## Part I: Using Survey Results to Promote Student Success

**TO BE COMPLETED BEFORE THE INSTITUTE**

**Instructions:** Using the completed Cohort Data Review and data from Center student survey reports, complete Part I of the Short-Term Action Plan and submit to Cat Jones at jones@cccse.org by October 7, 2013.

To be reviewed and augmented during College Team Strategy Session #1 at the Institute

<table>
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<tr>
<th>Review Steps for Data Analysis</th>
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</table>
| 1. Review CCSSE and/or SENSE benchmark scores for Black, Latino, and White **males.** | What captures the attention/concern of the college team when reviewing the benchmark scores? | **Sample sizes:**  
  - Black males: n = 83  
  - White males: n = 4  
  - Latino males n = 54  
  **Comparison between Black males and Latino males:**  
  - Similar scores on ACL, SE, AC  
  - Black males higher than Latinos on SFI and SFL |
| *(see Benchmark Scores Report: Focus on Males - Breakout by Race / Ethnicity)* | Where are the greatest differences and similarities (at the benchmark level) between Black, Latino, and White males? | |
| 2. Review CCSSE and/or SENSE benchmark scores for Black, Latino, and White **females.** | What captures the attention/concern of the college team when reviewing the benchmark scores? | **Sample sizes:**  
  - Black females: n = 214  
  - White females: n = 7  
  - Latina females: n = 98  
  **Comparison between Black females and Latina females**  
  - Similar scores on ACL, SE, AC  
  - Latina females slightly higher than Black females on SFI, SL |
| *(see Benchmark Scores Report: Focus on Females - Breakout by Race / Ethnicity)* | Where are the greatest differences and similarities (at the benchmark level) between Black, Latino, and White females? | |

Supported by The Kresge Foundation
### Short-Term Action Plan
**The Kresge Foundation Student Success Institute: Men of Color in Community Colleges**

**Institution Name:**

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| 3. Compare and contrast the benchmark scores across race/ethnicity and gender.                  | What captures the attention/concern of the college team when reviewing the benchmark scores across race/ethnicity and gender? | Sample sizes:  
  - See above  
  
  **Comparison between groups**  
  - Similar scores on all benchmarks for Black males and Black females  
  - Latino males have lower scores on all benchmarks than both Black females and Latina females  
  - Latino males appear to have the lowest engagement of any group |
| (see two reports referenced above)                                                            | Where are the most notable differences *(at the benchmark level)* across student groups disaggregated by race/ethnicity and gender? |                                                                                                               |
|                                                                                                | For colleges that have both CCSSE and SENSE survey data, focus on differences or similarities between the typically more seasoned student experience *(CCSSE)* and the entering student experience *(SENSE)*. |                                                                                                               |
| 4. Examine the benchmark reports at the item level.                                           | What captures the attention/concern of the college team when reviewing item-level data across race/ethnicity and gender? | Sample sizes:  
  - See above  
  
  **Comparison between groups**  
  - In general, females scored higher on most items than males  
  - Consistent with the benchmark data, Latino males appear to have the lowest engagement of any group  
  - Specifically, Latino males appear to engage in few academic activities outside of class *(i.e. preparing for class, working outside of class with other students, discussing career plans or ideas with instructors, academic counseling)*. |

**Note:** Be sure to check the number of students *(n)* in each student breakout group to ascertain whether the numbers are large enough to support interpretation of the results.

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<tr>
<td>5. Review results from CCSSE and/or SENSE promising practices items across race/ethnicity and gender, if available. <em>(Refer to the promising practices survey items listed below when responding to the guiding questions.)</em></td>
<td>When you look at CCSSE and/or SENSE promising practices reports <em>(at the item level only)</em> across race/ethnicity and gender, what captures the attention/concern of the college team?</td>
<td>• Promising Practices reports could not be completed because there were not enough respondents for analysis</td>
</tr>
</tbody>
</table>

**Orientation**

*CCSSE* Special-Focus Items—Promising Practices: The ONE response that best describes my experience with orientation when I first came to this college is: *(Item 2)*

**First-Year Experience**

*CCSSE* and *SENSE* Special-Focus Items—Promising Practices: During my first semester/quarter/term at this college, I participated/am participating in a structured experience for new students (sometimes called a “freshman seminar” or “first-year experience”). *(Item 3: CCSSE; Item 3: SENSE 2011; Item 2: SENSE 2012/13)*

**Learning Communities**

*CCSSE* Special-Focus Items—Promising Practices: During my first semester/quarter/term at this college, I enrolled in an organized “learning
### Review Steps for Data Analysis

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</table>

**Student Success Course**

**CCSSE Special-Focus Items—Promising Practices:** During my first semester/quarter/term at this college, I enrolled in a student success course (such as a student development, extended orientation, student life skills, or college success course).

*(Item 4)*

**Academic Goal Setting And Planning**

**CCSSE Special-Focus Items—Promising Practices:** Before the end of my first semester/quarter/term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university).

*(Item 16)*

**SENSE Special-Focus Module—At this college, the first time I met with an advisor to help me set academic goals and to create a plan for achieving them was...*(Item 2: 2011 only)*

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**Institution Name:**

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### Review Steps for Data Analysis

**SENSE Special-Focus Module—Promising Practices:** Based on my academic goals at this college, I believe it will take me about this long to reach them: *(Item 10: 2012/13 only)*

**SENSE Special-Focus Module—Promising Practices:** I feel that I am on track to reach my academic goals at this college within my expected time frame. *(Item 11: 2012/13 only)*

**Accelerated/Fast Track Developmental Education**

*CCSSE and SENSE Special-Focus Items—Promising Practices:* At this college, I participated/am participating in one or more accelerated courses/fast-track programs to help me move through developmental/basic skills/college prep requirements more quickly. *(Item 6: CCSSE; Item 4: SENSE 2011; Item 3: SENSE 2012/13)*

**Assessment and Placement**

*CCSSE Special-Focus Module—Promising Practices:* Because my placement test results indicated that I needed to take at least one developmental/basic skills/college prep course, I was…

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### Short-Term Action Plan
The Kresge Foundation Student Success Institute: Men of Color in Community Colleges

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</thead>
<tbody>
<tr>
<td><strong>(Item 14)</strong></td>
<td></td>
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</tr>
<tr>
<td>SENSE Special-Focus Module—Promising Practices: I was TOLD that I was REQUIRED to take a developmental/basic skills/college prep course in my first semester/quarter, and I… <em>(Item 11: 2011; Item 9: 2012/13)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Use the completed Cohort Data Review in addition to CCSSE and SENSE Benchmark Scores Reports to respond to the following questions.

<table>
<thead>
<tr>
<th>Review Steps for Data Analysis</th>
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</thead>
</table>
| 6. First, review pages 4 and 5 of the Cohort Data Review, for a comprehensive understanding of the target student cohort. | What captures the attention/concern of the college team when reviewing the Cohort Data Review? Examine these data further by looking at what patterns, if any, there are for these target student cohorts across race/ethnicity and gender. | • The sample size for White students is too small to provide reliable results. All comparisons were done between Black and Latino/a students.  
• In general, Black students are less likely to persist and complete than Latino/as.  
• This pattern is more pronounced for Black males.  
• Latino/as’ developmental course completion rate is higher than their overall course completion rate.  
• Black males’ developmental course completion rate is lower than their overall course completion rate. |

Supported by The Kresge Foundation
## Short-Term Action Plan
The Kresge Foundation Student Success Institute: Men of Color in Community Colleges

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<tbody>
<tr>
<td>7. Next, review pages 6–9 of the Cohort Data Review to compare results for students enrolled in the highest level of developmental math with results for students enrolled in the lowest level of developmental math.</td>
<td>What questions do the data raise about the relationship, if any, between the level of academic preparedness/college readiness and selected outcomes for each group of students across race/ethnicity and gender? Where are the most notable differences and similarities between student groups disaggregated by race/ethnicity and gender?</td>
<td>- Many more students, in general, enroll in the lowest level of developmental math than in the highest level. - Comparisons within the highest level are very unreliable because the sample size is so small. - Within the lowest level of math, Black males have lower persistence rates than Black females. - Black males and females have lower developmental course completion rates than overall course completion rates.</td>
</tr>
</tbody>
</table>

8. Additional data collection/analysis | How do Center survey reports (CCSSE and SENSE) and the Cohort Data Review work together to provide an understanding of the student experience, specifically for men of color? Based on your findings from student surveys and institutional data, what further exploration is needed regarding college readiness for male students of color? What specific questions do the data raise? What other data (quantitative, disaggregated, or qualitative) would be useful in building understanding to better inform the college’s decisions about improving work with Black males and Latinos? | - The cohort data review provides information on overall student achievement. - CCSSE and SENSE provide information on how student engagement may impact this achievement. - Further exploration on when students begin to fall behind in their Math courses could be useful. Interventions could be targeted at students based on when/why they begin to fall behind. - Comparing students who complete to those who don’t can uncover further factors that are related to success. |
**Use the completed Cohort Data Review in addition to CCSSE and SENSE Benchmark Scores Reports to respond to the following questions.**

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<tr>
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</tr>
<tr>
<td>9. Consider the college’s current student success completion agenda.</td>
<td>Based on the team’s findings and responses, explain potential implications for the college’s current student success and college completion agenda? Are there any implications for further analysis after reviewing your current initiatives (Achieving the Dream, Completion by Design, etc.) or current services, for all students and particularly for Black males and Latinos?</td>
<td>• Qualitative data, including focus groups, can provide more specific information regarding the challenges and solutions for developmental course completion. • We now understand many of the challenges male students face. • However, we have a limited number of services, such as Passages program, that focuses on helping male students. • The bottom line is that we need more resources - many of the programs in this area require expenses. We need to reach out for resources. • There are also untapped opportunities to partner with nearby industries to improve outcomes for male students.</td>
</tr>
</tbody>
</table>
## Part II: Cultural Competency and Courageous Conversations

**To be completed during College Team Strategy Session #2**

(Monday, November 4, 2013, 10:30 a.m. – 12:00 p.m.)

**Use the following questions to guide the college team’s discussion after completing the Inventory on Diversity and Equity.**

<table>
<thead>
<tr>
<th>Guiding Questions</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Compare team members’ individual responses to the inventory items. Where did you agree? Where do you see divergence?</td>
<td>There was general agreement on all of the questions.</td>
</tr>
<tr>
<td>Refer to the following inventory items: 2, 4, 5, 10–16, 19, and 20. Give an example of specific policies, programs, or practices on campus that support your responses to these items on the inventory.</td>
<td>We have a number of programs designed to improve outcomes for closing gaps in achievement (i.e. Passage program, FYE program, Supplemental Instruction).</td>
</tr>
<tr>
<td>Who are the campus advocates for diversity and equity? Administrators? Faculty? Staff? Community? Other stakeholders? In what ways do the advocates communicate with the executive leadership of your college?</td>
<td>All constituencies are advocates for diversity and equity. Advocates communicate with the executive leadership through committee meetings, community meetings, and through emails and phone calls.</td>
</tr>
<tr>
<td>Has the institution discussed or undertaken steps to build cultural competency on campus and in classrooms? With what results?</td>
<td>Yes, a number of professional development opportunities that are related to teaching diverse student populations are planned for the coming year.</td>
</tr>
<tr>
<td>In what ways do the demographics (male, female, race/ethnicity, etc.) of faculty, staff, and administrators mirror or not mirror the demographics of the institution’s student population and of the college service area?</td>
<td>The faculty, staff, and administrator demographics are similar to those of the student population and service area.</td>
</tr>
</tbody>
</table>
### Guiding Questions

Use the following questions to guide the college team’s discussion after completing the Inventory on Diversity and Equity.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Are you having discussions about diversity, equity, and data disaggregated by race/ethnicity and gender on your campus?</td>
<td>Yes, there are regular discussions on campus in committee meetings. Outside of those meetings, the discussions are largely informal and are difficult to quantify. Some challenges that have arisen are related to the changing demographics of our service area.</td>
</tr>
<tr>
<td>Are there challenges that arise in considering or conducting these discussions? How are those challenges surfaced and addressed?</td>
<td></td>
</tr>
<tr>
<td>What do you see as obstacles to achieving genuine equity in student outcomes at your institution? Do you see significant opportunities? How will your team address those challenges and opportunities?</td>
<td>One of the greatest challenges is the persistence structural budget deficit on campus. This hampers the ability to offer and fund creative attempts to achieve equity on campus. There are opportunities in the Student Success Center and with some key personnel. However, with the lack of funding, it is difficult to fund much.</td>
</tr>
</tbody>
</table>
### Part III: Collaborative Review and Discussion

To be completed during College Team Strategy Session #3

(Monday, November 4, 2013, 3:45 p.m. – 5:30 p.m.)

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<thead>
<tr>
<th>Guiding Questions</th>
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<tbody>
<tr>
<td>Which strategies discussed in the day’s sessions are potentially of greatest interest to the college?</td>
<td>The report given by Joyce James on structural racism and her strategies for opening up discussions about this topic were of great interest to the team.</td>
</tr>
<tr>
<td>How are each of these “strategies of interest” related to the student success initiative(s) currently underway at the college?</td>
<td>These discussions would dovetail nicely with some of the success interventions that are designed to improve outcomes among men of color.</td>
</tr>
</tbody>
</table>
| Discuss insights the team has gained from these conversations; name 3–5 as a team. What existing knowledge has been reinforced? | 1. Structural racism is still a major obstacle for many of our students.  
2. There are non-cognitive factors that impact student success that we may not be aware of.  
3. Many of the interventions discussed are similar to ours, but are on a larger scale. |
| What do you not know now that you need to know about academic experiences of male students of color? How will you obtain that additional data/information? | What specific aspects of their social experiences on campus (with other students, faculty, and staff) impact their success? Focus groups and surveys will be the way to collect this data. |
| As you think about areas of strength and opportunities for focused improvement, where can the college build on or refine work with male students of color? | Our Passage program currently has a lot of potential to become scaled up to improve outcomes for all men of color on campus. |
| Who else—faculty, staff, students, administrators—at the college needs to be involved in this discussion? How will the team involve them? | Faculty and staff are the people who interact directly with students, and so their participation is necessary. However, we also need a strong vision from our administration to ensure that we are all on the same page. |
Use the following questions to guide discussion. Facilitated discussion will highlight divergent and convergent perceptions, leading toward team consensus.

<table>
<thead>
<tr>
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Part IVa: Action Planning and Next Steps

To be initiated during College Team Strategy Session #4 and augmented with other college personnel

(Tuesday, November 5, 2013, 9:00 a.m. – 10:30 a.m.)

**Instructions:** At this point, your team has reviewed the college’s student cohort data and Center survey data and has completed and discussed the *Inventory on Equity and Diversity*. Now comes an opportunity for the team to reflect on its learning, think through options for the college’s strategic approach to improving outcomes for male students of color, and establish new or refined priorities for strengthening the college’s current student success agenda. Identification of preliminary priorities should take into account the college’s strategic planning priorities, initiatives currently underway, and the potential for significant impact on successful outcomes for large numbers of male students of color. The college team should discuss next steps: whom to involve, how to communicate findings and broaden discussion on campus, and how to follow through on strengthening student success strategies.

Begin to prioritize and focus efforts at your institution to produce the most beneficial educational outcomes for all students and particularly for male students of color.

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</thead>
<tbody>
<tr>
<td>1. Identify strategic approach(es) for the college’s work with male students of color</td>
<td>Given current constraints on resources, how will the college team accomplish one or more of the following? Indicate the priority attached to each type of strategy in the team’s response:</td>
<td>The top priority is to scale up our current efforts so that they impact a larger number of men of color. We have effective models and interventions, but funding limits them to a small number of participants. They are also grant funded, which means that their long-term future is in jeopardy when the grant ends.</td>
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<tr>
<td></td>
<td>• Implement effective evidence-based educational practices at scale (for all students, or for large numbers of students in target groups).</td>
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<tr>
<td></td>
<td>• Implement tailored/differentiated versions of educational practices, taking into account data indicating unique characteristics, assets, and needs of male students of color.</td>
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</table>
### Short-Term Action Plan

**The Kresge Foundation Student Success Institute:**
**Men of Color in Community Colleges**

**Institution Name:**

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Begin to prioritize and focus efforts at your institution to produce the most beneficial educational outcomes for all students and particularly for male students of color.

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<td></td>
<td>Focus on strengthening institutional culture, including shared commitment to diversity and equity, development of cultural competence, increasing diversity of faculty and staff, etc.</td>
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<tr>
<td></td>
<td>Emphasize special programs for male students of color (e.g., mentoring, student organizations, leadership development, support services, etc.), designing for scale.</td>
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2. Priorities for strengthening the college’s work with all students and male students of color

Based on work during the Institute, what does the college team identify as the three top priorities/strategies for strengthening the college’s overall student success agenda, with particular concern for serving male students of color more effectively?

1. Scaling up current interventions
2. Participating in a joint faculty success summit with LA Trade Tech
3. Finding ways to increase faculty involvement with success interventions.

3. Communication and engagement on campus

How will findings from review of institutional data be further communicated to key individuals and groups on campus?

Email, in-person, committees

How will key individuals and groups on campus be engaged in discussion of the issues, opportunities, and potential strategies addressed through the work of the Institute team?

Data will and strategies will be disseminated to them.

4. Evaluation

How and when will the college evaluate progress on improving educational experiences and outcomes for all students and for male students of color?

This is evaluated on an annual basis as part of our Strategic Plan.

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Supported by The Kresge Foundation
Begin to prioritize and focus efforts at your institution to produce the most beneficial educational outcomes for all students and particularly for male students of color.

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<td></td>
<td>What data (quantitative and qualitative) are needed to evaluate these outcomes?</td>
<td>The quantitative success and ethnicity data, as well as the focus group and survey data.</td>
</tr>
<tr>
<td></td>
<td>Will the college implement routine tracking of student outcomes (disaggregated) to monitor (1) gains, as well as (2) simultaneous eradication of gaps across student groups?</td>
<td>Yes, as part of the LACCD Strategic Plan, we are required to do this on an annual basis.</td>
</tr>
<tr>
<td>5. Resources</td>
<td>What logistical, financial, and institutional support will be needed to accomplish the work?</td>
<td>Analysis of our current budget and determinations of where funding can come from.</td>
</tr>
</tbody>
</table>
Part IVb: Detailing the Plan

To be completed and augmented with other college personnel

Instructions: This template is provided for more detailed planning in regard to identified priorities/strategies for strengthening the college’s work with all students and with male students of color. Once you’ve identified and collaborated with key college personnel on your campus, return this completed action plan to Cat Jones at jones@cccse.org by December 13, 2013. Add lines/space as necessary.

<table>
<thead>
<tr>
<th>Priority/Strategy</th>
<th>Goal(s)</th>
<th>Activities/Tasks</th>
<th>Responsible Person(s)</th>
<th>Timeline</th>
<th>Resources</th>
<th>Potential Issues or Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the three top priorities for strengthening the college’s work with all students, particularly male students of color</td>
<td>Based on these priorities, name specific student outcome goal(s)</td>
<td>List the steps required to accomplish these priorities</td>
<td>Who will assume leadership responsibility?</td>
<td>Implement date</td>
<td>Formative evaluation date</td>
<td>What resources (time, people, facilities, and money) need to be allocated/reallocated?</td>
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1.  

2.  

3.  

Supported by The Kresge Foundation
Annual Reflection Narrative

Due: May 15, 2013
Contents

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2 Stakeholder Engagement ....................................................................................... 3
3 Submitting Annual Reflection Narrative .............................................................. 3
4 Questions? .............................................................................................................. 3
5 Annual Reflection Narrative Instructions .............................................................. 4
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: Los Angeles Southwest College

<table>
<thead>
<tr>
<th>Names of Contributors to this Annual Reflection</th>
<th>Titles of Contributors to this Annual Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrick Jefferson</td>
<td>Acting VPAA/ ATD co-chair</td>
</tr>
<tr>
<td>Sabrena Turner-Odom</td>
<td>English faculty/ ATD co-chair</td>
</tr>
<tr>
<td>Jack E. Daniels III</td>
<td>College President</td>
</tr>
<tr>
<td>LaVonne Hamilton</td>
<td>Institutional Research Analyst</td>
</tr>
</tbody>
</table>

(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?

   Los Angeles Southwest College’s progress in improving student success and completion has been noticed and documented in several ways. Some examples get right to the core of teaching and learning, and some others are more subtle, but still have a huge impact on how we serve students and the success they find here at the college. The following is a brief overview of the work done here at LASC to improve student success.

   Our progress in improving student success and completion began with our campus initiating earnest and honest discussions about the College’s performance and student success. We went beyond superficial discussions and engaged in those “courageous discussions” needed to shake us from comfortable to action. We began by having conversations with a small group of campus leaders with the goal to have a campus-wide summit to discuss those serious and lingering matters involving student success and our individual roles and collective roles in making sure student receive a quality education and meet their goals here at the college.

   We are also proud of our increased dissemination and integration of the use of data in our decision making. Information gathered through our own use of focus groups, as well as data gathered from external agencies and services such as the California based Research and Planning Group and the SESSE through the University of Texas, has been widely distributed and discussed among all constituent groups. These discussions
are purposeful and meaningful and have led to deeper conversations and, even more important, actions in regard to teaching, learning, and service.

LASC has also been highly engaged in staff development in recent years since becoming an ATD institution. During the spring 2013 semester, a four part workshop series on student engagement in the classroom was conducted through the Staff Development Office. The workshops focus on pedagogy and teaching strategies. The dialogue in these workshops is robust and discussions are furthered in departmental and divisional meetings. The College has also continued the Faculty Academy. This yearlong, action-oriented Academy provides faculty a safe environment to rethink how students of color in impoverished communities learn while exploring innovative techniques to reach those students who have difficulty in traditional classroom settings. And lastly, the College re-established the Community Tour for faculty, staff, and administrator. Members of the College professional community were provided an opportunity to visit local high schools, community centers, and community based organizations. This allowed the College staff to speak informally with members of the local community to gain better insight into the backgrounds, struggles, and challenges our students bring to the classroom. By better understanding the community we serve, we will be better able to serve our students when they arrive to campus.

We have also instituted several institutional interventions such as mandated orientation and Freshman Year Experience. The direct interventions to students have yielded positive preliminary results and have begun to change the “feel” of the campus in terms of student success. It has been commented that we not only speak about student success, but we have put mechanisms in place to help ensure student success.

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.

As the spring 2012 semester ended, LASC began the evaluation process for our 2011-12 ATD interventions. Momentum was high due to our awareness of the number of students we were able to directly impact over the previous academic year. Additionally, we frequently received positive feedback from students, faculty and staff directly involved with or impacted by the interventions. To ensure objectivity in our assessment of the interventions, an outside evaluator, The Center for Research on Educational Access & Leadership (CREAL) at CSU, Fullerton was retained to assess the design, completion and effectiveness of our 2011-12 interventions of New Student Orientation, Freshman Year Experience, Supplemental Instruction, and the Faculty Academy. The evaluators collected both qualitative and quantitative data, and their analysis yielded extremely positive results in the effectiveness of each intervention’s structure and capacity to close the achievement gap at LASC. The evaluators provided recommendations for further improvement of each intervention, and after thorough reflection of each recommendation, the core team along with faculty and staff devised action plans to incorporate CREAL’s recommendations to strengthen the potential impact the interventions will have in future semesters. At the close of year two of our initial interventions, we are preparing to expand these services and often discuss the probability of institutionalizing them.
As we approached a new academic year, the core team unanimously agreed that the courageous conversations held across campus brought about glaring problems with lack of respect, the way we view one another based on ethnicity, the way we view our campus, and the way we view our students. In late August, representatives from all constituent groups on campus spent an entire day with independent consultants and brainstormed recommendations of how we could strategically improve our campus culture. This effective session was the impetus for the formation of a steering committee who was charged to collectively identify and address issues that perpetuate an unhealthy campus climate and work toward creating solutions to sustain a productive and healthy environment for all that is conducive to student success. Although the fall semester opened with a plan to capitalize on the work that started during summer, and the newly formed Campus Culture Steering Committee had productive planning sessions, in early October productivity ceased. Committee members became enraged with one another and the practices we were meeting to address started to surface. Some committee members resigned altogether and others refused to work with specific individuals. By mid-fall, the campus culture improvement committee was in disarray. We were forced to disband the committee and devise another approach.

The spring semester provided a fresh start. After months of actively addressing campus culture with key campus leaders, a productive off campus retreat was held and facilitated by our ATD coaches. Although several key stakeholders did not attend, we are moving toward expediting the healing process that is sorely needed to return our focus to student success. In addition, a series of professional development workshops/activities has been underway with the campus administration and managers. The focus has been on how we lead a college with a student success mission.

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**

   The leadership of the college has been very supportive of our ATD efforts. Lead by the College President, the leadership team consists of faculty, staff, and administrators. Consecutive Academic Senate presidents have attended the annual ATD conference and all have spoken about the need to focus on student success. Other campus leaders that have not been as active in the movement have spoken well of our efforts and have not put up barriers to progress. Our leadership commitment has even been shown fiscally with general fund money being put aside for student success efforts.

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

   The “culture of evidence” has been in constant evolution on the campus. The institutional research office has had a difficult time keeping up with the data requests. So much so that upgrades and automations in the IR office are being implemented. Seeking, analyzing, and evaluating data in preparation for decision making has become common practice. Program reviews, hiring prioritization, and budget are all example processes that have become predominately data driven. As we move forward, we will need to provide campus-wide training on how to request data, what data to request, the appropriate use of data, and how to incorporate what we discover into improving our processes and procedures.
c. Principle 3) Broad Engagement

LASC faculty, classified staff, administrators and most importantly students equally share the responsibility of collaborating and formulating strategies for increasing student success and assessing and improving them. Recently, LASC formed a partnership with Crenshaw Art and Technology Charter High School (CATCH) which is a local high school in our service area. Through this partnership, we will work together on common core development and strengthen the preparation of local students before they reach college. There are also plans to extend the collaboration to include CSU, Dominguez Hills which is a local university that the majority of LASC students continue their undergraduate studies.

d. Principle 4) Systemic Institutional Improvement

LASC is committed to strengthening and sustaining student success rates by heavily relying on data to guide our actions. To ensure objectivity in our assessment of programs, an outside evaluator, The Center for Research on Educational Access & Leadership (CREAL) at CSU, Fullerton was retained to assess the design, completion and effectiveness of our 2011-12 interventions of New Student Orientation, Freshman Year Experience, Supplemental Instruction, and the Faculty Academy. Furthermore, evidence of program effectiveness has led to increases in funding for LASC’s ATD interventions of strengthening learning support services and training for LASC faculty through the Faculty Academy.

e. Principle 5) Equity

African-American and Hispanic males have the lowest success rates at LASC. This discovery has led to the institutionalization of the Puente Program which provides learning communities and extended resources for Hispanic students. Additionally, LASC developed the PASSAGE Program which targets male students of color. Together, these programs are strengthening the efficacy and fortitude of LASC male students who are producing the lowest success rates at the college.

*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](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

LASC’s research in student progress and success shows that LASC students take up to five years to achieve their goal of obtaining a degree or certificate. Although there has been a decline in cohort progress from developmental courses to credit bearing courses from 2008-2010, LASC is beginning to see a turn-around in performance with the fall 2011 cohort. LASC is trending toward improvement in matriculation from basic skills English to credit courses; however, basic skills math is declining in this area. LASC will explore ways to strengthen our math tutoring, SI, and math faculty engagement by encouraging full-time and adjunct math faculty to provide input in the training of math tutors and SIs as well as participate in LASC’s Faculty Academy. Our goal of increasing the success rates of African-American and Hispanic males through our PASSAGE Program is seeing positive results. These positive results can be attributed to intrusive counseling and mandatory tutoring in all PASSAGE courses.

The percentage of the fall 2011 cohort who enrolled in English 28 (one level below credit English) is a small percentage higher than fall 2008 (the cohort with the highest % of cohort matriculating). There is a 15% increase of students who matriculated from English 21 (two levels below credit English) to English 28 (Fall 2001 vs. Fall 2010). Fall 2011 data shows a 12% increase in Black and Hispanic male students’ matriculation from English 21 to 28. LASC’s priority to increase success in developmental English and Math will continue and be expanded strengthened services offered in the English and Math labs on campus.
b. **Measure Two: Enrollment in and successful completion of the initial college-level “gateway” math and English courses**

**English:** The following chart shows student success in reaching college-level English and its relationship to the number of years LASC students take to complete their coursework. It is encouraging to see the fall 2010 cohort’s % of students reaching college level English in just two years. According to this trend, the next reporting cycle should yield even more positive results in the time it takes students to reach college level English. This rise in success can be attributed to LASC’s priority to strengthen support services for developmental English students.

There are rising results in the success rates for LASC’s male students (11.1% increase), Black students (2.7% increase) and Hispanic students (4.4% increase). There was also an 11.1% increase in Pell Grant recipients from the fall 2011 cohort as compared to the fall 2010 cohort.
Math: The decline in students matriculating to credit math courses adversely affects the number of students who matriculate to college level math courses. Students usually take a 200 series math course if they intend to transfer or if it’s required for graduation in a particular discipline. The % of the cohort reaching college level math has been stable for the last 2 years (fall 2010 and fall 2011). This can be contributed to the intervention of strengthening resources for developmental math students.

We again see positive results of the interventions for the fall 2011 cohort. Although there was a decrease in the % of Hispanic student success, there was steady increase (12.1 %) in success for Black students from fall 2010 to fall 2011. Also, there was 17.7% increase in the fall 2011 students who received the Pell Grant and a slight increase of the % males who reached a college level math course.
Annual Reflection Narrative

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

LASC’s ATD initiatives to foster student success are showing improvements in course completion rates. Fall 2011 completion rates show a 12.7% increase over fall 2010 and fall 2009. LASC’s rise in completion rate can be attributed to our priority of strengthening our orientation efforts and the implementation of Freshman Year Experience (FYE). The goals of FYE are to cultivate academic achievement and interpersonal competencies and to lay the foundation for life-long success. LASC’s efforts to increase student success and close achievement gaps amongst disaggregated groups are yielding positive results. The percentage of students who complete courses with a “C” or better is showing an upward trend.

When students are categorized by ethnicity, the results show a slight decrease for Black students and a slight increase for Hispanic students. This can be a result of our decline in enrollment and a strong emphasis placed on recruiting and sustaining Hispanic student enrollment through the Puente Program. Pell recipients have increased by 1.8% in fall 2011 over fall 2010. Completion rates for Hispanic students have increased by 4.6%, and male students show a 2.6% increase in completion rates.
d. Measure Four: Term-to-term and year-to-year retention
Through the ATD initiatives and strategic planning activities, there was an increase in percentage of “Term-to-term” Persistence for the fall 2011 over fall 2010. LASC is making progress in increasing retention and this progress, again, is attributed to our focus on increasing student success through prioritizing our focus and implementing interventions with the overarching goal of increasing student success. LASC expects the trend of increased retention for term to term and year to year to continue as we strengthen our student success initiatives.

<table>
<thead>
<tr>
<th>Persistence</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Term 1 to Term 2</td>
<td>%</td>
<td>Term 1 to Term 3</td>
</tr>
<tr>
<td>Term 1: Fall 2010</td>
<td>1,209</td>
<td>610</td>
<td>394</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Persistence</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Term 1 to Term 2</td>
<td>%</td>
<td>Term 1 to Term 3</td>
</tr>
<tr>
<td>Term 1: Fall 2011</td>
<td>901</td>
<td>507</td>
<td>350</td>
</tr>
</tbody>
</table>

% Increase: 5.8% for Fall 2010 to Spring 2011 and 6.2% for Fall 2011 to Fall 2012.

**Term 1 to Term 2 Persistence**

LASC’s fall 2011 cohort is persisting from term 1 to term 2 at a higher rate (+5.8%) than in fall 2010. The increase persistence is across the board with increased persistence in gender (both male and female) and across most ethnic groups with Black students persisting 5.7% higher than the fall 2011 persistence rate and Hispanic students showing a 3.7% increase in persistence for 2011. Term to term persistence shows trends of steady increases by gender and Pell Grant recipients as well.
Term 1 to Term 3 Persistence

LASC’s fall to fall persistence is usually higher than the fall to spring persistence. Fall 2011-to-fall 2012 persistence was increased 6.2% over the fall 2010 to fall 2011 persistence rate. Again, there is increased persistence across most ethnic groups, as well as male and female students, and Pell recipients. Increasing student persistence is key to ensuring students stay on track to complete courses for degrees and certificates.
e. Measure Five: Completion of certificates or degrees

LASC students may take up to 5 years to earn degrees and/or certificates. The fall 2011 cohort at this date has only completed 2 years of study. Usually, only a few students complete their coursework in this amount of time. However, the following stats are for the fall 2011 cohort: 42.1% has declared a major (of those, 12.1% are Nursing majors who spend the first two years completing pre-requisites); 47.3% of students who took the English assessment test were placed below college level, and 54.4% who took the Math assessment test were placed below college level. In other words, LASC’s fall 2011
cohort has a few hurdles to jump before graduation requirements are met. In other words, it's a bit early to assess the fall 2011 cohort's completion of certificates or degrees. However, progress is being made.

There is an increase in Pell recipients. Our target groups (male students, Blacks students and Hispanic students) are persisting in greater numbers, have improved completion rates and are improving in math and English and reaching college level courses. Through other studies, LASC has learned that if students can reach the course before the college level course, they will be successful. LASC expects to see continuous increases in the five measures in the years to come.

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.

LASC is experiencing a decline in the number of students who receive degrees/certificates, which is becoming a major achievement gap. As stated before, LASC's students take at least five years to complete a degree/certificate as many begin their college journey in basic skills courses. Over the past few years, LASC has been exploring ways to fast track our students into credit courses. As we all know, students do not do “optional”. To this end, in fall 2011, LASC instituted a new matriculation process in which incoming students go through the “8-Step Program” where students: apply to LASC; attend the New Student Orientation; take Assessment Tests; see a Counselor to set up their Ed Plan; the Register for classes; apply to Financial Aid; pay fees; and take photo for the student identification card. This new process gives students all the initial tools needed to stay on track and remain focused by adhering to the Ed Plan. Since students are now taking the assessment tests up front and hopefully following their Ed Plans, completing math and English courses in a timely manner can be achieved, and even more important, they will have the English tools needed to be successful in other college courses. This new matriculation process along with continued access to tutoring, resource labs, and the Library, students success rates will continue to soar.

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
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.