

# Long Beach City College

## Student Success Plan

Created: Fall 2007

### 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.