



Annual Reflection Narrative

Due: May 15, 2013

Approved

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1 Introduction

All colleges (except for [the 2012 Cohort](#) that must submit an [Implementation Proposal](#)) are required to submit an Annual Reflection. The Annual Reflection, which provides an opportunity to consider your institution's Achieving the Dream work over the past year and to plan for the coming year, replaces the previous requirement for an Annual Report. It comprises several components to guide institutions in this reflective process: the Principles Assessment Survey, Annual Reflection Narrative, Interventions Showcase Update, and Leader College Application (if relevant).

2 Stakeholder Engagement

Prior to completing the following questions for the Annual Reflection Narrative, we suggest that you engage a representative group of stakeholders (faculty, staff, and others who have been involved in your reform work) to consider, review, and discuss the institution's student success and equity work.

3 Submitting Annual Reflection Narrative

Core Team Leaders will receive an email from Achieving the Dream by April 24th with a link to submit the Annual Reflection Narrative. The Core Team Leader will receive a separate email in mid-April with instructions on how to complete the institution's Interventions Showcase Update.

Colleges will receive feedback on their Annual Reflection in the summer of 2013.

4 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 Instructions

Below is a narrative section consisting of seven questions. This document serves as a template, so please write your responses directly into the spaces provided below.

**Note that the period covered by this Annual Reflection is May 2012-April 2013. Please reflect on activities during this time period throughout the narrative.*

1. Contributors to the Annual Reflection:

Institution Name: West Los Angeles College

Names of Contributors to this Annual Reflection	Titles of Contributors to this Annual Reflection
Clare Norris	ATD Faculty Coordinator
Mary-Jo Apigo	Core Team Administrative Co-Chair
Agyeman Boateng	Research Analyst
With input from members of West's Student Success Committee and Academic Senate	
<i>(Add more rows to this table as necessary)</i>	

2. Progress Statement:

Please describe in no more than one page your institution's progress in improving student success and completion. In what ways is your reform work transforming the way students experience college?

Semester Kickoffs

For the Fall 2012 and Spring 2013 semesters West students have had the opportunity to come to campus the Friday before instruction began to attend a structured event designed to get them prepared for the semester.

The Fall 2012 Kickoff featured over forty faculty members on hand to greet students and answer their questions. At least eighty-five students took student-led tours of the campus. Students also attended program-specific orientations, met other students, learned about West clubs, played games, and won prizes.

In Spring 2013, students again had access to more than thirty faculty members who greeted students, answered their questions, and provided syllabi. Our Transfer Center director also coordinated university representatives for students interested in transfer along with student success and financial aid workshops coordinated by our Matriculation and Financial Aid directors. Again, students attended program-specific orientations, met other students, learned about West clubs, played games, and won prizes. Students also got to try out our college café, which offered menu specials for the event.

Discipline Advising

The college is also trying something new in the way of discipline advising. West counselors are working diligently to develop a system in which they will train faculty members from specified disciplines on advising students in discipline-related matters. Then, those faculty members will be identified for students as advisors in those disciplines.

Math Curriculum Redesign

Our Mathematics Division has brought a new algebra sequence to our campus to improve math success. Students are now able to enroll in a three-semester integrated elementary and intermediate algebra sequence, Math 123ABC, in place of an older four-semester sequence. This project has been supported by the LACCD Math Faculty Inquiry Team, which has also enabled math faculty to analyze data on course results in ways that more appropriately reflect actual student success than the widely-disseminated measures usually cited.

Enhanced Tutoring

West's tutoring services are undergoing a transformation. West's Center for Academic Success has committed to train tutors in literacy instruction using Reading Horizons and Reading Apprenticeship. Some West tutors have taken on Supplemental Instructor roles, supporting students in and out of the classroom.

West is also working to develop a Math Lab, an exclusive area for Academic Success dedicated to math tutoring and student study groups. In the college's recent prioritization process, the Center's Supplemental Instruction program and the Math Lab were ranked near the top of the list. As a result, we expect funds to be available to support these innovations.

Professional Development

West's Core Team faculty chair has been sharing across the campus the elements of the Academy for College Excellence and the related professional development: the Five-Day Experiential Learning Institute. Many faculty members have expressed interest, and we will offer a pilot June 10-14. Twenty-five members of West's personnel will participate in this Institute which is designed to give faculty members, administrators, and staff members an opportunity to explore

ways to target students' non-cognitive skills and foster increased levels of student learning and success, especially for our most vulnerable students.

The Core Team has also been supporting Reading Apprenticeship efforts on campus, including online training and an on-campus Faculty Inquiry Group. According to the Reading Apprenticeship web site, Reading Apprenticeship "draws on teachers' untapped expertise as discipline-based readers and on students' untapped strengths as learners. The result is a research-based, research-tested partnership that benefits students and teachers alike."

Division-Level Interventions

The Computer Science faculty member on the Core Team worked with other members of his division to use data and identify strategies they could implement to increase success in their division. The division collaborated with counselors in fulfilling many of these strategies. They are already seeing some results from the following initiatives, which they began implementing and shared with the Academic Senate in Fall 2012:

1. Distribute the syllabus electronically to students a month before the semester begins.
2. Review classes for articulation to local universities.
3. Track students as they progress through the program.
4. Present a roadmap of classes.
5. Advertise the course sequence diagram for each discipline.
6. Assign a faculty mentor to each computer science major.
7. Review student success data for the previous semester each semester.
8. Enforce prerequisites for advanced classes.

3. Institution Context:

Please consider both the positive and negative factors affecting the student success efforts at your institution and provide a brief (no more than one page) summary of the impact each has had on your progress this year. 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 lay-offs, state or federal influences, budget reductions, and reaffirmation of accreditation efforts.

Leadership Changes

The LACCD chancellor announced in February that he would resign as of June 30, 2013. In an effort to involve more participation of staff and faculty across the district, the District Office will be hosting town halls at all colleges to aid in the selection of a new chancellor. West LA is scheduled to have its town hall meeting on May 14, 2013.

In the last year West's VP of Student Services took an interim position to assist the district and all of the colleges with the implementation of a new Student Information System (SIS). A dean in Student Services served as an acting VP, and in March a long-term interim VP was hired. All three VPs have been extremely supportive of West's student success efforts. The two former VPs participated in planning the Semester Kickoffs and helped foster communication between the Core Team and Student Services to publicize the Kickoff. The current VP is active on West's Core Team.

The Mathematics division elected a new chairperson in October. The new chair has been a member of the Student Success Committee/ATD Core Team since its inception. Thus, he is more connected with the efforts than his predecessor.

Staff Additions

In the fall, the college also gained a research analyst who has been very active in the Data and Core Teams. He has made a number of suggestions of ways to collect and analyze data resulting from our intervention strategies.

West hired seven new full-time faculty members last fall and expects to hire ten additional full time faculty members for this coming fall.

State Influences

Student Services colleagues at West are thoroughly engaged with fulfilling the state requirements for SB1456 (Student Success Act). Counseling faculty are working on ways to help all new, first-time students get an assessment, orientation, and an educational plan prior to registering for their classes. SB 1440 (Student Transfer Achievement Reform Act) is an important act that is aimed at encouraging instructional faculty in a discipline to develop Transfer Model Curriculum (TMC) that will allow a more seamless transfer process for students interested in transferring to a CSU. Both acts are viewed as high-priority concerns for the college and extensive planning and implementation have already begun.

Budget

Proposition 30, the governor's education budget increase ballot initiative, passed in November. Thus, West has been able to increase its summer course offerings, which we expect will lead to more faculty engagement during the summer months.

Accreditation

In response to West's self-study and site visit in March 2012, ACCJC issued West a Warning and offered a number of recommendations. Thus, the college has been focused on responding to the Commission's recommendations and preparing for the follow-up site visit that occurred in April.

4. Principles Assessment:

For each principle listed below, provide a brief summary of your institution's aggregate observations regarding the Principles Assessment Survey (*see below*). Please be sure to include recognition of achievements and challenges your college has experienced as well as a description of future plans. This summary should be no longer than 3 paragraphs for each principle and may also include a synopsis of your institution's group discussions.

To ascertain 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 2011/2012 Readiness Assessment. Of thirty-four items to be compared, one was unable to be compared. Of the rest, four items had average scores in which the "Principles" score was 0.8 points or higher than the "Readiness" score. Eight items had scores on the "Principles" and "Readiness" surveys within 0.2 points of each other. In all, seven items had "Principles" averages lower than their counterpart "Readiness" item scores. Since the statistical significance of these differences has not been determined, the choice of reporting thresholds in this summary are somewhat arbitrary, based upon a cursory analysis of the distribution of differences. Interestingly, while no item received a "Principles" score that was more than 0.4 below its counterpart "Readiness" score, fourteen items saw "Principles" scores higher than the corresponding "Readiness" score suggesting that in general, "Principles" respondents seem to have had, in broad terms, a more positive view of West student success and ATD efforts than "Readiness" respondents.

a. Principle 1) Committed Leadership

a. The item on the survey under this topic that showed growth was this item:

CEO and leadership team actively support efforts to improve student learning and completion, not just increase enrollments.

The average score increased by .66. Since West's accreditation self-study and site visit last year, when the college received recommendations for improving its Student Learning Outcome development and assessment process, the college has been

intently focused Student Learning Outcomes. Thus, “student learning” has been everyone’s visible focus, including the president and leadership team. Members of the May visiting team complemented West on its focus, leadership and effectiveness in identifying and assessing Student Learning Outcomes

b. Principle 2) Use of Evidence to Improve Policies, Programs, and Services

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

College routinely disaggregates student cohort data by age, race, gender, income, and other factors to identify gaps in achievement among student groups.

IR staff capacity is adequate to meet demand for data and research.

While the college did recently hire a research analyst, as West’s ATD effort and other initiatives show the value of everyone on campus being familiar with college student success data, it is difficult for us to meet the need for access to data. Fortunately, three of West’s student success leaders will be attending a state-wide Leadership Institute in June in which they have elected to focus on developing their skills to effectively share data.

The Student Success Team leaders also intend to conduct more focus groups in the coming academic year.

b. Principle 3) Broad Engagement

a. Three items in under this topic showed a noticeable increase between the two assessment surveys:

College secures active student participation in efforts to improve student outcomes.

There is alignment and extensive collaboration on efforts to improve student success between academic/instructional affairs and student services.

Part-time or adjunct faculty are actively engaged in institutional efforts to improve student success.

West’s first two Semester Kickoffs saw active student participation and West’s Student Success Committee/ATD Core Team has active student members.

West faculty, staff, and administrators from student services and academic affairs have been active members of the Student Success Committee/ATD Core Team since its inception.

Adjunct instructors have participated in the Semester Kickoffs and are signed up to participate in West’s upcoming Five-Day Experiential Learning Institute.

c. Principle 4) Systemic Institutional Improvement

a. These items under this topic showed a decline from the Readiness Assessment to the Principles Assessment:

The college offers faculty and staff professional development that reinforces efforts to improve student success and close achievement gaps.

College provides training to faculty and staff on using data and research to improve programs and services.

While the Student Success Teams have been supporting and promoting some professional development efforts on campus like Reading Apprenticeship training and the Faculty Inquiry Group, that is still only reaching a relatively small number of instructors. We are eager to offer the Five-Day Experiential Learning Institute to a larger group of college personnel. Also, the sharing of data is a priority of the teams.

b. These items under this topic showed a point increase from the Readiness Assessment to the Principles Assessment:

Decisions about budget allocations are based on evidence of program effectiveness and linked to plans to increase rates of student success.

The college has a standing committee or committees responsible for guiding and monitoring efforts to improve student outcomes.

The college is proud of its new Program Review process, inspired by last year's Accrediting Commission recommendations. It has been repeatedly shared across the college, and all college programs completed the process within the last year. West's Student Success Committee has also gained traction in the last few years and has become even more visible since taking on West's ATD efforts.

d. Principle 5) Equity

- a. Comparable questions under this topic were not asked on the Readiness Assessment, so a comparison between the results of the two surveys could not be made.

As we developed last year's Implementation Proposal and implemented the strategies, the Teams have been mindful of the achievement gaps first presented by the Data Team early in this process. We have worked with the college's Project LEARN to address the needs of West's African-American student population. West's Reading Apprenticeship Project and the Five-Day Experiential Learning Institute are projects designed to train faculty members in better meeting the needs of traditionally underrepresented students. The Teams are also working with Counseling faculty as they develop a plan to roll out Discipline Advising on campus where students will have more opportunities for advisement. The Teams will also update West's Equity Plan and take advantage of West's burgeoning Global Initiative to see how that work can help the college address issues of equity.

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

Principles Assessment Survey

To assist in the facilitation of a reflection on your institutional progress, Achieving the Dream has created a Principles Assessment Survey which should be used to solicit stakeholder feedback and group reflection and discussion. Achieving the Dream recommends that institutions administer this survey to a number of stakeholders college wide to ensure an inclusive representation.

The Principles Assessment survey may be used in one of two ways.

- **Option 1:** Administer [the online survey](#) by sharing the link (<https://adobeformscentral.com/?f=3FfYggSaO18alb4SANJDuQ>) and ask stakeholders to submit their survey by April 18, 2013. Achieving the Dream will collect the results for your institution and send an aggregated response summary to your Core Team Leader the week of April 22, 2013. 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.
- **Option 2:** [Download the survey](#) and use it to structure a group reflection on the institution's progress and complete the survey as a group. If your institution chooses this option, the college does not need to submit the completed survey(s) to Achieving the Dream.

Achieving the Dream suggests that the college engage a representative group of stakeholders to review and discuss the institution's student success and equity work, the results of the Principles Assessment, and outcomes data for the five Achieving the Dream student success measures (as described in Question 5 below). This discussion will be helpful as you complete the Annual Reflection Narrative.

5. Student Success Data:

Please review your institution's disaggregated data for the five Achieving the Dream student success measures listed below. This data must be disaggregated by race/ethnicity, gender, and Pell status.

Next, prepare a one- to two-paragraph summary for each measure that a) describes your progress in comparison with previous year outcomes, (b) addresses rising or declining results over time, (c) explains your progress in closing achievement gaps among the disaggregated student groups, and (d) describes your plans for addressing decreases or sustaining and building increases. For *at least* one measure, please include a table or graph to illustrate your points.

Finally, describe any achievement gaps evident in the data for all five Achieving the Dream student success measures and explain how the institution is addressing or plans to address these gaps.

Since West is at the end of its first year of implementing its new student success strategies, data is not yet available to compare this year's success rates with previous years. Thus, we have provided data for the available cohorts and will explore this year's data once it is available (please see attached data tables). As we developed last year's Implementation Proposal and implemented the strategies, the Teams have been mindful of the achievement gaps first presented by the Data Team early in this process. We have worked with the college's Project LEARN to address the needs of West's African-American student population. West's Reading Apprenticeship Project and the Five-Day Experiential Learning Institute are projects designed to train faculty members in better meeting the needs of traditionally underrepresented students. The Teams are also working with Counseling faculty as they develop a plan to roll out Discipline Advising on campus where students will have more opportunities for advisement. The Teams will also update West's Equity Plan and take advantage of West's burgeoning Global Initiative to see how that work can help the college address issues of equity.

- a. Measure One: Successful completion of developmental instruction and advancement to credit-bearing courses

Looking at first year cohorts 2008 to 2011, students who are Pell Eligible during their first term have much better rates of completing developmental English and Math than those who are not, however, for both groups, successful course completion rates grew after four cohorts (Table 1a). Asian and African American cohorts decreased in completing developmental courses in their second year (Table 2c). Hispanics rose slightly in Developmental English completion in recent cohorts while African Americans fell slightly (Table 1c, 2c). By cohort 2011, White students completion of developmental instruction in the first year was higher than the 2008 cohort level.

- b. Measure Two: Enrollment in and successful completion of the initial college-level "gateway" math and English courses

Students who are Pell Eligible during their first term have much better rates of completing gateway English and Math than those who are not (Table 1a). Female students have increased faster than males in completion of gateway English (Table 1b). All ethnic groups saw an increase in completing gateway English and Math in their second year in cohorts 2009 and 2010, but these percentages declined for cohort 2011 (Table 2c).

- c. Measure Three: Course completion with a grade of "C" or better

Successful course completion has been equal and steady among both genders over cohorts 2008 through 2011 (Table 1b). Non-Pell students had higher rates of successful course completion than Pell students (Table 1a). For the four largest ethnic groups at West, second year successful completion rates very closely mirror first year rates (Table 2c).

- d. Measure Four: Term-to-term and year-to-year retention

Fall to Spring retention has dramatically declined among most every group when comparing cohort 2008 with subsequent cohorts (Table 1a, 1b, 1c). The consistency of this finding across groups may indicate a data processing change or error. Fall to Spring and Fall to Fall retention is higher among the Non-Pell groups. Fall to Fall retention has increased among both groups over the four cohorts from 2008 to 2011, while Fall to Spring retention has decreased (Tables 1a, 2a). Males showed slightly higher Fall to Spring retention than females. Females, however have exhibited slightly higher Fall-to-Fall retention (Tables 1b, 2b), and this statistic has been increasing for females while holding steady for males. African Americans and Latinos show the strongest Fall-to-Fall retention, which has been increasing among these groups as well as for Asians (Tables 1c, 2c).

e. Measure Five: Completion of certificates or degrees

Degree/Certificates by 2nd year dropped across the board after 2008, but besides that held relatively steady among all demographics. Given the small percentages, these figures are more susceptible to changes in process and coding.

f. Describe any achievement gaps evident in the data for all Achieving the Dream student success measures and explain how the institution is addressing or plans to address these gaps.

The most compelling achievement gaps at West are the gaps in successful course completion percentage among ethnicities. While African American successful course completion rates among ATD cohort first-year students hovers near 50%, and for Latinos, in the low 60's, White and Asian course success rates are in the low-to-mid seventies (Figure 1a, see also Tables 1c, 2c). This is made more alarming by the fact that African American and Latino students make up nearly eighty percent of West's total (overall, non-cohort) student population. While the African American successful course completion rate has been increasing somewhat since the 2008 cohort, and Latino course success held steady from cohorts 2008 to cohort 2010 (with a dip downward in cohort 2011), the fact remains that these rates remain substantially below the rates for Asians and Whites. This finding has been reinforced by other data collection and reporting efforts that show while these groups show lower course success, they also show higher fall to fall retention. (Figure 1b).

Figure 1a:

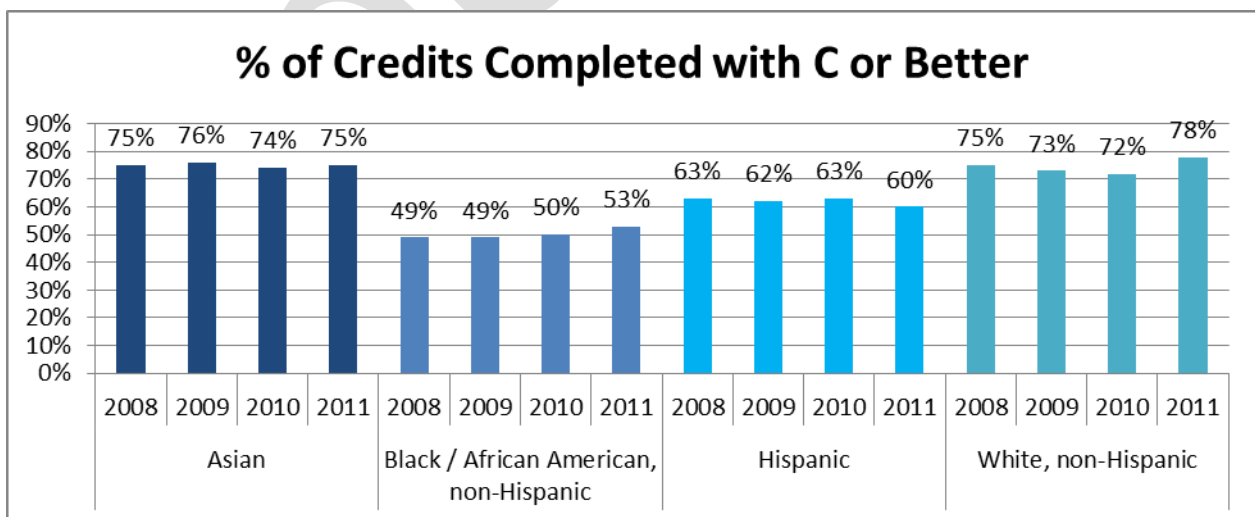
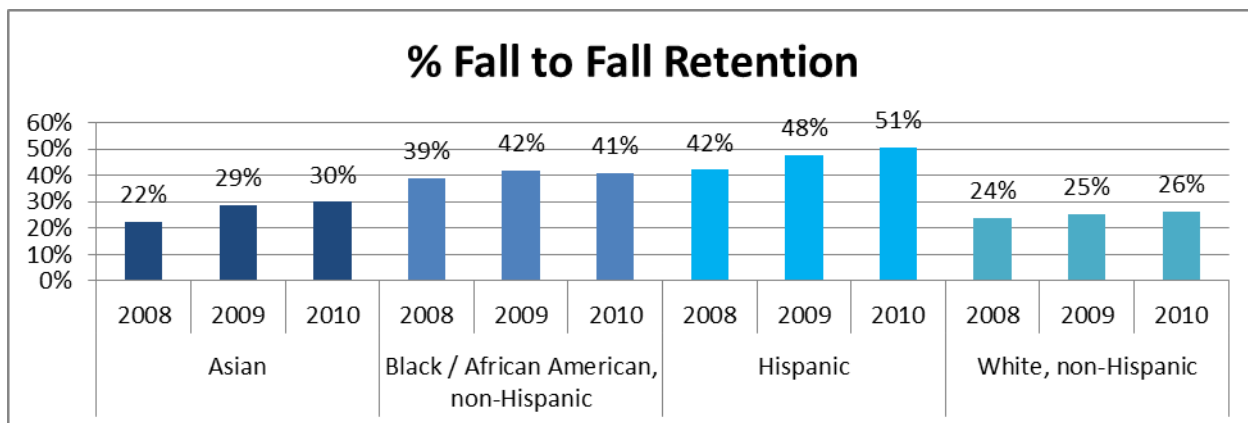


Figure 1b:



6. Student Success or Completion Efforts:

In addition to Achieving the Dream, with which other student success efforts is your institution affiliated? Please put a check next to each that applies.

- ACE
- Carnegie Foundation for the Advancement of Teaching and Learning Quantway
- Carnegie Foundation for the Advancement of Teaching and Learning Statway
- Complete College America
- Completion by Design
- FIPSE
- Foundations of Excellence
- New Mathways (Dana Center)
- Reaffirmation of Accreditation
- Title III
- Others (please list _____)
 Puente Project
 Reading Apprenticeship

7. Sharing:

Is there any additional information you would like to share with Achieving the Dream in this reflection?

Delay in discipline advising

8. Reminder:

As part of your Annual Reflection, your institution must complete the **Interventions Showcase Update** online by May 15, 2013. If your college is applying for Leader College status, it must also complete the **2013 Leader College Application** by May 15, 2013.

- Interventions Showcase Update: Your institution's Core Team Leader will receive an email in mid-April with information about how to review and update your intervention

information (for example, updates on your student success policies and practices). (Due May 15)

- [2013 Leader College Application](#): Colleges that are applying for Leader College status must also complete Appendix Two (Due May 15). If your college is not applying for Leader College status, you do not need to complete this application.

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STUDENT SUCCESS DATA TABLES (Year 1) Data Compiled Using ATD Data Tool

Table 1a: Achieving the Dream student success measures by PELL STATUS

Cohort Year	Pell during first term	# Students	% Completed Any Dev English	% Completed Any Dev Math	% Completed Any Dev Reading	% Completed Gateway English	% Completed Gateway Math	% of Credits Completed with C or Better	% Earned Degree or Certificate	# Fall to Next Major Term Retention	% Fall to Next Major Term Retention
2008	a. Yes	302	36%	34%	0%	17%	6%	56%	0%	148	49%
	b. No	2,386	9%	8%	0%	6%	3%	61%	0%	417	17%
2009	a. Yes	468	30%	26%	0%	16%	7%	56%	1%	82	18%
	b. No	2,272	8%	8%	0%	8%	4%	62%	0%	167	7%
2010	a. Yes	507	30%	23%	1%	17%	5%	57%	0%	37	7%
	b. No	2,278	8%	9%	0%	9%	5%	62%	0%	191	8%
2011	a. Yes	705	25%	22%	1%	17%	6%	59%	1%	56	8%
	b. No	1,738	9%	9%	0%	8%	6%	64%	0%	121	7%

Table 1b: Achieving the Dream student success measures by GENDER

Cohort Year	Gender	# Students	% Completed Any Dev English	% Completed Any Dev Math	% Completed Any Dev Reading	% Completed Gateway English	% Completed Gateway Math	% of Credits Completed with C or Better	% Earned Degree or Certificate	# Fall to Next Major Term Retention	% Fall to Next Major Term Retention
2008	Female	1,508	13%	11%	0%	9%	4%	61%	1%	311	21%
	Male	1,171	11%	10%	0%	6%	4%	59%	0%	252	22%
	Missing	9	0%	0%	0%	11%	0%	87%	0%	2	22%
2009	Female	1,533	11%	11%	0%	9%	4%	60%	1%	110	7%
	Male	1,196	13%	11%	0%	9%	5%	61%	0%	132	11%
	Missing	11	0%	0%	0%	0%	0%	74%	0%	7	64%
2010	Female	1,550	13%	12%	0%	12%	5%	60%	0%	107	7%
	Male	1,219	11%	12%	0%	9%	5%	61%	0%	115	9%
	Missing	16	0%	0%	0%	0%	6%	69%	0%	6	38%
2011	Female	1,337	16%	14%	1%	12%	6%	62%	0%	71	5%
	Male	1,085	12%	12%	0%	10%	6%	62%	1%	96	9%
	Missing	21	0%	0%	0%	0%	0%	65%	0%	10	48%

Table 1c: Achieving the Dream student success measures by ETHNICITY

Cohort Year	Race/Ethnicity	# Students	% Completed Any Dev English	% Completed Any Dev Math	% Completed Any Dev Reading	% Completed Gateway English	% Completed Gateway Math	% of Credits Completed with C or Better	% Earned Degree or Certificate	# Fall to Next Major Term Retention	% Fall to Next Major Term Retention
2008	b. Asian	236	7%	4%	0%	5%	6%	75%	0%	31	13%
	c. Black / African American, non-Hispanic	945	15%	14%	0%	7%	2%	49%	0%	243	26%
	d. Hispanic	646	20%	16%	0%	11%	4%	63%	0%	144	22%
	g. White, non-Hispanic	454	3%	3%	0%	6%	4%	75%	1%	81	18%
2009	b. Asian	220	5%	3%	0%	8%	8%	76%	0%	22	10%
	c. Black / African American, non-Hispanic	880	14%	13%	0%	8%	2%	49%	1%	87	10%
	d. Hispanic	640	20%	17%	0%	13%	6%	62%	0%	56	9%
	g. White, non-Hispanic	521	2%	4%	0%	7%	5%	73%	1%	39	7%
2010	b. Asian	217	5%	6%	0%	9%	9%	74%	0%	18	8%
	c. Black / African American, non-Hispanic	971	13%	12%	0%	9%	2%	50%	0%	51	5%
	d. Hispanic	732	20%	18%	0%	13%	6%	63%	0%	70	10%
	g. White, non-Hispanic	531	3%	5%	0%	9%	5%	72%	0%	60	11%
2011	b. Asian	182	3%	6%	0%	10%	10%	75%	1%	12	7%
	c. Black / African American, non-Hispanic	769	14%	13%	1%	8%	3%	53%	1%	39	5%
	d. Hispanic	767	20%	18%	0%	15%	7%	60%	1%	67	9%
	g. White, non-Hispanic	398	6%	8%	0%	8%	6%	78%	0%	36	9%

STUDENT SUCCESS DATA TABLES (Year 2) Data Compiled Using ATD Data Tool

Table 2a: Achieving the Dream student success measures by PELL STATUS

Cohort Year	Pell during first term	# Students	% Completed Any Dev English	% Completed Any Dev Math	% Completed Any Dev Reading	% Completed Gateway English	% Completed Gateway Math	% of Credits Completed with C or Better	% Earned Degree or Certificate	# Fall to Fall Retention	% Fall to Fall Retention
2008	a. Yes	302	41%	39%	0%	26%	9%	56%	5%	192	64%
	b. No	2,386	11%	10%	0%	9%	5%	61%	2%	730	31%
2009	a. Yes	468	35%	31%	0%	23%	11%	55%	1%	291	62%
	b. No	2,272	10%	10%	0%	11%	6%	62%	1%	756	33%
2010	a. Yes	507	34%	29%	1%	25%	9%	57%	1%	316	62%
	b. No	2,278	11%	12%	0%	11%	6%	62%	1%	794	35%

Table 2b: Achieving the Dream student success measures by GENDER

Cohort Year	Gender	# Students	% Completed Any Dev English	% Completed Any Dev Math	% Completed Any Dev Reading	% Completed Gateway English	% Completed Gateway Math	% of Credits Completed with C or Better	% Earned Degree or Certificate	# Fall to Fall Retention	% Fall to Fall Retention
2008	Female	1,508	15%	15%	0%	13%	5%	60%	2%	533	35%
	Male	1,171	13%	13%	0%	9%	6%	59%	1%	388	33%
	Missing	9	0%	0%	0%	11%	0%	91%	0%	1	11%
2009	Female	1,533	14%	14%	0%	13%	6%	60%	1%	594	39%
	Male	1,196	15%	14%	0%	13%	7%	60%	1%	452	38%
	Missing	11	0%	0%	0%	0%	0%	77%	0%	1	9%
2010	Female	1,550	16%	15%	0%	16%	7%	61%	1%	640	41%
	Male	1,219	14%	15%	0%	11%	7%	61%	1%	466	38%
	Missing	16	6%	0%	0%	0%	6%	70%	0%	4	25%

Table 2c: Achieving the Dream student success measures by ETHNICITY

Cohort Year	Race/Ethnicity	# Students	% Completed Any Dev English	% Completed Any Dev Math	% Completed Any Dev Reading	% Completed Gateway English	% Completed Gateway Math	% of Credits Completed with C or Better	% Earned Degree or Certificate	# Fall to Fall Retention	% Fall to Fall Retention
2008	b. Asian	236	8%	5%	0%	9%	9%	76%	3%	53	22%
	c. Black / African American, non-Hispanic	945	19%	18%	0%	10%	3%	49%	1%	368	39%
	d. Hispanic	646	22%	21%	0%	16%	8%	62%	2%	272	42%
	g. White, non-Hispanic	454	4%	5%	0%	8%	6%	75%	2%	109	24%
2009	b. Asian	220	7%	5%	0%	11%	10%	74%	0%	63	29%
	c. Black / African American, non-Hispanic	880	17%	16%	0%	12%	3%	50%	1%	367	42%
	d. Hispanic	640	22%	23%	0%	18%	8%	62%	1%	305	48%
	g. White, non-Hispanic	521	3%	5%	0%	9%	6%	72%	1%	132	25%
2010	b. Asian	217	5%	6%	0%	12%	12%	73%	1%	65	30%
	c. Black / African American, non-Hispanic	971	17%	16%	1%	12%	3%	51%	1%	397	41%
	d. Hispanic	732	24%	23%	0%	18%	9%	63%	1%	370	51%
	g. White, non-Hispanic	531	4%	5%	0%	11%	7%	72%	1%	139	26%