



Building the Success Network One **Link** at a Time

Visit us at <http://3csn.org> &



Theory of Change:

If we provide training on networking and we use action research methodologies, community college professionals will transform their environments and identities to create communities of practice that will produce powerful learning and working across campuses. This will lead to greater student success.

Inside this Issue:

- 3CSN Overview
- Reading Apprenticeship Project
- Threshold Project
- Habits of Mind
- California Acceleration Project
- CTE Community of Practice
- Regional Networks
- BSILI 2014 PL Hubs
- Spotlights and Events
- Save the Date Calendar

3CSN Overview

Addressing the needs of underserved students and increasing the capacity of community colleges to help these students succeed in completing certificates, degrees and/or transfer requirements has been the focus of the California Community Colleges Chancellor's Office (CCCCO) professional development initiative, a.k.a., 3CSN, the California Community Colleges Success Network. There is a growing awareness of the benefits of collaboration in educational settings, and this has contributed to the growth of professional networks that connect individuals and institutions (Mullen & Lick, 1999) on an ongoing basis—the very essence of 3CSN's approach to professional development.

The theory of change drives all of 3CSN's activities. It provides the impetus for the infrastructure, workshops and activities, data collection and analysis efforts, the online knowledge-sharing hub, and the leadership institute.

3CSN Overview (cont.)

3CSN has built its work primarily through its infrastructure of regional networks and communities of practice:

- The regional networks hold regular meetings centered around local needs and best practices, and regional network coordinators provide technical assistance to improve each colleges' capacity to generate research, apply research to program development and evaluation, and to build each colleges' capacity for ongoing professional development, including participation in local, regional, and statewide communities of practice.
- The networked communities of practice center on curricular and institutional redesign and involve empirically studied interventions including *Reading Apprenticeship*, *English and Math Acceleration*, and *Habits of Mind*.

Both the regional networks and communities of practice are highly coordinated and recursive efforts incorporating academic research and inquiry with engaging and collaborative problem-solving practices to achieve large-scale increases in student pathway completion.

By focusing on sustained, ongoing, and robust professional learning in regional and topical networks, 3CSN has redefined professional development in California and is serving as a model nationwide. Over 14,300 community college professionals across the state of California have participated in 3CSN's regional and community of practice learning networks to date. Recent highlights include:

- 3CSN's Reading Apprenticeship Project (RAP), with over 1,400 CCC participants, has demonstrated the way that a pedagogical intervention, when supported by the statewide community of practice, can spark institutional change.
- The College of San Mateo has institutionalized a focus on academic literacy, setting the goal that every CSM student will experience Reading Apprenticeship inspired instruction within two years. Details at: <http://ra.3csn.org/?p=480>.
- Pasadena City College has leveraged Reading Apprenticeship as a central piece of their First Year Pathways (FYP) program, resulting in Fall to Fall persistence rates increasing to 93.2% from 77% percent and elimination of the achievement gap for FYP students. The AACU has singled PCC's FYP out as an example of "inclusive excellence." Details at <http://ra.3csn.org/?p=468>.
- Inspired by these examples and more, statewide organizations in Michigan and Washington are modeling statewide communities of practice in Reading Apprenticeship on RAP.
- A longitudinal study published this year demonstrates that the over 10,000 students enrolled in redesigned courses taught by faculty trained through 3CSN's California Acceleration Project (CAP) exhibit "large and robust" increases in student completion of college-level requirements in English and math, with gains across all student demographics and socioeconomic groups and placement levels. View more details www.rpgroup.org/projects/cap.
- 3CSN's Threshold Project has partnered with the California State University's Chancellor's Office to create a new leadership institute and accompanying community of practice to support dialogue and support for the alignment of instruction across the segments. 30 CSU faculty representing 13 CSUs and 30 CC faculty representing 18 CCs completed the inaugural institute in the summer of 2014.
- 3CSN Habits of Mind Community of Practice has grown exponentially since its launch in late 2012, resulting in over 950 CCC practitioners participating in face to face and online workshops. Due to demand for even more intensive training to support efforts at increasing student engagement and understanding of the affective domain, a new "Growth Mindset" institute has been created with faculty from more than 18 disciplines as inaugural members.





Reading Apprenticeship Project <http://ra.3csn.org>

3CSN's Reading Apprenticeship Project (RAP) uses the Reading Apprenticeship Framework developed by WestEd's Strategic Literacy Initiative to help California's 112 community colleges support students' academic literacy development across disciplines. The Reading Apprenticeship framework builds upon the personal, social, cognitive, and knowledge-building dimensions associated with learning; in turn, faculty and students construct meaning from discipline-specific texts through metacognitive conversations. To date, 91 colleges have participated in one or more RAP workshops with additional colleges already signed up to participate in 2014-15. During academic year 2013-14, over 500 community college faculty participated in one or more face-to-face Reading Apprenticeship workshop or participated in the 6-week online course, RA 101. To date, RAP has reached over 1400 community college instructors across the disciplines.

“I particularly like the idea of students discussing things and the text, as well as showing these students my thought process.”
(Janaury 2014)



RAP's work across the state continues to show promising results. For example, at Pasadena City College, students enrolled in the First Year Program, which uses Reading Apprenticeship, had higher persistence and unit completion rates than those students who did not enroll in the First Year Program. At College of San Mateo, over 68 instructors have learned about and incorporated Reading Apprenticeship routines into their classes, which include anthropology, math, biology, chemistry, and physics. As this work continues to grow, RAP is reaching more faculty in all disciplines, including STEM and CTE disciplines. This fall, in addition to five Introductory workshops, RAP is also offering five Reading Apprenticeship in STEM workshops throughout the state.

Threshold Project

The Threshold Project, co-directed by Nika Hogan of Pasadena City College and the Reading Apprenticeship Project and Kim Costino, Professor of English and Director of the Teaching Resource Center at CSU, San Bernardino, is an intersegmental community of practice dedicated to helping community college faculty to initiate and sustain productive partnerships with high school and university colleagues with a particular focus on discipline-specific conceptual knowledge. While high schools are adapting to the new Common Core State Standards, community colleges are revising their approach to developmental education, and both 2 and 4 year colleges are assessing programs and curriculum in light of new demands for 21st century education; there is an understandable sense of urgency to align expectations and outcomes across the levels. Such alignment is undoubtedly of grave importance—as evidenced by several pieces of legislation passed to ensure that institutions work together—but it is incredibly difficult to initiate and sustain faculty involvement, without which meaningful “alignment” is unlikely. The Threshold Project seeks to support long-term, collegial, sustained learning and dialogue—across disciplines and across educational segments—about how a focus on threshold concepts can inspire us to reconsider our curricula and our approach to “alignment.”

Threshold concepts are those core concepts that transform our ways of thinking in a particular discipline. They have been described as transformative (because they change the way you see things), troublesome (because they defy your “common sense” view of things), and irreversible (because, once mastered, they are hard to “unlearn”). Threshold concepts are key to making progress in a discipline and to the kind of deep learning that students can transfer to new challenges and contexts, but identifying and mastering them is not straightforward. Embedded in the definition of threshold concepts is the understanding that grappling with them is a messy, recursive, and liminal process. Students benefit from repeated, sustained attention to threshold concepts over the course of their education.

3CSN's Threshold Project was first introduced in May, 2013. Since then, the project has grown to include an intersegmental leadership institute entitled “Threshold Concepts and Wicked Problems” (TCWP), which invited both

Threshold Project (cont.)

CSU and CC faculty to: (1) Envision innovative, integrated General Education curricula based on “Threshold Concepts and Wicked Problems;” (2) Build relationships and meaningful collaborations across disciplines and educational segments; and (3) Plan appropriate follow up activities to support intersegmental and/ or interdisciplinary engagement with the Threshold Project in their regions. The institute consisted of 30 CSU faculty representing 13 CSUs and 30 CC faculty representing 18 CCs. Together, these faculty explored the literature on threshold concepts, wicked problems, and the latest theories on learning.

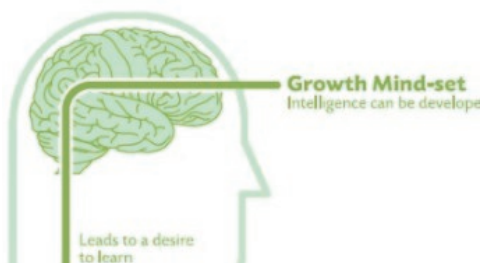
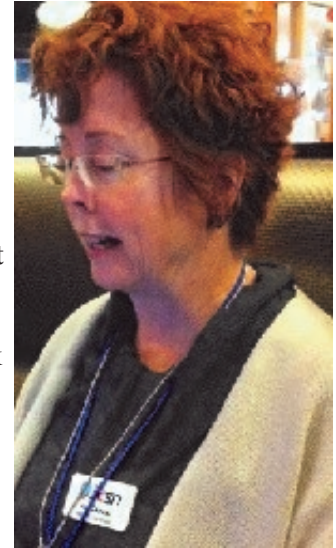
Habits of Mind <http://hom.3csn.org>

After two short years, 3CSN's Habits of Mind Community of Practice (HoMCoP) has now reached more than 950 community college educators in the state! Faculty are networking and committing themselves to addressing the essential academic dispositions and attitudes needed for college and career success. We are recognizing that each student brings to college a set of unique learning experiences, expectations, values and habits that influence what they attend to, questions they ask, choices they make, etc. By cultivating intellectual Habits of Mind as part of our professional practice, faculty are building students' inclination, capability and commitment to actions that lead to productive outcomes. Grounding for this work is provided by research literature developed by educational psychologists over the last 15 years, most notably that of Arthur L. Costa and Bena Kallick (details on Costa and Kallick's Habits of Mind can be found at <http://instituteforhabitsofmind.com/>).

The HoMCoP supports faculty as they (1) create structures and practices that promote self-efficacy and preclude poor choice-making; (2) intentionally incorporate and assess habits of mind as part of instruction and support services; and (3) adopt strategies that promote self-regulated learning in support of content mastery.

Last academic year, a variety of professional learning opportunities were held throughout the state, and two online HoM modules provided a shared space for faculty interested in learning more about cultivating the habits. This fall, the HoMCoP launched a SoCal Growth Mindset Institute with plans for offering a NorCal Institute Fall 2015 (with applications available mid spring 2015). Currently, nearly 40 faculty, representing nearly 20 different disciplines and eight colleges, are participating in the Institute which will culminate with a post-conference session following the 2014 Strengthening Student Success Conference.

To address the continued and growing interest in classroom examples, pedagogical training and evidence of effectiveness, a leadership Community of Practice for Habits of Mind (LCoP4HoM) is currently under development. The leadership CoP will focus on a training-of-trainers experience to prepare faculty to lead professional development in Habits of Mind at their own colleges. The first LCoP4HoM is slated for summer 2015 with applications available mid spring 2015.





“CAP pushed us to strive for a goal that we originally thought was insane. Our accelerated course would not be a reality if not for CAP. My teaching philosophy has shifted for all of my classes. I am inspired. We have created opportunity for student success and I can see that on a daily basis.”

Melissa Long,
English,
Porterville College



The California Acceleration Project <http://cap.3csn.org>

In the four years since becoming an initiative of 3CSN, CAP’s tremendous grass roots momentum has grown statewide to improve outcomes among under-prepared students. To date, all of California’s 112 colleges have participated in CAP’s broad outreach about the need to redesign basic skills curricula. At the 47 colleges piloting accelerated pathways with CAP, curricula have been redesigned to shorten students’ time in remediation by at least a semester and offer underprepared students high-challenge, high-support instruction that is well-aligned with college-level English and math requirements.

In spring 2014, the Research and Planning Group for California Community Colleges released a study of student completion outcomes for the first 16 CAP colleges. This quasi-experimental study found that in effective models of accelerated English, students’ odds of completing a college-level course were 2.3 times greater than in traditional remediation; in accelerated math pathways, their odds of completing college-level math (Statistics) were 4.5 times greater. In examining various student subgroups, the researchers found that *all* students benefitted from effective accelerated pathways – including all racial/ethnic groups, all placement levels, low-income students, ESL students, students with disabilities, students with low GPAs, and students who hadn’t graduated from high school.

We are now in our fourth and largest cycle of 3CSN’s CAP Community of Practice. Since we began offering this year-long professional development program, more than 260 faculty have participated. In three years, student enrollment in accelerated courses at participating colleges more than tripled, from 3,200 in 2011-12 to over 10,000 in 2013-14. At a number of colleges, faculty from earlier years of the Community of Practice are now leading local professional development programs to support their colleagues to teach in redesigned curricula.

In 2014-15, a new grant from the California Education Policy Fund will enable CAP to take this grass roots work in new directions. CAP will convene a statewide task force to develop a blueprint for reforming placement and remediation with the goal of significantly increasing the number of students who complete college level math and English in their first year. This blueprint will serve as an important resource for colleges by synthesizing strands of research and practice currently occurring in isolation – work under the Common Core, research and practice related to placement reform, national policy recommendations related to college completion, and promising new models of remediation.

In another exciting development, faculty from across the country will come to California in 2015 to participate in the National Conference on Acceleration in Developmental Education. Co-sponsored by CAP and the Community College of Baltimore County, the event will be June 24-26, 2015 in Costa Mesa, CA. California faculty are encouraged to develop proposals about their colleges’ acceleration efforts. If your college is not yet accelerating, the conference is a great place to learn about innovative models being offered nationally.

New Community of Practice: Career and Technical Education



CAREER LADDERS PROJECT
FOSTERING EDUCATIONAL AND CAREER ADVANCEMENT FOR CALIFORNIANS

In partnership with the [Career Ladders Project](#), 3CSN is pleased to announce a new Community of Practice (CoP) for Career Technical Education (CTE) faculty and staff of California Community Colleges. The overarching goal of this CoP is to bring together CTE faculty, students, staff and administration from all interested colleges to create networks of collaboration, expertise and creative problem-solving that will in turn transform their programs and departments so that the flow of successfully prepared graduates meets the demands of the California job market. The Community of Practice was launched during BSILI, 3csn’s annual leadership institute. Faculty from seven colleges have already begun integrating remediation into career technical classrooms. For more information on the CTE Community of Practice contact Donna Cooper at donna@3csn.org.

Meet Our Regional Networks



Far North Regional Network (FNRN)

2013-2014 was the first full year with a dedicated coordinator for this region. Reading Apprenticeship workshops were held with all teaching faculty at Feather River College attending an event in August and a group of faculty from Butte College attending an introductory session in January. A robust Student Success Symposium was held at Yuba College in November which had participation from as far north as College of the Redwoods. Development of online resources for networking and information sharing in this region is in the works. In preparation for this, the Far North Coordinator continues to be actively involved with statewide training and planning events supported by 3CSN, ASCCC, and other professional organizations, as well as working individually with BSI Coordinators at a number of Far North colleges.

Northern California Regional Network (NCLN) <http://ncln.3csn.org>

The Northern California Learning Network (NCLN) regional events focus on Acceleration, Reading Apprenticeship, and Habits of Mind. In 2013-14, many of NCLN's events were co-sponsored by one or more of 3CSN's Professional Learning Hubs in Northern California: Los Medanos, Santa Rosa Junior College, Sacramento City College, American River College, and Gavilan College. Seven of the regional events were held at colleges that had not yet hosted a 3CSN event, so several new California Community College faculty, staff, and administrators were introduced to 3CSN via these events. For this coming year, NCLN already has several events scheduled (see the Save the Date schedule), including two events for our newest Community of Practice: The Threshold Project. 3CSN is also thrilled to announce a new NCLN Regional Coordinator, Lauren Servais. In this role, she will organize and facilitate professional learning events within the network, provide ongoing professional learning support, and continue to build and strengthen connections within the network.

Central Valley Regional Network (CVRN) <http://cvrn.3csn.org>

The Central Valley Regional Network (CVRN) spans the vast distance from San Joaquin Delta College in the north to Bakersfield College in the south, Columbia College in the east and West Hills College in the west. And because of our centralized location, CVRN also acts as a bridge for colleges on the outskirts of other regions, creating a wide web of college interaction and support. The efforts in this region are coordinated by Donna Cooper and Erik Armstrong. This year CVRN has been and will be involved in efforts for Reading Apprenticeship, Habits of Mind, Acceleration, and BSILI, and two colleges, West Hills and Madera Center, formed Professional Learning Hubs to pursue initiatives on their campuses. Specifically, we will host a LINKS 10 in the Central Valley on October 17th and a Reading Apprenticeship Introduction on November 14th. We are excited for the coming year and what Central Valley faculty will accomplish.

Foothills and Inland Empire Region (FIER) <http://fier.3csn.org>

The FIER region started off the 2014/15 academic year with a BSI Reporting and Sharing event on Friday, September 12th with the new coordinator, Becky Rudd. The region will also be hosting LINKS 10—Taking the Lead: Building Sustainable Professional Learning on Friday, October 17th at Citrus College in Glendora. A second fall BSI Sharing event will take place on Friday, December 5th at Crafton Hills College in Yucaipa. In the spring, our region will also host an Introduction to Reading Apprenticeship on Friday, January 20, 2015, at Palo Verde College and a California Acceleration Project (CAP) event on February 6, 2015, at Moreno Valley College in Moreno Valley.





Professional Development in Your Region

3CSN's Regional Networks create a statewide teaching/ learning infrastructure for community college faculty, staff, and administrators, inviting them to inquire into and implement effective practices for promoting student success.

Each semester, network coordinators, with the assistance of host colleges, organize several free professional development events within their respective regions that are aligned with 3CSN's Communities of Practice. The network coordinators also facilitate events, workshops, and meetings that focus on regional needs and interests. This infrastructure offers the foundation upon which transformation can occur on our campuses and within our classrooms so that students can succeed.



Find your coordinator:

FNRN (Far North Regional Network)
Miya Squires; miya@3csn.org

NCLN (Northern California Learning Network)
Lauren Servais; lauren@3csn.org

CVRN (Central Valley Regional Network)
Donna Cooper; donna@3csn.org

FIER (Foothill Inland Empire Region)
Becky Rudd; becky@3csn.org

LARN (Los Angeles Regional Network)
Crystal Kiekel; crystal@3csn.org
Jessica Cristo; jessica@3csn.org

SDIVN (San Diego & Imperial Valley Network)
Mark Manasse; mark@3csn.org

OCNLN (Orange County Learning Network)
Danny Pittaway; danny@3csn.org

Regional Networks (cont.)

Los Angeles Regional Network (LARN)

<http://larn.3csn.org>

This year the LARN network has planned several professional development events centered on the goals set forth by our Student Success Initiative (SSI) and Achieving the Dream: First Year Experience, Assessment and Placement, Cultural Responsive Teaching and Learning practices, and Curriculum Redesign. These topics are part of our "SSI/AtD Summits" which will take place throughout the year. This fall LARN has conducted an Equity Planning Roundtable and workshop focused on foster youth. These topics will continue to be an area of focus within our future events. Scheduled events also include campus professional development coordinators meeting, Reading Apprenticeship in STEM, First Year Experience Program summit, and a summit on Placement/Assessment. LARN is also participating in the Persistence Inquiry Project (PIP), an inquiry around identifying and promoting factors that increase student persistence.

Orange County Learning Network (OCLN)

<http://ocln.3csn.org>

The OCLN has a new regional coordinator. Daniel (Danny) Pittaway, Student Success Coordinator and instructor of reading and education at Coastline Community College, is the new regional coordinator beginning fall 2014. Plans for OCLN for 2014-2015 include sustaining and growing the network to support student success and professional development initiatives at colleges within the region. Former OCLN regional coordinator Jan Connal will continue to coordinate the Habits of Mind Community of Practice. *Integration* will continue to be an important topic at upcoming OCLN events. The interconnectedness of all things student success is becoming more apparent and obvious, and so moving forward, OCLN supported events may continue the trend of finding connections among initiatives, theories, and practice.

San Diego and Imperial Valley Network (SDIVN) <http://sdivn.3csn.org>

SDIVN has been working hard to create smoother pathways for noncredit and high school students into community colleges with *Basic Skills Non-credit to Credit Awareness Building* and *Writing for College and Career Readiness* conferences. LINKS also returned to SDIVN in 2014, and will return again in Spring 2015 with LINKS 11 at MiraCosta College. Practitioners have been especially active with Acceleration, Reading Apprenticeship, and Tutoring in the region. Of note, in 2014, NADE awarded Miramar College *Advanced Certification in Course-Based Learning Assistance* for its Basic Skills specific English Center.

bsili Leadership for Curricular & Institutional Transformation



Basic Skills Leadership Institute (BSILI) 2015 & Professional Learning Hubs

The seventh annual Leadership Institute for Curricular and Institutional Transformation is coming June 15 - 19, 2015. It will be held again at beautiful Lake Arrowhead at the UCLA Conference Center.

At the 2014 institute, 3CSN launched 19 Professional Learning Hubs (PL Hubs) throughout California. Each BSILI college team came to the institute with a plan for campus innovation around student success. At the institute, each campus envisioned a professional learning plan to support that change initiative. These professional learning plans, known as their "Professional Learning Hub," are currently being launched all across California. 3CSN is working with each hub to implement, evaluate, improve, and share professional learning activities with the 3CSN statewide network. Many of these events are open to educators throughout the region. Contact your Regional Coordinator for more information about these events.

Next year's institute will focus once again on planning and launching regional or district change initiatives.

Go to <http://bsili.3csn.org> to learn more about last year's institute. More details, including applications and materials for the 2015 institute, are forthcoming. Contact your regional coordinator for more information, or write us at info@3csn.org.

"I feel so blessed to know that I can pick up the phone and get support from such wonderful people. It allows me to tap into some of my own strengths and share my passions with my colleagues"

-BSILI Faculty Participant

"BSILI happened just a week before my summer Tutor Training class started, which was just enough time for me to include the following introductory content: 1) Grit; 2) Growth mindset; and 3) Reading Apprenticeship.

I also launched a pre-course survey and will launch a follow-up survey after the class to gauge the initial impact of the professional learning on their practice."

-BSILI Faculty Participant
Tutoring Center Director

LEADERSHIP FOR
CURRICULAR &
INSTITUTIONAL
TRANSFORMATION



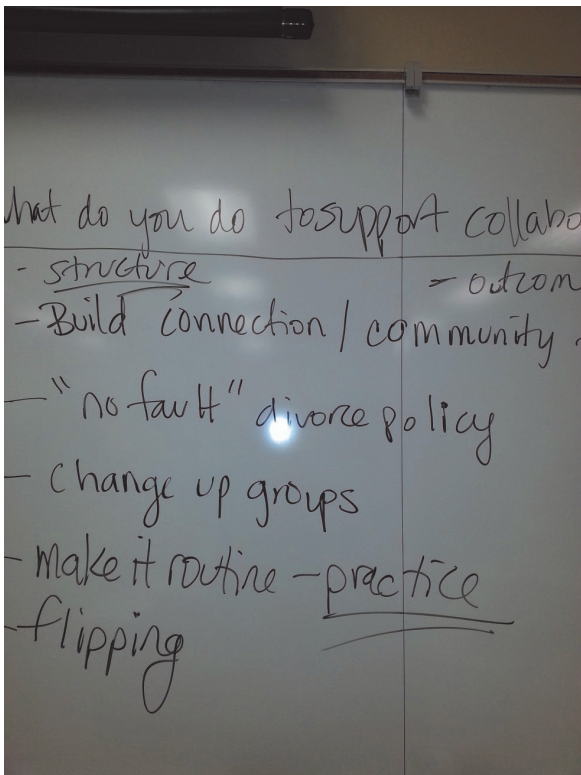
WELCOME



Spotlight: Classified Staff Leadership Retreat

At Foothill College's Classified FLEX Day, entitled "Excellence in Leadership," the 3CSN team of classified and faculty educators from Los Medanos College - Sandra Mills, Christina Goff and Paula Gunder – conducted a workshop that engaged participants in exploring and developing ways in which each of them, as individuals and within their departments across campus, could use the 16 Habits of Mind to answer Drew Dudley's call for "Everyday Leadership" (http://www.ted.com/talks/drew_dudley_everyday_leadership#t-66270) in the support of both student and college success.

The two and a half hour training for classified California community college educators was framed within Dudley's inspirational message to value what we do every day to impact and improve the lives of those around us. During the workshop, Foothill classified educators worked through a process of personalizing, contextualizing and realizing how and why they can mindfully and intentionally use the Habits of Mind to effect positive change on their campus. The culminating group skits, poems, songs, and creative visual representations had the participants laughing, cheering, energized to bring their ideas back to the Foothill community.



Spotlight: Bakersfield College and Habits of Mind

During a regional event at the College of Sequoias, a Bakersfield team explored the idea using Habits of Mind at their college. Following the example of Cerritos College's campus-wide integration of Habits of Mind, widely known as iFALCON (see them at <http://cms.cerritos.edu/ifalcon/>), Bakersfield set to brainstorming a Habits of Mind campaign at their college similarly focused on their mascot, the Renegades. The team, headed up by Eileen Pierce, thoroughly enjoyed the experiment and took their efforts back to the campus. Later, in efforts with the Central Valley C6 Consortium, Eileen took up the Habits of Mind mantle again to help embed remediation in Bakersfield's Career Technical Education programs. Her and her campus's efforts have gained traction and are spreading. Now, they have adopted program wide Habits of Mind for instruction. The Habits of Mind lessons have been integrated into several CTE health career pathways and will also be highlighted in the OER textbook being published by C6 and will be available in Summer 2015.

Join Us @ CalADE

California Association for Developmental Education (CalADE) will host an annual conference on Saturday, November 1, 2014 at the Anaheim Marriott Hotel. This year's conference theme is "Promoting Student Equity & Success in Developmental Education." 3CSN is a partner with CalADE and hopes you will join us at this annual event. Some highlights for the conference include:



- A full day of workshops and opportunities to meet with colleagues from throughout the state
- Discussions about our hosting of the 2016 NADE conference and how you can get involved
- Barbara Illowsky and the new Open Education Initiative
- An opportunity to participate in the annual elections and business meeting

For more information and registration please go to:
<http://thecaladecom.publishpath.com>

Join us @ LINKS 10 <http://3csn.org/201415events/>

This year, 3CSN is thrilled to offer its LINKS 10 event in four locations across the state. This event, "Taking the Lead: Building Sustainable Professional Learning" is scheduled for 9/26 at Santa Ana College, 10/17 at both Citrus College and Fresno City College, and on 10/24 at Canada College. As with all LINKS events, participants come together for conversations and collaboration focused on initiatives to further support and promote student success. This year's LINKS focuses on key professional learning principles that can help initiate and sustain meaningful professional development connected to student success initiatives on our campuses.

Tremendous energy and innovation has led to a range of successful student success initiatives, including Peer Assisted Learning, Interdisciplinary First Year Programs, and Bridge Programs for entering students. This type of innovation requires that educators continue to support each other through professional learning opportunities. LINKS 10 provides an opportunity for participants to reflect upon essential components of effective and sustainable professional learning. We hope you can attend one of the four LINKS events to and join us as we: (1) Explore principles of effective professional learning and consider the ways in which networked communities of practice serve as models for best practices; and (2) Identify mechanisms for building connections and growing the leadership needed to create sustainable professional learning that nurtures and supports practitioners. We hope to see you there!



Join us @ NADE

NADE National Conference will be in California!

The National Association for Developmental Education has announced that the 2016 NADE Conference will be in California for the first time. The California Chapter (CalADE) will host the conference March 15–19, 2016 at the Anaheim Marriott Hotel. The theme for the 2016 conference is "Golden Opportunities: Building on 40 Years of Progress." 3csn is pleased to partner with CalADE on this grand endeavor. This provides a national stage for California community colleges to showcase our progress in developmental education, professional learning and improvement of student outcomes.

A conference of this magnitude does not plan itself, we need your help. The conference planning committee is recruiting volunteers to help make this event a huge success. If you are interested in volunteering or want more information, you can contact Donna Cooper, Fresno City College at donna@3csn.org or Becky Rudd, Citrus College at becky@3csn.org.

Join Us @ Any of Our Upcoming 2014-2015 Events:

<http://3csn.org/201415events/>



SAVE the DATES: 2014-2015

BSI Reporting Workshops

8/21/14	Berkeley City College	3 – 5pm
8/28/14	N. CA - CCC Confer	3 – 5pm
9/5/14	CVRN – CCC Confer	11:30 – 1:30pm
9/5/14	San Diego Mesa	10am – 12pm
9/12/14	West LA	10am – 12pm
9/12/14	Santiago Canyon	10am – 12pm
9/12/14	Citrus College	9am – 12pm

BSI Sharing Events

12/5/14	Crafton Hills	10am – 12pm
1/9/15	San Diego Mesa	10am – 2pm
4/24/15	Cabrillo College	TBD
5/1/15	College of Marin	8:30am-12pm
5/8/15	Mt. SAC	10am – 2pm

BSI Coordinator Meetings

5/1/15	Southern California – TBD
5/8/15	Solano College

All BSI Coordinator sessions are from 8:30 am to 2:30 pm.

CalADE 5th Annual Conference (www.thecalade.com)

11/1/14	Anaheim Marriott	8:30 – 3pm
---------	------------------	------------

California Acceleration Project (CAP) Events

2/6/15	Moreno Valley	9am – 3pm
2/20/15	Sac City College	9am – 3pm

LINKS 10 – Taking the Lead: Building Sustainable Professional Learning

9/26/14	Santa Ana College
10/17/14	Citrus College
10/24/14	Cañada College

All LINKS events are from 8:30 am to 2:30 pm.

LINKS 11 – Beyond Boutique: Scaling Successful Programs and Practices

2/20/15	Mira Costa College
2/27/15	College of San Mateo
3/13/15	Southern California -- TBD

Habits of Mind (HoM)

10/3/14	College of San Mateo	8:30 – 12pm
3/6/15	West LA –Tentative	8:30 – 12pm
4/17/15	Fullerton College	8:30 – 12pm

Reading Apprenticeship (RA)

Introduction to RA

8/20/14	American River
8/22/14	Santa Ana College
9/19/14	Gavilan College
10/24/14	Cuesta College
11/14/14	College of Sequoias (Tentative)
1/5/15	Imperial Valley College
1/20/15	Palo Verde
2/6/15	San Diego Mesa College
SP 15	West Hills Coalinga

All RA Introduction events are from 8:30 am to 4:00 pm

RA: Deeper STEM Learning Through Metacognitive Conversation

9/26/14	Cañada College	8:30 – 12pm
10/3/14	West LA College	8:30 – 3:30pm
10/17/14	Foothill College	9:30 – 4:30pm
11/14/14	Crafton Hills College	8:30 – 3:30pm
11/21/14	Santa Rosa JC	8:30 – 3:30pm
11/21/14	Pasadena City College	8:30 – 3:30pm

Strengthening Student Success Conference: Post-Conference Session

10/10/14	Hilton Costa Mesa	9am – 1pm
----------	-------------------	-----------

Threshold Concepts, Wicked Problems, and GE

11/7/14	Las Positas College	9am – 1pm
3/6/15	NoCal (Intro) -TBD	9am – 4pm
2/27/15	SoCal (Intro) – Mt. SAC	9am – 4pm
6/5/-6/7/15	Leadership Institute	-

Tutoring Expo

3/20/15	Pierce College	8:30 – 3pm
---------	----------------	------------

Applications for upcoming Communities of Practice will be due in spring 2015.

For more information or questions email info@3csn.org

Our Journey So Far...



Learning Network	Total # of Participants	Total # of Colleges (Unduplicated)
BSILI - Annual, week-long Summer Leadership Institute & year-long community of practice	250+	70
LINKS - Cohesive workshops focused on student completion	1,700+	100+
BSI Coordinator's Convenings - Focused on action plans, data, and evaluation	550+	100+
CAP CoP - Acceleration community of practice	250+	46
RA CoP - Reading Apprenticeship community of practice	1,400+	91
HoM CoP - Habits of Mind community of practice	950+	86
Threshold Project – intersegmental community of practice (new)	70+	18
Regional Learning Networks & Events	9,200+	100+



**That's over 14,000 educators in the 3CSN network.
... and there is always room for more....**

Join Our Mission

To develop leaders in California Community Colleges who have the capacity to facilitate networks of faculty, staff, and students for curricular and institutional redesign in support of increased student access, success, equity, and completion.

To find out more, visit us @
3csn.org or email
info@3csn.org



3CSN is an initiative of the California
Community Colleges Chancellor's Office