



Student Services Planning Council Minutes

Meeting Date: May 13, 2020

Meeting Time: 2:00-4:00

Location: ZOOM Meeting

Present: Adolfo Leiva, Ruth Miller, Melissa Alforja, Andy Cuevas, Gena Rhodes, Maria Huning, Lorraine Barrales-Ramirez, Max Hartman, Kathy Kohut, Candice Johnson, Debbie Joy, Bob Haick, Mary Ho, Manuel Pérez, Michiko Kealoha, Alison Field, Mayra Arellano, Soraya Sohrabi, Nadya Sigona, Saul Miranda, Jade Shonette, Karen Engel Loretta Davis Rascon, James Aganon, Chantal Sosa, Ariela Villalpando, Manasi Devdhar-Mane, Nimsi Garcia, Maggie Baez, Joan Murphy, Luanne Canestro, Althea Kippes

Topic	Discussion/Outcomes
1) Approval of Minutes (Action) (2 minutes) April 22, 2020	Mary Ho moved to approve the minutes as is from April 22, 2020. Kathy Kohut seconded the motion. Motion passes
2) Timekeeper Assignment Rotation (3 minutes)	Maria Huning offered to be timekeeper. Manuel and Ruth requested that updates were put into the chat.
3) Discussion Items I. Program Review Improvements for 20-21 – Max Hartman (10 minutes)	Action Item regarding changes to the Executive Summary – Do we want to eliminate the Executive Summary? Maria Huning moved to remove the Executive Summary from the Program Review Candice Johnson seconded the motion Motion passes Action item regarding the acceptance of the 5 proposals. Soraya Sohrabi moved to accept the 5 proposals. Nadya Sigona seconded the motion Motion passes

Mission Statement

Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.

	<p>Proposals:</p> <ol style="list-style-type: none"> 1. One program does one program review (no longer grouping program reviews) 2. Propose eliminating the “Executive Summary” section unless this is mandated by our board (highlighted below.) 3. Program review to be completed every 3 years. <ol style="list-style-type: none"> a. Programs will complete all sections listed below b. Annual update in off years only required if requesting resources. <ol style="list-style-type: none"> i. Complete both “Looking Back” section and resource requests. c. Every 6 years each program will provide a presentation to a joint student services and instructional audience. 4. 200 word limit for all sections (except where noted) 5. Expectation that appropriate dean/VP will read and give written feedback on all program reviews/annual updates. 6. Expectation that SSPC will read program reviews and have an opportunity to provide feedback.
<p>II. Caring Campus – Manuel Pérez (10 minutes)</p>	<p>Please see the attached documents. This will be a great opportunity for Classified Staff Professional Development and it’s fully funded through the Chancellor’s Office.</p>
<p>III. COVID-19 (20 minutes)</p> <ul style="list-style-type: none"> • Outreach and Recruitment (Mayra Arellano) 	<p>Connect to College is tomorrow, virtually, May 14 at 6:00-7:30 p.m. Programs and Faculty will be presenting. A Part II will be in the summer sometime in July or early August. PEPs have been happening via Zoom. We introduced the Interest Areas to students. We’re also doing a lot of work with our Marketing to make sure the website is up-to-date and we’re also sending postcards to all students in certain zip codes. We’re also sending post cards to our current students to remind them we are here and to register. We want to also make sure all our marketing materials are in Spanish.</p>

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<ul style="list-style-type: none"> • Emergency Relief Funding (Ariackna Soler) 	<p>Students Eligible for CARES Act Funding info Minority Serving Institutions additional funding info (MSI Funding) Cañada is an HIS and an AANAPISI Serving Institution</p> <p>Food Grant Program – Currently we’re serving 300 food insecure students. The services are currently going through the end of the month of May. We’re trying to find funds to go through June and July. The one caveat is they need to be enrolled in the summer.</p>
<ul style="list-style-type: none"> • Community Market (Adolfo Leiva) 	<p>Community Market – Planning to serve 1000 families this Friday. 22-24 pallets of food through the end of July.</p> <p>Maria Huning motioned to add 10 additional minutes for this section so we can finish Adolfo’s presentation Mary Ho seconded Motion passes.</p>
<ul style="list-style-type: none"> • Other Updates 	<p>As Student Services, we are all working through the summer semester and are planning to be prepared for the Fall whatever decision will be made by the Board of Trustees.</p> <p>We are continuing to work remotely and teaching via Distance Education. All travel has been suspended.</p>
<p>IV. PBC Updates – Max Hartman (15 minutes)</p> <ul style="list-style-type: none"> • Position Prioritization Process 	<p>PBC is continuing to work to update the process. Further clarifying the rubrics to assess the requests as they come through the bodies. Working on how to implement these changes.</p> <p>PBC went through previous metrics to measure our success as an institution. A task force is working = pulled information from metrics - equity scorecard and what our institutional set standard is. We have not set the aspirational goals yet. How can we use our existing plan and develop moving forward so we have a single Annual Plan that matches what we’re doing in all the different plans. Goals moving forward: our plans develop naturally from the plans we’re already working on. During the Summer Retreat we’ll be working on the single Annual Plan.</p>

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<ul style="list-style-type: none"> • 2019-20 Progress Report on College Annual Plan & Priorities (Guided Pathways) • College Score Card TaskForce • Budget Projections & Resource Requests 	<p>See above</p> <p>Max Hartman reported the task force met several times to talk about the metrics they wanted to set as institutional set standards. The goals, will be more aspirational and need to be completed and brought back to the Planning and Budgeting Council for review and approval.</p> <p>VPA, Graciano Mendoza has been sharing information from Bernata Slater and discussing the various projections; three scenarios, Grim, Grimmer and Grimmest. Before COVID we were expecting an additional million dollars but now we expect an 18 month delay which will hit our bottom line. We will have a challenge in sustaining any long term goals.</p>
<p>V. Business – Standing Items</p> <ul style="list-style-type: none"> • VPSS Updates (10 minutes) • Enrollment Services Committee (ESC) (5 minutes) 	<p>Summer Schedule – Employees may be able to work a four day – ten hour work week. The dates for the summer schedule will May 29 through August 7.</p> <p>Personal Pronouns – We have modified our Change of Personal Information form to include an area for students to add their Personal Pronouns.</p> <p>Parts of the CRM will be going live on 6/29/2020. Students that withdraw from a course/courses will be withdrawn using the CW code which will place an EW on their transcript and will allow the student to receive a refund. Due to the COVID-19 pandemic, students are able to utilize the CW code for up to one year.</p>

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<ul style="list-style-type: none"> • Guided Pathways (5 minutes) 	<p>Faculty will not be able to issue an F. The only option will be a no pass. If a class is over and a student wants a pass/no pass they need to complete the extenuating circumstances petition. Due to COVID-19, we have a bit more flexibility. Pass/No pass is available as of the day before the end of the course. If a student dropped/withdrew from a course, they can request a refund up to a year after the semester is over and their transcript would be annotated with an EW. The CW/EW process is only for Spring 2020. However, I just heard that the CW/EW and pass/no pass is being discussed for Summer and Fall.</p> <p>The Guided Pathways Steering Committee held their final meeting for the 2019-2020 Academic Year on Tuesday, May 5, 2020. The committee presented the Guided Pathways Progress report to PBC on May 6, 2020. You can use this link to review the report.</p>
<p>4) Department Reports (30 minutes) (input your update via Zoom chat)</p>	<p>BTO: BTO and STEM Peer Mentors are “powering down” as they are off next week so they can focus on their finals. They held an excellent webinar on Studying for Finals during Shelter In Place. Debbie will forward the link and Gonzalo Arrizon’s 5-Day Study Plan Guide and Worksheet for distribution. Please send to your students!</p> <p>Link to BTO/STEM Peer Mentors’ Finals Study Skills webinar.</p> <p>Career Center: The Career Center is continuing to participate with Julian, Alex and others of Workforce Development on the District Virtual Job Fair for our students. The Virtual Job Fair will be on June 24th with a pre-career workshop day on June 17th with each session being 60 minutes. The primary goal of the event is to; assist students who have been displaced by COVID-19, students who have recently completed their degree, and help students get jobs during this session. The flow of the event will be to have four showcased employers (20 minutes employer panel) talking about COVID-19, their company, and some opportunities. After the students would be broken up into breakout rooms with additional employers and small workshops. We are in the process of creating a program outline and literature and also recruiting other employers.</p> <p>The Career Center is working with Patty Hall and others around the District on the proposal/creation of an ECE Apprenticeship and Teacher Pipeline Program. One of the many objectives of this program is to provide a unique model of apprenticeship that relies upon</p>

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multiple employer to college district agreements, and which provide base pay and tiered pay increases, linked to coursework and hours of employment. Finally, College Central, our Job Board platform is implementing a Virtual Job Fair Module so that we can go online with our Cañada job fair this Fall if necessary.

Dream Center: The Dream Center will continue with student services through the Summer.

EOPS: EOPS has been doing a few drop-in sessions. We are currently helping students register for Summer and Fall classes. We are tentatively going to have our End-of-the-Year Celebration on June 18th. [EOPS Online Application](#) is available online for new students who would like to apply for the Fall semester on our [website](#).

ESO! Adelante: Wrapping up our semester: ESO! Adelante End-of-Year Celebration is May 28th 5:00-6:00 p.m. We'll send invitations.

Jumpstarter, pre-orientation is tomorrow, May 14th 4:30-6:00 pm. For students accepted to SF State.

Promise Scholars Program: Promise is preparing to accept our second round of Promise Scholars Program applicants. We are excited to build our Fall 2020 cohort! Also, the Promise team hosted a virtual registration event last week. It was a smooth process and we were able to assist our students with their registration questions.

Puente: The Puente End-of-the Year Celebration is today at 4:00. If you want to attend, contact Max.

SparkPoint: Please share the attached flyer with your students. SparkPoint will continue student services through the Summer.

Student Life: California Community Colleges file Federal lawsuit over Implementation of Emergency COVID-19 Student Assistance: Unlawful Eligibility Requirements Exclude Hundreds of Thousands of Community College Students, including veterans and students with DACA status.

CARES Act also means we as a college received \$552,018 for Spring 2020 and \$271.890 for Fall 2020. We received \$4,600 because we are an AANAPISI College, meaning we have 10% or more Asian American, Native American, and Pacific Islanders.

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	<p>How are we as a Senate sharing and celebrating that we are an AANAPISI college?</p> <p>TRIO UB: TRIO Upward Bound students are almost done with the semester and are still connecting regularly with us in Zoom meetings, including creating videos for saying goodbye to our graduates. We are prepping for Summer and are working in partnership with TRIO SSS! We are so busy, but it's good to have so many students and families connecting with us.</p> <p>Veterans: Veterans will continue with student services through the Summer.</p>
VI. Adjournment	Adjourned at 3:34 pm.
<p>Future Items:</p> <p><i>Upcoming Meetings:</i> SPRING 2020:</p>	<ul style="list-style-type: none"> • Foundation Report • Program Review Update – Max Hartman (early Fall semester)

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INSTITUTE *for* EVIDENCE-BASED CHANGE
Informing Decisions · Improving Practice · Increasing Student Success

Caring Campuses are Equitable Campuses

America's colleges are struggling to build equity on their campuses. According to the Diversity, Equity, and Inclusion Blog, "While equality means treating everyone the same, equity means 'making appropriate accommodations for people from underserved or historically marginalized groups to allow them full access to the rights and privileges enjoyed by the majority.' Unlike equality, equity focuses on removing the structural barriers that prevent non-dominant groups from excelling."¹

The *Caring Campus* initiative of the Institute for Evidence-Based Change (IEBC) supports college equity efforts by creating campuses where all students—including non-majority students—feel connected and cared for. The core of this work is understanding students' perspectives when interacting with them in the classroom, in an office, or anywhere on campus.

IEBC uses a facilitated coaching model to transmit knowledge about the fundamentals of what can be done to increase student connectedness to the college, which leads to increases in student success. We also help departments and divisions develop a strategy, grounded in behavioral commitments, that they can easily implement campus-wide at little to no cost. Faculty and staff identify and commit to simple behaviors that remove barriers to student success: wearing nametags, approaching students who seem lost on campus, referring to a person in another department and not simply a location in a building, changing from "office hours" to "student hours."

Throughout our community college work, students tell us they want to feel connected. They want a faculty or staff member who "gets" them. This is particularly salient as community college students are more diverse than ever and our current ranks of faculty and staff have yet to catch up.² Many students coming to community colleges also have a history of poor educational experiences. They are not prepared for higher education and benefit significantly when there is an adult in authority who cares about their success. Community college educators must do all they can to demonstrate they understand the lives of their students. And making connections are powerful motivators for students to succeed.

Additionally, today's students have far more challenges than previous generations of students. Lack of resources, family obligations, employment and other pressures make it difficult for students to both enroll and stay in college. We need to understand and accept the lives students lead and not pigeonhole them into the lives we expect them to lead.

¹ DeEtta Jones Diversity, Equity, and Inclusion Blog <https://www.deettajones.com/equity-inclusion-diversity-in-higher-education/> September 26, 2018.

² According to the National Center for Education Statistics, in 1976 students of color comprised 15.7% of the college population and in 2015 the proportion was 42.4%. Yet, according to NCES, in 2016 26.8% of faculty were non-white.

The American Association of College and Universities (AAC&U) is one of many organizations concerned about equity issues and their impact on student success. In their guide *Committing to Equity and Inclusive Excellence* (2015), they exhort colleges to “Commit to frank, hard dialogues about the climate for underserved students on your campus, with the goal of effecting a paradigm shift in language and actions.” IEBC’s *Caring Campus* addresses this commitment in numerous positive ways, avoiding deficit-based approaches.

In fact, IEBC’s *Caring Campus* is demonstrating real changes in student outcomes. At colleges implementing *Caring Campus*, the course success gap is almost closed among all populations. Data from two colleges documents such results, as seen below (Figure One and Table One).

Figure One

Course success achievement gaps narrow after College A implements Caring Campus

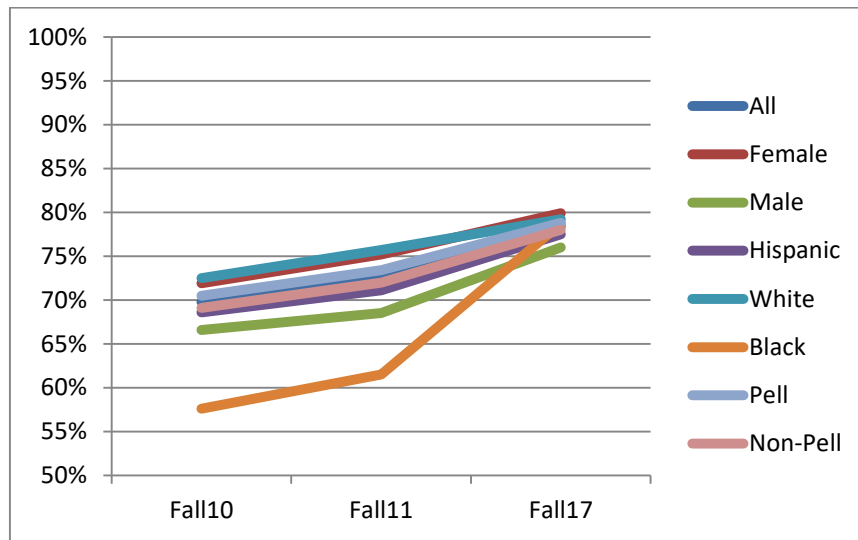


Table One

Course success achievement gaps narrow after College B implements Caring Campus

Ethnicity	2014-16 (two year average; prior to implementation)	2016-17
Asian	92%	93%
Black	71%	90%
Latinx	86%	91%
White	91%	94%
All students (including multiethnic and unknown)	87%	89%

As we work to improve equity on college campuses, we must go beyond the academic focus to include the human need for connectedness. Students who feel connected to their college are more likely to succeed, persist, and complete.

For more information, please contact Brad Phillips, IEBC President/CEO, at (619) 252-8503 (bphillips@iebcnow.org) or Jordan Horowitz, IEBC Vice President, at 562-743-7920 (jhorowitz@iebcnow.org).

IEBC is a nationally-recognized nonprofit organization dedicated to helping education stakeholders — K-12 school systems, community colleges, universities, employers and others — use data, collaboration and coaching to make informed decisions and craft solutions that improve practice and dramatically increase student success.

www.iebcnow.org

Coronavirus Aid, Relief, and Economic Security Act

CARES Act

Overview

- Department of Education CARES Act Background
- SMCCCD Funding Allocations
- Distribution of Funds
- Eligibility
- Next Steps

U.S. Department of Education CARES Act

- Coronavirus Aid, Relief, and Economic Security (CARES) Act includes a Higher Education Emergency Relief Fund (HEERF)
- The CARES Act (S. 3548/ H.R. 748) is the third federal stimulus packet in response to the Coronavirus
- On April 9, the U.S. Secretary of Education announced that \$6 billion of the total \$13.95 billion Higher Education Emergency Relief Fund will be **distributed immediately to colleges and universities to provide direct emergency cash grants to college students**
- California Community Colleges received \$579,679,078

U.S. Department of Education CARES Act (cont'd)

- Minimum 50% of formula grant funds (the “advance funds”) must be reserved for **emergency financial aid grants to students** to help cover expenses related to the disruption of campus operations due to coronavirus, such as food, housing, course materials, technology, health care, and child-care.
- Institutions are encouraged to **prioritize students with the greatest need.**
- Institutions shall **not use the advanced funds to reimburse itself** for any costs or expenses, including but not limited to any costs associated with significant changes to the delivery of instruction due to the coronavirus and/or any refunds or other benefits that recipient previously issued to students.

SMCCCD CARES Act Funding Allocations

College	Total Allocation	Amount for Direct Student Aid (75% of Total)	Amount for Other Institutional Related COVID Expenses (25% of Total)
Cañada	\$ 1,098,544	\$ 823,908	\$ 274,636
College of San Mateo	\$ 2,042,860	\$ 1,532,145	\$ 510,715
Skyline	\$ 2,491,971	\$ 1,868,978	\$ 622,993
Total	\$ 5,633,375	\$ 4,225,031	\$ 1,408,344

SMCCCD CARES Act Distribution to Students

College	Direct Student Aid Amount	Estimated Spring 2020 (67%)	Estimated Fall 2020 (33%)
Cañada	\$ 823,908	\$ 552,018	\$ 271,890
College of San Mateo	\$ 1,532,145	\$ 1,026,537	\$ 505,608
Skyline	\$ 1,868,978	\$ 1,252,215	\$ 616,763
Total	\$ 4,225,031	\$ 2,830,771	\$ 1,394,260

CARES Act Eligibility

Guidance released by the US Department of Education indicates that only students who are or could be eligible for Title IV or Free Application For Federal Student Aid(FAFSA) may receive emergency grants.

Students Eligible for CARES Act Funding

- US Citizens or Eligible Non-Citizens
- Students with a Valid Social Security Number
- Students Registered with Selective Service
- Students with a High School Diploma or GED
- Students in a Program Leading to a Degree or Certificate

CARES Act: District Alignment in Serving Students

Students Eligible and Prioritized for CARES Act Emergency Funds

Pell Grant Students

- Low-income
- High unmet need
- Homeless
- Foster Youth
- Veterans

Non-Pell Grant Students

- California College Promise Grant (CCPG) A* and B**
- Homeless
- Foster Youth
- Veterans

* A: TANF/CAIWORks, Supplement Security Income/State Supplement Program, General Assistance (SSI/SSP)

** B: Income

ADDITIONAL FUNDING: **Minority-Serving Institutions (MSI)**

U.S. Department of Education CARES Act

- The CARES Act (S. 18004) also provides grants for Historically Black Colleges and Universities (HBCUs), Tribally Controlled Colleges and Universities (TCCUs), and other **Minority Serving Institutions (MSIs)** as well as other institutions eligible for the Strengthening Institutions Program (SIP).
- Institutions are **not** required to use at least 50% of these funds for grants to students.
- The funds may be used for grants to students for any component of the student's cost of attendance, including tuition, course materials, and technology.

SMCCCD CARES Act: Minority Serving Institutions (MSI) Funding

College	Strengthening Asian American & Native American Pacific Islander-Serving Institutions (AANAPISI)	Developing Hispanic-Serving Institutions (DHSI)	Total MSI Funding
Cañada	\$ 4,600	\$ 77,465	\$ 82,065
College of San Mateo			\$ -
Skyline	\$ 10,346	\$ 171,818	\$ 182,164
Total	\$ 14,946	\$ 249,283	\$ 264,229

Next Steps: CARES Act

- Send student communications for CARES Act funding
- Finalize allocations and process for MSI Funding – CARES Act
- Make Spring 2020 distribution to students



Free GROCERIES

San Mateo County Community College District
Emergency Food Distribution

Fresh Produce. Healthy Options. On Us.

FREE DRIVE-THRU COMMUNITY MARKET

at College of San Mateo

Every Friday (thru July)

11:00 am – 1:00 pm (or until all food is distributed)

LOCATION:

College of San Mateo
1700 W. Hillsdale Blvd.,
(Beethoven Parking Lot #2)
San Mateo, CA 94402

- COVID-19 guidelines will be observed
- Only drive-thru pickups will be served
- Open to students and the community
- This does not impact public charge
- No I.D. required to pick up food

There is a high demand for food so we encourage you to arrive before 11:45 am.



THE FIVE-DAY TEST PREP PROGRAM

- 5 DAYS** before a test, look over all the material to be covered, and get organized: class notes, handouts, quizzes, textbook
- **Identify** the difficult concepts that you found challenging.
 - **Section off** the remaining material into organized, easy-to-handle amounts.
 - **Decide** which study tools you can create to organize and improve your review.
__flash cards __summary sheets __time lines __mind maps (visual outlines)
__formal outlines __mnemonic devices XX Review Sheet given by the professor
NOTE: color-code ideas to improve recall
 - **Choose** which study strategies you can use for improved concentration, comprehension, and recall.
__work end of chapter or study guide questions __self-test on all lecture notes
__rework homework and quiz questions __memorize in short, intense daily reviews
__attend a review session __predict & answer possible test questions
__use all senses to memorize; in each review, see it, say it, hear it, write it
__at the end of a page in text or notes, formulate test questions, answer aloud
__recite aloud: read a paragraph or page, then look away and explain concepts aloud
__take turns with a study partner to test each other on flash cards, etc.
 - **Write out a 5 Day Test Preparation Plan.**
- 4 DAYS** before the test, begin with difficult, problem areas.
- **Study intensively** – reread a section or handout, combine the information with lecture notes on the topic, and really put your mind to understanding it. It's not enough to recognize material; you need to be able to produce it. Test yourself by reciting information aloud in your own words. Explain concepts, define terms, ask and answer questions.
 - ***If you can't say it, you don't know it!*** Go back and study it again.
 - If you still have problems after this study session, you'll still have time to **get help from professor, tutor, or classmate** before the test.
- 3 DAYS** before the test, study all the remaining, easier material. Again, **test yourself** by reciting information aloud in your own words for thorough understanding and retention.
- 2 DAYS** before the test, study ALL the material thoroughly from beginning to end, as if the test were the next day. Put the most time and effort into studying on this day. Review the parts you know well; put more effort into the difficult areas. To simulate the test, ask yourself possible test questions or have someone else quiz you. Try this step-by-step process:
- Come up with about five possible questions using your notes and text as sources.
 - Outline a brief answer to each, covering the strategies you would need to solve the problem. Use your notes and text as if this were an open-book test.
 - Reduce the outlined answer to key steps that will trigger your memory.
 - Even if you don't encounter those exact questions, you will have categorized and organized the course content. You will have processed the information in terms of being tested, putting it at your command and better preparing you to answer related questions.
- 1 DAY** before the test, review briefly and get a good night's sleep! Over the course of five days, you will have studied all of the material three times. Sleep will help you recall and use all that you have learned.
- 0 DAY OF** test, eat a good breakfast, go to the EPIC session at STEM Center, look over your notes, and get your last minute questions answered. When you get the test, take a few minutes and CAREFULLY read all of the problems. Do what is easiest for you first to maximize your points. Check your work and remember to BREATHE!

Semester: _____

Name: _____

The Five Day Action Plan for Exams

Course: _____

Exam Format/Resources: _____

Date: _____

5 Days Before Exam	4 Days Before Exam	3 Days Before Exam	2 Days Before Exam	1 Day Before Exam

Target Grade: _____