TEAM PROJECT REPORT

Team Name: Success^3

Project Title: VCCCD's Gear-Up for Success Summer Program

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Executive Summary

Assembly Bill AB 705 introduced by local Assembly woman Jacqui Irwin and signed into law by Governor Brown in October, 2017 ushers in a new area for the California Community College system. A shift in paradigm that changes the traditional approach to placement employed for decades: **Assessment** as a way to provide placement recommendations for students. This previous practice resulted in colleges offering remedial instruction for those who needed it and "scaffold courses sequences were designed by Faculty as a way to build student success by developing a foundation that would logically lead to a transfer-level course success and ultimately college graduation and completion" (California Community Colleges AB 705 Implementation Memorandum, 2018). The intent of AB 705 is to remove barriers which can prevent students from progressing through required coursework and completing a transfer level English and Math class within their first year of college. AB 705 now "mandates that colleges rely on high school coursework, high school grades and high school grade point average – metrics that research shows are far more accurate in assessing a student's abilities" (California Community Colleges AB 705 Implementation Memorandum, 2018). As a result, VCCCD' Administration alongside English and Math departments have been diligently working toward identifying ways to comply with this new initiate and ensure students have the resources they need to complete transferable level courses in a timely manner.

"While the specifics may vary from college to college, the direction of what AB 705 requires is clear. Colleges should be acting now to evaluate and redesign all aspects of developmental education and transfer attainment focused on these areas: assessment and placement, curricular design, co-curricular design, and non-curricular-support" (California Community Colleges AB 705 Implementation Memorandum, 2018). This is a complete 360-degree change in direction for Community Colleges who in the past focused on what the student was missing "**deficit model**" and move toward one that looks to the students' potential and one of "**student empowerment**". This change in pedagogy stems from AB 705 requiring all placement decisions to be based on a student's high school grades and prior course work completed as "Research has demonstrated that indicators like overall high school GPA, individual course-taking performance, and course-taking patterns have equal or superior predictive value than the traditional assessment test because they are a better reflection of students' capacity" (California Community Colleges AB 705 Implementation Memorandum, 2018).

Thus, this group set out to develop a District-wide English and Math development program, **Gear-Up for Success Summer Program**, that would help students better prepared to transition from high school to college, and help them successfully complete English and Math transferable requirements within one year as mandated by AB 705. The group researched what had been in place prior to AB 705 implementation at VCCCD, what was currently being proposed by the District, what other community colleges were doing and considered best practices, as well as what our constituents, traditional feeder schools, were doing to prepare college-bound students to

meet AB 705 Mandates. To further ascertain this and gather data, the TEAM utilized the States' DataMart Basic Skills Tracker, Student Success Scorecard, and reached out to the District's Deans of Institutional Effectiveness. The Team also attended AB 705 retreats, Guided Pathways roundtable discussions and forums, and Distance Education Symposium. In addition, they reached out the VCCCD's Outreach Centers to see what was being disseminated to local high schools regarding this new organizational change. English and Math Departments at all three VCCCD campuses were also survey to hear from the experts what they felt was required to assist incoming student succeed.

Survey targeted Focus groups included: English and Math Departments, Basic Needs Initiative Advisory Committees/Work Groups, and high school students to see what they felt was missing in gearing-up incoming students to better acclimate to college life and culture, and succeed in English and Math transfer level courses. The group consciously stayed away from traditional approaches to surveying others such as mailing or emailing out surveys to the above-identified groups as a way to get a true pulse for what was being done, proposed, and implemented. The Team felt that meeting with each group in person vs. mailing out the surveys would facilitated greater and more robust open dialogue, expand discussion opportunities, offer greater exchange of ideas, and potentially yield the best tangible data.

Data gather from the above research efforts resulted in three clear themes emerging as the most identified needs to help students transition from high school to college and complete transfer level English and Math courses:

- College readiness skills;
- Growth Mindset; and
- Fundamental skills in English and Math.

Introduction

Mission:

VCCCD's Gear-Up for Success Summer Program's mission is to assist first-time college students to make a smooth transition from high school to college by implementing a wraparound holistic approach to campus services that is inclusive and supportive for all students to maximize their personal, vocational, academic and career success. This is achieved by leveraging on and supporting existing programs assisting a diverse population of students, staff, and Faculty; and augmenting this with a new collaborate and innovative educational model geared to assist each student achieve academic success.

Vision:
Through participation in a Gear-Up for Success Summer Program, students will learn through activities and project based programs to establish effective working relationships with college Faculty, access campus resources, build long-lasting connections with peers, gain collaboration skills, build personal networks, improve study skills, review essential English and Math Fundamentals, and gain a strong Growth Mindset to be prepared to thrive in a competitive and diverse world.

Objectives:
Gear-Up for Success Summer Program is a project developed to improve VCCCD's three college's student-centered service delivery system to ensure that students entering any of its three campuses are well equipped to acclimate to college life and expectations, take and pass English and Math courses, and successfully complete transfer level English and Math requirements within their first year of college. This will be a two-week summer program that is offered to all first year college students for Non-Credit that adheres to the expectations set forth by new initiatives such as AB 705, Guided Pathways, Credit/Non-Credit, Duel Enrollment expansion, and Distance Education. The goal is to not just address the needs of its students in rout to transfer to a four-year university, but those who traditionally see the role of their community college as **THE place to go** to improve or develop skills to:

- Prepare to renew their state professional licensure
- Pursue to a degree, transfer or certificate of achievement
- Enhance or improve a desired skill set to secure, retain, or advance in a career

Stakeholders:

All of the following will be essential in planning, developing, and implementing this project:

- District Office
- Chancellor
- Moorpark College, Oxnard College, and Ventura College
- English and Math Departments at all three college campuses
- Basic Needs Initiative Committees
- Curriculum Committees
- Counseling Departments
- DSPS
- EOPS
- FYE (First Year Experience)
- Orientation and Outreach Centers
- Mesa
- Tutoring Centers
- Traditional feeder schools to the District

Belief Statements:

- We believe that students that participate in a Gear-Up for Success Summer Program will be better prepared to make a successful transition from high school to college;
- We believe that this program will increase confidence and facilitate a smoother transition into college life, tempo, and culture;
- We believe that a Gear-Up Success Summer Program will increase the number of individuals that will enroll in transfer level English and Math during their first year of college;
- We believe that the pass rate for students who enroll in transfer level English and Math during their first year will be increased; and
- We believe that there will be a higher completion rate percentage for first year students enrolled in transfer level English and Math who participate in the Gear-Up for Success Summer Program vs. those who did not participate.

Project Philosophy:

Our philosophy for this project is that this program will strengthen any student's success as English and Math are requirements for any path a student may take. And, implementing a Gear-Up for Success Summer Program will help students achieve these requirements. This project addresses the District's Strategic Plan Goals & Objectives to increase access and student success, partner more effectively with our vested constituents to meet our community needs, and promote fiscal stability and the effective use of our organizational resources. It also touches on all pressing matters currently affecting the District and students: AB 705, Guided Pathways, Dual Enrollment, Credit/Non-Credit, Distance Education, Career Ed/Strong Workforce, and Equity.

Vision of the future:

Given the current climate of the District - experiencing changes in several management and leadership positions at several of its campuses, we will take into consideration new incoming management's direction and vision regarding how this program can supplement the District's goals to expand Distance Education, Guided Pathways, Credit/Non-Credit Courses, Dual Enrollment, and partnership with local industry to meet the needs of its community. Initially this program will be open to all new incoming college students, but we see it growing to include first-generation students, low income students, and students from historically underserved populations. We see this project initiating as a pilot program at one of the three VCCCD campuses with hopes of implementing it into a District wide program. Of course we will be respecting and focusing on each of the District's three colleges' unique needs, demographics, and service areas. We see the Gear-Up for Success Summer Program being instrumental in increasing the number of students choosing to enroll at VCCCD, increasing retention rates,

improving completion rates, increasing graduation rates, and promoting higher transfer rates. Ultimately, the goal is to see this program embedded within the District's 2020 – 2026 Strategic Master Plan.

Background

Considering the overall composition and relative costs of the higher education system in California, the community college is essential to the delivery of public postsecondary education and has found success in some aspects of its mission to provide quality, and cost-efficient higher education opportunities. However, while 81.4% of community college enrollees indicate a desire to earn at least a bachelor's degree, only 11.6% of them do so within six years (Baum et al., 2013).

Assembly Bill (AB) 705 passed into law in 2017 is an attempt to increase completion rates. This remedy sought to eliminate the requirement often placed on students to take remedial courses. These courses were found to delay their educational progress and had more significant implications around issues of equity among students of color often placed in remedial classes (citation missing). The law held that the primary criterion for placement, assessment tests tend to under-place students; a student's high school performance is a much stronger predictor of success in transfer-level courses rather than standardized placement tests.

This bill is designed to accomplish several important outcomes that are paramount to the California Community College Vision for Success:

1. Increase the numbers of students who enter and complete transfer-level English and Mathematics/quantitative reasoning in one year
2. Minimize the disproportionate impact on students created through inaccurate placement processes
3. Increase the number of students completing transfer-level English as a second language within three years (citation missing)

Significance of the Project

This project comes at a time when increased access to community colleges is prevalent and as interest in expanding innovation and learning in community colleges is growing. AB 705 is an example of political leaders, taxpayers, and advocates asking for measurable outcomes in higher education and policies that adhere to market-based liberalism and increased global competitiveness (Carpenter et al., 2016). Such requests result from a desire to better understand how efforts of assessment and accountability (e.g., AB 705) are being received and administered in the community college (Blumenstyk, 2015). New laws and policies such as AB 705 have ushered in a time of evaluation and creativity as we consider what structure would best serve our student population in completing their academic goals.

Project Overview

This project is a look at how key stakeholder, Faculty, are preparing for a significant change as a result of AB 705. Our group held eight different focus groups to obtain data among English, Math and Student Services Faculty throughout the district at Ventura, Oxnard, and Moorpark College.

Initially, our group set to develop a district-wide skill development program in English and Math to prepare students impacted by this law for transfer level courses in English and Math. We anticipated bringing to this project a standard practice that could be applied district-wide to serve this student population and help them to thrive with this organizational change. More specifically, this project intended to identify how leadership, Faculty, and staff are responding to AB 705.

The following five questions used and customized to the targeted Faculty groups:

RESEARCH QUESTION 1
What structure would work for a comprehensive student experience to prepare for transfer-level English/Math?

RESEARCH QUESTION 2
What skills would you like incoming and returning students to have, but do not before starting transfer-level English/Math?

RESEARCH QUESTION 3
What are the Top 5 Skills that need to be strengthened in these programs to succeed in transfer-level English/Math?

RESEARCH QUESTION 4
What learning outcomes should be in included in these programs?

RESEARCH QUESTION 5
What is the best way the college can help Math teachers be student ready?
Can you rank the importance of:

- Tools?
- Professional Development?
- Data on student population?
- Compensation structure?

As data were collected three themes emerged that informed a significant pivot in our project from an English and Math college preparedness focus to a student success and college readiness focus. The themes that emerged from the focus groups were the need for a program that would strengthen *College Readiness Skills*, A *Growth Mindset* and improve *Fundamental Skill in*

English and Math. For example, teaching Faculty identified the importance of *motivation, grit and study skills* in any program meant to help students academically succeed. In one focus group, Faculty commented on teaching students "*activities that build confidence*" for college-level work. Other Faculty commented *"help students with cultural capital and Growth Mindset*." These comments were met with the need to build fundamental skills in both English and Math. However, there was an overwhelming emphasis placed on the need to help students develop perseverance skills to achieve long term academic goals. The data analysis further shows the emergence of these themes in our study.

The data collected have led us to develop a comprehensive program intended to address College Readiness Skills, A Growth Mindset and develop college-level skills in English and Math. The goal of this program is to come together as a district with a representative from all three colleges working to gear students up for college success and taking a community cohort model approach.

Implementation Plan

Gear-Up for Success- Summer Program is a project developed to improve VCCCD's three college's student-centered service delivery system to ensure that students entering college will be equipped to overcome obstacles, to enrolling and pass transfer level English and Math within their first year of college. The stakeholders that will develop and implement the Gear-Up for Success-Summer Program are the Math, English and Counseling Faculty. The three groups will collaborate together in creating a growth-mindset/Math/English curriculum. The group will use a cohort model.

TIMELINE

Fall 2019- Gear-Up for Success- Summer Program District-Wide workgroup

Spring 2020- Gear-Up for Success- Summer Program recruitment

Summer 2020- Roll Out

Schedule 2: Two Week Summer Program to take place during Summer Session 2, Monday – Thursday, 8 AM – 2:45 PM.

- College Readiness & Growth Mindset 8 AM – 9:45 AM
- Math 10 AM – 11: 45 AM
- Lunch Break 12 PM – 1 PM
- English 1 PM – 2:45 PM

FINANCIAL PLAN AND BUDGET

Existing Resources

- Each campus as a student outreach office that can be utilized to recruited for the Gear Up program
- CTE and Dual Enrollment with High Schools can also be utilized.
- Faculty- Student Service/ professional development obligation hours

Request for New Funding

To hire a counselor (extra hourly) Math and English faculty (professional experts) to deliver material.

Counselor	16	$75.00	$1,200.00	19.48%	$233.76	$1,433.76
Math PE	16	$75.00	$1,200.00	19.48%	$233.76	$1,433.76
English PE	16	$75.00	$1,200.00	19.48%	$233.76	$1,433.76
					total	$4,301.28

PROFESSIONAL DEVELOPMENT

PERTS – Growth Mindset for College Students
This is free, however we need college approval to get a group together. They also have a model for students.

Communication Plan

Describe strategies and methods used to develop awareness and contribute to successful implementation and support.

1. Student portal
2. Outreach in the Spring
3. Social Media
4. Academic Senate
5. Student Service Council
6. Division Meeting
7. Department meeting

Data Overview and Analysis

Data Overview

To gather relevant data for our project, we held focus groups at each of the three colleges in the Ventura Community College District. At each of the focus groups, we asked the following five research questions:

1. What structure would work for a comprehensive student experience to prepare for transfer level English/Math?

   Schedule 1: Five Week Summer Program to take place during Summer Session 2, Monday – Thursday/Friday, 8 AM – 12 PM.
   - Math Review for two weeks
   - English Review for two weeks
   - Study Skills for one week

   Schedule 2: Two Week Summer Program to take place during Summer Session 2, Monday – Thursday/Friday, 8 AM – 2:45 PM.
   - Math Review 8 AM – 9:45 AM
   - English Review 10 AM – 11: 45 AM
   - Lunch Break 12 PM – 1 PM
   - Study Skills 1 PM – 2:45 PM

   Schedule 3: Two Week Summer Program to take place during Summer Session 2, Monday – Thursday/Friday, 8 AM – 12 PM.
   - Math Review 8 AM – 10 AM
   - English Review 10:15 AM – 12: 15 PM
   - Study Skills – Online via CANVAS

   Schedule 4: Eight Week Program – Saturday Experience to take place during the Spring semester, 8 AM – 12:15 PM
   - Math Review 8 AM – 10 AM
   - English Review 10:15 AM – 12: 15 PM
   - Study Skills – Online via CANVAS

2. What skills would you like incoming and returning students to have, but do not prior to starting entry level or transfer level English/Math classes?

3. What are the Top 5 Skills that need to be strengthened in these programs to succeed in entry level or transfer level English/Math classes?

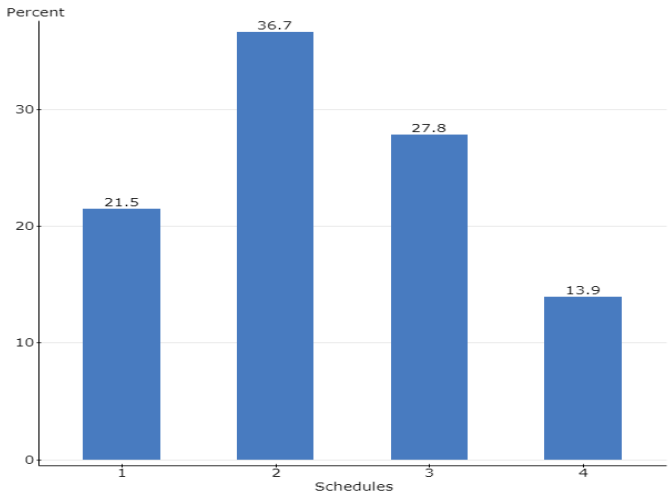
4. What learning outcomes should be included in these programs?

5. What is the best way the college can help math/English teachers be student ready? Can you rant the importance of: Tools? Professional Development? Data on student population? Compensation structure?

We analyzed the data gathered at each focus group and compiled the responses together to interpret the relevance of the data.

Research Question 1: What structure would work for a comprehensive student experience to prepare for transfer level English/Math?

The structure that most of the English and Math professors ranked the highest was Schedule 2: Two-week summer program. About 36.7% chose this schedule as the best structure for comprehensive student experience. The next in rank were Schedule 3 and Schedule 1, in which these received 27.8% and 21.5% respectively. The schedule coming in last was Schedule 4 with 13.9% choosing this structure. Comments for this first research question include a need to prepare students for college life with study skills, time management and test-taking strategies. Students need to have a Growth Mindset and know how to navigate the college system. Math professors believe there should be an emphasis on college success skills and not so much on "front-loading" skills. That is, leave the math-skills review and teaching to the Math professors.



Another concern among many professors was Credit/Non-Credit courses and payment. There should be Outreach and President support for such a program. Some English professors believe there should be an ESL component. And finally, several professors believe that schedule 4 may not be the best type of schedule, meeting on Saturday, because high school seniors are focused on many end-of-the-year events and graduation.

Research Question 2: What skills would you like incoming and returning students to have, but do not prior to starting entry level or transfer level English/Math classes?

Most people responded to this question not with skills directly related to English and Math but responded with study skills, notetaking, the importance of homework, how to study for exams and organizational time management. Other skills include discipline, persistence, and willingness to learn and grow. Some Math professors said that the basics of Algebra, number sense, strong fundamentals, and vocabulary are very important skills for students to have. Some English professors included critical reading skills, basic grasp of grammar, punctuation, sentence structure, ability to analyze and think creatively about literature. Students should learn to reflect on why they write the way they write, that is, to be able to understand writing structure and why certain techniques are preferred.

Research Question 3: What are the Top 5 Skills that need to be strengthened in these programs to succeed in entry-level or transfer level English/Math classes?

Several professors responded with these skills: self-motivation, critical thinking, study skills, nutrition, neatness, time management, organization, and building confidence. They believe that students should know the difference between high school and college, classroom etiquette and that students should learn to utilize the tutoring services and other resources on campus including talking with their teachers. Furthermore, students should know that it is okay to be challenged. They should learn how to use technology for learning and know how to use CANVAS for all of their classes. Students should have a willingness to work hard, eg., GRIT, should prioritized education, and have enthusiasm and curiosity in the learning process.

Math professors included these specific skills: fractions, factoring, number systems, solve first and second-degree equations.
English professors included these specific skills: develop reading skills, research skills, information literacy, critical thinking including self-reflection.

Research Question 4: What learning outcomes should be included in these programs?

Students should seek help when struggling on math topics. They should try to understand what they got wrong and then self-adjust. Teachers should survey students before and after this student experience program, to see if there is an improvement. Students should have the ability to engage in metacognition-reflection and have a Growth Mindset. They should be able to plan their schedule and know how to use technology for their education.

Research Question 5: What is the best way the college can help English/Math teachers be student ready?

The overwhelming response from professors to this question was Professional Development. Teachers should receive training on recognizing what is challenging students. Another very important component is to give teachers data about the students' last English/Math classes, their GPA, and any other information such as EAC and EOPS. Certainly, teachers believe that there

should be compensation for Faculty to participate in this student experience program. Some teachers believe there should be a cap-limit for these classes. Also, there should be peer support from other students helping new students to offer their help and assurance that they are not alone in gaining strength.

Data Analysis

Reviewing this data we saw three themes emerge: College readiness skills, Growth Mindset, and fundamentals skills in English and Math.

These focus groups of English and Math professors gave us a clearer picture of what our student experience success program should look like and what to focus on. There was an overwhelming response to teach study skills more than specific English or Math skills. Teachers feel that students need to learn how to prepare themselves for taking college courses, learn how to navigate through the college system, and know how to utilize the many services that the campus has to offer.

Risk/Benefit Analysis

There are few risks associated with this program other than the initial challenges of implementing a new program. The benefits of this program outweigh that of risk. According to researcher Carol Dweck, the attitude and belief that you cannot learn something is part of a fixed mindset, and it is something that we can change; however, students who can adopt a Growth Mindset way of thinking can develop their strengths and attain higher levels of achievement. Appendix B includes an image that demonstrates the key difference between fixed vs. Growth Mindset.

Below is a chart showing the risks and benefit of this program:

Table 1
Risk and Benefits for Gear-Up for Success Summer Program

RISK	BENEFITS
Students that don't get to participate in the Gear-Up for success program maybe at disadvantage	Increase of students completing Math and English in their first year
Do not have Faculty buy-in	Increase of overall knowledge of campus, student services and resources
Campuses do not have the funds or resources	Colleges becoming Student Ready

Outcomes

There was support by faculty from all three campuses in creating a Summer Success Program using Growth Mindset and Basic Skills in Math and English.

- Our project supports the concept of creating success from high schools to college for students *increase confidence and facilitate a smoother transition into college life, tempo, and culture.*

- Gear-Up Success Summer Program is focused on an increase of individuals completing transfer level English and Math during their first year of college.

- Using the strategy of the fun cohort model of Gear-Up for Success program we believe that students attending will show a higher pass rate percentage for first year students enrolled in transfer level English and Math.

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Appendices

A. Carol Dweck Revisits the Growth Mindset

B. Fixed vs. Growth Mindset

C. Articles of Reference
- It's not how good you are, It's how good you want to be
- 3 Ways to Cultivate a Growth Mindset
- Assembly Bill 705
- Assembly Bill 705 FAQ's
- Student Success Scorecard
- Press Release: Historic Shift Away from Flawed Standardized Placement Exams and Remedial Education Approved by Board of Governors
- PERTS Growth Mindset for College Students
- Assessment
- Math Assessment Results
- English 1A Peer Response
- Self-Placement

Appendix A

September 22, 2015 [Carol Dweck Revisits the Growth Mindset]

The way students perceive their abilities affects their motivation and achievement. Although we find that effort is a key component to students' achievement, it is not the only thing. Students need many approaches to learning including trying new approaches and seeking help and input from others. Teachers praise students' effort to help them feel good, but this does not help with the learning. To help students learn, help them with challenges and setbacks. Ask the students what have they tried and what can they try next? The Growth Mindset is to help close the achievement gap, not to hide it. Instructors should not find a reason why a student cannot learn; they should try to find a way to help them learn. We have heard students say "I'm not a math person." We should tell them to just add the word 'yet'. We can encourage students by telling them "That feeling of math being hard is the feeling of your brain growing."

Appendix B

Fixed vs. Growth Mindset

Bad grade on a quiz

Fixed mindset

"I failed because I'm dumb."

Growth mindset

"Maybe I need a new strategy."

REL NORTHWEST

Appendix C


IT'S NOT HOW
GOOD YOU ARE
IT'S HOW
GOOD YOU
WANT TO BE

"In one world, effort is a bad thing. It, like failure, means you're not smart or talented. If you were, you wouldn't need effort. In the other world, effort is what makes you smart or talented." – Carol Dweck

What if your true learning potential was unknown, even unknowable, at best? What if it were impossible to foresee what you could accomplish with a few years of passion, toil, and training? According to Stanford psychologist Carol Dweck, this isn't some hypothetical situation, dependent on any manner of factors from genes to environment. It's a mindset. And it's one you can cultivate at any point in life.

A "growth mindset," as Dweck calls it, is pretty much exactly what it sounds like: a tendency to believe that you can grow. In her book *Mindset: The New Psychology of Success*, she explains that while a "fixed mindset" assumes that our character, intelligence, and creative ability are static givens which we can't change in any meaningful way, a growth mindset thrives on challenge and sees failure "not as evidence of unintelligence but as a heartening springboard for growth and for stretching our existing abilities."
She writes:

"Believing that your qualities are carved in stone creates an urgency to prove yourself over and over. If you have only a certain amount of intelligence, a certain personality, and a certain moral character, well then you'd better prove that you have a healthy dose of them. It simply wouldn't do to look or feel deficient in these most basic characteristics."

The fixed mindset can negatively impact all aspects of your life, Dweck says.

"I've seen so many people with this one consuming goal of proving themselves in [a learning setting], in their careers, and in their relationships. Every situation calls for a confirmation of their intelligence, personality, or character. Every situation is evaluated: Will I succeed or fail? Will I look smart or dumb? Will I be accepted or rejected? Will I feel like a winner or a loser?"

But when you start viewing things as mutable, the situation gives way to the bigger picture.

"This growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way in their initial talents and aptitudes, interests, or temperaments, everyone can change and grow through application and experience."

This is important because it can actually change what you strive for and what you see as success. By changing the definition, significance, and impact of failure, you change the deepest meaning of effort.

In this mindset, the hand you're dealt is just the starting point for development. So how does this apply to learning and what can we do to help instill this attitude in our students? Here's our list of recommended practices.

25 Ways to Develop a Growth Mindset

1. Acknowledge and embrace imperfections.

Hiding from your weaknesses means you'll never overcome them.

2. View challenges as opportunities.

Having a growth mindset means relishing opportunities for self-improvement. Learn more about how to fail well.

3. Try different learning tactics.

There's no one-size-fits-all model for learning. What works for one person may not work for you. Learn about learning strategies.

4. Follow the research on brain plasticity.

The brain isn't fixed; the mind shouldn't be either.

5. Replace the word "failing" with the word "learning."

When you make a mistake or fall short of a goal, you haven't failed; you've learned.

6. Stop seeking approval.

When you prioritise approval over learning, you sacrifice your own potential for growth.

7. Value the process over the end result.

Intelligent people enjoy the learning process, and don't mind when it continues beyond an expected time frame.

8. Cultivate a sense of purpose.

Dweck's research also showed that students with a growth mindset had a greater sense of purpose. Keep the big picture in mind.

9. Celebrate growth with others.

If you truly appreciate growth, you'll want to share your progress with others.

10. Emphasise growth over speed.

Learning fast isn't the same as learning well, and learning well sometimes requires allowing time for mistakes.

11. Reward actions, not traits.

Tell students when they're doing something smart, not just being smart.

12. Redefine "genius."

The myth's been busted: genius requires hard work, not talent alone.

13. Portray criticism as positive.

You don't have to used that hackneyed term, "constructive criticism," but you do have to believe in the concept.

14. Dissassociate improvement from failure.

Stop assuming that "room for improvement" translates into failure.

15. Provide regular opportunities for reflection.

Let students reflect on their learning at least once a day.

16. Place effort before talent.

Hard work should always be rewarded before inherent skill.

17. Highlight the relationship between learning and "brain training."

The brain is like a muscle that needs to be worked out, just like the body.

18. Cultivate grit.

Students with that extra bit of determination will be more likely to seek approval from themselves rather than others.

19. Abandon the image.

"Naturally smart" sounds just about as believable as "spontaneous generation." You won't achieve the image if you're not ready for the work.

20. Use the word "yet."

Dweck says "not yet" has become one of her favourite phrases. Whenever you see students struggling with a task, just tell them they haven't mastered it yet.

21. Learn from other people's mistakes.

It's not always wise to compare yourself to others, but it is important to realise that humans share the same weaknesses.

22. Make a new goal for every goal accomplished.

You'll never be done learning. Just because your midterm exam is over doesn't mean you should stop being interested in a subject. Growth-minded people know how to constantly create new goals to keep themselves stimulated.

23. Take risks in the company of others.

Stop trying to save face all the time and just let yourself goof up now and then. It will make it easier to take risks in the future.

24. Think realistically about time and effort.

It takes time to learn. Don't expect to master every topic under the sun in one sitting.

25. Take ownership over your attitude.

Once you develop a growth mindset, own it. Acknowledge yourself as someone who possesses a growth mentality and be proud to let it guide you throughout your educational career.

Learn more about how to progress in your teaching career with an online Certificate in Education Support today.

About Saga Briggs
Saga Briggs is Managing Editor of InformED. You can follow her on Twitter@sagamilena or Facebook.

3 Ways to Cultivate a Growth Mindset – Learning ... - Medium

https://medium.com/learning-mindset/3-ways-to-cultivate-a-growth...

3 Ways to Cultivate a Growth Mindset

Aug 20, 2015
"How can we motivate and engage students?"

It's a difficult question that many educators grapple with. Why is Anna jumping out of her seat to ask a question, while Michael seems unfocused and withdrawn? There are many factors that come into play when we think about motivation and engagement—previous student experience, developmental differences, and of course large structural factors like poverty and trauma.

Over the past couple of decades, there has been a growing body of evidence showing that we should also consider students' beliefs about the nature of intelligence when we think about why some students are more motivated and engaged than others.

Growth vs. Fixed Mindset

For students with a *growth mindset*—who believe that intelligence can be developed—school can be an exciting place because it provides them with an opportunity to learn and grow. These students embrace challenges and respond to failure by working harder or by trying different strategies.

For students with a *fixed mindset*—who believe that intelligence is a fixed trait—school is about judgement and performance. They conclude that they are not "smart" at something if they have to put in effort or if schoolwork is challenging, and give up when they fail because they believe that they have discovered something they are inherently not good at.

Over time, students with a growth mindset tend to outperform students with a fixed mindset. But students aren't just born with certain mindsets—they develop mindsets based on the messages they receive from their environments. ***Rigorous research also shows that mindsets can be shifted, and when they are, students do better in school.***

Here are three things that teachers and parents can do to help students develop a growth mindset:

(1) Teach students that the brain is malleable.

When students learn the truth about the brain—that it can actually be rewired through learning—they start to see challenges as opportunities to grow, rather than signs that they lack ability.

For example, you can teach students that the brain is made up of neurons, and these neurons are connected to each other. These connections can be weak or strong, but when you practice, challenge yourself, and put in effort, these connections can get stronger, and that's how you get smarter. Check out this lesson plan (co-created with Khan Academy) for more ways to teach students about the brain.

(2) Praise the process, not the person.

Telling students that they are smart may seem like a good way to build up their confidence, but it can actually undermine it. When you praise students for being smart when they succeed, when they struggle later they think: "If my past success made me smart, my current struggle makes me dumb." But if you focus on the process and help students understand that their actions lead to success, when they face a setback they'll realize that there are actions they can take to overcome that setback.

Importantly, process praise should be specific and authentic. One misconception about helping students develop a growth mindset is that you should always focus on students' effort. While it's useful to show students how their effort leads to their success, *process praise is not just telling students that they tried hard*. It's helping students focus on the learning process. For example, when praising students' writing, you can tell them how their lead really hooks the reader. This video has great examples of how to make process praise specific and authentic.

(3) Celebrate mistakes.

Students learn the most when they do challenging work, make mistakes, and learn from those mistakes. Unfortunately, many students think that making a mistake is one of the worst things they can do in school. To help change this attitude, parents and teachers can change the way they talk about and respond to mistakes, and they can show students that they value the learning process over getting the right answer. This reflection activity is a good place for parents to begin thinking about how their own beliefs about failure and mistakes can influence their children's mindsets, and this set of resources for teachers includes activity ideas for the classroom.

Students learn the most when they do challenging work, make mistakes, and learn from those mistakes.

When celebrating mistakes, it's important to encourage productive struggle rather than careless errors. When students are engaged in productive struggle, they make sense of a problem, explore different approaches to the problem, and articulate their thinking process. They ask questions,

make educated guesses, try out different ideas, and critique each other to move their collective understanding of the problem forward. Importantly, students have an awareness of their current level of understanding of the problem and are able to use strategies and tools to get unstuck. The teacher does not give students step-by-step instructions. Rather, he or she guides them by asking questions and encouraging them to use different strategies and tools. This video shows a classroom where students are engaging in productive struggle and learning from their mistakes.

These three strategies help students focus on learning and development, rather than performance and judgement. Combined with the right classroom and school structures, they can make school a more exciting place where students are engaged, challenged, and continuously growing.

PERTS is an applied research center at Stanford University. It partners with schools, colleges, and other organizations to improve student motivation and achievement on a large scale.

Want more? For more information about growth mindset and ideas to help students cultivate a growth mindset, check out the PERTS Mindset Kit—A set of free online resources that introduces learning mindsets, describes why they are so important, and details what educators and parents can do to help students develop them. All of the materials are based on rigorous research and expertise from teachers who have successfully developed learning mindsets in their own classrooms.

Thanks to Matt Kandler.

Stanford University's center on learning mindsets. Changing the way students think about school to help them reach their full potential.

Learning Mindset

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U.S. Department of Education Announces First Ever Skills ...

https://**www.ed.gov**/news/press-releases/us-department-education...

Learning mindsets and skills encompass a broad array of competencies, and are often referred to as non-cognitive skills, social and emotional learning or character education. Although enhancing these skills is not a standalone strategy for improving schools, there is a growing body of research indicating that learning mindsets play a key role in students' long-term success.

Memorandum

December 7, 2018 AA 18-65 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents

FROM: Laura Hope,
Executive Vice Chancellor, Educational Services and Support

John Stanskas,
President, Academic Senate for California Community Colleges

RE: Assembly Bill 705 Frequently Asked Questions 2.0

Over the last several months, the Academic Senate for California Community Colleges (ASCCC) and the Chancellor's Office have received numerous questions regarding the implementation of Assembly Bill (AB) 705. Here are some very straightforward answers to questions from the field. We encourage all colleges to review the primary source documents of the law, the guidance memorandum for English and quantitative reasoning/mathematics, and the original Frequently Asked Questions. This document is not intended to substitute previous guidance but to supplement previously answered questions.

1. Our college has been told that it is illegal to place students below transfer level in mathematics or English. Is this true?

No. Many students have goals other than transfer in our system, and some colleges may want to continue to offer a small number of these courses to serve their communities. Colleges are expected to serve their communities and populations of students. AB 705 requires that colleges maximize the probability that students will enter and complete transfer-level coursework in English and quantitative reasoning/mathematics within a one-year timeframe. If transfer is the students' goal, the research from the MMAP team indicates that throughput has historically been maximized when students are directly placed into transfer. If colleges intend to require students take courses below transfer, they must be able to validate that taking the prerequisite course improves the likelihood of success in the transfer course and demonstrate that students are highly unlikely to succeed in the transfer course. Both of these requirements must be met in order to enforce a pre-transfer prerequisite.

2. We have a Puente learning community that is a two-semester sequence to complete transfer level English. The data indicates we vastly outperform all throughput data in every demographic. Do we have to cut our Puente program because students are placed one level below transfer for this cohort?

No. If the college has data demonstrating a program is more successful than the default placement rules, the college should continue to offer that opportunity to its community. However, if it isn't out-performing the default placement rules, the college should work with the Puente Project leadership to reimagine the program requirements.

3. Should colleges remove basic skills or non-transfer level course prerequisites from transferrable English and mathematics courses?

Not necessarily. Colleges will place far fewer transfer students in those prerequisite courses if they are implementing AB 705 and should engage enrollment management processes accordingly; however, some students may need access to those courses. For instance, students majoring in BSTEM areas who have not completed Algebra 2 in high school may need to enroll in intermediate algebra. Whereas, non-STEM students who take transfer-level statistics will not. Additionally, a prerequisite change will trigger a re-articulation process, and so colleges should calculate that process into a curriculum planning cycle.

4. Should colleges remove basic skills or non-transfer level course prerequisites from courses in other disciplines?

Not necessarily. Articulation of university level science to the UC system requires an intermediate algebra prerequisite. And student need the skills comparable to those acquired in intermediate algebra to succeed in the science course. That said, many students will have demonstrated their mastery of the skills in the prerequisite through the college placement process that focuses on high school preparation. The UC and CSU have confirmed that the analysis of any prerequisite skills rests firmly with the community colleges, and courses that specifically require a pre-requisite course for articulation should retain their prerequisites.

5. How many placements will a student who is not learning English as a Second Language receive?

Probably three. Students should expect a placement in English, and two placements in mathematics depending on the pathways the college has developed leading to fields requiring calculus and those that do not. Colleges are strongly urged to ensure that appropriate math pathways are available to students who are not pursuing a BSTEM (Business, Science, Technology, Engineering, and Mathematics) majors. That will include transfer-level statistics, especially for students who intend to transfer to the UC system, and other transferable quantitative reasoning courses that will meet CSU Area B requirements as outlined in the Guiding Notes from the CSU.

6. How many units are too many units for a parent course and co-requisite support?

This is a local decision, but colleges are urged to consider what kind of activity the student needs to be successful as well as the caution in the law indicating that colleges may not create barriers for students. If the student needs an hour of additional contact with the instructor and two hours of additional homework per week, that would be one lecture unit of co-requisite support. If the student really needs three additional hours of contact with the instructor but no additional homework per week, that would be one laboratory unit of co-requisite support.

It's important to remember that the purpose of co-requisite support is to help students with what they need to know in order to be successful in the transfer course, not to truncate former

curricular sequences into a single support course. Because students and the colleges will want to balance support with unit load, colleges are urged to assure that co-curricular models do not burden students with excessive unit loads so that they cannot enroll in other courses, which is why non-credit may also be a worthy option to consider.

It is also important to consider what options are available to the student in terms of time. Some models of five-unit parent courses and three-units of co-requisite support, all lecture based, translate to 24 hours per week the student is expected to dedicate to the class. Does this serve the college's student population? It might, depending on the community. Is this really necessary for success? If so, does the college have a significant part-time student cohort unable to dedicate that much time to the course? If not, is that student's throughput more likely in a stretch course or two course sequence? These are the questions discipline faculty, curriculum committees, and academic senates should wrestle with. There is no right answer for every student at every college.

Determining the unit value and/or instructional delivery mode are curricular matters affecting student learning, not working conditions decisions.

7. Can the course grade in a co-requisite be dependent on the grade earned in the parent course? For example, can the college issue a failing grade in the co-requisite if the student does not pass the parent course?

Colleges have the flexibility to develop corequisite courses in both credit and noncredit if the material being covered is below transfer level. If the college develops noncredit corequisites, the student is allowed to re-enroll per Section 55040. Whether the course is credit or noncredit, the course must have a course outline of record that includes content, assignments, and grading criteria, per 55002 (b)(3) for credit and (c)(2) for noncredit. The course can include a list of possible topics that might be covered, but it should have assessments that are separate from the parent course. Linking the grades together is not described anywhere in current regulations, would be questionable since the course was approved as a separate outline, and would not align with the expectations of our regional accreditor (II.A.9). If the college wants to require the student to enroll in the corequisite course and allow the student to re-enroll in that course if they are not successful in the parent course, then they would likely need to create a noncredit corequisite course.

8. How will students demonstrate they have met the competency requirement in mathematics of a course at the level and rigor of intermediate algebra to earn an Associate Degree [insert actual Title 5 language]?

Competencies require that students demonstrate the skill. This can be done through the completion of a course, but can also be done through the assessment process or other means established by the college. A student who placed into pre-calculus has demonstrated mastery of the skill through the assessment process and should not be required to complete a course in intermediate algebra to fulfill the competency requirement. Completing higher level transfer degree requirements satisfies the lower level competency.

9. What if our college decides to use the default placement rules in Fall 2019 and then decides to change to some other placement process aligned with a curricular innovation in Fall 2020? Is that allowed?

Of course. Every college should evaluate its decisions and its effectiveness in serving its community regularly, particularly after a major change in policy or design. However, validation of any new practice will be required by Fall of 2021. Ongoing reflection and evaluation are encouraged as colleges innovate and experiment. Colleges should not wait two years to establish research protocols regarding effectiveness evaluations of new practices. Those efforts should be designed now and used in an ongoing formative reflection of overall effectiveness and impact on students' success and equity.

10. Is it expected that all California community college students will complete transfer level math and English?

No, AB 705 specifically speaks to students whose goal is transfer. Students who are seeking a degree or certificate should receive a placement that is also consistent with their previous preparation and meets their goals. However, skills builders and some certificate earners may not require an English or quantitative reasoning/mathematics course at all.

11. Why does the funding formula incentivize the completion of transfer-level quantitative reasoning/mathematics and English in the first year of enrollment, and AB 705 require completion in one year but not necessarily the first year?

AB 705 is a minimum standard of the law, and colleges are required to create the structural opportunity for students to complete transfer-level in one year. However, the student-centered funding formula creates incentives for colleges when students complete in their first year of enrollment. For funding and educational reasons, colleges will want to try to ensure as many students as possible complete in the first year; however, AB 705 does not require it.

12. How can colleges' research efforts be supported as they plan determine the ways that the default placement rules locally apply?

The MMAP research team is offering a series of webinars and workshops. The team is also available to support local research efforts and data modeling. Consult the Chancellor's Office website on AB 705 for up to date information about support opportunities.

13. How does AB 705 affect the use of tests for "placement" into courses other than quantitative reasoning/mathematics or English?

Some college courses outside of English or quantitative reasoning/mathematics may use instruments as part of a challenge process (for instance, chemistry or some languages). However, these instruments are not intended for placement but for measuring the completion of foundational competencies. Students may also be able to use high school performance as part of a pre-requisite challenge, per the locally determined college policy. As previously addressed in other documents, colleges may not use test instruments in any aspect of the placement process.

14. How does AB 705 affect placement into courses beyond college algebra or transfer-level statistics?

Colleges are encouraged to use high school performance indicators, as appropriate, to place students as high as possible. For instance, students who have completed Algebra 2 in high school and are pursuing a BSTEM pathway may be better served by higher placement. Those are local decisions that should be determined with the principles that balance access and preparation.

15. When will title 5 reflect changes related to AB 705?

The Chancellor's Office and Academic Senate for California Community Colleges are currently working on draft regulatory language that will be vetted through the governance process in the winter of 2019 and go into effect in spring of 2019. Reading for fall 2019 implementation.

16. How can colleges fund support needs or professional development in service of students and AB 705?

Colleges can use a variety of funding sources to support the work of implementing AB 705. The colleges' Student Equity and Achievement Program (SEA) funding, which encompasses what was formerly known as Basic Skills, can support this work, as can Guided Pathways funding in addition to general fund dollars. Colleges should examine the use of SEA funding to ensure that planning and activities are not solely housed in either student services or academic affairs but instead address the needs of the colleges and students holistically.

17. What should colleges be doing with their assessment centers in light of AB 705?

Assessment will still be an important part of the work of the colleges. Despite the shift in placing many more students into transfer courses based on high school experience, the colleges will still serve many students who will benefit from a deeper assessment and placement experience with trained professionals. Students without an extensive high school record, international students, some returning students, and others will require a guided self-placement experience that the assessment center can be poised to deliver. Some colleges are considering creative ways to utilize the time previously spent on testing to provide information about educational and career planning and support resources. This emphasis will increase as colleges implement guided pathways and amplify the connection between students' starting points with their goals.

18. What opportunities will colleges have to collect apportionment for tutoring in the future, especially in light of its importance with AB 705?

The Chancellor's Office is currently working to revise previous guidance and review title 5 regulations to make it possible for colleges to collect apportionment on tutoring that supports the following skills: critical thinking, literacy skills, and quantitative reasoning.

19. What is AB 1805, and how are colleges affected by it?

AB 1805 was passed in July of 2018 and requires colleges to publish the following:

- Inform students of their rights to access transfer-level coursework and of the multiple measures placement policies adopted by the community college system
- Communicate this information in language that is easily understandable and featured prominently in the college catalog, orientation materials, information relating to student assessment on the college's website, or any other written communication by a college counselor to a student about the student's course placement options.
- Annually report both of the following to the Chancellor's Office in a manner and form described by the Chancellor's Office: the college's placement policies, the college's placement results (the number of students assessed and the number of students placed into the colleges curricular offerings in English, mathematics/quantitative reasoning, and

English as a Second Language, and whether concurrent support was recommended, disaggregated by race and ethnicity

cc: Eloy Ortiz Oakley, Chancellor
Daisy Gonzales, Deputy Chancellor