

ATD Details



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

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Semester Kickoff 2017,
 Professional Learning Day,
 District Academic Senate
 Summit, & Guided Pathways FIG
 (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**
 Sept 6 | Oct 4 | Nov 1 |
 Dec 6 | 3:00 pm
 GC 210K

**ATD Data Team
 Meeting** TBD

**LARN Learning
 Assistance Project
 Sharing**
 Sept 29, 2017 | West



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 Leader

West's Achieving the Dream leadership team is in the process of applying for the [Leah Meyer Austin Award](#), the highest honor ATD bestows upon a college in the network. We are focusing on the reports below as support for our application.

When we first joined ATD in 2012, we set the following goals. As you can see in the tables on the right, we have exceeded those goals in both the math and English disciplines:

Increasing by 3% (low) - 6% (high) (from 18% to 21%-24%) the number of West students who, within three years, successfully complete the English sequence from English 21 through English 101 (*Basic Skills Progress Tracker: Data Mart California Community Colleges Chancellor's Office, Fall 2008-Spring 2011 Baseline*).

Increasing by 1.5% (low) - 6% (high) (from 12% to 13.5%-18%) the number of West students entering Elementary Algebra who, within

2.5 years, successfully complete Intermediate Algebra. (*Basic Skills Progress Tracker: Data Mart California Community Colleges Chancellor's Office, Fall 2008-Spring 2011 Baseline*)

NAVIGATING WEST

West hosted its fifth annual Semester Kickoff on Friday, August 18. Many programs participated in the Kickoff. Athletics, Child Development, Noncredit & Adult Education, Puente, LA Institute of Architecture and Design, LA College Promise, Accelerated College Transfer, Computer Science and Information Technology each hosted an orientation or information session. Financial Aid, Transfer Center, Transfer

Honors Program, TriO, HLRC Tutoring, Foreign Languages, Hospitality Workforce, and EOP&S/CARE all attended the resource fair held for students during lunch. The team is in the midst of collecting and analyzing the data from the event.

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English Course Sequence Completion* Tracking Period	# of Students in Cohort	% of Students Progressing from 2 Levels below College to College
Fall 2012 – Spring 2014	214	18.2%
Fall 2013 – Spring 2015	228	17.1%
Fall 2014 – Spring 2016	231	20.8%
Fall 2015 – Spring 2017	271	25.1%

* Source: CCCC's MIS Data Mart Basic Skills Progress Tracker

Math Course Sequence Completion* Tracking Period	# of Students in Cohort	% of Students Progressing from 2 Levels below College to College
Fall 2012 – Spring 2014	340	7.4%
Fall 2013 – Spring 2015	269	8.9%
Fall 2014 – Spring 2016	255	11.8%
Fall 2015 – Spring 2017	319	17.2%

* Source: CCCC's MIS Data Mart Basic Skills Progress Tracker



COREspondence *continued*

We are excited about the possibilities that the California Guided Pathways initiative can offer to our campus. West's Guided Pathways program can provide a clear framework for helping students Navigate West, which was established as an original priority by the ATD planning team. Be on the lookout for ongoing news about Guided Pathways developments at West.

ENHANCED TUTORING. Please see the *An Eye on SI* section below for the latest news on West's enhanced tutoring services.

PROFESSIONAL DEVELOPMENT. Many student success-related sessions were offered during this year's Professional Development Week including sessions on serving veterans, foster youth, and students with disabilities and on proven high-impact practices like Reading Apprenticeship, Habits of Mind, Growth Mindset, and Culturally Responsive Teaching and Learning. Under its new president, Holly Bailey-Hofmann, West's Academic Senate maintains its commitment to issues of student success and to exposing faculty members to a variety of strategies to support students.

On Friday, September 22 a team from West attended the District Academic Senate's annual summit at Los Angeles City College. This year's focus was Guided Pathways, so folks on the team got to hear from other colleges who have already implemented or started planning programs similar to guided pathways.

On Monday, September 25 Timothy Welch led the first Guided Pathways Focused Inquiry Group meeting. At least twenty members of West's faculty attended the meeting and engaged in a robust discussion of the future of Guided Pathways at West. Attendees signed up to research current Pathways programs around the nation and report back at the next meeting. West's articulation officer, Adrianna Martinez, was present, so she was able to address questions and concerns raised about Pathways and articulation.



One College, One Book for 2017/2018

Flow was selected as the 2017/2018 One College, One Book text.

An Eye on SI (Supplemental Instruction): LRC Expanded Service and Re-Design Update

By Jeanene Ames

The Learning Resource Center has kicked off the fall semester with several changes. The first change was welcoming our new dean, Dr. Allison Tom-Miura. This change resulted from this summer's administrative [reorganization](#). The LRC is transitioning from its previous leadership under the Library to Adult and Continuing Education. Next, the LRC opened its doors a week prior to the start of the semester to assist students with college applications, registration, and all related paperwork. Additionally, thanks to Prof. Russell, we now have a Math Lab. Prof. Russell is



currently collaborating with the Math Department's new Division Chair, Dr. Bonnie Blustein and math faculty to schedule math study sessions in the Math Lab with math tutors' support as needed. The Math Lab is housed



with a smart board; an instructor's podium with a document camera; 10 new PCs that will soon have math software installed; and collaborative seating for up to 30 students. Prof. Russell is also in the process of rolling out tablets for the Math Lab that students may use that will communicate with the room's smart board.

Another expanded service in the LRC is the inclusion of the Free College. The LRC provides weekly [orientations](#) for the Free College and will continue to expand Free College services. In addition to drop-in tutoring for general subjects and the Writing Lab tutors, the LRC is now the new home for Supplemental Instruction. Most Supplemental Instruction sessions are held in the LRC and, as usual, all sessions are open to all students on campus. This past Friday was the first integrated tutor training of the semester. There were a total of 29 tutors, SI Leaders, and front desk student staff in attendance. Tutors from the LRC, CalWORKs, TRIO, and Project

L.E.A.R.N. were all invited. Dr. Blustein was also in attendance, and she led math tutors in a discipline specific session. Additionally, Project L.E.A.R.N.'s faculty lead, Ms. Peete, and Basic Skills math instructor, Maya Kasfy, also joined us. All in attendance participated in a team building activity, a Reading Apprenticeship session led by SI Leaders, discipline specific breakout sessions, and an activity where each group read one another's job descriptions and made charts on how we could all assist one another. Laila Kaddoura and Celeste Rodriguz, both SI Leaders, led two separate groups, simultaneously, in a Reading Apprenticeship session. Both Laila and Celeste received training from our PL Hub RA Trainer, Prof. Welch. Yet another change in the LRC is the ability to [reserve](#) study rooms for study sessions. This is available for both faculty and students with tutor support as needed. This Friday, Sept. 29th, we will host the [3CSN Los Angeles Regional Network Learning Assistance Sharing Event](#). We partnered with Crystal Kiekel, Pierce College's Center for Academic Success' director, on this event. Our Learning Assistance colleagues and tutors in our district as well as CSUDH, LBCC, and CSULB colleagues and tutors were invited. We want feedback from the campus on our expanded services and re-design, so complete our survey and ask your students to complete the [survey](#), too. In closing, I would like to thank Susan Fong for her leadership and commitment to the Writing Lab tutors, O.W.L., and the Language Arts Division. We will all miss Susan and wish her the best on her next adventures.

