Norco College
Professional Development Minutes
September 12, 2017
Room: IT 218

Attendees
Dr. Tim Russell and Dr. Kara Zamiska co-chaired this meeting.
Members:

Dr. Tim Russell………………… Social and Behavioral Sciences
Dr. Kara Zamiska………………… Social and Behavioral Sciences
Dr. Jason Parks………………… Interim Dean of Instruction
Dr. Sandra Popiden……………… Social and Behavioral Sciences
Dr. Gustavo Oceguera………... Dean, Grants & College Support Program
Colleen Molko………………….. Associate Dean, CTE
Dr. Lorena Newson……………… Director, Title III STEM Grant
Dr. Courtney Buchanan………… Social and Behavioral Sciences
Janet Frewing……………………. Math
Paul VanHulle …………………... Business, Engineering and Information Technologies
Starlene Justice………………… Sciences and Kinesiology
Isaac M. Nunez ………………... ASNC

Committee Administration Support:
Nicole C. Brown………..……….. Office of the Dean of Instruction

Absent:

Natalie Morford………………… Communications
Dan Reade ……………………… Communications
Ruth Leal……………………….. Library and Learning Resources
Dr. Samuel Lee………..………… Interim Vice President of Academic Affairs
Jethro Midgett…………………… Counseling
Leticia Martinez………………… Student Financial Services Analyst
Stephen Park…………………… Math & Sciences

Guest:
Lisa Martin……………………… Counseling
Jody Tyler ……………………… Sciences and Kinesiology

   A. Approval of Minutes March 13, 2017
        MSC: Motion to approve S. Popiden/S. Justice. Abstained: six

B. New Business:

    a. Member list for the 2017/2018 academic year – N. Brown. Nicole asked the members to review the list and will be emailing the list out to the committee members to ask if they are not able to commit to this academic year 2017/2018, to please email her so she can update the list and post an accurate list on the PDC website.

    b. Fall FLEX evaluation forms – Kara provided handouts on the feedback responses for the members to review. Melissa collected the feedback and compiled it in to a readable format for each day of the event.

        i. The Growth Mindset workshop on 8/23 received positive feedback. Please provide the committee chairs suggestions on what type of questions you would like us to ask the participants next time. Some questions generated more questions than answers. In the Growth Mindset, the ACE academy (Academy for College Excellence) had a lot of overlap on what was presented and what the ACE academy was about. Dr. Oceguera stated that there is available funding to help professional development in suggesting next steps for further educational opportunities. Dr. Burnett can make a short presentation on this opportunity for speakers to come to our college and the data on the impact curriculum is making.

        ii. Food issue. The food ran out and in the future they will be better prepared on the quantity to order. Also, have options for people with gluten/nut allergy concerns.

        iii. More training for courses. Example: Teaching Men of Color. Please email Dr. Nelson for a code to complete the training. Norco college will eventually buy a larger license but right now there is just a limit available.

        iv. Is there a way for someone to video tape the workshops, so we can post it online for those who couldn't attend them to still view it? I can increase the body of knowledge for others to see it. It was recommended to contact Ruth Leal.

    c. Approval of submitted proposal requests

    d. Survey of FLEX Days to faculty for feedback – K. Zamiska. Discussion to split question 1 into two.

    e. Approval of Proposal:

        i. Norco College Advanced Manufacturing Industry Panel 9/22/17. MSC: P. VanHulle/ C. Buchanan**Approved**

        ii. CurricuCAMP. September 19th. B. Johnson. MSC: J. Frewing/ C. Buchanan ** Approved**

C. Old Business: NONE

D. Discussion Items:

1. **Professional Development Committee Dates**. Informed the committee of the 2017/2018 committee dates. Emails were also sent to the committee members.

FALL 2017	SPRING 2018
September 12, 2017	February 13, 2018
October 10, 2017	March 13, 2018
November 14, 2017	April – No meeting. Spring Break
December- No Meeting	May 8, 2018

2. **New Faculty and Mentor retreat – T. Russell**. Discussion on how to get training to the part-time faculty members. How can we include them in the next retreat? Will create the separate assessment Q/A for part-time faculty. Location is narrowing down to either Riverside Marriot tor the Lake Arrowhead resort. Great opportunity to build the college culture for new hires. Budget restrictions might reduce the number of days for the retreat. We need an orientation for part-time faculty.

3. **Spring FLEX organization.** New topics were discussed.
   a. **More "Hire Me" workshops**
   b. **Care Network team**
   c. **Title 9**
   d. **Veterans Services/ training**
   e. **ACE**
   f. **Men of Color**
   g. **Curriculum approval process**
   h. **TracDat training**

4. **The future of PDC.** The PDC will eventually be moved to the library in rooms 108/109. The PDC will have approval authority for conferences.
   a. **Overview of Roberts Rule of Order. Nicole will email this out to the committee members.**

5. **Canvas training liaison.** Shawn Albert is our liaison. Those who were on the DE Committee are to be the PDC Liaison.

6. **Review of Goals and Planning. These goals are not our job 'to do' but to communicate 'what' is happening. ** TABLED UNTIL NEXT MEETING**

   Norco College Strategic Goals and Objectives
   Goal 1 - IMPROVE THE QUALITY OF STUDENT LIFE
   Obj 1: Increase student engagement (faculty and student interaction, active learning, student effort, support for
   learners).
   Goal 5 - STRENGTHEN STUDENT LEARNING
   Obj 5: Increase the number of faculty development workshops focusing on pedagogy each academic year.
   Goal 7 - STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES
   Obj 1: Provide professional development activities for all employees.

E. Open Hearing: NONE.

Next Professional Committee Meeting: Tuesday October 10, 2017 in room IT 218 at 12:50pm to 1:50pm.

Professional Development Committee Statement of Purpose:
The Norco Professional Development Committee offers ongoing opportunities to improve, develop, and expand the skills and practices of faculty and staff who promote students' ability to achieve their educational goals.

Norco College MISSION STATEMENT (Board Approved August 2012)
Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Survey for 2018 Spring FLEX Topics and Format

1. Of the following FLEX mini-presentations that have been given before, which did you attend and would like to learn more about? (Please check all that apply)
    a. DE Best Practices
    b. Teaching Men of Color (Equity Best Practices)
    c. Faculty Advisement
    d. Canvas Training
    e. Working with Millennials and Gen Z
    f. Teaching DRC Students
    g. Conversations on Study Skills Instruction
    h. Active Learning Strategies
    i. LRC – What we have to offer
    j. Professional Learning Network
    k. Title IX Training
    l. LGBTQ Student Panel
    m. Associate Faculty – Hire me!
2. Of the following FLEX mini-presentations that have been given before, which did not NOT attend but would like to? (Please check all that apply)
    a. Repeat list of topics above
3. Do you have any requests for FLEX presentation topics?
    a. Open-ended question
4. What is your preferred format for Spring FLEX day?
    a. A series of talks given to all attendees in one room
    b. "Breakout" mini-conference topics in the morning and afternoon, with lunch together in HUM 111
    c. "Breakout" mini-conferences in only the afternoon
    d. Other: Please specify

The Academy for College Excellence

Overview Report

Dr. Sarah Burnett

The ACE model provides a comprehensive approach to supporting at risk students achieve success not only at the community college, but also in their personal and professional life.

The underlying focus of the program is to address affective, or non-cognitive deficiencies, which have been proven to hinder academic success. The model is evidence based, has multiple studies showing its efficacy in a range of community college settings (statistically significant results, $p<.001-.05$), and is also supported with equally impressive longitudinal data. It is grounded in the following 4 elements:

- Coherent educational activities in which students engage to modify their existing way of studying, approaching education, managing the culture of higher education,
- A Behavior System that reinforces norms for success; grounded in intrinsic motivation
- A deep sense of community formed between cohort participants, and
- The integration of the non-cognitive dimension with rigorous academic coursework.

(Retrieved and modified from http://academyforcollegeexcellence.org/ home page)

The model and methodology used is designed to serve the wide range of learners found at community colleges, but especially for students that are at higher risk for failure due to disadvantageous life experience. A college could incorporate all or parts of the ACE program to best fit their unique goals and to support specific target populations.

The ACE program has the following internal elements:

- Helping students learn 21st century skills that are necessary within the current work force (soft skills, time management, communication),
- Developing their affective domain; enhancing their ability to face the challenge of college, rewiring their brain to better cope with stress, anxiety, and adversity in academia and life
- Drawing on learners' experiences and interests as a catalyst for learning; contextualizing lessons
- Building community among participants through a cohort pattern and group based learning

(Retrieved and modified from http://academyforcollegeexcellence.org/ home page)

ACE can provide guidance to individual colleges on how to set-up their own ACE program, individual trainings and workshops, or institutional workshops. They also provide curriculum support in the form of applications, surveys, self-assessments, videos, and reports.

ECOLOGICAL APPROACH

The following diagram shows the ecological approach taken by the program, with the external factors that influence students wrapped around the flow and purpose of ACE.
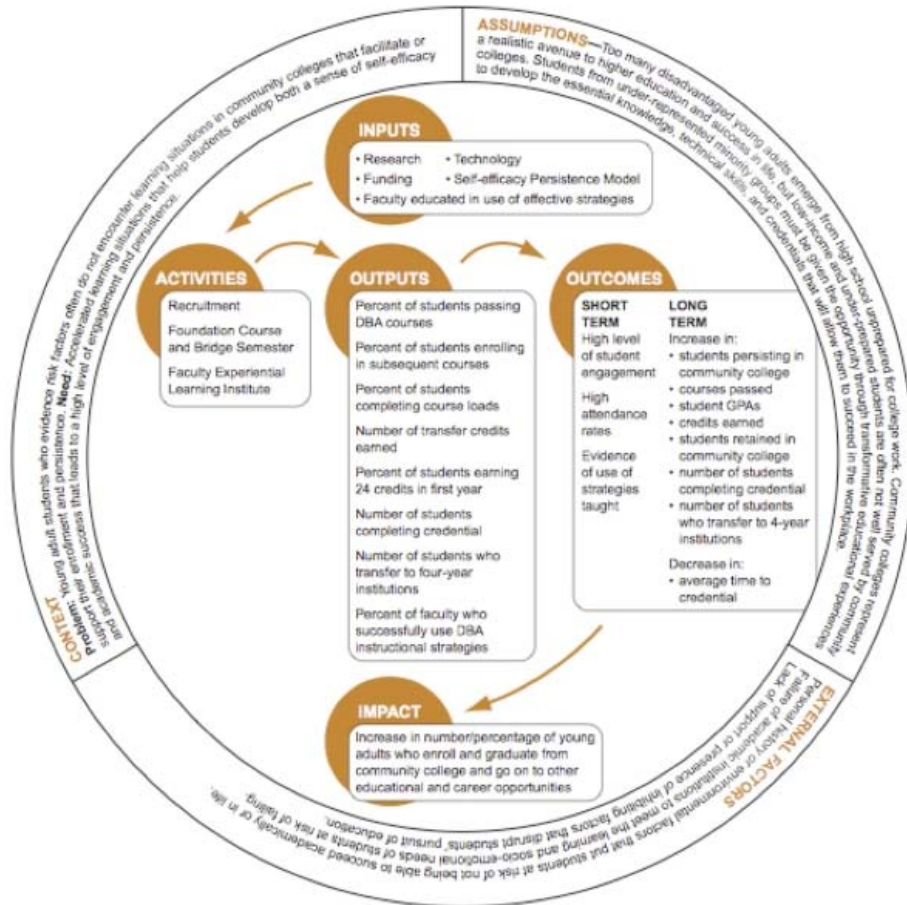
These external influences include the **ASSUMPTION** that too many of our incoming college students are underprepared socially, emotionally, and academically for the expectations and culture of college. Students have been "trained" in an industrialized model of education, where only the appropriately prepared succeed. Many of our students have to contend with **EXTERNAL FACTORS** outside of the classroom that draw their attention away from college, foster a state of stress and vigilance, and have, overtime, primed them to believe they can't succeed within the current model of education. Many of our students are living within a **CONTEXT** that doesn't connect or jive with the current college model. To resolve these issues, we need to take time to teach our students how to take their existing life skills of resiliency, problem solving, and conflict resolution and show them how to apply them to a new paradigm – academia and the workforce – which will ultimately lead to their overall personal success.

Students that come from disadvantaged backgrounds, or have grown up in environments that were driven by inequity or division, violence, fear, or animosity are not emotionally prepared for the current education model. Many of these students have a strong desire to succeed and extraordinary survival skills, but they lack academic confidence, they don't know how to bring their interpersonal skills and

strengths to the academic and professional setting, and therefore need support to unite these elements so they can cope with the isolation, pressure and expectations they will face when they enroll in a college course. ACE helps with this translation.

If a college were to implement the ACE program, they would provide students with an opportunity to change preexisting ways of thinking about their manifest destiny, literally rewiring their brain to intrinsically learn a new way of seeing and feeling about their own potential, thinking about their role in the world, and building skills that will prepare them to be socially minded competent leaders.

AFFECTIVE PRECURSOR'S to ACADEMIC FAILURE – Flight, Fight, Freeze, or Appease

Today's students are ethnically diverse, poor, vulnerable, distracted by life, family and peers. Research has shown that poverty has a direct correlation on low academic performance and completion. While many colleges have attempted to make changes by providing programs to support students of poverty the data have remained flat and extremely poor in response (ACE provides data in their webinars on these concepts so references can be pulled if needed).

ACE takes the approach that before any support or specialized program can really work, there must be a concerted effort to address the skills and competency a student exhibits in the non-cognitive or affective dimension. The affective dimension considers that students have feelings and reactions, attitudes based in certain mindsets and are ultimately prewired, before they set foot on campus, in their neuronal responses to react to stressful or uncomfortable situations in a manner that doesn't support their academic success. ACE provides an entire training on what they call the brain poverty and trauma axis, which relates to the response the brain has to the trauma associated with living in poverty, persistent and pervasive stress, and/or trauma. They explain that the conditions of many of our student's lives have impacted their brain's development in the prefrontal lobe, and has consequently influenced the way they deal with a wide range of issues that are associated with this part of the brain.

These include:

- body regulation – the ability to control and manage reactions to external stimuli
- communication skills – to express themselves in a way that supports interactions
- emotional balances (or imbalances)
- flexibility of thinking (or rigidity)
- self-awareness (or lack of)
- fear modulation (flight, fight, freeze response)
- intuition (trusting the gut brain connection,
- Understanding of morality – this also connects to a sense of self-determination and self-efficacy

(Based on the work of **Daniel Seigel**, _The Mindful Brain_ (2007), clinical professor of psychiatry at the UCLA School of Medicine and Executive Director of the Mindsight Institute, and **Jordan Grafman**, PhD Professor of Physical Medicine and Rehabilitation, Neurology - Ken and Ruth Davee Department, Psychiatry and Behavioral Sciences and Weinberg College of Arts and Sciences).

Many of our students have life experiences in their families, community, and K-12 schooling that have "shaped" their identity and belief system regarding their personal and academic competency, sense of self, and ultimately their attitudes towards whether they can and will be successful in college and life.

ACE has identified that a student's **MINDSET** is pivotal to their success. There are eight factors that have been utilized to identify a student's mindset upon entering college and prior to them starting the ACE program (embedded into College Student Self-Assessment Survey):

1. College Identity – how do they view themselves as a college student, has this been modelled for them? Do they have a role model on what it means to be a college student?
2. Academic Self-Efficacy – Do they have the skills needed to drive their own academic behavior; do they have hope or belief in themselves to achieve their goals?
3. Mindfulness – Describing – Can they identify what it means to be mindful, present
4. Mindfulness – Focusing – Can they have self-determination, stay attuned to what is taking place in their "college-life"?
5. Mindfulness – observing – Can they engage in self-efficacy, self-regulation and self-control to be successful in the classroom?
6. Teamwork and Leadership - Can they develop the skills to work with other people, to bring down social barriers and crate collaborative teams, and take leadership roles?
7. Interacting with others using appropriate communication techniques
8. Mindfulness – Accepting what is, what was, and what can be

In the report by MPR (now RTI), _Evaluation of the Academy for College Excellence_. _Report on Academic Outcomes Spring 2010-2011_ (2012), _t_he CSSAS is used to identify students that exhibit certain levels of risk for academic failure and would therefore benefit from ACE.

> …that are "at risk" or "high risk" for not enrolling in or completing a postsecondary program based on their responses" Students who have at least one "high risk" factor (e.g., high school dropout, homeless, involved in a gang, grew up in foster care, or been in jail) are considered to be "high risk" students. Students who do not have any "high risk" factors but have one or more "at-risk" factors (e.g., English Language Learner, first-generation college, works full-time, or has children) are classified as "at risk." Students with no risk factors are considered "low risk." The intake survey includes 16 "high risk" factors and 12 "at risk" factors. The distribution of risk scores for the ACE participants who completed the CSSAS range from having no risk factors to having up to 12 high risk factors and up to 9 at risk factors. The majority of ACE students (97%) are classified as "at risk" or "high risk. (MPR Associates, Inc., 2012, p.3)

This report identified specific risk factors that are correlated to lower academic success and lower competency in the affective or non-cognitive domain. These are the students that would benefit the most from the ACE program. See Table 2.

Table 2. *Risk factors associated with ACE students*

Note: A = At-risk indicator; **H = High-risk indicator (in bold)**

Risk Indicator	Percent
First Generation College (A)	62%
Learning Difficulty (A)	48%
Receives Government Benefits (A)	41%
Parent is Agricultural Worker (A)	32%
Unstable Home (H)	**29%**
Working while in School (A)	28%
Has Been Arrested (H)	**24%**
Gang Association (H)	**21%**
Parent with Dependent Children (A)	20%
Domestic Violence (H)	**18%**
Homeless (H)	**18%**
Has Been on Probation (H)	**17%**
Substance Abuse (H)	**15%**
Child Abuse (H)	**12%**
Medical Condition (H)	**7%**
Currently on Probation (H)	**7%**
Mental Condition (H)	**6%**
Foster Care History (A)	5%

In the program the students would take the CSSAS prior to starting the program, and then proceed in a cohort of peers with the two week intensive **Foundation in Leadership** Course, which focusses on concerns in the affective dimension. The overall purpose of the two week intensive is to help the students make affective shifts in self-perception in order to increase their internal motivation and confidence in the college environment.

The course is based on concepts grounded in the field of neuroscience and specifically brain plasticity and synaptic genesis (research has shown that two weeks is a tipping point to make the cognitive shifts). The curriculum focusses on helping students to identify, address, and manage preexisting biological, neurological feedback systems that have developed as a means to survive and thrive in many of their life circumstances. By addressing this area first, the plan is to provide students with tools to cope with situations they will face in later class that might trigger a hyper-arousal response, put them into survival mode, or exacerbate the existing bio-reactive response (fight, flight, fright, appease) to which their body

and brain are attuned (akin to PTSD). The program also provides curriculum to help instructors in all classes learn how to support students with these types of backgrounds and concerns. The focus of the curriculum is to provide an intrinsic support model that helps the students translate their unique personal strengths into academic success.

After the **Foundation Course** the students then complete additional courses as a cohort in the remaining 14 weeks of the semester culminating in a Local Certificate in **Foundations in Leadership and Management Skills** (15-19.5 units possible). The courses enfolded into the certificate include:

- 2 week Foundation Course (3 units)
- Intro to Team and Self-Management (2 units)
- Social Justice Research methods and team management (3 units)
- Field Study in Social Justice (1.5 units)
- Applied Computer Skills or Technology Tools (1.5-3 units)
- Career Planning (1)
- Elements of writing (3 unit) or High Advances Academics ESL (4-6 units

The students would also be enrolled in accelerated Math and English classes. The ACE semester is clearly laid out on the Cabrillo website https://www.cabrillo.edu/academics/ace/semester.html , but is also malleable to the needs of individual colleges. Many colleges have demonstrated the ability to have multiple cohorts running at the same time.

The impact of ACE has been proven through evidence based research with longitudinal studies by Columbia Community College Research Center (2009) and RTI International (2014). The research demonstrates the following:

- ACE Students are 7.8 times more likely to pass transfer level Math and English in the semester following ACE than students that didn't participate in ACE.
- ACE Students are 4 times as likely as peers to pass transfer Math and English courses two semesters after ACE than their non-ACE peers.
- ACE students earn twice as many college level credits and are more likely to enroll full time.

Where do we go now? Questions we need to ask? Things that came to my mind.

This program works, but we need to consider that in order for it to truly be impactful on a large scale the ideas within it should be embedded in a systematic and systemic manner throughout the college; in every classroom and every college. Where do we start? Here are some ideas.

- Do we have the money it would take to send faculty, administrators and staff to a training or to host one at NORCO?
    - Small team training - $1530-1800 per person; over 5 people $1495 per person
    - Large Team training (25 people) in FELI – Five Day Experiential Learning Institute – for faculty and/or administrators
    - ACE Pathway training ($20,000) 4 x 2 day workshops providing advice and workshops to assist with designing ACE program

- A wide range of additional trainings, modules, packets in addition to this, including ways to adapt curriculum and pedagogy in all classrooms, not just in the ACE associated sessions
- What personnel do we currently have that would be interested in starting to learn more? We will need at least 1 Math, 1 English, 1 Counselor, 1 person well versed in social injustice, 1 person capable to giving mental health guidance and support and ultimately the ability to ask these individuals to work as a team. Of course, someone to oversee the whole thing. The idea is that the social justice project would permeate into the Math and English courses in the form of readings, data analysis etc., meaning there would need to be on-going collaboration in the "team"- it's truly a wrap-around model so there is overlap and scaffolding of concepts throughout the entire first semester.
- Could we have a rotation system to get more faculty involved, but not the same ones every semester? Share the love?
- Do we have some overlap into existing courses in Guidance, Health Science, Business, and Psychology?
- How would the additional units impact the completion of the AA/AS/ADT degree?
- How do we integrate it with what is already going on in Equity, Men of Color, Umoja, Foster Youth etc.?
- To access some of their materials we need a Box.net account – we can then view training videos, download additional support systems – so more $.

References

Academy for College Excellence main website http://academyforcollegeexcellence.org/

Cabrillo College ACE website https://www.cabrillo.edu/academics/ace

Diego James Navarro website www.diegojamesnavarro.com

MPR Associates Inc. (2012). *Evaluation of the Academy for College Excellence*. *Report on Academic Outcomes Spring 2010-2011.* Retrieved from https://www.rti.org/sites/default/files/resources/evaluation_of_ace_academic_outcomes.pdf .)

Siegel, Daniel (2007). *The mindful brain*. *Reflection and attunement in the cultivation of wellbeing.* W. New York, NY: W Norton and Company