LONG BEACH CITY COLLEGE

RESOURCE TEAM

REPORT

ON

BASIC SKILLS

Submitted: January 2007
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EXECUTIVE SUMMARY

BACKGROUND:

Pursuant to a longstanding concern and on the recommendation of the Basic Skills Committee and the Academic Senate, Long Beach City College employed seven educational consultants experienced in community college developmental education to:

- Determine the status of the existing Basic Skills program,
- Assess the findings of their study,
- Provide recommendations for the future of the program.

In order to fulfill these goals, the team members did extensive reading of both current research in basic skills and Long Beach-specific materials provided by the college and also spent three and a half days at various sites observing components of the program and interviewing participants and other concerned staff. The report contains the details and results of the team’s effort.

OVERVIEW OF FINDINGS AND OBSERVATIONS:

Long Beach City College is to be commended for trying to achieve a logical and thoughtful response to a critical problem that is nation-wide in scope: providing effective education to the many community college students in need of basic academic skills. The current program reflects the accumulated effort of many years of addressing this problem. It is clear that Basic Skills instruction has garnered the attention of different departments at different times with differing responses. The resulting collage of services is less than well integrated both internally and with the rest of the college. Trying to achieve the desired level of success from this fragmented position has grown increasingly frustrating for the college community. In spite of this frustration, there is evidence of interest from all levels of management and staff to improve the success of students requiring these most basic levels of instruction. Specific observations and findings are to be found in the body of the report.
OVERVIEW OF RECOMMENDATIONS:

The team’s recommendations are intended to foster movement toward a program in which:

- A clear continuum of skills exists in vertically integrated sequences of English composition, Reading, Math, and ESL classes;
- College-wide staff has a common understanding of the instructional and service offerings of the college related to developmental education and can direct students appropriately;
- Incoming students are efficiently placed in skill-appropriate classes;
- Scarce resources are adequately provided and shared without unnecessary duplication.

To these ends, a number of specific recommendations regarding organizational structure, research, curriculum/instruction, assessment/placement, academic support services, and implementation are to be found in the body of the report. The goal of this entire effort is to enhance student success in Basic Skills classes and to facilitate students’ progress through subsequent college-level coursework.
ACKNOWLEDGEMENTS

The visiting team wishes to thank Long Beach City College for its hospitality during the team’s campus stay on November 30th and December 7, 8, and 9. Administrative staff members, faculty, and staff were extremely generous with their time and effort to help the visiting team to be as informed and comfortable as possible.

Special appreciation is given to all of those the team visited and interviewed during its three and a half days at the college sites. In particular, the team wishes to thank Don Berz, Interim Vice President of Academic Affairs; Bobbi Villalobos, Dean, Language Arts; Fred Trapp, Administrative Dean, Institutional Research/Academic Services; and Hannah Alford, Research Analyst. Many others also provided their special touches. The team was grateful for the candor of the staff; their thoughtfulness enabled the consultants to gather a vast amount of helpful information quickly. Without their considerate participation, this project would have been extremely difficult.
INTRODUCTION

FORMATION OF COMMITTEE

This study was undertaken on the recommendation of the Long Beach instructional team, the Basic Skills committee, and other committees on campus dealing with the developmental education agenda. Seven specialists were identified with the purpose of providing a fresh view of the Basic Skills program throughout the college. The visiting team members were chosen because of their extensive community college experience in programs and services addressed by the college (Appendix B). On November 30th and December 7, 8, and 9, 2006, the team met at Long Beach City College to examine the existing program and to develop recommendations for the college.

TEAM GOALS AND OBJECTIVES

In accordance with the request of the Committee, the team’s objectives were as follows:

- Observe and evaluate all components of Basic Skills,
- Provide a fair and objective appraisal of its findings to the college,
- Present viable proposals to be implemented within the college framework.

METHODOLOGY

The team gathered information in three ways: 1) reading materials prior to the on-site visit (Appendix C), 2) visiting the various locations involved with students coming to the college under prepared, and 3) extensive interviewing of key personnel related directly or indirectly to the Basic Skills program (Appendix D).

The team agreed to comment on and organize its report in the following categories:

- Responsibility - Organizational Structure – Leadership/Energy
- College Atmosphere – Research - Professional Development
- Curriculum
- Instruction
- Student Services – Assessment/Placement
- Academic Support Services
During the visit, the team talked extensively to administrators, faculty, staff, and students. The college is clearly concerned about its retention rates and desires to improve its success rates, especially for students moving through sequences of courses. Examination of the statewide MIS material (as of the last complete reporting period, the cohort evaluated for 2004/2005) related to Partnership for Excellence basic skills “success” is indicative of the problem. Given that roughly 80% of Long Beach students do not have college-level skills on entry and less than 35% in Language Arts and less than 20% in Mathematics transition successfully from one course to the next, concern for effectively preparing students is well founded. Evaluation of information concerning skill levels of students from area high schools as well as matriculation assessment results indicates that under-preparedness is an even wider problem than is generally recognized.

In the context of the materials read in preparation for the visit, the team made the following observations, which are distilled from the wealth of information garnered during the visit.
RESPONSIBILITY - ORGANIZATIONAL STRUCTURE – LEADERSHIP/ENERGY

The National Study of Developmental Education (1988-1994) found that coordination was the major factor in creating successful programs for students who enter colleges under prepared for college level work, more so than centralization or decentralization of the program. The team found widespread concern about the issue but little evidence of a strongly coordinated effort. Under the present organizational structure, there is little evidence of: a) high prioritization being given to the basic skills program areas, b) good communication for planning, scheduling, or professional dialogue, c) coordination of scheduling and resources, or d) a cohesive, unified curriculum continuum that is effective and efficient.

With the current interest of the college, the need exists to formalize processes and relationships that heretofore could have been informal. Over time, Long Beach has struggled with various models for delivering Basic Skills instruction and support. Vestiges of all of those models persist, leading to fragmentation and duplication of effort.

Changes in the student population, understanding of adult learning, and variations in management style (and interest) all demand a high level of flexibility from any community college program. Adapting the programs and services for the least prepared students at Long Beach has apparently proven difficult for the entire college. The lack of clear “ownership” of the overall academic success effort means that projects with limited scope have been organized without benefit of a comprehensive plan. “Buy-in” to these projects is limited since it seems to apply only to some faculty, some of the time.

Communication between the student service units and the instructional units vis-à-vis student needs related to the scheduling of classes is on an individual basis only. Counselors and assessment personnel have no structured forum with instructional managers to convey the magnitude of the basic skills need.

Long Beach City College has enjoyed a long history of academic excellence and a proud tradition of academic rigor. At the same time, it is just beginning to grapple with the daunting task of marshalling the resources of the college toward addressing the basic skills challenges that every other community college in California is also facing. Because the PCC campus is smaller, students perceive the climate there as more welcoming and less intimidating. One instructor even described it as the “center of consciousness for basic skills.” However, basic skills students populate every aspect of both campuses, and responsibility for their success is shared by all. Even so, administrators and faculty expressed concern that efforts at Long Beach, although earnest, are not meaningfully
coordinated, and classroom faculty expressed feeling somewhat isolated with the challenges of teaching under-prepared students. There was also concern that some of the faculty do not yet fully appreciate the extent of challenge. Historically, departments and faculty have tried to solve their own problems with grant funds, so over time, a series of interventions have been created, but they generally plan, function, and work independently. This compromises the college’s ability to respond institutionally to the diverse needs of under-prepared students. Interestingly, the ability of the College to acquire substantial grant funding has insulated it from the need to make institutional commitments to promising and/or successful programs.
The open door California Community Colleges are the best hope for millions of residents to partake of the American dream. These students and potential students look to the colleges as their way toward better jobs, a better education, and a better standard of life. However, they don’t fit the traditional characteristics of a college student. Unfortunately, too many of them (70% to 90%) come without the basic academic skills needed to fully participate in classes. Too many of them come with only a limited understanding of their own potential. Too many of them come with hope as their only asset. It is our job to help shape that hope into a rich and productive future.

It is clear that Long Beach is extending a welcome to students of distinct and diverse backgrounds. The entire staff is to be commended for having a high level of commitment to students at every level. It seems apparent, however, that with time, new procedures and processes have been placed as an overlay onto what was once a commonly known core, resulting in some confusion. The under-prepared and unsophisticated-to-college student is unaware of the core and can become lost in the confusion. While college staff members understand the need to approach each student individually and personally in a helpful and respectful manner, College publications and processes seem geared toward the traditional university bound student.

The team encountered philosophical institutional confusion - - even by people in the “program” - - as to terminology and philosophy. Absent a clear vision statement for the developmental skills agenda, one of the most fundamental problems facing LBCC is determining what is meant by “Basic Skills.” During its two-day visit, the team found widespread confusion about the terms used to describe “lifelong learning”, “pre-collegiate”, “non-degree applicable”, “basic skills”, “learning disabled”, “learning skills”, and “non-credit” as they are used and defined. Further, there is widespread misunderstanding about the magnitude of the population needing assistance. Estimates of the proportion of students falling into a less-than-college-prepared category range from a low of “only about 20%” to a (probably more accurate) high of “about 65-70%”.

Coupled with these concerns is the question consistently raised by Long Beach faculty of staff preparation to address the learning needs of under-prepared students. The success of students in basic skills classes rests in large measure on the commitment of faculty to the learning process and the creativity which they bring to instruction. Working with under-prepared students requires intellectual curiosity about the learner, the content, and the widely varied ways available to bring the two together. It demands the ability to address
diverse learning styles, a variety of previous educational experiences, and new technologies. An active dialog with state-of-the-art, innovative instructional methods and materials is essential.

Long Beach appears to have concentrated on traditional professional development activities in traditional ways. Within the disciplines targeted during this study, little emphasis has been placed on individual professional development vis-à-vis innovative instructional design\(^1\). Faculty uniformly expressed the inadequacy of the funding allowance that supports travel and conference interests. A $250.00 award per faculty member per year to attend a conference or training appears to be symbolic at best. Faculty reported little discipline-specific conference attendance, and many did not seem aware of other than traditional ways of curriculum or instructional design. Although several expressed interest, they seemed unacquainted with the variety of successful learning activities in use at other colleges with adult learners.

\(^1\) Instructional Design (a term frequently, but not exclusively used in the context of technology) refers to the careful planning that needs to occur in any instructional setting but which is critical to the success of struggling students. It demands attention to the principles of adult learning, various learning styles, and the structure of the content.
CURRICULUM AND INSTRUCTION

Curriculum and instruction represent interwoven strands of the learning structure. At the core of student academic success is a well-structured curriculum with clear entrance and exit criteria and barrier-free movement through a prescribed sequence of courses. The methods of instruction deemed to be successful for students help form the structure of the curriculum that is offered; in turn, the content of the curriculum can be delivered in innumerable creative ways. If the curriculum is the *what*, instruction is the *how* of learning, and both need to be carefully designed at every turn. Research also indicates that under-prepared students are the least able to learn in independent learning models and benefit least from unstructured, self-paced programs.

The Team encountered programs that are in transition. Within disciplines there are examples of courses that were not clearly articulated one to the next as well as examples of clearly sequenced courses.

The primary method of instruction in the disciplines addressed appears to be whole group lecture although there is an initiative toward learning communities. Questions about collaborative learning, use of manipulatives, modularized curriculum, and lab-supported lecture were met with considerable interest but little knowledge. Those instructors who exhibited enthusiasm for change and had suggestions for improvement demonstrated a limited view of what is possible and what works. Frustration exists throughout the faculty, but is coupled with a commitment by management to alleviate the frustration.

(Further consideration of curriculum and instruction issues is contained in the specific-discipline recommendations section.)
STUDENT SERVICES – ASSESSMENT/PLACEMENT

Long Beach City College provides a full range of Student Services. In addition to the core services such as Counseling, Admissions and Records, Student Health and Psych Services, Financial Aid and Matriculation the college boasts a wide variety of state and grant funded programs to address the needs of specific populations of students. Services which provide direct support to students are housed under the Dean of Student Support Services with the exception of EOPS and Veteran’s services which currently reports to the Dean of Financial Aid and Veterans Affairs. Members of the student services staff at every level share a deep commitment to the goal of meeting the needs of the under-prepared student and with near uniformity agree that the current organizational structures make this difficult. There are several areas that these college staff members agree should be addressed in developing more effective processes and systems to support the developmental student at LBCC:

- Extending the application of the principle of “high touch” to the larger group of developmental students who enter their institution and do not participate in any special programs.
- Addressing the issue of staff who are assigned to both campuses, many of whom also have split assignments.
- Highlighting the wide variety of expectations and priorities the college has for counseling services.
- Addressing the number of class sections available at the most basic levels.
- Addressing the length and logistics of the assessment/placement process especially with respect to developmental students.

(Further consideration of student service issues is contained in the recommendations section.)
ACADEMIC SUPPORT SERVICES

Instructional support services including tutoring are integral to the academic achievement of students. Research indicates that peer tutoring is very helpful to struggling, low-achieving students as long as the tutors are trained. Tutoring in and of itself is generally not enough to promote all the skills needed to ensure success, but it provides hands-on assistance, a caring peer, and a person who is there with no other agenda except to aid another student.

The team was able to talk to instructors, instructional supervisors, and tutors regarding their assignments and roles and the activities of the various academic assistance locations. Praise for the Learning and Academic Resources activities was heard from all employee groups as well as from the students. Faculty members see the services provided as beneficial and growth-producing for students who are struggling.

Two of the essential components of basic skills support at Long Beach City College are the Learning and Academic Resources and Basic Adult Education departments. These departments endeavor to support the diverse learning needs of every population at the college, providing tutoring, computerized instruction, open access computer labs, workshops, Learn 11, and supplemental instruction. Both of these departments are led by and supported by dedicated administration, faculty, and staff. In student surveys, students who use the services clearly see their value, often remarking on the kindness of the staff as well as the supportive environment. Faculty and staff attempt to publicize the success and diversity of offerings through orientations at the beginning of the term, as well as college-wide advertising. The BAE department head also gives workshops through local community outreach efforts in order to make the resources known.

The BAE seems to be very successful at assisting students with successfully passing the GED. The staff indicated that students who participate in the GED preparation program pass with a 97% success rate, which is very impressive. The BAE is even beginning a program in Spanish to better serve the Spanish-speaking community in the area. Additionally, the BAE also offers basic skills improvement for the general college population using PLATO and Cornerstone software, focusing primarily on English and math skills review. Students are assessed individually and work independently under an instructor’s guidance. The BAE seems also particularly well-connected to the EOPS and DSPS services on campus.
To complement the services through the BAE, the Learning Resource Center offers free tutoring on an appointment basis, while also supporting Supplemental Instruction (SI), open computer labs, and “Learn” classes focusing on individual skills development. Like the BAE services, the Learning and Academic Resources Department is making a noble effort to address the needs of the under-prepared students at Long Beach City College.

Both programs are supported by a number of classified aides or assistants, part-time faculty, and reassigned full-time faculty. However, both programs require full-time faculty leadership and will require that level of dedication and time in order to help them grow into further success.

Another program which seems to have a strong impact on basic skills is Learn 11. Learn 11 is a 2 unit comprehensive study skills course. According to Institutional Research, Learn 11 students “reap long-term benefits for completing [the course], especially Hispanic students when compared with students who do not take Learn 11.” The course seems to have some correlative effect on the proportion of A and B grades in transfer-level courses; however, it seemed not to affect retention or grade point averages. The course is widely available and readily accessed by students. Interestingly, the course is exactly the same as the Counseling 49 course, which may cause some confusion for students as to which they should take. The primary provider is the Learning and Academic Resources Department (LAR) through their Learn 11 course. Counseling, who historically had initiated the teaching of this curriculum, teach it through a course called Counseling 49. The courses are not cross listed courses although they both provide 2 units of credit, are CSU transferable and cover the similar if not the same exact curriculum. Even understanding the historical reasons for the duplication of this course, it is difficult to see why the college has not sought at minimum to link these courses. The current configuration seems an unnecessary duplication of staff resources.

A course such as Learn 11/Counseling 49 would seem to be an ideal core course to include as a part of a developmental studies curriculum as it would provide instruction in skills not typically learned through other academic courses in the basic skills. There is a disconnect however in that these courses are “transferable” and, as such, would require developmental students to perform at a level for which they are not yet prepared. Research completed at the college examining the long-term impacts of Learn 11 on several outcome factors supports this. The research demonstrated that students who were near proficient in reading (placed into Reading 82) were most likely to increase the ratio of A or B letter grades after taking the course. Forty-nine percent of students test below Read 82 and may not be best served by the course as it is designed. LBCC should
consider how to best offer study skills curriculum in a way that will best serve the needs of all students.

The anomaly of Learn 11A is also cause for some concern. It appears that 11A is offered at a slower pace; however, it is unclear as to whether or not students who have taken Learn 11A may repeat the same curriculum in Learn 11. When students have mastered the objectives of transfer-level courses, they are traditionally disallowed from repeating for credit. At the least in light of the Counseling 49 offerings, a student could potentially take two different courses with identical curriculum and earn 2 units of transferable credit every time.

In addition to the Learn 11 course, the LAR supports a series of Learn courses. Most are offered as credit/non-credit fractional unit courses focusing on specific skills topics. While the philosophy of sustained independent learning is both sound and compliant with Title V, it appears that very few students actually enroll. The attendance in both Learn 610 and Learn 810 accounts for a fraction of the overall services. According to a “Center Usage Snapshot: All Centers” dated August 21st through November 29th, the total enrollments for Learn 610 and 810 equaled 2 students. Further, tutoring also accounted for a relatively small number of enrollments given the large campus population and the diversity of services. However, a majority of students clearly need the assistance in both study and learning skills as well as course content.

In addition, through a well-developed grant application process, the College has funded a plethora of services to support specific populations as well as an institutionalized effort in the English Writing and Reading Center and the Math Center.
**IMPLEMENTATION ISSUES**

The team encountered campus-wide concern over the current Basic Skills program. There were feelings of isolation, misunderstanding, lack of coordination, miscommunication, and under-appreciation on the part of the people within the programs. There are equal feelings of misunderstanding, miscommunication, and frustration on the part of managers and other faculty. At all levels, however, there was individual enthusiasm for implementing appropriate changes to improve the program and insure better student success. This optimism was tempered, however, with anxiety that there would be lack of sufficient “buy-in” by all levels of the college community or that there would be non-systematic implementation without appropriate supervision and accountability. For change to be effective, the college must work together to achieve the commitment and enthusiasm for increased student success.
The desire to improve student success, particularly in the basic skills areas, must be communicated to and honored by the entire College. In order to assure a clear line of responsibility and energy for student success, the Team makes the following recommendations:
RESPONSIBILITY – ORGANIZATIONAL STRUCTURE – LEADERSHIP/ENERGY

Both the faculty and the administration cited conflicting stresses to push the transfer agenda as well as the basic skills agenda. Initially, a focus on basic skills, at least superficially, appears to be on the opposite side of the spectrum from the transfer efforts. Upon deeper examination, however, supporting validated prerequisites and coordinating resources to support students as they move through the basic skills course sequence most directly supports the transfer agenda. Without such effort, faculty inevitably face the insidious and invisible erosion of standards once students enroll in transfer courses. Some faculty indicated that they have felt the creeping pressure to modify curriculum and expectations; otherwise, most of their students would fail. When the college is better able to address basic skills needs in a more organized way, the faculty can more confidently and assertively expect excellence, knowing that the college has situated students for success.

To some extent, these concerns are addressed in the “Basic Skills Task Force Final Report, May 2004.” The committee recommended, in part, coordinating basic skills offerings, services, and resources; strengthening assessment policy; emphasizing basic skills courses; considering limiting enrollment in some transfer courses until certain proficiencies are met. All of these recommendations are consistent with the findings of the Resource Team and symbolically illustrate sensitivity for the need for at least some change for greater basic skills effectiveness.

The College President expressed that Long Beach City College is now prepared to “honor the tradition of its academic history” but also “accept the challenges” of supporting the needs of under-prepared students. Given the President’s support and the 30 million dollar designated in the Governor’s budget for basic skills, as well as the 2 percent state increase for categorical programs including basic skills, Long Beach City College is well-situated to improve the strategies that are already using to support students, and revise other strategies to serve students even more effectively. The question is not of money but of will.

1. Assign responsibility for the integration of programs and services to the Vice President of Academic Affairs.

   It is clear to the Team that the number of students who are under-prepared for college level work at Long Beach is bigger than has been recognized or provided for. The entire college is being impacted, and active involvement of the entire campus community is needed to assure a cohesive and integrated response. A
philosophy and vision for student success at every level of achievement must be developed and articulated both across the curriculum and deeply into each discipline. The task represents a long-term effort that requires leadership at the highest level.

- Identify or create a position reporting directly to the Vice President to provide direct coordination and integration and to champion the initial steps of this effort to facilitate student success. Vesting authority in such a position should signal the commitment of the administration to provide the time and leadership effort needed to make this agenda a college priority and to integrate it with the other learning agendas at the college. Initial stages of rethinking and reworking the structures related to “basic skills” will require a college-wide advisory team to develop a statement of philosophy and vision for student success. Coordination will be needed to assure that the vision/mission will lead to thoughtful, integrated recommendations that will receive the time/resource commitment that they deserve. Such a position assures a voice for this agenda at the highest levels of discussion.

- Create an advisory task force to include those directly involved in and responsible for planning and implementation of English, ESL, Mathematics, and Reading as well as faculty from outside of the targeted disciplines (including those from Counseling). Although the college offers many services for basic skills students, these services are too often disconnected from one another, causing a diffusion of resources and energy as well as some confusion for students. In addition to the BAE and the LAR departments, individual departments also support their own students through the Math Center, Reading/Writing Center, ESL Lab, Academic Success Center, the Student Athlete Success Center, the Tech Center, and many others. Counseling, EOPS and DSPS must attempt to interface with all of them. This advisory team should be charged with making recommendations and related implementation decisions related to:

```plaintext
Advocacy
Oversight
Development of priorities
Vision
Resource allocation
Timelines
Assessment/Placement
Research agenda
Teaching/learning process
Staff development
Decisions about hiring
Coordinated labs
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This committee should form a cohesive unit in order to accomplish the following:

- Create a shared mission statement
Identify and prioritize resources to meet student need

Strategize referral practices

Articulate shared procedures and practices

Articulate hiring practices and needs

Gather data

Evaluate proportion of basic skills offerings to meet student need

2. Assign responsibility for direct improvement in student success to the supervising deans of the academic programs². Require assurance of the vertical integration of courses within the disciplines of English, ESL, Mathematics, and Reading from the most basic to the transfer levels. Outside-of-the-college consultants in each area may be needed in order to achieve the desired integration.

Integrate the curriculum, personnel, and processes of the department of Mathematics to include students at all levels.

Integrate the curriculum, personnel, and processes of the department of English to include students at all levels.

Integrate the curriculum, personnel, and processes of the department of English as a Second Language to include students at all levels.

Integrate the curriculum, personnel, and processes of the (new) department of Reading to include students at all levels.

3. Hire “catalyst” faculty – people with a fresh passion for learning and doing things in a different way. Particularly important is the need to hire new faculty in Mathematics, English, and Reading who have training and/or experience with instructional methods effective with under-prepared students. Developmental specialists can not only bring a variety of new methods to the students, but can also provide professional development for existing staff.

² The Team considered and rejected a recommendation that would have centralized responsibility for basic skills in a single dean. In rejecting a centralized construct, there were two major considerations:
1) The risk of marginalizing both students and staff in a program that already has limited support, and
2) The high cost of creating a separate faculty/school structure in times of tight budgets
The “welcome” that the college extends to its students sets the tone for all subsequent interactions. It is important to the success of this effort that the entire college has correct information about students and what they need. It is essential that the college community values those needs and works to create the structural underpinnings to make decisions regarding assessment, placement, and success.

- Establish a data-driven decision process for the Basic Skills agenda. The Office of Institutional Research can and does provide extensive information and analysis to support decision making. Information does not always get into the hands of faculty members in distinct disciplines, and conversations do not seem to be widely held, either within or among disciplines about what the data mean or imply for decision making.

- Work to change the image of the “pre-collegiate student” to that of a student who is a success by virtue of his/her enrollment at Long Beach with admission guaranteed despite skill levels, previous academic history, or educational goals.

- Develop a marketing plan for internal and external use highlighting the College’s strategies to help under-prepared students succeed.

- View the college catalog and class schedule through the eyes of a less-than-well-prepared student; revise as necessary.

- Work through the Counseling Department to examine the flow of enrollment processes to assure a clear, welcoming introduction for first-time students. Solicit experience-based comments from new students through the formation of focus groups.

The essence of a college is in its people - faculty, staff, management, students. Good decisions for the college and its students cannot be made without an energetic, knowledgeable consideration of the issues. The success of the recommendations included in this report - particularly those related to program development, curriculum, and instruction - depend upon a faculty and staff who are well versed in the ideas and possibilities of learning. A thorough understanding of the methods, materials, curriculum design, and instructional design for basic skills courses is essential. In order to facilitate good decision-making, the Team wants to emphasize the importance of staff development.
Visit other colleges that have other-than-traditional classes and services at the most basic levels.

- Encourage discipline groups to explore Math Centers/Labs, Writing Centers, and assessment centers.
- Identify curriculum models using lecture/lab, modularization, and mastery learning

Encourage individual faculty members to attend regional and state conferences related to the discipline. The following are some of the organizations representing faculty whose disciplines are central to basic skills instruction:

- California Association of Teachers of English to Speakers of Other Languages (CATESOL)
- California Mathematics Council of Community Colleges (CMC³)
- California Reading Association (CRA)
- College Reading and Learning Association (CRLA)
- English Council of California Two-Year Colleges (ECCTYC)
- International Reading Association (IRA)
- National Council of Teachers of English (NCTE)
- Teachers of English to Speakers of Other Languages (TESOL).

Convene faculty and staff from the targeted disciplines to form a group plan for staff development.

Provide a facilitated retreat for faculty and staff from all the targeted disciplines plus interested others to begin a cross-discipline discussion of the desired outcomes of the basic skills program.

Being a recipient of the Title V grant entitles Long Beach City College to preferred status in the Kellogg Institute training program for developmental specialists at the National Center for Developmental Education. The Team urges LBCC to take advantage of this opportunity. [http://www.ncde.appstate.edu/]
CURRICULUM AND INSTRUCTION:

GENERAL RECOMMENDATIONS

The success of students, of course, is made and measured in the classroom. Little can be accomplished without the full and active participation of the discipline faculty although not every member must teach the basic levels. It is important that faculty seek outside expert assistance during the development of a tight vertical curricula, that they enlist the advice of specialists as the recommendations are designed and implemented, and that they encourage the use of institutional and classroom research throughout the project.

- 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. A thoughtful and thorough curriculum process and development of carefully constructed student learning outcomes will facilitate this process greatly.

- Determine how curricula within these disciplines fit with other courses to form a program – also consider how affective outcomes within the basic skills can complement the needs of other programs.

- Explore effective uses of other-than-lecture methods of instruction such as technology – collaborative – discussion – out of classroom interactions – application mastery – context/application – modularization – labs – manipulatives – directed learning activities.

- There appears to be a positive climate for the development of learning communities at LBCC, and there are many courses that could be logically paired to enhance student success. Despite words of encouragement from participating students, specific faculty involved in the development of the learning communities shared several impediments to the expansion of courses offered within this collaborative format. Recognizing that learning communities do present unique challenges, the Team recommends that the administration support interested faculty members in exploring exemplary learning communities in place at other community colleges.

3 Research indicates that under-prepared students are the least able to learn in independent learning models and benefit least from unstructured, self-paced programs.
Expand and institutionalize Supplemental Instruction. The SI program has thrived through the support of the LAR and grant funds and is significantly impacting student learning. From a modest initiation, the program has grown substantially, supporting both basic skills and transfer-level courses. The faculty at Long Beach generally view SI as an elegant solution to a number of basic skills issues. Generally, the philosophy of SI is to provide support for “gatekeeper” courses that tend to block a student from success. The offerings for SI are much more widespread, however, partly because the decisions to offer it are almost entirely dependent on instructor interest. While instructor interest is essential, when it is the only criterion for scheduling, many courses populated with students who need SI support may not get it; conversely, courses that enjoy very good success rates may also enjoy SI when perhaps it is unnecessary. In the future, perhaps the SI coordinator might become part of the enrollment management discussions with the deans and the Vice President of Academic Affairs so that SI could be more strategically planned for students in the courses that most decidedly need it.

The research indicates that the greatest impact of SI is on students’ grades and retention rather than on semester to semester persistence. Even accounting for the “choice” variable among high achieving students, the effects of SI are meaningful enough to recommend the expansion of the program. This expansion requires institutionalization. While the most obvious element of institutionalization is district funding and more strategic planning, the program requires smaller but just as significant symbolic support such as a textbook budget, a clerical assistant, instructional supply funds, and appropriate space. Because it has its roots in grant funding, the program continues to exist as part of a “soft money” mentality, in which case it will be difficult to grow the program beyond its current state, despite its obvious benefits.

- Design instruction so that it addresses the four major learning activities of:
  - Presentation of the material – theory
  - Application/demonstration
  - Practice - - moving from supervised to independent
  - Performance

- Assure cross-class consistency of student learning outcomes for basic skills courses

- Discuss mastery assessment for all classes
DISCIPLINE-SPECIFIC RECOMMENDATIONS

The Team intends that the recommendations listed above apply collectively and individually to all of the target disciplines in which an under-prepared student might enroll. There are additional recommendations, however, that apply only to specific disciplines.

LANGUAGE ARTS

The current English Department at Long Beach City College offers courses in both reading and composition, and faculty members in both disciplines express a sincere desire to assist under-prepared students in achieving academic success. Within this English Department, there are currently ten full-time reading instructors and ten part-time instructors who offered fifty-seven sections of reading classes during the fall 2006 semester. Given the large size of the Department and the differences in focus between the reading and composition instructors, the Team recommends that Reading be given its own department status separate from English. Reading classes should then be listed alphabetically under Reading rather than English in the college schedule of classes to make them easier for students to find.

READING

Ideally, the reading curriculum should delineate clear entrance and exit criteria for each course in the sequence. While Long Beach City College offers five sequential levels of reading classes, the only complete course outline is for READ 82. The other four course outlines available on the LBCC website appear to include only the course description and the recommended textbooks. The rest of the fields are marked N/A, making it impossible to identify the sequence of skills taught in each course. The Team recommends that the course outlines be updated to reflect student learning outcomes which clarify course content and differentiate the five courses in the reading sequence.

READ 880, the lowest course in the sequence, has no prerequisite, and instructors expressed concern that this allows non-literate students to enroll in the class. The perception is that such students would be better served in Basic Adult Education (BAE) classes; however, there is no direct path to that program from the college assessment and placement test. Other areas of concern are that students in some reading courses may not be at an appropriate level of English proficiency to be successful and that in addition to teaching course content, reading instructors find that they must teach organization, self-
management, note-taking, and study skills to students who are not adequately prepared for college work. Faculty noted that courses such as COUNS 1 (Orientation for College Success) and LEARN 11 (Learning and Academic Strategies) do help, but often, the skills learned in those classes do not transfer to other courses. They also noted that learning communities such as STAR and FYE, which include a reading class, are beneficial to students, but it is hard to get students who are willing to enroll in linked courses. The most effective support appears to be Supplemental Instruction which is used in at least three reading classes.

The issue of prerequisites emerged in another context when discussing the lack of reading prerequisites for faculty in transfer-level courses do not want to add prerequisites because of enrollment concerns.

There are currently no co-requisite reading lab classes to supplement classroom instruction at LBCC. There has been much discussion on this topic within the English Department, but Reading faculty members have discussed developing a co-requisite lab component and support the idea; however, logistical problems have prevented them from implementing a lab curriculum. Specifically, concerns were expressed about access to the Writing and Reading Center for students enrolled in evening or weekend classes since the lab closes at 8 p.m. and is not open on weekends.

The Team recommends that the college establish a multidisciplinary Reading Center staffed with a full-time faculty leader. Such a center would enable reading faculty to develop co-requisite lab classes reflecting the curriculum of the lecture classes and providing students with an opportunity to practice the skills taught in the larger group setting. Since students in reading classes are already given the Gates McGinity or Nelson-Denny reading tests, lab work could be individualized to address differences in reading levels found within a given class. It would also provide a venue for reading faculty to offer focused workshops for students enrolled in other content-area classes on topics such as how to read a textbook, reading strategies for nursing students, etc. Workshops could also be provided to other discipline faculty on topics such as textbook selection, helping students be more effective readers, etc. The faculty leader of the Reading Center could assist in mentoring new part-time and full-time reading faculty and could also establish connections with area universities that have graduate programs in reading to provide internship or practicum opportunities for graduate students, thereby increasing the pool of potential faculty members.
There is widespread concern for staff development within the English Department to provide faculty with an opportunity to enhance their teaching skills through state and national conference attendance. The $250 per faculty member provided for staff development is not sufficient to fund conference attendance, and faculty are not permitted to pool their resources to allow attendance on a rotating basis within the department. Faculty also spoke of a need for training with regard to the special needs of students with disabilities as well as a desire to develop greater partnerships with EOPS and ESL. It is recommended that funds be provided to encourage both full-time and part-time faculty to participate in professional development activities. Conferences that may be of interest to reading faculty include:

- College Reading and Learning Association (CRLA) – Portland, Oregon
- National Association for Developmental Education (NADE) – Nashville, TN
- On Course – Dallas, Texas
- Kellogg Institute – Boone, NC

Like many community colleges, Long Beach City College has a reading requirement for graduation. That requirement can be met through the placement test or by passing READ 82 (Proficient Reading.) According to the college researcher, between 1997 and 2006, 35% of students taking the reading placement test were determined to be proficient in reading (10th grade level or above), while 15% placed into READ 82 (meaning that they were reading somewhere below the 10th grade level.) The other 50% were placed into basic skills reading classes. The designation of 10th grade level reading skills as an indication of proficiency should be examined to determine its appropriateness for college reading. Since many college textbooks are written at the 13th to 17th grade level, the attainment of a 10th grade reading level does not suggest a likelihood of success in courses with rigorous reading requirements.

**ENGLISH COMPOSITION**

The faculty and administration in the English Department at Long Beach City College have recognized the need to review their composition curricular offerings in the English Department to enhance success for students assessed into pre-collegiate composition courses. As per the Tier 1 Research provided by the Office of Institutional Research, approximately 89% of the assessed students test into either English 801 or English 105, both of which are pre-collegiate courses and are targeted to meet the needs of basic skills
students. Because English 801 is an entry level course, the English faculty have noted that it is comprised of students whose writing abilities vary widely. As such, it is understandable that the English faculty have expressed concern that some of those English 801 students need a full year to develop writing skills that will facilitate success in the subsequent class, English 105. Thus, the decision by the English faculty to develop two distinct courses, English 801A and English 801B (each one a semester length course to ensure acquisition of necessary prerequisite skills for English 105) is commended.

Recognizing that English 801 has been formally divided into two classes (801A and 801B), students who successfully complete 801A take English 105. Students are required to take English 801B only if they do not complete English 801A satisfactorily. In essence then, the rigors associated with 801A should equal the rigors associated with 801B. However, considering the information provided in both course outlines (801A and 801B), it appears that 801B is more challenging than 801A; much of the descriptive information in the 801B outline resembles that which is listed in the course outline for English 105. A faculty member teaching either 801A or 801B would certainly encounter confusion as to what content needs to be covered in either class to ensure student success in the subsequent course, English 105.

Catalog course descriptions and course outlines serve to inform the students and faculty about the goals and objectives of a course. The course outline is the guideline by which all faculty develop their respective courses. As stated in the English Department’s Program 2004 Review, there are a disproportionate number of part-time faculty who teach within the department. With this in mind, it is incumbent upon the Department to provide course outlines with distinctive language that supply prescriptive guidance to colleagues, who are most likely part-time faculty, as they serve the majority of students assessed into English 801 (A or B) or into English 105. Further, the course descriptions in the College Catalog are in place for the user to ascertain some idea of the intent of a given course. Although English 801A and 801B are two distinct courses now, both catalog descriptions for English 801A and 801B in the College Catalog are exactly the same. However, the course descriptions on the course outlines are unique for each of these distinct courses. These unique descriptions should be reflected in the College Catalog.

Not only is it important to maintain accurate course outlines, but faculty training serves to benefit course offerings as well. In that the English Department’s Program Review recognizes that “any measurement of proficiency within the discipline of English composition depends upon the judgment of a trained instructor, it is extremely important
for every composition program to have in place an ongoing training program for all of its instructors. Periodic recalibration of standards and expectations at each level of composition helps the program to maintain clear and consistent standards.” The college needs to support faculty training to ensure consistency in the composition courses, particularly to serve the needs of the growing population of basic skills students.

Once the English Department reviews and solidifies the course outlines for English 801A 801B, and 105 making the distinctions between them clearly articulated, then the students should be assessed into one of four English courses – English 801A, English 801B, English 105, or English 1.

**ENGLISH AS A SECOND LANGUAGE**

**ORGANIZATIONAL STRUCTURE**

The English as a Second Language Department offers a broad array of degree applicable and transferable credit courses, non-degree applicable credit courses and non-credit courses. The department is part of the School of Language Arts along with the Foreign Languages Department and English Department of which the reading program is a part. The department is supported by a dean and department chair. In addition to the department chair, ESL faculty members share the responsibility of coordinating components of this large, intricate department. For example, one faculty member coordinates ESL reading courses while another instructor coordinates the ESL writing courses. The coordination responsibilities are voluntary and are not compensated, indicating a strong faculty commitment to the students and the program. Most sections of ESL courses are offered at the Pacific Coast Campus where students receive extensive services and support from the ESL Office, which is staffed by a full-time classified employee with assistance from part-time staff. A full-time technician supports the ESL Multimedia Classroom, ESL Learning Center, and ESL Writing Center.

**CURRICULUM & INSTRUCTION**

The ESL program offers a complex curriculum organized in “tracks” that serve students with a wide variety of literacy, academic and vocational goals. This program is a mature program which has adapted its curriculum to meet the needs of students affected by the social, economic and political circumstances that bring them to California and to the college. A six-course introductory program of non-degree applicable courses numbered
from 840 to 845 prepares students in the basics of English structure and emphasizes comprehension of and accurately pronounced spoken English as well as correct written expression. These six-hour per week courses are complemented by a series of reading courses numbered from 800 to 805. Courses in the 840 series are intended for students who are permanent residents of California. A series of parallel non-credit courses numbered from 640 to 645 are designed for students who are not yet permanent residents. Students in the same class with the same instructor, curriculum and books may be enrolled in either the 840 series or 640 series depending on their residency status. Resident students, however, may be enrolled in the 640 series for a variety of reasons, both financial and academic. Courses in the introductory track are scheduled in nine-week segments to meet the needs of students to access the program mid semester and to enhance retention.

Students whose goals include obtaining a degree or transferring to a university are served in the Academic Track that begins with a comprehensive review of the entire grammar of English covered in two courses, ESL 146 and 147. These courses, offered in nine-week segments, are prerequisites for two semester length transferable ESL reading courses, ESL 63 and 65, that lead to reading courses in the English Department whose successful completion satisfies the reading proficiency requirement for graduation. In addition, ESL 146 and 147 are prerequisites for the sequence of transferable semester length ESL writing courses, ESL 54, 56, 33, and 34 (or 54X, 56X, 33X, 34X) that lead to freshman composition, ENGL 1. Each writing course is duplicated by a separate course designated with an “X,” signifying that the course requires students to use computers to prepare assignments. Except for the use of computers, the course descriptions are the same. Significantly more sections of courses designated by “X” are offered. ESL 34 (or 34X) is one level below freshman composition and presently satisfies the writing requirement for graduation. ESL students who place in the introductory track and complete it enter the Academic Track if they are interested in earning degrees or transferring. They begin with ESL 146 and 147, the prerequisite to reading and writing courses in the Academic Track.

Students also have many other options including vocational courses which support career success as well as skill building supplemental courses in the Bridge Track, also called the Pre-academic track. The Vocational Track is designed to equip students with reading, writing and oral communication skills for occupational success. These intermediate level courses, ESLV 270, 271, 272, 273, 274 and 275 are not sequenced and may be taken in any order. Students who wish to enroll in these courses must demonstrate prerequisite skill levels through the placement process or completion of the credit or non-credit
Introductory Track. The ESL Department awards a Certificate of Completion to students who complete four of the six courses.

Skill building intermediate level courses in grammar, reading, conversation, composition, accent reduction, study skills and vocabulary development constitute the Bridge Track. They are offered in nine-week segments. Students who complete ESL 645 or 845 in mid-semester can enroll in skill building courses that “bridge” to semester length courses. ESL 119 A through E are conversation classes that use the Crossroads Café video series as a focus for conversation practice, vocabulary building, basic grammar and idiomatic expressions. Students who wish to enroll in courses in the Bridge Track must complete ESL 845 or 645 or demonstrate equivalent skills through the placement process.

Several diagrams exist which illustrate the path through the sequence of ESL courses. It would be daunting for a student to understand the sequences and options presented in these diagrams without assistance.

The report prepared by the Office of Institution Research, “English as a Second Language Program: Student and Program Profile Fall 2000 to Fall 2005,” dated October 2006, presents data and analysis of enrollment patterns and curriculum migration behaviors of ESL students that provide insights into both student and program successes as well as challenges. Of interest is information on California residency, migration and success patterns through sequences in the Introductory and Academic Track, patterns of course repetitions, and course taking outside the ESL department.

The majority of all students in the ESL program enrolled in the Introductory Track, and most of them took the non-credit classes due to residency status. However, 7% of non-credit students enrolled in fall 2005 were residents of California. An institutional issue is the fact that non-credit courses as a whole are generating a sizeable amount of FTES over-cap, and non-credit ESL courses contribute a substantial share. In this track more students were continuing students than new. Generally, students enrolled in the 840 series of credit courses were successful in their courses and migrated at substantial rates through the sequence of courses. Students were least successful in the first course. Migration and success rates increased as students moved through the course sequence. Nearly two thirds of students who completed the track were credit students. Students enrolled in the non-credit 640 series of courses migrated at a lower rate than students in the credit courses. They also had the most difficulty migrating from the first course. Course repetitions in the first noncredit course accounted for 15% of all repeated ESL courses between fall 2000 and fall 2005. No restrictions are placed on the number of
times that students are allowed to repeat non-credit courses. Between fall 2000 and 2005, a large number of students (81%) who successfully completed the last course in the Introductory Track and stayed at the college migrated to the Academic Track. A small number of students concurrently enrolled in both the Introductory Track and classes outside the ESL Department. Subsequent to finishing ESL 645/845, a much greater number enrolled in courses outside the department. Substantially more credit than non-credit students enrolled in classes outside the ESL department. Interestingly, many Introductory Track credit and non-credit students were enrolled in non-credit courses outside the ESL department. Learn 617 Educational Technology Skills for College heads the list of courses for both credit and non-credit students, and BAE 601 Basic Adult Education – Fundamental Skills and CAOTC 617 Refresher Training: Office Technologies are also popular.

Enrollment and migration patterns in the sequence of Academic Track courses were analyzed as separate sequences, academic reading and academic writing with both sequences beginning with ESL 146 and 147. Students who began the academic reading sequence in ESL 146 improved in course success as they moved through the reading sequence, but students migrated from ESL 147 to the next course, ESL 63, at a notably low rate. In the writing sequence, students were very successful, but like the reading students, students who began in ESL 146 or 147 had difficulty migrating to ESL 54, the next course. Students who did migrate to ESL 54 migrated easily through the rest of the sequence. Students who began the sequence in ESL 54 migrated at a higher rate to the next course than those who began in ESL 146/147. Information was reported on students enrolled in ESL 34 and or 65 and the courses they took outside the ESL department either concurrently with ESL courses or subsequent to finishing the courses. Notably, most students enrolled in courses outside the ESL department along with their ESL courses. A large number of students taking outside courses, both concurrent with ESL and subsequent to completing the Academic Track were enrolled in non-credit courses, LEARN 617, 610 and BAE 601. Students concurrently enrolled were mostly in skill building types of courses. Four times as many students enrolled in courses outside the ESL department after finishing ESL 65 or 34 than those students who took them concurrently. Many more of these students were enrolled in general education courses that count towards graduation and transfer. For example, among the top 10 were ENGL 1 Reading and Composition, POLSC 1 Introduction to Government, PGEOG 1 Earth Surface Study, HLED 2 Introduction to Health Education, and PSYCH 1 Introduction to Psychology.
Other challenges for the program that were not addressed in the research report include addressing limited native language literacy and identifying and providing effective curriculum to serve Generation 1.5 students -- students who have graduated from high school and who have been in the American school system for many years but have not achieved academic literacy. Persuading them to take appropriate courses is also difficult. Whether ESL students are well prepared to take English and reading courses is in question. Dovetailing ESL reading and writing courses with the English reading and writing courses required for graduation is difficult and entails ongoing analysis, conversations and cooperation with faculty from the other disciplines, perhaps resulting in possible course revisions. Designing courses in ESL to adequately prepare students is challenging because of the multiplicity of text types used in English reading courses and in different sections of freshman composition. The ESL department is in the process of analyzing and comparing English reading course outlines and text books to ESL courses. During the spring 2007, meetings are planned between ESL faculty and English reading and writing faculty. Also, it is challenging to create a curriculum which meets the changing needs of students but which is also not at odds with institutional objectives.

Instruction is designed by full-time faculty members, known through their professional presentations and publications, for their expertise in current language learning methodologies and techniques and effective applications of technology to the classroom. Methods of instruction laid out in course outlines of record are appropriate and indicate that there is a focus on formats and activities conducive to active learning including lecture, discussion, demonstration and modeling, small group and paired discussions, and reliance on technology where appropriate.

**ASSESSMENT & PLACEMENT**

Incoming ESL students are assessed and placed into classes by several means. Foremost is the *ESL Department Placement Test*, a locally managed test approved by the System Office. The assessment and placement process is ably administered by a full-time classified employee who works with part-time staff in the ESL Office at the Pacific Coast Campus. There students are helped to navigate the assessment and registration process. Placement appeals at the Pacific Coast Campus are handled by an ESL faculty member referred to as the ESL Academic Adviser. At the Pacific Coast Campus, ESL orientations help students understand their assessment results and introduce them to college academic programs and support services. Bilingual orientation sessions are
offered in English, Spanish, Cambodian, and Vietnamese. This placement and assessment process is working well and students and faculty are satisfied with the process.

Students may also be placed in upper level ESL courses by means of the College Assessment Test (SOAR), used in college wide assessment procedures for placing students in English, reading and math courses and administered at the Liberal Arts Campus in the Assessment Center. As a result of this process, some students may be referred to the ESL Office at the Pacific Coast Campus to take the ESL Department Placement Test. This referral means that students must be able to get to the Pacific Coast Campus at least 15 minutes by car from the Liberal Arts Campus, find the ESL Office, cope with another process, and commit additional time. International students enrolled at the American Language and Culture Institute (ALCI) take the SOAR and must test into ESL 54 or higher to leave the ALCI. The administration of the SOAR is seen to be too lengthy and cumbersome, so students suffer high levels of fatigue by the end of the process, and thus their skills may not be assessed accurately.

ACADEMIC ASSISTANCE

In addition to the extensive assistance rendered by the ESL Office, academic resources are provided under the auspices of the ESL Department at the Pacific Coast Campus. The Multimedia Classroom (MMC) has 40 Apple PowerMacintosh G3 computers for student use. Each computer is Internet-ready. Along with many computer programs, the MMC also has laserdisk and CD equipment as well as the traditional audiocassette and videocassette players.

The ESL Learning Center is a laboratory dedicated to self-paced study. This center has twenty PowerMacintosh computers, each loaded with language software. Other computers and cassette players are also available for student use. With the assistance of tutors, including ESL faculty members, students can receive individual attention to work on specific learning needs. Materials are available to support studies in languages other than English as well. Attendance for students needing assistance in the Learning Center is captured by a card swiping system.

The ESL Writing Center is a PC based classroom used by all writing classes that are designated with an "X." ESL students are assisted in learning word processing. Ingenuity is needed by instructors assigned to this classroom due to the fact that computer
equipment placed on table tops makes it difficult to see students, allowing them to “hide” from participation in discussion. It is also somewhat difficult to monitor what students are doing on the computers.

These facilities are supported by a faculty coordinator and a full-time technician, who with ESL faculty has created extensive supporting online lessons, quizzes, and links to online resources for all levels of ESL. These resources are coordinated with ESL course curricula and texts. Workshops on different topics are developed and presented by ESL faculty members to target perceived student needs. ESL students may also take advantage of the Center for Adult Learning at the Pacific Coast Campus to develop and improve skills in reading, writing, or math. Computer resources, tutoring, and workshops are available. ESL students may also enroll in a non-credit course Basic Adult Education (BAE) 601 to improve their mastery of ESL, to review elementary and secondary education or to take the General Education Diploma (GED) tests. Students may now take the test in Spanish. Resources for academic assistance across programs do not appear to be linked very closely, and data does not yet seem to be available on the impact of the services and resources on student success.

ESL students may receive academic guidance from Counseling and EOP&S staff, and counselors are invited to make presentations in ESL classrooms. However, it is not apparent to what extent either credit or non-credit students receive individual counseling to develop effective educational plans. A non-credit matriculation staff member conducts orientations for ESL students. It is not clear, though, whether other matriculation services are supported by non-credit matriculation. ESL faculty members are assigned as liaisons to the Counseling and Financial Aid Departments. Testing ESL students with possible learning disabilities is an issue, in part because bilingual materials are not available.

**Recommendations**

Some recommendations can be addressed by the ESL Department itself. Others need to be addressed by administration and faculty working together.

- Consider simplifying the ESL curriculum by removing the duplication of writing courses represented by “X” designations. Schedule notes already indicate that students will use computers to complete assignments.
- Address the issue of over cap FTES in non-credit classes with faculty and administrators in all non-credit programs.

- Discover effects on students of taking non-credit courses other than migrating through a track.

- Explain why non-credit ESL students migrate through the Introductory Track and on to other courses less successfully than credit students, and mitigate circumstances that can be affected by the program.

- Continue to explore ways to induce students with California residency to enroll in credit courses.

- Find explanations that account for difficulties students have in successfully completing the first course in the Introductory Track and that also account for the amount of course repetition taking place at that level; then continue to explore and implement solutions.

- Examine the efficacy of ESL 146 and 147 as prerequisites for the reading and writing sequences in the Academic Track.

- Among ESL faculty and with faculty in the other disciplines, continue to analyze, discuss, and improve the alignment of ESL courses to English and reading courses.

- Ask the Office of Institutional Research to provide information on the effect that use of the Multimedia Classroom and ESL Learning Center has on students’ success.

- Improve communications between matriculation services staff and the ESL department with the goal of improving the administration of the SOAR.

- Assess and commit resources to counseling services for both credit and non-credit students with the goal of developing effective education plans.
The Mathematics Department should be commended for having already integrated the most basic levels of the mathematics curriculum into the department. The sequence of skills appears to be appropriate and traditionally covered. However, the emphasis of service and discussion within the faculty makes it clear that the Calculus sequence and transfer to a University are the primary targets. Conversely, a common theme heard by the Basic Skills Resource Team was that LBCC has an unacceptable number of students whose math skills are substandard. Instructors in the vocational education programs and in the certificate programs must often supplement required math skills in their courses. The high failure rates in Elementary Algebra make it difficult for students to earn an A.A. degree or to transfer to a University.

Given the large number of first-time students who come to the community colleges under-prepared, the mission of mathematics education is much broader today than ever before. There is a need to not only serve transfer students, but also those earning an A.A. degree and those planning to earn certificates -- all without compromising academic standards. In light of these student needs, the Team urges the Mathematics Department to redirect its focus to meet the current needs of the Long Beach community. Transfer classes will continue to be of great importance, but developing Basic Skills courses and support services needs to be a formal part of the assistance that the department provides to the community.

The department has already recognized the impact of these issues to some degree and has, as a stated goal “...to improve the success rates in Math 110.” To achieve that goal, it is important for the department to decide if incoming students are prepared for Math 110 and if taking the prerequisite of Math 815 improves success rates. A study conducted by LBCC’s research department for the fall terms of 2002 and 2003 determined that students are not prepared for Math 110 and that students who have passed Math 815 are no more successful and get the same grades as students who were placed directly into Math 110. The study reported that about 65% of the students from both groups were unsuccessful in Math 110. To make a positive impact on success rates in Math 110, improving the success rate in the most basic courses is critical.

The department already possesses a significant tool for improving the success of all math students at the college -- a well-designed, activity-appropriate Math Center facility. The
facility itself is not enough, however, and the Team found it to be substantially under-utilized.

While there may be individuals within the department who take leadership roles in mathematics issues, during the Team visit there was no faculty member who came forward to assert ownership of student success in mathematics. Each person appears to work with his or her own students and either laments or ignores the overall achievement of students. This situation is likely to remain the same if no one is assigned the responsibility to coordinate improvement to the program and to assure that ideas for improvement can be continuously cultivated and implemented. For the program to be effective, to be sustainable and to be able to address changing student needs, faculty members with a passion and talent for developmental mathematics need to be recruited or identified.

The Team urges the Mathematics Department to establish an internal organizational structure that makes mathematics education at the most basic levels a priority.

- Integrate the Math Center with all courses in the curriculum sequence. Develop learning activities for each basis skills course. Hire a full-time faculty leader for the Center.
- Designate a faculty member in the Mathematics Department to oversee student success in courses and support services especially at the basic skills level.
- Recruit at least two faculty members that have an interest or experience in teaching developmental mathematics effectively. If there is not interest among the current faculty, include “interest or experience in teaching developmental mathematics as well as the full range of mathematics courses” as a desired qualification when hiring new faculty members.
- Provide staff development resources for those faculty members to establish links to developmental educators within the college, the Long Beach region, the State, and national professional organizations.
- Write carefully crafted student learning outcomes that clearly delineate the mastery of skills at each of the levels of the vertical curriculum.
- Incorporate math study skills along with attention to math anxiety. The department has recently considered the use of the LASSI assessment to evaluate the study skills of incoming students. The Team recommends that before adopting this instrument, the department also consider the math-specific study
skills assessment and assignments such as those developed by Paul Nolting. http://www.academicsuccess.com/index.php

- Develop a department-wide plan for professional development including visitations to colleges that are particularly effective with basic skills students.

- Explore and apply alternative instructional methods and materials in Mathematics.

- Explore manipulatives, active learning, labs, multimode presentation, technology, modularization, and lecture/lab structures.

- Identify different typical populations - for example: low motivated, high skills vs. low motivated, low skills - that demand different approaches.

- Consider department-wide test for mastery at each level.

- Consider study groups, workshops, or learning communities for/with content classes with specific types of mathematics needs such as those in certificate fields or the sciences.
The college should be proud of the many special programs that it has initiated to meet the needs of special populations and that employ strategies that increase the likelihood of the students achieving their educational goals. In addition to the state funded categorical programs, LBCC has several TRIO programs directed at specific populations, a Puente program, and very successful grant funded programs such as the STAR program at the Pacific Coast Campus. The fact that LBCC has been able to acquire and run these programs successfully exhibits recognition that the success of at-risk students is dependent on a “high touch” approach to the delivery of services. It reflects the understanding that developmental students are not only under-prepared in academic areas – but also in their ability to function independently in an academic setting and negotiate the complexity of the college environment. In order for many of these students to engage successfully with the institution they need regular and “intrusive” intervention. The difficulty for LBCC seems to be in extending the application of this principle of “high touch” to the larger group of developmental students who enter their institution and do not participate in any special programs.

Currently, most services have staff assigned at both campuses, many of whom also have split assignments. This is true of both professional and classified positions and is particularly true of the counseling staff of which 75% have assignments other than general counseling. Most of the split assignments are between general counseling and another specific program or population. While this system of staffing has the advantage of providing a more coordinated approach to counseling services and increases the accuracy of information provided across programs and student populations, it may also be creating barriers to the institution’s ability to provide a “high touch” approach and the extended support needed to serve the general student population. This configuration may also serve to over-burden the resources available through counseling.

In addition to the special demands of split assignments, discussions with counselors and other members of the college community highlight the wide variety of expectations and priorities the college has for counseling services. It appears that the institution has not yet prioritized how best to allocate counseling staff resources. 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. In addition, it is important that the entire institution understands and values the role of each
participant in this effort – if the expectations for an area are different from the actual responsibilities of this area, it can cause unnecessary misunderstanding and even strife.

LBCC should be very proud of the efforts they have made to create high degree of student-centeredness apparent in the entire Student Service area. Administration, faculty from all areas of Student Services seem to be in touch with students needs and seem genuinely interested in engaging with this effort to improve services to developmental students. In particular, commendation should go to DSPS for their efforts to reach out to the campus community and make connections that assist their students. The staff and processes of the DSPS seem well integrated into the institution. They have established productive working relationships with a wide variety of programs and have utilized the rich resources of the college to benefit their students. Examples include their collaboration with the Learning Resources Teaching and Technologies Department in developing the online in-service training process DARE CARE and their cooperation with Matriculation in providing accommodations for the college assessment and orientation process as part of the High School outreach effort. They appear to be well recognized by instructional faculty as a resource and for their expertise. DSPS provides an excellent model for how collaboration and integration between programs within and across divisions can be effective in enhancing student success.

**Recommendations:**

- Define and prioritize counseling needs and expectations.
  - Through college wide processes solicit and list institutional expectations for counseling resources.
  - Under the lead of counseling administration and counseling faculty review and recommend priorities for counseling resources.
  - Evaluate current allocation of counseling resources in light of any new demands on these resources resulting from the demands for increased services to developmental student populations.
- Identify strategies and processes to implement a “high touch” approach to meeting the needs of the full range of developmental students entering the institution.
  - Consider adopting the “case manager” approach developed by the Community College of Denver to work with students who are identified as
Counselors expressed a frustration and concern at the insufficient number of sections of basic skills and developmental education level courses offered by the college each term. The number of class sections available at the most basic levels appears to be inadequate for the number of students to be placed into those classes. Adding to the complexity is the fact that, since under-prepared students are typically not sophisticated as to enrollment processes, many of them register at the end of the registration period when sections are already filled. The frustration of the counseling staff is compounded by the reality that those ill-prepared and unsuspecting students can also enroll in college level courses (much to the dismay of content faculty who indicate that they are often searching for training on how to work with the under-prepared students who enter their classes). The counselors’ experience with assisting students in preparing a semester schedule suggests that many of these students are forced to choose standard academic and technical courses that have no pre-requisites. By the college’s own report, this process is not working effectively and students are enrolling in classes for which they have little likelihood of success.

**Recommendations:**

- Establish a regular process to include information from counselors in the scheduling of basic skills classes.
- Utilize information provided through the placement process to more accurately determine the type and number of course offerings to schedule in developmental education.

The responsibility for assessment, placement and orientation for both campuses of LBCC is housed within the Matriculation Department which also provides an early intervention program in collaboration with the counseling department. The Matriculation Department is currently located in a temporary building across the main street from the other student services associated with matriculation services – such as Admissions and Counseling. Hopefully at the completion of the construction all these services can be housed proximate to each other on campus.
Assessment is provided at both the campuses on appointment only basis. After completing the college application the students sign up for an assessment appointment. The assessment process includes several instruments that have been selected by the individual departments. Math has used the MDTP for several years but has recently worked to validate the Accuplacer mathematics tests as a replacement. Students reading and English levels are evaluated using the DTLS and locally managed writing instruments referred to as SOAR. Placement is based on either the student’s performance on the DTLS or a combination of the DTLS and their response to a writing prompt. Results for this portion are expected to be available several days after the assessment; however, in some cases it can be more than a week as it is dependent on the availability and responsiveness of the English faculty who score the sample. After the results of all the assessments are available, multiple measures are applied utilizing a point system associated with how a student responds to a set of questions about their academic history.

The entire assessment process takes approximately four (4) hours. The length of the test is of particular concern, especially with respect to developmental students who are less likely to adjust well to the demands of a lengthy assessment process. There is also a concern with test fatigue and its impact on the accuracy of the test administration – particularly on the final portions of the test.

There is an independent ESL placement process administered by the ESL program at the PCC campus. Currently, there is no mechanism in place to identify potential ESL referrals who sign-up for the assessment process at the LAC campus prior to beginning the assessment. Some are placed into the academic track of ESL courses based on their performance on SOAR. Those who do not place high enough to enter the ESL sequence at this level are referred to the ESL placement process. Considering the overall length of the assessment process it may be wise to consider including a process to identify these students and refer them before they invest so much time in the SOAR process.

After completing the assessment process students are encouraged to participate in the orientation process. They can choose to complete orientation via one of three options: a one and a half hour orientation/advisement session, an online orientation or by enrolling in Counseling 1 a .5 unit transferable course. The orientation sessions are held in the Matriculation Assessment Services Center and are lead by the Matriculation counselor. At the end of the session counselors from the Counseling Center come to meet with the students to develop their first semester educational plan. A separate orientation is provided at PCC for the ESL population. The program also offers several all day
Saturday transition programs to local high school students, which includes orientation, a campus tour and lunch.

It is clear that the conversion to PeopleSoft has not been smooth, particularly from the perspective of Student Services. Formerly established Probation and Early Alert systems were suspended with the conversion, and the resulting lack of information has prevented Student Services staff from effectively identifying students who are struggling academically. In response to this problem, the Matriculation and Counseling Departments stepped in with the creation of a program called *Early Intervention Is the Key to Success*. Requests are sent to faculty who teach courses in the basic skills sequence to allow members of the Matriculation staff and the Counselors to speak to their classes in the 4th-6th week of classes. Information is provided to students about resources and strategies to help them be successful in their courses.

The Matriculation/Assessment Services program at LBCC has taken great care to follow the requirements of the State Matriculation Regulations. All components of the program are in place and implementation involves inclusion of the appropriate stakeholders on both campuses. The program staff recognize their role as facilitators of the process and work cooperatively with counseling, discipline faculty and other student service departments to insure the process is serving them well. This relatively small group of people is responsible for the vast number of day-to-day activities of this program considering the numbers of students assessed each year. They should be commended for managing the logistics of such a complex assessment process extremely well.

Even so, to best serve the needs of the developmental student, a more cohesive and less onerous process for students should be considered. A shorter assessment process may allow more time and resources to be devoted to efforts to building connections with developmental students immediately after assessment. A more efficient instrument could allow the school to implement a mandatory orientation process or allow counselors to spend more one on one time with each student. In any case it will require all stakeholders in the process to look at the larger interests and goals of the institution to determine whether the current process or a revised process is the better choice.

**Recommendations:**

- Re-evaluate Assessment process with the goal of achieving a balance between access, quality, and logistics.
o Continue work with faculty on identifying and investigating new assessment tools that are more time efficient and accessible to students but still provide the quality of placement results desired by faculty.

o Reevaluate cut scores based on new curriculum.

o Design a process whereby students with ESL students are identified prior to attempting the assessment.
  ▪ Identify and appropriately assess ESL students.
**ACADEMIC SUPPORT SERVICES**

Academic assistance centers can play a major role in improving the success of Long Beach students at every level. Fully operational learning centers can allow creativity with curriculum and instruction. These centers can provide the outside-of-class help that means success or failure for an individual student, and can foster esteem for struggling students in general. The Team strongly recommends enhancing and coordinating this area of the college.

In the Basic Skills Project from spring 2006, a survey of basic skills courses indicates that only a fraction of the surveyed students were using the resources of the Reading/Writing Center, ESL Lab, Learn 650/1, or Math 650 even though most of them stated that they knew about the offerings. The report indicates that students seem to be divided into two distinct groups: those who knew they needed help and those who believed they could succeed without it. Students who declined assistance cited convenience and accessibility challenges. Still others cited a concern that it wasn’t worth their time.

Despite the perception that they do not need help, students are increasingly beginning their educational journey less prepared. The Institutional Effectiveness Report from 2006 indicates the following:

- 52% of first-time students placed into pre-collegiate reading courses
- 63% of first-time students placed into pre-collegiate composition courses
- 86% of first-time students placed into pre-collegiate math courses

Given these proportions, it is evident that the need far exceeds the use of the LAR services. The Basic Skills report of spring 2006 indicates that students are aware of that academic support is available, implying the publicity efforts are very effective. However, for other reasons, students elect to struggle on their own.

One change that might ameliorate this problem is to modify the Learn 650 policy encouraging appointments. The LAR provides tutoring through Learn 650, and students can enroll and schedule online through Tutortrac. Once students enroll and make an appointment, they are encouraged to keep the same appointment for the remainder of the semester. This certainly limits the availability of tutoring services, and it fails to respond to spontaneous student needs. For instance, if the Center employs accounting tutors for 12 hours during the week, only 12 students conceivably receive tutoring if they are not part of an SI group. If those tutors are more openly available, they can see more individual students, or arrange study groups when the demand is greater.
Further, a master schedule for tutoring subject availability is only available online through Tutortrac. If instructors were more able to circulate and promote tutoring availability with a master list by subject, more students might find their way to the LRC. The classroom is the ultimate point of validation and legitimacy for any academic resource. If the instructors can more tangibly endorse the service with a tutoring schedule, while also assisting the Center with tutor selection, tutoring will have a pragmatic and political connection to the class. If the LRC had a budget to pay instructors hourly for discipline-specific specialists to conduct content workshops when needed, they might also be able to develop a relationship with more students. These intimate classroom connections are essential in order for students to value the service.

Another recommendation which might induce faculty endorsement and greater staffing flexibility is a training modification. Presently, peer tutors enroll in Learn 815 as part of the Title V requirement for training. The training presently consists of a half unit of course work devoted to general tutoring principles. While Title V does require training, the preparation need not necessarily be a course. Specifically, the law requires that tutors “…received specific training in tutoring methods and who assists one or more students in need of special supplemental instruction in the subject or skill.” Discipline-specific faculty participation in training, as well as utilizing a nationally recognized program like the College Reading and Learning Association, might bolster the value of the service and provide the coordinator with more opportunities to hire and train staff. The national literature about the effectiveness of tutoring is somewhat divided, except for the agreement that the impact of tutoring on student success is directly related to quality training.

Students may also be reticent to use the services if they are stigmatized as remedial. Despite the fact that the LAR professionals in the learning center see their mission as service to the entire campus, others in the college community may see their mission as chiefly remedial and may innocently and implicitly communicate that message to students. As much as possible, the Center staff and leadership must help the college culture see the connection between their services and college success--transfer, certificates, and degrees--rather than as a place where underachievers go to be fixed before they can succeed in “real” classes.

Another impediment to tutoring availability is the pay rate of most peer tutors. They earn significantly less than SI leaders and are often tempted to change positions for the higher pay. Understandably, then, the tutoring coordinator must struggle to maintain a full staff of capable tutors. As soon as possible, the pay rate should be increased to at least be
equal to SI leaders, if not more. The higher pay rate and more professionalized training might elevate the service and attract more student and faculty interest. However, in order to implement any change or growth, the LAR department head must be fully assigned to this position in order to engender wider campus support, cultivate more tutors, and ensure expansion. The Long Beach District must indicate through a dedication of both space and funds that these services are integral not peripheral.

The Long Beach City College campuses offer students access to open access computer labs, and it appears that they gain access through Learn 617. Primarily, this course enables students to utilize district computers to accomplish their assignments. Basic skills students undeniably need access to these resources, as many of them do not have computers at home. Students are generously afforded access to many computers at Long Beach City College, indicating sensitivity about this issue.

Presently, when students log into the computer labs, it appears that they log into Learn 617 and designate whether they are using the computers for personal or “academic” use. While courses in educational technology are certainly appropriate, there is some concern that at least some of the labs may be collecting apportionment for homework in other courses, which is clearly not supported by the regulations. For the most part, independent internet research or word processing for college courses falls under the provision of “activities which are primarily student use of district facilities, equipment, or resources without provision of instruction involving specifically defined learning objectives and educational competencies set forth in the course outline of record,” even if they are academic activities. However, other computer-related courses offered through the labs seem to be more specific and supportable under the regulations.

Even so, because students have the freedom to use District computers for personal use (email, gaming, personal web browsing) in the same location where apportionment is being claimed, the District would be vulnerable in an audit. Title V directs a clear distinction about District property for apportionment stating, “Students must use the equipment and facilities available for any course solely for the specified educational activity and the district must monitor and certify the usage of equipment and facilities to ensure that they are used as intended.” Further, one report indicated that apportionment is being collected in labs where an instructor is not present. This is also a Title V regulation issue that should be rectified as soon as possible.

All of the labs and learning centers are currently using Tutortrac software for reporting purposes. Tutortrac is used to help track usage patterns, schedule appointments, and total
hours for various programs. This is an important first step toward a uniform campus-wide tool and a first step toward answering some critical programmatic questions. While it works well for the current stage of the academic support services, as programs evolve, Tutortrac may not be able to answer all of the critical questions. The research office indicated that the system already complicates certain evidence queries. Also, because Title V is idiosyncratic (for instance disallowing apportionment for categorically supported tutoring) any positive attendance device used in college labs and centers will need to be able to sort and separate data based on unique criterion. In the future, the stakeholders will need to collaborate about what they want and need a system to do and prioritize those features.

As programs evolve, the academic support team may wish to search for a new tool and consider the following: its ability to discern users with specific characteristics, distinguish student activities, disallow or distinguish non-apportionment categories, provide meaningful feedback for instructors, implement default features for compliance, provide Title V referral compliance features, and connect data fields with Peoplesoft. The Dean of Institutional Research, who has a well-deserved statewide reputation for excellence, is in a position to validate the tutoring and academic support services, given the right tools. All basic skills interventions must be able to graphically and numerically, as well as anecdotally, demonstrate their impact on student success. Verifying and illustrating the impact on student success will also make the services more “saleable” to students.

Recently, the English Writing and Reading Center has undergone some dramatic changes. Historically, the EWRC has primarily been staffed by full-time faculty and a small number of peer tutors. Because of cost feasibility and efficiency issues, the EWRC was forced to make some changes. Though the disappointment of having to make those changes is still felt, some faculty view this as an opportunity to remake the Center so that it can be even better and perhaps accomplish more.

[The Math Center is presently far from living up to its potential as a support center for students. It enjoys a well-designed facility for a variety of academic assistance activities but those activities have not been developed. Many of the recommendations for the EWRC that follow are also applicable to the Math Center.]

Primarily, the EWRC supports students through a series of fractional unit courses on specific topics like sentence structure, punctuation, spelling, and vocabulary. The department’s program review and the EWRC employees confirm that approximately 500 students per term enroll in these various courses. These courses are designed to assist
students with discreet skills through individualized instruction using materials available in the center.

In addition to the course curriculum, the EWRC also provides one-on-one tutoring services and workshops to all writing and reading students. The tutoring may be conducted either by a certificated faculty member, or by a peer tutor who receives training by a contract employee in the EWRC. Primarily, the training consists of video instruction, as well as some personal direction and supervision from the EWRC staff. These tutors are recommended by the faculty and hired and trained separately from tutors in the LRC. According to the staff, the center provides individual tutoring to approximately 150 students per term.

The entire operation is led by a faculty member with 30% release time and a full-time classified coordinator. Hourly staff members are responsible for many of the clerical duties. Both of the leaders of the EWRC indicate that one of the tremendous challenges of providing services is maintaining an hourly staffing pool because the pay rate is so low. As is the case is the LRC, tutors need to be paid a competitive wage in order to ensure that the college can hire dedicated and capable assistance. In addition, the faculty coordinator is barely given enough reassignment to keep the center running. Given the amount of release time, that person has limited time to innovate, locate materials, provide outreach, or interact with the tutoring staff. In order for the center to evolve into a fully integrated service for the entire campus, the EWRC faculty leader must be dedicated 100% to the task.

If the faculty leader is fully dedicated to the center, that reduces the number of hours that the college will need to staff the center with additional faculty; however, a faculty member will need to be on site every hour of operation in order to claim credit or non-credit apportionment. The faculty staffing will need to be enhanced by less costly academic assistants and some peer tutors. The Department Chair is presently working to develop a new job description for an hourly graduate student position. These hourly employees could provide both experienced and professional student support. Paraprofessionals must also be paid a competitive wage in order to attract interest from students attending neighboring universities. The staff in the EWRC seemed excited and optimistic at the prospect of hiring and mentoring graduate students to perform at least some of the duties previously accomplished through faculty.

The other issue affecting the center is space. Its current space on the liberal arts campus is quite small, and the space at PCC is no more than a small table. This situation needs to
be addressed as soon as possible. Currently, the EWRC is planning to join the Math Center, which is a very well-designed space for this type of work; however, at this time, it is unclear how long that arrangement will last. At least in the short term, however, the space includes large rooms for individual tutoring and small rooms for workshops or group tutoring, which should meet the needs of the students on the liberal arts campus. At PCC, the table in the back designated as the EWRC will be inadequate to meet the student need in the future. Because the traffic is limited, this space may be all that is necessary now, but it has no growth potential. In the future, perhaps some other arrangement can be made within that building or some other to provide at least a larger tutoring area and a shared workshop space. In the long term, perhaps some of the discipline specific functions of math, reading, writing, and ESL might be able to share a more suitable environment.

The EWRC also seems to want for a larger supply budget. The instructional materials in the center were, in many cases, rather dated and fairly well-worn. Symbolically, this suggests to staff and students that the college is unwilling to make an investment in them. No doubt, the materials have not been updated because the faculty leader has so little time to search for more relevant and innovative curriculum support. With increased time and a healthier supply budget, the center could work of finding more suitable materials to meet student and faculty needs.

In order to hire more staff, justify more space, and warrant a full-time faculty leadership, the program will need to have plans for growth. That growth may occur when better facilities can be identified and faculty leader can be more fully assigned to the job. However, growth may also result from some other changes.

Currently, the center’s “bread and butter” is determined through the 800 level classes offered to support writing and reading. Given the breadth of the topics and the clearly identified student need for skills development, those courses should theoretically be filled to capacity. However, of the approximately 20% of the student population at Long Beach City College taking writing and reading courses each term, fewer than 2% enroll in those skills course. There are a host of possible reasons why that might be the case. One of them might be the way the courses are classified and organized.

When students enroll in these skills courses, they are essentially forced to “out” themselves as failures in the various topics: spelling, sentence structure, and vocabulary. And yet, what we know about basic skills students is that they have at least one powerful
skill: denial. Very few of them have the maturity and self-possession to identify their problems and seek specified help in the way that it is organized in these classes.

A second issue may also be that the skills are artificially separated. Writing and reading instructors generally know and accept that students who cannot write a cogent and clear sentence also usually fail to spell well. Mainly they fail at both of these because they cannot read well, and they write very little. The current curriculum organization is designed to treat each of these skills as discreet and product-oriented rather than integrated and process-oriented. When the instruction of these skills targets and separates, students often fail to internalize and transfer the skill into other contexts. These courses might be differently organized as part of a process of learning to think and self-correct at different levels.

To that end, the department may wish to develop a new way of packaging and delivering on the promise of skills improvement. The department is already moving toward the implementation of a co-requisite course (896) which will require students to visit the center. For now, this is a pilot project worth evaluating for future expansion.

Another way to consider restructure might be to develop voluntary courses that are attached to courses other than organized as discreet skills. So a student might be able to enroll in an “English 105L” class for individualized instruction to support the curriculum objectives of the English 105 class. That curriculum could deal with the entire set of issues that the student is managing for that course, rather than just one individualized skill. This might also relieve some of the stigma, since students are more likely to admit they are struggling with a particular course rather than a particular skill.

Still a third way might be to incorporate a requirement within the lecture courses with students who seem to have the most difficulty. Title V supports this requirement as long as it applies to all students within the course. The department would need to decide if such a requirement was beneficial to all students and if it could be feasibly supported by the service.

One of the potential problems, though, with any curriculum change is the arduousness of the modification process. Faculty expressed concern and frustration about the turnaround time for curriculum proposals. Most cited an 18 month process, which has a chilling effect on the desire to initiate necessary change and slows the momentum of innovation efforts. Modifications that directly affect basic skills curriculum or are related to Title V compliance should be given some priority status in the queuing process in order to affect meaningful differences in student success.
The tutoring function might also be expanded. Given the amount of writing that students are struggling to master at the entire college, the EWRC tutors approximately 150 students per term, less than 1% of its writers. This is clearly not because the writers at Long Beach City College are superior. For some reason, the students currently do not seek the help. One reason might be that the connection between the classroom and the EWRC is not strong. While instructors may endorse the Center services, it is generally viewed as peripheral, and there is no strong desire for communication between the center and the classroom faculty. The center might strengthen those ties by providing some meaningful feedback to instructors about individual students.

Beyond that, the EWRC needs to begin to develop data to validate the strength of its impact. In the program review analysis, the evidence of effectiveness is anecdotal or the students self-report it. More rigorous and objective evaluation of the effects of the center on student performance may go a long way to helping achieve the necessary growth and safeguard the budgets devoted to these services.

The classroom connection might also be strengthened by including the department in tutor training. Every instructor has particular interests and strengths that could be used as special features during tutor training. When faculty witness and cultivate the development of the tutors, they are more likely to advocate for student use. This connection also strengthens the tutors’ understanding of what is expected of students from individual instructors so that they may serve them well. The current training program is an appropriate start, but it could also benefit from an updated perspective from the classroom faculty and their expertise. This, however, will also require a training budget, another sign from the institution that they are willing to invest in the success of its writers and readers. Another way to professionalize the staff is to cultivate a connection and/or affiliation with some of the major tutoring/center organizations: College Reading and Learning Association, Association of Tutoring Professions, and the National Learning Center Association.

- Establish discipline-specific learning assistance centers (English/Writing, Reading, Math, and ESL) in addition to the general college center to address academic support needs for students in all other disciplines.
  - In order to collect both credit and non-credit (tutoring) FTES for academic support activities and maintain high quality services, each center should be coordinated by a certificated, preferably full-time, staff member.
Faculty in the disciplines along with the coordinators are urged to develop learning activities which are directly linked to the various courses. In addition, activities should include faculty-led workshops, expanded Supplemental Instruction, and expanded drop-in and scheduled tutoring.

Staffing consideration should include FTES generation, the use of instructional supervisors with appropriate breadth of knowledge, and consistency of standards.

Care must be taken to ensure equitable distribution of resources among all the centers with regard to space, equipment, technological support, staffing, consistency of hours, and maintenance.

Note: The condition of facilities affects the success of students because an unpleasant, uncomfortable environment is not conducive to learning. The classrooms at the Pacific Coast Campus need attention. Air conditioning and heating systems do not work. Chalk or white boards are marred. Student desks are old and small, represent many different styles and colors, and are not in good repair. Availability of data projector systems is limited. Cleanliness of classrooms and restrooms is an issue.

- Emphasize that the various centers support all the students needing assistance.
- Include the Coordinator of the appropriate center in curriculum and instructional discussions by the disciplines in order to facilitate out-of-class-support for students.
- Encourage discipline faculty to participate with the support services offered to their students - - a greater presence in tutor selection and training, for example.
  - Develop a process for referring students to the centers and promote them through a marketing effort directed at the entire college community.
  - Develop materials for distribution to students and all campus personnel explaining the purpose and availability of all academic support services.
- Contact colleges with formal, faculty-designed evaluation and retention processes for tutors, and contact the College Reading and Learning Association (CRLA) to implement its standards for tutor certification.
  - The training currently provided to tutors is minimal and does not allow for sufficient interactive practice before tutors work independently with
students. One component of tutor training should emphasize the special challenges of working with under-prepared students. In addition, many students enrolled in general education courses with heavy reading requirements would benefit from tutors who are trained in reading skills such as locating main ideas, understanding key vocabulary, making generalizations, etc. It is recommended that tutor training be expanded to support content in reading and writing courses as well as general education courses.
IMPLEMENTATION

The timing for these changes is at hand: (1) the college has identified a critical need, (2) faculty members in skill disciplines enjoy the support of content faculty, and (3) senior management sees the improvement of student success as an important goal.

- Devise a college-wide implementation plan for these recommendations with appropriate supervision and accountability.
- Carefully delineate the roles of each constituency group in the implementation process.
  - The Board must approve and support the concept of making developmental education a new priority at the college.
  - Senior management must place a high priority on guaranteeing the success of the implementation process the college has devised. It must clearly articulate the rationale of this new philosophy and the structure of vertical curricula, as well as determine the best methods to deliver services and educational materials to the campus.
  - Middle management must take responsibility for student success and must support faculty in the planning processes by developing communication guidelines and implementing strategies that will provide a thoughtful and integrated approach.
  - Faculty in the affected disciplines must assure a vertically integrated curriculum and design effective instruction using the expertise of their colleagues on campus and at other colleges.
  - Faculty across the college must participate actively in assisting students in developmental education through efforts such as developing content materials to be used in lab or tutoring settings, creating a positive image of the basic skills curricula, and establishing clear entrance and exit standards for courses.
Long Beach City College is to be applauded for its determination in addressing a pressing internal problem with passion and energy. Rather than glossing over less-than-adequate success with a particular group of students or choosing among particular internal options, the college chose to examine the question more broadly. Each of the members of the external team is honored to have participated in this examination and stands ready to assist in the continuing process as needed.

The college community is encouraged to view the recommendations in this report as a whole. The Team urges everyone involved to consider them as an integrated set of activities – each one at the same time supporting and being supported by the others:

- Establish clear responsibility
- Get the discipline faculty talking and learning together
- From that, revise the curriculum
- Devise creative instructional processes and expand the support structure
- Appropriately place students

Through these recommendations, the Team is challenging Long Beach to engage in an arduous process of examination of curriculum and instruction, integration of staff, and implementation of placement. It will require the effort of all segments of the college community (instruction, student services, human resources, and technology/facilities) and will only occur with the highest degree of commitment from all levels of management and staff. The Team has no illusions about the extra time, effort, frustration, and even resentment that this undertaking will engender. However, the prize to be won is of immeasurable value: the academic success of a large number of incoming students. The professionalism and genuine concern of the management, faculty, and staff reassures us that the challenge will be met.
Appendix A

Tier 1 Research data for the Team’s review
Prior to the Site Visit

1. Does the College have a required assessment/placement test? If yes, what percent of students taking the test are recommended to pre-collegiate courses? In which disciplines? Are such student prohibited from enrolling in transfer or certificate courses?

2. Does the College have a required assessment/placement test for ESL students? If yes, what percent of students taking the test are recommended to each level of ESL? How is a new student referred to the ESL assessment?

3. How many new students who are assessed prior to a particular term score into each course in the Math or English sequence?

4. What percentage of students enrolls in the Math or English class that is recommended by the assessment? What is the successful completion rate for those students?

5. What percentage of students enrolls in a Math or English class that is not recommended by the assessment? What is the successful completion rate for those students?

6. What percentage of students who should take Beginning Algebra or below or degree-applicable English or below don’t take any English or Math in their first semester?

7. For each non-transfer course in the English sequence:
   a. What percent of students successfully complete the class?
   b. What percent of successful completers complete the next sequential course successfully?

8. For each non-transfer course in the ESL sequence:
   a. What percent of students successfully complete the class?
   b. What percent of successful completers complete the next sequential course successfully?

9. For each non-transfer course in the Mathematics sequence:
   a. What percent of students successfully complete the class?
b. What percent of successful completers complete the next sequential course successfully?

10. For each non-transfer course in the Reading sequence:
   a. What percent of students successfully complete the class?
   b. What percent of successful completers complete the next sequential course successfully?
Appendix B

TEAM MEMBERSHIP

Kirsten Sondergaard Colvey is a twenty-six year veteran of the California Community College system. Her professional background involves increasingly responsible experience in community colleges with five of those years in direct administration/supervision of college wide student service programs. Currently, employed as Dean of Student Services, she oversees all the Counseling and Matriculation functions as well as transfer and career services and articulation at Crafton Hills College. She has also served as the Learning Disability Specialist.

Ms. Colvey has expertise in student development, educational counseling, California Community Colleges Matriculation components and regulations, First-Year-Experience activities, and the design and evaluation of academic and student support activities. She is noted for her knowledge of laws and regulations pertaining to programs for students with disabilities, with particular emphasis on the assessment and identification of students with learning disabilities. She regularly participates on state advisory committees (including the Learning Disabilities Advisory Committee and Matriculation Advisory Committee) and serves as a field resource to State level policy discussions in these areas.

Ms. Colvey holds two advanced degrees. Her Master of Science degree in Special Education from Pepperdine University consisted of learning theory, cognitive development, assessment of learner behavior, task analysis, curriculum design, individualized instructional methods, and counseling for students with disabilities. The Master of Arts in Educational Counseling program which she completed at California State University at San Bernardino involved training in counseling theory and techniques, assessment processes for use in the counseling environment, legal and ethical issues in counseling as well as counseling for diverse populations. Subsequent formalized academic preparation included training in psycho-educational assessment processes. Previously she earned a BA in Community Studies (emphasis: education) from University of California at Santa Cruz.

Ms. Colvey has provided expertise as a consultant to community colleges in the areas of Assessment for Students with Learning Disabilities and was a trainer for the California Community College System in the Learning Disabilities Eligibility Model for five years. She currently consults on the topics of student service programs (especially as they link...
with instruction), student learning outcomes, basic skills education, the “first year experience”, college planning, and programs for students with disabilities.

As with her other colleagues in the Deming Group she has a strong commitment to the principles of student success and to the various missions of the community college and has made been a co-presenter at state and national conferences.

**Merrill Deming** has twenty-seven years of increasingly responsible experience in the California community colleges with eight of those years in direct administration/supervision of college wide instructional programs. Currently employed as Professor of Mathematics at Crafton Hills College, she has also served as Learning Disability Specialist, Coordinator of the Learning Resource Center, and Acting Dean of Continuing Education/Evening College.

Ms. Deming has expertise in student learning outcomes and First-Year-Experience activities; the design and evaluation of curriculum, instruction, and academic support activities; program planning and review; enrollment/FTES management; as well as in the uses of technology in teaching. She is noted for her knowledge of laws and regulations and has participated on state committees (including the Distance Education Technical Advisory Committee) for the revisions of Title V regulations.

Her Master of Arts degree in Education from California State University at San Bernardino consisted of learning theory, cognitive development, assessment of learner behavior, task analysis, curriculum design, individualized instructional methods, and counseling. Subsequent formalized academic preparation includes counseling and services for diverse populations, leadership in higher education, and human resource development. Previously she earned a BA in Political Science (emphasis: Constitutional Law) from The George Washington University.

Ms. Deming acts as a consultant to community colleges in the areas of student learning outcomes, basic skills education, the “first year experience”, college planning, and professional development. Recently she had the opportunity of assisting the staff of Chaffey College in the complete transformation of their basic skills program into a statewide model. She has also worked with the Maricopa Community College District, Mt. San Jacinto College, Sierra College, Cosumnes River College, College of the Desert, and the Kern Community College District as well as the statewide MESA (Mathematics, Science, Engineering Achievement) program. She works with The Gallup Organization, the League for Innovation, and the California Virtual Campus.
She has a strong commitment to the various missions of the community college and to the principles of student success and has made numerous presentations and keynotes to state and national organizations.

Katheryn Garlow has served for thirty-two years in the California community college system as a faculty member in English as a second language and as an administrator. She is currently the Dean of the Languages and Literature Division at Palomar College, having also served as ESL department chair, as coordinator of various ESL programs, as director of a nine-year federal grant, and as the professional development coordinator. She tutored children in English in Europe and supervised teachers and scheduled English as a foreign language classes at the Centro Colombo Americano in Bogotá, Colombia.

Dr. Garlow has extensive background in the design and implementation of curriculum; methodologies and materials in foreign language and English as a second language; in program planning, structures and review; in enrollment/FTES management; in articulation with local, state, and federal programs and agencies; and in faculty professional development. She has served on a number of statewide groups including the Board of Directors of the California Teachers of English to Speakers of Other Languages as historian, president, treasurer, community college representative, as well as several other appointed roles. Dr. Garlow has also been appointed to statewide memberships in groups including Matriculation Assessment Workgroup; Taskforce on English as a Second Language; Work Group on Emerging Modes of Delivery -- Joint Committee to Develop a Master Plan for Education Kindergarten through University; San Diego County Articulation Workgroup; Technical Assistance Group -- ESL Assessment and Articulation Issues; Advisory Board -- Policy Studies in Language and Cross-Cultural Education at San Diego State University; California Pathways Project; and the ESL Intersegmental Project. At Palomar College, she served for many years on the Faculty Senate, EOP&S Advisory Committee, Matriculation Transfer Committee, Curriculum Committee, Sabbatical Leave Committee, and Instructional Planning Committee. She chaired an accreditation committee, the Professional Development Review Board and the Staff Development and Training Committee.

Dr. Garlow’s Ph.D. degree was awarded by Claremont Graduate University and San Diego State University with emphases in policy studies in language and cross-cultural education and organizational theory in higher education. Her master’s degree is in linguistics with an advanced certificate in ESL from San Diego State University, and she earned a bachelor’s degree in English and German from Whittier College. Dedication to
student success, particularly to the success of ESL students, has been a hallmark of Dr. Garlow’s career, and she has made presentations and published articles on topics related to this commitment. She received the Sadae Iwataki Service Award from the California Teachers of English to Speakers of Other Languages, was awarded a Bilingual Education Doctoral Fellowship from the U.S. Department of Education, and was a finalist for the Distinguished Faculty Award at Palomar College.

**Cathy Harvey** has been an instructor at Grossmont Community College for sixteen years and has served the college as a proponent for academic excellence. Currently, she serves as an instructor for developmental reading and writing courses as well as the Learning Skills Coordinator for the English Department with oversight of the English Writing Center, the Reading Annex, and the Reading Program.

Within the English Department, Ms. Harvey has been an active participant in the development and implementation of the learning communities program from its nascent stage, a program that has grown monumentally. She both teaches and facilitates success in developmental reading and writing linked courses, while maintaining direct oversight over the curriculum for these pre-collegiate level students.

Not only has Ms. Harvey devoted her energy to the developmental learners, but she also has worked tirelessly to establish, supervise, and maintain tutorial support services offered through the English Department. She co-founded the English Writing Center, which serves all students on campus who seek to improve their reading and/or writing skills for pertinent courses. Staffed with an average of 23 tutors per semester as well as with multiple English instructors, the Writing Center gives students access to both individualized help and group instruction during more than 50 open hours per week. With an inherent understanding that tutorial services can always be improved, Ms. Harvey has hosted several round table discussions with area community colleges and universities to discuss current trends and best practices for reading and writing centers. The Reading Annex, which she also manages, serves students enrolled in all of the reading courses. As the reading curriculum is standardized for various reading courses, she has organized all pertinent instructional materials for easy access to the numerous instructors who use them. In that capacity, she demonstrates competency in using technology to support student learning.

Outside of the English Department, Ms. Harvey has served as the Chair of the Chairs and Coordinators Committee and as the Academic Senate President. As such, she understands the importance of maintaining harmonious working relationships and the significance of
problem solving. She has also served the college as an accreditation co-chair for two Accreditation Self-Studies. Currently, she is involved with the development of student learning outcomes.

Ms. Harvey has acted as a consultant to community colleges in the area of basic skills education. She has had the opportunity to work with the faculty, staff, and administration at Citrus College and Sierra College.

She earned both her Master of Arts Degree (Education with an emphasis in Reading) and Bachelor of Arts Degree (Spanish) at California State University, Long Beach. Having worked with community college students for almost all of her teaching career, Ms. Harvey is committed to supporting success for adult student learners.

Laura Hope has been a community college educator and leader at Chaffey College for the past eighteen years. During that time, she has served students as a professor of English, teaching foundation, transfer, and honors courses. Outside of the classroom, Ms. Hope has worked in various leadership capacities. She has served as the English, ESL, modern languages, and reading coordinator, Puente English instructor and co-coordinator, student learning outcomes coordinator, and interim dean of language arts. In 2000, Ms. Hope was elected Chaffey College Faculty Lecturer of the Year, and in 2006 she was honored by Chaffey College President, Marie Kane, and NISOD as an outstanding educator and leader.

The primary focus of her career has related to the Basic Skills Transformation at Chaffey College. She was selected from faculty to lead the implementation of the Success Centers and has worked as their coordinator since their inception in 2000. Ms. Hope also directed the Writing Success Center and has provided numerous presentations about the philosophy of the transformation at the request of instructors and administrators from many colleges throughout the state including Cerritos College, Citrus College, Mt. San Antonio College, Pasadena City College, El Camino Community College, Long Beach City College, and Riverside Community College.

The effects of the Basic Skills Transformation are well-known locally and nationally. Chancellor Drummond recently called the Chaffey College Success Centers a “model for the state,” and Ms. Hope led presentations for the Board of Governors in spring 2000 and summer 2006 illustrating the program’s success at the Chancellor’s request. The Success Centers have been honored as an outstanding program by the National Council for the Teachers of English, the Statewide Academic Senate, and the National Association of Instructional Administrators.
Ms. Hope is a product of the community college, attending Chaffey College for her pre-transfer course preparation. She later earned a Bachelor’s Degree in English and a Master’s Degree in Rhetoric and Composition from California State University at San Bernardino. In addition, she holds certification from the Association of Tutoring Professionals and the Research and Planning Group of California.

Ms. Hope’s graduate work explored the challenges of teaching under-prepared students. The issues of student access and success have been central to her work as a college professor and campus leader. Most recently, she was appointed by representatives from the Center for Student Success to develop a literature review on effective developmental education practices, which will inform a self-assessment tool to guide California’s community colleges in the Basic Skills efforts directed by Chancellor Drummond. In the spring and fall of 2007, Ms. Hope will work as a faculty trainer to assist other colleges as they develop their own strategies for improving basic skills success.

During this past year, Ms. Hope has served as a consultant to Taft Community College, Santa Barbara Community College, and Porterville College. As a consultant, she provides guidance and support for learning assistance programs, Title V compliance, instructional design, and curriculum revision.

As part of her commitment to the Chaffey College and community college missions, Ms. Hope initiated a Success Center in the California Institution for Women in Chino in 2005 to support an Associate’s Degree program for female inmates. Ms. Hope coordinates the instructional aspects of the program, trains inmate tutors with degrees, and teaches students in the program. This effort is strongly founded on the principles of access for all District residents as well as the transformational power of an education on individual lives.

**Marcia Krull** has more than thirty years of experience as a student-centered educator, including twenty-six years at Mt. San Jacinto College where she has served as Learning Disabilities Specialist, Director/Coordinator of the Learning Resource Centers, and Professor of Reading and English. She has served as co-chair of the Student Services Committee, co-chair of the Basic Skills Committee, and Secretary of the Academic Senate. Ms. Krull holds a Bachelor of Arts degree in Psychology and a Master of Arts degree in Special Education from the University of Pittsburgh and has completed more than 50 units of post-graduate study since moving to California in 1980.

In addition to her community college faculty responsibilities, Ms. Krull has served as a consultant to several community colleges where she has shared her expertise in learning
disabilities, instruction of under-prepared college students, curriculum development and evaluation, learning center management, and the use of technology for academic support. She has been a member of state evaluation teams at Chaffey College and San Francisco City College, has participated as a member of Basic Skills Teams for Chaffey College, Citrus College, and Porterville College, and has consulted with the California Community Colleges’ Chancellor's Office on numerous projects. She was selected as the lead trainer for the LD Eligibility Model trainings that are required for all Learning Disabilities Specialists in the California Community Colleges. She also worked as a member of the Advisory Board to develop a graduate certificate program in Adult Learning Disabilities for California State University Sacramento’s College of Continuing Education.

Ms. Krull has been a program specialist for the learning handicapped for Riverside County Schools, an academic therapist, and a lecturer in Education at California State University, San Bernardino. She has received several prestigious academic awards including the President’s Award from the California Association on Post-secondary Education and Disability and election to Phi Beta Kappa. Ms. Krull has co-authored two publications for the Community Colleges’ Chancellor’s Office and has made numerous presentations at local, state, and national conferences.

She currently teaches developmental English and reading classes at Mt. San Jacinto College and is a dynamic teacher with a strong commitment to student success.

Richard Taylor is a California native who received a Bachelor of Science degree and Master of Science degree in Mathematics from San Jose State University. Hired in 1999 as a math instructor at Cuesta College in San Luis Obispo County, California, he teaches basic skills as well as transfer level courses. He is currently the North County Campus Coordinator for the Mathematics Division at the college.

Mr. Taylor is a Mathematics Basic Skills Specialist who is passionate and innovative in making mathematics fun and accessible for students of all abilities and interests. He believes that basic skills education in mathematics can build the foundation to elevate student’s mathematical knowledge so that they can realize their professional and academic dreams. Through faculty efforts, Cuesta College students successfully complete basic skills classes in mathematics and go on to successfully complete higher level classes at a rate higher than the overall rate for the California Community College system.

Mr. Taylor is respected at Cuesta College and in the California mathematics community for promoting excellence in Basic Skills instruction. For two years he has served as the
chair of the Basic Skills Committee at the college. At staff development workshops he has presented “Study Skills for Basic Skills Courses” and “Motivation and Ability in Basic Skills Courses”. He is coauthor of a report entitled “A Comprehensive Academic Support Model for Cuesta College” presented to the Shared Governance Committee that includes a blueprint to revitalize Basic Skills instruction at Cuesta College.

Within California, Mr. Taylor has provided consulting services in mathematics to Mt. San Jacinto College and Sierra College. He has the reputation of carefully listening to the concerns of the students, the administration, and the faculty in order to customize recommendations that will maximize the effectiveness of a college’s Basic Skills Program.
Appendix C

TEAM READING MATERIALS

LONG BEACH CITY COLLEGE DOCUMENTS

- College Catalog, 2006 – 2007
- Course Outlines for READING, various dates
- Course Outlines for ENGLISH, various dates
- Course Outlines for MATH, various dates
- Course Outlines for ESL, various dates
- Handouts for students regarding learning assistance, Fall 2006
- Title V Grant, 2006
- Placement Test Reports and handouts for students
- Tech Center End of Year Report
- Overview of LRTT Support for the Basic Skills Agenda
- Records and Minutes of various related committees
- Management Team Organizational Chart, 2004 - 2005
- Schedule of Classes, Spring Semester, 2006 and Fall Semester 2006
- Selections from latest Accreditation Self-Study and Accreditation Report
- Site Location Map, undated
- Institutional Effectiveness Report, 2006
- Financial Aid Newsletter, Fall/Winter 2006
- Research Responses to Tier 1 (Appendix A) questions and other research inquiries
- Program and Services Review for English
- Learn 11 Study
- SI Study
- Tutortrac Summary—All Centers

**SELECTED OTHER PUBLICATIONS RECOMMENDED AS FOUNDATIONAL READING:**


*What Works: Research-based Practices in Developmental Education,* Hunter R Boylan, Continuous Quality Improvement Network with the National Center for Developmental Education, Appalachian State University 2002


“A Private Partner on a Public Campus: Does It Improve Development Outcomes?” M. Kay Grastie, *Community College Journal,* April/May, 1999

Count of Students who Enrolled in a Basic Skills Course and then Completed a Higher Level Course in the Same Area of Study, Chancellors Office, California Community Colleges, 2003/2004


“Quotable Quotes on Remedial Education”, *Community College Journal,* April/May, 1999


*High Stakes, High Performance: Making Remedial Education Work,* John E. and Suanne Rouche, 1999

Los Medanos College Academic Senate Developmental Education Task Force Report, Spring, 1998
# Appendix D

## Team Schedule

**Interview Schedule for November 30th, Thursday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Group</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>8:30 - 9:30</td>
<td>Welcome - Tour</td>
<td>LAC</td>
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<tr>
<td>9:30 - 10:00</td>
<td>Title V</td>
<td>PCC</td>
</tr>
<tr>
<td>10:00 - 10:30</td>
<td>Tech Center</td>
<td>PCC</td>
</tr>
<tr>
<td>10:30 - 11:30</td>
<td>BAE + LAR</td>
<td>PCC</td>
</tr>
<tr>
<td>11:30 - 12:30</td>
<td>ESL Centers</td>
<td>PCC</td>
</tr>
<tr>
<td>12:30 - 1:30</td>
<td>ESL Faculty</td>
<td>PCC</td>
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<tr>
<td>1:30 - 2:30</td>
<td>Lunch/Travel</td>
<td>Faculty Lounge</td>
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<tr>
<td>2:30 - 4:00</td>
<td>BAE/LAR</td>
<td>LAC</td>
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<tr>
<td>4:00 - 5:00</td>
<td>English Writing/Reading Center</td>
<td>LAC</td>
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<tr>
<td>5:00 - 6:00</td>
<td>Math Center</td>
<td>LAC</td>
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<tr>
<td>Time</td>
<td>Group</td>
<td>Location</td>
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<tr>
<td>9:00 - 10:00</td>
<td>DSPS</td>
<td>LAC</td>
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<tr>
<td>10:00 - 11:00</td>
<td>Matriculation / Admissions</td>
<td>LAC</td>
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<tr>
<td>11:00 - 12:00</td>
<td>BAE Faculty / Student Athlete Center</td>
<td>LAC</td>
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<tr>
<td>12:00 - 1:00</td>
<td>English Faculty / Math Faculty</td>
<td>LAC</td>
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<tr>
<td>1:00 - 2:00</td>
<td>Lunch</td>
<td>Faculty Lounge</td>
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<tr>
<td>2:00 - 3:00</td>
<td>LAR Faculty &amp; Staff / ESL</td>
<td>LAC &amp; PCC</td>
</tr>
<tr>
<td>3:00 - 4:00</td>
<td>SI / ESL / Counseling Faculty</td>
<td>LAC &amp; PCC</td>
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<tr>
<td>4:00 - 5:00</td>
<td>STAR / Student Service Deans</td>
<td>LAC</td>
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<tr>
<td>5:00 - 6:00</td>
<td>Vice President of Instruction</td>
<td>LAC</td>
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<tr>
<td>Time</td>
<td>Group</td>
<td>Location</td>
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<tr>
<td>9:00 - 10:00</td>
<td>Academic Deans</td>
<td>LAC</td>
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<tr>
<td>10:00 - 11:00</td>
<td>Vice President of Student Services</td>
<td>LAC</td>
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<tr>
<td>11:00 - 12:30</td>
<td>Academic Senate</td>
<td>LAC</td>
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<tr>
<td>12:30 - 1:30</td>
<td>Lunch &amp; ESL</td>
<td>LAC &amp; PCC</td>
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<td>1:30 - 2:00</td>
<td>Dean of Learning Resources</td>
<td>LAC</td>
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<tr>
<td>2:00 - 3:00</td>
<td>Deans of basic skills areas &amp; President-elect</td>
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<tr>
<td>3:00 - 4:00</td>
<td>Equity for All</td>
<td>LAC</td>
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<tr>
<td>4:00 - 5:30</td>
<td>Research</td>
<td>LAC</td>
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