

Subject: 2015 Annual Reflection Successfully Submitted

Date: Friday, June 12, 2015 at 8:43:10 AM Pacific Daylight Time

From: mmulvey@achievingthedream.org

To: Apigo, Mary-Jo J.

Your 2015 Annual Reflection has been successfully submitted! A summary of your form responses is below. Please feel free to contact mmulvey@achievingthedream.org if you have any questions.

Recipient Data:

Time Finished: 2015-06-12 09:43:08

IP: 104.175.198.199

ResponseID: R_dgO8IU6mNbiMgn3

Link to View Results: [Click Here](#)

URL to View Results: <https://achievingthedream.qualtrics.com/CP/Report.php?>

SID=SV_81xoxiG1JsB03f7&R=R_dgO8IU6mNbiMgn3

Response Summary:

Is your institution applying for Leader College status (initial or recertification)?

Yes

1) CONTRIBUTORS TO THE ANNUAL REFLECTION Achieving the Dream suggests that your institution engages a representative group of stakeholders to review and discuss the institution's student success and equity work, the results of the Principles Assessment, and data for the four Achieving the Dream student success measures (as described in section 4). Please identify the stakeholders who contributed to the 2015 Annual Reflection by listing their name and title. (Ex: James Brown, Chief Academic Officer)

Contributor 1 (name and title) Mary-Jo Apigo, Dean, Teaching and Learning, ATD Core Team Co-Chair

Contributor 2 (name and title) Agyeman Boateng, Research Analyst, ATD Data Team Co-Chair

Contributor 3 (name and title) Clare Norris, ATD Faculty Coordinator, Associate Prof. English

Contributor 4 (name and title) With input from members of West's Student Success Committee and Academic Senate

Please write the email where you would like a summary of your responses sent.

apigomj@wlac.edu

2) PROGRESS STATEMENT Please describe your institution's progress in improving student success and completion over the past academic year. Please consider both the positive factors and challenges affecting the student success efforts at your institution. This summary may include aspects related to the institution's culture and environment such as leadership changes, building a culture of inquiry, engagement of full- and part-time faculty, staff additions or transitions, state or federal influences, budget reductions, and reaffirmation of accreditation efforts. [Limit to 750 words.]

The Los Angeles Community College District Colleges' coaching structure was reorganized, and as a result, West was assigned two new coaches. We have spent this year acclimating the coaches to our interventions and our processes. West's Vice President of Administrative Services retired this year, and the new VP started on June 1. The college president initiated a division reorganization, which has called for division chair elections and will likely lead to some changes in the college's faculty leadership, and our college president will leave at the end of this academic year. The Chancellor plans to appoint an interim president starting in July 2015, and a permanent college president starting as early as October 2015.

This year the college began the process of implementing its recently updated Educational Master Plan and its Equity

Plan. Both plans include student success-related goals and objectives.

West's Academic Senate continues its integration of professional learning into the culture of the college, which is one element included in the Educational Master and Equity Plans. The Professional Development Coordinator helped to organize a second Five-Day Experiential Learning Institute last August; she, along with the Dean of Teaching and Learning, helped the Senate Executive Committee plan Professional Development Week; she worked with the Committee that planned the annual college Leadership Retreat; she planned the second annual Spring Summit: Innovative Strategies to Increase Student Success; she started a Culturally Responsive Teaching and Learning Focused Inquiry Group; she worked with other District colleges to bring Community College of Baltimore County Culturally Responsive trainers to train LACCD personnel; she also formed the Professional Learning Subcommittee of the Student Success Committee. A Reading Apprenticeship (RA) Coordinator was also hired at West, and West won a grant for RA training for members of our STEM faculty.

In Fall 2014, three English faculty members were trained by the California Acceleration Project and piloted an accelerated pathway through West's developmental English sequence.

West's Student Success Committee has been evaluating its interventions from the 2012 Implementation Proposal on an ongoing basis. This year the Committee took on close examination of the Semester Kickoff and Enhanced Tutoring interventions. After much discussion among themselves and with ATD coaches, the Committee plans to scale back the Kickoff to focus on the elements that had the biggest draw for students. The Committee also formed an Instructional Support Workgroup this year to examine and discuss West's Instructional Support offerings and ultimately offer a recommendation to the Academic Senate to restore the Learning Skills discipline into the Library division.

West submitted a midterm report to ACCJC this spring and as a result of submitting an exemplary report, the college was granted an exemption for the Spring visit. We are now in the process of preparing for the Spring 2016 district-wide full self study report and visit.

The ATD faculty Coordinator position has continued at West as a .4 reassignment for the faculty member facilitating the implementation of the interventions. Then, during spring 2014, the college added an assistant research analyst to its research team.

Principle 1: Committed Leadership [1-2 paragraphs]

The average score for this principle is 4.2. All sub principles under 1.1 (Vision and Values) and 1.2 (Commitment) were above 4.0 with averages ranging from 4.1 (1.1a) to 4.5 (1.1c).

All of the items on the survey under this topic increased from the 2014 Principles Assessment Survey Results. The survey items that increased the most under this topic are as follows:

College communications, including website and news releases, emphasize a student success agenda (0.89 increase on a five-point Likert scale)

Senior leaders demonstrate willingness to support changes in policy, procedures and resource allocation to improve student success. (0.60 increase on a five-point Likert scale)

Since 2012, the ATD newsletter: ATDDetails, 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/Achieving-the-Dream/index.aspx>

The President and his Cabinet have remained engaged in vigorously 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.

Principle 2: Use of Evidence to Improve Policies, Programs, and Services [1-2 paragraphs]

The average score for this principle is 3.9. All sub principles under 2.1 (Institutional Research and Information Technology Capacity) and 2.2 (Process for Identifying Achievement Gaps) were above 3.5 with averages ranging from 3.6 (2.1c) to 4.3 (2.3b).

All of the items on the survey under this topic increased from the 2014 Principles Assessment Survey Results. The survey items that increased the most under this topic are as follows:

College routinely evaluates the effectiveness of efforts to improve student success and uses the results to improve policy and practice. (0.92 increase on a five-point Likert scale)

College routinely collects, analyzes, and reports longitudinal data on cohorts to chart student progress and outcomes. (0.90 increase on a five-point Likert scale)

In the development of our college-wide Educational Master Plan, college data was reviewed to identify gaps for goal setting. This process involved an increase in sharing data and discussion about activities to improve student success. West is also evaluating progress toward objectives in the Educational Master Plan, which includes efforts to improve student success. Moreover, the Program Review cycle is another opportunity to divisions and faculty to review student success data to develop goals and action plans.

Principle 3: Broad Engagement [1-2 paragraphs]

The average score for this principle is 3.7. All sub principles under 3.1 (Faculty and Staff Engagement) and 3.2 (Students and External Stakeholder Engagement) were above 3 with averages ranging from 3.3 (3.2b) to 4.2 (3.1a).

All of the items on the survey under this topic increased from the 2014 Principles Assessment Survey Results. The survey items that increased the most under this topic are as follows:

Part-time or adjunct faculty are actively engaged in institutional efforts to improve student success. (1.02 increase on a five-point Likert scale)

Student services staff routinely assesses student success strategies from the perspective of current research on effective practices. (0.99 increase on a five-point Likert scale)

West has made a concerted effort to reach out and involve adjunct faculty. Adjunct faculty are invited to participate in college-wide committees, including the Student Success/ATD Core Team Committee. Student Services managers and staff routinely assess their service area outcomes to identify areas to improve service delivery for students.

Principle 4: Systemic Institutional Improvement [1-2 paragraphs]

The average score for this principle is 4.1. All sub principles under 4.1 (Institutional Management), 4.2 (Organization) and 4.3 (Professional Development) were above 3 with averages ranging from 3.4 (4.3c) to 4.6 (4.2a).

All of the items on the survey under this topic increased from the 2014 Principles Assessment Survey Results. The survey items that increased the most under this topic are as follows:

College actively works to scale up and sustain pilot programs or practices that prove effective (1.21 increase on a five-point Likert scale)

College has established strategic planning process that relies on data to set goals for student success and to measure goal attainment. (0.78 increase on a five-point Likert scale)

As part of West's regular evaluation process, pilot programs are reviewed, modified as needed, and scaled up. The ATD Core Team worked to scale up the Semester Kickoff efforts to reach more students. Further evaluation of the

Semester Kickoff led to much discussion, and the Committee decided to scale back the Kickoff to focus on the elements that had the biggest draw for students. The Educational Master Plan includes measurable objectives for each goal. The Technology Master Plan, undergoing a revision, also will include measurable objectives. 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.

Principle 5: Equity [1-2 paragraphs]

The average score for this principle is 3.9. All sub principles under 5.1 (Institutional Equity) and 5.2 (Equity and the Classroom) were above 3.5 with averages ranging from 3.7 (5.2c) to 4.4 (5.1a).

All of the items but one on the survey under this topic increased from the 2014 Principles Assessment Survey Results. Item 5.1c decreased by 0.10. The survey items that increased the most under this topic are as follows:

Multicultural perspectives are integrated throughout the curriculum. (0.85 increase on a five-point Likert scale)

Faculty members proactively create a learning environment that promotes the success of all students. (0.68 increase on a five-point Likert scale)

The Culturally Responsive Teaching and Learning Focused Inquiry Group was formed in fall 2014. The Professional Development Coordinator also worked with other District colleges to bring Community College of Baltimore County Culturally Responsive trainers to train LACCD personnel. Two faculty and two staff were selected for train-the-trainer sessions so they can provide trainings locally to West. The Academic Senate's theme for the 2014-2015 academic year was Social Justice: Moving Towards Equity. The theme for the 2015-2016 academic year is Realizing Social Justice Through Cultural Competency.

Please choose one of the following student success outcome measures for which to analyze your institution's performance and upload a data table that disaggregates the student data by all students in the ATD cohort, race/ethnicity, gender and income status. More information on the student success measures and definitions can be found here. You will upload the data table for the outcome measure chosen when you reach the end of the form. We encourage you to use the ATD Data Template, but you may also use an institution-generated chart or graph.

Measure 3: Persist from term-to-term or year-to-year

Please analyze your institution's performance on your chosen student success outcome measure. Your narrative response should include: a) A description of your institution's performance in comparison with the previous year's outcomes b) An explanation of your institution's progress in closing achievement gaps among the disaggregated groups c) A description of your institution's plan to sustain/build increases, address decreases, and close achievement gaps

Fall to Fall persistence is one metric that is tracked to gauge our progress to our District strategic plan metrics. The District cohort definition is very similar to the ATD cohort definition with the difference that our District definition additionally restricts the cohort to students who have completed 6 units in the first term.

Overall, West student Fall to Fall persistence rose from 63.2% for the Fall 2010 cohort to 68.4% for the Fall 2011 cohort to 69.5% for the Fall 2012 cohort and 65.1% for the Fall 2013 cohort. While the persistence rate declined slightly for the Fall 2013 cohort, it is higher than the Fall 2010 cohort, and there was a steady increase in the Fall 2011 and Fall 2012 cohorts. Additionally, the persistence rates for the Fall 2013 cohort of Hispanic, African American, Male, and Pell students increased from the Fall 2010 cohort. In other words, our traditionally underserved populations maintained an increase in persistence rates, while the traditionally successful students (Asian and White) experienced a sharp decline and will likely recover in the coming years.

The Male cohort Fall-to-Fall persistence has increased since Fall 2010 (from 60% to 64%) and remained consistent for Females (66.6% to 66.5%.) Male persistence continues to climb while Female persistence has plateaued. While Males have not reached parity in persistence with Females, they have improved since Fall 2010.

For Pell students, cohort Fall to Fall persistence has increased from 69.4% and to 69.9% for Pell students, however, puzzlingly, Non-Pell student persistence remains lower.

We have seen in other data that sometimes students coded as receiving financial aid or other services targeted for low-income students show higher outcomes for some achievement metrics than students not coded as such. We are currently investigating this but as of yet have no reliable explanation. Speculatively, it could be that there is a portion of students who are really in need of services but do not receive them, and the difficulties they face make it less likely they will persist and thus the rate for these students is lower. On the other hand, it could be that these students are truly represented by those who do not need financial support services and technically qualify for the cohort, but whose primary college is not West. An additional explanation for this gap might be that students who tend to take Pell Grants are concentrated in programs that generally have higher persistence rates.

As we mature in our student success efforts, our college is refining and expanding cross-discipline and cross-functional activities to increase student engagement. We predict this sustained effort will help maintain if not build on our progress in Fall-to-Fall persistence of first-time students.

Goal 1

Goal 1 Increase Developmental Education Sequence and Program Completion

Action Steps • Investigate alternate strategies/modes for offering math content to students

- Select strategies to implement
- Review and evaluate English Acceleration pilot

Desired ATD resources to assist you with this goal Models of successful programs that increase math and English developmental education sequence completion

Ways to engage with reluctant faculty and encourage broad participation

Goal 2

Goal 2 Increase Professional Learning Offerings and Participation

Action Steps • Develop an exemplary professional learning program

- Publicize college's professional learning offerings

Desired ATD resources to assist you with this goal Models of comprehensive professional learning programs

Models for evaluating effectiveness of professional learning activities and impact on students

Strategies for increasing participation

Goal 3

Goal 3 Share and Implement Assessment/Placement Reform Strategies

Action Steps • Continue and evaluate West Expressway

- Increase visibility and awareness of SS&SP Advisory Group.
- Strengthen connections between faculty and Expressway efforts

Desired ATD resources to assist you with this goal Models for assessment/ placement reform strategies (multiple measures, etc.)

Examples of policy implications

6) SHARING Is there any additional information you would like to share with ATD in this reflection? [Optional]

West is eager to enter Year Five with ATD working more closely with our District Student Success Initiatives to ensure we get the most benefit from our participation. We are also pleased with the College gains in Measure 3: PERSIST FROM TERM-TO-TERM as demonstrated in our Leader College Application.

Year joined ATD

2011

Application Type
Initial

Certification of Conversation with Coaches All institutions applying for initial Leader College status must have conversations with their assigned Achieving the Dream Leadership and Data Coaches regarding this application. The discussion should address the institution's readiness to apply for Leader College status, keeping in mind the required criteria for both practice and performance, and the roles and responsibilities of Leader Colleges in the Achieving the Dream National Reform Network. Initial applicants must complete this table.

Leadership Coach

Coach Name Christine McPhail

Date of Conversation Regarding Application May 20, 2015

Data Coach

Coach Name Ted Wright

Date of Conversation Regarding Application May 20, 2015

Certification of Conversation with President/CEO/Chancellor All institutions applying for initial or recertification Leader College status must have conversations with their college president/CEO/chancellor regarding this application. The president/CEO/chancellor will be the primary contact for notification of Leader College status, which will occur in fall 2015.

President/CEO/Chancellor Name Nabil Abu-Ghazaleh

Date of Conversation Regarding Application June 9, 2015

Main Contact for Application Questions

Name Mary-Jo Apigo

Title Dean of Teaching and Learning

Email ApigoMJ@wlac.edu

Phone Number 310-287-4410

1a. On what outcome measure would your institution like to be considered for Leader College status? These selections must correspond to the data presented in the Achieving the Dream Data Template that you will submit at the end of the form. Initial applicants must select one. Recertification applicants must select two. You can find more information about the student success measures and definitions here.

Measure 3: Persist from term-to-term or year-to-year

1b. Describe the increase(s) shown in the student outcome data. To be considered for Leader College status, the institution should ideally show a general upward trend in student achievement for the measure(s) identified in subsection 1a (one measure for initial applicants; two measures for recertification applicants). Achieving the Dream realizes that there may not be a consistent increase in student achievement from year to year. However, any fluctuations or downward trends must be thoroughly explained. Also, provide any additional information about the data that may be relevant (e.g., external influences, trends in cohort sizes, definitions, etc.).

Fall to Fall persistence is one metric that is tracked to gauge our progress to our District strategic plan metrics. The District cohort definition is very similar to the ATD cohort definition with the difference that our District definition additionally restricts the cohort to students who have completed 6 units in the first term.

Overall, West student Fall to Fall persistence rose from 63.2% for the Fall 2010 cohort to 68.4% for the Fall 2011 cohort to 69.5% for the Fall 2012 cohort and 65.1% for the Fall 2013 cohort. While the persistence rate declined slightly for the Fall 2013 cohort, it is higher than the Fall 2010 cohort, and there was a steady increase in the Fall 2011 and Fall 2012 cohorts. Additionally, the persistence rates for the Fall 2013 cohort of Hispanic, African American, Male, and Pell students increased from the Fall 2010 cohort. In other words, our traditionally underserved populations maintained an increase in persistence rates, while the traditionally successful students (Asian and White) experienced a sharp decline and will likely recover in the coming years.

African American cohort Fall to Fall persistence rose from 59.9% for the Fall 2010 cohort to 69.2% for the Fall 2013 cohort. Hispanic persistence fluctuated from 68.3% for the Fall 2010 cohort to 67.6% for the Fall 2012 cohort and 67.6% for the Fall 2013 cohort. While African American, Hispanic, and White Cohort Fall-to-Fall persistence have increased from 2010 to 2012, the 2013 cohort indicates a leveling off or slight decline. Asian Fall-to-Fall Persistence has fluctuated, with the highest rate in 2012 (66.7%). The data indicate for students in these cohorts, the gap in Fall to Fall persistence between Hispanics and African Americans when compared with Asians and Whites has closed. Both Hispanics and African Americans have a higher persistence rate than Asian and White students.

The Male cohort Fall-to-Fall persistence has increased since Fall 2010 (from 60% to 64%) and remained consistent for Females (66.6% to 66.5%.) Male persistence continues to climb while Female persistence has plateaued. While Males have not reached parity in persistence with Females, they have improved since Fall 2010.

For Pell students, cohort Fall to Fall persistence has increased from 69.4% and to 69.9% for Pell students, however, puzzlingly, Non-Pell student persistence remains lower.

1c. Describe any achievement gaps shown in the data and how the institution has addressed and/or plans to address these.

The data indicate for students in these cohorts, the gap in Fall to Fall persistence between Hispanics and African Americans when compared with Asians and Whites has closed. While Males have not reached parity in persistence with Females, they have improved since Fall 2010.

We have seen in other data that sometimes students coded as receiving financial aid or other services targeted for low-income students show higher outcomes for some achievement metrics than students not coded as such. We are currently investigating this but as of yet have no reliable explanation. Speculatively, it could be that there is a portion of students who are really in need of services but do not receive them, and the difficulties they face make it less likely they will persist and thus the rate for these students is lower. On the other hand, it could be that these students are truly represented by those who do not need financial support services and technically qualify for the cohort, but whose primary college is not West. An additional explanation for this gap might be that students who tend to take Pell Grants are concentrated in programs that generally have higher persistence rates.

As we mature in our student success efforts, our college is refining and expanding cross-discipline and cross-functional activities to increase student engagement. Specifically, Male students are a target group in our College's Equity Plan with specific interventions directed to increasing their college success. We predict this sustained effort will help maintain if not build on our progress in Fall-to-Fall persistence of first-time students.

Intervention Name

Successful completion of the English Basic Skills Sequence

Intervention Summary (100 words or less)

At West we emphasized increased meaningful professional development activities with our English faculty. Between 2009 and 2012, English faculty members held brainstorming sessions to explore ways to increase sequence completion and were trained in Reading Apprenticeship. English faculty members also participated in college-wide professional development opportunities, including the Five-Day Experiential Learning Institute, where five of eight full time and two adjunct English faculty members were trained; the annual college Leadership Retreat; social events designed to build engagement along with District/statewide events. Then, English faculty engage in ongoing dialog about their practice and how they are implementing what they have learned.

Target Population

Starting English at West 2 levels below College Level (English 21)

Intervention Data See an example of a completed chart here.

Academic Year 1

Number of Students Served by Intervention 234

Students in Intervention as % of Population 100

Students in Intervention as % of Total Enrollment 2.1%
 Academic Year 2
 Number of Students Served by Intervention 221
 Students in Intervention as % of Population 100
 Students in Intervention as % of Total Enrollment 2.0%
 Academic Year 3
 Number of Students Served by Intervention 226
 Students in Intervention as % of Population 100
 Students in Intervention as % of Total Enrollment 2.1%

Intervention Data Comments

Numbers of Students Served and percentage of Students in Intervention are for Fall of the Academic Year.

Because 77% of West students assess into basic skills English, this intervention has the potential to reach a large porportion of Wes students in the long run.

Describe how your institution has worked to scale the intervention over the years. Describe any plans your institution may have to further scale the intervention.

Since 2012, West has hired a Professional Development Coordinator and a Reading Apprenticeship Coordinator, who have worked hard recruiting more English faculty members to participate in Reading Apprenticeship and other professional learning. We also put an emphasis on professional learning into the college’s updated Educational Master Plan. Most recently, three English instructors participated in California Acceleration Project training institutes, where they learned about implementing backwards design principles, just-in-time remediation, thinking-oriented curriculum, and attending to students’ affective needs. Four more English faculty members are signed up to participate in the coming year.

3) ABILITY TO LEAD Explain your institution’s contributions to the larger Achieving the Dream network. Initial applicants should describe how, as a Leader College, your institution will contribute to the larger Achieving the Dream effort in terms of sharing and supporting replication of successful, scalable, and sustainable innovations at your institution. Recertification applicants should describe how, as a Leader College, your institution has contributed to the larger Achieving the Dream effort in terms of sharing and supporting replication of successful, scalable, and sustainable innovations at your institution.

West actively shares successful and sustainable campus innovations. After participating in our first year of ATD, we presented at DREAM 2013. At our presentation, Ready! Set! Go! Got Engagement!, we presented on West’s strategies for student and faculty/staff engagement. We showcased the monthly ATD newsletter and two Semester Kickoffs. At DREAM 2014, we participated in the Emerging Ideas Exchange to share the ATD activites at our campus. We also actively contribute to the Los Angeles Community College District Student Success Initiative Committee by planning and hosting summits and sharing promising practices. We have a Reading Apprenticeship Coordinator, Habits of Mind campus leader, and Growth Mindset leaders, who participate and lead trainings through the California Community College Success Network (3CSN). Faculty from West also present at the Research and Planning Group Annual Student Success Conference.

Please attach your institution's data chart or graphs that you analyzed in your Annual Reflection and/or Leader College Application. Remember to label each chart or graph accordingly. If you are applying for Leader College status, you must use the Achieving the Dream Data Template for your data submission.

http://ut1.qualtrics.com/WRQualtricsControlPanel/File.php?F=F_e548T16STMxofxb

Embedded Data

Date 6/12/2015
 Institution West Los Angeles College
 PSAId aOpU0000002MAFM