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# CALIFORNIA'S COMMUNITY COLLEGES:

We are training the people who will do our jobs when we retire. Our future depends on these. **for our workforce.**

As a statewide system, we need to be doing our part to educate and

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•  $\frac{1}{2} \frac{d}{dt} \int_{\Omega} \rho^2 dx = \int_{\Omega} \rho \rho_t dx = \int_{\Omega} \rho \operatorname{div}(\rho u) dx = - \int_{\Omega} \rho \operatorname{div} u dx = 0$

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# ACHIEVEMENT

Students at California Community Colleges are achieving more than ever before. In 2015-16, 42.5 percent of students earned a certificate or degree, up from 39.5 percent in 2014-15. This is a significant increase, especially for students who are first-generation college students or who are the first in their families to attend college.

**A**chievement is also measured by the number of students who complete their program within the expected time frame. In 2015-16, 114,000 students completed their program within the expected time frame, up from 108,000 in 2014-15. This is a significant increase, especially for students who are first-generation college students or who are the first in their families to attend college.

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42.5 percent of students earned a certificate or degree, up from 39.5 percent in 2014-15.

27.4 percent of students earned a certificate or degree, up from 25.5 percent in 2014-15.

6.4 percent of students earned a certificate or degree, up from 5.5 percent in 2014-15.

11.6 percent of students earned a certificate or degree, up from 10.5 percent in 2014-15.

3.2 percent of students earned a certificate or degree, up from 2.5 percent in 2014-15.

3.7 percent of students earned a certificate or degree, up from 3.0 percent in 2014-15.

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The most promising aspect of our California Community Colleges is the diversity—of thought, culture, experience, immigration story, sexual orientation, economic status, physical ability, and overall world view that our students bring with them to our institutions. The California Community College is a context that provides...  
 from a second chance for under-educated students to the opportunity for training and education.

On the healthcare side, Community Colleges are instrumental in training our allied health professionals and for providing the career pipeline of professionals we represent. We really value the Community Colleges more than some of the private and for-profit institutions that are involved in this work. Community Colleges are a more



because the profit

in 2016, 42% of respondents reported that they were more likely to hire graduates from community colleges than graduates from for-profit institutions.

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A community college is a type of postsecondary institution that is smaller than a university and is often more focused on providing vocational and technical education. A community college typically offers two-year programs and is often more affordable than a university. A community college typically offers two-year programs and is often more affordable than a university. A community college typically offers two-year programs and is often more affordable than a university.

B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, AB, AC, AD, AE, AF, AG, AH, AI, AJ, AK, AL, AM, AN, AO, AP, AQ, AR, AS, AT, AU, AV, AW, AX, AY, AZ, BA, BB, BC, BD, BE, BF, BG, BH, BI, BJ, BK, BL, BM, BN, BO, BP, BQ, BR, BS, BT, BU, BV, BW, BX, BY, BZ, CA, CB, CC, CD, CE, CF, CG, CH, CI, CJ, CK, CL, CM, CN, CO, CP, CQ, CR, CS, CT, CU, CV, CW, CX, CY, CZ, DA, DB, DC, DD, DE, DF, DG, DH, DI, DJ, DK, DL, DM, DN, DO, DP, DQ, DR, DS, DT, DU, DV, DW, DX, DY, DZ, EA, EB, EC, ED, EE, EF, EG, EH, EI, EJ, EK, EL, EM, EN, EO, EP, EQ, ER, ES, ET, EU, EV, EW, EX, EY, EZ, FA, FB, FC, FD, FE, FF, FG, FH, FI, FJ, FK, FL, FM, FN, FO, FP, FQ, FR, FS, FT, FU, FV, FW, FX, FY, FZ, GA, GB, GC, GD, GE, GF, GG, GH, GI, GJ, GK, GL, GM, GN, GO, GP, GQ, GR, GS, GT, GU, GV, GW, GX, GY, GZ, HA, HB, HC, HD, HE, HF, HG, HH, HI, HJ, HK, HL, HM, HN, HO, HP, HQ, HR, HS, HT, HU, HV, HW, HX, HY, HZ, IA, IB, IC, ID, IE, IF, IG, IH, II, IJ, IK, IL, IM, IN, IO, IP, IQ, IR, IS, IT, IU, IV, IW, IX, IY, IZ, JA, JB, JC, JD, JE, JF, JG, JH, JI, JJ, JK, JL, JM, JN, JO, JP, JQ, JR, JS, JT, JU, JV, JW, JX, JY, JZ, KA, KB, KC, KD, KE, KF, KG, KH, KI, KJ, KK, KL, KM, KN, KO, KP, KQ, KR, KS, KT, KU, KV, KW, KX, KY, KZ, LA, LB, LC, LD, LE, LF, LG, LH, LI, LJ, LK, LL, LM, LN, LO, LP, LQ, LR, LS, LT, LU, LV, LW, LX, LY, LZ, MA, MB, MC, MD, ME, MF, MG, MH, MI, MJ, MK, ML, MM, MN, MO, MP, MQ, MR, MS, MT, MU, MV, MW, MX, MY, MZ, NA, NB, NC, ND, NE, NF, NG, NH, NI, NJ, NK, NL, NM, NN, NO, NP, NQ, NR, NS, NT, NU, NV, NW, NX, NY, NZ, OA, OB, OC, OD, OE, OF, OG, OH, OI, OJ, OK, OL, OM, ON, OO, OP, OQ, OR, OS, OT, OU, OV, OW, OX, OY, OZ, PA, PB, PC, PD, PE, PF, PG, PH, PI, PJ, PK, PL, PM, PN, PO, PP, PQ, PR, PS, PT, PU, PV, PW, PX, PY, PZ, QA, QB, QC, QD, QE, QF, QG, QH, QI, QJ, QK, QL, QM, QN, QO, QP, QQ, QR, QS, QT, QU, QV, QW, QX, QY, QZ, RA, RB, RC, RD, RE, RF, RG, RH, RI, RJ, RK, RL, RM, RN, RO, RP, RQ, RR, RS, RT, RU, RV, RW, RX, RY, RZ, SA, SB, SC, SD, SE, SF, SG, SH, SI, SJ, SK, SL, SM, SN, SO, SP, SQ, SR, SS, ST, SU, SV, SW, SX, SY, SZ, TA, TB, TC, TD, TE, TF, TG, TH, TI, TJ, TK, TL, TM, TN, TO, TP, TQ, TR, TS, TT, TU, TV, TW, TX, TY, TZ, UA, UB, UC, UD, UE, UF, UG, UH, UI, UJ, UK, UL, UM, UN, UO, UP, UQ, UR, US, UT, UY, UZ, VA, VB, VC, VD, VE, VF, VG, VH, VI, VJ, VK, VL, VM, VN, VO, VP, VQ, VR, VS, VT, VU, VV, VW, VX, VY, VZ, WA, WB, WC, WD, WE, WF, WG, WH, WI, WJ, WK, WL, WM, WN, WO, WP, WQ, WR, WS, WT, WU, WV, WW, WX, WY, WZ, XA, XB, XC, XD, XE, XF, XG, XH, XI, XJ, XK, XL, XM, XN, XO, XP, XQ, XR, XS, XT, XU, XV, XW, XX, XY, XZ, YA, YB, YC, YD, YE, YF, YG, YH, YI, YJ, YK, YL, YM, YN, YO, YP, YQ, YR, YS, YT, YU, YV, YW, YX, YY, YZ, ZA, ZB, ZC, ZD, ZE, ZF, ZG, ZH, ZI, ZJ, ZK, ZL, ZM, ZN, ZO, ZP, ZQ, ZR, ZS, ZT, ZU, ZV, ZW, ZX, ZY, ZZ.





The degree attainment gap between 18-year olds and adults with some college and no degree is 18 percentage points. This gap is the largest among all groups. The gap is 15 percentage points for adults with a high school diploma or GED, 10 percentage points for adults with some college and no degree, and 8 percentage points for adults with a bachelor's degree. The gap is 4 percentage points for adults with a master's degree, 3 percentage points for adults with a professional degree, and 2 percentage points for adults with a doctorate. The gap is 1 percentage point for adults with a postdoctoral degree.

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**We won't close our degree attainment gap with 18-year olds alone, and one population we haven't paid enough attention to is adults with some college and no degree. Many of today's community college students are 'nontraditional,' and we need to support older adults in completing degrees and credentials. Because that's how you address inter-generational poverty. Educated parents will support their children's educational aspirations.**

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## LOOKING AHEAD:



**S** Երկարությունը  $12$  է, լայնությունը  $6$  է, բարձրությունը  $8$  է, և քառակուսի հիմք ունի: Գտնել ծավալը:  $(12 \times 6 \times 8) \div 3 = 192$ :  $\div 3$  արժեքը բազմապատկելով  $3$ -ով ստանում ենք ծավալը:  $192 \times 3 = 576$ : Նրա ծավալը  $576$  է: Երկարությունը  $12$  է, լայնությունը  $6$  է, բարձրությունը  $8$  է, և զրոյից բացառաբար քառակուսի հիմք ունի: Գտնել ծավալը:  $(12 \times 6 \times 8) \div 3 = 192$ :  $\div 3$  արժեքը բազմապատկելով  $3$ -ով ստանում ենք ծավալը:  $192 \times 3 = 576$ : Նրա ծավալը  $576$  է:

**G** Երկարությունը  $12$  է, լայնությունը  $6$  է, բարձրությունը  $8$  է, և քառակուսի հիմք ունի: Գտնել ծավալը:  $(12 \times 6 \times 8) \div 3 = 192$ :  $\div 3$  արժեքը բազմապատկելով  $3$ -ով ստանում ենք ծավալը:  $192 \times 3 = 576$ : Նրա ծավալը  $576$  է: Երկարությունը  $12$  է, լայնությունը  $6$  է, բարձրությունը  $8$  է, և զրոյից բացառաբար քառակուսի հիմք ունի: Գտնել ծավալը:  $(12 \times 6 \times 8) \div 3 = 192$ :  $\div 3$  արժեքը բազմապատկելով  $3$ -ով ստանում ենք ծավալը:  $192 \times 3 = 576$ : Նրա ծավալը  $576$  է:

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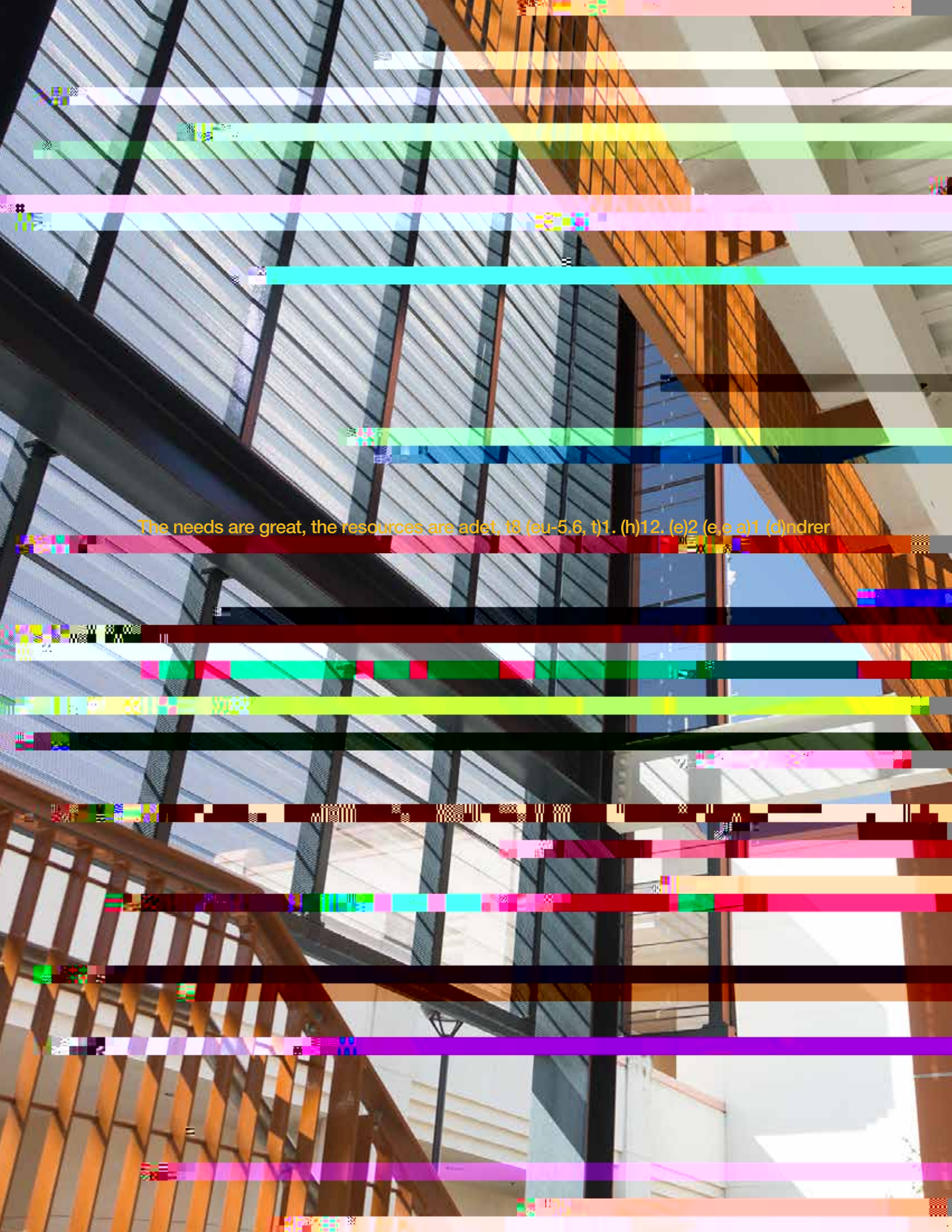




3)  $\frac{1}{x^2} = x^{-2}$  であるから、 $\frac{d}{dx} x^{-2} = -2x^{-3} = -\frac{2}{x^3}$  である。  
 したがって、 $\frac{d}{dx} \frac{1}{x^2} = -\frac{2}{x^3}$  である。  
 (A)  $\frac{d}{dx} \frac{1}{x^2} = -\frac{2}{x^3}$  であるから、 $\frac{d}{dx} \frac{1}{x^2} = -\frac{2}{x^3}$  である。  
 (B)  $\frac{d}{dx} \frac{1}{x^2} = -\frac{2}{x^3}$  であるから、 $\frac{d}{dx} \frac{1}{x^2} = -\frac{2}{x^3}$  である。  
 (C)  $\frac{d}{dx} \frac{1}{x^2} = -\frac{2}{x^3}$  であるから、 $\frac{d}{dx} \frac{1}{x^2} = -\frac{2}{x^3}$  である。  
 (D)  $\frac{d}{dx} \frac{1}{x^2} = -\frac{2}{x^3}$  であるから、 $\frac{d}{dx} \frac{1}{x^2} = -\frac{2}{x^3}$  である。  
 (E)  $\frac{d}{dx} \frac{1}{x^2} = -\frac{2}{x^3}$  であるから、 $\frac{d}{dx} \frac{1}{x^2} = -\frac{2}{x^3}$  である。

4)  $\frac{d}{dx} \frac{1}{x^2} = -\frac{2}{x^3}$  であるから、 $\frac{d}{dx} \frac{1}{x^2} = -\frac{2}{x^3}$  である。  
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 (E)  $\frac{d}{dx} \frac{1}{x^2} = -\frac{2}{x^3}$  であるから、 $\frac{d}{dx} \frac{1}{x^2} = -\frac{2}{x^3}$  である。





The needs are great, the resources are adett, t8 (eu-5.6, t)1. (h)12. (e)2 (e,e a)1 (d)ndrer

# A

$S$  is the sum of the squares of the elements of the set  $\{1, 2, 3, \dots, 100\}$ .  
 $A$  is the sum of the squares of the elements of the set  $\{1, 2, 3, \dots, 100\}$ .  
 $G$  is the sum of the squares of the elements of the set  $\{1, 2, 3, \dots, 100\}$ .  
 $-12$  is the sum of the squares of the elements of the set  $\{1, 2, 3, \dots, 100\}$ .  
 $B$  is the sum of the squares of the elements of the set  $\{1, 2, 3, \dots, 100\}$ .  
 $G$  is the sum of the squares of the elements of the set  $\{1, 2, 3, \dots, 100\}$ .  
 $S$  is the sum of the squares of the elements of the set  $\{1, 2, 3, \dots, 100\}$ .

The colleges need to

$B$  is the sum of the squares of the elements of the set  $\{1, 2, 3, \dots, 100\}$ .

- 1 |  $\frac{1}{2} \times 100 \times 101 = 5050$
- 2 | **A**  $1^2 + 2^2 + 3^2 + \dots + 100^2 = \frac{100 \times 101 \times 201}{6} = 338350$
- 3 |  $1^2 + 2^2 + 3^2 + \dots + 100^2 = \frac{100 \times 101 \times 201}{6} = 338350$
- 4 |  $1^2 + 2^2 + 3^2 + \dots + 100^2 = \frac{100 \times 101 \times 201}{6} = 338350$
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- 7 |  $1^2 + 2^2 + 3^2 + \dots + 100^2 = \frac{100 \times 101 \times 201}{6} = 338350$

$S$  is the sum of the squares of the elements of the set  $\{1, 2, 3, \dots, 100\}$ .  
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 $S$  is the sum of the squares of the elements of the set  $\{1, 2, 3, \dots, 100\}$ .



# COMMITMENTS

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## COMMITMENT 1:



**A** commitment to providing a high-quality, accessible, and affordable education to all students, regardless of their background or financial situation.

**B** commitment to providing a high-quality, accessible, and affordable education to all students, regardless of their background or financial situation.

**S** commitment to providing a high-quality, accessible, and affordable education to all students, regardless of their background or financial situation.

**A** commitment to providing a high-quality, accessible, and affordable education to all students, regardless of their background or financial situation.

**B** commitment to providing a high-quality, accessible, and affordable education to all students, regardless of their background or financial situation.

**S** commitment to providing a high-quality, accessible, and affordable education to all students, regardless of their background or financial situation.

In and of itself, community college is not a destination. What matters is where students are going in life and how we are helping them get there.



**S**  $\mathbb{G}_2$  Lie algebra is the 6 dimensional Lie algebra over  $\mathbb{C}$  with the following Lie brackets:  $[e_1, e_2] = e_3$ ,  $[e_1, e_3] = e_4$ ,  $[e_1, e_4] = e_5$ ,  $[e_1, e_5] = e_6$ ,  $[e_2, e_3] = e_5$ ,  $[e_2, e_4] = e_6$ ,  $[e_3, e_4] = e_6$ .  $\mathbb{G}_2$  Lie algebra is a simple Lie algebra of rank 2. It is the Lie algebra of the exceptional Lie group  $G_2$ .

**T**  $\mathbb{G}_2$  Lie algebra is the 6 dimensional Lie algebra over  $\mathbb{C}$  with the following Lie brackets:  $[e_1, e_2] = e_3$ ,  $[e_1, e_3] = e_4$ ,  $[e_1, e_4] = e_5$ ,  $[e_1, e_5] = e_6$ ,  $[e_2, e_3] = e_4$ ,  $[e_2, e_4] = e_5$ ,  $[e_2, e_5] = e_6$ .  $\mathbb{G}_2$  Lie algebra is a simple Lie algebra of rank 2. It is the Lie algebra of the exceptional Lie group  $G_2$ .

**C**  $\mathbb{H}_0$  Lie algebra is the 2 dimensional Lie algebra over  $\mathbb{C}$  with the following Lie brackets:  $[e_1, e_2] = e_1$ .  $\mathbb{H}_0$  Lie algebra is a simple Lie algebra of rank 1. It is the Lie algebra of the exceptional Lie group  $H_0$ .

**H<sub>0</sub>**  $\mathbb{H}_0$  Lie algebra is the 2 dimensional Lie algebra over  $\mathbb{C}$  with the following Lie brackets:  $[e_1, e_2] = e_1$ .  $\mathbb{H}_0$  Lie algebra is a simple Lie algebra of rank 1. It is the Lie algebra of the exceptional Lie group  $H_0$ .

**H<sub>0</sub>**  $\mathbb{H}_0$  Lie algebra is the 2 dimensional Lie algebra over  $\mathbb{C}$  with the following Lie brackets:  $[e_1, e_2] = e_1$ .  $\mathbb{H}_0$  Lie algebra is a simple Lie algebra of rank 1. It is the Lie algebra of the exceptional Lie group  $H_0$ .

**E**  $\mathbb{E}_6$  Lie algebra is the 78 dimensional Lie algebra over  $\mathbb{C}$  with the following Lie brackets:  $[e_1, e_2] = e_3$ ,  $[e_1, e_3] = e_4$ ,  $[e_1, e_4] = e_5$ ,  $[e_1, e_5] = e_6$ ,  $[e_2, e_3] = e_7$ ,  $[e_2, e_4] = e_8$ ,  $[e_2, e_5] = e_9$ ,  $[e_2, e_6] = e_{10}$ ,  $[e_3, e_4] = e_{11}$ ,  $[e_3, e_5] = e_{12}$ ,  $[e_3, e_6] = e_{13}$ ,  $[e_4, e_5] = e_{14}$ ,  $[e_4, e_6] = e_{15}$ ,  $[e_5, e_6] = e_{16}$ .  $\mathbb{E}_6$  Lie algebra is a simple Lie algebra of rank 6. It is the Lie algebra of the exceptional Lie group  $E_6$ .

$\mathbb{G}_2$  Lie algebra is the 6 dimensional Lie algebra over  $\mathbb{C}$  with the following Lie brackets:  $[e_1, e_2] = e_3$ ,  $[e_1, e_3] = e_4$ ,  $[e_1, e_4] = e_5$ ,  $[e_1, e_5] = e_6$ ,  $[e_2, e_3] = e_5$ ,  $[e_2, e_4] = e_6$ ,  $[e_3, e_4] = e_6$ .  $\mathbb{G}_2$  Lie algebra is a simple Lie algebra of rank 2. It is the Lie algebra of the exceptional Lie group  $G_2$ .

Word count: 333





## COMMITMENT 2:

# A

When I was young, my father used to tell me that I was special. He said that I was different from other children because I was so curious and so full of energy. He said that I was a "little dynamo" and that he was proud of me. I remember feeling very happy and loved when he said those things to me. It made me feel like I was the best child in the world.

As I grew older, I realized that my father was right. I was indeed special in my own way. I was always full of ideas and I was always trying to do something new. I was always full of energy and I was always full of life. I was always full of love and I was always full of hope. I was always full of faith and I was always full of courage. I was always full of kindness and I was always full of compassion. I was always full of joy and I was always full of peace. I was always full of love and I was always full of life.

11. The first time I saw a rainbow, it was in the middle of a storm. I was standing in the rain, and I was looking up at the sky. I saw a rainbow, and I was so happy. I had never seen a rainbow before, and I was so excited. I was so happy that I was so close to a rainbow. I was so happy that I was so close to a rainbow.

12. The first time I saw a rainbow, it was in the middle of a storm.

البرهان: لنفرض  $a \neq 0$  و  $b \neq 0$ . لدينا  $a + b \neq 0$  لأن مجموع عددين غير صفرية لا يساوي الصفر. إذاً، يمكننا قسمة الطرفين على  $a + b$ ، مما يعطينا:

#### المسألة 10

إثبات أن:

$\frac{1}{a^2} + \frac{1}{b^2} \geq \frac{1}{(a+b)^2}$

البرهان: لنفرض  $a \neq 0$  و  $b \neq 0$ . لدينا  $a + b \neq 0$ . نلاحظ أن:

$$\frac{1}{a^2} + \frac{1}{b^2} = \frac{b^2 + a^2}{a^2 b^2}$$

و

$$\frac{1}{(a+b)^2} = \frac{1}{a^2 + 2ab + b^2}$$

لذا، نحتاج إلى إثبات أن:

$$\frac{b^2 + a^2}{a^2 b^2} \geq \frac{1}{a^2 + 2ab + b^2}$$

بالتحليل، نلاحظ أن:

$$(a^2 + 2ab + b^2)(b^2 + a^2) - a^2 b^2 \geq 0$$

مما يعطينا:

$$(a^2 + b^2)^2 + 2ab(a^2 + b^2) - a^2 b^2 \geq 0$$

وهذا يتحقق لأن:

$$(a^2 + b^2)^2 \geq 2ab(a^2 + b^2)$$

وبالتالي، البرهان مكتمل.

www.pearson.com  
www.pearson.com

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[The CCCs should]

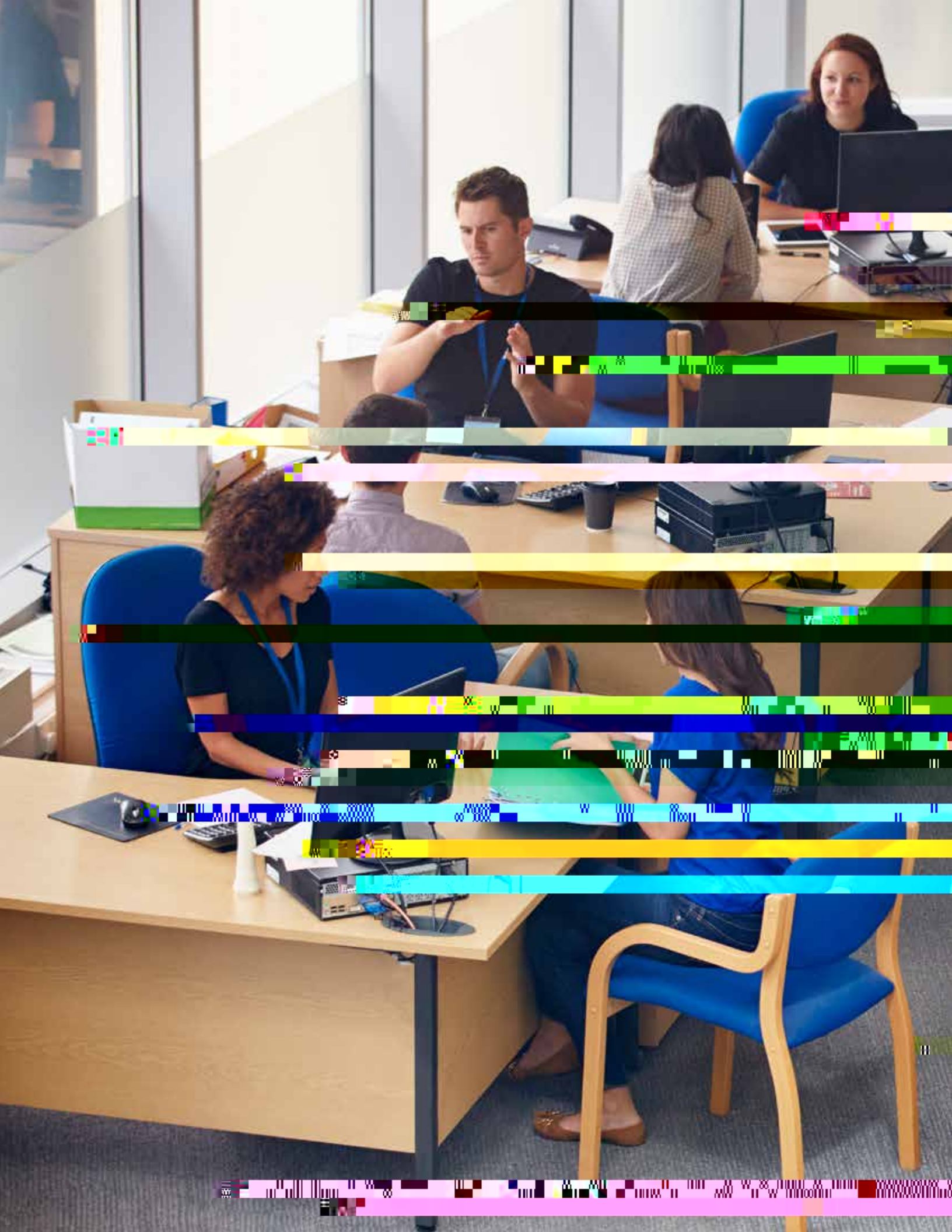
... so the student can witness, first hand, an organization that wants to serve them.

... A ...

There is tension among our many missions including workforce development, transfer, and serving adult learners. We need to ...

... It feels disjointed now... and if we are asking colleges to break down siloes, the Chancellor's Office should do it too.

... A ...



## COMMITMENT 3:



Strongly agree 11% Agree 38% Disagree 36% Strongly disagree 15%

I will do what I can to help my community

Strongly agree 11% Agree 38% Disagree 36% Strongly disagree 15%

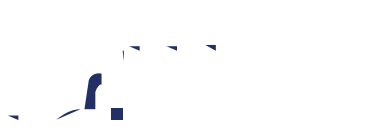
I will do what I can to help my community

Strongly agree 11% Agree 38% Disagree 36% Strongly disagree 15%

I will do what I can to help my community

Strongly agree 11% Agree 38% Disagree 36% Strongly disagree 15%

I will do what I can to help my community



Strongly agree 11% Agree 38% Disagree 36% Strongly disagree 15%

I will do what I can to help my community

Strongly agree 11% Agree 38% Disagree 36% Strongly disagree 15%

I will do what I can to help my community

Strongly agree 11% Agree 38% Disagree 36% Strongly disagree 15%

I will do what I can to help my community

Strongly agree 11% Agree 38% Disagree 36% Strongly disagree 15%

I will do what I can to help my community

This is a very long and complex sentence that appears to be a mix of random characters and words, possibly representing a corrupted or encrypted message. It contains several recognizable words like "The", "and", "is", "a", "very", "long", "and", "complex", "sentence", "that", "appears", "to", "be", "a", "mix", "of", "random", "characters", "and", "words", "possibly", "representing", "a", "corrupted", "or", "encrypted", "message."

**A** very long and complex sentence that appears to be a mix of random characters and words, possibly representing a corrupted or encrypted message. It contains several recognizable words like "The", "and", "is", "a", "very", "long", "and", "complex", "sentence", "that", "appears", "to", "be", "a", "mix", "of", "random", "characters", "and", "words", "possibly", "representing", "a", "corrupted", "or", "encrypted", "message."



• 2018年12月25日

• 2019年1月1日

• 2019年1月15日

• 2019年1月31日

• 2019年2月15日

• 2019年2月28日

• 2019年3月15日

• 2019年3月31日

• 2019年4月15日





$S$   $\rightarrow$   $\frac{1}{2} \frac{d^2 x}{dt^2} = -kx$   
 $\frac{d^2 x}{dt^2} + 2kx = 0$   
 $x(t) = A \cos(\omega t) + B \sin(\omega t)$

$\omega = \sqrt{2k}$   
 $x(0) = x_0 = A$   
 $\dot{x}(0) = v_0 = B\omega$   
 $B = \frac{v_0}{\omega}$   
 $x(t) = x_0 \cos(\omega t) + \frac{v_0}{\omega} \sin(\omega t)$   
 $\dot{x}(t) = -x_0 \omega \sin(\omega t) + v_0 \cos(\omega t)$   
 $\dot{x}(t) = 0 \Rightarrow -x_0 \omega \sin(\omega t) + v_0 \cos(\omega t) = 0$   
 $\tan(\omega t) = \frac{v_0}{x_0 \omega}$   
 $\omega t = \arctan\left(\frac{v_0}{x_0 \omega}\right)$   
 $t = \frac{1}{\omega} \arctan\left(\frac{v_0}{x_0 \omega}\right)$

$G$   $\rightarrow$   $\frac{1}{2} \frac{d^2 x}{dt^2} = -kx$   
 $\frac{d^2 x}{dt^2} + 2kx = 0$   
 $x(t) = A \cos(\omega t) + B \sin(\omega t)$   
 $\dot{x}(t) = -A\omega \sin(\omega t) + B\omega \cos(\omega t)$   
 $x(0) = x_0 = A$   
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 $\omega t = \arctan\left(\frac{v_0}{x_0 \omega}\right)$   
 $t = \frac{1}{\omega} \arctan\left(\frac{v_0}{x_0 \omega}\right)$

$F$   $\rightarrow$   $\frac{1}{2} \frac{d^2 x}{dt^2} = -kx$   
 $\frac{d^2 x}{dt^2} + 2kx = 0$   
 $x(t) = A \cos(\omega t) + B \sin(\omega t)$   
 $\dot{x}(t) = -A\omega \sin(\omega t) + B\omega \cos(\omega t)$   
 $x(0) = x_0 = A$   
 $\dot{x}(0) = v_0 = B\omega$   
 $B = \frac{v_0}{\omega}$   
 $x(t) = x_0 \cos(\omega t) + \frac{v_0}{\omega} \sin(\omega t)$   
 $\dot{x}(t) = -x_0 \omega \sin(\omega t) + v_0 \cos(\omega t)$   
 $\dot{x}(t) = 0 \Rightarrow -x_0 \omega \sin(\omega t) + v_0 \cos(\omega t) = 0$   
 $\tan(\omega t) = \frac{v_0}{x_0 \omega}$   
 $\omega t = \arctan\left(\frac{v_0}{x_0 \omega}\right)$   
 $t = \frac{1}{\omega} \arctan\left(\frac{v_0}{x_0 \omega}\right)$

$\omega = \sqrt{2k}$   
 $x(0) = x_0 = A$   
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 $x(t) = x_0 \cos(\omega t) + \frac{v_0}{\omega} \sin(\omega t)$   
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 $t = \frac{1}{\omega} \arctan\left(\frac{v_0}{x_0 \omega}\right)$

$\omega = \sqrt{2k}$   
 $x(0) = x_0 = A$   
 $\dot{x}(0) = v_0 = B\omega$   
 $B = \frac{v_0}{\omega}$   
 $x(t) = x_0 \cos(\omega t) + \frac{v_0}{\omega} \sin(\omega t)$   
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 $\omega t = \arctan\left(\frac{v_0}{x_0 \omega}\right)$   
 $t = \frac{1}{\omega} \arctan\left(\frac{v_0}{x_0 \omega}\right)$





Տրված է  $\vec{a} = (1, 2, 3)$  և  $\vec{b} = (2, 3, 4)$  վեկտորները։  
 Գտնել  $\vec{a}$  և  $\vec{b}$  վեկտորների վեկտորային գումարը։

**Լուծումը**

Վեկտորների վեկտորային գումարը գտնելու համար կիրառում ենք  $\vec{a} + \vec{b}$  բանաձևը։

**A** ընտրված է  $\vec{a} = (1, 2, 3)$  և  $\vec{b} = (2, 3, 4)$  վեկտորները։  
 Գտնել  $\vec{a} + \vec{b}$  վեկտորի կոորդինատները։

$\vec{a} + \vec{b} = (1 + 2, 2 + 3, 3 + 4) = (3, 5, 7)$

**A** ընտրված է  $\vec{a} = (1, 2, 3)$  և  $\vec{b} = (2, 3, 4)$  վեկտորները։  
 Գտնել  $\vec{a} - \vec{b}$  վեկտորի կոորդինատները։

$\vec{a} - \vec{b} = (1 - 2, 2 - 3, 3 - 4) = (-1, -1, -1)$

Վեկտորների վեկտորային գումարը գտնելու համար կիրառում ենք  $\vec{a} + \vec{b}$  բանաձևը։

**A** ընտրված է  $\vec{a} = (1, 2, 3)$  և  $\vec{b} = (2, 3, 4)$  վեկտորները։  
 Գտնել  $\vec{a} \cdot \vec{b}$  վեկտորների սկալարային գումարը։

$\vec{a} \cdot \vec{b} = 1 \cdot 2 + 2 \cdot 3 + 3 \cdot 4 = 2 + 6 + 12 = 20$

**B** ընտրված է  $\vec{a} = (1, 2, 3)$  և  $\vec{b} = (2, 3, 4)$  վեկտորները։  
 Գտնել  $|\vec{a} + \vec{b}|$  վեկտորի մոդուլը։

$|\vec{a} + \vec{b}| = \sqrt{3^2 + 5^2 + 7^2} = \sqrt{9 + 25 + 49} = \sqrt{83}$

**G** ընտրված է  $\vec{a} = (1, 2, 3)$  և  $\vec{b} = (2, 3, 4)$  վեկտորները։  
 Գտնել  $|\vec{a} - \vec{b}|$  վեկտորի մոդուլը։

$|\vec{a} - \vec{b}| = \sqrt{(-1)^2 + (-1)^2 + (-1)^2} = \sqrt{1 + 1 + 1} = \sqrt{3}$

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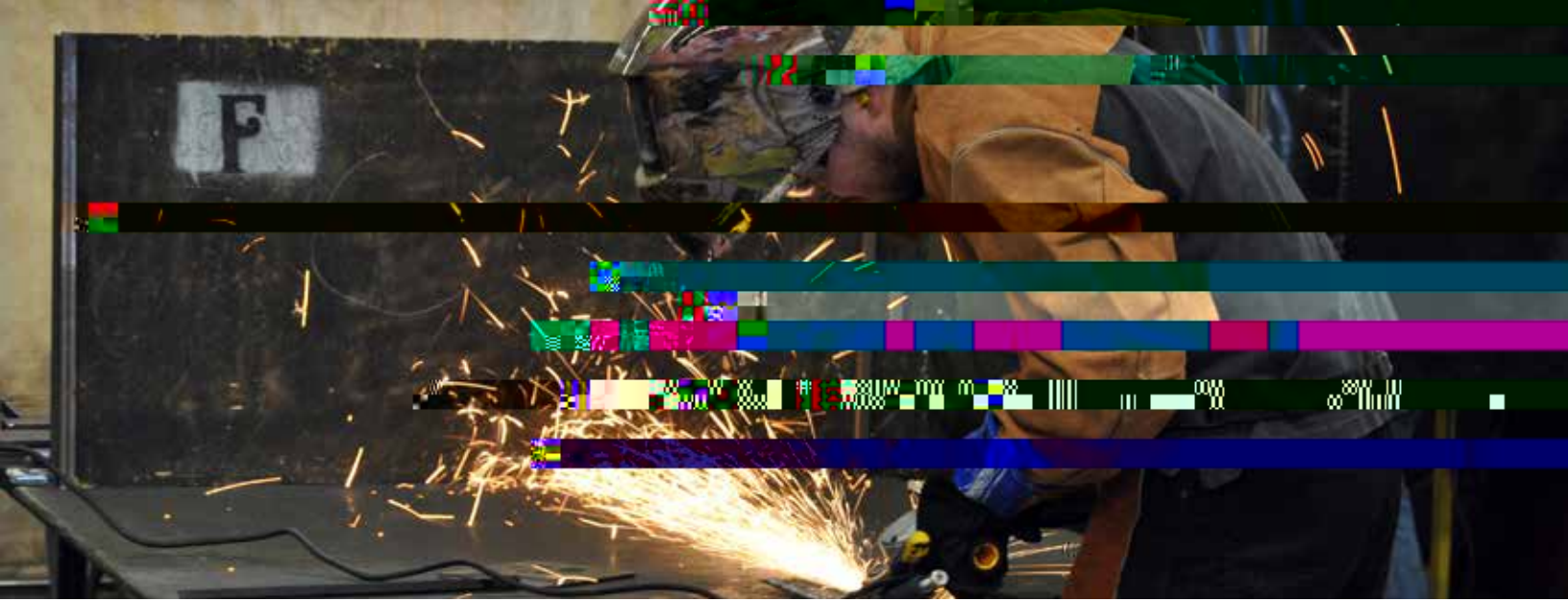
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## COMMITMENT 6:

There is an opportunity in every moment, if you choose to.

The only thing restricting change is not change.

There is an opportunity in every moment, if you choose to.

There is an opportunity in every moment, if you choose to.

The only thing restricting change is not change.

There is an opportunity in every moment, if you choose to.

# Learning Styles



Also, students may have different learning styles. Some students may learn better by reading, while others may learn better by listening or by doing. It is important for students to understand their own learning style and to use the resources that best fit their style. For example, a student who is a visual learner may benefit from watching videos or using diagrams. A student who is an auditory learner may benefit from listening to lectures or participating in group discussions. A student who is a kinesthetic learner may benefit from using manipulatives or doing hands-on activities. A student who is a reading/writing learner may benefit from reading textbooks or writing notes. By understanding their own learning style, students can take control of their learning and achieve their goals.

**A**       **A**       **A**       **A**       **A**

Single-credit courses are designed to provide a focused, in-depth study of a specific topic. These courses are often used as prerequisites for more advanced, multi-credit courses. They allow students to explore a particular area of interest in greater detail, providing a strong foundation for further study. Single-credit courses are also valuable for students who want to complete a degree program in a shorter time frame or who are interested in a specific subject area.

A student who has completed a single-credit course in a particular field may be able to earn credit for a more advanced course in that same field. This is often the case with single-credit courses that cover material similar to that found in higher-level courses. For example, a student who has completed a single-credit course in introductory calculus may be able to earn credit for a more advanced calculus course. This can help students save time and money by allowing them to skip introductory material and move on to more challenging coursework.

Single-credit courses are also a great way for students to explore new areas of interest. If a student is considering a major in a particular field but is not sure what to expect, taking a single-credit course in that field can provide a valuable opportunity to learn more about the subject. This can help students make informed decisions about their academic and career paths. Additionally, single-credit courses can be a great way for students to gain hands-on experience in a particular field, such as through internships or practical applications of theory.

Overall, single-credit courses are a valuable part of a college education. They provide students with the opportunity to explore a wide range of subjects in greater depth, gain hands-on experience, and earn credit for more advanced coursework. By taking advantage of these courses, students can enhance their learning experience and set themselves up for success in their chosen field.

We could do a much better job if we could have more control over our colleges, how we spend our money, and how we meet the needs of our students. We have incredibly talented faculty, staff and administrators at our colleges, but they spend much of their time trying to work around regulations that get in the way, rather than

...on student success and completion.

## COMMITMENT 7:

By 2025, we will have a 100% renewable energy portfolio. We will also have a 100% green building portfolio.

Our commitment to renewable energy is a key part of our strategy to reduce our carbon footprint. We are currently investing in solar and wind energy projects across our operations. We also have a goal to achieve 100% renewable energy by 2025. This will be achieved through a combination of on-site renewable energy production and purchasing renewable energy certificates (RECs). We are also committed to green building. We have a goal to achieve 100% green building by 2025. This will be achieved through a combination of new green building construction and retrofits of existing buildings. We are currently investing in green building projects across our operations. We are also committed to reducing our carbon footprint. We have a goal to reduce our carbon footprint by 50% by 2025. This will be achieved through a combination of energy efficiency measures and renewable energy production. We are currently investing in energy efficiency measures across our operations. We are also committed to reducing our water footprint. We have a goal to reduce our water footprint by 20% by 2025. This will be achieved through a combination of water efficiency measures and water recycling. We are currently investing in water efficiency measures across our operations.

## 1.1.1.1

Let's consider the following example. We have a system of three linear equations with three variables:

$$\begin{cases} x + y + z = 1 \\ x + 2y + 3z = 2 \\ x + 3y + 4z = 3 \end{cases}$$

**S**olving this system, we get the following result:

$$\begin{aligned} \mathbf{S} &= \begin{pmatrix} 1 & 1 & 1 & 1 \\ 1 & 2 & 3 & 2 \\ 1 & 3 & 4 & 3 \end{pmatrix} \xrightarrow{\substack{R_2 - R_1 \\ R_3 - R_1}} \begin{pmatrix} 1 & 1 & 1 & 1 \\ 0 & 1 & 2 & 1 \\ 0 & 2 & 3 & 2 \end{pmatrix} \xrightarrow{R_3 - 2R_2} \\ &= \begin{pmatrix} 1 & 1 & 1 & 1 \\ 0 & 1 & 2 & 1 \\ 0 & 0 & -1 & 0 \end{pmatrix} \xrightarrow{R_1 - R_2} \\ &= \begin{pmatrix} 1 & 0 & -1 & 0 \\ 0 & 1 & 2 & 1 \\ 0 & 0 & -1 & 0 \end{pmatrix} \xrightarrow{R_1 + R_3} \\ &= \begin{pmatrix} 1 & 0 & 0 & 0 \\ 0 & 1 & 2 & 1 \\ 0 & 0 & -1 & 0 \end{pmatrix} \xrightarrow{R_2 + 2R_3} \\ &= \begin{pmatrix} 1 & 0 & 0 & 0 \\ 0 & 1 & 0 & 1 \\ 0 & 0 & -1 & 0 \end{pmatrix} \xrightarrow{R_3 \cdot (-1)} \\ &= \begin{pmatrix} 1 & 0 & 0 & 0 \\ 0 & 1 & 0 & 1 \\ 0 & 0 & 1 & 0 \end{pmatrix} \end{aligned}$$

The solution set is:

$$\mathbf{S} = \left\{ \begin{pmatrix} x \\ y \\ z \end{pmatrix} = \begin{pmatrix} 0 \\ 0 \\ 0 \end{pmatrix} \right\}$$

**A**pplying the same method to the system:

$$\begin{cases} x + y + z = 1 \\ x + 2y + 3z = 2 \\ x + 3y + 4z = 3 \end{cases}$$

we get the following result:

$$\mathbf{A} = \begin{pmatrix} 1 & 1 & 1 & 1 \\ 1 & 2 & 3 & 2 \\ 1 & 3 & 4 & 3 \end{pmatrix} \xrightarrow{\substack{R_2 - R_1 \\ R_3 - R_1}} \begin{pmatrix} 1 & 1 & 1 & 1 \\ 0 & 1 & 2 & 1 \\ 0 & 2 & 3 & 2 \end{pmatrix} \xrightarrow{R_3 - 2R_2} \\ = \begin{pmatrix} 1 & 1 & 1 & 1 \\ 0 & 1 & 2 & 1 \\ 0 & 0 & -1 & 0 \end{pmatrix} \xrightarrow{R_1 - R_2} \\ = \begin{pmatrix} 1 & 0 & -1 & 0 \\ 0 & 1 & 2 & 1 \\ 0 & 0 & -1 & 0 \end{pmatrix} \xrightarrow{R_1 + R_3} \\ = \begin{pmatrix} 1 & 0 & 0 & 0 \\ 0 & 1 & 2 & 1 \\ 0 & 0 & -1 & 0 \end{pmatrix} \xrightarrow{R_2 + 2R_3} \\ = \begin{pmatrix} 1 & 0 & 0 & 0 \\ 0 & 1 & 0 & 1 \\ 0 & 0 & -1 & 0 \end{pmatrix} \xrightarrow{R_3 \cdot (-1)} \\ = \begin{pmatrix} 1 & 0 & 0 & 0 \\ 0 & 1 & 0 & 1 \\ 0 & 0 & 1 & 0 \end{pmatrix}$$

**A**pplying the same method to the system:

$$\begin{cases} x + y + z = 1 \\ x + 2y + 3z = 2 \\ x + 3y + 4z = 3 \end{cases}$$











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