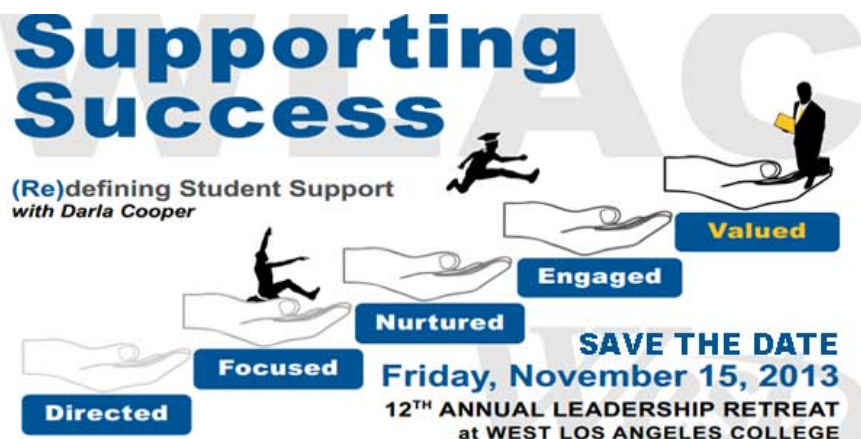


# WEST LOS ANGELES COLLEGE 12<sup>TH</sup> Annual Leadership Retreat



West's Leadership Retreat brings people together from across our college – faculty, staff, administrators and the ASO – who on this day focus on how each contributes individually and collectively to our students' successes.

This year's retreat focuses on a study, "Student Support (Re)defined," and asks us to redefine support in ways that align with *what students say they need*.

Join us on Friday, November 15, 2013, in the General Classroom Building as we learn from Darla Cooper the findings from the research conducted, listen to a diverse student panel and engage in discussions to help all of us take next steps towards action.

## SUPPORTING SUCCESS: Affirming West's Mission

### SCHEDULE FOR THE DAY

8:30 am – 9:00 am	Registration in front of General Classroom Breakfast and Ice Breaker - Cafe	Cafe
9:00 am – 9:40 am	Welcome and Opening Comments, Nabil Abu-Ghazaleh Darla's overview of Student Support (Re)Defined & Completion by Design	GC 160
9:45 am – 10:45 am	Student Panel – "What Helped You Succeed?"	GC 160
11:00 am – 12:30 pm	Breakouts on pairs of the identified needs – Focus on Gaps Directed/Focused Engaged Connected Nurtured/Valued	GC 110 GC 130 GC 140 GC 150
12:30 pm – 1:30 pm	Lunch and report out from the breakout groups' Evaluation of Strategies (in GC hallway)	Café & GC Hallway
1:30 pm – 2:30 pm	Recognizing and Responding to At-Risk Students Steven Lee Wrap Up	GC 160 GC 130
2:30 pm – 4:00 pm	Self-selected smaller group work on next steps; what goes to which committee, how to impact our new plans and our ongoing planning cycle.	

# What is Student Support (Re)defined?

Student Support (Re)defined aims to understand how community colleges can feasibly deliver support both inside and outside the classroom to improve success for *all* students.

## What are the six factors for success?

Through a review of leading studies on effective support practices and interviews with both practitioners and researchers, the RP Group identified “six success factors” that contribute to students’ success. These factors subsequently drove our inquiry into what *students* find critical to their achievement. We list them below in the order of importance according to students participating in our study.

**DIRECTED:** Students have a goal and know how to achieve it

**FOCUSED:** Students stay on track—keeping their eyes on the prize

**NURTURED:** Students feel somebody wants and helps them to succeed

**ENGAGED:** Students actively participate in class and extracurricular activities

**CONNECTED:** Students feel like they are part of the college community

**VALUED:** Students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

For a full report of student perspectives on these six success factors, please visit: [www.rpgroup.org/sites/default/files/StudentPerspectivesResearchReportJan2013.pdf](http://www.rpgroup.org/sites/default/files/StudentPerspectivesResearchReportJan2013.pdf)

## What have we discovered?

In phone surveys and focus groups, the RP Group asked nearly **900 students from 13 California community colleges** what supports their educational success, paying special attention to the factors African Americans and Latinos cite as important to their achievement.

Five distinct themes emerged:

### 1. Colleges need to foster students’ motivation.

While this research recognizes students as key agents in their own educational success, it also highlights that even those who arrive to college motivated need their drive continuously stoked and augmented.

Findings suggest that undecided and first-generation students in particular may need additional support to find, hone and maintain their motivation.

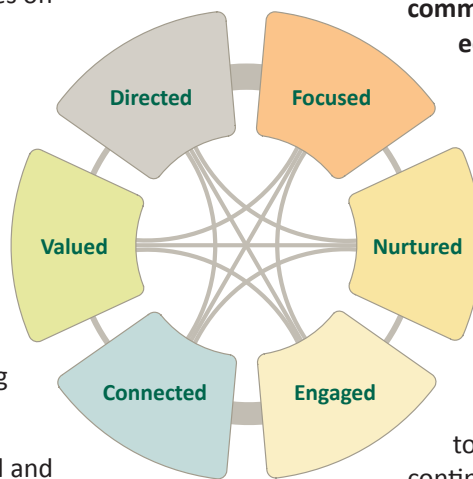
### 2. Colleges must teach students how to succeed in the postsecondary environment.

These findings also imply that colleges must show students how to translate their motivation into success. Students need assistance building the specific skills and knowledge necessary to navigate and thrive in their community college, particularly those who are new to higher education or who arrive without a particular goal in mind.

### 3. Colleges need to structure support to ensure all six success factors are addressed.

Participants (a) confirmed the six success factors were important to their progress and achievement and (b) indicated that the factors interact with each other in various ways. Students noted how

- CONTINUED



*I feel that whenever someone wants me to succeed and is supportive of me, then I am motivated to work harder and be successful. The motivation they provide for me is vital to me pushing myself and being focused, engaged and directed towards success.*

— Focus Group Participant

*A teacher's engaging when they're not just writing on a board or showing you a PowerPoint, but really talking to the class, when they make the eye contact and ask questions. Don't just give us the answer. Talk to the class. Engage people. Make them answer questions. Pick on somebody a little bit. Make a joke here and there. And, connect us to outside resources and extra tutoring.*

— Focus Group Participant

experiencing one factor often led to realizing another, or how two factors were inextricably linked to one another. Since students do not experience these factors in isolation, colleges need to consider ways to help students attain multiple factors at once.

**4. Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing.**

Comprehensive support is more likely to address the multiple needs—academic, financial, social and personal—identified by African-American, Latino and first-generation participants in this study. These students were more likely to cite a lack of academic support, the absence of someone at the college who cared about their success and insufficient financial assistance as reasons not to continue their education. Colleges must find a way to provide comprehensive support to these student groups—at scale. If they do not, the equity gap will likely grow.

**5. Everyone has a role to play in supporting student achievement, but faculty must take the lead.**

Participants noted how everyone on a campus can affect their achievement. Their responses underscored the importance of colleges promoting a culture where all individuals across the institution understand their role in advancing students' success, no matter their position at the college. Yet, students most commonly recognized instructional faculty as having the greatest potential impact on their educational journeys and suggested multiple ways teachers can support their progress both inside and outside class.

For a detailed discussion of these themes, please visit: [www.rpgroup.org/sites/default/files/StudentPerspectivesResearchBriefJan2013.pdf](http://www.rpgroup.org/sites/default/files/StudentPerspectivesResearchBriefJan2013.pdf)

## What will Student Support (Re)defined do next?

A key goal of Student Support (Re)defined is engaging practitioners with the study's findings and providing structures for exploring and acting on these results. Activities include:

**COLLEGE CONVENINGS:** In spring 2013, we convened the 12 colleges that participated in the student phone survey to help practitioner leaders examine study findings, explore how their college presently approaches student support and identify ideas for related institutional change. We will continue connecting with these colleges in the coming year to determine how they are using the research.

**PRESENTATIONS:** We are also continuously sharing findings through multiple venues throughout the state, from individual college meetings to association conferences and system-level discussions. In 2012-2013, the RP Group conducted 22 presentations reaching hundreds of faculty, support professionals, administrators and policy makers.

**RESOURCES:** We are currently developing an action guide to assist colleges in (a) using study findings to reflect on their own student support policies and practices, (b) considering how to address changes mandated through the Student Success Act and (c) developing campus plans for strengthening support. In 2013-14, we will also profile a series of colleges and practitioners that have pursued change initiatives to improve student support.

For more information . . .

Find more information and all project resources at: [www.rpgroup.org/projects/student-support](http://www.rpgroup.org/projects/student-support) or contact Dr. Darla Cooper, Director of Research and Evaluation, [dcooper@rpgroup.org](mailto:dcooper@rpgroup.org).

**WLAC Fall 2013 Annual Leadership Retreat**  
*Friday, November 15, 2013*

**Overall Impression - In terms of INTEREST, IMPORTANCE AND RELEVANCE, how would you rate this College Retreat?**

Answer Options	10 Most Favorable	9	8	7	6	5	4	3	2	1 Least Favorable	Re-sponse Count	Mean
Interest	24	7	3	0	2	3	0	0	0	0	39	9.1
Importance	25	8	2	1	0	1	0	0	0	0	37	9.5
Relevance	24	7	4	0	1	1	0	0	0	1	38	9.1
Please feel free to enter a comment											10	
<i>answered question</i>											42	
<i>skipped question</i>											2	

**Venue**

Answer Options	10 Most Favorable	9	8	7	6	5	4	3	2	1 Least Favorable	Re-sponse Count	Mean
How would you rate the venue?	21	12	7	2	0	1	0	0	0	1	44	9.0
Please feel free to enter a comment											6	
<i>answered question</i>											44	
<i>skipped question</i>											0	

**Concerning the introductory activities from 8:30-9:00am, how did you feel during the following segments of the Leadership Retreat?**

Answer Options	10 Most Favorable	9	8	7	6	5	4	3	2	1 Least Favorable	Did not attend	Re-sponse Count	Mean
Welcome at Check-in	23	8	6	0	0	1	1	0	0	0	4	43	9.2
Well-fed and relaxed at Breakfast	20	4	5	2	1	2	0	0	0	0	4	38	9.0
Please feel free to enter a comment												12	
<i>answered question</i>											43		
<i>skipped question</i>											1		

**Concerning the 9:00 to 9:40am session: Darla's Overview, how would you rate this segment of the Leadership Retreat in terms of interest, important and relevance?**

Answer Options	10 Most Favorable	9	8	7	6	5	4	3	2	1 Least Favorable	Did not attend	Re-sponse Count	Mean
President's Welcome and Opening Remarks	18	9	9	2	2	0	0	0	0	1	1	42	8.8
Darla's Overview	25	8	4	0	2	0	2	0	0	0	0	41	9.1
Please feel free to enter a comment.												5	
												<i>answered question</i>	43
												<i>skipped question</i>	1

**Concerning the 9:45 to 10:45am Student Panel - "What Helped You Succeed?", how would you rate this segment of the Leadership Retreat in terms of interest, important and relevance?**

Answer Options	10 Most Favorable	9	8	7	6	5	4	3	2	1 Least Favorable	Did not attend	Re-sponse Count	Mean
Student Panel - "What Helped You Succeed?"	26	7	3	1	2	1	1	0	1	0	2	44	9.0
Please feel free to enter a comment.												15	
												<i>answered question</i>	44
												<i>skipped question</i>	0

**Concerning the 11:00-12:30am Morning Breakout Sessions - Focus on Gaps in Identified Needs, how would you rate the breakout session in which you participated in terms of interest, importance and relevance?**

Answer Options	10 Most Favorable	9	8	7	6	5	4	3	2	1 Least Favorable	Did not attend	Re-sponse Count	Mean
Group I. College's Current Practice: Directed and Focused	6	1	2	0	1	0	0	0	0	0	15	25	9.1
Group II. College's Current Practice: Engaged	5	2	6	0	0	0	0	0	0	0	17	30	8.9
Group III. College's Current Practice: Connected	7	3	4	0	0	3	0	0	0	0	13	30	8.5
Group IV. College's Current Practice: Nurtured/ Valued	4	5	4	0	0	1	0	0	0	0	13	27	8.7
Please feel free to enter a comment. Please indicate which breakout session you attended in the written comment.												11	
												<i>answered question</i>	43
												<i>skipped question</i>	1

**Concerning the 12:30-1:30pm Lunch program, how would you rate these segments of the Leadership Retreat?**

Answer Options	10 Most Favorable	9	8	7	6	5	4	3	2	1 Least Favorable	Did not attend	Response Count	Mean
Quality of the food	19	8	4	4	1	2	0	0	1	0	4	43	8.7
Importance of the report out (colorful dots) from the breakout groups.	8	5	8	2	3	2	2	3	0	0	6	39	7.5
Please feel free to enter a comment.												10	
												<i>answered question</i>	43
												<i>skipped question</i>	1

**Concerning the 1:30-2:30pm Mental Health - Recognizing and Responding to At-Risk Students, how would you rate this segment of the Leadership Retreat in terms of INTEREST, IMPORTANCE AND RELEVANCE?**

Answer Options	10 Most Favorable	9	8	7	6	5	4	3	2	1 Least Favorable	Did not attend	Response Count	Mean
Interest	18	7	4	2	1	2	1	0	0	0	9	44	8.8
Importance	21	6	3	4	0	0	1	0	0	0	8	43	9.1
Relevance	16	9	3	4	2	0	1	0	0	0	8	43	8.8
Please feel free to enter a comment.												13	
												<i>answered question</i>	44
												<i>skipped question</i>	0

**Concerning the 2:30-4:00pm Group Work on Next Steps, how would you rate this segment of the Leadership Retreat in terms of INTEREST, IMPORTANCE AND RELEVANCE?**

Answer Options	10 Most Favorable	9	8	7	6	5	4	3	2	1 Least Favorable	Did not attend	Response Count	Mean
Interest	11	3	4	1	0	0	0	0	0	0	24	43	9.3
Importance	12	2	3	2	0	0	0	0	0	0	23	42	9.3
Relevance	11	2	3	2	0	1	0	0	0	0	23	42	9.0
Please feel free to enter a comment.												11	
												<i>answered question</i>	43
												<i>skipped question</i>	1

## WLAC Fall 2013 Annual Leadership Retreat: SUPPORTING SUCCESS

### Comments

#### Overall Impression - In terms of INTEREST, IMPORTANCE AND RELEVANCE, how would you rate this College Retreat?

- 1 I believe our Annual Leadership Retreat has a big role in affirming the WLAC Mission.
- 2 Best yet
- 3 Loved to see the student panel and thier own input.
- 4 What we can learn from the RP Groups research that applies to West is positive. Havine our own student panel added another dimension,
- 5 I can't check "Most Favorable" for Importance and Relevance, but those are my choices.
- 6 seemed more like an infomercial for ACE and FELI. issues and recmomendations brought up but with no clear direction on next steps
- 7 glad i was there. Very helpful
- 8 Best ever

#### Venue

- 1 I think the venue was OK; everyone participated.
- 2 Seating at lunch was too spread out.
- 3 Great Venue
- 4 Nice to have everything clustered in one area, including the food and the breakout sessions with the general session.
- 5 retreat is to get away. please find a venue away from west.
- 6 Off campus gives more focus, but is it worth the \$\$\$?

#### Concerning the introductory activities from 8:30-9:00am, how did you feel during the following segments of the Leadership Retreat?

- 1 The food was great.
- 2 I think the check in process was friendly.
- 3 Breakfast could start a little earlier so it is not quite such a rush.  
The food was great, though...
- 4 Perhaps we need to start at 8:15 instead since folks felt rushed. ASO students helped get people to the start of the retreat at 9:00 a.m. The area for eating breakfast was very tight.
- 5 Breakfast was very good.
- 6 there was not enough time to conduct whatever icebreaker activities were scheduled.
- 7 nice icebreaker, but too much interruption from ASO.
- 8 ASO was outstanding
- 9 The coffee was great.
- 10 I'm glad the students were involved; however, I would have preferred the opportunity to chat with colleagues uninterrupted at breakfast.
- 11 The ice breaker at breakfast made me feel rushed.
- 12 Poorly run ice breaker---go back to what we did four years ago: Zip, Zap, Zop/ people spread out and not involved. too busy eating break-

**Concerning the 9:00 to 9:40am session: Darla's Overview, how would you rate this segment of the Leadership Retreat in terms of interest, important and relevance?**

- 1 Darla addressed key student's needs to become successful.
- 2 Outstanding presentation. Interesting and important. Great opening to the discussion.
- 3 Too long
- 4 Based on the presentation, a flaw in the research design was that practitioners and researchers alone defined the factors about which the students were asked. (Including a space for students to define factors, by, for example, asking them in phone surveys and focus groups to explain the facilitators and obstacles to their success) would have helped validate the findings.
- 5 I sent an e-mail to Darla to get a copy of her power point and so far she did not response.

**Concerning the 9:45 to 10:45am Student Panel - "What Helped You Succeed?", how would you rate this segment of the Leadership Retreat in terms of interest, important and relevance?**

- 1 Discussed how the faculty communicate with the students.
- 2 Great choice of students (different age, gender, background, majors).
- 3 Was moved by all of the students' testimonials about their campus learning experience at West.
- 4 The student panel did an excellent job on discussing their own personal struggles, the type of environment they are striving to obtain for themselves, and who has helped them succeed at West. This is so important because we all as staff and faculty have to remind ourselves that students do need to hear caring and loving words from us.
- 5 It's wonderful to hear what the students had to say. The students mentioned very important points, but a couple of them stuck in my mind. The first is how they appreciate it when faculty takes a genuine interest on them, and second is their positive remark on faculty, staff and administrators participation at college event. Students see that when we all gather together, it gives a sense of unity and positive energy. One student mentioned that when faculty/staff/admin. take the time to participate at student events make them feel important and cared for. Trying to increase participatory level continues to be a challenge for West, although some improvements can be seen.
- 6 The students were an inspiration.
- 7 would have been interesting to hear from an "unsuccessful" student.
- 8 not a random sample of students but ASO students who spoke highly of advisor, but that is the advisors job. it would have been better to hear from random students who brought different opinions to the table. I didn't get much from what they said, and the importance of it being intergrated into the sessions.
- 9 The students did not seem representative of the West student body or their learning concerns. Also one hour seemed a bit long for this panel. Also the questions did not seem to fit.
- 10 The facilitators should have told the audience how the focus group participants were selected. A known flaw in focus group design is the tendency for dissenting views to be suppressed. This tendency appeared amplified by the pressures of performing in front of a live audience (not a typical focus group format). At times, all of the students except one seemed to be saying what they thought the audience wanted to hear. I was moved several times by the performances of the students, but I am concerned that the panel was presented as "research."
- 11 The student panel was excellent!
- 12 The more interaction we have with the ASO the better!
- 13 Fascinating, inspiring and immediately useful
- 14 The students on the panel were obvious over achievers. It would have been nice to have random student interviews. Perhaps through video.
- 15 sorry, had a scheduling conflict--another meeting



**Concerning the 11:00-12:30am Morning Breakout Sessions - Focus on Gaps in Identified Needs, how would you rate the breakout session in which you participated in terms of interest, importance and relevance?**

1 Group 1V analyzed information into actions.

Group III updating students information in the system.

2 Group IV. College's Current Practice: Nurtured/Valued

3 One of the complaints from students and outside people is how difficult it is to get someone on the phone at the college, or messages are not returned. This needs to be addressed because we are not going to successfully make students feel connected, nurtured or valued if we can't even do a simple thing as answering the phone or return messages.

4 We got sidetracked on the wording of the mission statement.

5 I attended the Nurtured/Valued breakout. The facilitator did not make me feel Nurtured or Valued. I understand that wasn't the focus of the breakout. We were supposed to discuss how the students at West feel nurtured or valued, but it is kind of hard when the facilitators do not practice what they preach.

6 Directed and Focused: The breakout session was too long with too many questions, and some of them could have been combined, however, the moderators listened skillfully to participant voices and focused in getting questions addressed, especially in outlining concrete "Next Steps."

7 The discussion of engagement was sidetracked by disagreement over the word transformative in the mission statement. A student and two very vocal senior faculty members dominated the discussion and pulled the group off topic.

8 The evaluation tool DID NOT FIT the presentation, it should not have been used.

9 The questions got repetitive.

10 Many things were identified during the session in regards to the EMP and college challenges.

11 Directed and Focused

**Concerning the 12:30-1:30pm Lunch program, how would you rate these segments of the Leadership Retreat?**

1 Using dots in selecting key issues gained momentum.

2 Not enough time. Too many long lists (over 15 post it). It would have been better to consolidate all ideas to one shorter list (avoid redundancy) and let people vote in an anonymous survey such as this.

3 Improved set-up to move folks through the food line.

Lots of food!

Looking to see what the results are from the dots.

4 there was confusion about red vs green. even when explained the difference, it was still confusing.. wrong words used.

5 There should have been some discussion and presentation before the colored dots were posted. Dots were tiny.

6 The notes were confusing. Labeling them by group and including what question was addressed at the top would have helped. I received enough dots for only two groups.

7 It was great to see the other groups' information, but there really wasn't enough time to rate everything and have lunch.

8 Dots ended up being hard to interpret.

9 We were misdirected and put the dot on our own posters in the classroom. Then we were told to put them on the other posters.

10 More tables and chairs so faculty could be together at lunch

**Concerning the 1:30-2:30pm Mental Health - Recognizing and Responding to At-Risk Students, how would you rate this segment of the Leadership Retreat in terms of INTEREST, IMPORTANCE AND RELEVANCE?**

- 1 Greatly appreciated!
- 2 This session was frustrating. We learned that the campus resources which are allocated to address mental health issues are extremely limited. This is when the data show a growing need for mental health services.
- 3 More time needed
- 4 Too much detail and data.
- 5 Addressing the stigma of mental health issues and knowing of resources if valuable and helpful.
- 6 more important every day.
- 7 It seems as though the counseling office was left out as responders and who to refer students to.
- 8 Did not attend but the topic seemed important and relevant, and wished it was at the top of the agenda, versus the earlier student panel, what helped you succeed?
- 9 Because I wanted to attend the training, which was held on Monday, but missed it, I was happy that this presentation was included in the retreat.
- 10 The session was important, but a bit dryly delivered.
- 11 We should have allocated more time, and spent some time on how to handle students with problems.
- 12 Although the topic is crucial, we should never schedule an hour lecture after lunch!
- 13 Very helpful and informative. Gave insight to our students and their needs.

**Concerning the 2:30-4:00pm Group Work on Next Steps, how would you rate this segment of the Leadership Retreat in terms of INTEREST, IMPORTANCE AND RELEVANCE?**

- 1 Large significance in affirming our WLAC Mission.
- 2 I think it was not well organized. It would have been more efficient to have a designated leader that collect suggestions for discussion topics and divide the time between all topics. The discussion felt a bit random and with no real conclusion and many topics that remained open.
- 3 We should have more retreats like this one to remind us that there are many ways in which each one of us can facilitate student success.
- 4 Glad to see the numbers of people who stayed and conversed. It was an excellent way to wrap up the day's activities.
- 5 No clear goal, who is handling the goal, or follow up. I did notice a group wanted to rewrite the mission statement as it did not specifically reflect the feelings and character of west. then, I heard the president say he is ok with the current mission. why even meet then, if the groups opinions don't matter, just call it the Nabil hour.
- 6 Very helpful Thanks.
- 7 Wish this workshop would have happened right after the morning break-out sessions.
- 8 We didn't get to an action plan. I'm not sure I know what the next steps are.
- 9 This segment made me really want to get started on real change, Like ACE.
- 10 Darla Cooper never response to my request to send me her Power Point.  
What is her e-mail at WLAC?  
Thanks,  
Tedja
- 11 Didn't stay for this portion.

**West Los Angeles College  
Leadership Retreat 2013  
Breakout Group Comments**

**Question: Mission Statement**

**# of Dots: 6**

**Connected**

Need clear definition of success

**# of Dots: 5**

**Focused**

Build careers (need career center)

Increasing graduation rate

Life-long learning

**# of Dots: 4**

**Focused**

“The college community develops leaders...”

Self-actualization

**# of Dots: 3**

**Nurtured and Valued**

How do we measure success? Are the traditional metrics capturing all forms of student success?

**# of Dots: 2**

**Focused**

More PR on mission statement

Outreach and follow-up

Varied modes of instructional delivery

**# of Dots: 1**

**Engaged**

Are we living by this?

**Focused**

Continuous education

**Nurtured and Valued**

Not fulfilling when offering drive-by education.

## # of Dots: 0

### Connected

Connections to community—life-long motivation self-esteem, pride, feeling part.

Mission not addressing nurtured/valued/supported

Mission not reflecting shifting focus on student support and success special to West.

Third paragraph—standard.

Yes/no

### Engaged

Ask the students if they were transforming.

Needs specificity: day-in/day -out

Third paragraph we do well

Transformational educational experience - Grandiose

Transformational educational experience - Journey of discovery, not transformation

Transformational educational experience - Transformation can bring focus

Transformational educational experience - A better version of themselves

Transformational educational experience - Caterpillar—butterfly

Transformational educational experience - Transformative suggests deficit

Transformational educational experience - Journey of self-discovery and self-empowerment

### Focused

Reword second sentence

### Nurtured and Valued

Check our assumptions of what student engagement looks like.

How do we measure if we are developing leaders?

Leadership for students isn't encouraged. We don't develop student leaders who encourage excellence in others. We don't encourage students to participate in leadership activities (like ASO).

Offer classes that meet a variety of student needs.

Students have a variety of educational goals.

Studies/reports on students that we WANT, not on the students that we have

West provides students with a profession and a bridge to transfer.

What about the success of part-time students?

What does Transformative mean? Change and growth.

## Breakout Group Comments

### Question: We heard students say

#### # of Dots: 5

##### Focused

- Etudees
- Goal oriented

#### # of Dots: 4

##### Connected

- ASO/Clubs

##### Focused

- Day vs. night

#### # of Dots: 3

##### Engaged

- Online instructors stay engaged—students stay engaged.
- Students also have to get involved: two-way street.

##### Focused

- Family motivation

#### # of Dots: 2

##### Engaged

- Emphasize collaborative learning/team support—help students think as teams.

##### Focused

- Set a high bar to challenge students

##### Nurtured and Valued

- Express that you care.
- Follow-up with students.

#### # of Dots: 10

##### Focused

- Friendly environment

#### # of Dots: 1

##### Connected

- Attempt to communicate with student leaving/ follow-up—need stats! Need training

##### Focused

- Educational progress
- Keeping students optimistic
- Modeling
- Reinforcement

##### Nurtured and Valued

- Connect students with campus clubs/ASO
- Contact students when they drop out or are struggling
- Do the little things that make a difference.
- Know your students' names
- Students want to be acknowledged. Hear the voice of every student. Rotate seats to rotate participation.

## # of Dots: 0

### **Connected**

- Access—contact info
- Assignment to communicate with each other.
- Availability
- Personal connection
- Study groups

### **Engaged**

- Communication on campus, don't know the answer
- Current events go over well.
- Encourage students to find the answer for themselves.
- Friendly
- Power differential
- Refer to directory
- Relatable to personal experiences

Set up experiences that mirror industry: use resources from our own work-groups/teams

Student panel

The study groups (student-initiated) are important to engagement

### **Focused**

- Ask students about their goals
- Forge new path
- Need for mentoring (faculty-student)
- Past experiences/rising above challenges

### **Nurtured and Valued**

- Be heard. Having someone who listens to you. Not just about school, but life circumstances.
- Faculty take on parent roles.
- Guidance on personal barriers.
- Have an environment that supports people.
- Having a shoulder to lean on.
- Integrate LACCD email accounts with personal email
- Students want to be SEEN, HEARD, & ENGAGED
- Students want us to have high expectations of them.
- Update students with information in our system.
- West has a culture of being nurturing.

**West Los Angeles College  
Leadership Retreat 2013  
Breakout Group Comments**

**Question: What happens at West?**

**# of Dots: 8**

**Focused**

Fostering students clubs, ASO, activities, athletics

**# of Dots: 6**

**Focused**

faculty engagement

**# of Dots: 5**

**Focused**

Students helping students

**# of Dots: 3**

**Engaged**

Good communications

**# of Dots: 2**

**Connected**

Student Government and clubs

**Focused**

connecting programs through community fairs

**# of Dots: 1**

**Connected**

Counseling  
Health center  
new buildings/café  
Poster showcase  
Project Learn/Puente/Trio  
Student success kickoffs

**Engaged**

Convey relevance of what students are learning; relevant curriculum  
hands-on learning

**Focused**

faculty advisors to small groups  
Incentives

**Nurtured and Valued**

Ask students, "Who are you?" and "Why are you here?" Gather contact information.  
"Tell me a question you have. Tell me something about yourself."  
Praise students. Thank them for sharing.  
Take time to hear what students say and help them.  
Teachers impact student decisions for majors.  
Welcome week  
West Expressway—mandatory orientation for all new students.

**# of Dots: 0**

**Connected**

- College website
- Having students partner in class
- Student-run events

**Engaged**

- Fall kickoff/SARS call
- Group work
- Improved facilities, clean classrooms and bathrooms
- Individualize instruction/accommodate perspectives and views
- Practical applications of principles real world settings
- Smart classrooms
- Students can opt in to texting program

**Nurtured and Valued**

- Build a sense of community/belonging.
- Communicate honestly with students—both praise and criticism.
- Give students opportunities to share about themselves with each other.
- Learning communities—Puente, POPP
- Make a connection with each student in your class.
- Recognize and guide lost students.
- Semester kickoff.
- Show appreciation for student sharing in class.
- Students need to choose a major. How do they decide? Guide students to decide through ed plans.
- Understand that students have bad days, too.
- Value and nurture ourselves.
- Walk students to where they need to go.
- We are asking the question at the retreat.
- We wear different hats outside of our main role to meet student needs.
- West is a close-knit community.



**West Los Angeles College  
Leadership Retreat 2013  
Breakout Group Comments**

**Question: Things Other Colleges Do**

**# of Dots: 6**

**Nurtured and Valued**

Strong ties with local community

**# of Dots: 5**

**Engaged**

College-wide reading

**Nurtured and Valued**

University hour—no classes scheduled for one hour during the day

**# of Dots: 3**

**Engaged**

Improve public transport scheduling

**Nurtured and Valued**

Work with busses for reduced/free fare

**# of Dots: 2**

**Connected**

Marketing Engaged

**Nurtured and Valued**

College One first year experience

**# of Dots: 11**

**Engaged**

Welcome Center

**# of Dots: 1**

**Connected**

Community mentors

Early start/ orientation

Online chats/ Facebook student orgs.

**Engaged**

Bigger community presence

College hour

More connection to H.S.

**Focused**

Advisory boards

Career Center/Career pathway/Advising

**Nurtured and Valued**

ACE program and FELI

## # of Dots: 0

### **Connected**

Cohorts!

EOPS/Bridge

Mutual responsibility/reaching out/ purposeful cohort-building

Opportunities to get together to form informal study groups

Parents once a month-Saturday

Survey: list of clubs—ask students which ones they are interested in

TV1: first 5 minutes of every class—campus news going

What do other colleges do?

### **Engaged**

ACE

Activities including children

### **Focused**

One day orientation (more instructional/formal)

### **Nurtured and Valued**

Allows student clubs and faculty to connect

Elect student representatives to serve on college committees

IFalcon—developed with senate and ASO jointly: what do successful students do to be successful

Incorporate concepts into classes

**West Los Angeles College  
Leadership Retreat 2013  
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**Question: Promising Ideas and Challenges**

**# of Dots: 6**

**Focused**

- Bathroom cleanliness
- How can we make everyone love their job?

**# of Dots: 3**

**Focused**

- Bathroom log-in sheets
- Campus safety

**# of Dots: 2**

**Focused**

- Big Sisters/ Big Brothers /Train the trainer
- get more people engaged

**# of Dots: 1**

**Engaged**

- Social media; students don't want the college on their social media pages

**Focused**

- Collect faculty best practices

**# of Dots: 0**

**Engaged**

- Faculty need to be more insistent on getting students to opt into texting.
- Getting LACCD email on smartphones.

**Focused**

- Work on interpersonal skills

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**Question: Next Steps**

**# of Dots: 4**

**Nurtured and Valued**

Nurture and value all members of the college community: full and part-time faculty, staff, students.

**# of Dots: 2**

**Nurtured and Valued**

How to share this information with all of the college: Adjuncts?  
Those not at the retreat?

**# of Dots: 1**

**Unclear**

FELI training

**# of Dots: 0**

**Engaged**

Ask how are you learning?  
Breaks it down  
Experiment with work groups.  
Hands-on-learning by doing.  
Learning styles  
Multitasking/growth  
Personalized instruction.  
Preparing for real life.  
Sums up chapter  
Teach each other—all stakeholders  
Two-way conversation  
Using personal experience.  
Visual learners  
Want to be challenged.

**Nurtured and Valued**

Be sure to include all faculty—both full-time and adjunct  
Faculty want to be seen and heard also, and to participate.

**Unclear**

Diverse learning community  
Download to excel roster  
Emailing students  
More of discovery  
Purpose/Driven  
Real Self  
Return emails/ phone numbers.  
Summer