

Los Angeles Southwest College Student Success Plan 2008-2009

(Includes Addendum 3 Year Plan 2008-2011)

I. Introduction

- a. Develop basic skills mission statements
 - i. English discipline, developmental education discipline, learning skills, and math discipline will develop mission statements (Fall 2008 – Maselli, McBride, Norwood, and Saakian)
 - ii. College will use the above mission statements to develop a college-wide basic skills mission statement (Fall 2008 – Basic Skills Advisory Group – Norwood)
 - iii. These mission statements will be posted on the college website under the appropriate department under the Academic Affairs website (Fall 2008 – Dean Walden)
- b. In regard to student responsibility the English, DC, and math disciplines will hold discussion on the possibility of instituting an explicit common attendance policy to be used by each English 21, DC, and Math 105, 112, and 115 instructor, so that students will clearly understand attendance expectations (a similar practice is done in developmental courses at CSUN and LaGuardia). This policy would provide structure, which BSSI notes is an effective practice for basic skills students (Fall 2008 – Maselli, McBride, Saakian, Walden).

II. Student Assessment/Placement into the Proper Levels of English and Math

- a. Revalidate and adjust math placement scores (Fall 2008 – Dammena, Tadele, Hector, Ramos, Saakian)
- b. Revalidate and adjust English placement scores and build a writing sample into the English placement (Fall 2008 – Turner-Odom). (CBP, pp. 6-8)

III. Curriculum

- a. Curriculum Alignment, i.e., clarify what students should learn in each course and give greater coherence to the courses in the sequence (CBP, p. 14-15).
 - i. English discipline will clarify student learning objectives and give greater coherence to the courses in the sequence. Work collaboratively with the DC discipline (Fall 2008 – Turner Odom & McBride)
- b. Rethinking the curriculum
 - i. Could curriculum be redesigned with a different pace and depth of instruction that keep students engaged and demonstrate a global focus and move them to college-level more quickly? Explore the possibility of combining Math 105 and 112 into one course (Spring 2009 – Tadele, Saakian). (CBP, p. 1,5,13)
 - ii. Textbook Review: Review common text-books and establish book/movie lists for English 21 and English 28 (Fall 2008 – Dillon)

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- c. Design Developmental Communication classroom assignments that engage students in real world activities and learning about their own learning, for example what resources are available to them in the learning centers (Spring 2009 – McBride). (CBP, p. 11)
- d. English Writing Center offering supplemental laboratory instruction and independent activities will become operational in Spring 2009 classroom learning in English 21 and 28.
 - i. English Writing Center Curriculum for 21 and 28 supporting English classroom learning. Center activities, like classroom activities, will be culturally responsive and cognizant of student real life situations. (Fall 2008- Preliminary Outlines Maselli, Turner-Odom, Cifarelli, and Dillon Drafts 9; Revisions all participating English faculty.)
 - ii. Course outline revisions: English 21 and 28 (to include alignment and include 18 lab hours (Fall 2008 – Maselli)
- e. Analyze and evaluate the effectiveness of Math 115 common exams implemented in Spring 2008 and make recommendations. (Spring 2009 – All FT Math faculty).
- f. Consider modularizing Math 115 into Math 115A and 115B (Fall 2008 – Dammerna and Saakian).
- g. Consider combining DC 21 and 23 into one course (All fulltime DC faculty— Spring 2009).
- h. Master syllabi are the medium for codifying “b” and “c.” Master syllabi should be departmentally reviewed and revised on ongoing basis.
 - i. Syllabi organization and content remain fully under control of faculty.
 - ii. Activities in an English Writing Center will coordinate with the master syllabi.
 - iii. Activities in the Learning Assistance Center will coordinate with the master syllabi (Spring 2009 – McBride)
 - iv. 21st century “literacies” – new technologies and multi-media – should be incorporated into the curriculum. [Ongoing Fall 2008 – Fall 2010]
 - v. Develop and Implement the Puente Program (as integral part of English curriculum) (Fall 2008 – (Cifarelli)
 - vi. Master syllabus for English 21 and English 28 will be departmentally reviewed and revised on ongoing basis (Fall 2008 and Spring 2009 - Maselli, Turner-Odom, and Cifarelli)
 - 1. Activities in an English Writing Center support the master syllabi.
- i. Focus on integrating culturally responsive classroom communities with existing traditions—including socio-economic and “real world” applications for writing and grammar” in classroom. (Common Reading and “Say the Word” event and anthology of student writing for all English Basic Skills students should be formalized as part of English Basic Skills Plan and eventually integrated into program, as at La Guardia Community College, NYC.) [Ongoing Fall 2008-Fall 2010] (Spring 2008 – Maselli)
- j. Develop and Implement the Puente Program

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- k. Coordinate courses and lab instruction for Math 105, 112, 115 (Fall 2008 – all fulltime math faculty); DC 21, 23 (Spring 2009 – all fulltime DC faculty) (CBP, p. 8)
- l. Establish Learning Communities cohorts using Developmental Communications as the base course (Fall 2008 – McBride & Walden)
- m. Use effective measures of achieving students learning outcomes such as, class portfolios, common finals, culminating essays, embedded class assessments, class SLOs, etc.
 - i. Use effective measures for SLOs: Pilot end of semester portfolios (with timed writing) in selected English 21 classes. (Spring 2009 – Turner-Odom)
 - ii. Use effective measures of achieving students learning outcomes such as, class portfolios, common finals, culminating essays, embedded class assessments, class SLOs, etc. in selected Developmental Communications classes. (Spring 2009 – McBride)

IV. Staff Development

- a. Focus 2008 Flex Day on culturally responsive pedagogy and implementation of the basic skills plan (CBP, p. 16).
 - i. Conduct ASAP workshop
 - ii. Conduct learning community workshop
- b. Consider developing leadership activities for faculty who can begin to change departmental cultures and practices (CBP, p. 4, 13)
 - i. Conduct at least three events which bring in professional experts to conduct workshops in learning theory, effective curricula, and teaching practice to improve all aspects of developmental teaching. (one in fall and two in spring)
 - 1. Eleanor Kutz (Oct 6, 1PM – 4 PM)
 - 2. Conduct a workshop on study techniques that are discipline specific as a follow using classroom assessment study skills protocol as a collaborative effort among faculty
 - a. This should be discipline specific and involve counselors
 - 3. Danny Martin for math department in early Spring 2009
 - 4. English will hold at least one workshop
 - ii. Organize two site visits for fall and four for spring encouraging faculty to use flex time to explore best practices at other campuses (same as Ca Benchmarking practice this past spring)
 - iii. In all of the above activities, be willing to address issues of race and to use culturally responsive pedagogy (CBP, p. 4)

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- c. Math, English, and DC will collaborate to offer brown bag lunches and conduct site visits, all of which can be used for flex credit (CBP, p. 4) (Spring 2009 – Maselli, McBride, Saakian)
- d. Conference attendance that somehow supports basic skills will be strongly encouraged for all faculty.
- e. Syllabi Development/Improvement (CBP, p. 4, 15)
 - i. Hold workshops for math faculty to complete syllabi revisions in fall 2008
 - ii. Begin and complete syllabi revision workshops for DC faculty (Fall 2008 – McBride).
 - iii. Conduct syllabi revision workshops for English faculty in spring 2009
- f. Design professional development activities and assessment protocols to ensure that these protocols principles are then implemented in the classroom (CBP, p. 4)
 - i. English workshops will be held that deal with effective practices, current pedagogy, student success
 - 1. Current Rhetoric and Composition practice and theory
 - a. New hires & recent MA graduates- Schwartz, Slama, Lozada have expertise in this area and can be used to conduct these workshops (Fall 2008)
 - ii. Workshops on improving student success, i.e., teaching effective study techniques for English classroom assessment study skills protocol as a collaborative effort among faculty (English faculty member, LASC counselor – Spring 2008)
 - g. Utilize the new teleconferencing room as a teaching-learning tool for teleconferencing staff development activities

V. Integrated Technology

- a. Provide explicit data on the proliferation of self-paced, computer-based, and other non-traditional delivery systems that may contribute to or mitigate student success in basic skills mathematics courses.
- b. Provide regular discipline-specific training on the use of technology as a tool to improve learning in the classroom

VI. Student Support Services

- a. Develop a comprehensive plan that annually orients all faculty about available student services (look at the WLAC ALP calendar)
- b. Comprehensive new student orientation
 - i. Freshman Experience
 - 1. DC Learning Community
 - 2. English Learning Community
- c. Anytime Student Assistance Program (ASAP)

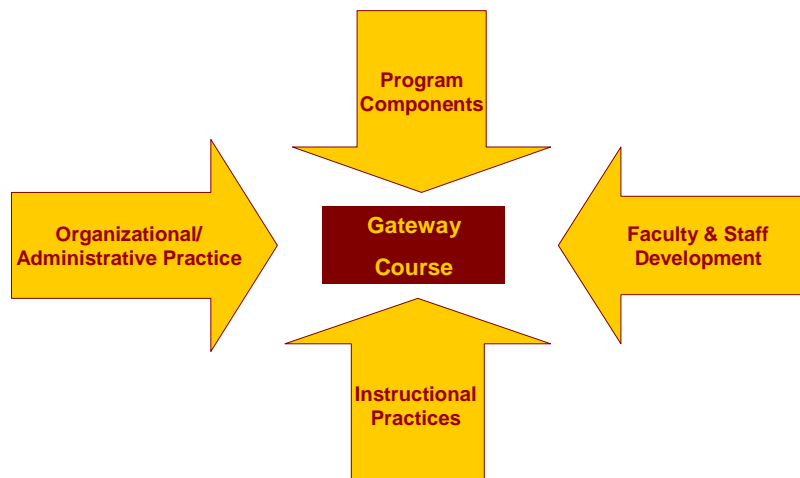
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- d. English Department's will produce an online newspaper to include a map of student support services to begin in Fall 2008
- e. Assigned counselors to work with English 21, Dev Com, Math 105 and 112
- f. Improve Lab Services
 - i. Hire more tutors from universities
 - ii. Coordinate lab hours with student working schedules
 - iii. proper training of tutors
 - iv. Partner with CSUs to train tutors
 - v. Encourage math faculty to assist students in labs

VII. Assessment

- a. Assess Student Success Outcomes:
 - i. Review baseline data for successful student outcomes (disaggregated by race/ethnicity) per course in curriculum pathways of 1) Math Basic Skills to Transfer Level Coursework and 2) Development Communications to English Transfer Level Coursework
 - ii. Create curriculum maps that demonstrate where problems of persistence and retention occur at each level of the curriculum pathway
 - iii. Choose a "gateway" course in both Math and Dev. Communications to focus improved student success efforts
- b. Benchmark Success
 - i. Set benchmark goals for student success outcomes. Set benchmark goals for 1, 3, and 5 years marks.
- c. Assess resources that build support for student success in gateway course at 4 levels of institutional capacity (organizational/administrative practice, program/departmental components, faculty & staff development, and classroom instructional practices):



- d. Math Assessment:

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- i. Instructional Practices/Faculty & Staff Development: Continue Syllabi Review & Classroom Assessment Implementation with Math Faculty
- ii. Program Components: Faculty/student interviews & Quick Surveys in Math Lab & Interviews with students in gateway courses who are referred to Anytime Student Assistance Program (ASAP) to determine effectiveness
- iii. Organizational/Departmental Practice: Culturally Responsive / Curriculum Review¹
- e. Developmental Communications Assessment:
 - i. Instructional Practices/Faculty & Staff Development: Faculty/Peer Instructional Observations & Classroom Assessment Instruments
 - ii. Program Components: Faculty/Student Interviews & Quick Surveys in Learning Assistance Center
- f. English Assessment
 - i. Norming of common exams
- g. Site Visits to Assess Effective Practices/Organizational Planning at Peer Colleges
 - i. Interviews / Observations at 2 Peer Colleges for Math and Dev. Communications staff and English (Fall 2008 & Spring 2009 – Walden)

VIII. Evaluation

- h. Evaluate ASAP tutoring program
 - i. Run success data of those who were referred from 07-08 (pay particular attention of student success in gateway course)
 - ii. Compare to goals set for success in ASAP pilot
- i. When enacting changes learned from assessment practices, plan/develop evaluation activities to investigate success of activities in relation to outcomes in gateway course
- j. 09-10 Action Plan
 - i. Continue cycle of inquiry in chosen gateway course and begin same cycle of assessment and evaluation with next course in curriculum pathway in Math and Dev. Communications

IX. Program Improvement (Based on results of assessments and evaluation)

X. Plans for Consideration in 2009-2010 and 2010-2011

- a. Consider integrating reading, writing, and language study within a multicultural and global framework instead of teaching concepts separately (CBP, p. 2)
- b. Possible implementation of quicker “alternative” pathways through basic skills courses, such as self-paced, 9-week seminars or utilizing the “Math Path” and “English Path” models used at both PCC and Mt Sac (CBP, p. 2,13)

¹ **[By analyzing “data” collected during above inquiry activities develop and implement actions to promote change in all 4 institutional areas that can improve student success -- think of change as small policy change and change larger reforms that can may need resource planning/allocation over three year period to impact change]

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- c. In concert with the point above, inquire about ways in which supplemental instruction is used to support regular classroom instruction (CBP, p. 2) (English and Math Path at PCC and Mt Sac)
- d. Possible future staff development (possible Flex Day activities)
 - i. Consider data presentation and analysis as a flex activity for all-College discussion so that there is greater awareness of these issues (CBP, p. 13)
 - ii. Have a workshop on steps students can use to succeed in a particular discipline including classroom management
- e. Develop an action plan for moving from a multi-level discrete skills-focused curriculum to a one semester integrated curriculum.²
- f. Institute culminating essay for AA Degree
- g. Engage students in inquiry into their learning process (**portfolios in specific classes with possible goal of e-portfolios for AA Degree.**).. *Master Syllabus in English 21 and English 28 [Ongoing Fall 2008 – Fall 2010]*
- h. Provide a gateway to college work that invites students to take on new learner identities as adults, as people who have prior knowledge and skills from the rest of their lives that they can draw on and connect to their learning, while having an opportunity to explore their past learning experiences (what has led them to develop their prior learner identities as readers, writers, math students), to process and gain some understanding of their present experiences and affective responses, and to understand some of what is involved in the new learner identities they'll want to build (including both habits of mind that are central to a particular area of study and to learning in general, and the ways of talking—the discourse—that are central to carrying out the conversations in that area).³
- i. Hire a learning disability specialist
- j. Provide a gateway to college work that is culturally-responsive and affirmative of students' cultural identities, both in the materials of the curriculum (e.g. readings by African-American, Latino, and Native American authors) and in demonstrating the compatibility of various cultural identities with success in the field (connections with role models, mentors), and that is also multicultural, in giving students an opportunity to become aware of cultural perspectives other than their own.⁴
- k. Provide a gateway to college work that makes explicit connections to students' lives, concerns, and areas of competence outside of the classroom, both bringing them into the classroom and providing a lens for looking back out in new ways. Since much learning outside of academic settings goes on in communities, where one learns insider ways and knowledge through participating as a would-be insider, in a form of apprenticeship (see the literature on situated learning), frame

² Source: California Benchmark Discussant's Report on LASC from Eleanor Kutz, University of Massachusetts/Boston, Professor of English

³ Ibid

⁴ Ibid

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gateway work in this way. (More advanced mentors can be helpful with this also.)⁵

- l. Provide a gateway to college work that doesn't look like more of the same. Academic work is about asking questions, undertaking inquiry, finding appropriate resources and developing relevant skills for learning about the world and communicating with others about what's learned; it's the questions that drive the learning and the need for particular skills, not the other way around. To provide a real gateway to college (vs. a gatekeeper that lets few in), the courses for entering students should invite them into substantive academic inquiry, integrating explicit attention to skills into that larger purpose.⁶
- m. Provide a gateway to college work that involves active learning, etc. best practices in teaching writing and reading (in an integrated way) and math⁷
- n. An alternate model:⁸
 - i. A one semester, intensive, team-taught (6 credit) gateway course that integrates reading, writing, language, learning organized around a theme/area of inquiry. (This could involve an integration of these areas with the work of a transfer-level in another area of the curriculum.) Support with the following Characteristics:
 - 1) Focuses inquiry on a theme or issue that is of interest to the faculty involved as well as to potential students
 - 2) Invites students to participate in a learning community where faculty and peers are working together to come to new understandings, allowing students to become apprentices as they engage in authentic inquiry with their more experienced teachers
 - 3) Gives student's ways of seeing and prior knowledge and their developing learner/reader/writer identities an explicit place in the curriculum
 - 4) Integrates reading, writing, speaking, listening and language skills in such a way that they grow out of and support the larger inquiry rather than being approached separately
 - ii. A one semester, intensive, team-taught (6 credit) gateway math course that focuses on fundamental mathematical thinking (e.g. number sense) and key concepts for future study (vs. breadth of coverage), locates those concepts in real world problems that are relevant to students' lives wherever possible, engages students in relevant activities, and attends to what it means to think and talk mathematically. Support with the following characteristics:⁹

⁵ Ibid

⁶ Ibid

⁷ Ibid

⁸ Ibid

⁹ Ibid

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- 1) Draws on and makes explicit students' prior experiences as mathematics, for example through the writing of "mathographies"
 - 2) Integrates writing as a way of making students' thinking visible to themselves and the teacher. (This website from a developmental math course at the University of Puget Sound offers examples of mathography prompts and other ways of integrating writing:
<http://www2.ups.edu/community/tofu/lev2/journaling/writemath.htm>)
 - 3) Integrates attention to the discourse of mathematics, moving from a working understanding of concepts to the naming of those concepts and paying explicit attention to what it means to think and talk mathematically.
- iii. Institute College-wide Writing and Literacy – Writing Across the Curriculum and in the Disciplines (WAC & WID)¹⁰
- 1) Faculty Professional Development National Writing Project In-service: Both 10-15 session and 2-3 day intensive programs available on campus
 - 2) Stage One: for English faculty
 - 3) Stage Two: for all humanities and social science instructors
 - 4) Continuity Programs such as the Summer Institute, and concentrations on WAC, early literacy, and English language learner programs are available and can be arranged locally through at NWP Local Sites at CSU Long Beach, CSU Los Angeles, or UCLA
- iv. Faculty Fellowships (LASC EFL)
- 1) Faculty fellowships are defined as one semester reassigned time to allow faculty member the opportunity to pursue a project which directly contributes to excellence and innovation in teaching and learning. As part of the application process, applicants must write a plan that clearly describes how their project benefits students, the college, and the faculty member; they should include a detailed timeline of tasks and develop a well-defined budget.

¹⁰ Source: LASC EFL Department

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- v. Writing across the Curriculum (WAC):¹¹
 - 1) Paired classes (partners)
 - 2) The development of a college-wide culture of language, literacy, and rhetorical skill, necessary to transforming the educational and life prospects of the college's students, is most effectively founded on a WAC program, itself most effectively implemented through paired classes, to be rolled out and expanded according to a plan to be developed.
 - a. Examples might be as follows:
 - 1. English 103 & philosophy
 - 2. English 102 & cultural anthropology/history/psychology
 - 3. English 101 & political science
 - 4. English 28 & sociology + 1 unit study skills reinforcement class
 - 5. English 21 & child development + 1 unit study skills reinforcement class
 - 6. English 20 & 1 unit study skills reinforcement class
- c. Protocol¹²
 - i. Two essays of 2-3 pages each and one 7-10 page research paper in the English partner class, graded by that class's instructor
 - ii. Coordinated syllabi/course content
 - iii. Up to one hour per week paired-instructors joint lesson planning, subtracted from office hour obligation
 - iv. Each English partner writing assignment preceded by full or half meeting time lesson in rhetorical and composition conventions and strategies for the appropriate discipline-specific and intellectual model of the essay assignment
 - v. WAC program assigned .25 reassigned time coordinator. The coordinator serves on WAC committee, which consists additionally of English department chair, one additional full-time English faculty member, academic senate president or senate officer designee, and dean of academic affairs presiding over English discipline.
 - vi. Additional protocols to be developed using the resources of The WAC Clearinghouse and model programs such as those at LaGuardia Community College, CUNY and at UC Santa Barbara.
 - vii. WAC Program Goals for Future Development
 - 1. All humanities and social science instructors undergo National Writing Program in-service

¹¹ Ibid

¹²

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2. Every college level humanities and social science class required to assign two 2-3 page essays/papers and a 7-10 page term project research paper
 3. Establishment of eligibility for English 28 as a prerequisite for all introductory college-level academic courses, with eligibility for English 101 a prerequisite for any college-level academic course beyond the introductory levels
- viii. Identify appropriate students at the new English 20 or the English 21 level to form a cohort to move through the English composition curriculum to English 28, English 101, English 102, and English 103 with the same instructor, cohort to be limited to pilot number of 21 recommended in 5a1.

XI. Implementation Timeline

- o. 1st phase implementation fall 2008
- p. 2nd phase implementation fall 2009
- q. 2nd year 2009-2010
- r. 3rd year 2010-2011

XII. Oversight and Organizational Structure

XIII. Resources – TBD