



BERKELEY CITY COLLEGE
— 1974 —
TRANSFORMING LIVES

Motivate Lab: Growth Mindset Strategy

Professional Development Opportunity for Equitable Placement,
Support and Completion: AB 1705 implementation support and more

BCC Governance Committees
February 2024

Kuni Hay, Vice President of Instruction

Brief Background

- **Assembly Bill (AB) 1705 Implementation
December 2022**

By July 1, 2023, all United States high school graduates, and those who have received a high school equivalency certificate, regardless of background or special population status, who plan to pursue a certificate, degree, or transfer program offered by the California community colleges, shall be directly placed into, and, when beginning coursework in English or mathematics/quantitative reasoning, enrolled in, transfer-level English and mathematics courses.

The transfer-level English and math/quantitative reasoning coursework shall satisfy a requirement of the student's intended certificate or associate degree or a requirement for transfer within the intended major.

Brief Background

Equitable Placement, Support and Completion Funding (Implementation of AB 1705) Allocation

May 2023

- * Release of \$64M (one-time funding) for 2 years
- * BCC portion \$283, 549.51 for 23-24 and 24-25
- * Funding is to ensure that the college fully implement the AB 1705 by supporting the equitable placement, support and completion policies and practices.
- * Report will be required in 2024 and 2025
- * October 2023, BCC received “all in compliance” on the implementation status by the “Report Card” produced by the State Chancellor’s office.

Brief Background

* Memo was sent to all 116 colleges to submit a plan for the use of funds to enhance, and increase capacities for the equitable placement, support, and completion in May 2023 with a deadline of July 1, 2023

* Before faculty left for summer break, key faculty and administrators came together to select plans by way of choosing suggested activities by the State Chancellor's office in the OL survey (we only had 2 week window).

(Academic Senate president, Chair of the Chair, Department chairs of Math and English, Curriculum Chair, College Researcher and available discipline faculty, Deans, VPI, VPSS)

* Additional resource for professional development options were provided by the State Chancellor's office (no cost to the college) and BCC chose Motivate Lab: Growth mind-set development strategy.

Motivate Lab: Learning Mindsets and Corequisite Education

Motivate Lab Mission

To improve people's lives through rigorous motivation research.

Learning Mindsets

Learning Mindsets

Students' beliefs about themselves as learners and their learning environment.



G

Growth Mindset

Belief that intelligence can be developed through hard work, the use of effective strategies, and help from others when needed.

P

Purpose and Relevance

The belief that one's schoolwork is valuable because it is connected to a larger purpose and/or relevant to one's life.

S

Sense of Belonging

Belief that one is connected to and respected by peers, cared for by teachers and mentors, and fits in with the culture.

Motivate Lab - Growth Mindset

What We Have Found

Learning mindsets matter in corequisite courses

- G** "Remedial" courses may convey messages to students that they do not "have what it takes" to succeed in math, for example, leading to **discouragement** and **students seeing themselves as someone who is not capable of learning math.**
- P** Being forced to take college courses for no credit creates an additional **structural barrier** for students related to the affordability of higher education.
- S** Belonging uncertainty creates **greater difficulties** for corequisite students than non-corequisite students.



Student 1

"I'm not good at math and I never will be."



Student 2

"I can read and write! Why am I in this class?"



Student 3

"I'm not sure I fit in this class. Would anyone notice or care if I left?"

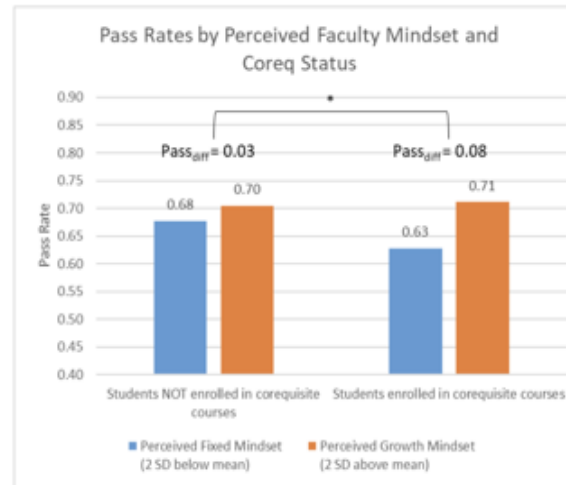
Tibbetts, DeCoster, Francis.....Hulleman (2022)



Motivate Lab

What We Have Found

Our messages matter more to students in corequisite courses



Students who **perceived their faculty as endorsing more of a growth mindset:**

- Attained higher GPAs than students who perceived their faculty as endorsing less of a growth mindset
- Achieved higher passing rates in their lead course than students who perceived their faculty as having lower growth mindset

Tibbetts, DeCoster, Francis....Hulleman (2022)



How do we go about exploring this strategy at BCC?

1. Participate in the surveys (including Focus Group): Faculty and students
2. Participate in series of OL workshops



3. Participate in discussions regarding the workshops and findings
4. Using the outcome of the discussions and findings, develop specific strategies and pedagogies as well as services we can better provide for our students.

BCC's Plan for the Motivate Lab: Equitable Placement, support, and completion

- May 2023: Key faculty convened for planning
- July 2023: Submission of the Plan to the State Chancellor's office
- October 2023: Report card - BCC was confirmed that we are meeting the legislative mandate
- November 2023: Initial planning of the implementation with the Discipline faculty and the researcher
- February 2024: Start the Governance Roadshow regarding BCC's engagement with the Motivate Lab PD opportunity.
 - Visit by the Motivate lab team to BCC (Planning in progress - 2/28/24).
- March 2024: Spring 2024 is a "Pilot" semester where the key faculty (Math and English), classified professionals, and the administrators to take part in the OL courses.
 - Collaboration with faculty currently engaged in the Culturally Relevant Pedagogy Grant as well as Ethnic Studies Seamless Transfer Grant

BCC's Plan for Motivate Lab: Equitable Placement, Support, and Completion

- (Summer and) Fall 2024 Learning mindset team convening and debrief from experiences from the “Pilot” experiences
Plan for 24-25 activities for the college including more participants to enroll in OL workshops.
- Fall 2024 Roll out findings from the “Pilot” experiences and expand participants
- Spring 2025 Identify and discuss specific strategies and pedagogies as well as services we can better provide for our students for their equitable completion by learning from Motivate lab course experiences.
Use these means to increase first-time students who are placed in the college level of Math and English for the first year of their college experience.

Q&A?