

ATD Details



ATD DREAM 2017 Conference
(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
Feb 8 | Mar 1 | Apr 12 |
May 3 | 3:00 pm |
GC 210K

ATD Data Team Meeting
Mar 13 | Apr 10 | May 1 |
9:30 am | GC 210K

ATD Coach Visit
May 3, 2017

Leadership Retreat
May 5, 2017

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



COREspondence Core Team News

Clare Norris and Mary-Jo Apigo, Core Team Leaders

West sent a team to the Achieving the Dream's *Annual Student Success Conference: DREAM 2017*.

Please enjoy the conference reflections in this special edition of ATDDetails.

At the DREAM 2017 Conference, the first breakout session I attended was led by Washington state's Pierce College. In it, they shared how they provide faculty access to individual course-level data using a tool that allows them to sort student achievement data and generate reports. Their professional learning center offers the required training for faculty who use the tool. They found that, now that they have access, faculty members have discovered, while using the data, inconsistencies between content coverage, mastery, and success expectations among faculty members, which impact students' levels of course and sequence success. Those discoveries have opened up opportunities for dialogue and collaboration that was never possible before. I attended a similar session at last year's DREAM conference, and I am certain that West students would benefit from faculty members having access to data in this way. Using this type of tool would also make completing Program Review easier and decrease the number of ad-hoc data requests going to our college researchers.

I also attended a session led by colleges who received last year's ATD grant to fund projects designed to engaging Adjunct faculty members in the student success movement. They shared principles behind how they are designing their projects. The projects presented focus mostly on making professional learning available for adjunct instructors. There was an emphasis on offering cohort-based experiences rather than promoting

isolated conference or workshop attendance. One project offers team teaching opportunities for adjunct and full time faculty members. Another college created a Center for Adjunct Excellence where adjunct instructors can go for professional learning opportunities. Another college is creating a repository of online learning resources available to all faculty. One audience member reported that his college holds an annual adjunct conference always on an evening or weekend with a keynote speaker. Another audience member reported that her college offers an alternative to their professional learning week on several weekday evenings or weekend days. What surprised me most in this session was the emphasis on language. The adjunct instructors participating in the project and those present for the session agreed that many of them object to the term "adjunct." One adjunct instructor in the room said that at her college, they had fought for the title "associate" instead. I am eager for West to engage in these discussions and commit to fully engaging our part time instructors. A high level of adjunct participation is a goal of this spring's Leadership Retreat. Also, as President Limbaugh considers the role of a new Professional Development Coordinator, we eagerly anticipate working with that person on increasing adjunct access to and participation in West's professional learning program.

— Clare Norris, Student Success Committee Co-Chair

ATD Core Team

- Aracely Aguiar
- Mary-Jo Apigo, Administrative Leader
- Patricia Bandy*
- Yervant Boghos
- Adrienne Foster*
- Dolores Gallegos
- Manushak Movsisyan
- Clare Norris*, Faculty Leader
- Karen Quitschau*
- Matthew Robertson*
- Tim Russell*
- Melinda Smith
- Robert Sprague
- Buck Stapleton
- Vidal Valle*

ATD Data Team

- Celena Alcala
- Linda Alexander, Co-Chair
- Chuck Amaugo
- Jeanene Ames
- Elizabeth Bell, Co-Chair
- Agyeman Boateng, Co-Chair
- Patricia Bandy*
- Kevin Coffee
- Matthew Robertson*
- Tim Russell*
- Tim Welch

*Student Success Committee Members



ATD DREAM Conference 2017 Reflections

The 2017 Dream Conference presented attendees with a smorgasbord of ideas to digest in the course of four information-packed days. Educators from all over the country were on hand to network and share best practices in both formal and informal ways from conversations in the hallways, the session in the meetings rooms to the keynotes in the large plenary gatherings. There was much to be gained as educators spoke frankly about the topics of student success and the role we play in building the capacity of our institutions.

Dr. Eddie Moore, Jr. presented an unflinching workshop around the theme of Equity entitled, "Not in My Workplace! How White Supremacy, White Privilege and Other Forms of Oppression Undermine Best Intentions." In front of a packed room, Dr. Moore discussed the challenges of creating an open dialog about the institutionalization of white supremacy and privilege on a college campus and the ill-effects of avoiding the conversation all together. As we begin the conversation on Social Justice taking form at West, it will be important for us as educators to infuse our interactions with as much "truth-telling" as possible to get at the issues of racism that shape our images of our college and the success of our students.

Student Success and its relationship to faculty data awareness was the focus of "Set Your Data Free! Empowering Faculty with Course-Level Data to Drive Student Success." A group of educators from Pierce College in Washington state presented a frank examination and the challenges of rolling out a model for sharing course success data. While the intent of the sharing seemed to serve multiple purposes, the uses for such data sharing are clear for a college like West where there are often disparities between student success in certain sections in certain disciplines.

Overall, there was much to gain from every workshop I attended, and I always appreciate the affirmations we receive about West as an ATD Leader College in the country.
 - Walter Jones, Student Success Committee Co-Chair

At the 2017 Achieving the Dream Conference, I attended a variety of discussions that dealt with developmental education in one form or another. For me, the stars of the conference were guided pathways, meta-majors, and team advising. Several colleges are demonstrating success using some combination of these, and they work together eloquently.

A good set of meta-majors is the first step, with each meta-major leading to a variety of specific yet somewhat similar degrees. In the better models, incoming students are required to declare a meta-major from somewhere around five options. The categories are broad enough that students are unlikely to jump from one meta-major to another. Most students wont, for instance, switch from math/science to fine arts. This declaration allows colleges to get their students majored up without overly limiting flexibility. If students have a particular degree goal but change their mind part way through, they should be able to switch within the meta-major without drastically altering their completion schedule.

Guided pathways are the tool for helping students retain this flexibility without costing them time. Well-structured guided pathways focus first on classes that all students need for transfer, then on classes everyone in their meta-major will need, and finally on the classes needed for a specific degree. If, for instance, a college has two math branches for transfer, a split between statistics and algebra, all the students majoring in math/science will take the algebra path, and language arts students would have a choice. Eventually, the meta-major gives way to a degree path, and the classes become increasingly specialized.

Not every program that uses guided pathways employs team guidance, but some form of team guidance nicely complements guided pathways. There are several models for incorporating different advisors, but the best ones used assigned advisors and handoffs. A good example is the outreach team is trained in the pathways and serves as pre-academic advisement. Each student has one outreach contact that stays with them until they are fully matriculated. From there, they move on to councilors, with many colleges opting for a caseload model. The councilors stay with them until they've reached a determined unit threshold, at which point they advance to academic advisement with an instructor in their field. Ideally, the last handoff should occur when students have completed the shared courses in their meta-major and are ready to transition to a specific degree path.

I'm not really sure how these could manifest on our campus, but it is certainly worthy of contemplation.

— Tim Welch, English Instructor and ATD Data Team Member

Upcoming Details

ATD Regional Summit: Embedded Student Services in FYE Programs
 March 24 | Mission College

ATD Regional Summit: Professional Learning Hubs
 April 28 | West Los Angeles College

West's Annual Leadership Retreat
 May 5 | West Los Angeles College

LACCD ATD Retreat
 May 19 | Harbor College

Look who got CoreNerd!



This month's CoreNerd is **Christopher Lee**. He is Assistant Professor of Political Science. **FUN FACT:** He has been collecting comics since 1980, attends conventions, and has over 15,000 comic books.

