

# Seahawk Semester

Publishing all things academic...whenever we have the time!

## World Café Serves Up Deep Conversation about Things that Matter Most: Essential Skills

Ninety students, faculty, staff, and administrators gathered in Seahawk Center on April 7 to talk about the importance of the essential skills and to explore future directions for the College. A World Café is a widely recognized conversational process based on a set of integrated design principles through which we can explore our future.

Consultants [Brad Isaacs](#) and Greg Fitzgerald led the group through a series of discussions that addressed both the foundation for student success and what Harbor College might look like in 2013. A fuller description of the output from the group will be covered in the next issue.

Meanwhile, prepare for World Café II on the Mandatory Flex Day.



Students, faculty, staff, and administrators gathered in Seahawk Center to talk in depth about things that matter most.

### Inside this issue:

Basic Skills Quiz	2
Check Your Roster!	2
Reading Strategies	3
SLO Assessment	3
Financial Aid	3
Learning Styles	4

Seahawk Semester is published periodically by the Office of Academic Affairs of Los Angeles Harbor College. To suggest topics or contribute articles, please contact Dave Humphreys at 310-233-4025 or by email at [humphrd@lahc.edu](mailto:humphrd@lahc.edu).

## Accreditation Report Makes “Connection”

Accreditation is all about making connections. WASC, our national accrediting body, wants to see how Harbor is “connecting the dots.” What are the links we have established between policy and program, planning and budget, teaching and learning? How does

Harbor integrate its abstract “policy” decisions with the more “concrete” reality of what actually happens on our campus and in our specific classes? More specifically, do our budget and planning decisions realistically reflect our completed program reviews that

are based on solid learning outcomes and assessment? Accreditation challenges us to “flesh out” what it means to connect the “idea” of a community college with what we actually do.

**Cont., Connection, p. 4**

## FERPA Protects Students’ Rights

Have you ever had a parent call you in order to find out why the student received a particular grade or discuss the student’s progress in your class? Ever have a man show up in your office looking for his wife—he says she’s taking classes at Harbor, but he just doesn’t have the exact class or room number?

Being the ever-helpful faculty or staff member, did you comply with their requests?

If you did, under the Family Educational Rights and Privacy Act (FERPA), you may have violated the student’s rights...and the law.

FERPA is a federal law that protects the privacy of student records. Faculty and staff are not permitted to discuss with anyone, including parents or spouses, the nature of a student’s progress or divulge grades without a signed con-

**Cont., FERPA, p. 4**



## How Well Do You Know Our California CC Students? Self-Assessment Quiz

General Knowledge about California Community Colleges, Basic Skills Students and Yourself.

**For each question, please select the best answer.**

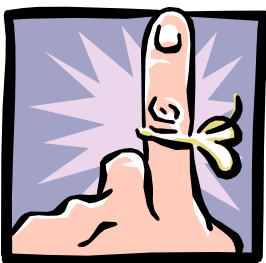
1. Approximately what percent of California Community Colleges students place into one or more basic skills courses in reading, writing, ESL or math?
  - a. 0%
  - b. 25%
  - c. 35%
  - d. 50%
  - e. Over 70%
2. What percent of the students in your class probably require additional pre-collegiate training in order to be successful in college-level course work?
  - a. 10%
  - b. 20%
  - c. 40%
  - d. 60%
  - e. Over 70%
3. The definition of basic skills is: Those foundation skills necessary for students to succeed in college level work in
  - a. Reading
  - b. Writing
  - c. Math
  - d. English as a Second Language (ESL)
  - e. Any of the disciplines above as well as learning and study skills
4. How many students who start 3 or more levels below college level actually make it to a college level course?
  - a. Less than 10%
  - b. 15% - 30%
  - c. Approximately 40%
  - d. Over 60%
  - e. 80% or more
5. What is the AVERAGE number of hours our CCC students work per week? (as reported by the CCCCCO)
  - a. 8 hours/week
  - b. 16 hours per week
  - c. 24 hours per week
  - d. 28 hours per week
  - e. 32 hours per week

6. Which of the following is true of basic skills students in California community colleges?
  - a. They generally assess uniformly low on placement tests in all areas; reading, writing, math, and ESL
  - b. They may assess low on placement tests in one discipline while testing at college-level in other areas (i.e. a college level writer but require additional work in math)
  - c. They are easily identifiable in our classes by sex, age or ethnicity.
  - d. They usually have learning and study skills necessary to succeed in college-level work.
  - e. They are found only in the Community Colleges and are only rarely found at the UC and CSU campuses.
7. Which of the following is true about student success in basic skills?
  - a. The success rate in basic skill classes is the same as other college class success rates.
  - b. Ethnic diversity has no effect on student success in basic skills.
  - c. There are obvious and very different success patterns in basic skills courses based on ethnicity.
  - d. Students that take basic skills classes always do better in the college level classes.
  - e. The majority of basic skills students complete the entire basic skills class sequence.
8. Latina/o students represent the fastest growing population of community college students (averaging 27% of CCC students statewide but up to 85% at some individual colleges). Approximately what percent of Latina/o students and parents were unable to name even ONE source of financial aid funding?
  - a. 5% -15%
  - b. 15% -30%
  - c. 30% -45%
  - d. 45% -50%
  - e. 50% -65%

Reprinted from *Constructing a Framework for Success: A Holistic Approach to Basic Skills*, pp. 3-4

Answers: 1 = e; 2 = e; 3 = e; 4 = a; 5 = e; 6 = b; 7 = e; 8 = d.

*What percent of the students in your class probably require additional pre-collegiate training in order to be successful in college-level course work?*



## Check Your Rosters Early and Often!

Don't forget to check your rosters early and often. Do not allow students whose names do not appear on your roster to attend class. There are entirely too many "in lieu of grade cards" submitted two or three semesters late, and that costs the District money.

Politely ask students to go directly to Admissions and Records to get verification of their enrollment in your class. If you let them attend without verification, it is too easy to let it slide. There should be no excuse for names omitted on the final roster.

## Sadowski Offers Strategies for Helping Students Read

On June 3 and 4, Thomas Sadowski, a reading specialist from Allan Hancock College, presented a workshop for faculty on helping students in all disciplines read their assignments more efficiently.

Sadowski emphasized that our students need to be *active* readers. They should begin by briefly predicting what the reading will be about in order to link the new material with prior knowledge. Students should always read with a pencil in hand to make comments in the margin and underline important parts of the text. Repeating important information aloud also helps internalize the meaning. Students may also make a map or diagram that re-formats the information. Keeping a vocabulary log and a summary of the reading also helps to personalize the material.

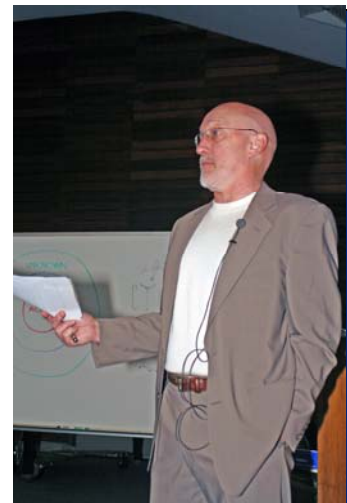
Sadowski recommended that instructors, regardless of discipline, spend about five minutes in each class period preparing

students for the reading they will do for homework.

- 1.) Make sure students know what the reading is about and how it fits into your lesson plan.
- 2.) Ask students to scan the chapter, looking for visual cues like section headings, graphs and charts, and the like.
- 3.) Ask students to take a minute to skim the material to get a sense of what the material will be about.

A more formal approach to reading includes the SQ3R process: Survey, Question, Read, Recite, and Review.

Sadowski has been head of the reading program at Hancock College since 1998. Having been designated a Developmental Education Specialist by the prestigious Kellogg Institute, he is in high demand as a consultant to various colleges throughout the state. Thomas also has special expertise for teaching English to speakers of other languages; for teaching com-



Reading Specialist Sadowski

position, technical writing, cross-disciplinary reading and writing; and for vocational literacy.

Sadowski recommends the following books for faculty:

Douglas Buehl, *Classroom Practices for Active Learning*

Rita Millstein, *We're Born to Learn*

*Instructors, regardless of discipline, should spend about five minutes in each class period preparing students for the reading they will do for homework.*

## SLO Assessment Takes Off at Harbor College

Throughout the spring semester, Harbor College's faculty have been busy developing assessment measures for their "bread-and-butter" courses. In 2006 most of the existing course outlines were re-written to include student learning outcomes. Over the last three years, all new course outlines have included SLOs.

Now, however, comes the next step: measuring whether students are actually achieving the stated learning goals for the course. Faculty have been attending a series of workshops focusing on checking to make sure that the stated SLOs are measurable and then writing measures for each outcome.

It is important to note that at this time we don't have to write measures for every outcome for every course. We are currently focusing on the most important and largest-enrolling courses for the fall. Measures for other courses will be phased in over the next few

**Cont., Assessment, p. 4**

## What Faculty Should Know About Financial Aid

**Sheila Millman**

Many students who are eligible for financial aid never apply. Currently, about 40% of our students receive a fee waiver – probably more than half would be eligible. About one-quarter of our students receive grant aid – money they do not have to pay back. However, we are certainly missing many who would be potentially eligible.

You can help! Simply encourage all students to apply for aid by mentioning it in your syllabus and talk about it on the first day of class. Talk with students who don't have their books. We can give eligible students a book voucher within days of their completing an application. Any faculty member who does a payroll deduction to the Faculty and Staff Book fund (which funds

our voucher program and scholarships) can ask us to buy a book for a student who would otherwise not be eligible for aid. Financial aid provided over \$6 million to our students in 2007-08.

Visit the LAHC financial aid Website:

<http://www.lahc.edu/student-services/finaid/index.html>



## Vary Your Lessons to Account for Differing Learning Styles?

Building a variety of types of activities into your lessons will help your students be more successful. Some students learn best by reading the material, but others when they perform an action, hear directions orally, or work with others in a group assignment. You can ask your students to provide you with an assessment of their learning styles by visiting one of the following *free* Internet sites:

**Diablo Valley College Learning Styles Survey**  
[www.metamath.com/multiple/multiple\\_choice\\_questions.html](http://www.metamath.com/multiple/multiple_choice_questions.html)

**VARC** — [www.vark-learn.com/English/index.asp](http://www.vark-learn.com/English/index.asp)

**Solomon and Felder Learning Styles Index**  
[www.engr.ncsu.edu/learningstyles/ilsweb.html](http://www.engr.ncsu.edu/learningstyles/ilsweb.html)

**Brookhaven Learning Styles Assessment Links to several varieties of learning assessments**  
[www.brookhavencollege.edu/learningstyle/learning\\_style\\_assessments.htm](http://www.brookhavencollege.edu/learningstyle/learning_style_assessments.htm)

### Connection, from p. 1

Our next accreditation Self-Study is due in 2012. Ideally the development of that study should be the tool through which the College assesses and integrates all its planning processes. A midterm report to the accreditation commission – a snapshot of how the work is progressing – is due this coming February. By agreement of the administration and the Academic Senate, the two of us will be coordinating the preparation of that report in a way that jumpstarts the development of the 2012 Self-Study with the widest possible involvement.

We'll begin this summer by locating and organizing all accreditation-related materials and making them accessible in hard copy and on the college website. We will also be seeking advice and consensus from many of you in terms of how we actually can "connect the dots," implementing the objectives we set for ourselves in the 2006 Self-Study and achieving the goals set by the accrediting commission in its response. We look forward to working with all of you in this joint endeavor.  
<http://www.lahc.cc.ca.us/accreditation2005/index.html>

### FERPA, from p. 1

sent form. (Students may also specifically forbid the release of "directory information" if they choose.) Even students under the age of 18 have these rights transferred to them as "eligible students" when they attend a school beyond the high school level.

For more information on FERPA, check the following Website:  
[www.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html).

Also see LACCD [Board Rule 8401.11](#).

### Assessment, from p. 3

years. A six-year calendar—meant to correspond roughly with the program review cycle—will help relieve the burden on our faculty.

In addition to the regular course SLO assessment this year, the college will also be measuring one of the important Institutional Learning Outcomes—reading.

To visit the Student Learning Outcomes work area on the Web, visit the following URL: <http://www.lahc.edu/facultystaff/slo/index.html>. Here you'll find the SLO assessment worksheets for many of our college courses. For more information about the work area, please contact Lora Lane, Ext. 4178 or by email at [lan-elm@lahc.edu](mailto:lan-elm@lahc.edu).

Also be sure to visit the District SLO site at <http://www.laccd.edu/inst%5Feffectiveness/Student%5FLearning/>

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