



Achieving the Dream™

2017 Annual Reflection & Leader College Application

Instructions

The annual reflection process provides a structured way for Achieving the Dream institutions to consider their student success work over the past year and to plan for the coming year. It guides reflections that emphasize success with system changes, progress with integration of multiple reform efforts that may be operating on the campus, and student centric solutions aimed at improving student outcomes. ATD coaches and staff provide feedback on the reports to help colleges refine next steps and they distill common themes and lessons to build knowledge of the institutional change process and to improve ATD's support of the networks' transformational work. The 2017 Reflection Process includes four components: the annual reflection narrative and data template, an optional application for recognition as a new Leader College, a coach satisfaction survey, and an interventions showcase submission.

Annual Reflection Report

The annual reflection is designed to facilitate the engagement of a representative group of stakeholders to review and discuss the institution's student success and equity work including progress made, challenges faced, current priorities, and goals for the coming academic year. Important topics include efforts to achieve the scale and full adoption necessary for sustained success of the changes your college seeks to implement.

Leader College Application

Institutions submitting an annual reflection have the option of applying for initial Leader College status by completing the Leader College application at the end of the annual reflection.

Please note that the Leader College application includes a Achieving the dream Data Template which when completed will capture your college's student outcomes over three or more years.

Coach Satisfaction Feedback

Institutions are requested to complete a short survey on their satisfaction with their assigned coaches. This feedback will help ATD provide better, more personalized coaching services. We encourage your institution to fill this survey out as a group so as to facilitate discussion about coach satisfaction and to submit one entry. Survey responses are confidential and will only be seen by Achieving the Dream non-coaching staff. The survey can be completed by visiting: https://achievingthedream.qualtrics.com/jfe/form/SV_9Akht4Z824CRoLr

Interventions Showcase

Each college should document their student success work by updating existing interventions or adding new interventions to the Interventions Showcase. This is an important aspect of participation in the Achieving the Dream Network and an important resource for other institutions. Interventions Showcase users can log into the Interventions Showcase at www.achievingthedream.org/user.

Submission

The annual reflection and Leader College application is submitted via an online form, and each institution's individualized link will be sent to Core Team Leaders by June. The worksheet on page 3 of this document may be used to help colleges collaborate and draft responses before completing the online form. The annual reflection and Leader College Application is due **June 23**.

Questions

Please send an email to programandpolicy@achievingthedream.org or call (240) 450-0075 if you have any questions.

Annual Reflection

Note that the period covered by this Annual Reflection is June

2016 - May 2017. Please reflect on activities during this time period throughout the narrative.

West Los Angeles College

Is your institution currently a Leader College?

Yes

No

Because your institution is currently a leader college, you are eligible for a recertification extension. You will not be asked to submit a Leader College application at this time.

Annual Reflection

Note that the period covered by this Annual Reflection is June 2016 - May 2017. Please reflect on activities during this time period throughout the narrative.

Contributors to the Annual Reflection

Please identify the stakeholders who contributed to the 2017 Annual Reflection by listing their name and title. (Ex: James Brown, Chief Academic Officer)

Contributor 1 (name and title)	Mary-Jo Apigo, ATD Administrative Co-Chair/ Dean of Teaching and Learning
Contributor 2 (name and title)	Clare Norris, ATD Faculty Coordinator/Associate Professor of English
Contributor 3 (name and title)	Agyeman Boateng, Research Analyst
Contributor 4 (name and title)	With input from members of West's Student Success Committee/ATD Core Team and Academic Senate
Contributor 5 (name and title)	
Contributor 6 (name and title)	
Contributor 7 (name and title)	
Contributor 8 (name and title)	
Contributor 9 (name and title)	
Contributor 10 (name and title)	

Student Success Vision

Briefly outline your institution's current student success vision. Note that this vision should be your ideal for how students will experience your college. It should include overarching, achievable goals that will act as key milestones as your college moves towards your student success vision.

Suggested word count: 300-500 words

Our student success vision is encapsulated in our college vision and mission statements:

WEST: A gateway to success for every student

West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others. A West education enriches students with the knowledge and skills needed to earn certificates and undergraduate degrees, to transfer, to build careers, and to pursue life-long learning.

These are operationalized in our major college plan goals dealing specifically with student success helping to direct our strategic efforts toward student success.

Our Educational Master Plan goals that best reflect those efforts are as follows:

- Improve student achievement, both overall and among historically lower-achieving groups.
- Create a culture in which faculty develop and apply expertise in proven, effective, learner-centered teaching strategies.
- Foster ethical and affective development as well as cognitive development in all student populations.
- Inspire and increase the rate of faculty, staff, and administrators' involvement in professional learning activities.
- Create clear completion pathways
- Develop and implement systematic services to help at-risk students identify goals early in their programs of study and to progress towards them.
- Prepare students to enter a competitive workforce.
- Enhance curriculum vitality, viability, and relevance.

Our Equity Plan goals that best reflect those efforts are as follows:

- Improve access to instructional programs and services for male students.
- Improve course completion rates for African-American and Hispanic/Latino students, veterans, and foster youth.
- Increase the number of African-American students who complete the basic skills sequence in English and math.
- Increase the number of African-American and low income students who earn degrees and certificates.
- Increase the number of African-American and low income students who earn degrees and certificates.

Our Student Success and Support Program (SS&SP) goal that also reflects those efforts is as follows:

The goal of Student Success & Support Program at West is to increase student access and

success by providing students with core SS&SP services that include orientation, assessment, abbreviated and comprehensive student educational planning, and follow-up services for students on probation, dismissal, in excess of 100 units, and enrolled in basic skills courses to assist them in achieving their educational and career goals.

Briefly describe your systemic change priorities that help your institution achieve its student success vision. We recommend you identify 2-3 priorities. Each priority is likely comprised of multiple student success efforts that work together to achieve systemic change.

Note: A student success effort is defined as a policy, practice, or procedure designed to reduce or eliminate barriers to students' progress and ultimate success in education and the labor market.

Suggested word count: 300-500 words

The three systemic change priorities informed by West's major college plans are (1) Facilitate Professional Learning for Student Success, (2) Enhance Instructional/Learning Support, and (3) Expand Basic Skills Sequence Completion Options.

In our 2012 ATD Implementation Proposal, we named "Professional Development" as an intervention strategy we would implement to increase sequence completion and degree/certificate attainment. As a result, we have continued to pursue Professional Development or Learning opportunities for our faculty, staff, administrators, and student workers. As a result of that prioritization, our 2014-2020 Education Master Plan includes two goals related to professional learning and one of the action projects West listed in our 2016 accreditation self-study Quality Focus Essay is "Professional Learning." West received a Basic Skills Student Outcomes Transformation grant funded from the California Community College Chancellor's Office that is focused on establishing a Professional Learning Hub. The Hub includes faculty trainers leading local training on seven proven, effective instructional methodologies: Acceleration, Culturally Responsive Teaching and Learning, Growth Mindset, Habit of Mind, Just-in-Time Remediation, Reading Apprenticeship, and Supplemental Instruction.

Another intervention strategy we included in our 2012 Proposal was "Enhanced Tutoring". Since that plan was enacted, West has established a Supplemental Instruction program and all tutor training has been strengthened. This priority, the Enhancement of Instructional/Learning Support will lead to the continuation and expansion of those efforts and prioritize improved coordination between instructional faculty members and the tutors in their disciplines, and Supplemental Instruction is growing and improving. Faculty-led workshops will continue to be offered and publicized through the college Learning Center. In addition, a workgroup was formed to discuss improving instructional support on campus. Participation included faculty and staff from across the campus. The workgroup formalized recommendations for the Academic Senate that were forwarded to the College President for approval.

West's third priority that will help us achieve our vision is to Expand Basic Skills Sequence Completion Options. Students already have two options to complete the English pre-collegiate sequence because English faculty members, who were trained by the California Acceleration Project, created an accelerated course that gives students a one-semester option to prepare for college composition. Our math discipline faculty recently shortened a 4-semester algebra sequence into 3 semesters, and they continue to explore other ways to promote basic skills math sequence completion, including offering a new course designed to facilitate students' understanding of word problems. New basic skills math courses have been developed in collaboration with math faculty.

What key metric(s) are you using to measure progress on achieving your student success vision? Select all that apply.

- Aspen Prize for Community College Excellence
- IPEDS

- National Community College Benchmarking Project
- National Student Clearinghouse
- Predictive Analytics Reporting Framework
- Pathways Project (AACC)
- Student Achievement Measure
- Voluntary Framework of Accountability
- Other (please specify):

Institutional Effectiveness Partnership Initiative / California Community College Chancellor's Office Data (particularly Student Success Scorecard)

The primary resource that allows us to track our progress on student success is our participation in the California Community College Chancellor's Office (CCCCO) Institutional Effectiveness Partnership Initiative (IEPI).

The IEPI provides a Framework of Accountability that incorporates key metrics provided by the State Chancellor's Office, including metrics developed as part of the CCCCCO Student Success Scorecard such as the Scorecard Completion Rate (percentage of degree, certificate, and/or transfer seeking students

As part of our research agreement with the National Student Clearinghouse, Achieving the Dream has access to your institution's NSC data and calculated outcomes. If you would like to share data from other sources, we encourage you to do so. There will be an opportunity to upload data at the end of the form.

Progress Update

Reflect with your group on your institution's progress with building capacity in each of seven critical areas that contribute to improving student success over the past academic year. Consider both the positive factors and the challenges affecting the student success efforts at your institution. Note which areas will be priorities for further development in 2017-2018.

Leadership & Vision

The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.

Is this area part of your strategic plan?

Yes

No

Did your college pursue any strategies in this area during the past academic year?

Yes

No

Progress

Suggested maximum word count: 300 words

West's permanent President was selected and finished his first academic year at the College. He and his Cabinet have remained engaged in supporting initiatives for systemic institutional improvement and student success initiatives on campus. The campus has been committed to strong engagement in connecting integrated planning with budgeting and accountability on student success outcomes. West is working on the Integrated Plan for the CA Chancellor's Office that aligns the College Basic Skills Initiative, SSS&P Plan, and Student Equity Plan.

In addition, the ATD faculty Coordinator position has continued at West as a 0.4 reassignment for the faculty member facilitating the implementation of the interventions. The ATD Administrative Co-Chair is the college's Equity Coordinator and has a leadership role in the College Equity Plan. Deans, classified staff, and faculty leaders also continue to play an increased role in advancing student success initiatives.

Challenges

Suggested maximum word count: 300 words

The Los Angeles Community College District's Supplemental Retirement Program led to about 30 retirements on campus, including leadership and key faculty and staff in Academic Affairs, Student Services, and Administrative Services.

Do you have goals in this area for the 2016-2017 academic year?

Yes

No

Goals for 2017-2018 Academic Year

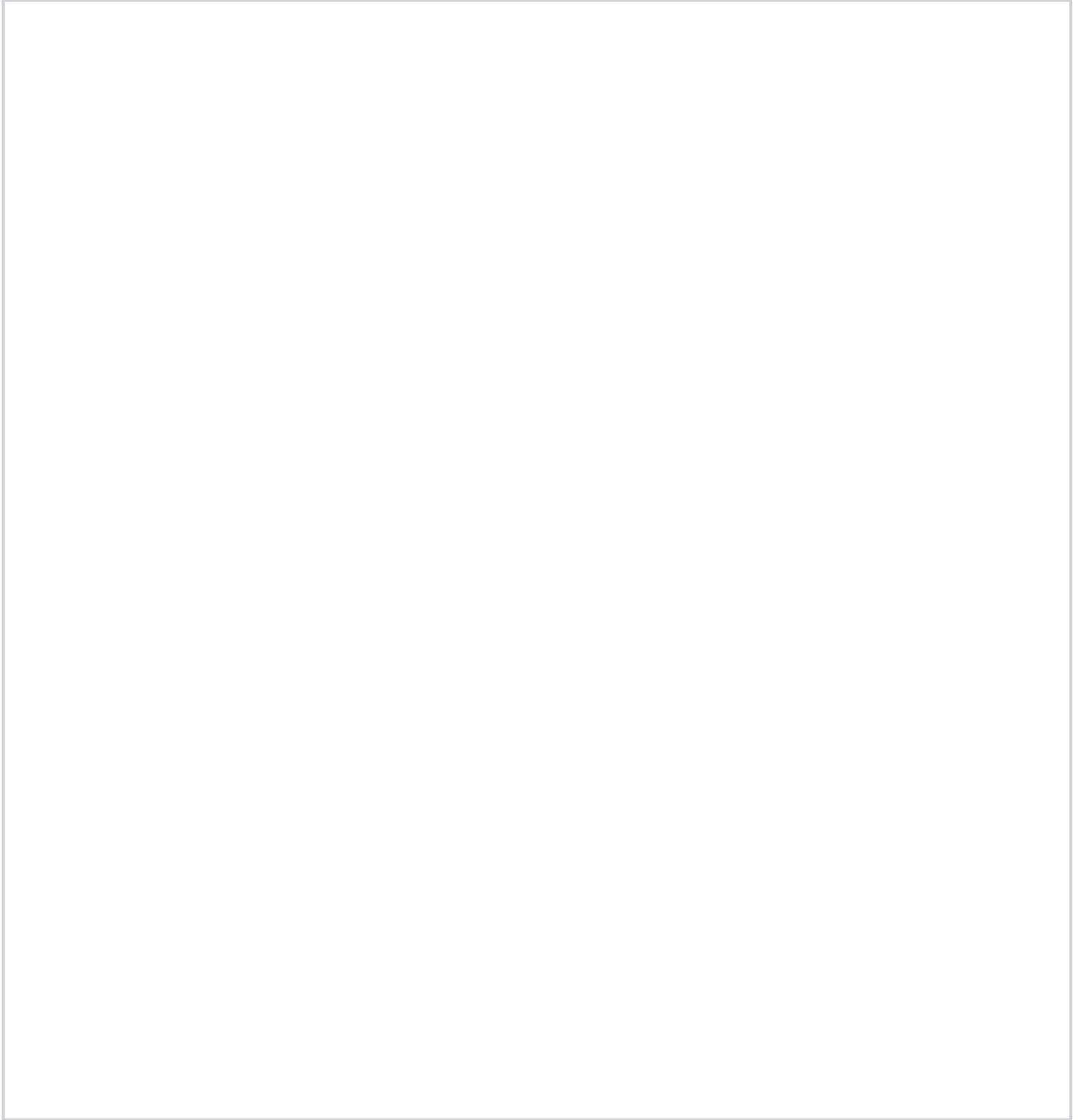
Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

The ATD teams' goal is to work closely with the newly selected Vice President of Student Services. In addition, once selected, the ATD teams will work closely with the VP of Academic Affairs, SSS&P Director, and IT Director to ensure expanding the support from and connection to the President and his cabinet.



What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?



Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

Yes

No

Progress Update

Reflect with your group on your institution's progress in improving student success over the past academic year. Describe this progress for each area and consider both the positive factors and challenges affecting the student success efforts at your institution.

Data & Technology

The institution's capabilities to collect, access, analyze and use data to inform decisions, and to utilize and leverage technology to support student success.

Is this area part of your strategic plan?

Yes

No

Did your college pursue any strategies in this area during the past academic year?

Yes

No

Progress

Suggested maximum word count: 300 words

In the past year, the Data Team has been involved in a project to host a Data Summit. This project was inspired by a conference presentation at a previous ATD DREAM Conference. It was further developed by Data Team representatives attending BSILI, the statewide Leadership Institute for Curricular and Institutional Transformation. A year's worth of professional growth, collaboration, and planning resulted in the College-wide Data Summit. As a key feature of the College's Annual Leadership Retreat, the Data Summit provided a venue for learning and discussion about some of the College's student achievement metrics, equity gaps, and efforts to increase student success for over 80 faculty, staff, and administrators. Another product of this work was a stronger, more engaged Data Team, which is planning follow-up engagements to the Data Summit to take place at the beginning of Fall Term.

A separate development this past year was that an additional Research Analyst joined the Institutional Effectiveness staff, greatly improving the college's ability to evaluate projects spawned and supported by the college's Equity Plan.

Challenges

Suggested maximum word count: 300 words

The LACCD is migrating from a home-grown student information system to PeopleSoft. This migration is currently underway as Fall 2017 students are enrolling in the new system, and comes on the heels of technology migrations in the 2016-2017 academic year for West's learning management system to Canvas and for West's Student Learning Outcomes (SLO) process and Program Review process, which are now managed in TracDat. The combination of the coming wave of retirements in key positions with this major technological transition risks potential disruptions in services to students—from enrollment to course delivery, and in colleagues' ability to generate and share information.

While the migration to PeopleSoft is District-managed, a PeopleSoft Implementation Task Force has been developed internally at West to organize campus efforts to acclimate to the new software and to surface and address any issues that may arise.



Do you have goals in this area for the 2017-2018 academic year?

Yes

No

Goals for 2017-2018 Academic Year

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

The Data Team is seeking to continue the conversation and engagement from the Data Summit. One goal for the Data Team is to seek to collect qualitative data (e.g. focus groups) to engage and encourage innovative approaches to transforming student success (e.g. guided pathways) at West.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Ideas or frameworks for how to follow the Data Summit and how to maintain engagement will be helpful. We are also interested in alternative formats or frameworks for follow-up engagements whether small-scale or large-scale.

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

Yes

No

Progress Update

Reflect with your group on your institution's progress in improving student success over the past academic year. Describe this progress for each area and consider both the positive factors and challenges affecting the student success efforts at your institution.

Equity

The commitment, capabilities, and experiences of an institution to equitably serve low-income students, students of color, and other at-risk student populations with respect to access, success, and campus climate.

Is this area part of your strategic plan?

Yes

No

Did your college pursue any strategies in this area during the past academic year?

Yes

No

Progress

Suggested maximum word count: 300 words

This year, West continued its Equity Project Proposal process, in which faculty and staff submitted proposals for projects to improve student success and close equity gaps for disproportionately affected groups. The Equity Workgroup received 33 proposals for 2016-17 Student Equity Funding, which totaled about four times the amount available to allocate. Each application required demonstrating integration of projects with College Master Plans, the Equity Plan, and impact on target populations and student success indicators. The Equity Workgroup carefully reviewed each application using the rubric developed by the Office of Teaching & Learning and decided on a plan to fund as many proposals as possible. Some funded projects included support services for our foster youth and veterans; Puente Northern CA college tour; Black Scholars support services, and the Supplemental Instruction program designed to target basic skills classes heavily populated with students targeted by our Equity Plan.

The ATD Administrative Coordinator has taken on the leadership role of the College's Equity Plan and worked on the equity goals in order for the college to achieve real, measured successes for all students and especially for the goals of:

A. Access – Improve access to instructional programs and services for males. Assess any disproportionate impact on access for foster youth and veterans.

B. Course Completion - Improve course completion rates for African American and Hispanic/Latino students, veterans and foster youth.

C. Basic Skills Completion

- English: Increase the number of African American students who complete the basic skills sequence in English and enroll in transfer level English course.
- Math: Increase the numbers of African American students who complete the basic skills sequence in math and enroll in transfer level math courses.
- ESL: Increase the number of African American, male and low-income students who complete a basic skills ESL course and enroll in a transfer-level ESL or English course.

D. Degrees and Certificates – Increase the number of African-American and low income students who earn degrees and certificates as indicated by their intended educational goals and programs of study.

E. Transfer - Increase the number of African American, Hispanic/Latino, Low-income and DSPS students who transfer as indicated by their educational goals and programs of study.

Challenges

Suggested maximum word count: 300 words

Like at many colleges, the equity gaps in West's math basic skills sequence completion rates are staggering. West's ATD/Student Success teams want to support all faculty members in trying proven methods for bolstering learning and success among populations of students who struggle the most. We would especially love to see interventions specifically targeting improvements for basic skills math outcomes.

Do you have goals in this area for the 2017-2018 academic year?

Yes

No

Goals for 2017-2018 Academic Year

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

The California Community College Chancellor's Office has requested that colleges align the following three plans: Basic Skills Initiative, Student Support & Success Program, and Student Equity. The ATD team will work with the College in developing the Integrated Plan due at the end of 2017.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

West would like to review ATD Colleges with similar demographics and college challenges to understand how they are addressing their equity gaps. West is interested in learning best practices in closing equity gaps, especially in math, and how they can be customized for the College.

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

Yes

No

Progress Update

Reflect with your group on your institution's progress in improving student success over the past academic year. Describe this progress for each area and consider both the positive factors and challenges affecting the student success efforts at your institution.

Teaching & Learning

The variety of educational programs, learning experiences, instructional approaches, and academic and non-academic supports strategies designed to facilitate student learning and success

Is this area part of your strategic plan?

Yes

No

Did your college pursue any strategies in this area during the past academic year?

Yes

No

Progress

Suggested maximum word count: 300 words

With funds from the California Community College Chancellor's Office Basic Skills Student Outcomes Transformation grant, West is developing a Professional Learning Hub that will provide on-campus training opportunities in evidence-based instructional methodologies to a large number of faculty and assist them to implement these methodologies in their courses. West has identified a Professional Learning Hub Coordinator and seven Faculty Trainers for the following evidence-based instructional methodologies:

(1) Acceleration; (2) Culturally Responsive Teaching and Learning; (3) Growth Mindset; (4) Habits of Mind; (5) Just-in-Time Remediation; (6) Reading Apprenticeship, and (7) Supplemental Instruction. The Dean of Teaching & Learning/ATD Administrator Coordinator is managing the Professional Learning Hub.

The College is advertising to fill the vacant Professional Development Coordinator, who will also report to the Dean of Teaching & Learning/ATD Administrative Coordinator.

In coordination with the LA College Promise initiative, the College is coordinating efforts to provide professional development to the faculty teaching the Promise courses so they can integrate effective, proven instructional methodologies.

Challenges

Suggested maximum word count: 300 words

The vacancy of West's Professional Development Coordinator, who had been heavily instrumental in promoting a culture of professional learning across the campus, bringing professional learning opportunities to the college, especially connected to student success, has impacted the college-wide coordination of professional learning opportunities for both faculty and staff.

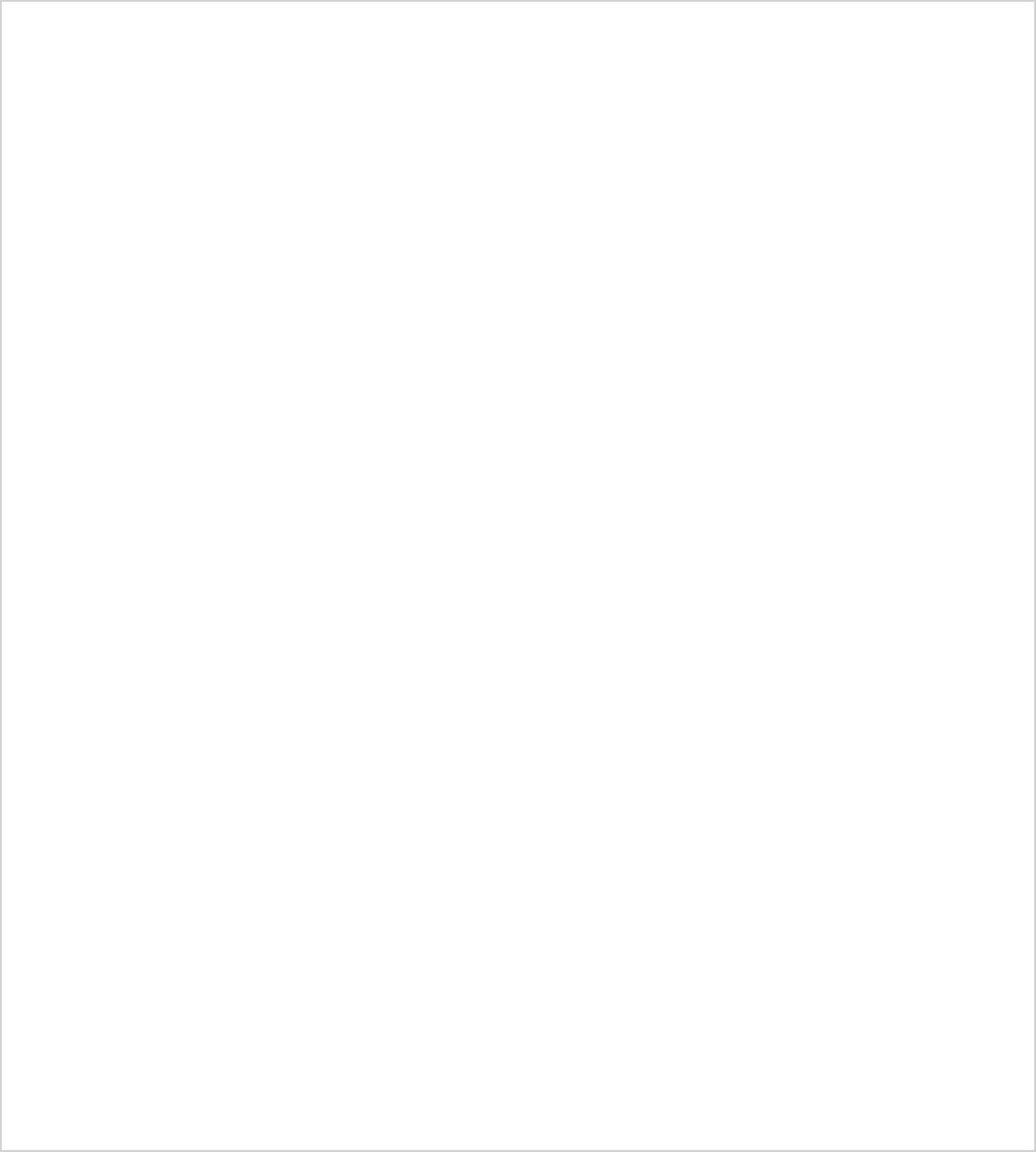
Goals for 2016-2017 Academic Year

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

Once selected, ATD will work closely with the Professional Development Coordinator to align priorities and share professional learning events at the Student Success Committee and ATD Core and Data Team meetings. We also look forward to re-instating the Professional Learning Subcommittee that has been on hiatus during the vacancy.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?



Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

Yes

No

Please describe the promising practice (if this is one of the interventions in your college's Interventions Showcase, feel free to include a link to the updated intervention).

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Thirteen West English instructors have been trained by the California Acceleration Project and have been teaching accelerated English classes with Supplemental Instruction since Fall 2014.

Progress Update

Reflect with your group on your institution’s progress in improving student success over the past academic year. Describe this progress for each area and consider both the positive factors and challenges affecting the student success efforts at your institution.

Engagement & Communication

The process of enabling key external stakeholders, such as K-12, universities, employers and community-based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.

Is this area part of your strategic plan?

- Yes
- No

Did your college pursue any strategies in this area during the past academic year?

- Yes
 - No
-

Progress

Suggested maximum word count: 300 words

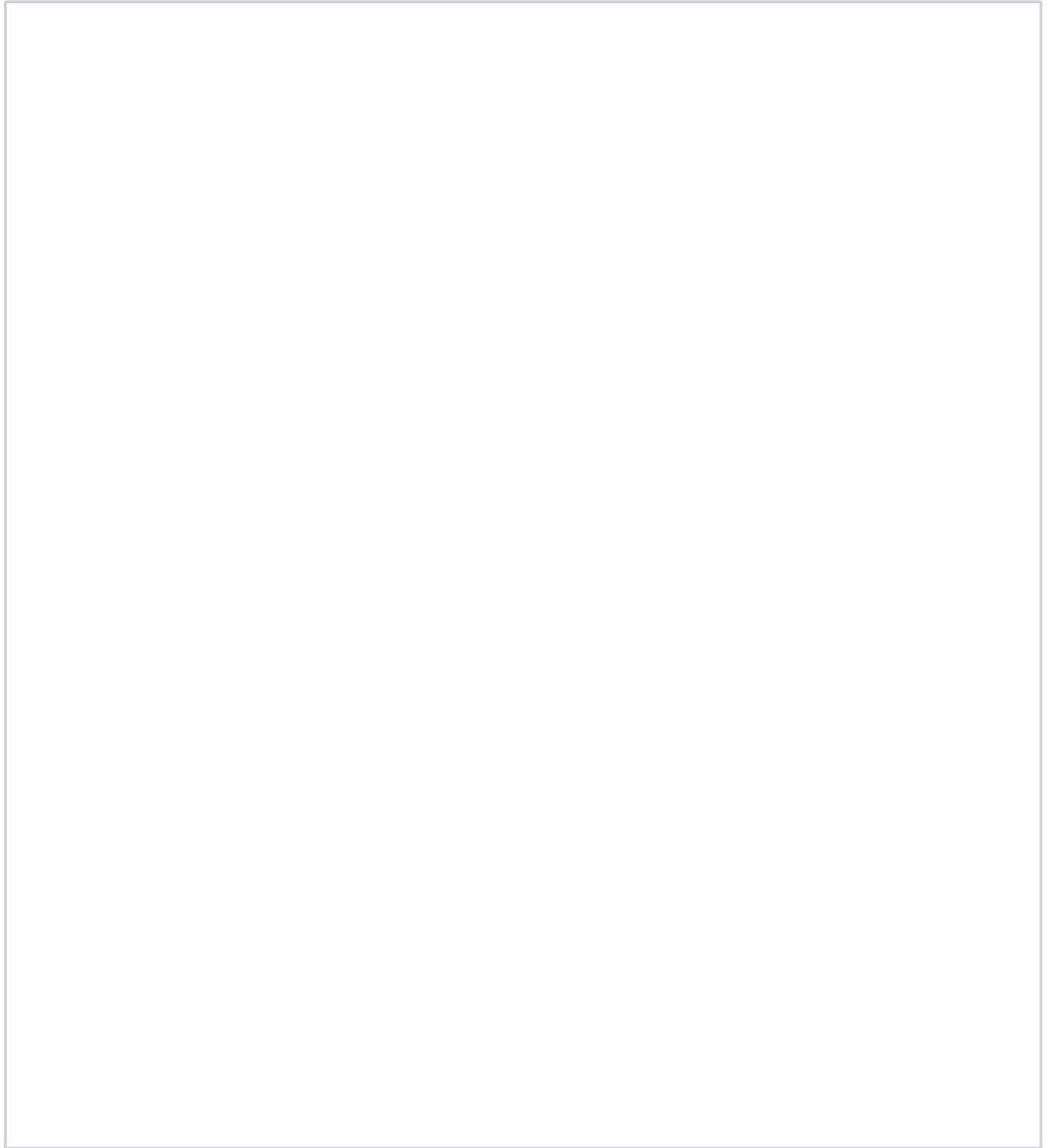
Since 2012, the ATD newsletter: ATDetails, is developed monthly and distributed campus-wide to update the college on student success news. They include updates from the ATD Core Team members, Data Team news, Professional Development Coordinator, and student articles. They are posted on the ATD website at <http://www.wlac.edu/committees/Student-Success-Committee/Acheiving-the-Dream/index.aspx>.

West's Outreach Coordinator is expanding college partnerships with high schools. The Dean of Campus and Community's programs reach local middle and high schools. West so has successful partnerships with CSU Dominguez Hills, CSU Los Angeles, University of West Los Angeles, Charles Drew University, among others. The Vice President of Workforce Education expanded partnership development and collaborations with workforce, universities, and employers.

As part of the LA College Promise, West worked with LAUSD schools to provide outreach for students who graduated in 2017 to participate in the Promise, attend a sequenced schedule of courses, and receive the first year tuition-free.

Challenges

Suggested maximum word count: 300 words

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Do you have goals in this area for the 2017-2018 academic year?

Yes

No

Goals for 2017-2018 Academic Year

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

West plans to better incorporate LA College Promise with ATD Initiatives, such as the Semester Kickoff.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Additional resources for successful College Promise programs will be helpful as we have our first Promise Cohort in place for Fall 2017 and begin planning for Fall 2018.

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

Yes

No

Please describe the promising practice (if this is one of the interventions in your college's Interventions Showcase, feel free to include a link to the updated intervention).

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Since 2012, the ATD newsletter: ATDetails, is developed monthly and distributed campus-wide to update the college on student success news. They include updates from the ATD Core Team members, Data Team news, Professional Development Coordinator, and student articles. They are posted on the ATD website at <http://www.wlac.edu/committees/Student-Success-Committee/Acheiving-the-Dream/index.aspx>. West shares this promising practice annually at the Emerging Ideas Exchange of the ATD DREAM Conference.

Progress Update

Reflect with your group on your institution’s progress in improving student success over the past academic year. Describe this progress for each area and consider both the positive factors and challenges affecting the student success efforts at your institution.

Strategy & Planning

The alignment of the institution with the umbrella goal of student success and the institution’s process for translating the desired future into defined goals and objectives and executing the actions to achieve them.

Is this area part of your strategic plan?

- Yes
- No

Did your college pursue any strategies in this area during the past academic year?

- Yes
 - No
-

Progress

Suggested maximum word count: 300 words

As part of the California Community Colleges' Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI), West set targets for successful course completion; completion rates for both college-prepared and underprepared students; completion rates for students in basic skills, math, English, ESL, and CTE courses; and number of degree and certificate awards. This past year, in a process that involved review, discussion, and approval in several venues in the College governance structure (i.e. Planning and Institutional Effectiveness Committee, College Council), the College adjusted its IEPI targets.

In West's Program Review cycle, divisions and designated subunits align their goals with the College Educational Master Plan (EMP); the resource request prioritization process is populated by requests stemming from unit goals, aligned as such. Both Program Review and Educational Master Plan information have been entered online into TracDat, making reporting on the connection between these two levels of the planning structure easier, which in turn will facilitate evaluation of the EMP.

Challenges

Suggested maximum word count: 300 words

Under the leadership of the new President, and in response to recommendations from the report from the recent Accreditation site visit, the College is undertaking a thorough evaluation and reorganization of its personnel structure. This restructuring is both opportune and necessary as a wave of retirements (due to a District incentive) will leave a number of vacancies in key administrative positions. As an example, between Fall 2016 and Fall 2017, the College will have hired a new President, two new permanent Vice Presidents of Academic Affairs and of Student Services, a new Academic Senate president, in addition to a host of Deans and Directors, with more to follow at the turn of the calendar year.

In line with the restructuring due to staff reorganization is the movement toward restructuring planning processes at West. The President has articulated the need, due to both internal and external factors, for West to make strategic decisions about how it will focus its programs for the future. While this effort will be informed by broad campus discussion and reflection, it is in its beginning stages. Ultimately, strategic planning on the campus will be affected with the intent of improvement in the planning processes' focus, effectiveness, and fidelity to the College mission. As an ancillary matter, the State Chancellor's Office's restructuring of policy regarding the development of Student Equity Plans, Basic Skills Initiative, and Student Support & Success Plans will also factor into the evolving shape and focus of the College's strategic planning.

Do you have goals in this area for the 2016-2017 academic year?

Yes

No

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

Yes

No

Progress Update

Reflect with your group on your institution's progress in improving student success over the past academic year. Describe this progress for each area and consider both the positive factors and challenges affecting the student success efforts at your institution.

Policies & Practices

The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

Is this area part of your strategic plan?

Yes

No

Did your college pursue any strategies in this area during the past academic year?

Yes

No

Progress

Suggested maximum word count: 300 words

Last year West continued its revitalization of its High School outreach. In its effort to increase overall enrollment, online enrollment at the College in particular has risen this past year. The Los Angeles College Promise program was initiated, guaranteeing a tuition-free education at colleges in the Los Angeles Community College District to qualifying graduates of Los Angeles Unified School District high schools. West's Noncredit program also grew over the past year and has become increasingly integrated with student on-boarding/matriculation processes.

TracDat for Student Learning Outcome assessment and Program Review was implemented in the 2016-2017 academic year. While this meant changes in the technical aspects of these assessment and planning functions, some changes to the assessment practices tried to take advantage of the new technology in the past year (e.g. changing SLO questions to gather both richer and more granular information). Maturation of the implementation in 2017-2018 augurs potential further changes to these assessment and planning practices.

The Educational Master Plan (EMP) guides the college's strategic planning and all other college plans (Technology, Facilities, etc.) align with the EMP.

Challenges

Suggested maximum word count: 300 words

The reorganization of the College's divisions and reporting structure (discussed in "Challenges" for Strategy and Planning) present challenges but also opportunities. Certainly, the turnover of leadership and administrative reorganization will have implications for policies and practices at the campus level.

There are a number of policies at the District-level that impact students' entry, registration, and navigation of college and course-taking that the adoption of PeopleSoft will affect (e.g. policies involving the enforcement of prerequisites, waitlist policies, fee/tuition enforcement). Currently, the full impact of these changes is undetermined, however the campus is aware (i.e. discussion in Academic Senate, Deans' Meetings, President's Cabinet) of the potential for disruption to student navigation of college services these changes may portend. The College's PeopleSoft Implementation Task Force will be key in addressing any such issues as they arise.

Do you have goals in this area for the 2017-2018 academic year?

Yes

No

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

Yes

No

If you would like to upload data with your reflection, please do so here.

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