

# ATD Details



Spring Summit, 2.5.16  
(photos on right)

**West's Student Success Committee (a committee of the Academic Senate) has adopted the Achieving the Dream framework to accomplish its goal of increasing student success.**

Upcoming Events

**Student Success/ATD Core Team Meeting**  
February 10 | March 2 | April 13 | May 4  
3:00 pm | GC 210K

**ATD Data Team Meeting**  
TBD

**ATD D.R.E.A.M. Conference**  
February 23-26, 2016

**ATD Coach Visit**  
March 15, 2016

*Achieving the Dream uses a student-centered model of institutional improvement focused on creating a culture of evidence in which data and inquiry drive broad-based institutional efforts to close achievement gaps and improve student outcomes overall.*

**ATD College Priorities**

- Successful completion of the English sequence from English 21 through English 101
- Successful completion of Elementary Algebra through Intermediate Algebra
- Successful achievement of degrees and certificates

**Intervention Strategies**

- Enhanced Tutoring
- Professional Development
- Navigating West (Enhanced Communication with Students)

**View the full Proposal at**  
[http://www.wlac.edu/studentsuccess/atd/atddocuments/West\\_ATD\\_Implementation\\_Proposal.pdf](http://www.wlac.edu/studentsuccess/atd/atddocuments/West_ATD_Implementation_Proposal.pdf)



## COREspondence Core Team News

### Clare Norris and Mary-Jo Apigo, Core Team Leaders

West hosted its third annual Spring Summit on Friday, February 5th. The emphasis of the Summit was West's Accreditation Self Study and upcoming team visit. In addition, the morning's activities were all examples of engaging, active learning strategies that instructors can use in their classes. For example, the folks in attendance responded to discussion questions using "[Speed Dating](#)," read and discussed a text using the "[Jigsaw](#)" strategy, and played a game of [Jeopardy](#) to assess our learning, and the response from attendees was overwhelmingly positive.

Below is an update on West's intervention strategies:

**NAVIGATING WEST.** Because so many respondents to our survey last Fall agreed that the 2015 Kickoff helped them prepare for the semester, we plan to hold another Kickoff this fall. The Committee will start planning at

its March meeting. In response to the survey results, we plan to suggest that the orientations include presentations from West students or former West students.

**ENHANCED TUTORING.**

Interviews of candidates for the Supplemental Instruction Coordinator position should be completed and the position should be filled by the end of this month. We are eager to schedule training sessions for the Coordinator, the SI Leaders, and faculty members working with the program. At the college's Student Equity Summit last semester, there was much discussion of the value of offering ongoing training to all members of West's instructional assistance staff.

The Student Success Committee members also heard a presentation from Alison Tom-Miura at our February meeting. She talked about the college opportunities to improve Student

Success with Enhanced Noncredit courses and certificates. The Learning Skills discipline has already rolled out a few open-entry, open-exit workshop-style courses to support students in improving their math, reading, and writing skills working with Learning Skills instructors. She is anticipating working with English, ESL, and math faculty members to see how they want Enhanced Noncredit courses to support their students.

At its May 12, 2015 meeting the Academic Senate approved this recommendation from the Student Success Committee:

"Restore Learning Skills into the Library & Education division with the Student Success Committee considering a Viability Study of Instructional Support in one year."

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- ATD Core Team**  
Aracely Aguiar  
Mary-Jo Apigo, Administrative Leader  
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Yervant Boghos  
Shalomon Duke  
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Michael Goltermann  
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Clare Norris\*, Faculty Leader  
Karen Quitschau\*  
Matthew Robertson\*  
Tim Russell\*  
Melinda Smith  
Robert Sprague  
Buck Stapleton  
Vidal Valle\*  
Helen Young

- ATD Data Team**  
Celena Alcala  
Linda Alexander, Co-Chair  
Chuck Amaugo  
Elizabeth Bell, Co-Chair  
Agyeman Boateng, Co-Chair  
Patricia Bandy\*  
Art Lara  
Matthew Robertson\*  
Tim Russell\*

**\*Student Success Committee Members**



## COREespondence *continued*

Thus, Committee members are poised to consider whether they will recommend a Viability Study of Instructional Support to help with coordinating instructional support efforts like college-wide tutoring, Supplemental Instruction, Learning Skills classes, Learning Center workshops, Enhanced Noncredit offerings, etc. If you would like to offer input, please attend the March 2 Student Success Committee meeting or contact the co-chairs.

### **PROFESSIONAL DEVELOPMENT.**

The Professional Learning Subcommittee met on February 9. Attendees reviewed the Subcommittee's charge and membership. This semester, the group will be drafting West's Professional Development Plan.

West's annual Leadership Retreat has been postponed to April 29. Fran Leonard is

inviting colleagues to participate in the planning of the day; Professional Learning Subcommittee and Student Success Committee leaders and members will participate in the planning. We are finalizing the Keynote speaker, who will be officially announced within the next few weeks.

The One College, One Book initiative continues this semester with *The Immortal Life of Henrietta Lacks* under the leadership of Susan Trujillo and Nancy Sander. Check the web site for more information: <http://wlac.beta.libguides.com/OneBook>

Under Nancy Sander's leadership, the Reading Apprenticeship (RA) Focused Inquiry Group (FIG) is continuing to meet. The next RA FIG meeting will be Tuesday, February 23 immediately following the Academic Senate meeting. Please contact Nancy Sander for more information [310-287-4584/sandern@wlac.edu](mailto:310-287-4584/sandern@wlac.edu).

## STUDENTalk



**By Heather Coletta, Medical Assisting Program Graduate**

I would like to thank the Medical Assisting program for allowing me the opportunity to become an MA student from Fall 2014- Fall 2015. During my time at West LA I enjoyed very much the dedication that I received from my professors: Dr. Eric, Dr. Carlos and Ms. Barbara to name a few. The professors involved with the MA program showed patience and a deep love for teaching. They took the time to share their knowledge and did so in the most thorough way possible. I felt very proud of being a student at West LA college and recommend this College for other students seeking to attain knowledge in a specialized field. I am very thankful that the MA program was offered at West LA. I've learned many valuable things, as well as life lessons

which I will carry with me everywhere I go. After completion of the program, I applied to 3 jobs with little experience as a medical assistant, as I had not previously held a job at a clinic. I included my internship experience and the training I received in the MA program in my resume submissions in hopes of landing a job. I was called back for an interview by one of the companies, and after my interview, I was hired by that evening. Had it not been for the medical assistant program I would not be where I am today. I now hold a job as a Medical Assistant at a Dermatology Clinic in Beverly Hills. I will forever be grateful for the opportunity I had to be enrolled in such a great program. It has opened new doors for me. I feel very prepared as I face the real life work environment as an MA after having completed the program. Thank you so much West LA and the amazing professors that made it all possible.

## Data Bytes

### ATD Data Team Overview of Tutoring Survey Results

By Linda Alexander, Data Team Tri-Chair

In Spring 2014, the ATD Data Team conducted a survey on students' perceptions of Math and English tutoring on campus. Eight sections of English and eleven math sections were surveyed. There was a total of 420 respondents. In terms of ethnicity, 47% self-identified as Latinos, 26% as African American, 7% as Caucasian, and 4% as Asian/Pacific Islander.

Among those surveyed, 38% said they saw a tutor at least once that semester. The respondents in this group found their experience beneficial. Why did the majority of the students surveyed (62%) not seek tutoring? When these students were given a list of reasons for not seeking tutoring and asked to select the ones that applied to them, the most popular reason among English students was: "I understand the material in this class". In contrast, math students selected this reason most often: "I don't have time." The students who didn't go to tutoring were also asked to respond to the following open-ended question: How could West encourage you to use tutoring? We found that in general, students need to be reminded that tutoring is useful, and this should be done in creative ways. Our next step will be to report these findings to English and Math faculty, and to the HLRC staff.

The Data Team would like to thank the many instructors who administered the surveys in their classes. We couldn't have done this without their help. You are awesome!

## Upcoming Details

**ATD Regional Summit: The 'New' Noncredit: Changes in the Noncredit to Credit Pathway**

March 18 | Valley College

**West's Annual Leadership Retreat**

April 29 | West Los Angeles College

**LACCD ATD Retreat**

May 20 | TBD

