Annual Reflection Narrative

Due: May 15, 2013

Contents

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
(Add more rows to this table as necessary)	

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

One of our math instructors has brought a new algebra sequence to our campus designed to increase successful course completion in math. Students are now able to enroll in a three-semester algebra sequence, Math 123abc.

Enhanced Tutoring

West's tutoring services are undergoing a transformation. Several of West's tutors have been trained 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 in our current Center 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 the innovations in the Center.

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 the last year West's VP of Student Services moved on to a new position, so a dean took over as short-term interim 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) and 1440 (Student Transfer Achievement Reform Act). Thus, counseling faculty members have expressed concerns about the college prioritizing any student success efforts that might distract the college from fulfilling those state mandates.

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.

   a. Principle 1) Committed Leadership

      a. SEE IP

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

      a. District PIP

      b. No late adding policy

      c. Check with LACCD

      d. Math 123abc

      e. West Expressway

      f. Kickoff (focus groups and survey)

      g. Enhanced tutoring (survey)

   c. Principle 3) Broad Engagement

      a. Kickoff

      b. Surveys

      c. ASO participation

      d. Sharing FELI/ACE in committees & sign-up

         i. Divisional Council, Senate, College Council, Divisions – Counseling, Lang. Arts

      e. Newsletter

      f. Outreach efforts (Angel) – High School Day

   d. Principle 4) Systemic Institutional Improvement

      a. Program review – PIE Committee

        b.   Professional Development (Tech Fair)

e.   Principle 5) Equity

      a.   FELI/ACE

      b.   Challenges identifying achievement gaps

      c.   Equity guidelines coming from the state

      d.   Project LEARN

      e.   Puente

      f.   Kickoff

      g.   West Expressway

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.

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

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

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

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

e. Measure Five: Completion of certificates or degrees

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.

   a. Campus Climate survey

   b. Kickoff surveys

   c. Learning Center Survey

   d. LACCD student survey

   e. Retention/Completion F12-Sp13

We will follow up on this data during our fall 2013 coach visit.

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?

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.