



13<sup>TH</sup> ANNUAL LEADERSHIP RETREAT

# Social Justice in Action in/ through Public Education

Fri, Nov 21, 2014 | West Los Angeles College



**Save the Date**





## BREAK OUT SESSIONS I & II

10:25 a.m. – 11:25 a.m. & 11:35 a.m. – 12:30 p.m.

*Select one of the following for each session*

- I. **Cultural Competence: Creating Equitable Learning Environments through Valuing Diversity and Building Trust** GC 140  
*Noami Duckworth and Arnita Porter*  
The ability to create quality and trusting relationships between students and educators who are culturally different is a necessary step to increase student engagement. By improving connections and dispelling misconceptions within a cross-cultural population, we can boost student success rate. We will discuss these and other ideas to improve cultural competency across campus.
  
- II. **Frontline Leaders and Bridging the Gap** GC 110  
*AFT Staff Guild: Sheila Jeter-Williams, Ashanti Lyles, et.al.*  
This session will cultivate a discussion between students and staff on their experience on campus that impacts the real fiber of the educational experience at West. The goals are to empower the students by exposing them to the college's practices and processes while developing a pathway of resources and logistics on campus. The staff will share their observations and experiences implemented to embrace the challenges of the students they serve.
  
- III. **Social Justice though Summer Bridge** GC 150  
*Mayra Perez, Danielle Wilson*  
Social Justice is a necessary component in the growth and maturity of individuals. In this session you will participate in a Social Justice activity that will aid in your personal understanding of race, gender, class, religion, and how these topics affect society. Through Summer Bridge, students joined together to participate in multiple empowering Social Justice activities. At the conclusion of this session Summer Bridge students will speak about this experiences through the multiple activities and how it has empowered them as individuals.  
  
*Student Panel: TBA*
  
- IV. **Leading from the Middle** GC 130  
*Jan Connal, Cerritos College 3CSN*  
This session introduces an organizational change framework known as Appreciative Inquiry (AI) and explores how each of us, regardless of position, can be an agent for positive change. The basis of AI builds on the notion that an organization moves in the direction of what gets talked about the most. It is evidenced by research showing that the greatest potential for producing positive change and inspiring collective action comes about when we evoke stories that affirm and compel people to envision a positive future grounded in the best of the past. When people focus on problems and conflicts, they inadvertently magnify the very problems they seek to resolve. In contrast, when groups work to uncover shared human values and valued achievements -- like peak experiences, best practices, and worthy accomplishments -- these phenomena tend to flourish.



12:40 p.m. – 1:25 p.m.

**LUNCH**

1:35 p.m. - 2:50 p.m.

**Transforming the Campus Culture One Interaction  
at a Time**

GC 160

*Members of Faculty, Staff, and Administrator FELI Graduates  
Featuring Walter Jones, Kenyatta Bakeer and Vicky Nesia*

This session focuses on an interactive exploration of empathy and how the awareness of our perceptions and their sources can transform our college community.

2:50 p.m. - 3:00 p.m.

**Closing Remarks**

GC 160



## PANEL DISCUSSION PARTICIPANTS



**DR. DAWN PERSON** is a Professor in the Educational Leadership Department at California State University, Fullerton. She serves as Coordinator of the Community College, Higher Education Specialization for the Educational Doctorate. She also serves as the Director of the Center for Research on Educational Access and Leadership (C-REAL), a solution-focused, data-driven research center that services community partners in Los Angeles and Orange Counties as well as national and international associates committed to issues of educational leadership and student achievement. She serves as a consultant to colleges and universities on program evaluation, student retention, organizational change and multicultural issues. Dr. Person has written numerous articles and book chapters on student retention for African American men, women, and women and student athletes of color. Among her many honors and awards, Dr. Person received the American College Personnel Association's Diamond Honoree Award, a lifetime achievement award and the Most Valuable Professor Award. Ed.D Higher and Adult Education Teacher College; M.Ed Special Education, Learning Disabilities, Slippery Rock University, Pennsylvania.



**AVIS RIDLEY-THOMAS** served as the Director of the Dispute Resolution Program since its inception in 1989, retiring after 30 years of service to the Office of the Los Angeles City Attorney. The program, which has grown from four staff members to include over 2,000 volunteer conciliators, mediators, facilitators and peacemakers, specializes in mediation, violence prevention, cross cultural relations and has provided consultation, training and support to institutions, businesses, organizations and communities through the Southern California Region. Ridley-Thomas' program received numerous awards from the Los Angeles County Board of Supervisors as well as other awards recognizing outstanding contributions to dispute resolution. Ridley-Thomas graduated Cum Laude from Pomona College in 1976 and attended graduate school at the University of California at Santa Barbara. Since 1979, she has been married to LA County Supervisor Mark Ridley-Thomas, and is the mother of twin boys Sebastian and Sinclair who graduated from Morehouse College in Atlanta, Georgia, in 2009.



**DR. TYRONE HOWARD** is Professor of Education at UCLA, faculty director of Center X, dedicated to working to transform public schooling to create a more just, equitable and humane society; and Director of the Black Male Institute. His teaching and research interests include: multicultural education, social and political context of schools, urban education and the educational experience of African American students. His most recent book is *Why Race and Culture Matters in Schools: Closing the Achievement Gap in America's Classrooms*. Dr. Howard earned his Ph.D at the University of Washington, his M.A. at California State University, Dominguez Hills and his B.A. at the University of California, Irvine.



## BREAKOUT SESSION PRESENTERS

**DR. JAN CONNAL**, Cerritos College & 3CSN, has a depth of knowledge about improving student success and extensive experience coordinating projects and providing professional development. For the last three years, she has participated with 3CSN as the [Orange County Learning Network \(OCLN\)](#) regional coordinators and, more recently, as its Habits of Mind Project Coordinator. Prior to this, she also served on the Steering Committee for the [Basic Skills Initiative \(BSI\)](#) in California's community colleges for three years, with responsibility for faculty development in effective practices. At Cerritos College, Jan is an Academic Counselor; she also works across her campus to coordinate SLO assessment activities and has chaired the Developmental Education Committee (promoting assessment and evidence-based effective practices). Previous to assuming her current position she served a variety of administrative posts, including Dean for Institutional Advancement and Planning, Dean of Educational Support Services, Director of Research, Development and Planning. Jan earned her Ph.D. in Educational Psychology (Research Methods and Evaluation) from UCLA.



**NOAMI DUCKWORTH** lived and worked in New York City for 10 years as a Digital Artist, Graphic Designer & Fashion Designer for several major fashion companies, including Calvin Klein, Gap and Armani Exchange. Naomi moved to Los Angeles in 2011 to work in the visual effects industry and joined West Los Angeles College in 2012. She is as an adjunct instructor in Multimedia, covering several courses including video editing, interactive media and the online introduction to multimedia class. She has participated in 2014 Faculty Teaching Learning Academy, Five-Day Experiential Learning Institute and currently in "Cultivating a Growth Mindset" project at West.

**SHEILA JETER-WILLIAMS** – (Bio to follow.)

**DR. WALTER C. JONES** has served as an administrator in higher education for over 15 years. His experience as an educator at the secondary, community college and university levels spans over 25 years. He received his Bachelor of Arts degree from California State University Northridge in English (Reading Instruction). He attended California State University Dominguez Hills where he received his Master of Arts degree in Education (Teaching/Curriculum). At the University of California Los Angeles he attained his Doctor of Education degree in Educational Leadership. He currently serves as the Dean of Academic Affairs at West. He has been married to his wife, Trish, for 19 years and they have three children (Brandon, Jade and Jennifer).

**ASHANTI LYLES** joined West Los Angeles College in September 2007 as a senior secretary in the Office of Academic Affairs. Prior to joining West, she went to Trade Tech where she completed an associate of arts degree in Child Development and a bachelor of science degree in Social Work from Cal State University, Los Angeles. She is currently pursuing an MBA degree from National University that is to be completed in Fall 2015. In Academic Affairs, Ashanti assists the administrators with class schedule preparation for the Career Technical Education divisions as well as helping faculty, students, other administrators and staff members with their needs. Aside from being a part of the Leadership Retreat planning committee, she is also involved in activities related to the AFT Staff Guild and represents the Guild at the Budget Committee.



**VICKY NESIA** works in the Office of the President. She came to West Los Angeles College in the summer of 2009 after over 10 years at ELAC where she also received an AA degree in Computer Application and Office Technology-Executive Assistant. In addition to her duties, Vicky also takes part in other campus activities such as the Leadership Retreat, Cultivating



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Growth Mindset project, and FELI. She earned a bachelor's degree in psychology from Cal State University, Los Angeles and is currently working on completing a master's degree in human development at Pacific Oaks College.



**MAYRA PEREZ** is a Student Recruiter at West Los Angeles College who specializes in the outreach and recruitment of High School students in the Greater Los Angeles County. Daily she supports and guides students and families with the enrollment process in order to meet their future educational and career goals. She has earned her Bachelors of Art degree in Social Work and a minor in Sociology from the California State University, Los Angeles.



**DR. ARNITA PORTER** hails from Winston-Salem, North Carolina, where she earned her BA from the University of North Carolina at Greensboro, and JD from North Carolina Central University School of Law. As In-House Counsel and Legislative Analyst for the Police Foundation, a law enforcement think tank, Arnita lobbied Congress on important legislative measures, including the Brady Bill, the Assault Weapons Ban, the Hate Crimes Bill, and other public safety-related issues. A love for the arts and desire to work in the entertainment industry brought Arnita to Los Angeles, where she worked for Def Jam Records, Motown Records, and the Thelonious Monk Institute of Jazz. Currently, Arnita is an Adjunct Assistant Professor in the Business Division (Real Estate) at West. She chairs the Student Grievance Committee and serves as Adjunct Representative to the Academic Senate. She is also an Academic Senate appointee to the Online Education Initiative (OEI) Steering Committee and chairs the Consortium Workgroup. Arnita also serves on the ASCCC Professional Development Committee. She is a mother, a foodie, and a lover of politics, old movies, traveling, and jazz. Always jazz.

**DANIELLE WILSON** started her educational career at Long Beach State where she completed her Bachelor's degree in Psychology. She later moved to northern California to pursue her Master's degree in Educational Counseling. Mrs. Wilson has had the opportunity to work for E.O.P. Summer Bridge programs at both Long Beach State and San Diego State. It was at San Diego State where she received her training in social justice activities. Mrs. Wilson has been an Adjunct Counselor/Instructor at West Los Angeles College since spring 2014. She was excited when asked to teach a personal development course for the Summer Bridge 2014 program at West which was themed: Social Justice. She believes that the activities promote growth in all individuals and lead to a more effective and well diverse society.



## West Los Angeles College

# Fall 2014 Leadership Retreat Evaluation Survey Summary

Prepared by the West Los Angeles College Office of Research and Planning, January 2015

On Friday, November 21, West Los Angeles College conducted its 13<sup>th</sup> annual Leadership Retreat entitled, “Social Justice in Action”. Following the retreat the Office of Research and Planning on behalf of the Leadership Retreat Committee distributed a short survey to participants via email asking for feedback on aspects of the retreat. The survey also asked about the extent to which participants felt the retreat deepened their understanding of the college’s statements of mission, vision, and values.

Out of ninety-one participants emailed, fifty-two responded, yielding a response rate of fifty-one percent. In brief, the survey responses revealed the following:

- Participants who responded to the survey rated the retreat very positively
- Most participants who responded (82%) felt that their experiences at the retreat deepened their understanding of the College’s Mission, Vision, and Values.
- Comments are evidence of a range of opinions and, notably, critical thought about: the retreat; the Mission, Vision, and Values of the College; the work of the College; student success; and the means by which we/the College as a collective might move closer to accomplishing our goals.

### Reaction to the Retreat: Rating Items

In the retreat reaction portion of the survey, participants were asked to rate on a scale of 10 (highest) to 1 (lowest) various aspects of the retreat. For every item the mode (most common response) was 10 (highest). Using the mean score of the responses to the questions, all but one (“well fed and relaxed at breakfast”, 8.3) averaged above 8.7 in response value. **In general, participants rated the retreat very positively.**

1. OVERALL IMPRESSION – In terms of INTEREST, IMPORTANCE AND RELEVANCE, how would you rate this College Retreat?												Response Count	Mean
Answer Options	10 Highest	9	8	7	6	5	4	3	2	1 Lowest			
Interest	24	13	8	2	1	1	2	0	0	0		51	8.9
Importance	29	7	9	1	1	2	1	0	0	0		50	9.0
Relevance	28	11	5	2	2	1	0	1	0	0		50	9.1
Please feel free to enter a comment												6	
<i>answered question</i>												51	
<i>skipped question</i>												1	
2. Venue												Response Count	Mean
Answer Options	10 Most Favorable	9	8	7	6	5	4	3	2	1 Least Favorable			
How would you rate the venue?	18	16	13	3	0	1	1	0	0	0		52	8.8
Please feel free to enter a comment												4	
<i>answered question</i>												52	
<i>skipped question</i>												0	
3. Concerning the introductory activities from 8:30-9:00am, please rate how you felt during the following segments of the Leadership Retreat?												Response Count	Mean
Answer Options	10 Highest	9	8	7	6	5	4	3	2	1 Lowest	Did not attend		
Welcome at Check-in	21	12	4	6	2	0	0	0	0	0	7	52	9.0
Well-fed and relaxed at Breakfast	16	8	1	3	3	2	2	0	1	0	14	50	8.3
Please feel free to enter a comment												5	
<i>answered question</i>												52	
<i>skipped question</i>												0	

<b>4. Concerning the 9:30 to 10:00am Panel Discussion - How would you rate this segment of the Leadership Retreat in terms of interest, importance and relevance?</b>													
<b>Answer Options</b>	<b>10 Highest</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1 Lowest</b>	<b>Did not attend</b>	<b>Response Count</b>	<b>Mean</b>
Interest	28	8	9	2	1	2	0	0	0	0	2	52	9.1
Importance	25	10	8	2	2	2	0	0	0	0	2	51	9.0
Relevance	25	11	7	2	3	1	0	0	0	0	2	51	9.0
Please feel free to enter a comment.												17	
<i>answered question</i>												52	
<i>skipped question</i>												0	
<b>5. Concerning the 10:00 to 10:15am presentation "What Gap? What the Data Show Us" - How would you rate this segment of the Leadership Retreat in terms of interest, importance and relevance?</b>													
<b>Answer Options</b>	<b>10 Highest</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1 Lowest</b>	<b>Did not attend</b>	<b>Response Count</b>	<b>Mean</b>
Interest	22	8	7	4	0	2	0	0	0	0	8	51	9.0
Importance	23	8	6	3	2	0	0	0	0	0	8	50	9.1
Relevance	23	9	7	2	1	0	0	0	0	0	8	50	9.2
Please feel free to enter a comment.												13	
<i>answered question</i>												51	
<i>skipped question</i>												1	
<b>6. Concerning the 10:25-11:25am and 11:35-12:30pm Morning Breakout Sessions - How would you rate the following breakout session in terms of interest, importance and relevance? Group I. Cultural Competence: Creating Equitable Learning Environments through Valuing Diversity and Building Trust</b>													
<b>Answer Options</b>	<b>10 Highest</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1 Lowest</b>	<b>Did not attend</b>	<b>Response Count</b>	<b>Mean</b>
Interest	18	2	7	0	1	1	1	0	0	0	16	46	9.0
Importance	17	4	5	1	0	2	1	0	0	0	16	46	8.9
Relevance	18	3	5	0	0	1	3	0	0	0	16	46	8.8
Please feel free to enter a comment.												11	
<i>answered question</i>												46	
<i>skipped question</i>												6	
<b>7. Concerning the 10:25-11:25am and 11:35-12:30pm Morning Breakout Sessions - How would you rate the following breakout session in terms of interest, importance and relevance? Group II. Frontline Leaders and Bridging the Gap</b>													
<b>Answer Options</b>	<b>10 Highest</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1 Lowest</b>	<b>Did not attend</b>	<b>Response Count</b>	<b>Mean</b>
Interest	8	6	5	3	0	0	0	0	0	0	21	43	8.9
Importance	8	6	5	3	0	0	0	0	0	0	21	43	8.9
Relevance	8	9	2	3	0	0	0	0	0	0	21	43	9.0
Please feel free to enter a comment.												3	
<i>answered question</i>												43	
<i>skipped question</i>												9	
<b>8. Concerning the 10:25-11:25am and 11:35-12:30pm Morning Breakout Sessions - How would you rate the following breakout session in terms of interest, importance and relevance? Group III. Social Justice through Summer Bridge</b>													
<b>Answer Options</b>	<b>10 Highest</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1 Lowest</b>	<b>Did not attend</b>	<b>Response Count</b>	<b>Mean</b>
Interest	10	4	2	1	0	1	0	0	0	0	22	40	9.1
Importance	11	3	3	0	0	1	0	0	0	0	22	40	9.2
Relevance	10	3	2	2	0	1	0	0	0	0	22	40	9.0
Please feel free to enter a comment.												7	
<i>answered question</i>												40	
<i>skipped question</i>												12	
<b>9. Concerning the 10:25-11:25am and 11:35-12:30pm Morning Breakout Sessions - How would you rate the following breakout session in terms of interest, importance and relevance? Group IV. Leading from the Middle</b>													
<b>Answer Options</b>	<b>10 Highest</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1 Lowest</b>	<b>Did not attend</b>	<b>Response Count</b>	<b>Mean</b>
Interest	14	4	7	2	1	1	1	0	0	0	16	46	8.7
Importance	14	4	8	2	0	2	0	0	0	0	16	46	8.8
Relevance	15	6	5	1	2	2	0	0	0	0	15	46	8.8
Please feel free to enter a comment.												11	
<i>answered question</i>												46	
<i>skipped question</i>												6	
<b>10. Concerning the 1:35-2:50pm afternoon presentation, "Transforming the Campus Culture One Interaction at a Time," - How would you rate this segment of the Leadership Retreat in terms of interest, importance, and relevance?</b>													
<b>Answer Options</b>	<b>10 Highest</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1 Lowest</b>	<b>Did not attend</b>	<b>Response Count</b>	<b>Mean</b>
Interest	20	6	7	2	0	3	0	0	0	0	9	47	8.9
Importance	19	8	7	2	0	1	1	0	0	0	9	47	9.0
Relevance	19	9	6	2	1	1	1	0	0	0	9	48	8.9
Please feel free to enter a comment.												14	
<i>answered question</i>												48	
<i>skipped question</i>												4	

## Reflection on the Retreat and College Mission/Vision/Value: Rating Items

In the reflection on the retreat portion of the survey, participants were given, in three separate response items, the text of the College Vision, Mission, and Statement of Values, respectively, and asked if their experiences at the Leadership Retreat deepened their

understanding of the college Vision, Mission, and Values, respectively. Each question showed the same results: **82% of participants agreed that the retreat deepened their understanding of the Vision, Mission, or Values statement**, and 18% disagreed.

11. Please read the College Vision Statement:		
<i>OUR VISION WEST: A gateway to success for every student</i>		
Did your experiences at the Leadership Retreat deepen your understanding of West's Vision Statement?		
Answer Options	Response Percent	Response Count
Yes	82.4%	42
No	17.6%	9
Please expand on your answer below:		17
<b>answered question</b>		<b>51</b>
<b>skipped question</b>		<b>1</b>

12. Please read the College Mission Statement:		
<i>OUR MISSION 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 degrees, to transfer, to build careers, and to pursue life-long learning.</i>		
Did your experiences at the Leadership Retreat deepen your understanding of West's Mission Statement?		
Answer Options	Response Percent	Response Count
Yes	82.4%	42
No	17.6%	9
Please expand on your answer below:		14
<b>answered question</b>		<b>51</b>
<b>skipped question</b>		<b>1</b>

13. Please read the College Statement of Values:		
<i>OUR VALUES Excellence West envisions each student and employee striving for excellence in and out of classes, laboratories, libraries, studios, playing fields and offices. Ethics We hold ourselves and others to the highest standards in personal as well as intellectual responsibilities. This informs relationships among students, staff, faculty and administration. Empowerment At West, everyone--students, staff, faculty, administration--is empowered by high expectations, respect and acknowledgement in all pursuits, from single lessons to completed degrees, from daily encounters to formal policy deliberations. Engagement To be fully engaged--academically, locally and globally -- is to embrace learning with passion, commitment and energy.</i>		
Did your experiences at the Leadership Retreat deepen your understanding of West's Statement of Values?		
Answer Options	Response Percent	Response Count
Yes	82.0%	41
No	18.0%	9
Please expand on your answer below:		14
<b>answered question</b>		<b>50</b>
<b>skipped question</b>		<b>2</b>

## Open-Ended Responses

Open-Ended Responses are listed below in question-order.

### *Open-Ended Responses: Reaction to the Retreat*

#### 1. OVERALL IMPRESSION - In terms of INTEREST, IMPORTANCE AND RELEVANCE, how would you rate this College Retreat?

Awesome, our best one yet.

Our annual Leadership Retreat is an evaluation on how effective we are in servicing our students; therefore, I believe it should be mandatory. Please tell everyone the Retreat is not boring; it improves our ability in assisting our students.

I expected the workshop to focus, at least in part, on systemic barriers to achievement and social justice and how the College community is working to overcome those barriers.

wasn't expecting to be so excited by morning bresakouts!

A timely and important theme, tied to our plans and the college's vision, mission and values.

Nice opportunity to meet with colleagues and to hear from our students.

#### 2. Venue

It was OK; very convenient.

Off campus is better.

Some classrooms were cold.

We can't afford to go off campus, so we get to enjoy our own beautiful campus!

#### 3. Concerning the introductory activities from 8:30-9:00am, please rate how you felt during the following segments of the Leadership Retreat?

Very accommodating; the food, excellent!

More healthy options next time please!

Unfortunately, I missed it this time. However, I think it is always great to have some "free time" to interact with colleagues from other departments.

Needed something other than sweet rolls..I was late, Did I miss something?

Don't say "breakfast" if its sweets & fruit only. No Bagels & cheese?

I felt welcomed. A feeling that we want to extend to our students.

#### 4. Concerning the 9:30 to 10:00am Panel Discussion - How would you rate this segment of the Leadership Retreat in terms of interest, importance and relevance?

I wished the panel discussion could have been longer.

Not a diverse set of speaker panels  
Dr. Howard was excellent in his comments.  
Should be longer.  
Very informative; I learned new ways of assisting students.

Again, everyone working in our campus should attend the retreat. It is not boring; it is learning, rich in personal development.  
the entire panel was knowledgeable to informative.  
It was too bad that we had so little time with the panelists. It seems like they were introduced, each made one "opening comment" and then after about 1 question from the audience, it was over! Perhaps if there was only one panelist, s/he would have more time with us.  
I would have liked to hear from the panel more in this segment.  
The panel discussion was too short to actually delve into any issues. However, I did appreciate that Dr. Howard mentioned the under-funding of public education and the over-funding of the prison system. I was left wondering how or if West is addressing these serious social justice issues.  
Good, and opinionated - two of them held to their positions and  
We should have been given more time to listen to the panelist. Rarely do we have the privilege of hearing experts from the field on this important issue, and it felt like presenting the data was more important than allowing that important conversation to continue. Poor judgment call to end it.  
Would like to have had a little more focus on their topic since they are well-versed in this area. I thought we could have learned more from the speakers.  
I did not feel we heard enough from the panelists. I would have liked to hear more about their specific contribution to social justice in their institutions.  
The three panelists were each impressive and spoke directly with us about the multiple aspects of social justice and our roles in that as a public institution.  
speakers presented perspectives that were eye opening  
It should have been longer--bring them back.  
I would have liked to hear more from the panelists. What they had to offer merited more time.

**5. Concerning the 10:00 to 10:15am presentation "What Gap? What the Data Show Us" - How would you rate this segment of the Leadership Retreat in terms of interest, importance and relevance?**

It's interesting to see the data. They were presented in clear manner and easy to understand.  
Wish we had more time to listen and discuss the research  
Needs more qualitative analysis and also it would have been great to have a handout.  
To improve our performance in assisting our students.  
The statistical data seemed to only reflect total enrollment. The numbers were not reflective of full-time students which I believe the percentage of male to female full-time students is closer than the total number taking any level of credits. If that is the case, it may change the focus of what steps/issues are worthy of further review.  
The presentation was rushed, which made scrutinizing and reflecting on the data difficult. No time was allowed for questions.  
The researcher showed the research and statistics ( which lacked dealing with class, also...) but we were show the quantitative but not the qualitative results - which does not help us to solve and resolve the main issues facing all of our student population.  
The data was necessary and relevant, however, it should not have been allowed to interrupt the important discussion that was taking place.  
Excellent. Gives us area to work on and validation on the need.  
I saw those figures before. However, it is important to revisit the statistics in order to trace trends.  
Answers the question that gets asked a lot - still.  
Loved Rebecca's passion: "This is unacceptable."  
This needed more time. Rebecca had to rush through the data. I think it was new information for some of the attendees.

**6. Concerning the 10:25-11:25am and 11:35-12:30pm Morning Breakout Sessions - How would you rate the following breakout session in terms of interest, importance and relevance? Group I. Cultural Competence: Creating Equitable Learning Environments through Valuing Diversity and Building Trust**

Wish we had time to discuss as a group, rather than just being told the topic, and come up with solutions as a group to become more culturally competent as a community  
This breakout session gave me specific areas of "microaggression" that I was unaware of...I found personal growth through this session.  
Great presenters. Going to use this information in my class on Diversity.  
The discussion was informative; it should be shared to all employees.  
I didn't like how lights were completely out during the Powerpoints.  
Loved the videos!  
The themes are extremely important. The singular focus on "micro-aggressions" did not give members an opportunity to talk about how people communicate their appreciation for diversity and how they build trust in various campus settings. Little evidence was provided that "micro-aggressions" are among the greatest impediments to cultural competence at West.  
None.  
Informative and extremely necessary. The presenters use of media was not only entertaining, but it helped us explore the delicate topic without

embarrassment or judgment.

Maybe have more student examples in presentation.

Powerful

**7. Concerning the 10:25-11:25am and 11:35-12:30pm Morning Breakout Sessions - How would you rate the following breakout session in terms of interest, importance and relevance? Group II. Frontline Leaders and Bridging the Gap**

The session was very important because staff give students their first impression of the college environment.

Our Leadership Retreat is a way of knowing how effective we are in assisting students; therefore, it should be mandatory.

Since the classified staff are our frontline base. They mentioned that they did not always know what their comrades do, in other area and offices - which could add a burden to them when they are trying to interact and direct student to the appropriate offices/persons. Why doesn't this college put more value on our classified staff? Why not have a retreat/orientation of the classified so that they can talk with their colleagues and get verbal and written information as to the roles and duties they each have?? I have a very high regard for our classified staff. They are the glue that holds the colleges together and it appears that they are taken for granted instead of being rewarded and recognized.

**8. Concerning the 10:25-11:25am and 11:35-12:30pm Morning Breakout Sessions - How would you rate the following breakout session in terms of interest, importance and relevance? Group III. Social Justice through Summer Bridge**

It was awesome to get the students perspective.

I enjoyed the Retreat, so I believe every group was interesting.

Overall, this was the most concrete and informative session I attended. It also gave all participants the most opportunity to interact.

As you can see to the right, I did not attend this session, but I was very happy to see that there was a student panel !

Didn't attend but heard it was great!

Thought provoking.

Couldn't attend this, but I wish I could have. I heard it was an excellent session.

**9. Concerning the 10:25-11:25am and 11:35-12:30pm Morning Breakout Sessions - How would you rate the following breakout session in terms of interest, importance and relevance? Group IV. Leading from the Middle**

It's a good reminder to inquire and see the strengths in our students or colleagues rather than focusing on their weaknesses.

I did not attend this group, but I believe it has a lot to offer.

Very good presentation. I enjoyed the ice-breaker and the skit.

The person who ran the workshop did not seem to be very knowledgeable ( or perhaps she could not clearly explain the handout that was given to the participants. We did an exercise with one another - which seemed to have a questionable result. I felt a bit of pity for the presenter -she did try, though...

Very interesting and relevant. Emphasis on using our own knowledge and expertise in attaining desired student outcomes.

Ideas presented were not new, but I enjoyed the good discussion that followed. I think we realized that we are part of the community college experience because all of us experienced overcoming adversities and challenges, and we connect with our students and believe in their abilities to do the same. We all had a difficult journey, and despite the differences in the details, we can relate to others' struggles and show compassion and caring.

Good-- got lots of ideas just by answering the questions with my seat-neighbor.

the powerpoint itself was a bore-but the process was excellent

Little too hippy-dippy for me; didn't feel like I got much out of this session though I had a high level of interest going in.

This was an excellent session, very well conceived and delivered, giving us good grounding in the principles and then directing us with leading questions which we asked of our partners. I'd like a follow-up session to fine-tune what we started.

The topic was AI which was interesting and pleasant but did not seem to match the title.

i was surprised at how relevant AI can be.

**10. Concerning the 1:35-2:50pm afternoon presentation, "Transforming the Campus Culture One Interaction at a Time," - How would you rate this segment of the Leadership Retreat in terms of interest, importance, and relevance?**

I did not realize about bio-reaction and communication cycle before. Knowing about my automatic reactions to challenges help me to be more aware of them and find ways to deal with the situation differently. I like how the session incorporate real-life student's story and a scenario.

Meeting Conflict

I appreciated the participation from the audience and the fact that many of our colleagues showed up after lunch!

This is the part of our Retreat we listened to our students' testimonies; I learned something new in life; it motivates me to be more patience in assisting our students..

How do the presenters characterize "the campus culture" that currently exists and based on what evidence? What type of culture are they hoping to create, beyond one that is "authentic" and denies the existence of obvious institutional hierarchies?

It was enjoyable... but lacked a definite pathway (full examination of the steps) as to how to get to the best end result.

The demonstration of bioreaction was perfect! I also liked the way the information was presented.

Very well-presented and shows applicability in our daily work environment.

The hero story was amazing! The student gets my highest respect for her willingness to share her incredible story of overcoming adversities. It

was well written and well spoken. A great choice to introduce the topic of bringing humanity to the classroom and understanding our students struggles and challenges.

Got in too late for the whole thing-- sounded powerful..heard the end of Imama's (?) talk. ..and then Nabil's.

ouch.

The student read her expressive writing very well, and her confidence was evident. I felt that the discussion could have gone further, allowing us to talk more candidly about distinguishing among the students who want consideration - that we need to use good judgment to see when students need to develop their own self-regulation/being responsible despite the multiple challenges they deal with.

Great to hear from the student who read her story aloud. These types of interactions with us are important. We have ideas and perceptions of the issues that our students might be confronted with but hearing the details was surely surprising to some of us. Very good opportunity to get an inside view into a typical students life.

the president's announcement really took the wind out of the day but apparently the timing was unavoidable

It was kind of unorganized but fun nonetheless. The reading of the student lesson paper was the best part; eye opener .

### *Open-Ended Responses: Reflection on the Retreat and College Mission/Vision/Value*

#### **11. Please read the College Vision Statement: \_\_\_\_\_**

**OUR VISION WEST: A gateway to success for every student \_\_\_\_\_**

#### **Did your experiences at the Leadership Retreat deepen your understanding of West's Vision Statement?**

In order to provide a gateway to success, you have to take Social Justice into account.

It is a good vision statement, but I would like it to be expanded such that West provides an "Oasis for the intellect." in the midst of a turbulent world.

However, I feel a "gateway" could imply "closed." I think "A pathway to success for every student" works better.

As mentioned elsewhere, wish we had time to discuss and come up with solutions as a community, rather than being talked to.

In order for our college vision becomes a reality and effective, it should be understood and practiced by everyone working in our campus.

Only because I already understand it.

I was able to understand and learn about the importance of Social Justice and how that makes an impact with our students and the services we provide as a whole college.

It did not deepen my understanding of the Vision Statement, but it did not excellent job of affirming the position of the campus leadership.

Assuming the "campus culture" needs to be transformed into an "authentic" one in which people listen to and hear each other "through one interaction at a time," how would that increase students' chances of achieving their goals (which is what I'm assuming the vision statement means by "success")?

The majority of the sessions related to diversity and social justice. Our vision statement reflects a broader and a more focus upon achievement and success. The researcher gave us figures but there was no useful information as to how to narrow the "gap" and also there was little information as to why and how those groups that had higher percentages were able to have higher percentages in almost every area. Also, among this population there was no breakdown as to the S.E.S (Social Economic Status ). i.e, among the other (White and Asian) student population. The question is how can we assume that statistics that have not been fully evaluated in all areas give us the method and a basic premise for student success ?? This all seems so whimsical.

Give more one on one listening time to students, encourage it.

We are the gateway for many students who otherwise might not have a chance to change their lives/paths.

Our diverse student population was at the forefront of the day's breakout sessions. The subject matter/discussion topics were well prepared to represent all.

it was nice to hear students affirm that we are actually creating a gateway for them and the sessions were about giving us other tools to help create the gateway for more students

I felt a sense of collaborative interest in moving students forward. It was motivating.

It was emphasized that while we should work on connecting with our students we should at the same time maintain high expectations.

We did not spend enough time on it.

#### **12. Please read the College Mission Statement: \_\_\_\_\_**

**OUR MISSION 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 degrees, to transfer, to build careers, and to pursue life-long learning. \_\_\_\_\_**

#### **Did your experiences at the Leadership Retreat deepen your understanding of West's Mission Statement?**

Helped clarify transformative education and supportive services that are related to Social Justice.

Might have been helpful for the speakers to articulate and then make connections between their talk and West's mission statement

I certainly hope I've internalized the mission of West LAC, but most importantly I hope I provide hope to the students that they will succeed. To provide our students a transformative educational experience, WLAC Leadership Retreat must be experienced by all faculty and employees, therefore it should be mandatory.

Only because I already understand it.

Yes, as a whole college I can see that we all contribute to accomplishing the college's mission statement.

The experience was affirming.

Based on the panels I was assigned to attend, I have the impression that the organizers of the retreat believe that the College's greatest barrier to students' "success" is clueless faculty and staff who lack basic communication skills and empathy when interacting with students. They offered no evidence that such serious deficits among staff and faculty actually exist, however.

See my answer above. (1) In regards to a transformative educational experience - there was very little realistic and statistical evidence or commentary. (2) How, exactly and concretely does the college foster a diverse learning community dedicated to "Student Success" - what is the evidence? (3) the following two above sound great but where and who has measured and examined the result of the these "supportive services" (by what manifest and proven results). We should review (widen) and revise our statistical method of acquiring student information, especially as it applies to the political and economic factors that could help determine a students "road to success."

This mission captures what West does best at its best. Our mission is social justice in action.

not my understanding but perhaps my belief that we were better equipped to achieve our mission

The breakout sessions reviewed the colleges mission and discussion on what it meant to the participants.

the importance of providing students the opportunity to interact with the educational experience in a non-threatening but way.

We did not spend enough time on it.

### 13. Please read the College Statement of Values: \_\_\_\_\_

**OUR VALUES** Excellence West envisions each student and employee striving for excellence in and out of classes, laboratories, libraries, studios, playing fields and offices. Ethics We hold ourselves and others to the highest standards in personal as well as intellectual responsibilities. This informs relationships among students, staff, faculty and administration. Empowerment At West, everyone--students, staff, faculty, administration--is empowered by high expectations, respect and acknowledgement in all pursuits, from single lessons to completed degrees, from daily encounters to formal policy deliberations. Engagement To be fully engaged-academically, locally and globally – is to embrace learning with passion, commitment and energy. \_\_\_\_\_

### Did your experiences at the Leadership Retreat deepen your understanding of West's Statement of Values?

Overall, the Retreat activities remind us about social justice and actions/attitudes that can help closing the achievement gap at West. The sessions were energizing and did well in connecting and emphasizing the theme of social justice as well as the College's mission, vision and values.

Wish we had time to come up with solutions together, rather than just being asked to listen. A more organic discussion type session would have been great for building community and furthering West's mission.

Indeed...

In order for our values to be effective, the Leadership Retreat should be mandatory, It should be understood and practiced by everybody working in our campus.

Only because I already understand it.

It help affirm the focus.

The value statement is entirely too broad and subjective . It reminds one of the expression "...we want a chicken in every pot..." The question is, how does one produce meaningful qualitative and quantitative results??

We discussed the underlined caring relationships that facilitates excellence, empowerment and engagement. WLAC institutional values, mission and vision were not discussed in the retreat, but were present as the goals and hopes we have for our students.

Strive for excellence for students: I need the library to buy 3 copies of my textbooks-- even as I try to transfer to non-text-based class.

Rereading these - they're incredible. The retreat is yet another example of how we "hold ourselves and others to the highest standards in personal as well as intellectual responsibilities."

An incredible day! Thank you.

I thought that it was nice that so many faculty came out to an event like this...we strive to make our students embrace opportunities to learn and to be academically engaged but it is more important for us to lead by example. This Friday event showed me that we are living up to that example.

Again, the vision was reviewed and discussed. It was enlightening.

There were attendees from all the different campus services. I especially enjoyed speaking with and exchanging ideas with a facilities manager who was very concerned for our disabled students.

The interlocked discussions on attending to the whole person illuminated the possibilities of enacting our values. I would have liked to have made the connection more explicitly.