

Long Beach City College

Student Success Plan

Fall 2007

Introduction

Like many community colleges in the State of California, Long Beach City College is experiencing an ever increasing number and percentage of students enrolling in the college who are underprepared for college level work. Indeed, the college's enrollment trends and assessment data indicate that a substantial majority of the new students entering the college lack both the educational cultural experience and the fundamental academic competencies to succeed in collegiate and professional environments. Recently, the Educational Testing Service published "The Perfect Storm," illustrating the disastrous impact of how a diminishing literacy among America's workers creates an increasing class of citizens who can barely sustain their survival.

Recognizing the educational moral imperative underprepared students represent, the college is now committed to implementing the LBCC Student Success Plan to address the needs of students who are unprepared to successfully complete a sequential curriculum and reach their goals. The LBCC Student Success Plan seeks to improve student retention and persistence and enable all students to succeed in occupational, degree, and transfer programs.

A Brief History

The Taskforce for Improving College Readiness was formed in February 2007 to create a student success plan that addressed the needs of LBCC's underprepared students. Members were appointed by the Academic Senate and included faculty from math, English, reading, career and technical education, ESL, learning and academic resources, basic adult education, social sciences, and counseling. Other areas represented included matriculation, DSPS, the English Writing/Reading Center, grants, research, the Tech Center, EOPS, faculty development, and administration.

The Taskforce was created in response to several initiatives and agendas, including:

- The California Community College Board of Governors Strategic Plan for Basic Skills as a Foundation for Student Success
- The Long Beach City College's Board of Trustees Goal of Measuring and Improving Student Success
- The LBCC President's Student Success Agenda (18-month agenda)
- The LBCC Educational Master Plan

The above plans all necessitate the implementation of a college wide effort to assist underprepared students in meeting their goal—students who are enrolled not only in pre-baccalaureate but also transfer-level courses. The charge provided to the Taskforce clearly addressed the State initiative and the overall goals of the College:

Develop a strategic, integrated college-wide basic skills plan that will serve as the foundation for a systemic/institutional change and improvement in meeting the needs of the underprepared student.

LBCC understood that to succeed in this endeavor to meet the needs of underprepared students it needed to address a primary constraint/restraint in bringing about change and systemic improvement—the territorial/turf issue that prevailed throughout the college. The Taskforce recognized that the Student

Success Plan could not be shaped by the image of any one segment of the college and worked toward achieving a coordinated, college wide basic skills effort.

Guidance Towards a Student Success Plan

In addition to the LBCC Trustee and President goals, and the goals articulated in the LBCC Educational Master Plan, the Taskforce utilized numerous resources to review current campus efforts and develop the Student Success Plan. The Taskforce initially looked outside itself for advice and assistance by utilizing an external review team of peers comprised of faculty and administrators from numerous California community colleges to undertake an independent assessment of its basic skills programs and student services. The findings of this external review team were widely shared and discussed throughout the college.

Following this external review, the Taskforce utilized the State's *Basic Skills as a Foundation for Effective Practices in the California Community Colleges* self-assessment tool, which enabled LBCC to internally reflect on how its current practices aligned with the findings from the literature regarding effective practices for underprepared students.

The Taskforce also utilized reports generated by its members regarding barriers to success, coordination, effective programs, and retention. Taskforce members also reviewed basic skills baseline data provided by the Office of Institutional Research and Equity for All data (compiled by the Center for Urban Education at USC), VTEA reports on Improving Services to Basic Skills Students, and other LBCC reports and data.

The Taskforce met numerous times throughout the spring 2007 semester and during the summer. In July, the Taskforce held a two-day retreat at which the first draft of the Student Success Plan was formed with the assistance of an external facilitator.

The LBCC Student Success Plan

The LBCC Student Success Plan includes strategies that address the various components of the State's basic skills self-assessment:

- Organizational and Administrative Practices
- Program Components
- Instructional Practices
- Professional development

The Plan includes two phases and focuses on many campus areas including matriculation and assessment, curriculum, faculty professional development, career technical development, marketing and communication, course alignment, success centers/supplemental learning, and administrative leadership/coordination.

The Taskforce members worked diligently to ensure the plan would lead to the systemic changes required by the State and needed to help students achieve their goals. It is understood that the LBCC Student Success Plan is dynamic and will change as necessary to accommodate changing student needs.

Long Beach City College

Basic Skills Student Success Plan

Fall 2007

Phase I

Organizational and Administrative Practices

STRATEGY I

Establish administrative leadership responsible for promoting and coordinating student success efforts.

STRATEGY II

Establish a Student Success Committee which will be comprised of a representative group, co-chaired by a faculty member and administrator, and which will report to the College Planning Committee and will be integrated into the institutional planning process.

Program Components

STRATEGY I

Evaluate and modify/enhance the matriculation processes and policies specifically focusing on barriers to student success identified in the State Basic Skills self-assessment.

Instructional Practices

STRATEGY I

Provide support for discipline faculty to revise basic skills Course Outlines of Record in English, reading, math, and ESL for the following issues:

- Numbering
- Sequencing
- Alignment (entrance/exit skills)
- Center requirements for supplemental learning assistance

STRATEGY II A

Enhance and develop existing centers to support supplemental learning assistance requirements in the following areas: math, multidisciplinary, reading and writing, and ESL, as well as in other appropriate departments/disciplines.

STRATEGY II B

Develop equitable minimum standards for success center support. These standards include but are not limited to the following:

- Staffing/budget
- Supply and equipment budgets
- Training for staff/tutors
- Universal instructional software resources (ADA compliant)
- Universal tracking for student attendance/participation and measurement of activities
- Facilities assignments

STRATEGY III

Institutionalize Supplemental Instruction (S.I.) to include more "gateway" transfer courses, occupational courses, and basic skills courses. In order to institutionalize and expand, S.I. will require District budgets and integration into the institutional planning process. In order to attract student interest, the expansion will need to be vigorously marketed once planning is complete.

STRATEGY IV

Improve the support provided to Career and Technical Education (CTE) areas through the following:

- Institutionalize coordinated efforts between CTE and academic areas
- Improve marketing for CTE programs to developmental students
- Develop applied learning experiences in learning assistance success centers
- Assign the Tech Center to an appropriate academic department

STRATEGY V

Institutionalize and expand learning communities by providing District funding and support and integrating them into the institutional planning process.

Phase 2**Program Components****STRATEGY I**

Implement a universal student referral and tracking system for instruction, instructional assistance and student services which includes:

- Early alert
- Academic support services
- Student support services

STRATEGY II

Create, improve, and support student-friendly marketing and communications tools including the catalog, Web site, schedule of classes, and informational/referral materials. Also, create a distribution plan and provide ongoing resources to implement the plan. Finally, provide faculty and staff development regarding the academic support services and resources available to students

Professional Development**STRATEGY I**

Enhance the current Faculty Professional Development program by creating a Teaching/Learning Center where continuous and comprehensive professional development activities take place.

- Establish a full-time Teaching/Learning Center Coordinator
- Recruit and hire support staff
- Identify a facility for the TLC
- Establish professional development plan supporting the instruction of underprepared students as a college-wide effort
- Establish an appropriate budget to support supply and activity needs (conferences and visiting experts)
- Develop accountability measures for funding

Instructional Practices**STRATEGY I**

Begin prerequisite discussions with transfer disciplines.

Long Beach City College Student Success Plan

Fall 2007

Organizational and Administrative Practices—Phase 1

Organizational and Administrative Practices STRATEGY I, Phase 1:

Establish administrative leadership responsible for promoting and coordinating student success efforts.

Establish faculty leaders to assist in program development efforts.

RESPONSIBLE FOR COMPLETION:

Executive Committee in consultation with the Academic Senate and the proposed Student Success Committee (see Organizational and Administrative Practices, Strategy II).

TIMELINE:

Fall 2007-Spring 2008

RATIONALE:

Basic Skills as a Foundation for Student Success in California Community Colleges emphasizes the need for a coordinated effort, noting that a mission statement and philosophical commitment are two keys to highly effective programs (A.1-7). However, the Taskforce for Improving College Readiness identified various levels of fragmentation at Long Beach City College through its self-assessment (Self Assessment, A.3, p. 5) and subcommittee analysis, specifically as it relates to the student and academic support services. Until recently, developmental education and the needs of underprepared students have not been an institutional priority, demonstrated by declining student achievement rates. This trend is typical for all of the other community colleges in the system, igniting “a renewed, vital, and significantly increased commitment to meeting the needs of basic skills students, and this commitment provides new opportunities to fulfill [the college] mission” (Boroch et al., 2007, p. 11). Since the Governing Board and President of Long Beach City College have identified the need to transform its policies, practices, and instructional delivery to ensure the success of underprepared students, administrative leadership should be identified to coordinate the efforts of all invested parties to ensure that the institution sustains its commitment and that the appropriate resources will be available. This leadership will also require the support of faculty leadership and deans in order to ensure that the vision of a coordinated effort to serve underprepared students is implemented.

INTENDED RESULT:

Contribute to the effectiveness of the student success agenda by supporting the coordinated academic support efforts and the decentralized instructional/classroom efforts through a more unified vision for the entire institution.

Minimize institutional obstacles to potential changes and effectiveness (e.g. H.R., PeopleSoft, budget issues, facilities issues, Title 5 interpretations, enrollment issues).

EFFECTIVENESS MEASURE:

The Executive Vice-President, Academic Affairs, will evaluate the administrative leadership responsibilities and how well the goals of the student success efforts are being achieved. Assessment of this strategy will address student learning outcomes as one of the measurements of effectiveness and success.

Organizational and Administrative Practices STRATEGY II, Phase 1:

Establish a Student Success Committee which will be comprised of a representative group, co-chaired by a faculty member and administrator, and which will report to the College Planning Committee and will be integrated into the institutional planning process. This committee will meet routinely to support the basic skills and student success efforts of the college, which may include, but are not limited to, the following:

- Develop and recommend a mission statement for the basic skills agenda based on institutional goals
- Provide input for development of administrative leadership responsibilities supporting the basic skills agenda
- Continue to develop, review, and evaluate the basic skills plan
- Recommend criteria for institutionalizing innovative and effective programs
- Provide ongoing recommendations about basic skills improvements efforts
- Publicize recommendations to other shared governance bodies on campus
- Promote the basic skills plan throughout the institution
- Recommend priorities for the basic skills/student success agenda
- Collaborate with other established groups/committees/taskforces to share information and minimize duplication of efforts

RESPONSIBLE FOR COMPLETION:

Academic Senate and Executive Committee

TIMELINE:

By January 2008

RATIONALE:

A vigorous and committed group of campus representatives will be required in order to shepherd the basic skills initiative forward. If the student success agenda is an institutional priority, then the college must recognize that priority through the institutionalization of an Student Success Committee, the members of which are committed to a collegial and collaborative process for making recommendations and promoting the agenda. The college's self-assessment acknowledges that "the culture ...does not embrace underprepared students" (Self Assessment, A.4, p. 6). Clearly, further awareness needs to be built about the importance of these issues. The principles of shared governance and the educational moral imperative of the effort dictate that this group maintains a leading role in the support for the basic skills initiative at Long Beach City College.

INTENDED RESULT:

The basic skills initiative at Long Beach City College will maintain its momentum and status as an institutional priority.

EFFECTIVENESS MEASURE:

The Student Success Committee will evaluate its progress on the basis of some of the following measures:

- level of campus awareness about the basic skills plan
- frequency of meetings and reporting of the Committee's findings
- ability of the Committee to promote the priorities recommended in the plan

Assessment of this strategy will address student learning outcomes as one of the measurements of effectiveness and success.

Program Components—Phase I

Program Components STRATEGY I, Phase 1:

Evaluate and modify/enhance the matriculation processes and policies specifically focusing on barriers to student success identified in the State Basic Skills self-assessment.

Student Services will review the results from the sub-committee addressing barriers as well as conduct their own evaluation process for the efficacy and accessibility of these processes for students.

RESPONSIBLE FOR COMPLETION:

Dean, Counseling

Vice-President, Student Services

Dean, Admission and Records

Assessment Coordinator, in consultation with ESL, English, reading, and math faculty

The Office of Institutional Research will provide data in consultation and coordination with the affected areas.

An implementation team will be established to implement changes to improve the matriculation process.

TIMELINE:

Review and evaluation in Fall 2007

Modifications or revision of policies or processes in Spring 2008—Fall 2008 (potentially ongoing)

RATIONALE:

Long Beach City College has developed an intricate set of student services practices. Some of those practices, like assessment and placement, are strongly supported by the literature review (Basic Skills as a Foundation, B.1) The college's self-assessment reflects the college's desire to raise the number of new students who are assessed and, therefore, placed (Self Assessment, B.1 p. 1-2). The self-assessment also identifies that the complexity of other practices, like the time required to assess and the difficulty of obtaining counseling, create barriers to enrollment or student success ("Barriers with Recommendations" p. 6-7). The literature emphasizes these points: student services must be "substantial, accessible, and integrated with academic programs," and regular program evaluations must occur in order to inform policies and practices (Boroch et. al., 2007, p. 38). Further, research suggests that models that address all aspects of students' growth—academic, emotional, psychological—are effective. The college's self-assessment reiterates that learning and support services exist, but they are "fragmented," and many students are unaware that support is available ("Barriers with Recommendations," p. 7). The Deming Report also noted that "the institution has not yet prioritized how best to allocate counseling staff resources or to re-allocate the resources to meet student needs. Without a clear prioritization of counseling services, it is unlikely that the current counseling resources can continue to absorb new demands for service to under-prepared students" (Deming, p. 42). A re-evaluation process should affirm those practices necessary for student success so that they can be made more visible to students and also determine which practices could be streamlined, modified, or eliminated (if they create barriers to enrollment or learning). The Student Success Committee will also be vital to this process.

Barriers in the areas that may be considered for revision include but are not limited to:

- Admissions
- Orientation
- Assessment
- Counseling
- Registration
- Outreach

These barriers and other are noted in the “Barriers with Recommendations” report created by the Taskforce for Improving College Readiness.

INTENDED RESULT:

The evaluation and modification of the matriculation process will make LBCC more accessible and available for students, promoting both the growth/enrollment agenda and the basic skills agenda. If students can more easily navigate the matriculation process, they are more likely to begin and sustain their experience positively and successfully.

EFFECTIVENESS MEASURE:

The Office of Institutional Research will work with the appropriate managers and the implementation team to establish appropriate baseline measures and analysis to determine the success of the revisions and progress towards eliminating barriers. Assessment of this strategy will address student learning outcomes as one of the measurements of effectiveness and success.

Instructional Practices—Phase 1
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Instructional Practices STRATEGY I, Phase 1:

Provide support for discipline faculty to revise basic skills Course Outlines of Record in English, reading, math, and ESL for the following issues:

- Numbering
- Sequencing
- Alignment (entrance/exit skills)
- Center requirements for supplemental learning assistance

RESPONSIBLE FOR COMPLETION:

Deans and department heads
Curriculum Committee

TIMELINE:

Spring 2008/Fall 2008

RATIONALE:

The literature strongly suggests that programs supporting underprepared students must align entry/exits skills (Basic Skills as a Foundation, D.7). “Improper alignment between sequential course exit and entry-level skills may lead students to repeat previously mastered material or may result in gaps in acquired knowledge and skills needed for success” (Boroch et. al., 2007, p. 59). Although course outlines and placement instruments are reviewed at Long Beach City College every six years, this may not be often enough address the immediate need. Specifically, the Deming Report recommended that the faculty “review curricula within the disciplines of English, Reading, Mathematics, and ESL to assure seamless, vertical continua of courses that ensure successful progression of students from the most basic to transfer skill levels” (Deming, p. 25).

The State Self-Assessment and the Deming Report indicate that course sequences and numbering are sometimes counterintuitive for developmental students. The Taskforce for Improving College Readiness affirms this need by affirming that there is a “lack of logical and clear course numbering system,” creating a barrier to student success (“Barriers with Recommendations” p. 7).

INTENDED RESULT:

- Improved clarity in the curriculum sequence, resulting in improved course success among basic skills students.
- Improved understanding of course sequences for faculty, counselors, and students.

EFFECTIVENESS MEASURE:

The Office of Institutional Research will evaluate student success rates, contrasting students who are placed within the course sequence with those who successfully move through the course sequence. Assessment of this strategy will address student learning outcomes as one of the measurements of effectiveness and success.

Instructional Practices STRATEGY II A, Phase 1:

Enhance and develop existing centers to support supplemental learning assistance requirements in the following areas: math, multidisciplinary, reading and writing, and ESL, as well as in other appropriate departments/disciplines.

Department faculty and administrators will need to begin to develop the institutional infrastructure to support any requirements including identifying faculty/support staffing, designating facilities with appropriate capacities, and creating programming that is both specific to the course objectives and relevant to individual students' learning needs.

RESPONSIBLE FOR COMPLETION:

Department implementation teams, including faculty and deans.

TIMELINE: (based on the department/area readiness to implement)

Phase I—Multidisciplinary, math, reading and writing

Phase II—ESL and other appropriate departments/disciplines

RATIONALE:

Since many underprepared students do not seek academic assistance or are not aware of academic support resources, the college must implement ways to increase the number of students who participate in and benefit from the academic support they may need. Various departments will begin to investigate the Title V possibilities for making instructional support a curricular component in order to promote student success. The Deming Report strongly encouraged the development of existing support services, as well as the creation of new ones, in order to ensure increases in student achievement (Deming p.55-56).

In developing support services for curricular requirements, the literature review notes that while tutoring is often the most common form of academic support, it is just one possibility, stating that “effective assistance requires that services are focused on the students’ specific learning needs as well as the students’ metacognitive development” (Boroch et. al., 2007, p. 63). Further, the research suggests that the most effective forms of academic support are relevant, contextual, engage students in active learning, and require increased time on task. Even though some support may include software, researchers “caution that software itself cannot provide positive results” (Stoik cited in Boroch et. al., 2007, p. 64). Therefore, departments will need to engage in the development of appropriate curricula to support and justify the students’ requirements in discipline-specific or multidisciplinary centers.

Title 5 requires that any apportionment generation from such requirements be supervised by an appropriate faculty leader and that these requirements exclude tutoring. Curriculum development for requirements will also require consideration to the following issues:

- Which form of curriculum requirement will be most appropriate?
- How will the evaluation of these curriculum requirements occur?
- Does the facility have the capacity to provide support for student use?
- How will deadlines be incorporated to ensure appropriate pacing?
- What resources will be required to support these activities?
- How will faculty determine the “reasonableness” of the requirement?
- How will student participation and progress be tracked and reported?
- How will students’ learning needs be assessed?
- How will student support services be fully integrated into the centers?

INTENDED RESULT:

- Improved student achievement in courses with additional instructional components/ requirements.

EFFECTIVENESS MEASURE:

The Office of Institutional Research will work in conjunction with the appropriate administrators, Center staff, and faculty to develop a model to evaluate the affect of Center requirements on student success. Assessment of this strategy will address student learning outcomes as one of the measurements of effectiveness and success.

Instructional Practices STRATEGY II B, Phase 1:

Develop equitable minimum standards for success center support. These standards include but are not limited to the following:

- Staffing/budget
- Supply and equipment budgets
- Training for staff/tutors
- Universal instructional software resources (ADA compliant)
- Universal tracking and accounting for student attendance/participation and measurement of activities
- Facilities assignments

RESPONSIBLE FOR COMPLETION:

Administrative leadership position

Deans supervising various success centers

Executive Vice President, Academic Affairs

Departmental faculty in consultation with the Student Success Committee

TIMELINE:

Fall 2007 prioritize and address urgent needs and establish tracking and accounting systems

Spring 2008 and beyond implementation of modifications (Phase 2)

RATIONALE:

Long Beach City College currently offers a wide variety of academic support services. Because some have District support and some have grant support, the students' experiences with these services is often uneven and coordination is poor. One issue, tutor training, is illustrative of this issue. The literature review notes that highly effective developmental education programs often provide tutoring; however, the presence of tutoring alone is unlikely to promote student success. Instead, researchers suggest that "systematic training components[s] are more likely to promote higher pass rates and higher grade point averages" (Boylan, Bliss, and Bonham in Boroch et. al., 2007, p. 63). The college's self-assessment indicates that varying levels of tutor training occur in a number of locations (LAR, EWRC, and Math), but that training is not systematic or universal. A systematic training program should include tutoring fundamentals, interpersonal skills, as well as content mastery (Basic Skill as a Foundation, D.10. p. 15-16 and "Barriers with Recommendations" p. 7; Title V requirements). Similarly, the physical facilities are sometimes disproportionately allocated at Long Beach. For instance, some locations enjoy more space than can be used, while others are beyond capacity, especially if new requirements are implemented. Overall, academic support services suffer from a lack of coordination which could improve their impact on student success (Basic Skills as a Foundation, D.10. p. 15-16).

INTENDED RESULT:

The modifications to the success center environments will promote consistency and quality in all of the academic service areas of the college.

EFFECTIVENESS MEASURE:

The Office of Institutional Research will consult with the appropriate managers and faculty to develop a research design to measure the effectiveness of the strategy. Assessment of this strategy will address student learning outcomes as one of the measurements of effectiveness and success.

Instructional Practices STRATEGY III, Phase 1:

Institutionalize Supplemental Instruction (S.I.) to include more “gateway” transfer courses, occupational courses, and basic skills courses. In order to institutionalize and expand, S.I. will require District budgets and integration into the institutional planning process. In order to attract student interest, the expansion will need to be vigorously marketed once planning is complete.

RESPONSIBLE FOR COMPLETION:

LAR Department Head
Dean, Learning Resources, Teaching and Technologies
Executive Vice President, Academic Affairs
Executive Director, Public Affairs and Marketing
Dean, Academic Services

TIMELINE:

Fall 2007-Spring 2008

RATIONALE:

The literature review affirms the overall effectiveness of supplemental instruction for “gateway” courses that are difficult for students to pass. The research indicates that it is “probably the single most well-documented intervention available for improving the academic performance of underprepared students” (Boylan in Boroch et. al., 2007, p. 65). Similarly, S.I. is one of the most universally supported and well-researched successful interventions at Long Beach City College, and so its expansion is necessary to promote the basic skills agenda. To date, the expansion has been limited by funds, which could be ameliorated with Basic Skills funding. Additional evaluation will be necessary in order to identify which courses would most greatly benefit from the additional support from S.I. leaders in order to move students through the core curriculum.

INTENDED RESULT:

- Improved success, retention, and persistence of students
- Improved instructional experiences for faculty participating in the S.I. program

EFFECTIVENESS MEASURE:

Continue current research to evaluate the effectiveness of S.I. in specific courses, including effectiveness with basic skills students in their current and subsequent courses. Assessment of this strategy will address student learning outcomes as one of the measurements of effectiveness and success.

Instructional Practices STRATEGY IV, Phase 1:

Improve the support provided to Career and Technical Education (CTE) areas through the following:

- Institutionalize coordinated efforts between CTE and academic areas
- Improve marketing for CTE programs to developmental students
- Develop applied learning experiences in learning assistance success centers
- Assign the Tech Center to an appropriate academic department

RESPONSIBLE FOR COMPLETION:

Executive Vice President, Academic Affairs

Deans and department heads

CTE faculty

Executive Director, Public Affairs and Marketing

TIMELINE:

Fall 2007 for discussion

Fall 2008 implementation

RATIONALE:

Since CTE programs are inextricably linked to basic skills, the two programs should be supported through institutional connectedness. Although the Basic Skills agenda is focused on serving the underprepared students more effectively, the same practices that benefit them also benefit transfer and CTE students (Boroch et. al., 2007, p. 11). These students face the same challenges and barriers, and so similar efforts of support and coordination are important features of the overall student success agenda. The College has a Tech Center that provides applied/experiential learning support for CTE students with proven results; however, the Center is primarily supported by grant funding.

INTENDED RESULT:

Enhance opportunity for CTE students to information about transfer

Enhance opportunity for transfer students to information about CTE options

Improved student success in CTE programs

EFFECTIVENESS MEASURE:

The Office of Institutional Research will consult with the appropriate administrators, faculty and staff to develop a research design to measure the effectiveness of the strategy. Assessment of this strategy will address student learning outcomes as one of the measurements of effectiveness and success.

Instructional Practices STRATEGY V, Phase 1:

Institutionalize and expand learning communities by providing District funding and support and integrating them into the institutional planning process.

RESPONSIBLE FOR COMPLETION:

Dean, Academic Services
Vice President, Student Support Services
Dean, Counseling and Student Support Services
Matriculation Coordinator
Appropriate deans and faculty

TIMELINE:

Fall 2007-Spring 2009

RATIONALE:

The Basic Skills literature review affirms the overall effectiveness of comprehensive learning systems such as learning community models. The research indicates that learning communities “have a positive effect on the academic performance and persistence of developmental students” (Tinto in Boroch, et. Al., 2007, p.65). Extensive research also indicates that “these shared experiences contribute to the overall success and retention of developmental and transfer students” (Tinto in Boroch et. al., p.65). Several learning communities were recognized in the Basic Skills as a Foundation for Student Success in California Community Colleges report (March, 2007) as exemplary programs for basic skills students including a Summer Bridge Academy at Mount San Antonio College, a Freshman Experience Program at Santa Ana College, and a Transfer Achievement Program at Fullerton College. To date, Long Beach City College has offered several successful learning communities, including First Year Experience (FYE) English/Math, Students and Teachers Achieving Results (S.T.A.R.), Puente, and others. These learning communities need District funding and support. Further, the Deming Report recommends that “administration support interested faculty members in exploring exemplary learning communities in place at other colleges,” (Deming, p. 25).

INTENDED RESULT:

Improved success, retention, persistence, and graduation of students

Improved instructional experiences for faculty participating in learning communities

EFFECTIVENESS MEASURE:

The Office of Institutional Research will provide evaluation of the effectiveness of learning communities, including effectiveness with basic skills students in current course and subsequent courses. Assessment of this strategy will address student learning outcomes as one of the measurements of effectiveness and success.

Program Components—Phase 2

Program Components STRATEGY I, Phase 2:

Implement a universal student referral and tracking system for instruction, instructional assistance and student services which includes:

- Early alert
- Academic support services
- Student support services

RESPONSIBLE FOR COMPLETION:

Dean, Counseling
 Vice President, Student Services
 Executive Vice President, Academic Affairs
 Instructional Deans
 Dean, Academic Services
 Dean, ACIT
 Appropriate faculty

TIMELINE:

Fall 2007-Spring 2008

RATIONALE:

The literature review strongly supports the need for faculty and advisors to closely monitor student performance (Basic Skills as a Foundation, D.9). Further, Boroch et. al. emphasize the need for “early intervention” as part of the monitoring activity for all developmental students (2007, p. 62). The Taskforce and self-assessment also confirm this need for Long Beach City College. An early alert system that is both supportive to students and easy to use could be at least one way to implement a strategy addressing this need.

INTENDED RESULT:

A universal referral and tracking process will allow faculty and staff to consistently route students to necessary services. An Early Alert system will allow faculty to reach out to students and perhaps prevent performance lapses. Similarly, the universal referral will assist the campus community in directing students to services with minimal confusion and maximum clarity.

EFFECTIVNESS MEASURE:

The Office of Institutional Research will work in consultation and cooperation with the appropriate managers to develop a research design to measure the effectiveness of the strategy. Assessment of this strategy will address student learning outcomes as one of the measurements of effectiveness and success.

Program Components STRATEGY II, Phase 2:

Create, improve, and support student-friendly marketing and communications tools including the catalog, Web site, schedule of classes, and informational/referral materials. Also, create a distribution plan and provide ongoing resources to implement the plan. Finally, provide faculty and staff development regarding the academic support services and resources available to students.

Issues regarding the coordination of the Web site content must be addressed specifically by the responsible parties and the Executive Committee in order to make revisions possible.

RESPONSIBLE FOR COMPLETION:

Dean, Academic Services

Executive Director, Public Affairs and Marketing

Dean, Learning Resources, Teaching and Technologies

Executive Director, Academic Computing and Information Technology

Executive Committee

Marketing and Outreach Committee

TIMELINE:

Fall 2007-Spring 2008

Results from a focus group for the catalogue and schedule of classes are currently being gathered.

RATIONALE:

Currently, the college's print materials are inappropriately sophisticated and should be revised to be more user-friendly for all students, but especially those who are underprepared students. Since many entering students have poor reading and comprehension skills, the marketing materials must be simplified and made more explicit so that students follow the matriculation process and can readily utilize college services ("Barriers with Recommendations" p. 8). The literature review supports the need for information to be accessible to students. The complexity and inconsistency of the college's current materials is evidence of the need to re-evaluate the materials from the students' perspective.

INTENDED RESULT:

Promote greater accessibility to academic and student support as well as more accurate and consistent information.

EFFECTIVENESS MEASURE:

The Office of Institutional Research will work in consultation and cooperation with the appropriate managers to develop a research design to measure the effectiveness of the strategy. Assessment of this strategy will address student learning outcomes as one of the measurements of effectiveness and success.

Professional Development—Phase 2

Professional Development STRATEGY I, Phase 2:

Enhance the current Faculty Professional Development program by creating a Teaching/Learning Center where continuous and comprehensive professional development activities take place.

- Establish a full-time Teaching/Learning Center Coordinator
- Recruit and hire support staff
- Identify a facility for the TLC
- Establish professional development plan supporting the instruction of underprepared students as a college-wide effort
- Establish an appropriate budget to support supply and activity needs (conferences and visiting experts)
- Develop accountability measures for funding

RESPONSIBLE FOR COMPLETION:

Executive Vice President, Academic Affairs
 Vice President, Human Resources
 Faculty Professional Development Committee

TIMELINE:

Spring 2008/Fall 2008

RATIONALE:

According to the research cited in Basic Skills as a Foundation for Effective Practice in the California Community Colleges, “the importance of comprehensive training and development opportunities for faculty and staff who work with developmental students cannot be overestimated” (Boroch et. al., 2007, p. 30). It is clear that sustained professional development in the teaching and learning of developmental adult learners is necessary at Long Beach City College. However, any professional development endeavors must also be complemented by rigorous evaluation standards.

Given the size and diversity of the staff and of the student needs, professional development will need to be a core element of the success of the basic skills agenda. Since many instructors are untrained in andragogy or strategies for underpreparedness, professional development will need to support their instruction. Further, instructors who already possess such expertise require a forum to share their knowledge with others. The Long Beach self-assessment reflects a concern that the college does not currently have a mechanism in place to support or foster diverse teaching methodologies, and so it tends to occur in “pockets” like learning communities or special programs rather than campus-wide. The Taskforce for Improving College Readiness uniformly expressed a desire to create a culture of learning that promotes and rewards excellence as well as change (Self Assessment, C.5. p.7 and “Barriers with Recommendations” p. 1, 3, 8). The Deming Report notes that the overall effectiveness of the student success initiative “depend[s] upon a faculty and staff who are well versed in the ideas and possibilities of learning” (Deming, p. 23).

INTENDED RESULT:

A Teaching/Learning Center has the capacity to improve the following:

1. Diversify the instructional design and methodologies of all faculty teaching underprepared students by promoting these features recommended by the literature review (D.1-2, 4-6):

- Promote ongoing dialogue regarding teaching and learning among faculty
- Apply principles of learning theory in instructional design and delivery
- Incorporate various discipline-specific strategies
- Provide a high degree of structure
- Incorporate culturally responsive teaching practices
- Employ a wide variety of instructional techniques

2. Strengthen the development of a culture of evidence by supporting the assessment of teaching and learning and connecting to the SLO efforts already underway

3. Improve instructional programs

EFFECTIVENESS MEASURE:

The literature review specifically notes the challenges with measuring the effectiveness of professional development because teaching environments are primarily evaluated by faculty peers and must conform to contractual limitations.

However, the literature review recommends the following as measures of success:

1. The assessment of the activity itself (re: participation and satisfaction)
2. Changes in teaching behavior
3. Improvements in student learning

(Boroch et. al., 2007, p. 37).

Assessment of this strategy will address student learning outcomes as one of the measurements of effectiveness and success.

Instructional Practices—Phase 2
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Instructional Practices STRATEGY I, Phase 2:

Begin prerequisite discussions with transfer disciplines

RESPONSIBLE FOR COMPLETION:

Deans and department heads
Curriculum Committee

TIMELINE:

Fall 2008 (perhaps ongoing)

RATIONALE:

The literature review affirms that “early assessment and completion of developmental coursework improves student achievement” (Boroch et. al., 2007, p. 18). However, many students routinely enroll in transfer courses before they are prepared to perform at the college level, resulting in poor achievement rates. Even though students are likely to continue to be simultaneously enrolled in some transfer and basic skills courses, courses with exceptionally high reading, writing, computational, or critical reasoning skills may benefit from prerequisites and ensure that students who enroll, in fact, have the necessary tools to succeed. Further, the self-assessment identified issues with the institutional infrastructure to make such requirements possible, which will be a critical issue for the administrator charged with the coordination of Basic Skills efforts (Self Assessment, A.4. p. 6).

INTENDED RESULT

Improve disproportionately high attrition rates in some courses

Diminish student frustration that accompanies the likelihood of failure

EFFECTIVENESS MEASURE:

The Office of Institutional Research will consult with the appropriate managers and faculty to develop a research design to measure the effectiveness of implementing prerequisites. Assessment of this strategy will address student learning outcomes as one of the measurements of effectiveness and success.

Supplemental Information for Strategy II A, Phase 1

STUDENT SUCCESS CENTERS

Strategy II A, Phase 1 of the LBCC Student Success Plan calls for the enhancement and development of existing centers to support supplemental learning assistance. These Student Success Centers are both discipline-specific and multidisciplinary.

Discipline-Specific Success Center

The discipline- specific Success Centers, such as writing and math, all have a specific target audience. They not only serve their host disciplines but also the entire college. Each one is intended to provide additional support to students in “foundation” classes within the disciplines of English, ESL, reading and math. The purview of each Center, however, is much broader. The Centers also assist students in transfer-level courses as they develop and strengthen their skills. Additionally, each discipline-specific Center provides resources, assignments, supplemental learning activities and options, and testing for instructors, creating an extension of the classroom learning environment. To that end, faculty may also access the expertise of the discipline-specific centers to enhance the instructional effectiveness of their classes, as students within the transfer sequence must demonstrate reading, writing, and computational mastery in order to succeed.

Multidisciplinary Success Centers

The systemic changes contemplated as part of the Basic Skills Student Success Initiative, while selected because of their efficacy with learners needing improvement in the basic skills, are not intended to address only the underprepared students. In many ways the multidisciplinary Success Centers embody the essential spirit of the college’s commitment to address the support needs of all students, not just the underprepared students. The Student Success Plan acknowledges that students at any level and in any discipline should have the opportunity to acquire learning tools that they need to succeed in **any** learning situation, to achieve a measure of confidence in their learning ability, to have material presented in their own individual learning style, and to develop the skills to become truly life-long learners. These Centers represent the central touch point (both as a location and as a concept) for academic support services and supplemental learning **for all students and faculty** throughout Long Beach City College. They symbolize the learning partnership that must exist between the curriculum and the student regardless of the designation of the course.

The functions of the multidisciplinary Success Center(s) should be viewed in light of the other discipline-specific Centers. The name is chosen as a descriptor to distinguish it from the discipline specific Success Centers and other entities to be established which all have specific target audiences. The title of College Success Center is used to identify the function/location/services being provided.

These Centers, one on each of the campuses, are to operate on two principles that govern their diverse activities: an unflinching respect for each student and a pledge to offer the very best that the college has to help each one of them grow. In concert with the faculty, these Centers are to be the primary resources for academic support services—a role that is wide as the diverse needs of community college students and as deep as the imagination of the faculty. The Centers may include:

- Test proctoring services
- Diagnostic services and long-term educational planning for skills improvement
- In class workshops on target issues (i.e. APA documentation, learning styles, study techniques)
- Out of class workshops on target issues
- Instructional design support for faculty
- Computer/technology access
- Tutoring by referral
- Supplemental learning as designed and required by instructors
- Workshops supporting course objectives and general academic need
- Workshops promoting services (financial aid, transfer, career planning etc)
- Study groups as designed and required by instructors
- Supplemental Instruction
- Skills Practice
- Access to instructional materials
- Access to adaptive equipment

Staffing: The staffing of the Centers will include faculty and support staff, both full and part-time, as contract staff provide accountability, continuity, and organization. The Plan proposes an Instructional Specialist (a faculty member with a 35/hr. week assignment within a Center) who can facilitate the planning, instruction, and supplemental learning assistance activities. Tutoring and resource activities are to be facilitated by instructional assistants or interns/educational apprentices with degrees and extensive training.