2016 Annual Reflection
Worksheet

Contributors

Please identify the stakeholders who contributed to the 2016 annual reflection with their name and title.

- Mary-Jo Apigo, ATD Administrative Co-Chair/ Dean of Teaching and Learning
- Clare Norris, ATD Faculty Coordinator/Associate Professor of English
- Agyeman Boateng, Research Analyst
- With input from members of West's Student Success Committee/ATD Core Team and Academic Senate
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Student Success Vision

a) 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.

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 how earn degrees and certificates.
- Increase the number of African-American and low income students who earn degrees and certificates.

Our SS&SP Program 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.

b) 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 Facilitate Professional Learning for Student Success, Enhance Instructional/Learning Support, and 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." The college's Professional Development Coordinator formed a Professional Learning Subcommittee of the Student Success Committee. That subcommittee continues to plan professional learning activities for the college including Professional Development Week, the annual Leadership Retreat and Spring Summit and identify and bring to the college professional learning opportunities that foster student success like Reading Apprenticeship training and Habits of Mind leadership training.

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.

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.

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c) What key metric(s) are you using to measure progress on achieving your student success vision?

Data source(s)
Select all that apply:

☐ Aspen Prize for Community College Excellence

☐ Complete College America

☐ National Community College Benchmarking Project

☐ National Student Clearinghouse

☐ Predictive Analytics Reporting Framework

☒ State community college system data

☐ Student Achievement Measure

☐ Voluntary Framework of Accountability

Suggested word count: 300-500 words

Two primary resources that allow us to track our progress on student success are: our participation in the California Community College Chancellor's Office (CCCCO) Institutional Effectiveness Partnership Initiative (IEPI), and the Los Angeles Community College District (LACCD) Strategic Plan Metrics.

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 CCCCO Student Success Scorecard such as the Scorecard Completion Rate (percentage of degree, certificate, and/or transfer seeking students starting first time tracked for six years who complete a degree, certificate, or transfer related outcome) for students who begin at college-level Math and/or English ("prepared") or below college-level ("unprepared"), student completion of a college-level course who begin college below transfer level English or Math ("remedial rate"), and a number of other metrics. Under this framework, the college identifies one-year and six-year goals for improvement.

In addition, we reflect annually on our District Strategic Plan Metrics and report to the Institutional Effectiveness and Student Success Committee of our District Board of Trustees annually on our progress and plans for improvement. Our District Research and Effectiveness Office calculates metrics related to each District Strategic Planning Goal. Metrics tied to the first two goals (Programs and Services Responsive to Student Needs and Dedication to Learning) including several English and Math progression metrics, Fall to Fall and Fall to Spring persistence, among others.

The Annual review and reflection of these metrics occurs through participatory governance committee meetings such as our Planning and Institutional Effectiveness Committee (PIE), Student Success Committee, and an annual Joint Meeting with the PIE and Budget Committees, as well as other venues such as Divisional Council.

More information regarding these and other accountability metrics our college uses can be found here: http://www.wlac.edu/Research-Planning/Research/Accountability.aspx

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 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.

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

The President 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. 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 College is also supporting a 0.2 reassignment for a faculty to lead a Student Success Workgroup to develop formative and summative metrics that contribute to overall student success and achievement goals. The ATD Administrative Co-Chair is now 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

For the entire 2015/16 academic year West has had an interim president, an interim Vice President of Student Services, an acting Vice President of Academic Affairs, and an interim dean of CTE. This lack of permanence among the college's top level managers can contribute to a general atmosphere of uncertainty at the college.

Goals for 2016-2017 Academic Year [Optional]

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 permanent president once selected to ensure to expand the support from and connection to the president and his or her cabinet.

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

Promising Practice

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

☐ Yes   ☒ No

[IF YES] Please describe the promising practice:

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.

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

West's application was approved to send a team to BSILI, the statewide Leadership Institute for Curricular and Institutional Transformation, where, this month, our team, comprised of our two Data Team leaders and our Dean of Research and Planning, will work on planning a Data Summit, and develop strategies for evaluating our interventions.

The Technology Committee recently reviewed and revised the 2016-2020 College Technology Master Plan (TMP). The TMP aligns with the College Educational Master Plan and focusses on the following strategic directions:
1) Support Basic Skills Learning
2) Expand and Enhance Online Education and Instructional Technologies
3) Expand and Enhance Student Support
4) Update and Expand Classroom and Lab Technologies
5) Develop a Reliable, Accessible, and Convenient Web-Based Environment
6) Enhance IT Procedures, Security, and Campus Infrastructure
7) Enhance IT Related Administrative Services

Challenges
Suggested maximum word count: 300 words

The LACCD is migrating from a home-grown student information system to PeopleSoft. West is migrating its learning management system to Canvas for Winter 2017 offerings. The Student Learning Outcomes (SLO) process will be managed in TracDat; all faculty will submit assessments using TracDat starting in Fall 2016. These migrations will require extensive training for implementation.

Goals for 2016-2017 Academic Year [Optional]
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 data and technology. What are some action steps your institution plans to take to achieve these goals?
Suggested word count: 150-300 words

Host a Data Summit in the 2016-2017 school year.

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

Offer frameworks to consider for the Data Summit.

Promising Practice

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

☐ Yes   ☒ No

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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 used some of its Equity funds to support a burgeoning Supplemental Instruction program designed to target basic skills classes heavily populated with students targeted by our Equity Plan. West also used Equity funds to host Dr. Darrick Smith, an expert in culturally responsive pedagogy and transformative school leadership, who gave the keynote address on our Professional Development Day and returned to give a talk for students and at our annual Leadership Retreat for classified staff, faculty, administrators, and students this spring. In addition, to support transfer of African-American students West organized a student tour of Historically Black Colleges and Universities.

Four West faculty and staff members participated in the Los Angeles Community College District-wide Culturally Responsive Teaching and Learning training and led on-campus training sessions.

The ATD Administrative Coordinator has taken on the leadership role of the College's Equity Plan and will work 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.

Goals for 2016-2017 Academic Year [Optional]

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 equity. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

At West's 2015 Equity Summit, faculty and staff from across the college submitted more than twenty Student Equity Proposal Applications to advance the Equity Plan. The College would like to develop a college-wide, comprehensive equity initiative in support of the College Plan.

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.

Promising Practice

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

☐ Yes   ☒ No

[IF YES] Please describe the promising practice:

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.

Achieving the Dream™

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

The College has supported the investigation of effective teaching methodologies, annually sending faculty and administrators to the BSILI – Leadership for Curricular & Institutional Transformation Institute and to the RP Group Strengthening Student Success conference, both as participants and presenters. Six West English instructors have been trained by the California Acceleration Project and started teaching accelerated English classes in Fall 2014. The Dean of Teaching & Learning and ATD Administrative Coordinator has trained faculty and staff in a curricular intervention she and a colleague designed to foster a Growth Mindset. There are currently four established FIGs (Focused Inquiry Groups) providing opportunities for faculty to explore Cultural Competence, Reading Apprenticeship, Flipped Classrooms, and One Book/One College. These FIGs supplement the discussions of teaching methodologies found in the Teaching and Learning track of Tech Fair.

Also, a full time tenure track Learning Skills Language Arts instructor was hired at the beginning of this academic year. She is working with other colleagues to ensure that the Learning Skills discipline is offering students a curriculum that is most beneficial for them. She was also selected to coordinate West's Supplemental Instruction program, and her plan is to develop the teaching & learning leadership skills among West's SI Leaders.

Challenges

Suggested maximum word count: 300 words

This year, 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, was fully reassigned as West's Faculty Accreditation Chair. Since the college was focused on the Accreditation Self Study, the Professional Learning subcommittee did not meet in Fall 2015, and she is currently working to strike a balance between the two positions.

Goals for 2016-2017 Academic Year [Optional]

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 teaching and learning. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

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

Promising Practice

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☒ Yes   ☐ No

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

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.

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 a high priority area for your institution? ☒ 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 College is also filling a Vice President of Workforce Education position, which includes partnership development and collaborations with workforce, universities, and employers.

Challenges
Suggested maximum word count: 300 words

West is reenergizing its Data and Core team membership to ensure broad participation from campus constituents.

Goals for 2016-2017 Academic Year [Optional]
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 engagement and communication. What are some action steps your institution plans to take to achieve these goals?
Suggested word count: 150-300 words

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

Promising Practice

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

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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, West also 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.
>
> In West's Program Review cycle, divisions align their goals with the College Educational Master Plan, which is tied to the resource request prioritization process.
>
> The College has also advertised for a 0.2 reassigned time for a faculty member to contribute to developing, frame-working, and creating metrics for formative activities and summative outcomes that contribute to student success in areas including but not limited to transfer, career and technical education certificates, retention, persistence, and completion.

Challenges

Suggested maximum word count: 300 words

> The 0.2 faculty position has taken longer than expected to fill.

Goals for 2016-2017 Academic Year [Optional]

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 strategy and planning. What are some action steps your institution plans to achieve these goals?

Suggested word count: 150-300 words

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

Promising Practice

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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

This year, the college submitted its Self-Evaluation Report to the Accrediting Commission of California and Junior Colleges (ACCJC) and had a Team Site Visit in March 2016. Throughout this process, West underwent an internal evaluation and analysis to review College policies, procedures, and practices to ensure that we meet accreditation standards. Beyond compliance, though, self-evaluation allowed us to take stock of how well we are accomplishing our mission and where we should make changes to improve our service to our students. We had a successful Site Visit, and are awaiting the final decision from the ACCJC in June. All college committees are integrating accreditation standards as standing agenda items.

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

At the Site Visit Exit Report, the Team identified nine commendations and four recommendations for improvement. The Team did not report any recommendations for compliance. However, there are some recommendations for compliance at the District-level. West has already begun reviewing these recommendations and setting plans into action to address them. We will also work with the District to resolve the District-level recommendations.

Goals for 2016-2017 Academic Year [Optional]
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 policies and practices. What are some action steps your institution plans to achieve these goals?
Suggested word count: 150-300 words

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

Promising Practice

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

☐ Yes　　　　　☒ No

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