2) *Foundations of Algebra* - Core set of learning activities for all STEM students
3) *Math and Graphing Skills* - 40 modules of transferable math skills that are prerequisites for all STEM students
4) *Student Success Toolbox* - a set of reflection and self-assessment tools to build develop self-reflective mindset with meta-cognition skills

Learning to Learn Math Camps

Many students come into college, especially into mathematics intensive programs, with a set of risk factors that lead to non-success (Horton, 2015). The Profile of a Quality Collegiate Learner (Apple, Duncan & Ellis, 2016) targets the transformation that must occur if these students are likely to achieve academic success. This paper illustrates how this transformation counteracts these math risk factors in order to achieve this success. During the five years of the NSF funded STEM UP program (students with ACT scores 15-19) at Hinds Community College - Utica Campus, the Learning to Learn Camps evolved into a very strong implementation of learning to learn math. While these Learning to Learn Algebra Camps continued to develop general learner characteristics of a quality collegiate learner, they also developed mathematics learner characteristics paramount for success in STEM. Examples of a few of these special learner characteristics include 1) embracing failure as part of learning math, 2) seeking to know why something works, 3) validating their own learning, 4) communicating mathematically, 5) increasing meta-cognition of their mathematics learning performance, 6) valuing productive struggle, 7) developing self-confidence by leveraging failures, 8) teaching others mathematics, 9) reading mathematics, and 10) building mathematical language and notation.

Ways For Students to Improve Their Learning of Mathematics

With the focus on developing and improving numerous learner characteristics, here are some of the practices used during the camps:

1. Setting the expectations that every learner would become a mathematics learner (Learning to Learn) and increase their learning performance by at least double
2. Students were given a profile of a mathematics learner
3. Students became a better self-grower by using self-assessment with the profile
4. Math classroom culture: Assessment culture vs. Evaluation culture
5. New Methodologies (15 to 20) for learning in mathematics were analyzed, used, and their performance in use assessed
    a. LPM
    b. Problem Solving
    c. Reading for Learning
    d. Content specific - e.g. Solving Equations
6. Working in teams with defined roles being rotated after each activity - including the critical thinker
7. Performance Measures such as Learning Mathematics and Book of Measures
8. Coaching of math teachers to help them change student behaviors by changing their practices and behaviors as a teacher.

These Learning to Learn Camps provided the means to advance the change in mathematics education culture, clarify the mathematics learning process, defining the mathematics learning capacity, and how to measure the transformational learning occurring in these students.

Needed Change in the Mathematics Education Culture

The Transformation of Education, modeling the cultural change expected in Process Education and Learning to Learn, gives the basis for the presentation of the recommended shift in the Mathematics Teaching and Learning Culture (Hintze, Beyerlein, Apple & Holmes, 2011) presented in Table 4.

Table 4: Transformation of Education Applied to Learning to Learn Mathematics

Aspect	Red - Traditional	Green - Future Direction	Best Practices from Algebra L2L Camps
Challenge	Students come to class expecting to be provided with information, examples illustrating how to apply this information, and help when they have not been able to do specific homework problems.	Students read the math text book to acquire content information, think critically during class time to produce understanding, and generalize by creating a hard problem to ensure that they know they know.	• Reading Logs for class preparation using the reading methodology for math • The hardest problem- students create a difficult problem to challenge if they know they know and to generalize
Complexity	Students need to reproduce solutions to test problems very similar to those that they practiced on their homework.	Students will be given different contexts on tests than were practiced on homework as well as some “unbounded” problem challenges.	• Learning Process Methodology adapted for math to design activities and use in class • Problem Solving Methodology to support documenting the student process
Control	The way time is spent in class is primarily for faculty to condense information from the textbook, model solving problems like those that will be on the homework to get them started, and then work out requested problems students were not able to do from the previous class homework.	Students determine how classroom time is allocated between thinking for understanding, presenting solutions to each other, and “inquiry” as to better ways to approach and attack learning and problem solving in mathematics.	• Faculty asks students to make decisions in the class for its operations and processes • Students do a mid-term assessment to give feedback on course quality and ways to improve the course
Delivery	Fundamentally, the instructor knows that the best way to "teach" students mathematics is by sharing their own understanding and explanations with learners and then explaining the right way to work through a problem at the board.	Students who prepare before class, spend time in active learning producing understanding and meaning by teaching each other and learn to generalize by using a variety of application contexts.	• Use formal activities from POGIL or created with Process Education guidelines • The students produce learning journal entries from each activity

Design	Use of a quality math text book or CMS system that structures the content with a natural flow and appropriate chunks for fitting in the typical delivery system.	A course is designed to produce a specific set of content learning outcomes and to increase learner capacity through a set of integrated activities to increase mathematical performance.	• Use of the Course Design Methodology for creating a set of Learning Outcomes and Performance Criteria • An activities book that support the course design
Efficacy	Most students enter and most likely exit a math course with a sense of "I don't like math" and with little confidence or belief that they will be able to learn math in the future.	The students gain access to a mathematical learning process, improved mathematical learning skills, and an increase in transferable knowledge leading to greater confidence in addressing future mathematical learning challenges.	• Faculty believe in students till students learn to believe in themselves • By making the environment performance based, the student accomplishments will increase their efficacy
Feedback	Graded exams and reviews of these exams that share how the students could have gotten the accurate answers to the exam problems.	Provide a variety of feedback on different performance tasks to increase students' learning performance by using tools like practice exams, reading logs and self-assessment to help students improve and document their mathematical performance.	• Students provide assessment feedback to each other to strengthen each others' performance • Students self-assess their performance to increase their future performance and then faculty assess these self-assessments
Measurement	The faculty produce and use an answer key to determine which problems are correct and then give partial credit aligned with the degree of correctness.	A set of performance measures are defined for the course that are used throughout to measure different aspects of mathematical performance, including mathematical reasoning, mathematical thinking, problem solving, etc.	• Analytical rubrics are used to determine current level of performance to provide data for assessment to improve future performance. • Holistic rubrics are use to track performance over the years of a program
Ownership	Faculty provide a clear set of directions for what they want the students to do for the course, with a special emphasis on homework assignments and the preparation for the math tests.	Students take the reins of the learning process by reading the math textbook, asking questions, thinking critically, constructing meaning, contextualizing the knowledge, and generalizing to the point of knowing they know.	• Students are provided performance criteria to set expectations and are given the freedom to decide how to meet these expectations • Faculty only intervene on process and not content

Relationship	Faculty share their passion about the discipline and maintain a very professional demeanor in their interactions with students.	Faculty enter the course with a strong belief in the students, make a public commitment to their success, and will match the students' efforts by helping them improve their learning performance.	• Faculty and students share a public commitment to the process and to the success of each student • Faculty puts learner needs first
Scope of Learning	Focuses on each of the major ideas in the math course from the perspective of their meaning in mathematics.	Explore how each idea discover can impact a variety of disciplines to show how universal these ideas are.	• Problems presented are interdisciplinary • Justifying the why of a learning experience uses a range of disciplines to show the value of the content
Self-awareness	A focus on the immediate specific tasks, nose to the grindstone, and just get the work done.	A strong interest in increasing meta-cognition by stepping back to figure out how you did something, why you made certain choices and self-assessing to increase future performance.	• Students are asked to use various reflection tools to increase meta-cognition to determine how they do what they do • Students document performance, and explore ways to improve that performance
Social Orientation	Students are expected to be able to do the math on their own so they can stand on their own two feet when it comes to future challenges.	Students are part of a learning community and experience extensive cooperative learning where students often engage in mathematical learning with others so they can teach each other.	• Students are placed in cooperative learning teams using rotating roles to grow all aspects of learner performance • Students are part of a learning community where all students support and assess each other to help each other grow and succeed
Transparency	The students spend a lot of their time doing homework problems alone and also take midterm and final exams without anyone observing their mathematical performance.	Students spend their time doing learning activities, faculty facilitating and assessing the teams' learning performance and, during closure, teams are presenting and assessing each other's work.	• Students perform their critical thinking within teams so that everyone can help elevate their mathematical thinking and reasoning • Board work is essentially done by the students and not the instructor

Mathematics Learning Process Relationship to the Learning Process Methodology

Mathematics learning is a way of being for mathematical thinkers who use it to build new mathematical understandings and ways of applying mathematics to create more meaning for themselves and for the world. Mathematics learning involves the manipulation of mathematical objects, mathematical statements, different forms of representations and is a precise way of thinking to establish for oneself and the world a consistency of meaning. Mathematics learning process uses the scholarship on Learning Process Methodology (LPM), which has a long history in Process Education literature (Apple, Ellis, Hintze, 2016) and can be reviewed in Table 5.

Table 5. Learning Process Methodology (LPM)

Step		Explanation
Stage 1: Preparing to Learn		
1	Why	Identify and explain your reasons for learning.
2	Orientation	Develop a systematic overview of what is to be learned.
3	Prerequisites	Identify necessary skills and background knowledge needed to perform the learning.
4	Learning Objectives	Set appropriate goals and objectives for the learning activity.
5	Performance Criteria	Determine specific desired outcomes used to measure and gauge performance.
6	Vocabulary	Identify and learn key terminology.
7	Information	Collect, read, and study appropriate resources.
Stage 2: Performing a Learning Activity		
8	Planning	Develop a plan of action to meet the performance criteria.
9	Using Models	Study and review examples that assist in meeting the learning objectives and performance criteria
10	Critical Thinking	Pose and answer questions that stimulate thought and promote understanding.
11	Transferring/Applying	Transfer knowledge to different contexts; apply knowledge in new situations.
12	Problem Solving	Use knowledge in problem-solving situations.
Stage 3: Assessing and Building New Knowledge		
13	Self-assessment	Assess use of the learning process and mastery of the material learned.
14	Research	Create and develop knowledge that is new and unique.

Mathematics Learning Process

With 20 years of experience publishing Process Education and POGIL activity books, the Pacific Crest publishing manager, authors, and professional development staff have constantly been advancing its interpretation of the Learning Process Methodology (LPM) in supporting STEM learning process and especially the mathematical learning process. Wade Ellis, the Pacific Crest math editor, revised the LPM authoring guidelines while leading the development of the latest two books: *Foundations of Algebra* (Ellis, Teeguarden, and Apple, 2013) and *Quantitative Reasoning and Problem Solving* (Ellis, Apple, Watts, Hintze, Teeguarden, Cappetta, and Burke, 2014). These revised guidelines were used to contextualize the learning process for mathematics in the first chapter of the *QRPS* book which we titled

Learning to Learn Math. We used this experience, these guidelines and the research presented in our latest papers on Learning to Learn: Improving Learning Performance (Apple & Ellis, 2015) and Key Learner Characteristics for Academic Success (Apple, Duncan & Ellis, 2016) to create the Mathematics Learning Process Methodology (Figure 2). These 15 steps of the Mathematics Learning Process have evolved from the 14 steps of the Learning Process Methodology (Table 4). This methodology takes on three perspectives - the designer of math activities, the facilitator of math learning experiences and that of the learner constructing their mathematical knowledge.

Figure 2. Mathematics Learning Process (From 3 *Perspectives - Designer, Facilitator & Learner) "with Mapping to the Learning Proces*s Methodology Provided"

Step 1: Purpose (*LPM Step 1: why*)

a. What is going to be learned?
b. Why is this knowledge important to the big picture of the course/discipline?
c. How does this knowledge connect with other related knowledge? (*LPM Step 2: orientation*)
d. Why is this knowledge relevant to the learner's life?

Step 2: What do we do to approach this learning (essential core) like a mathematician with the discovery and creativity to make it interesting, intriguing, and fun? (i.e., play with the mathematics)

a. Find an interesting context relevant to the learner(s) (Who Gives Darn?) (Step 1 LPM)
b. Make it discovery oriented - (Step 2 LPM: orientation)
c. Add creativity and new insights to the discoveries
d. Engage in learning that mirrors the mathematical mindset

Step 3: Expectations for the learning performance (*LPM Step 4: learning objectives and LPM Step 5: performance criteria)*

a. What are the learning objectives?
b. What are the expected performances, and associated tasks, that the learner must be able to do by the end of the learning experience?
c. What are the specific performance criteria that are going to be used for measuring the quality of this performance?
d. The description of the expected level of performance should allow the learner or facilitator to determine the degree of success.

Step 4: What do you already know? (*LPM Step 3: pre-requisites*)

a. What previous life experiences can you bring forward to this new learning?
b. What previous knowledge of prior courses can you take advantage of?
c. What can you bring forward from the discovery exercise?
d. What can you look forward to in the current reading that you can utilize?

e. What you can look for and analyze in the presented models?

Step 5: Required mathematical language (the precision of its terminology, symbolic representations and mathematical notation) (*LPM Step 6: Vocabulary*)

a. Identify previous mathematical language that is going to be used
b. Introduce new symbolic representations and language equivalents
c. Introduce new associated tool(s) and mathematical notations/conventions
d. Introduce the terminology for each of the new mathematical ideas/concepts

Step 6: Information needed before (reading assignment) and during the learning experience (*LPM Step 7: Information*)

a. Describes briefly the key concepts and big ideas
b. Identifies valuable internet sites or books for exploring and reading
c. Provides unique resources and expertise for the learning
    - Methodologies
        - Steps with discussion
        - Worked out example(s)
        - Opportunity for learner to try out their own example
    - Heuristic tables
    - Common Errors
    - Visuals and diagrams representing unique perspective

Step 7: Learning resources (LPM Step 7 - Information and Resources)

- Data sets
- Software tools
- Learning Objects
- Simulations
- Manipulatives

Step 8: Are you Ready? (*LPM Step 8: Plan*)

a. Validate what is known after performing Mathematics Learning Process Steps 1 -6
b. Document this learning with answers to Exploratory Questions and/or reading quiz
c. Document what is not known with a set of questions ready to be investigated in class
d. Identify the key learning challenges contained within this knowledge
e. Planning how the learner will meet the challenges - putting together a plan with specific steps

Step 9: Classroom activity

a. Summarize and review Steps 1 - 7 of the LPM
    - Why (step 1 of LPM)
    - Learning Objectives (Step 4 of LPM)

- Performance and Criteria (Step 5 of LPM)
- Critical Information for the activity (Step 7 of LPM)

b. Plan (Step 8 - LPM) - connects pre-activity of the experience to the classroom experience, including specific tasks such as sub-activities to increase understanding related to Critical Thinking Questions - (located in d)
c. Models (Step 9 of LPM)
d. Critical Thinking Questions (CTQ) (Step 10 of LPM)

Step 10: Demonstrate Your Understanding (Step 11 of LPM)

- Start with familiar context
- Move into a less familiar context
- Challenge learner to transfer to an unfamiliar context
- Limit the additional challenges to 3 with the focus on generalizing

Step 11: Hardest Problem - Generalizing the knowledge (continuance of Step 11 of LPM)

a. Identify the variations that can be included in the problem that would complicate solving it
b. Create a problem that challenges all these dimensions
c. Think through to make sure that you can address all the dimensions even when they change
d. Test the boundary conditions for validity
e. Explore possible and appropriate contexts for use of this knowledge based upon valid contextual prompts, issues and boundaries

Step 12: Making it Matter - Problem Solving (Step 12 of LPM)

a. Explore situations that require the use of this knowledge along with previous knowledge
b. Pick contexts or situations that are meaningful for the learner
c. Set the level of challenge presented in the problem to require the use of the problem solving methodology but not so difficult that it would require research process
d. Learner must identify meaningful contexts so they can own and solve relevant problems
e. Focus on Step 9 of PSM to see how these problem solutions can be reused in new situations

Step 13: Identify and Correct the Errors (Step 13 of LPM - a focus on content)

a. Assess the learning - knowing you know what you know
b. Shift from nearly clear to crystal clear by finding out others' errors in thinking
c. Validate learning by using at least one validation technique

Step 14: Learning to Learn Mathematics (step 13 of LPM - focus on discipline process)

a. Target areas of mathematical learning to reflect on
b. Explore the way of being of a Mathematician connected with the content
c. Identify ways to help the growth of the learner, i.e., improving learning skills

Step 15: Assess Learning Performance (step 13 of LPM - focus on Mathematics Learning Process)

- Use the target of the learning challenge (Performance and Criteria) for self-assessment of effectiveness and efficiency of learning performance
- Recognize strengths produced and how they were produced
- Identify improvements with specific action plans
- Develop new understanding about learning process and learning performance

Mathematical Learner Capacity

Mathematical Learning Capacity (the internal capacity of the learner) is the set of processes, learning skills and dispositions of the learner required during the interpretation, learning, or use of mathematics. The ability to engage in the quantitative work of others, construct generalized transferable mathematical knowledge, or effectively solve quantitative problems, these are essential traits that all productive professionals should possess. Since mathematical learning is a specific type of learning, it shares the same general learning process characteristics derived from learning theory as do all disciplines. Therefore, we can advance students' mathematical learning by leveraging learning theory to address the special attributes associated with learning in mathematics. In addition to the mathematics learning process, the depositions of the mathematical professional (see profile of Mathematics Graduate - Appendix B), which includes characteristics like validating one's work, identifying issues, modeling situations are also important in problem solving.

The Profile of a Quality Mathematical Collegiate Learner (PQMCL) was constructed using a very small change in the Profile of a Quality Collegiate Learner (PQCL) as its foundation (Apple, Duncan & Ellis, 2016). Initially, several mathematics educators were asked to identify which of the 50 PQCL learner characteristics could be omitted without impacting performance in learning mathematics; they consistently found that all were essential thus not a single one could be omitted. Therefore, we concluded that the PQMCL would just be an extension of the PQCL with a slight restructuring of the PQCL (see Appendix C) .

The identification of the additional learner characteristics included in the PQMCL was triggered by the analysis of four different projects:

1) Creation of a Profile of a Mathematics Graduate (Appendix B) produced by the Mathematics Department at SUNY Buffalo State in 2013 - it was used to produce a framework for the PQMCL extension and contributed over half of the specific 28 learner characteristics;
2) An unpublished analytical rubric (Appendix D) was created in 2000 to be used to assess and improve mathematical learning performance - this contributed five learner characteristics;

3) Determining what are the key risk factors associated with learning mathematics - this contributed two learner characteristics;
4) The Engineering and Chemistry education communities are producing similar research on extending the PQCL for their disciplines - two more learner characteristics were added.

Finally, stepping back and reviewing years of observing and describing the mindset of mathematicians, another learner characteristic was added: [mathematicians] Enjoy Productive Struggle. The extension of the PQMCL, its learner characteristics and their descriptions are presented in Table 6.

Measuring Mathematical Learner Capacity

Process Education research in the areas of theory of performance, performance criteria and performance measures (Apple, Ellis & Hintze, 2016) has led to the idea that learner capacity can be defined (PQMCL) and measured. The performance measure for PQMCL builds upon the unpublished scholarship of the performance measure for a QCL (Appendix C) and then is expanded to incorporate the additional 28 learner characteristics located in Table 6 and this expanded measure is presented in Table 7.

Conclusions

The research based on recovery courses (http://pcrest.com/recovery/) for 1st year students who are being academically dismissed has reinforced the literature around STEM attrition (Chen, 2013), that is the math courses being a critical barrier to student academic success. The STEM attrition report found that 40% of the 2,000,000 STEM declared majors in 2004/2005 cohort did not receive collegiate math credit during their first year, which implied that while most students took a math course, they did not pass it. A Learning to Learn Math intervention with all students who fail a math course could significantly advance this research. This effort would illustrate how you can transform the current situation where most students don't recover to complete their math sequence (56% attrition of the declared STEM majors) to a situation where most students do recover to complete their math sequence. The STEM pipeline would vastly improve with this one meaningful intervention - Learning to Learn Mathematics. Over the next few years we will be advancing the professional development for teaching Learning to Learn, building curriculum focusing on a Learning to Learn Math Recovery course as well as and a co-requisite math course, implementing Learning to Learn Math Recovery Camps, measuring the growth in math learner capacity of these students and collecting research data on how these learners perform in future math courses.

Table 6. Profile of A Quality Mathematical Collegiate Learner Extension

Mathematical Mindset	
Skeptical	Thoroughly checks validity of newly presented material using mathematical and logical tools
Precise	Meticulous; rechecks thinking; selects best phrasing and notation; seeks maximal accuracy
Productive struggle	Loves uncovering solutions to impossible barriers through exhaustive reflective thought
Self-reliant	Performs complex mathematical tasks without assistance relying on their own thinking process
Mathematical Reasoning	
Makes conjectures	Induces generalizations that can be tested; seeks to organize knowledge into structures
Counter examples	Tests new conjectures or generalizations to see if they can stand up to refuting examples
Logical	Tests validity of ideas, conjectures, proofs, or constructions against rules of inference
Rules out paths	Identifies non-productive paths or approaches quickly
Mathematical Thinking	
Abstract	Moves nimbly from concrete to symbolic; facile with complex notation, statements & structures
Visualize	Skilled using pictures, diagrams, and graphs to explore mathematical ideas, structures, or models
Representations	Explores mathematics ideas using numerical, graphical, verbal, symbolic, or other representations
Makes connections	Finds the relationships between existing and newly constructed concepts or areas of knowledge
Mathematical Modeling	
Builds models	Develops concise mathematical relationships that quantitatively describe real-world phenomena
Tool usage	Identifies tools to improve mathematical efficiency and quickly becomes adept using them
Innovates	Constructs novel approaches by refining existing pathways, synthesizing or developing new ones
Interprets data	Utilizes number sense and facility with structures to transform, analyze, and present data
Mathematical Learning	
Interprets notation	Quickly understands and works with unfamiliar symbolic formats and supporting conventions
Uses examples	Selects cases to build conceptual understanding that elucidate distinctions and generalizations
Thinks analytically	Parses situations into their essentials to reveal clarity in the details being examined
Transfers knowledge	Applies mathematical meaning to areas where it had not previously been applied
Mathematical Problem Solving	
Defines problems	Envisions and frames situations leading to clarity in understanding what needs to be resolved
Identifies key issues	Determines key questions in complex situations or problems that need to be tackled
Reuses solutions	Employs tried and true methods - or extends them as needed - to solve problems
Notices Assumptions	Recognizes critical suppositions that validity of eventual solutions will depend on
Communicating Mathematically	
Uses math language	Properly employs formal mathematical terms, phrases and notation fluently
Translates	Transforms mathematical symbols and terminology into simple, easily-understood language
Teaches	Clarifies the mathematics to help others increase their understanding of potential implications
Thinks quickly	Alacrity with involved computations, complex inquiries, & responding to unexpected challenges

Table 7. Measuring Mathematics Collegiate Learners' Performance

Math learner characteristic	**Trained: survival learners**	**Learned: need-based learners**	**Learners: contained learners**	**Enhanced Learners: professional**	**Self-growers: pioneer learners**
Mindset	**As taught**	**When prompted**	**When useful**	**Conscious integration**	**Intrinsic integration**
Skeptical	Often accepting	Accepts experts	Questions inexperienced	Until fully convinced	Questions even self
Precise	Lay-level accuracy	Somewhat accurate	Working-level accuracy	Polished accurate work	Removes ambiguities
Productive struggle	Easy solutions	Known approaches	When In expertise area	When gain is great	Process 1st, results 2nd
Self-reliant	Minimally	In simple practice	In areas of confidence	In areas of responsibility	When others have failed
Reasoning	**One-step arguments**	**Basic arguments**	**Complex arguments**	**Proves theorems**	**Creates mathematics**
Makes conjectures	When forced to	In areas of interest	In area of expertise	All daily life challenges	Ground-breaking areas
Counter examples	When pointed out	Detects weak premises	Most issues challenged	Rarely fail to find	Challenges conventions
Logical	Frequent logic errors	No basic logical errors	Errors in intricate cases	Very rarely makes errors	Sees errors others miss
Rules out paths	Sees when pointed out	Sees obvious dead ends	Sees common dead ends	Sees most dead ends	Sees unseen dead ends
Thinking	**Memorizes**	**Follows explanations**	**Analyzes**	**Elevates Understanding**	**Integrates expertise**
Abstract	Needs concrete cases	For basic abstractions	When needed to think	To enhance thinking	Develops abstractions
Visualize	When obvious	Sees object in context	Sees object & contexts	Sees changing context	Paints pictures for all
Representations	The one and only	Illustrated alternatives	When confused	To increase richness	Continually varies
Makes connections	Only if fully elucidated	Obvious ones	Many connections made	Develops concept maps	Multi-level and visionary
Modeling	**Concrete only**	**Uses other's models**	**Develops basic models**	**Advancing models**	**Develops new models**
Builds models	Only uses tangible	Uses diagrams & images	Builds math models	Applicable new models	Innovative new models
Tool usage	Tool use w/ guidance	Common-use tools	Recommended tools	Comprehensive tool set	Extends, develops tools
Innovates	If nothing else works	In areas of keen interest	In professional expertise	When productivity stalls	Continuously
Interprets data	When essential	In commonly seen cases	To answer inquiries	To give insights	To broaden perspective
Learning	**Regurgitate as given**	**Can explain basics**	**Can teach others**	**Can generalize**	**Expertise and extension**
Interprets notation	Only after explained	As used commonly	Across most math fields	In new situations	Creates new notation
Uses examples	Uses when explained	Readily available	Creates simple examples	Plays with & modifies	Develops to test bounds
Thinks analytically	Sees obvious, if shown	Some distinctions	Sees details	Can explain details	Sees how to extend
Transfers knowledge	To same case	To cases practiced	To analogous cases	To new applications	To widely-varied cases
Problem Solving	**Formulaic problems**	**Complex exercises**	**Uses PS methodology**	**Real world problems**	**W/in & interdisciplinary**
Identifies problems	If others point it out	In area of concern	In common situations	Reveals target	Gain consensus
Identifies key issues	The most obvious	Many key	Most key	Ranked list	Includes unforeseen
Reuse Solutions	Mostly one time use	Very frequent problems	Most common problems	For most sub-solutions	Generalizes solution
Notices Assumptions	Perhaps, if challenged	Critical ones	Most used	For perceived use	For future uses also
Communication	**Often vague**	**Basic math language**	**Translates for audience**	**Explain math reasoning**	**Educates audience**
Vocabulary builder	Only if needed	Functional usage	Versed	To share ideas	To develop ideas
Translator	Struggles to be clear	Not always understood	Makes basics clear	Clarifies all details	Clarifies big picture
Teacher	Re-explains basics	Teaches as taught	Develops understanding	Develops math learners	Develops self-growers
Quick-thinking	Struggles with basics	In scripted situations	In expertise areas only	In professional discourse	In any situation

Appendix B (No Appendix A, yet)

Profile of Buffalo State Mathematics Graduate

Our Math Graduates are:

Thinkers	They are reflective explorers of ideas for the purpose of discovery, understanding, and validation of mathematical thought
As ***thinkers***, they...	
Interpret meaning	*Seek to understand individual concepts before linking them to other concepts so they understand the bigger picture*
Make new connections	*See the link between pieces of knowledge (existing or newly constructed) and how they are related*
Use multiple approaches	*Can hold alternative and multiple perspectives, whether representations, structures, verbal descriptions, or logical approaches*
Visualize	*See and use images including drawing pictures, diagrams, schematic, etc., as a way to explore and understand mathematical ideas*
Are precise	*Appreciate exactness and strive to be error-free in thought, word usage, details, and notation*
Are metacognitive	*Are aware of their own thinking about mathematics*
Are comfortable with abstraction	*Move nimbly from the concrete to symbolic, using advanced objects, expanded statement structures, and increasing complexity of notation*

Communicators	They are reflective explorers of ideas for the purpose of discovery, understanding, and validation of mathematical thought
As ***communicators***, they...	
Translate	*Translate between symbolic mathematical language and mathematical English, especially with respect to quantifiers and modifiers*
Write clearly	*Articulate mathematical ideas in clear and precise writing*
Converse mathematically	*Successfully articulate mathematical ideas in interactive discussions*
Teach	*Help others learn through intelligibly explaining mathematical concepts*
Think on their feet	*Facilely and adeptly dealwith unexpected questions and lines of inquiry*
Listen actively	*Comprehend and understand what another says, effectively checking perceptions*

Problem Solvers	They state problems clearly, and identify issues and assumptions, transfering mathematical knowledge and models to produce validated solutions
As ***problem solvers***, they...	
Identify assumptions	*Identify critical assumptions that solutions or processes depend on and test to ensure that assumptions are valid*
Identify and define problems	*See the gap between what is known and what needs to be known and precisely state the criteria of a the desired problem solution*
Persevere	*Display commitment to solving problems despite obstacles, frustrations, and setbacks*
Accept failure	*Use failure as a pathway to success by analyzing, assessing, and tracking errors*
Are tenacious	*Aggressively attack problems with purpose, intensity, focus, and patience*
Identify key issues	*Identify, through inquiry, significant aspects of complex situations or ill-posed problems*

Learners	They effectively read, critically think and speak, contextualize, generalize and look for new ways of putting this knowledge into practice
As ***learners***, they...	
Read mathematically	*Have a set of practical methods for analyzing a mathematical textbook or paper by using the models, inquiry, summaries, and a glossary to increase understanding*
Take risks	*Are willing to expose their performance in learning, thinking, and problem solving by working in front of and with others*
Inquire	*Ask effective and enriching questions for in a given context to facilitate understanding*
Think analytically	*Can see the details and reasons for the similarities and the differences in mathematical structures, ideas, and language*
Are self-directed	*Are willing to struggle alone to challenge their own abilities in producing a level of learning that often is assisted by others*
Generalize	*Can take a specific piece of mathematical knowledge, identify the range of pertinent issues, and then create and solve a complex problem key to that mathematical knowledge, thus ensuring transfer of learning across contexts*

Reasoners	They appreciate the beauty of and enjoy the ability to construct mathematical arguments
As ***reasoners***, they...	
Make conjectures	*Use inductive reasoning through predictions, pattern recognition, and hypothesizing*
Find counter examples	*Know how to find examples that allow for the refutation of conjecture and when they are salient*
Create and use proofs and derivations	*Use proofs to extend mathematical knowledge and understanding*
Proceed logically	*Can justify why an idea, proof or construction is true, valid, or applicable; can determine implication and entailment for and of information*
Identify dead ends	*Identify boundaries to process and logic so that time is not spent ineffectively*
Reuse previous mathematics knowledge	*Are aware of the existing content of mathematical theory and pratice so that time is not spent "reinventing the wheel"*

Modelers

They can size up real-life situations, simplify them, translate them to mathematical models, analyze the results and apply for benefit of others

As ***modelers***, they...

Build models	*Translate real world phenomena into mathematics*
Analyze models	*Describe important relationships mathematically*
Use creativity	*Innovate when existing patterns or schema don't work*
Gain and transfer knowledge	*Recognize in context both what needs to be learned before proceeding (knowledge to be gained) as well as what is already known (knowledge to be transfered)*
Collaborate	*Understand that helping others is a successful strategy for increasing one's own learning*
Simplify	*Identify what is important in a complex context and reframe problems, solutions, and information, accordingly*
Integrate and reuse	*See in past experiences a variety of items such as sub-models, tools, and results that can be effectively integrated into new modeling challenges*

Experts

They convince others about their passion, comprehensiveness, depth, experience and continual learning.

As ***experts***, they...

Know the big ideas	*Can teach others the foundational base of mathematics: key theorems, number systems, set theory, operations, etc.*
See the connections of the big ideas	*Appreciate how the major topics of mathematics are related and can see these connections in context*
Love mathematics	*Are interested in, seek out, like to use, and are playful with new areas of mathematics, research, and life applications*
Consult	*Can connect and transfer mathematics to other disciplines, using mathematical thinking to illuminate real-world contexts*
Know and use mathematical language	*Proficiently use the vocabulary, symbols, notation, structures, and conventions of mathematics to produce and understand mathematical statements*

Tool Users

They are capable of integrating the appropriate selection and use of tools to improve mathematical performance

As ***tool users***, they...

Analyze tools	*Clearly identify the functions, features, and critical limitations of tools*
Select tools	*Identify the most appropriate tools for a given situation based upon clear criteria*
Understand tools	*Ensure that the mathematics of the tool are performed correctly*
Use tools effectively	*Represent the mathematics accurately within the designed structure and limitations of the tool*
Validate results	*Examine results where the probability of correctness approaches 100%*

Professionals	**They consciously and consistently use the methods and values of mathematics**
As ***professionals***, they...	
Claim an identity	*Think, act, and self-identify as mathematicians*
Employ conventions	*Use the standards, conventions, and values for doing mathematics*
Are self-confident	*Believe in themselves and are eager to take on new challenges*
Engage in self-assessment	*Want to continually to improve their abilities in mathematics and do so by self-assessing in all areas in order to grow professional performance*
Show respect for others	*Appreciate that mathematical skill is one of many skills and that regardless of an individual's selected discipline, others always have something to teach us*
Are accountable	*Are willing to commit to and follow through on formal and informal obligations in a timely manner*

Appendix C: Performance Measure for a Collegiate Learner (Work in Progress)

Description

Collegiate learners are master learners who are focused, highly motivated, responsible, and take ownership of their own learning process. They are committed to their success towards their life vision through hard work, persistence, and self-efficacy. They seek challenges to work on self-growth by taking risks to get outside their comfort zone, embracing failures, seeking feedback and using self-assessment. In each of their efforts they are prepared, actively engage, and collaborate within and outside learning experiences by communicating, asking questions, thinking critically and sharing insights publicly and in writing. They effectively plan to manage their time and resources and are disciplined in carrying out their plans. They are positive and intellectually curious, supporting others in team learning. They apply their learning in new contexts by using higher order thinking to contextualize and generalize their knowledge to solve complex problems.

Dimensions

Collegiate Learners are:

Master Learners: Who take ownership for their learning by identifying its purpose, objectives, and performance criteria, analyze information and models by asking critical questions, synthesizes meaning, elevate understanding, explore and apply this advanced understanding to multiple contexts, and finally through meta-cognition generalize this knowledge to any context.

Self-Development Oriented (Growth Mindset): Who have developed a strong belief in their current capacity and with this develop a very positive and open-minded attitude towards increasing future capacity, and with feedback from others, consistent reflection and self-assessment improves their future capacity.

Academically Oriented (Have a Academic Mindset): Who established and documented academic and life goals aligned to their life vision and consistently use resources to clarify expectations and understanding through formulating effective inquiry questions.

Academically Productive: by coming prepared to each performance and getting organized, initiating action by putting themselves fully into the challenge and keeping focused on what needs to happen.

Learning Process Oriented: who study, analyze, improve their use of methodologies for information processing, reading, writing, problem solving, and reflecting to keep improving their performance in these critical process areas that support the learning process.

Versed in Learning Strategies: that start with effective learning plans, assertion of themselves into the middle of the learning opportunity, and through collaboration of others and hard work continue the learning till the planned outcomes are self-validated.

Outside their Comfort Zone: by taking risks, embracing failure as a frequent and productive road to success, leveraging these failures for growth, and with balance and wellness have the strength to persist till this success and growth are realized thus are willing to self-challenge themselves even more outside the comfort zone.

Emotionally Intelligent: and adapt effectively to new situations, manage their frustrations and anxiety, manage their time productively, prioritize by do important things first, and when road blocks prevent progress ask for help.

Socially Integrated: who are well connected, partnering with diverse people, performing team roles effectively, conversing, listening actively and speaking out publicly.

Professionals: who are disciplined in following their plans, motivated by their passion to make a difference, confident in their actions, thus taking the responsibility to succeed by their extensive commitment to exceed internal and external expectations.

Holistic Rubric - Measuring the Level of Quality of Collegiate Learner

Self-growers (Pioneer Learners)

1. are consistently improving performance daily with every experience by constantly learning and elevating knowledge.
2. love colleges and all they represent, participate in as many of its challenges, and thrive in pursuit and sharing of new knowledge.
3. have modified methodologies for stronger performance and developed an extensive learners' tool set which improves weekly.
4. will always seek challenges outside their comfort zone because its growth potential and their grit exceeds the challenge.
5. are integrated into multiple prominent roles in society and are viewed by others as professionals most desirable to work with.

Enhanced Learners (Professional Learners)

1. value growth and uses criteria & self-assessment for growth and seeks out new knowledge to advance performance.
2. want what colleges provide, revisit often for more learning opportunities and are energized in these experiences.
3. internalized the use of methodologies to build meta-cognition and advance learning practices continually.
4. will step outside their comfort zone when risk-rewards look favorable and can overcome many of unplanned obstacles/failures.
5. have an extensive network and work effectively in ways that others enjoy the experience and seek additional collaborations.

Life-Long Learners (Contained Learners)

1. are willing to be mentored to improve in key performances and actively pursue new knowledge to advance skills.
2. value the knowledge in their areas of expertise and will do what learning situations require of them to produce understanding.
3. keep working on the use of methodologies to improve performance and add tools/techniques to increase rate of learning.
4. will get outside their comfort zone when mentors challenge them and are willing to strengthen their emotional responses.
5. enjoy the opportunity to work with others and contribute and can be depended upon to do what they need to do.

Learned Individuals (Need-based Learners)

1. want to perform well in areas of expertise and seek experts to help direct what other learning is required.
2. know the basic rules of how to play the academic game and will do what they need to do to play the game well.
3. have analyzed each learning process methodology and have acquired effective learning practices to support use.
4. will accept challenges greater than current ability given support especially someone to work through issues/affective problems.
5. accept the requirements of engaging with others and will produce enough quality that others don't avoid future interactions.

Trained Individuals (Survival Learners)

1. do things in that they have practiced, take feedback of how to do better, and need to be taught how to do new things.
2. are basically interested in the results and not the means of education and will do the minimum to obtain the credentials.
3. memorize methodologies to rigidly use processes and have high school conditioned practices that limit learning.
4. feel overwhelmed when they are outside their comfort zone and often shut down before building skills to become comfortable.
5. are limited in how they relate with others and seldom are seen as a person you can really count on not to let you down.

Analytical Rubric for Measuring Level of a Quality Collegiate Learner

Learner Characteristics	*Trained (Survival Learners)*	*Learned (Need Based Learners)*	*Learners (Contained Learners)*	*Enhanced Learners (Professional)*	*Self-growers (Pioneer Learners)*
Growth Mindset	**Fixed/Victim**	**Pre-ordained**	**Seeks mentors**	**Is being mentored**	**Seeks growth all the time**
Open-mindedness	Limited	Too-easily influenced	Within constraints	Seeks diversity	Synthesizes diversities
Positivity	Occasionally	In interest area	In expertise area	To improve	In all pursuit areas
Open to feedback	If affirming	When necessary	If helpful	After each performance	Continuous
Self-assessor	Limited effectiveness	If required	If really important	Regular & structured	Continuous
Self-efficacious	Defeatist	Insecure	Some confidence	Confident in abilities	Confident creativeness
Master Learner	**Repeats only**	**Basic techniques**	**Basic structures**	**Comprehensive**	**Creates knowledge**
Learning pursuit	Teacher-centered	Knowledge-focused	Understanding focus	To improve & refine	For learning's sake
Critical Thinker	Memorizes	Sees connections	Knowledge construct	Tests boundaries	Challenges thinking
Contextualizes	In limited areas	In areas of interest	Multiple areas	Across broad areas	In all possible areas
Generalizes	When explained	Limited skill	Developing skill	Across discipline	Interdisciplinary
Meta-cognition	Can't understand	Somewhat curious	Developing interest	Comprehensive	Teaches how & why
Academic goal	**Certificate seeking**	**Degree seeking**	**Foundational**	**Professional**	**Intellectual leader**
Life Vision	Day to Day	Extends as needed	Manage job & family	Develops work team	Transforms others
Goal settings	For today	Annually	Life goals	Evolving goals	Aspirational goals
Inquisitiveness	Immediate need	In areas of interest	Timely questions	Extends boundaries	Explores new areas
Sets expectations	When failing	When rewarded	When important	To perform soundly	Raises for stakeholders
Resource use	Sporadic	Uses given resources	Standard resources	Full resource array	Finds new resources
Productivity	**Gets by**	**Minimal effort**	**Gets the job done**	**Solid performer**	**Superb performer**
Engagement %	10% - 20%	20% - 40%	40% - 60%	60% - 80%	80% - 100%
Focused	Occasionally	Sometimes	Often	Always job ready	All of the time
Preparedness	Wings it	The basics	Adequate	Performs ably	Top of their game
Organized	Disorganized	Minimal structure	Adequate structure	Fully sound structure	Systemized structure
Self-starter	Not self starting	Starts when directed	Starts on permission	Starts when needed	Always pursues results
Learning Process	**Memorizes rules**	**Uses the guide**	**Foundational**	**Internalized**	**Advances the process**
Information	What is given	Standard resources	Necessary resources	Full resource array	Novel resources
Reading skills	Memorizes facts	Gets key ideas	Puts into context	At boundary level	Transfers ideas
Writing skills	Information only	Restates ideas	Elucidates meaning	Extends meaning	Creates new ideas
Problem-solving	Let others solve it	Uses routine approach	Solves w originality	Optimize/generalize	Solving consultant
Reflector	In moment only	As problems arise	When clarity fades	To incr productivity	To fully comprehend

Learning Strategies	**No strategy**	**Directed**	**Seeks foundation**	**Fully-developed**	**Continues to expand**
Planning	Takes direction	Rough plan	Basic plans	Revise plan/vision	Masterful plan/vision
Works Hard	When supervised	To get by	Within set hours	Gets projects done	New pursuit energy
Collaborative	Self-interest	As directed	Works for team	To produce more	Helps others produce
Validates	Lets other do it	When essential	Before submitting	Regularly	Continually checks
Assertive	Learned not to	When asked	When skilled/confident	To keep on track	Where most effective
Comfort zone	**Needs comfort**	**When forced**	**When challenged**	**Challenges others**	**Seeks challenge**
Self-challenges	Avoid challenges	When supported	Within expertise area	Expands avenues	To continually grow
Takes Risks	When threatened	If sure success	Key accomplishments	To stay in front	Advance self & others
Leverages Failures	Blames others	Accept results	Identifies failure causes	New action plan	New growth plan
Persists	Infrequently	If encouraged	To avoid big failure	Always	If paradigm falters
Balance / Wellness	Self-destructive	Self-indulgent	Fulfills basic needs	Optimizes	Builds endurance
EQ	**Overly Reactive**	**Hurt easily**	**Accepts and discusses**	**Positive response**	**Manages interactions**
Manages Time	Overwhelmed	For essentials	Basic plans	Detailed plans	Optimal productivity
Prioritizes	Does what asked	Focused on easy	Current stated goals	To meet outcomes	Continually adjusts
Asks for Help	Rarely	When prompted	Only when positive	Maintain work flow	Widen understanding
Adapts	If no other option	If it will work	When it makes sense	To improve	Continually
Manages Frustration	Withdraws	Takes a time out	Changes something	Analyze & improve	Guides understanding
Social integration	**Limited**	**Small Circle**	**Multiple communities**	**Plays key role(s)**	**Community leader**
Connected	A few close friends	Several contexts	Networks	Involves others	Networks with leaders
Team player	Reluctant to join	Plays a few roles	Adapts to new roles	Synergistic in roles	Any role effectively
Communicator	Selective	Basic	To learn & inform	Active: listen/speak	Send & receive ideas
Seeks Diversity	Only similar culture	Tolerate cultures	Seeks new perspectives	Engages cultures	Cross-cultural
Speaks publicly	Under duress	Rarely	Part of normal roles	To manage team	To propagate ideas
Professional	**Needs supervision**	**Follows direction**	**Fulfills expectation**	**Make & meet goal**	**Raises performance**
Self-motivated	Needs motivation	In interest area	Has areas of passion	Energized & ready	Marshalls engagement
Self-confident	When practiced	Builds on success	Within profession	W/ new challenges	Creates challenges
Committed to Success	Not committed	If directed	In selected areas	Responsible always	Throughout processes
Responsible	If things go well	For small tasks	Meets basic outcomes	Generates success	Even w/ constraints
Disciplined	When observed	When being paid	To meet deadlines	To add productivity	Whatever is necessary

Appendix D. Analytical Assessment Rubric for Learning Mathematics developed in 2000

Performance Criteria	*Score*	*Strengths*	*Areas for Improvements*	*Insights*
Activating prior knowledge Inventorying appropriate prior knowledge Identifying deficient mastery of prior knowledge Transferring prior knowledge Extending prior knowledge for use Synthesizing prior knowledge (making connections)				
Interpreting notation Parsing a statement Defining the meaning of a symbol Sequencing symbols Applying rules Appropriate bookkeeping				
Vocabulary Development Identified key words Obtaining formal definition Recognizing meaning Strength of rephrasing				
Analyzing Models/Examples Locating important examples or models Separating concept from context Inventorying what is important Analyzing similarities with prior knowledge Analyzing differences from prior knowledge				
Appropriateness of Tools Used Tools matched to models Proficiency with tools Best tools used Cost of tool usage Accessibility to tools				
Constructing a conceptual model Inventorying key components Includes top relationships Identifying top issues in constructing meaning Testing understanding at the boundaries Identify model's dependency on prior knowledge				
Assessing Understanding Total time to complete Appropriate time for each step Flow between steps Looping back when required Not jumping ahead				
Articulation of the knowledge Conciseness Clarity All issues addressed Learning process documented Assessment of understanding				
Applying the knowledge Understanding the limits Applied to 3 new situations Contextualizing the knowledge Expand the assumptions tested Concretizing the knowledge				
Problem Solving Knowledge used appropriately Strong links to other knowledge Can apply to any contexts Seeks other problems Refines knowledge				

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Executive Committee Agenda Item

SUBJECT: ASCCC Service-Training Requirement		Month: December	Year: 2017
		Item No: V. H.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will discuss and clarify the ASCCC Service – Training Requirement	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Virginia May/Lorraine Slattery-Farrell	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The following email went out to some Committee Chairs on Tuesday, October 31:

> Hello xxx,
>
> Would you please remind the xxx Committee faculty members that they need to complete the ASCCC Service training for their appointments to this group? The only faculty members of the xxx Committee who have completed the course and certification are xxx.
> For your convenience, the link to the course is here<https://linkprotect.cudasvc.com/url?a=https://ccconlineed.instructure.com/enroll/DFM4WE&c=E,1,XAUorogRpn7NpdAf3WmzTyIQwMmOI9qE5tDHlL2YmwK4xeU0rvnofTOgWvbgqcR5jop9GiZgxKae1lEMMSfPg0K3xAkN13lk3JVHX3_4iF4DIC8N64_4rg,,&typo=1>. Please remind those who have not completed the course and certification to have this completed no later than one week from the date of this notice.
> Please let me know if you have any questions.

The following email to committee members was sent on November 8:

> Hello xxx,
>
> Just a friendly reminder regarding your appointment to the xxx Committee and the required ASCCC Service Course. Please access the course via the link provided in the email below,
> or here<https://linkprotect.cudasvc.com/url?a=https://ccconlineed.instructure.com/enroll/DFM4WE&c=E,1,EPBFnqi9qs17jlYo3kCz8jI7kQkynaqR750PXH5iazLIEBhXEpUuaYXpzYNX4I2NYzpsN8vNae44Dc86fwgY0BOIbm5UAppo4B7O1AcgJ90L6w,,&typo=1>. Please ensure you complete the course and your certification by November 15, 2017.

The Executive Committee will discuss and clarify these requirements.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

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Basic Skills Committee

10 October 2017
8:15-9:15am
CONFERENCE CALL INFORMATION
Participant Passcode: 292286
Toll free number available: 888-450-4821

Minutes

Respectfully Submitted by Corinna Evett

I. Call to Order and Adoption of the Agenda
   a. Members present: Dolores Davison (chair), Randy Beach, Corinna Evett, Katie Krolikowski, Samuel Rodriquez

II. Status of Previous Action Items
   a. Assigned Resolutions (strikethroughs indicate completed resolutions)
      i. Change of funding structure
         1. The Basic Skills Committee and a few others created a new funding structure, and Mario Rodriguez took the restructure of the funding to the Chancellor's Office, and it was shot down. So the resolution can probably be deemed completed.
         2. We may want to write another resolution re-addressing this. The Chancellor's Office is thinking about lumping all categorical funds (SSSI, Basic Skills, Equity, etc.) into a single fund and letting the colleges divvy up the dollars as they see fit. Mario Rodriguez, the money person at the Chancellor's Office, moved on from the Chancellor's Office.
         3. Seeing a mass exodus from the Chancellor's Office, so there is a lot of flux with the high rate of turnover of staff.
   b. Assigned Tasks
      i. Potential for gathering together disciplines – summit
         1. Exec has been talking about holding a conference that combines CTE and Noncredit—and potentially Basic Skills. The thought is to get discipline faculty together to discuss Basic Skills with the opportunity to bring together mathematic, English, reading, and other Basic Skills teaching faculty. This conference will parallel an Academic Academy structure. Still looking at dates. Seems like it will be a two-day event. Spring was mentioned, but spring is fairly busy with a number of other ASCCC events.
      ii. Work with TASSC
         1. Since the Basic Skills event may deal with policy, we may include other committees as well.
         2. May want to discuss guided pathways/Guided Pathways and the relation to Basic Skills.
         3. Perhaps include something about acceleration. Randy will attend a CAP meeting and will bring information related to acceleration back

to the committee. Thanks, Randy!

III. Status of Committee Priorities for 2017-2018
   a. Funding resolution: See above discussion.

IV. Plenary Planning or Report
   a. Breakout at Plenary
      i. For the "Basic Skills: How to Serve One of Our Most Vulnerable Populations" breakout, it would be beneficial to have a few committee members attend the breakout and take notes to see what people are interested in. Looking at issues around basic skills and equity—serving our vulnerable populations.
   b. Basic Skills and Equity
      i. Doing an element of this at the EDAC regionals at the end of October. Please think about someone from the south who can speak about basic skills and equity to participate on this panel/breakout. The person should start with how we can use equity funding and personnel to look at Basic Skills issues. Largely, what we're talking about at plenary. The presentation will be made available to the new person.

V. Topics
   a. Guided Pathways and Basic Skills
      i. Randy asked committee members to share where their colleges are in regard to guided pathways.
         1. Corinna mentioned that SCC is not one of the 20 and is having senate and college-wide philosophical discussions regarding the book and guided pathways. The SCC senate president and administration seem to be interested in guided pathways, yet there are a number of faculty who have questions about the autonomy for students and individual departments. There are also concerns related to enrollment management and how it may move to more of a top down approach.
      ii. Katie is taking the lead with guided pathways and leading discussions about enrollment management/having classes offered even if not on the pathway at Contra Costa College. Her college is in the midst of getting pilot departments to get a few possible pathways identified.
      iii. Sam said that Reedley College is one of the 20.
      iv. The pathways theory focuses on basic skills and developmental education as primarily a support for other courses rather than stand alone. The model deals with contextualization, teaching, and placement related to basic skills. Basic Skills gets treated rather roughly in the book. Mount Sac, Irvine Valley, and Bakersfield are true believers of the guided pathways model. It is a myth that the ASCCC is a true believer as well.
      v. The guided pathways ideology calls for a complete overhaul of colleges when there may not be a need for an overhaul. It also seems that folks are really interested in obtaining the money related to guided pathways. Some are very sold on guided pathways—almost cult-like. As a system, we should approach guided pathways reasonably. The four pillars of guided pathways are ideas with which no one will disagree. The use of methods and engagement of faculty in determining methods is where the conversations should be focused. Tangential arguments related to guided pathways are arising, and it seems that at some colleges the administration may take advantage of the side conversations and make decisions without faculty while they are distracted. Completion is the main goal. The KPIs focus on

English, mathematics, and Basic Skills.

vi. We will keep this topic as a standing item on the agenda.

VI. Announcements

a. Events

i. Next Basic Skills Meeting at Santiago Canyon College on Friday, December 8.
ii. Area Meetings 13/14 October 2017
iii. CTE Regionals 20/21 October 2017
iv. Civil Discourse/Equity Regionals 27/28 October 2017
v. Executive Committee Meeting 1 November 2017
vi. Plenary 2-4 November 2017

VII. Adjournment**:** At 8:59 a.m.

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Curriculum Committee
Friday October 20, 2017
8:30 AM – 10 AM

Members Present: C. Aschenbach, K. Daar, L. Hector, D. Keller, C. Reiss, C. Rutan (Chair), A. Tran, E. Wada, T. Winsome

Meeting called to order at 8:32 AM

Update on Resolution 9.11 F15: T. Winsome has sent out an email to all Honors Program Directors listed on the Honors Transfer Council website. None of the directors have sent a response. Last year's curriculum committee also reached out to the Honors Program Directors and never received a response. C. Rutan will reach out to the contact on the resolution to determine whether the intrusion of for profit honors programs is still an issue or if the resolution no longer requires any action.

Update on ASCCC Curriculum Website: Curriculum committee members are asked to review the ASCCC curriculum website (ccccurriculum.net) to determine if items need to be added or modified based on the 6th edition of the PCAH and the regulatory changes related to curriculum streamlining. The goal is to have the update of the website completed before the spring plenary session and this will remain a standing agenda item until the website revisions are complete.

Review of PDC's Curriculum 101 Modules: All curriculum committee members will complete the five curriculum modules for the PDC and determine what needs to be updated to ensure that the modules align with the 6th edition of the PCAH. The goal is to update the modules before the 2018 Curriculum Institute. This item will remain as a standing agenda item until the revisions have been completed.

Agenda for Curriculum Regional Meetings: The Fall Curriculum regionals will take place at Folsom Lake College (November 17) and Long Beach City College (November 18). The morning will have two general sessions, one on general curriculum updates and one on COCI. The afternoon will consist of two rounds of breakout sessions. The first set of breakout sessions will include more information about COCI, noncredit curriculum, and follow up questions from the general session. The second round of breakouts will include tips for newer curriculum chairs and administrators, information about ADTs including double counting, and a discussion about AB 705. Committee members should arrive at the regional around 9 AM to assist with registration of attendees.

Survey for Resolution 18.02 S2016: Resolution 18.02 S16 called for ASCCC to collect information from colleges that have implemented some version of the MMAP placement models for statistics. There are two versions of the statewide model, one using Algebra I and one with Algebra II, and there could also be locally modified versions of the model. The curriculum committee reviewed a possible survey and added questions about whether colleges had implemented accelerated pathways for statistics and if those colleges with accelerated pathways had included those pathways in their dual enrollment programs. The curriculum committee approved sending the survey forward to the Executive Committee with the hope that the survey will be distributed at the beginning of the spring semester. The goal is to develop a Rostrum article and there may be a breakout session at the Plenary Session or the Curriculum Institute to discuss the results. The passage of AB 705 could make these results and the usage of accelerated statistics pathways much more important for colleges.

Meeting Adjourned at 9:36 AM

Respectfully submitted,

Craig Rutan

Minutes Approved October 27, 2017

Academic Senate
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Educational Policies Committee

November 6, 2017
4:00 PM - 5:00 PM
CCCConfer

MINUTES

I. Call to order and adoption of the agenda

Meeting called to order at 4:02 PM. Present: Christopher Howerton (Woodland Hills College), Andrea Dutton (Chaffey College), Holly Bailey-Hofmann (West Los Angeles College), and Rebecca Eikey (ASCCC Exec and College of the Cantons). Absent David Lagala (Folsom Lake College), and Randy Beach (ASCCC Exec, Committee Chair). Committee agreed to add an information item "Title 5 Updates" as the new item III.

II. Face-to-Face Meeting at Chaffey

The meeting will be held from 10-3 PM at the Rancho San Antonio Medical Center campus of Chaffey College. The address is 777 Milliken Avenue, Rancho Cucamonga 91730. Parking passes are not required. Meeting room is on the ground floor in the offices of the Chaffey College Radiologic Technology Program. Randy and Andrea will discuss lunch options via email.

III. Title 5 Updates

Randy updated the committee on proposed changes to title 5 in various stages of proposal that have been presented at 5C. Changes in discussion include: §55250-55251 (Approval of Work Experience Plans), §55256.5 (clarification of unit calculation consistent with other t5 changes); §55070 (Lowering minimum units for Certificate of Achievement); §55024 (Adding the "EW" for Excused Withdrawal). In addition, 5C discussed resolution S15 14.01 "Allowing Faculty to Submit the "Report Delayed" (RD) Symbol for Instances of Student Academic Dishonesty" and the potential addition of the "RD" symbol for students who have been accused of academic dishonesty but the outcome of disciplinary action is still pending or cannot be resolved before grades are due. Christopher will convert title 5 §55023-55024 into an editable format and will meet with Randy to discuss possible changes and bring to the meeting on Dec 13 for the full committee to review.

IV. Grants Policy

The committee reviewed various options and agreed to create a model policy and procedure for developing educational programs specifically based on grants. Holly and Randy will meet and develop a draft in time for the December 13 meeting for review by the full committee. Andrea will research colleges to find good examples of their curriculum (courses and program) development policies (BP/AP 4020 in the CCLC numbering system) and send those to Randy prior to Thanksgiving break. The committee will review and agree on a model policy to include in the paper at the December 13 meeting. Both model policies will be included in the program development paper.

V. Supplemental Instruction Survey

Randy discussed the survey results and analysis with Crystal Kiekel from 3CSN. Randy will draft a Rostrum article explaining the various types of Supplemental Instruction happening at colleges in the system. The full committee will review in Spring. Andrea and Chris will send Randy their contacts for SI at their own colleges. At its December meeting the committee will discuss creating a new survey on SI given the significant changes in the system since the first survey was completed.

VI. Resolution S17 9.03 Addressing the Needs of Students Impacted by the Changes to Course Repetition

The committee discussed the draft survey created by the 5C work group and made some observations. Randy will collect more information from 5C members on the intent of the survey. The committee will continue to discuss at its December 13 meeting.

VII. Educational Policies Paper

Committee will discuss at the December 13 meeting.

The meeting adjourned at 5:02 PM

Next Meeting: Chaffey College

VIII. Resources:

a. 5C Survey on Repetition
b. Membership Contact Info
c. 17-18 Meeting Schedule
d. Travel form at: http://www.asccc.org/content/flight-and-travel-request
e. Reimbursement forms at: http://www.asccc.org/sites/default/files/SenateReimbursementForm2016_1.pdf

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Equity and Diversity Action Committee Meeting

25 October 2017, 9-10:30am

CCC Confer
Participant Passcode: 719684
Toll free number available: 888-450-4821

Minutes

I. Call to Order **(9:05 AM)**

Present: Dolores Davison; Sam Foster; Orlando Shannon; Michael J. Wyly

II. Topics – Action Items
- a. EDAC Regionals on Civil Discourse – 27-28 October 2017
  - i. Breakout session structure
    1. North
    2. South
  - ii. Other comments for general sessions
  - iii. Roles of committee

Registration numbers are low for both regionals. Dolores secured permission for use of the area mailing lists to increase awareness of the EDAC regionals. Numbers have increased although still modest. As a result, agreed to combine breakouts into general sessions.

Regionals (North) to have: an introduction and welcome, including the identification of goals/outcomes for the day (10-10:30); steps colleges can take for DACA students (10:30-11); ASCCC and DACA (11-Noon). The afternoon sessions for the North and South to include afternoon session 1 (12:40-1:30) on curriculum and equity and session 2 (1:30-2:25) on social justice and civic engagement.

III. Other EDAC Responsibilities
- a. Revision of paper on faculty hiring processes outline at Exec for first read next week

Outline for paper revision is on the agenda for the next Executive Committee meeting of ASCCC for input. Once approved, EDAC will commence with the paper revision. Deadline in mid-January to be ready for submission to first meeting of

ASCCC Executive Committee in February 2017 to be ready for 2018 Spring Plenary.

b. EDAC breakout at plenary

Dolores, Michael and Orlando to present at plenary. Presentation to include a recap of the regionals, as well as to create opportunities for dialogue and input from the field.

c. DACA Resource Page

DACA materials submitted to the ASCCC for inclusion on the webpage. Dolores to inquire as to the status of the page's development.

IV. Other Items for Discussion

TASSC has been assigned, per resolution, to work with the CCCCO to develop long-range plans for increase of services for disenfranchised students. TASSC feels that the resolution is not feasible due to complexity of the equity landscape: the committee believes that the resolution is not feasible or necessary for several reasons, including the broad scope, difficulties working with the CCCCO, lack of a clear definition of disenfranchised students, and the extensive local work occurring through local equity plans/planning. TASSC recommends instead looking at the revision of the 2002 paper, "Student Equity Guidelines for Developing a Plan," to include how to address the varied needs/support for disenfranchised students. Recommendation includes a joint resolution by EDAC/TASSC to present these recommendations to the body at 2017 Fall Plenary. EDAC suggests that the paper inform colleges in light of recent trends (e.g. integration of student success and equity planning) without diminishing its relevance in anticipation of future trends and/or equity needs.

V. Announcements/Events
   a. Fall Plenary Session – 2-4 November, Irvine Marriott
   b. 17-18, Curriculum Regionals, Folsom Lake College and Long Beach City College
   c. 1-2 December, Executive Committee meeting, Sacramento

VI. Adjournment **(10:00 AM)**

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ASCCC Faculty Development Committee
Minutes
September 11, 2017 11:30am-12:30pm CCC Confer Zoom

1. Approved agenda. Cheryl will take notes.
   Present: Cheryl Aschenbach (chair), Julie Oliver, Carrie Roberson
2. Welcome and Introductions: Members
   a. Cheryl Aschenbach, chair
   b. Julie Adams, ASCCC Executive Director
   c. Charissa Gorre
   d. Mark Harbison
   e. Julie Oliver
   f. Carrie Roberson
   g. Nickling St. Fleur-Rrustemaj
3. Reviewed Committee Charge
   The Faculty Development Committee creates resources to assist local academic senates to develop and implement policies that ensure faculty primacy in faculty professional development. The committee assesses the Academic Senate's professional development offerings and makes recommendations to the Executive Committee on policies and practices for faculty professional development at a statewide level and on the development of new faculty professional development resources to ensure effectiveness and broader access and participation. Through the Professional Development College, the committee supports local faculty development and provides guidance to enhance faculty participation in the areas of faculty development policies, community college faculty professionalism, innovations in teaching and learning, and other topics related to academic and professional matters. The committee advocates for the importance of faculty development activities related to student success, quality faculty teaching and learning, academic and professional matters, and for appropriate levels of funding for such activities.
4. Website: http://www.asccc.org/directory/faculty-development-committee-1
5. Set Meeting Dates/Times
   It was agreed that it is difficult to set regular meeting dates with only three members present on the call. Cheryl will send out a Doodle with future date possibilities.
6. ASCCC Professional Development Modules http://www.asccc.org/pdc-online-courses
   Cheryl provided an overview of the PDC modules. Committee members were asked to review the modules and consider additional modules that could be developed. The committee would like to know if modules are being analyzed for participation, completion. What are the analytics specific to each module?
7. The Chair Academy http://chairacademy.com
   Cheryl shared information about The Chair Academy, a group that approached ASCCC to consider partnering to offer workshops in California. They partner with community college systems in a few other states. Reactions: great idea since limited training opportunities for department or division chairs and aspiring deans; it's needed; some colleges are doing a little training, but most are not; some concern about it being an external entity not understanding specifics of the California community college system; cost is a concern; it's worth exploring further. Cheryl will share feedback with Julie Adams and will reconnect with Rose from The Chair Academy before taking an item to Exec to consider a future partnership.
8. Committee Priorities
   Members present reviewed the priorities spreadsheet and agreed that not all priorities can be high. Some were shifted to medium or low.
9. Other
10. Future Agendas
11. Adjourn

Attachments
   a. ASCCC Professional Development Plan
   b. Faculty Development Committee Priorities Matrix

Future meetings: TBD

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Transfer, Articulation and Student Services Committee

Friday, October 13, 2017
10:00 AM-3:30 PM

MINUTES

El Camino College Map
El Camino College Map and Directions

I. Meeting called to order at 10:05

II. Task Group Update: Role of Faculty in AP Credit Update

The task group (Jackie, Dave and Randy) reported that it met on October 3 and discussed elements of a *Rostrum* article that would be useful for the field. TASSC reviewed the task group's draft materials and made additional suggestions. Randy will send a Doodle poll to the task group to meet after the plenary to continue work in time to submit the article by the December 31 deadline. TASSC will review a revised draft at its November 14 meeting. The task group expects to have a revised raft to the committee by November 17 for final review.

III. ADT Course Substitution Paper Update

The task group (Dave and Randy) reported that the ASCCC Executive Committee agreed at its September meeting to ask TASSC to prepare the ADT course substitution paper for the spring plenary for review by the full body for adoption. However, given the need for the scenarios and guidelines to assists the field, the task group created a web document which truncates the paper and provides access to the scenarios grouped thematically under the guidelines. This website is in its final stages of editing and should be available on the website before the fall plenary. ASCCC staff will communicate the resource to the field with assistance from the task group. In addition, Tonya, Dave, and Randy will highlight the web resource during their breakout at the fall plenary. TASSC agreed to review a final draft by January 19, 2018 in order to submit in time for the ASCCC Executive Committee's February 2018 agenda.

IV. Resolutions and Breakouts for Fall Plenary

TASSC discussed the two plenary breakout sessions offered at the plenary: "Course Substitutions and Reciprocity in Local Degrees and Certificates, ADTs, and General Education" and "Guided Pathways: A Student Services Perspective." In addition the committee discussed several resolutions relevant to the mission of TASSC.

V. TASSC Regional Meetings

The committee discussed recommend revisions from the ASCCC Executive Committee, which discussed the regional meetings at its September 30 meeting. The committee agreed to represent to the Exec Committee with revisions. New proposed dates for the meetings are March 8, 2018 (North) and March 9, 2018 (South). Clarissa, Maurice, Dave, LaTonya will attend in the North, and Julie, Jackie, Dave, LaTonya will attend in the South. Alternate dates for the meeting are February

22, 2018 (North) and February 23, 2018 (South). Randy will send out the specifications sheet for a college to host a meeting. Clarisa will check to see if American River College or Cosumnes would be willing to host. Randy will ask Stephanie Dumont if Golden West College can host. The committee discussed potential presenters. Randy will take the revised agenda to the Executive Committee to its November meeting for approval.

VI. Effective Practices for Online Tutoring Paper

At its meeting in September, TASSC agreed to address Resolution SP08 13.04 "Effective Practices for Online Tutoring" by creating a paper. The committee asked to review the draft Distance Education paper the Online Education Committee has been working on to avoid creating a document that contradicts or repeats the intent of 13.04. Randy will ask for the draft of the DE paper from Conan and send to TASSC. TASSC will determine if that work satisfies the resolution. The committee will review the DE and make a decision at the November 14 meeting to proceed and establish a timeline if necessary. Randy and Maurice will take lead.

Questions to consider:

1. Does the resolution extend to ALL students or fully online students only?
2. how do we collect effective practices from around the state? survey? reaching out to large program? our own colleges?
3. what are the barriers
4. What has the OEI offered as effective practices and resources in this area?

VII. Task Group Update: Plan for Disenfranchised Students

In response to resolution FA14 20.01, the task group (Clarisa, Julie, and Randy) met on October 4 and discussed the results of the survey and how to proceed. The task group recommends authoring a *Rostrum* article arguing that colleges need a plan for addressing the needs of populations they might define as disenfranchised, but colleges should control how they define that term and how they define the role their college will play in providing social services to their students. The committee also discussed how a "disenfranchised" student plan is similar to a college equity plan and whether advocating for a separate plan is necessary. The committee agreed to review the 2002 paper *Student Equity: Guidelines for Developing a Plan* and determine if an update is necessary. The committee agreed that resolution FA14 20.01, which called for the ASCCC to work with the Chancellor's Office and Board of Governors to develop a systemwide plan to address the needs of disenfranchised students, is not feasible. Randy will provide website language for the Exec Committee and send the 2002 paper to TASSC for review for its November 14 meeting.

The meeting adjourned at 3:20 PM

Announcements and Events

a. Announcements and Events
    i. Area Meetings, October 13 (Areas A and B) and October 14 (Areas C and D), 2017
    ii. ASCCC Executive Committee Meeting, November 1, 2017
    iii. Fall Plenary Session, November 2-4, 2017, Irvine Marriott Hotel, Irvine
    iv. Curriculum Regional Meetings, November 17 (North) and November 18 (South), 2017
    v. Accreditation Institute, February 23-24, 2018, Wyndham Anaheim Hotel,

Garden Grove

vi. Spring CTE Regional Meetings, March 9 (North) and March 10 (South), 2018
vii. Area Meetings, March 23 and March 24, 2018
viii. Spring Plenary Session, April 12-14, 2018, San Mateo Marriott
ix. **ACTLA Conference 2018, April 26 - 28, 2016, San Diego The Crowne Plaza Hotel San Diego**
x. Faculty Leadership Institute, June 14-16, 2018, Sheraton Park Anaheim

Resources
17-18 Meeting Schedule
Committee Membership
Travel form: http://www.asccc.org/content/flight-and-travel-request
Reimbursement forms:
http://www.asccc.org/sites/default/files/SenateReimbursementForm2016_1.pdf

Adult Education Policy Alignment Meeting - NOTES

Topics: Update on data collection, student identifier, and student definition

Date: 9/20/2017

Time: 10am-12pm

Location: LAO Offices, 925 L St. 11th Floor Conference Room

Adult Education Data & Accountability System
SB173 AB104
Natasha Collins – Analyst @ LAO
Judy Heiman – LAO

WestEd
Kathy Booth & _____

- Asked by CDE to convene field committees to develop proposal for data and accountability systems – result was August 1 report *Measuring Our Success*
- Aiming for common definitions across CDE, CCC, and WIOA
- Field team input process outlined on slides. 3 teams: 35 participants, white papers & notes on AEBG website. K12, CCC, WIOA, labor, CDE, CCCCO
- AB86 included 5 program definitions, AB104 included 7 – they all still exist. 2012 LAO report informed the AB86 effort initially.
- Explored what each program meant and how data could be pulled for accountability
- Defined data elements (10) – see slide. 57 different elements with notes how coded in MIS (CCCs) and TE (TOPSPro Enterprise - K12 Adult Schools)/CASAS
- Defined a reportable individual (>1 hour but <12) and participant (>12 hours)
- Also in report – alignment of level including CCC CB21
- AEBG is also intended to leverage WIOA Title II, Perkins, apportionment as additional funding streams
- A secondary report will go deeper into how credit programs are serving adult education. Defining an adult ed student in credit was more difficult and requires more time. Also, for now trying to incentivize use of enhanced CDCP noncredit to serve students rather than credit
- Can match data against DAS Dept. of Apprenticeship Standards
- Launchboard Adult Ed Data tab for data visualization – available on quarterly basis with the ability to visualize data in a number of different ways. This data will also inform the end of year reports. Second build anticipated in the fall with feedback from field, so data will continue to improve over the next couple of years.
- Activities 2017-2018 (in August report)
    - CB21/NRS competency crosswalk (levels across both systems)
    - Potential changes to CCC Apply to make more relevant for noncredit students
    - MIS changes – implementation of new metrics
    - Supplemental data report

- Need to look at timelines for reporting to state to ensure all data matching and analysis occurs in time
- Most K-12 AE providers are accredited as post-secondary providers with Council on Occupational Education. Most CCCs don't realize this. (look further in report)

Student Identifiers – perspectives of CDE & CCCCO
Javier (CCCCO) and Carolyn (CDE)

- Data system dependent on SSN but some limitations because of undocumented students. SSNs not required, so many providers don't even ask for SSNs
- Post-exit surveying of students can be done as an alternate to SSNs. Has been done for workforce tracking in the past so is worth exploring again. Also, surveys after 2nd and 4th quarter of a student's completion could be used.
- Sharing of data between CDE & CCC is enhanced by sharing of SSID, student identifier in CalPASS with new MOU in place, but it is limited, especially for adult schools. Those associated with a district can be put into the system through the district, but those not associated with a district don't have access: CCCs, community-based organizations, and more. SSID does not include SSN so doesn't help with EDD wage file match
- Driver's License / ID number – being explored but not possible without legislation. Doesn't match with EDD currently (to track wage gain and employability). Can capture more students because don't have to be documented to have a license or ID.
- What is more likely to happen this year? Pursue SSNs and see what kind of sampling can be gathered by providers, especially those not already collecting SSNs. Post-exist surveys also can be tried this year. CDE sent out a memo to WIOA Title II agencies to encourage collection of SSN (alternate is for agencies to do surveys 2-3x/year with students, so there is some incentive). Surveys were done in the past (stratified random sample of 2500 students because of low response rates for traditional random sample). Questions and surveys to meet current data collection needs are being piloted. Would have to be a universal survey (350,000 students, surveyed at least three times) because of requirements for WIOA Title II wage information collection.
- Fuzzy match: first, last, gender, birthdate. EDD file has few data elements, so difficult for fuzzy matches in cases where not SSN is available. Could be improved with increase in EDD data elements. EDD data is collected from employers, so to expand data elements would be a burden to employers. The current reporting from employers is only for wages and planning for unemployment insurance, so it doesn't have all the info we need and was never intended to provide it.

Student definition

- Need to know who we're tracking and whether their outcomes should be reported.
- Also needed to determine how much funding we're spending on a per-pupil basis.
- WestEd's report defines student for purposes of accountability. Aligns with WIOA definition. For every student that enters (reportable individual, anything more than 1 hour of contact but less than 12), basic data is collected, but only those attending >12 hours annually are considered participants with outcomes data collected and tracked.

- 12 hours can be across any time of programs (ABE, ASE,ESL, CTE, and more); it doesn't need to be within the same program.
- FTES and ADA – defined differently than for accountability. What is a common unit of measure that defines a FT student between students
- ADA for adult schools was equivalent to FTES (525) before revenue limits/flex (10 years ago). Regular ADA (1080) applies to PK-12 rather than adult students.
- Carolyn: A FT AE student is usually considered 525 hours like with CCCs.
- By the nature of adult education, we track intensity and duration rather than full-time status. 40 (48?) hours of instruction is important per term because of WIOA required testing at different points
- Kathy Booth – field practitioners don't think about FT status, only program/credential status. Focus is on completion of intended goal, not completion of a certain number of hours.

*May need to set some time aside at the start of a future meeting to consider more what a FT student looks like between CDE and CCCs.
*Question pertaining to assessment meeting:
Do we have assessments in place across levels and programs to measure benchmarks?

Next meeting is on fees 9/27. Agenda & background info will go out this week.
October 4 is assessment and placement

Adult Education Policy Alignment Meeting Notes

Topic: Assessment and placement

Date: 10/4/2017

Time: 10:00 am-12:00 pm

Location: LAO Conference Room, 925 L St., 11th Floor

Natasha Collins & Judy Heiman

Six meetings on topics still outstanding in regards to alignment

Neil: Thu-Fri next week @ Sheraton Grand annual adult education directors conference. 71 consortia directors, some co-chairs, plus state folks. No RSVP needed. 11:30 Th-Fr afternoon. Neil will send out the agenda via the alignment mailing list

Recap: Fee alignment

AEBG office @ CCCCO (Neil, Javier) shared their plan for fees moving forward. Currently only CTE fees; all other areas have not fees. Planning on collecting more info about how much in fees consortia are collecting, then using info to talk about alignment further. For now, K-12 may continue to charge for CTE courses.

Additional notes from Neil: possibility of K-12 adult schools becoming accredited to use financial aid or connecting to colleges to do the same.

WestEd report re: assessment and placement alignment options

Kathy Booth & Randy (formerly Sr. Dean WFD Contra Costa District)

Legislative requirements: SB173 (2014) CO & CDE develop assessment policy recommendations

Basic skills assessment field team –met twice. White papers on AEBG website – current policies and practices. Looked at how to have consistent policy across systems. Looked at progress and outcomes metrics. Recs went to AEBG leadership who adopted the policy.

3 key issues: placement, progress (make sure gaining right skills along the way), transition (identifying/remedying gaps between systems – have to look at local curriculum).

Common elements between K-12 and CCC.

- WIOA Title II funding – has very clear assessment requirements (CASAS) – common set of data.
- Both systems use multiple measures for placement and assessment
- Both use approved testing instruments aligned to underlying competency rubrics

Feds have revised framework of skill for career readiness – more alignment with Common Core but still under development. Note: some saw those standards are finalized but no active

standardized test to measure those standards yet. ETA on new tests: TABE has been approved, others are at USDE waiting for approval.

WIOA – measurable skills gain. Refers to federal framework for EFL increase, so needs to be a component of any assessment policy.

NRS Functioning levels differ for ABE, ASE, and ESL; CB21 has up to 8 levels below transfer in some areas. Each level has clear descriptors. Past effort (2009) tried to align fed levels to CB21 levels, so important to revisit the alignment.

Recommended framework: develop a crosswalk CB21/NRS. Then not dependent on any particular test. Align competencies rather than tests. Provide guidance for local placement and multiple measures development using crosswalk of competencies, and capture skills gains by CB21 course completion in MIS, establishes basis for identifying ASE/ABE in CCCs

CAI – CO received results of an evaluative report and will be coming to a decision re: CAI within the month (Laura Hope).

Judy – need to consider how CAI fits into this conversation. Because of legislative requirements re: CAI, WIOA II colleges will need to use two tests (CAI + CASAS) in order to meet federal requirement.

K12 & CO Faculty working with descriptors (NRS EFL and CB21). As initial maps are created, they will be vetted with the field

- Practitioners feel there may not be enough detail in the descriptors
- Assessment competencies developed for CAI need to be put against new fed standards which include more academic and college/career readiness expectations.
- Second round of meetings expected later this calendar year. Draft crosswalks expected for field vetting by early 2018 – to be partnering with ASCCC, SCOE.
- Faculty were able to identify and flag transition points where curriculum might not align based on level of emphasis on academic English

Curriculum implications – AE and CCCs may revise curriculum to more clearly align with competencies, particularly to address any transition gaps

CTE progress measurements – aligned with WIOA – employable skill gains, workforce competencies,

Big push with WIOA for integrated education (contextualized basic skills w/ workforce skills & training) – this will evolve in next three years

Next meeting is reciprocity. After that, coordinating federal funds (Oct 16). At that meeting, we can follow up with additional assessment & placement information, particularly info from WestEd once all crosswalk discipline groups have met.

Is there any legislative barrier that can be addressed? Something for all attendees to consider moving into the future (particularly with so many attendees from senate or assembly present). Attendees are encouraged to give some thought to this question and send any suggestions to Natasha or bring it up at meeting on 10/16.

AMATYC 2017
November 9-11, 2017
Report to ASCCC by Ginni May

Breakouts Attended:

1. **Course-Based Assessment: Understanding the Complexities – S065**
   Discussion on course-based assessment. One of the challenges is faculty: full-time, adjunct, dual credit. One of the challenges is writing outcomes for the classes that are actually assessable. So, they pulled up Bloom's Taxonomy. Looking at the course objectives from a Probability and Statistics course showed some verbs that were problematic and not really assessable or measurable. In math, we should get all of the way up to "evaluating". One problem was faculty were doing different things while teaching the same course (in OK, in College Algebra). They tried to agree on the same content, based on student learning outcomes (75% agreement), but then they decided they would all have the same course description, which is now more problematic. Everyone does their own assessment. Now, every section of the course has the same assignments, homework, tests, finals. Pass rates went from ~50% to 94% (how this is measured was not clear, drop and withdrawal rates were not known) and rigor was not jeopardized. At AZ, they wanted to recognize what made a good test besides using a publisher test bank. There needs to be a commitment of time to do this work such as release time. There was an SLO Assessment committee and the department finally got a common final exam. The course coordinator in each class went through the final exams together to see where students needed assistance. The course coordinator writes the common final exam in coordination with the course instructors. This college then received a director from their accrediting agency to assess their program. They came up with the Quantitative Literacy outcomes and had a rubric. They used embedded assessment. Each class had a common project to assess their QL outcomes (different from course SLOs). The college decided three years ago to have an assessment director. That person had no assessment background and so assessment did not go anywhere. Now, they have a math faculty person serving as assessment director. It did not work for a staff person to serve as assessment director – it should be a faculty person. It took them 5-6 years to get there. There was discussion that we need to track what students do in the successive course(s). Their data was dumped in a bank and not by individual instructor – administrators could not pull individual instructor data. Outcomes data could only be used for curriculum and instruction improvement. The assessments are a required piece of the course and are included in the students' grade. AAC&U has value rubrics. This helps to see how students do in subsequent courses. They are also teaching dual enrollment and do the assessments there as well. The college has oversite on the dual enrollment courses. Someone questioned the 94% rate at OK – what are they not sharing? The course is in the dual/concurrent enrollment which consists of the top 1% of the high school students.

2. **Hey! You Got QR on My Liberal Arts Math! – S079**
   Terminology: Liberal Arts Math (Noun): A course designed to teach some math to non-STEM majors because College Algebra is a ridiculous course to teach as a terminal course.
   Subtle Signs of QR: Developing formula and procedures rather than presenting them; Interpreting answers at least as important as computing them; Open-ended questions featured; More use of technology (appropriate use!) and not just calculators; Activities more than separate problems.
   Two main ways to incorporate: 1. In class or 2. Out of class
   Generalize procedures – Do math!
   Do examples first without the formulas, then derive a formula.
   Make developing formulas an essential part of the course! Ultimately, students will say they just want the formula – say oh, that makes you a pure nerd if you don't want to think or anything.
   Applications affect how students interact with the problem.
   Use technology to do more meaningful stuff – such as rolling die using a computer program instead of actually rolling.
   Evaluate the results of the procedures – Critical Thinking – a parabola is generally not a good model for long-term data, so it has its limitations.
   Multiply a number of miles by two unit fractions obtained by 5380 feet is 1 mile and see what makes sense.
   Very Subtle Signs of QR: Improved attendance; Students saying "Wow, I never understood that before"; One-on-one interactions with students.
   davesobecki@gmail.com

3. **Mathematics for Elementary Teacher Candidates – Are They Prepared? – S105**
   Minimum credits for Elementary Teachers of math is 6 in Pennsylvania and 12 in Maryland.
   Typical Pre-algebra content: Percent, Ratio, Fractions, Geometry (not HS Geom). The texts don't stress a conceptual understanding.
   Typical questions: 1/2÷1/3, How would you solve this problem? Why? Elementary school teachers don't have a good grasp of fractions concepts. Most will just "flip and multiply". It is the natural way that seems to flow, but there is no "why" to that.
   State test in Pennsylvania for teachers on fractions, 30% or less answered each correctly.
   It was noted that this problem only has one answer choice that even seems reasonable: 6 x ¾ choices were 1½ 4 ½, 6 ¾, 8, and so this problem also shows that students (those studying to be elementary school teachers) generally may be lacking in number sense as well.
   Another test question has no units even though the diagram has units.
   There was a question about making a connection between fractions and decimals.
   The teachers are just teaching the children the way they were taught. The new textbook series has not changed to match the Common Core.
   They have students that say they are going to teach K, so they don't need this math. They were asked if you get offered a 5th grade class, are you going to turn that down? Also, if the bad taste for math starts at K, then the students are set up on a bad foot. They are

laying the ground work for the students' educational future. The elementary school teachers need to be more than just proficient. Currently, it is a real struggle for these teachers. Some states have a certification for math specialists in the elementary schools. Counting coins and paper currency is no longer in the Common Core.
The open response problems in the Common Core are pretty complicated according to the rubric. Are the elementary school teachers able to answer these questions correctly? The teachers are failing the Common Core tests that are given to the elementary school students for Grades 5, 7, and 8.
It was recommended that the education majors take the same path as the STEM majors, even though the state disagrees.

4. **Pathway to Success – S108**
SLAM (Pasadena City College) is Statistics and Liberal Arts Math, an alternative to intermediate algebra for statistics. 44 full-time and 90+ part-time instructors in math department. Their arithmetic course is called Numerical Foundations, and students move on to take Pre-Algebra. Those students were more successful than students that started in Pre-Algebra. Applied problems include how to pay off your credit card, buying a car, and other applications that are relevant to students. They shared the two paths: MATH 250 QL 1 is at the beginning of both. It took 2 years of retreats and meetings and writing of curriculum and they created their own text for this course. They have SLAM TV videos and can be googled. The math department collaborated with other departments to see what math they wanted their students to have. PL stands for Professional Learning. Up to about 30 faculty in the department teach these courses. The course is for students that place into beginning or intermediate algebra. The success rates are the same in statistics for either. They did not include those taking statistics that took higher courses than statistics.
While reading the text make marks on the pages indicating your thoughts on the text – "talking with the text". Reading folks call this annotating. Students are required to read the text and are graded on it – their notes. Redirect students back to text when they don't get something. The text is sold in shrink wrap and they cannot sell it back to the bookstore. No reading requirement to get in course. Reading Apprenticeship course can be taught by anyone on campus with a master's degree. To engage faculty: If you pay them, they will come; 1 or 2 meetings before; Weekly meeting during; Faculty driven; Reading Apprenticeship; Course coordinator; CAP; common course materials and pacing – but faculty can make adjustments. A comment was about how this is tracking students, which we tried so hard to get away from for so long. This is for students who know what they want to be. The counselors tell students that if they are undecided then they should go the STEM route. Students in MATH 150 changed to STEM more so than in the previous basic skills math. They teach 8 week courses instead of 16 week courses.
Another question was, "has the number of STEM majors gone up or down? They did not know. 7.5 hours of time but 5.5 units. Does it come out to 6.125 formula hours? There are shared visitation hours instead of regular office hours. They get a lot of students in offices hours because they feel empowered to take control of their learning. Students are going from having to take 8 units to 5.5 units.

5. **Rethinking Placement and Remediation to maximize Success and Equity – S125**

Presented by Myra Snell.
California Acceleration Project was founded by Snell and Katie Hern. Their philosophy and work was described. A grass roots organization in CA that works with faculty. All of their work is grounded in data. They are mainly focusing on CA data. The data in her view rarely highlights a solution but puts a red flag on the issue.
Today the group will do some hypothesizing. She started with Scorecard data.
Why are so many students placed into remediation and why their outcomes so much worse than the college-prepared group? Discuss your theories with a neighbor.
Pick one key factor that you think drives the poor outcomes for under-prepared students.
Raise your hand if your chosen driver is something you, your department or your institution can change. Her premise is that every institution is designed to get the results that they have.
In CA students of color are more likely to attend colleges that have higher cuts scores for placement. Then she showed a bunch of Intermediate algebra problems. If students cannot do these problems, then they have to take more than a year to get through. In CA Accuplacer scores in math explain less than 4% of the variation in course grades (Cal-Pass data). In CUNY, under-placement error is three times more prevalent than over-placement error (those that could have earned a B or better…). The tests focuses primarily on algebra skills, but very few algebra skills are needed for math courses that many students take to meet transfer requirements.
What if we stop using standardized tests to place students? College of the Canyons has differentiated placement rules depending on the math pathways.
HS GP of 3.0 or higher
Algebra 2 with a B- or higher
Algebra 2 with a C- or higher and 2.7 GPA or higher
Algebra 1 with ??????
Success rates in statistics remained steady, 66% of students that were placed in stat that would have been placed in remediation passed, the previous year only 13% of students in remediation made it through statistics in one year (66% in one semester vs. 13% in one year). She gave an example of one student.
Use HS data and disjunctive placement.
Pick the one key factor that you think drives the poor outcomes for students placed into the lowest levels of remediation.
She explains it is just attrition and that students are less likely to succeed.
Why do students of color have lower rates of completing transfer-level math?
Someone questioned the data and she said, oh…this is a very important question.
In CA, more than half of students of color are placed three or more levels below. Being placed in this level, they don't have a prayer of reaching transfer level.
Los Medanos did a logistical regression analysis to see what gaps occur. The gaps are explained by initial placement. This is an indication of racism.
What if we change the system? Eliminate all levels of remediation. Cuyamaca college has done this. They have 5 math pathways.
They estimated the percentage that would have been placed in remedial math for the data analysis.
There was no discussion of student learning.
She stated that the CA statistics course was a top-notch course with 7 inferences.

We might all be thinking about that student in our elementary algebra class that just would not cut it in statistics. Now, that may be true. Even students with low ACT scores had a phenominal improvement.
What are the results that we want? Every system is designed to get the results that we want.
What does effective concurrent support look like? She said she is outside the realm of research here. How much and for whom?
These things are offered to you with your expertise, and your intellectual consideration.

Additional Comments:

1. The California Community Colleges Math Task Force had the opportunity to meet on Friday, November 10.

2. This conference made it very clear that the issues in California regarding math pathways, intermediate algebra, and STEM exist throughout the United States.

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

CIO Executive Board Summary
October 25, 2017

1. **CIO Appointments**
    a. Jennifer Hamilton has been appointed to the Equivalency Toolkit Project.
    b. David Morse has been appointed to serve on the Intersegmental Curriculum Workgroup (ICW)
    c. Virginia Guleff and Irene Malmgren have been appointed to serve on the Guided Pathways Advisory Committee.

2. **Chancellor's Office Update**
    a. The Common Assessment Initiative (CAI) has been suspended and the Chancellor's Office will no longer pursue the development of a suite of assessment tests.
    b. AB 705 Implementation Group will begin meeting on November 21.
        i. Bill implements on January 1, 2018.
        ii. Chancellor's Office will develop an implementation timeline and realizes that it is impossible for colleges to fully implement on January 1.
        iii. Chancellor's Office is working with the California Department of Education to establish a data sharing agreement that would make the high school transcript data available to colleges without a data sharing agreement through Cal-PASS Plus.
    c. Omid Pourzanjani will be serving as the Visiting Vice Chancellor of Digital Innovations.
    d. Alice Perez from Santa Barbara City College will be the new Vice Chancellor of Academic Affairs if the BOG, at its November meeting, approves her IJE.

Respectfully Submitted,

Craig Rutan

Online Education Initiative Steering Committee Meeting
Friday June 9, 2017
Zoom Online Meeting

Voting Members: Andrew LaManque, Cheryl Aschenbach, Christina Gold, Conan McKay, Dan Crump, Dave Stephens, Fabiola Torres, Gregory Beyrer, Joseph Perret, Kathie Welch, Michelle Musacchia, Tabitha Villalba, and Thomas Greene

Non-voting Attendees: Amy Carbonaro, Autumn Bell, Barbara Illowsky, Bonnie Peters, Caryn Albrecht, Gary Bird, Jayme Johnson, John Sills, Jory Hadsell, Kate Jordahl, LeBaron Woodyard, Logan Murray, Marc Beam, Monica Matousek, Russell Grant, and Steve Klein

Welcome and Attendance:
Fabiola opened the meeting at 9:33 am and welcomed everyone.

Approval of Minutes: **Action**
Dan Crump provided minor edits to the minutes for the May 12, 2017 meeting. *Greg Beyrer moved to approve the minutes as amended and Conor McKay seconded the motion. The minutes were approved unanimously.*

Approval of Revisions to the Bylaws: **Action**
The committee looked over suggested revisions to the bylaws. Dan suggested spelling out all of the names of the appointing organizations to avoid confusion in the future and everyone agreed. The name of the financial aid organization, the California Community College Student Financial Aid Administrators Association (CCCSFAAA) was added to the document. Under the seventh appointment it had listed CISOA as the appointee and the appointing body, that was changed to reflect the need for a Chief Information Systems Officer (CISO) or Chief Technology Officer (CTO) appointed by the Chief Information System Officer Association (CISOA).

The group discussed the addition of a second classified staff representative who was an instructional assistant either in a computer lab or from a library, to the existing classified representative, from educational technology. Dave Stephens thought it would be more appropriate to have the Classified Senate determine who the specific appointees should be rather than specifying a particular title or area of expertise since those vary by college across the state and represent all classified staff across the state. The committee agreed they wanted to have, “Classified staff (2), to be appointed by the Classified Senate.”

The reference to a SACC Liaison should be changed to a 5C Liaison. SSSPAC should be spelled out as Student Services and Support Programs Advisory Committee.

Under item “g,” Dan clarified that visitors were not intended to be barred from attendance if they didn’t give 48 hour notice. The reason for the request for advance notice is to have enough food, and there is always plenty of food. LeBaron confirmed there was no desire to bar anyone from attending.

Who is responsible for reaching out for new appointments when terms are up for representatives? The Chairs and Monica reach out to the Chancellor’s Office and appropriate organizations. However, currently the roster doesn’t track when people are assigned to the committee. Cheryl suggested it might be good to note in the future when people are assigned, and to stagger new appointments so there is some consistency with turnover instead of having a whole new slate of representatives at one time.

Dave Stephens moved to adopt the Charter Bylaws as revised. Dan Crump seconded the motion. The committee approved the revisions to the Charter.

Discussion of Bottleneck Suggestions:

In takes too long for courses to get through the review process and the project is looking for ways to speed up and streamline it. The project was just starting reviews two years ago with courses offered both in and outside of Canvas. Now courses are in Canvas. When Autumn became the Chief Professional Development Officer she worked on revising the rubric and tried to speed up the process. However, it is still taking too long. Barbara and Autumn are actively working with SPOCs this summer to try out ideas and will report results in the fall.

Some ideas that have come up since the last meeting are: having monthly Design to Align webinars and being a little more stringent on the self-check with the rubric prior to beginning. Suggestions are being made to think about different types of incentives by addressing the question of “What’s in it for me?” (WIIFM) They will look at putting more emphasis on WIIFM with strong marketing. For example, some faculty is motivated by the desire to improve their courses and having free professional development and resources to improve them. Other faculty would like either financial or equipment incentives. Vice Presidents and Presidents might be motivated by increased FTEs and instructional designers by equipment.

Greg suggested contacting schools that had or have thriving Distance Education programs to ask how they incentivize faculty participation. They will probably have additional ideas not considered yet. Those successful colleges likely had systems for getting co-pilots and the rest of the crew on the plane.

Dave suggested providing incentive packages before faculty start to develop the course, or even while they are developing the course. He has heard faculty don’t have tools to build courses and the college won’t buy them. There is a big return on investment with putting tools in front of people with the willingness and

motivation to use them. People who have the tools will also feel more obligated to follow through and finish what they start.

Fabiola reiterated the importance of teaching and curriculum design; it is all about androgogy. No matter how many tools there are, faculty still has to develop an effective class for learning and the project wants to remember that focus.

The team is also working with SPOCs on handling courses that were previously approved, when the instructor changes. How will that process work as opposed to starting totally from the beginning and going all the way through? This would come into play not in OEI or the Management Team having any involvement in reassigning a class, but instead in those cases where a SPOC or college comes to OEI after a course has been reassigned based on illness, retirement, etc. This is not intended to and will not interfere with college decision making, but instead could expedite the process for courses already in the Exchange and scheduled. It is important that colleges understand OEI is not getting involved in local college processes.

Barbara has summarized the ideas submitted so far in a document and thread on Basecamp and encourage members to continue to provide suggestions. The conversation can continue in Basecamp, through email to Barbara, and at the next meeting. She and Autumn hope to have more to present in September or October after they try out ideas during the summer.

Proctorio Demonstration:

Logan is now a permanent member of OEI in the Project Analyst position.

There seems to be a lot of general apprehension from faculty about the audio and video recording features of Proctorio since it introduces an unknown element. At a CSU a student who didn't read the video disclaimer engaged in inappropriate behavior which was recorded and later viewed by the instructor when Proctorio flagged it. This resulted in a sticky situation.

Dave's goal with the demonstration today is to show features that may be used aside from video and audio recording, since Proctorio seems to be the product with the most cryptic mission and the one faculty has the least familiarity with. The intent is to demystify what the tool can do. There are a number of useful features beyond audio and video recording. Greater use of the tool can help the project maximize its return on investment.

Dave demonstrated how to find the "Secure Exam" link in the menu after the Proctorio LTI is installed by a system administrator. This link presents a faculty member with a screen that walks them through installing the Proctorio Chrome extension. That link only exists with a Canvas course; it is not visible in the Chrome store. Currently that extension has a bug that doesn't automatically refresh after installation, so the user has to click on it a second time to open the

next page. Proctorio cannot be used in incognito mode; Chrome has to be set to accept cookies and the link has to come from within the Canvas course the LTI has been installed in. Once it has been installed, the user won't be prompted to install it again. Dave encouraged Steering Committee members to try out Proctorio and provide feedback on it.

Enabling Proctorio for a quiz is done through the "Enable Secure Exam Proctor Link" which is about half way through the list of quiz settings and can be easy to miss if the user doesn't know where it is. Unlike VeraCite or Ally it needs to be set up but once the checkbox has been checked there will be a link at the very top of the quiz edit screen. This is a one-time step that never has to be done again.

There are a number of features and tools including state profiles, exam settings, and behavior settings. State profiles allow users to save configuration choices and do a fast track using the same settings on future quizzes. Some faculty have expressed apprehension about recording their students, despite the vendor's wonderful job of complying with FERPA in Ed Code, but there are other useful features within exam settings even if recording audio and recording video are bypassed. "Screen grab" is only available if the instructor chooses to review recorded material. Aside from recording, Dave suggested faculty look further at features that can provide deeper test integrity like: force full screen, locking down exams to only one screen or only allowing links that have been provided in the quiz question, and forcing closing of existing open tabs.

Disabling features can be useful as well. Disable printing prevents saving as a pdf, screen grabs, or screen shots. However, it wouldn't disable taking a picture with a phone, which would require identification through use of a video recording. Disabling the clipboard and clearing the cache erases material so the student can't make a copy of the page or questions to circulate to other students. Disabling right click prevents copy/paste.

Some of the lock down settings conflict with some native quiz or exam settings. For example, if the instructor wants to allow the student the ability to come back into a test, "prevent re-entry" wouldn't allow a student to come back into a test. However, that is made clear because the instructor has to watch a video before enabling that feature. Each feature also has a question mark in the corner, which immediately launches a new tab with an instructional video from the vendor it. Features can all be mixed and matched and the instructor can set up Proctorio to use some recording features as well as some lock down features. Many of the verification options only make sense if recording options are being used, because otherwise the student could complete the verification and swap places with someone else completing the exam.

Behavior settings are in categories like: recommended, lenient and moderate. These settings impact algorithms used by the Proctorio software to check

"suspicious behavior." For example, "group exam" allows for increased audio activity and multiple faces in the window. "Open notes" allows students to have new tabs open and would allow for shuffling of papers.

This is an awesome tool and has many features that faculty might find useful, whether or not they are uncomfortable with audio and video recording. The lock down features will help cut down on a lot of fraud. Recording options and lock down options set limitations for the student experience while they are taking the exam by enabling or disabling certain activities or functionality. Behavior settings impact how the software detects and measures suspicious behavior. Behavior settings don't limit or disable activities or behaviors they just change how they are measured.

Greg warned they had a problem with old computers in their library freezing up and preventing students from being able to finish exams in time. They finally decided to take Proctorio off their library computers until they can upgrade this summer. It wasn't Proctorio's fault, but it was a frustrating experience. Dave did note that Proctorio is exceptionally CPU intense. Currently it doesn't work on ipads or with Firefox, it must be used on a desktop browser with Chrome.

Anytime an instructor has enabled Proctorio in a quiz it will append the quiz title with "secure browser or secure exam" or something to that effect.

Dave briefly demonstrated the student view and the level of disclaimers shown. He encouraged faculty to have students use it on their syllabi exams, to get a feel for it in a non-punitive way. Dave and Logan felt demonstrations were better accepted when done by peers rather than advertisement oriented presentations by vendors. There was an instructor whose mind was opened about the potential for assessing student learning using Proctorio after viewing the real time experience of his students taking a quiz. There is potential for this tool to have an impact on teaching beyond what is happening during the exam. Dan thought it was great to hear from a peer about the impact this tool had upon his teaching.

Proctoring Network Update:

There will be a webinar with the Foundation in the fall both on Proctorio and the proctoring network. Nicole Wooley, a librarian at Sacramento City College is working with OEI part time and she did the work on starting the proctoring network. The MOU is posted on the OEI website.

Barbara explained the proctoring network is open to all community colleges, not just Consortium colleges. The idea is for any college that wants to be in it to allow students to take an exam on a Chrome book at another institution. This is something that is often needed for science and mathematics classes where students need to be able to use a scientific calculator, and Proctorio doesn't have the scientific calculator embedded in the lock down menu. Unfortunately that means that a student glancing down to use a calculator (or notes for an open

note exam) would be flagged in Proctorio because the software would detect the eye movement of repeatedly looking down from the screen. Instead a student would be able to go to a proctoring center with instructions approving their use of a calculator, notes, and/or ESL dictionary, and so on and not have that flagged as suspicious. Students would be able to go to the closest network college.

Originally the invitation to join the Proctoring Network was sent to Consortium colleges and others that expressed interest. So far Columbia College is the only one that has signed the MOU. Barbara will send the invitation out next week on three Listservs: CIO, CSSO, and DE Coordinators. She asked members to email her with any other suggestions for sending it out. Each college deals differently with proctoring; some have it in assessment, some in the library, etc.

Barbara thanked Nicole Wooley for all her hard work. They are hoping to the get the Proctoring Network up and running for the fall term.

Online Teaching Conference:
The OTC is coming up in two weeks.

Next Meetings:
August 11th 2017 Online from 9:30am- 11:30am
September 15th 2017 Face-to-face in Sacramento from 9:30am-3:00pm
October 13th 2017 Online from 9:30 – 11:30 am

Adjournment:
The meeting was adjourned at 10:45 am.

Online Education Initiative Steering Committee Meeting
Friday September 15, 2017
Embassy Suites Sacramento

Voting Members: Andreea Serban, Cheryl Aschenbach, Claire Lopez, Conan McKay, Corey Marvin, Dan Crump, Dave Stephens, Geoffrey Dyer, Greg Beyrer, Joe Perret, Jodie Steeley, Lisa Beach, Star Rivera-Lacey

Non-voting Attendees: Barbara Illowsky, Bonnie Peters, Joe Moreau, John Sills, Jory Hadsell, Kate Jordahl, LeBaron Woodyard, Logan Murray, Mark Beam, Steve Klein, and Wendy Bass

Welcome and Attendance:

Cheryl Aschenbach opened the meeting at 9:37 am and welcomed everyone.

Approval of the Agenda:

Conan McKay moved to approve the agenda and Jodie Steeley seconded the motion. The motion carried.

Approval of Minutes: Action

There were no corrections or additions to the minutes for the August 11, 2017 meeting. Conan McKay moved to approve the minutes and Jodie Steeley seconded the motion. The minutes were approved. Dave Stephens abstained.

Co-Chair Appointment: Action

Since the project isn't sure all new appointees have been seated on the committee yet, Cheryl asked if members were willing to delay the new Co-Chair appointment until the next in person meeting in December. Fabiola is willing to continue to fill. This will also give new members a chance to get their bearings.

Andreea Serban moved to hold the Co-Chair election in December and Jodie Steeley seconded the motion. The motion passed.

Management Team Update Action

The full management team update was posted on Basecamp. Autumn Bell is at the IEPI meeting today. As the head of @ONE she will need to alternate attendance at meetings for OEI and @ONE. There are exciting things happening in Professional Development with the move of @ONE to Foothill-DeAnza. They were able to recruit a new team and are reimagining how to do everything. Reach out to Autumn if there are questions about the update.

The Technology Center has identified a lead and seven pilot colleges for data warehouse development. They will be working with researchers at those colleges to inform development of a tool to help with reporting. Data sources will be Canvas, MyPath, CCCApply and a couple others. The initial effort will be by OEI

although it will eventually be larger. The goal is to have a prototype in place at the end of June.

LeBaron will be presenting the Distance Education report to the Board of Governors in November. It was planned for Monday, but the DACA decision bumped the report. Erin Larson will be taking data from the survey in that report and disaggregating it by college into three reports: a high level report to share with senior administration, a summary report for the system, and all of the CSD data for each survey response. Requests are being prepared for forty-two colleges to participate in a series of workshops. Erin will also be working with Russell to put out the OEI RFP renewal; the new grant starts July 1st.

Existing law says each college must obtain its own residency documentation. AB 637, a bill that will enable OEI Consortium teaching colleges to accept the residency determination from home colleges without getting additional information, received 100% support from the Assembly and Senate and is now on the Governor's desk. The project wants to try it out first with the twenty-four Consortium colleges and to engage with the rest of the community college Admissions and Records community prior to including the whole CCC system. The Governor has until October 15th to sign the legislation; if he does, it will become law January 2019. This will remove the regulatory hurdle to a teaching college instantly accepting a student from another college; there will be no legal policy barrier. Development work will still need to be done by John Sills' team to build it. Work is being planned and requirements are being identified. However, Steve cautioned the colleges need to agree on what information they need and want to identify each student before this can be built. The business process requirement is the heavy lift in what remains. Bonnie explained they have begun some of that work starting with three colleges that touch the three systems. They need some kind of enrollment record.

Barbara reported on accessibility work with Ally, which is a tool that helps to remedy files and pages so they are accessible. There are eight colleges interested in participating in this pilot which will begin after the Foundation finishes contracting. Dave Stephens is the Chair of the workgroup. The project isn't working with UDOIT because it requires a lot more technical support both by the college and the Technology Center. Depending upon when the contract is finalized the pilot may run through December or through June. After the pilot the tool will be evaluated and the project can decide whether to continue with it, go to RFP, or if there is a desire to piggyback on an existing contract. The goal is to find out if the tool is as valuable as the company says it is. Dave explained the new version is due to be released in December and will do both files and pages, so it may make sense to wait until December and do a spring semester pilot.

There was a small scale use of Ally with no formal evaluation with an existing contract that ended in June, but this will be a full pilot with participating colleges being able to use it in all of their classes, not just their OEI Consortium classes.

There will also be a more formal evaluation to see if it is really helping faculty. It is supposed to be easier for faculty to use.

The project will be recruiting a new permanent administrative assistant. In the meantime, emails should be directed to: OEIadmin@ccconlineed.org. There will also be an announcement soon of the new Director of Communication.

There have been some recent changes in the Chancellor's Office structure. OEI was initially funded out of TRIS in partnership with Academic Affairs. That partnership is still in place but the TRIS Division has been moved under Executive Vice Chancellor Van Ton-Quinlivan who was formerly the Vice Chancellor of Workforce and Economic Development. That division is now Workforce and Digital Futures. Debra Connick who was the Vice Chancellor of TRIS is no longer with the Chancellor's Office. The management team is renewing focus on ensuring OEI work is doing connects with EPI, CAI, CalPASS, etc., to create as seamless an experience for students as possible.

Student Services Update:

The Quest Online Readiness program helps students learn about strengths and weakness in skills that will help them in online education. It is still available to the entire CCC system, including the SmarterMeasure diagnostic component. The project has been working with @ONE to add webinars teaching stakeholders how to best make use of those modules. Last semester they helped faculty learn how to incorporate the modules into their courses. Now they are developing webinars for counselors to help students benefit from the Online Readiness program and resources. Those webinars are recorded and/or archived and Bonnie will provide a link to them. The project encourages instructors to get students to sign up to do Quest before starting their online courses and for students who have challenges to use it while taking their online course. There are two pathways in Quest, one for students who are new to online courses and another for experienced online students. Bonnie will put the link to the multimedia resources on Basecamp; they are available to all 114 colleges. Quest can now be offered as an open course prior to students signing up for an online course. At Fresno they auto-enroll all online students in Quest for Success and provide a badge when the course is complete. The badge means students don't have to retake the course for Clovis and Reedley after finishing it at Fresno. One instructor forces students to take Quest and complete modules prior to moving on to any other work in her course. Fresno sends every student who enrolls in an online course an email with a link to the Quest course. Dan suggested Jodie's example from Fresno be included in the newsletter. LeBaron praised this great program for improving retention and success in online learning.

New colleges are being added for online counseling and the project team is getting them on with the vendor. Online counseling courses started September 11th and a mental health module was added as well. The course has been updated with video components added. Colleges that have Cranium Café and

want ConexEd should contact Bonnie to get the training. Information has gone out to the counselors through the Listserv, the pilot colleges, and the CSSOs.

Arnita Porter is collaborating with Bonnie on student services and equity. They are looking at sample courses and working with Larry Green (Lake Tahoe CC) to see what can be added to his math course and hope to have a demo at the next face to face meeting. They are looking at recommendations to equitize websites and campuses.

Proctoring Network Update:

Nicole Woolley is overseeing the Proctoring Network for faculty/courses that require face to face proctoring. For example, in Barbara's statistics class, students need to use graphing calculators and are allowed use of a dictionary and a page of notes. All of those elements would set off triggers in Proctorio. There are now almost twenty colleges signed up with more interested but waiting until next year to start. Eight colleges belong to the Consortium and the other ten to twelve do not.

Students from around the state may need proctoring and the network will allow them to take a test where it is convenient for them. Each college in the network will get a couple of Chromebooks to use for testing. Logan is going to make a geo-map site that will link to testing centers and their hours. This is intended for all online courses, not just Exchange courses. They were hoping to have everything set up to start September 1st, but a couple more colleges signed up so they waited to launch the program. Barbara acknowledged there might be an imbalance between schools that get heavy use and others with only a few students. They plan to keep an eye on it and some places might end up needing to set appointment times, but that isn't an issue at this point. There will be a webinar on September 29th. The first part will be about using Proctorio and the second part on starting the proctoring network.

Approval to Pursue Contracts: Action

Within Academic Affairs there is interest in looking at services and features that could help equitize online learning for students across the state. Barbara explained many vendors want to meet with OEI, and generally they allow only a first meeting to talk about potential services, but not a second unless the vendor has accessibility approval from a list of nine vendors that provide certification of WCAG 2.0 AA accessibility. There are three features the work group was unanimous about being interested in looking at further: a search engine feature, a name pronunciation tool (one company they know of is "Name Coach"), and a place to input preferred name and gender. Barbara thought Instructure did not have plans to include a search engine feature, at least not in the next year. Very few schools have a place in the SIS for a nickname or preferred name and preferred gender. Today she is looking for direction on whether to pursue further information on these three features. This does not commit OEI to purchase of these tools, just to gathering more information about what might be available.

Dave thought the search engine feature was already on Instructure's product radar and noted it made the top twelve features requested. He thought it was close to being in development and was concerned about introducing a vendor and potentially less than twelve months later having Instructure develop the feature. Barbara was told at Instructure Con that it is not on next year's plan. Dave would want a search feature to avoid showing items that are not available to a particular user and/or to have a feature for "available now" or to check by date lock. Dan thought it possible to tag items "what must be done for access."

The workgroup provided some initial vetting with this recommendation. Jory reminded the Advisory Committee it is being asked if it believes these features are worth further exploration. They would later come back with recommendations for or against proceeding. At that point this body would get into whether or not to provide a full endorsement of the tool or product. Steve expressed concern the work being done might be more appropriate for the Canvas Users group which prioritizes top concerns for the community college system. Are these core ideas the project needs to be focused on for the next year, and are they driven by the work plan?

Bonnie explained a couple of these items (name pronunciation and preferred name and/or gender) came up through equity work and had long been concerns. Additionally, these items were not necessarily related to Canvas. This is a new process for Academic Affairs to draw attention to effective practices, especially related to equity. Jory emphasized approval to "take the next step" would involve investigating tools and addressing questions: is there more than one vendor, can the cost be leveraged through CSU or UC, and would it be OEI funded or piggybacked on another contract? After those questions were answered and vetted through constituent groups, a final decision could be made.

Dave moved that each of the three suggestions be considered and voted on separately. Andreea seconded the motion. The motion passed.

Andreea thought it would be helpful to know exactly when Canvas is looking toward the release of a search engine feature. It would be important to have a more precise timeline from Instructure; if it is only going to be two years she thought it wouldn't be worth the effort and time. Steve encouraged engaging Instructure on their firm roadmap; what a vendor said three months ago has probably changed. Dave agreed; often items for Instructure have been implemented in half the time estimated. Dan moved to explore a third party option for a search engine. The motion was seconded by Conan. The motion carried.

Name pronunciation is an equity piece; it is about students feeling comfortable interacting in an online environment. Jodie moved to pursue name pronunciation and Clair Lopez seconded the motion. The motion passes with abstentions from Greg Beyrer and Joe Perret.

Members felt name and gender preference might already be included in the SIS. Wendy cautioned name preference has to be recorded in the SIS otherwise the student isn't recognized by the system. The student ID is the only true identifier. The Technology Center rolled out a Canvas to SIS integration with Project Glue that auto-populates from Canvas to SIS and from SIS to Canvas; this will allow name discrepancies to be resolved. The solution may already exist. Bonnie explained the idea was to gather information, if it already exists in Canvas or the SIS, money wouldn't be put into it.

Clair moved to pursue further information about allowing the option for students and staff to have a preference for gender and name stored or recorded so it could be used. Jodie seconded the motion. The motion passed with Greg Beyrer and Joe Perret abstaining.

Course Exchange Update:

Kate Jordahl has been working on implementation of the Course Exchange. The mission is completion of transfer degrees by increasing access to courses, quality and completion. The Course Exchange is now in use at six colleges with students for fall and the recent legislative changes will allow it to work more smoothly. The Course Exchange was launched in January 2016 and other colleges are getting ready. Version 2 with Financial Aid is coming in October. Access to the Course Exchange is only available after a student has registered for a minimum of one course at their home college, then they are offered the option of looking at Course Exchange courses. There are multiple paths into the Course Exchange, but students must meet that baseline of at least one course at the home college.

Kate will post links to short videos about the Course Exchange in Basecamp. Greg felt one with a stick figure which he showed at his local Academic Senate was really good marketing.

The project is looking at expanding the Consortium. It began as the twenty-four colleges that were in the pilot for Course Exchange: eight full launch colleges, eight tutoring colleges, and eight online readiness colleges. Most of those colleges are planning to go into the Course Exchange. The Consortium is meeting monthly to share their knowledge about the Course Exchange and how to improve. The discussion has moved to expanding the Consortium. The project team will be putting out a call to colleges and holding webinars soliciting colleges interested in preparing to join.

There will be both programmatic and technical requirements that must be met before new colleges will be able to join and priority will be given to colleges most ready. Technical readiness includes elements that let the Course Exchange happen including space and time in IT. On the programmatic side, readiness involves courses that are ready and support of people on campus that need to be involved: IT, A&R, Financial Aid, Distance Education, faculty and staff.

LeBaron emphasized the six colleges currently in the Course Exchange need to be increased. All of the colleges in the Consortium need to come on sooner rather than later. The number one priority of the legislature which put tens of millions of dollars into this project is the number of students, courses, and colleges in the Course Exchange. OEI needs to demand more of the colleges that are sitting on the side line, or they need to be put out of the project. The project can't wait around any longer for people to tiptoe around and carefully wade in. Colleges need to dive in or the project needs to identify new colleges that will. The project is keenly aware of the need to grow the Exchange. Part of the effort has been the programmatic lift and the technical lift to build these things. Jory felt the project was now hitting an acceleration point. Of the twenty-four colleges that started, one exited and another six are in varying phases of idle based on different technical situations like a custom SIS. Moving forward he believes seventeen of the initial twenty-four will be fully viable. Kate agreed it is really important to make this scale in the next six to eight months.

There is now a sixteen to twenty week implementation plan to get colleges which are programmatically and technologically ready up in the Course Exchange. There are consolidated agreements and the project will be able to tell potential new colleges what they are signing up for. There will be a solicitation of interest, followed up with an informational meeting and then maybe fifteen to twenty colleges that are serious will come out. Colleges will be required to form an implementation team before starting this process. The project needs to work with the colleges that are most ready to do this. Joe Perret explained this is a sales and sales management problem; the project needs to be out beating the bushes soon in order to do what LeBaron wants. There are wonderful tools but there need to be many more courses and there isn't much time.

Jodie thought it was important to have regular reports on where all of the twenty-four colleges are in the process with the technology. If there are IT problems there should be an IT report on what is happening. At the same time, limiting the seats in the Course Exchange to five doesn't seem to be working to get enough students in. If more seats are needed, that needs to be done. Jodie felt strongly that for all of the resources that are being provided and used, there should be more to show for it. She wants to know what is happening with everyone else.

Jory explained the process has evolved and also acknowledged the pressure has increased. A September release date was projected, but because of issues with Financial Aid there are still some technical issues with version 2.0. The plan had been to get the full launch colleges live and then move them and the new colleges live with 2.0. However, not every college is in the same place and there are some technical issues to get the colleges live in 2.0 while bringing others up at the same time. They are working to streamline the process of how the project engages colleges from the beginning. The process is now streamlined to somewhere in the sixteen to twenty week range. They are also using the

Technology Center Enabling Services model. It may appear stuck, but every college has its own set of issues with going live. The charge will occur when version 2 is fully tested and those implementations can happen with little drama and unanticipated consequences. It is also probably true that the colleges that started this project from the beginning and have been at it for a very long time are feeling some fatigue. Bringing on new colleges brings an opportunity for new enthusiasm.

Joe Perret thought the Advisory Committee would like a clear diagram of the sales cycle and sales forecast and number of courses at the December meeting. Jory said they would work on that.

Enrollment Management Workgroup:

In the Consortium there has been concern about managing enrollment. The management team thought this would get resolved in the Exchange, but it hasn't happened yet. Jory would like to form an enrollment management workgroup with some appointees from the Consortium and some from this Advisory Committee.

The Course Exchange started with an initial gentle person's agreement not to put a lot of students at risk, and because there were concerns about too many seats being put in, the number of seats was initially set at five per course. The time has come to move beyond that, the project needs to hit certain targets to have success. The hope is that by bringing a body of people together, there will be an ability to get 90% of the way before hitting contentious issues. So far there haven't been the right people in the room. Perhaps colleges with excess capacity could be connected with colleges that need access. Jory would like a couple of people to be identified from the OEI Advisory Committee to provide representation to this new workgroup. The desire is to lead into a discussion of how to move beyond the single course model and how to work with the Guided Pathways model. The group would primarily meet remotely.

Andreea supports the concept of a workgroup in this area. She also volunteered to participate. She thought the existing agreement had significant holes with respect to Financial Aid that cannot be taken lightly. Andreea thought the Enrollment Management Workgroup could be a good place to get those and other issues ironed out. Greg thought having combined representation from the Advisory Committee and the Consortium was a good idea; both perspectives are important. He asked to be considered as a representative.

2017-2018 OEI Evaluation Plan:

Alyssa Nguyen, RP Group evaluator for OEI shared the evaluation plan for the coming year. Her Powerpoint deck will be shared later on Basecamp. The philosophy of the RP Group is to promote an inside-outside partnership rather than a traditional auditor's role. They work on identifying what is working and

what can be improved. The goal is to enable ongoing dialogue about evaluation results and to communicate OEI's values internally and externally.
Alyssa provided an overview of evaluation methods including reviewing OEI documents (minutes and planning documents), surveys to collect information about end users and initiative participants, and interviews when relevant. The evaluation will look at OEI activities with short term outcomes and more intermediate outcomes, like the number of quality online courses, course success rates over time, and the number of CCCs participating. Finally she will look at long term outcomes like effectiveness, increasing the number of students completing certificates or degree and transfer programs, identifying and streamlining efficient course development, and cost savings system wide.

There will be three evaluation themes for 2017-2018: OEI processes, online teaching and learning environment (teacher and student experience of platform and support tools), and Professional Development activities provided and funded by OEI (peer online course review process and the training provided). Specific research questions around OEI processes include determining if OEI is engaging with key stakeholders, disseminating information to ensure goals are being met, and determining how effective communication efforts are to stakeholders. Questions around the online teaching and learning environment will focus on whether faculty and students feel supported, trying to understand the impact of services in the platform or Course Exchange, and determining if the suite of support tools are adequate. Additionally, the RP Group will try to determine if OEI is addressing disproportionate impacts.

Evaluation activities include surveys to collect feedback at pilot colleges. Ultimately, the intent is to determine what is useful for OEI and the CCC system. Alyssa will analyze the information gathered and give it back to the management team. She will identify steps OEI might take to improve and will share that information with the larger stakeholder community in the Advisory Committee. The purpose is to continue the cycle of continuous improvement. Formative reports are typically shared at the end of the year with a report out sometime in December.

Although Professional Development efforts include both OEI and @ONE there will be separate RP Group evaluations of their work. Alyssa will be working closely with Tim Nguyen who is the evaluator for TTIP South/@ONE to make sure those efforts do not overlap. TTIP has its own priorities for outcomes and Alyssa and Tim want to make sure there is coordination but the evaluations are kept separate. The majority of what Alyssa will look at regarding Professional Development for OEI will come from the faculty and staff perspective of the course design experience. There will be a couple of questions asking students if they perceive a difference in things done to improve their experience.

Consortium Expansion:

The project is preparing to expand the Consortium. They will be making announcements through normal channels, an article in TechEDge and through webinars. As the team gets names of interested colleges they will be looking at those colleges through lists of desirable and required characteristics in order to make the best use of project time to get colleges that are most ready on board. There will be application workbooks including elements that other colleges and SPOCs helped develop which break elements down into doable steps. Those required and desirable characteristics came from brainstorming lists generated by the Consortium and the Advisory Committee early last spring. Some of the technical requirements are: Canvas implementation, SSO, Federated ID, e-transcript, and no accreditation issues. There are many desirable elements including having a strong DE program, using OEI support services or others that are comparable, having a significant number of courses that meet the course design rubric and are C-ID transfer level courses. These are not the only desirable characteristics; but just a sample of items that will be taken into consideration. Preference would also likely be given to colleges that already have the Adaptor, are in a district with another college in the Course Exchange, and those that met a geographic gap.

They will also be looking for a strong team of perhaps eight people with two or even three key leaders, as an implementation committee. Jodie strongly recommended there be a requirement for a full time Distance Education coordinator. This is an opportunity to have a positive impact on the system and critical to a strong committee. It is important to have all those elements and when bringing people from silos together it is essential colleges have a full time DE coordinator on the team. Jodie also felt strongly the Advisory Committee should see the full list of all the information not just a bullet list of some. Other members also thought requiring a fulltime DE coordinator was an appropriate way to roll some of the cost savings from the LMS back into distance education resources. John Sills suggested having an executive level sponsor on the team because the work crosses so many departments from DE to IT. The management team assured the committee this presentation was just an overview and they would bring back the application workbook and complete package so the Advisory Committee had opportunity to provide further input.

Members asked whether the current Consortium structure with two members per college would scale. The management team acknowledged it might not, but noted the Consortium will address that when it gets to that point. Wendy explained the Consortium has discussed it, but still finds great strength in having both a faculty member or SPOC and an administrator. Her Dean is able to really advocate for the Consortium needs back on campus. Additionally, at the next Consortium meeting they will be starting to have representatives from other departments participate by webinar in the early part of the meeting. Next month is A&R and the month after that will be Financial Aid staff.

Flexible Learning Options for Workers (FLOW):

Jory provided a brief update on what he and a few OEI members learned from the first FLOW workgroup meeting they attended three weeks ago. There was a wide array of people there representing a variety of constituent groups, some in attendance in addition to Jory were: Cheryl Aschenbach, Joe Moreau, Anthony Culpepper, Michelle Pilati, and LeBaron along with others. Prior to the meeting the Governor sent out a letter about the desire to create a college with fully online degrees and there was some concern and confusion in the system about what that might mean. The work group is under the direction of Executive Vice Chancellor Van Ton-Quinlivan. The Chancellor's Office has contracted with the National Center for Higher Education Management Systems (NCHEMS).

A lot of data was presented to demonstrate there is a whole population of Californians the higher education system isn't reaching. FLOW is aimed at targeting that working population; this program is not being designed to cannibalize other programs. There is a need for certification of skills training for a population of around 600,000 students. The goal is to do something innovative around Workforce and competency based education. The Department of Finance was there from the Governor's team as well as the Legislative Analyst. Members were asked to think creatively about ways to reach this population including with non-traditional schedules and programs. The group was told the Governor is making no assumptions and asked attendees not to make any assumptions about statutes or funding and instead think about this an opportunity to innovate. This may become a different model or a combination of them.

The first meeting was August 28th and 29th and there will be a follow up meeting on October where a draft of three to five proposals will be reviewed and then forwarded to the Governor. The final proposal would probably be brought back several weeks after the October meeting. Joe Moreau suggested it would be logical for the Governor to use this timing to come up with something for some kind of seed funding in January. LeBaron agreed that was likely.

Jory emphasized that OEI seems to be highly thought of and this new program is not intended to undermine or take away in any way from what OEI is doing.

Jodie expressed frustration about being at a non-Consortium college and therefore feeling "out of the loop" on communications. She did not want to get bullet points but instead wanted to get complete and full information about Distance Education whenever possible. She expressed hope that the hiring of the new communications person would help with feeling more involved in ground level conversations.

Next Meetings:

October 13th 2017 Online from 9:30 – 11:30 am
November 9th 2017 Online from 9:30 – 11:30 am

December 8th 2017 Face-to-face in Sacramento

Adjournment:

The meeting was adjourned at 3:32 pm.

Local Senate Visit to Ohlone College
19 October 2017
Dolores Davison and Conan McKay

Brenda Ahntholz, the new senate president at Ohlone College, reached out to Conan McKay as area B representative and requested that exec members visit Ohlone to hear and discuss concerns at the college around governance, 10+1, and other senate issues.

Dolores and Conan met with Brenda prior to the general meeting to talk about some of the issues facing Ohlone. Many of the issues stem from the relative inexperience of the Senate president and curriculum chair, as well as the limited participation of Ohlone's senate leadership over the last few years in ASCCC events. Brenda is hoping to change that, and there is support from their acting VPAA Duncan Graham to do so. Most of Ohlone's processes are running smoothly, which is why Brenda and her executive team are interested in making some changes that might be less viable if there are concerns within administration or other bodies about them.

Dolores and Conan then met with the senate, administration, and others to hear their concerns. Over the course of two different meetings, Dolores and Conan discussed the 10+1, the role of participatory governance, and some of the most pressing issues facing colleges around the state. The meetings were well attended and involved all of the senior administration as well as the union and senate leaders from the college. Brenda later reported that there was positive feedback about the meeting and that she hopes to have a further report to us by the end of the term.