

ANNUAL REFLECTION NARRATIVE

DUE: MAY 15, 2014



Achieving
the Dream™

Community Colleges Count

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Instructions

INTRODUCTION

All Achieving the Dream institutions are required to submit an Annual Reflection (except colleges that entered ATD in 2013 that will submit an Implementation Plan). The Annual Reflection provides an opportunity to consider your institution's student success progress over the past year and to plan for the coming year. The Annual Reflection includes several components to guide your institution in this reflective process: the Principles Assessment Survey, Annual Reflection Narrative, Interventions Showcase Update, and Leader College Application (if relevant).

COMPLETING AND SUBMITTING THE ANNUAL REFLECTION

A. Principles Assessment Survey: To facilitate your review and reflection process, Achieving the Dream provides the ATD Principles Assessment Survey, which should be used to solicit stakeholder feedback and group reflection as well as discussion. We recommend that your institution administer this survey to a representative group of stakeholders (administrators, faculty, staff, students, etc.) who have been involved in your reform work.

Administer the online survey by sharing the [link \(http://adobe.ly/1b9S6qt\)](http://adobe.ly/1b9S6qt) and ask stakeholders to **submit their survey by April 10, 2014**. Achieving the Dream will collect the results for your institution and send an aggregated response summary to your Core Team Leader by April 23, 2014. Please note that individual survey responses will be anonymous to both the institution and Achieving the Dream. Even individual survey responses will be identifiable only by an institution's IPEDS Unit ID.

Once you have completed the survey and received the aggregated responses, Achieving the Dream suggests that your institution engage a representative group of stakeholders to review and discuss your student success and equity work, the results of the Principles Assessment Survey, and your outcomes data for the five Achieving the Dream student success measures. This discussion will be informative as you complete the Annual Reflection Narrative.

B. Annual Reflection Narrative: Complete the Annual Reflection Narrative document and save the document as "Institution Name_2014 Annual Reflection_Date" [ex: Mountain

College_2014 Annual Report_5.10.14]. Return to the [Annual Progress Site](#) (www.achievingthedream.org/annualprogress) where you will find a link to the Submission Site. Click on the Submission Site link and sign in with your email address and your institution's IPEDS number, and upload the saved document. Also, be sure to have your chart or graph ready to upload (see [Question 5](#) and [Appendix A](#)). The file should be saved as "Institution Name_2014 Annual Reflection_Data_Date" [ex: Mountain College_2014 Annual Reflection_Data_5.7.2014].

C. Interventions Showcase Update: Add new interventions and update existing interventions by going to the [Annual Progress Site](#) and following the link to the Interventions Showcase.

D. Leader College Application (if relevant): Institutions applying for initial Leader College status and institutions required to apply for Leader College recertification must also submit a Leader College Application with their Annual Reflection. More information about the Leader College Application can be found at the [Annual Progress Site](#).

FEEDBACK

Institutions will receive feedback on their Annual Reflection by early fall of 2014.

QUESTIONS

If you have a question about the Annual Reflection, please send an email to info@achievingthedream.org or call 240-450-0075.

Annual Reflection Narrative Questions

Please enter your responses directly into the spaces provided below.

Note that the period covered by this Annual Reflection is May 2013 - April 2014. Please reflect on activities during this time period throughout the narrative.

Institution Name: West Los Angeles College

1) Contributors to the Annual Reflection

Achieving the Dream suggests that your institution engages a representative group of stakeholders to review and discuss your student success and equity progress, the results of the Principles Assessment, and data for the five Achieving the Dream student success measures (as described in Question 5 below).

Names of Contributors to this Annual Reflection	Titles of Contributors to this Annual Reflection
Clare Norris	ATD Faculty Coordinator/ Assoc. Professor of English
Agyeman Boateng	Research Analyst
Mary-Jo Apigo	Core Team Co-Chair/Dean of Teaching and Learning
Alice Taylor	Accreditation Steering Committee Co-Chair
Sue de Bord	Assistant Professor of Language Arts Learning Skills
Educational Master Plan Workgroup	
With input from members of West's Student Success Committee and Academic Senate	

(You may add more rows to this table as necessary)

2) Student Experience

In what ways is your reform work transforming the way students experience college?

Question 2: Student Experience (2-3 Paragraphs)

West held its third Semester Kickoff for Fall 2013 the Friday before the semester began, and this time we implemented a new electronic check-in system with help from the assessment center staff and our IT department. According to the record, 259 students checked in for the Kickoff. Students attended workshops, toured the campus, met instructors, paid fees, and joined clubs all before the semester began. They also had the opportunity to learn about the West Expressway, West's response to SB 1456, in which students are supported in completing assessment, orientation, and an abbreviated student educational plan to qualify for priority registration. The Expressway was rolled out in 2013, and hundreds of students have already been served.

Reading Apprenticeship is continuing to spread across our campus. The Faculty Inquiry Group continues to meet regularly and faculty members are being trained and are applying RA strategies in their classes. As a result of our Enhanced Tutoring initiative, West tutors are being more extensively trained in practices like Reading Apprenticeship and are examining student survey results to improve their skills for serving students.

Twenty-six of West's faculty members and administrators completed the Five-Day Experiential Learning Institute (FELI) in June 2013. Those members of West's community have gone forward to apply to their strategies they learned toward community building, maintaining empathy, sharing their stories, using videos in teaching, and making class sessions more interactive. The FELI graduates are recruiting colleagues to attend a 2014 FELI.

3) Progress Statement

Please describe your institution's progress in improving student success and completion over the past academic year. 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, engagement of full and part-time faculty, staff additions or transitions, state or federal influences, budget reductions, and reaffirmation of accreditation efforts.

Question 3: Progress Statement (No more than 2 pages; 1 page preferred)

West has made great strides in offering student success-related professional learning opportunities in the last year. West hosted the ACE program's Five-Day Experiential Learning Institute in June where twenty-six members of West's faculty and administration practiced skills in community building, communication, leadership, and empathy. The group got exposure to the ACE student cohort program and is exploring its feasibility for West. In the fall semester West held a Leadership Retreat where Dr. Darla Cooper from the Research & Planning Group discussed the recent *Student Success (Re)defined Report* and the ways faculty and staff can contribute to improving student success. In addition, West students participated in the student panel portion of the day. West hosted its first spring professional development day (Spring Summit) on the Friday before the spring semester commenced, and 98 members of West's personnel attended. It included a student panel where students got the opportunity to share student programs that had impacted their lives. West hosted a California Acceleration Project workshop, and West has signed up to participate in the project, accelerating English classes for the first time. Most recently, West hired a faculty professional development coordinator to develop, coordinate, and publicize professional development programs and workshops based on faculty needs and use evaluations to improve programs.

In this academic year, West has also been at work on updating the college's Educational Master Plan. A faculty co-chair of the work group was hired, and the work group has been meeting regularly. As a member of the work group, the Student Success Committee/ATD Core Team faculty co-chair has been ensuring that student success-related goals and objectives are prominent in the plan.

West has also made great progress with preparing to implement the mandates of the Student Success Act of 2012. West's Student Success and Support Programs Advisory Committee has developed the West Expressway, an online tool that will usher students through the orientation process and direct them to educational planning, career planning, and assessment to qualify for priority registration. A work group of the Student Success Committee has also been working with faculty leaders on developing a discipline advising model for West, which will help students choose their paths and will support the fulfillment of the state mandate. In response to that same Senate Bill, West is also preparing to develop a Student Equity plan that is focused on increasing access, retention, course completion, and transfer rates for all students. One of our college committees has changed its name and charge to make room for these two initiatives and ensure their place in the college governance process.

West is in the midst of preparing a midterm report for a Spring 2015 ACCJC visit. The major recommendations to be addressed in the midterm report have helped focus the college on systematic, student-centered planning and assessment, both of which we hope will have a positive impact on student success.

In addition, in order to place the entire Los Angeles Community College District on the same accreditation cycle, the commission moved West's full self-evaluation up two years. Thus, West must prepare a full self-evaluation for a spring 2016 visit. In fall 2014, we will be finalizing the midterm report while simultaneously doing the major research and writing for the self-evaluation. The college has tried to organize the research so that it draws on, rather than duplicates, the work of standing committees. It remains to be seen how well this approach can ameliorate the impact of this extraordinary cycle of accreditation.

West's tutoring services and learning skills instruction has been reorganized so that the faculty members who had been coordinating and supervising the tutoring services and planning interventions are no longer doing so. The Learning Skills faculty used results from the student learning outcomes assessment cycle to revise Learning Skills curriculum and delivery. At this time, curricular revision includes replacing computer-assisted instruction with traditional classroom instruction to support our students with the greatest developmental writing challenges. Learning Skills faculty are working with English and Math departments to conceptualize academic support curriculum based on trends in the field; our goal is construct conceptual links so that academic scaffolding – whether in the form of enhanced or embedded tutoring, supplemental instruction, or paired LSK/ENGL and LSK/MATH courses – aligns with disciplinary curriculum in math and language arts. Our vision of academic scaffolding will provide opportunities for reinforcement and absorption of concepts, grounded in close collaboration between language arts, math, and learning

skills faculty.

At the end of last academic year, West's dean of general education and co-chair of the Student Success Committee retired, making room for first, an interim dean and more recently a permanent replacement.

Program Review is another opportunity for faculty and staff to review student outcomes data, reflect on the trends, and set goals to bridge gaps.

The ASO has been very active this academic year in sponsoring various student activities such as study hall and participating in campus events such as the Kickoff. The ASO President regularly reports at the Academic Senate regarding activities and to garner faculty support. Students are also members on the Student Success/ATD Core Team.

West's English and math disciplines hired two new faculty with specialization in teaching basic skills classes.

Two leaders of West's ATD Data Team attended a California Community Colleges Success Network training for Data Inquiry. The leaders took on the project of evaluating West's math and English tutoring services using a survey. Data Team members will administer the survey to about 500 students before the end of this semester.

Summer Bridge is a cohort program being piloted to begin in the 2014-15 academic year featuring paired English and Personal Development classes targeting students exiting High school. Black Scholars is a paired Math/English cohort program currently under development.

There were some leadership changes at the Los Angeles Community College District Office. After Chancellor Daniel LaVista's retirement, the LACCD had an Interim Chancellor, Dr. Adriana Barrera, and just concluded the search for Chancellor. Francisco Rodriguez will begin his new position this summer.

4) Principles Assessment

For each principle listed below, please provide a brief analysis of your institution's aggregate responses regarding the principles inherent to the Achieving the Dream Student-Centered Model of Institutional Improvement.

- You may access complete definitions of each of the Five Principles [here](#).

Principles Assessment Survey: Your answers to this question should be informed by the Principles Assessment Survey, which assists institutions in gathering stakeholder feedback.

- Achieving the Dream recommends that your institution solicit feedback via this survey to a representative group of stakeholders (faculty, staff, students, etc.) who have been involved in your reform work.
- All surveys should be submitted by **April 10, 2014**. Achieving the Dream will provide a summary of the results by April 23, 2014 for institutions to use when completing their Annual Reflection Narrative.
- For more information about how to administer the survey, see the [Instructions](#) section of this document.

Each principle summary should be no longer than 3 paragraphs and may also include a synopsis of your institution's group discussions regarding each principle.

How many people from your institution submitted an online Principles Assessment?

To identify changes in stakeholders' views of West's addressing of the ATD principles, we compared the results of the 2013 Principles Assessment to the results of the 2014 Principles Assessment. In both surveys, there were 12 respondents. Of the 41 survey items compared, 17 items had decreased averages on the 2014 Principles Assessment compared with the 2013 Principles Assessment. Three items had no change. Twenty-one items increased from last year to this year's assessment, suggesting that in general, West has a more positive view of student success and ATD efforts on campus.

Question 4: Principles Assessment Analysis

Principle 1: Committed Leadership (2-3 Paragraphs)

The item on the survey under this topic that increased were these items:

Senior leaders demonstrate willingness to support changes in policy, procedures and resource allocation to improve student success. (0.33 increase on a five-point Likert scale)

Faculty leaders actively support a broad-based student success agenda. (0.25 on a five-point Likert scale)

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. This year, that commitment has expressed itself in the effort toward the educational master plan and a commitment at the highest levels of college leadership to prioritizing support for faculty professional development efforts.

Principle 2: Use of Evidence to Improve Policies, Programs, and Services (2-3 Paragraphs)

These items on the survey under this topic showed a slight decrease:

IT capacity is adequate to meet the demand for data and institutional research. (0.33 decrease)

College regularly conducts surveys and focus groups with students, faculty, and staff to identify weaknesses in programs and services and opportunities for improvement. (0.25 decrease)

The college is undergoing a transition to a new content management system, which will allow more users to provide information online through their faculty, office, and department webpages. In addition, the Office of Research and Planning is working with the Los Angeles Community College District Office IT staff to make enhancement to the college's online Institutional Effectiveness System that houses Program Review. Moreover, the Student Learning Outcomes Committee is reviewing SLO assessment databases to recommend adoption.

The Planning and Institutional Effectiveness (PIE) Committee and Budget Committee have two annual joint meetings to evaluate the effectiveness of campus process and meeting to discuss effective use of financial resources. The meetings include data related to student success outcomes, financial data, and program review. This spring, the PIE Committee also recommended institution-set standards on transfer, degree and certificate completion, and course completion. The Office of Research and Planning has increased its research capacity with the addition of an Assistant Research Analyst.

In the first and second years of ATD, the college conducted focus groups with students to identify gaps in services and to hear directly from students how the college can improve. We want to conduct more focus groups and are working on improving recruitment of participants. In addition, the college, which has about a quarter of students enrolled in online classes, is exploring how to conduct online focus groups to capture this student population.

The ATD Data Team has been revitalized with expanded membership. In addition, there are three co-chairs: two faculty members and the Research Analyst. The Data Team is providing support for evaluating campus tutoring services, one of our ATD initiatives.

Principle 3: Broad Engagement (2-3 Paragraphs)

The item in under this topic showed a noticeable increase between the two assessment surveys:

Faculty meets regularly to examine course and program outcomes and develops strategies for addressing achievement gaps and improving student success. (0.55 on a five-point Likert scale)

Student learning outcomes assessment has been a college-wide focus. With the SLO Committee and leadership, the college has been improving its Student Learning Outcome development and assessment process. Members of the May 2013 accreditation visiting team complemented West on its focus, leadership and effectiveness in

identifying and assessing Student Learning Outcomes. The ACCJC affirmed West's accreditation in July 2013, after our visiting team had written, "...the College has met the Commission's standard for planning, implementation and learning from their assessment work to improve education at multiple levels throughout the institution."

Principle 4: Systemic Institutional Improvement (2-3 Paragraphs)

The items under this topic showed significant increases:

The college offers faculty and staff professional development that reinforces efforts to improve student success and close achievement gaps. (0.92 on a five-point Likert scale)

Induction and orientation activities for new faculty and staff foster a commitment to student success (0.50 on a five-point Likert scale)

The college has increased the forms of available professional development. Tech Fair, is an ongoing series of workshop presented by faculty for faculty about using technology in the classroom to improve student success. There is a Faculty Inquiry Group (FIG) related to Reading Apprenticeship that meets monthly to share progress and document activities used in the classroom. Twenty-six faculty and staff graduated from the Five-Day Experiential Learning Institute (FELI) in June 2013. Through the institute, participants learned how to use authentic communication with colleagues, include more interactive group work and discussion in classes, and increased sensitivity to student barriers and understanding.

Each year, West welcomes a group of outstanding new faculty to our academic community. The Faculty Professional Development Academy: West Connect includes events for new and tenure-track faculty to provide information and resources; opportunities to expand perspectives by interacting and exchanging ideas with peers; and workshops relating to practical topics, instructional strategies, and implications for teaching.

Lastly, a new Professional Development Coordinator was recently appointed, who will provide leadership and coordinator for campus-wide professional development opportunities.

The Student Success Scorecard is a report using state-wide data identifying cohorts in each California Community College and tracking success and completion outcomes in a six-year period. This year the report was released on April 15. The Office of Research and Planning has reported West performance on the Scorecard metrics with various committees on campus to stimulate discussion about student success among administrators and faculty.

A consultant was hired to help the Educational Master Plan (EMP) Workgroup members interrogate the readily available data to help us identify opportunities and challenges. Out of this has grown a draft EMP that attends carefully to how progress will be measured, who is responsible for initiating and developing new plans and who is responsible for execution and progress. The college committed release hours to a faculty co-chair to help organize and direct this effort.

Since the release of the new Student Success Scorecard from the California Community College State Chancellor's Office, the college and other stakeholders have access to success data online. The scorecard includes college momentum points related to completing the basic skills sequence, persistence, and completing 30 units. The scorecard also has data related to degree and certificate completion. The Student Success Committee/ATD Core Team reviews this data to identify ways to improve success rates.

Principle 5: Equity (2-3 Paragraphs)

Two items under this topic showed notable increases:

The institution's staffing reflects the demographic composition of its service area's population (community or region). (0.50 on a five-point Likert scale)

Adjunct and full-time faculty, staff (including front-line and student support services), and administrators have experience or knowledge of how to work with students from diverse backgrounds and are sensitive to the unique needs of culturally diverse students (0.58 on a five-point Likert scale)

The college has a Global Studies initiative and has hosted two annual Global Vision conferences. The campus has a program called Project LEARN, which helps address the needs of West's African-American student population. West's Reading Apprenticeship FIG and the FELI are projects designed to train faculty members in better meeting the needs of traditionally underrepresented students. The college is identifying faculty and staff to participate in another FELI in August 2014. In addition, the college is updating its equity plan.

5) Student Success Data Trends

Please review and discuss your institution's **disaggregated data trends** for the five Achieving the Dream student success measures (see [Appendix A](#))

- ❖ In an effort to better guide institutions in student cohort tracking, Achieving the Dream has clarified the five Achieving the Dream student success outcome measures. Please be sure to review [Appendix A: Student Success Outcome Measures and Definitions](#) before running your data analysis to acquaint yourself with these new specifications.
- ❖ Achieving the Dream recommends that each institution analyze **at least four years of disaggregated data** for each measure.
 - We realize that some of the newer Achieving the Dream institutions may not have four years of disaggregated data available for each measure. If your institution is not able to analyze at least four years of data for a measure, we ask that you simply indicate this in the summary you give below.

I. For *at least* one measure, your institution will provide a chart or graph, which should be uploaded along with this narrative as a *separate document*. Achieving the Dream has several tools to assist institutions with creating charts and graphs that track student cohorts.

Please indicate by typing “x” next to the tool your institution will use in generating its chart/graph:

- **Achieving the Dream Data Template:** An excel template that institutions can use to enter data and track student cohorts. You can access the ATD Data template on the [Annual Progress Site](#) and see an example of a completed template in [Appendix B](#).

Note: Institutions that are applying for Leader College Status or Leader College Recertification **must** use the ATD Data Template* and complete the accompanying Leader College application.

- Institutions applying for Initial Leader College Status must complete the ATD Data Template for at least ONE ATD measure (one tab)
- Institutions applying for Leader College Recertification must complete the ATD Data Template for at least TWO ATD measures (two different tabs).

- **Achieving the Dream Data Products:** Your institution has access to Achieving the Dream data products. These data products are based on all student data submitted to Achieving the Dream database by your institution. One of these data products is an Excel workbook provides summarized data for ATD student outcome measures by student cohort and by subgroups (gender, ethnicity, Pell recipients). To access these data products, please log on to the data submission site: www.dreamwebsubmission.org.

- X **Institution-generated chart or graph:** Institutions may submit a self-generated chart or graph.

II. Please provide one response *per outcome measure* that includes the following:

- (a) Description of your institution's progress in comparison with previous year outcomes
- (b) Explanation of your institution's progress in closing achievement gaps among the disaggregated student

Measure 1: Completion of remedial or developmental instruction (2-4 Paragraphs)

Measure 1)

The most troubling trends with successful completion to remedial or developmental instruction occur with African American students and students who were Pell recipients in their first term.

African Americans in the 2008 ATD Cohorts had a 39% rate of completing the developmental math requirements within two years, and Pell recipients had a 53% rate. The ATD cohort 2011 rates for these groups are 31% and 44%, respectively.

Two groups that did increase over these same cohorts are White students and students in "All Other [ethnic] Categories" going from 28% and 36% math developmental math requirement completion in the 2008 cohorts, respectively to 50% and 48% completion, respectively, in the 2011 cohort.

Latino progress has remained steady with a maximum difference of 3 percentage points between any two cohorts since 2008, but for African Americans and Pell recipients we have seen regress rather than progress over the past four cohorts.

English progression shows a different pattern with these two groups. African Americans' completion of the remedial sequence within two years took a hit with the 2010 cohort, but the 2011 cohort bounced back somewhat. Pell recipients declined in 2009 and have not recovered in successive cohorts.

Note: Cohort Data extracted from Achieving the Dream Data Tool.

Measure 2: Completion of college-level gateway courses (2-4 Paragraphs)

Measure 2)

We can look at the progress along gender categories to get a general sense of overall trends for this measure since the category is divided into only two groups of relatively similar sizes. Looking at male and female progress to gateway courses within three years, cohort performance on this measure seems to have slightly improved from overall since 2008.

African American completion of gateway English has stayed steady over the past three cohorts, while Latino progress has improved slightly over the past four cohorts. While African American completion of gateway math started at an abysmally low 3% in 2008, this has increased to 5% for the 2011 cohort.

Note: Cohort Data extracted from Achieving the Dream Data Tool.

Measure 3: Course completion with a grade of "C" or better (2-4 Paragraphs)

Measure 3)

Successful course completion rates in gender categories have not deviated more than three percentage points for the past four cohorts, although male rates show an upward trend from 59% with cohort 2008 to 62% with cohorts 2011 and 2012 (in years one, two, and three).

Successive cohorts of African Americans have seen improvements in successful course completion rate in cohorts 2008 through 2010 in years one through three from 49% to 51%, respectively.

2008 Cohort African Americans had a 49% successful course completion rate. This rate has increased over successive cohorts for years one, two and three with the only regress from cohort 2011 to cohort 2012 in year two successful course completion. Latino successful course completion has stayed within three percentage points for cohorts since 2008, although a similar dip was seen from cohort 2010 to cohort 2011 in year two.

Note: Cohort Data extracted from Achieving the Dream Data Tool.

Measure 4: Term-to-term and year-to-year retention (2-4 Paragraphs)

Measure 4)

Overall, first Fall to second Fall retention has increased from cohort to cohort. Looking at the cohort trends across gender, females and males in the 2008 cohort had a 35 and 33% first year retention rate, respectively. In 2011 both of these rates jumped at last 9 points to 48% and 42% respectively. African American first year retention rose steadily from 39% for Cohort 2008 to 44% in Cohort 2011. Latinos first fall retention was 42% in Cohort 2008 and rose to 54% in Cohort 2008. One group that did not exhibit this upward trend are Pell recipients. Their rate has fluctuated between 64% and 62% over cohorts 2008 to 2011.

Note: Cohort Data extracted from Achieving the Dream Data Tool.

Measure 5: Completion of certificates or degrees (2-4 Paragraphs)

Measure 5)

Only two cohorts have had four full years with which to calculate data. Given the limited amount of data, trends are difficult to surmise.

Given other non-cohort internal data reports we know that overall degrees and certificates as separate measures have fluctuated over the past four years, but together have increased steadily. More associates degrees and certificates have been awarded to Latinos over the past four years and Latino share of degrees have increased over the past four years. African-Americans' share of degrees and certificates, however, have decreased over the past four years.

Transfers overall have decreased given our internal reports. Some of this downturn can be explained by state budget cuts which have caused public four-year institutions in the state to limit the opportunities (admissions seasons and admissions spaces) to community college transfers.

Note: Cohort Data extracted from Achieving the Dream Data Tool.

- III. After reviewing your analysis of each of the five measures, outline your institution's plans for sustaining and building increases and addressing decreases and achievement gaps.

Question 5.iii: Continuous improvement plans for building increases and addressing decreases (No more than 1 Page)

African Americans and Latinos constitute approximately 80% of our overall student enrollment. Our new Educational Master Plan contains several objectives for addressing increasing student success for these populations as well as other at-risk student groups. Currently a new Equity Plan and Student Success and Support Programs Plan (which includes our efforts toward Senate Bill 1456) are being written, to be completed in Fall 2014.

6) Goals and plans for 2014-2015:

Based on analysis of your progress over the past year, including your student success data and stakeholder input, please identify at least three goals for your institution's student success work, 2 to 3 planned action steps to advance these goals in the 2014-15 academic year.

These goals were developed to align with the goals and objectives of the College's updated Educational Master Plan (in progress).

Goal 1: Offer and incentivize ongoing training in proven, effective learner-centered teaching strategies (e.g., RA, FELI).

1. Review and evaluate current effective learner-centered teaching offerings at West.
2. Research incentives at other institutions to identify effective models.
3. Assess learner-centered teaching needs across the campus.

Goal 2: Improve pre-enrollment services targeted to potential at-risk students.

1. Research and identify the at-risk groups who would benefit from pre-enrollment services.
2. Identify target groups in categories.
3. Assess each target group's needs for services.

Goal 3: Develop and implement an accelerated pathway through the English sequence.

1. Team of English faculty members participates in 3csn Acceleration Community of Practice.
2. Members of that team pilot acceleration in their Fall 2014 and Spring 2015 classes.

7) Sharing

If you would like to share additional information about your institution's progress and reflection process, please use the space below.

Question 7

West is eager to enter Year Four with ATD working more closely with our District Student Success Initiatives to ensure we get the most benefit from our participation.