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
May 6 | 3:00 pm | GC 210K
ATD Data Team Meeting
TBA
Student Poster Showcase
May 14, 2015
LACCD ATD Retreat
May 29, 2015

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

COREresponsence
Core Team News
Clare Norris and Mary-Jo Apigo, Core Team Leaders

ENHANCED TUTORING. Several of West’s Supplemental Instruction Leaders presented at the 2nd Annual Tutoring Expo held Pierce College Friday, March 20. See Tim Russell’s report on that event on page 2.

The Student Success Committee’s Instructional Support Workgroup met twice in March and three times in April and, at its April 23rd meeting, drafted recommendations to offer to the Student Success Committee. If you are interested in joining that discussion, please attend the next Student Success Committee meeting on May 6 at 3:00 in GC210K.

PROFESSIONAL DEVELOPMENT. The final LACCD summit, focused on Culturally Relevant Training, occurred on Friday, March 27th at East Los Angeles College, and West was well represented with two members of our classified staff, one administrator, and five faculty members present. See Naomi Duckworth’s reflections on that even on page 3.

Under Nancy Sander’s leadership the Reading Apprenticeship (RA) Focused Inquiry Group (FIG) is still meeting monthly. The group met on Monday, April 15 from 12:45-2:00 in GC210K. Contact Nancy Sander for more information 310-287-4584 | sandern@wlac.edu.

Remember to get your copy of West’s “One Book” choice: The Immortal Life of Henrietta Lacks. The Focused Inquiry Group, led by Susan Trujillo and Nancy Sander, meets again on Wednesday, April 29 at 3:00 in HLRC 316.

Student Poster Showcase
Information (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
May 6 | 3:00 pm | GC 210K
ATD Data Team Meeting
TBA
Student Poster Showcase
May 14, 2015
LACCD ATD Retreat
May 29, 2015

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

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
May 6 | 3:00 pm | GC 210K
ATD Data Team Meeting
TBA
Student Poster Showcase
May 14, 2015
LACCD ATD Retreat
May 29, 2015

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

West Los Angeles College
An Achieving the Dream Institution

Volume 4, Issue 6 - April 2015

Fostering STUDENT SUCCESS at West

ATDetails

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

ENHANCED TUTORING. Several of West’s Supplemental Instruction Leaders presented at the 2nd Annual Tutoring Expo held Pierce College Friday, March 20. See Tim Russell’s report on that event on page 2.

The Student Success Committee’s Instructional Support Workgroup met twice in March and three times in April and, at its April 23rd meeting, drafted recommendations to offer to the Student Success Committee. If you are interested in joining that discussion, please attend the next Student Success Committee meeting on May 6 at 3:00 in GC210K.

PROFESSIONAL DEVELOPMENT. The final LACCD summit, focused on Culturally Relevant Training, occurred on Friday, March 27th at East Los Angeles College, and West was well represented with two members of our classified staff, one administrator, and five faculty members present. See Naomi Duckworth’s reflections on that even on page 3.

Under Nancy Sander’s leadership the Reading Apprenticeship (RA) Focused Inquiry Group (FIG) is still meeting monthly. The group met on Monday, April 15 from 12:45-2:00 in GC210K. Contact Nancy Sander for more information 310-287-4584 | sandern@wlac.edu.

Remember to get your copy of West’s “One Book” choice: The Immortal Life of Henrietta Lacks. The Focused Inquiry Group, led by Susan Trujillo and Nancy Sander, meets again on Wednesday, April 29 at 3:00 in HLRC 316.

Student Poster Showcase
Information (photos on right)

West Los Angeles College
An Achieving the Dream Institution

Volume 4, Issue 6 - April 2015

Fostering STUDENT SUCCESS at West

ATDetails

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

ENHANCED TUTORING. Several of West’s Supplemental Instruction Leaders presented at the 2nd Annual Tutoring Expo held Pierce College Friday, March 20. See Tim Russell’s report on that event on page 2.

The Student Success Committee’s Instructional Support Workgroup met twice in March and three times in April and, at its April 23rd meeting, drafted recommendations to offer to the Student Success Committee. If you are interested in joining that discussion, please attend the next Student Success Committee meeting on May 6 at 3:00 in GC210K.

PROFESSIONAL DEVELOPMENT. The final LACCD summit, focused on Culturally Relevant Training, occurred on Friday, March 27th at East Los Angeles College, and West was well represented with two members of our classified staff, one administrator, and five faculty members present. See Naomi Duckworth’s reflections on that even on page 3.

Under Nancy Sander’s leadership the Reading Apprenticeship (RA) Focused Inquiry Group (FIG) is still meeting monthly. The group met on Monday, April 15 from 12:45-2:00 in GC210K. Contact Nancy Sander for more information 310-287-4584 | sandern@ wlac.edu.

Remember to get your copy of West’s “One Book” choice: The Immortal Life of Henrietta Lacks. The Focused Inquiry Group, led by Susan Trujillo and Nancy Sander, meets again on Wednesday, April 29 at 3:00 in HLRC 316.
STUDENTalk
By Traja Sears, West SI Leader

Moving to Los Angeles a year ago, I would not have thought I would be in college. It wasn’t until I volunteered at my daughter’s school and saw that the children there needed help that I decided that I have to go to school and earn my degree so I can teach and help children reach their potential.

I decided to attend West Los Angeles College. I tested into English 21 and before class started, I was told that my English 21 class was accelerated, and I had the opportunity to go straight to college level English 101. I was so excited and nervous at the same time because I did not know what to expect. Being in the accelerated class took a lot of work, but with time management, studying, doing homework, motivation and dedication it is possible. I’m a living testimony. I passed English 21, and I’m now taking English 101.

For this semester, I was given the opportunity to become a Supplemental Instruction Leader for the accelerated English 21 class, and I was so thrilled. Not only do I get to help people understand and learn, but I can learn to become a better person and leader which are skills needed in any work field. Being an SI Leader is a rewarding job because you can actually make a difference in your peers’ education. Becoming an SI Leader I was given the opportunity to go to Pierce College to the Tutor Expo, which was a great learning experience. Not only did I leave with extra knowledge on things to do in my SI sessions, we, SI Leaders at West LA college, were able to have SI Leaders from other colleges use our ideas for their sessions, and that was a touching moment for me.

If I could give any advice to any student taking the accelerated English class I would say attend SI sessions because they really do help and SI Leaders are here to help you succeed like we did.

Supplemental Instruction Update
By Tim Russell, Learning Skills Instructor

In an effort to promote our Supplemental Instruction program, I attended “Tutor Expo 2015 – Leading Together” with West SI leaders, Taneka Hamilton and Traja Sears. This year’s expo showcased the work of postsecondary tutors and coordinators/directors toward the goal of student success and the professionalization of postsecondary learning assistance. Our SI team presented the inner workings of Supplemental Instruction as well as its benefits toward student success. Our SI leaders presented two of the SI strategies that they are using in their SI review sessions. The event provided great exposure to our program and it allowed our SI leaders to interact with other SI leaders in the District.
Professional Learning

By Kimberly Manner, Professional Development Coordinator

A.B. 2558 was signed by the governor on September 19, 2014. Among other things, the bill amends California Education Code as follows:

87151. The board of governors shall annually allocate funds, when appropriated for purposes of this article, only to a community college district whose chief executive officer has submitted to the chancellor an affidavit that includes all of the following:
(a) A statement that each campus within the community college district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.
(b) A campus human development resources plan has been completed for the current and subsequent fiscal years.
(c) A report of the actual expenditures for faculty and staff development for the preceding year.

The professional learning subcommittee met April 14 to begin working on West's professional development plan. We began by drafting a mission statement, which comes straight from the EMP goals: “Inspire and increase faculty, staff, and administrator involvement in professional learning activities in order to create a college culture of learning. Develop and apply proven, effective learner-centered strategies.” We will continue our work at the May 12 meeting. Email Kimberly Manner at mannerke@wlac.edu if you would like to be involved.

Upcoming Professional Learning Activities

With the efforts of Cyrus Helf and Steven Carter, the Professional Learning calendar on the college website (http://www.wlac.edu/Professional-Learning/Professional-Learning-Events/index.aspx) has gotten even better. Tech Fair events are now included on the calendar. You can click on the title of any of the workshops to see more details or to add the workshop to your personal calendar. Be sure to check it out!

Culturally Responsive Training Reflection

By Noami Duckworth, Multimedia Instructor

I had a insightful experience at the 3CSN Culturally Responsive Teaching & Learning Summit at East Los Angeles College on March 27th. This summit was part of a four-part series of summits organized by the LACCD Student Success Initiative and 3CSN and was an opportunity for the different colleges to discuss Student Equity in the classroom and across campus. The keynote speaker, Dr. Darrick Smith, who was AMAZING, gave a transformative presentation about a Culturally Responsive Educational Approach followed by a panel of faculty and staff (representing four colleges) discussion of what they are doing on their campuses to achieve this and bring together promising practices around student equity. It was very impressive to hear about the expansion of one of the college’s Puente Program, along with Harbor’s initiative to partner with a few other District colleges (including West) to implement a Culturally Responsive Training for faculty and staff.

The afternoon reading activity of Jeffrey M.R. Duncan-Andrade’s essay, “Hope Required when Growing Roses in Concrete,” was informative. I highly recommend that as a must-read. The quote that touched most of us who attended the summit was this: "Students don’t care what you know until they know that you care."

Empowering Front-line Staff to be Equity Champions Reflection

By Art Lara, Evaluator and Data Team Member

A group of West staff got together for Empowering Frontline Staff to be Equity Champions training during Spring Break to learn more about equity with students so we could provide the best services for students possible. Father Hess from Loyola Marymount University stopped by to talk about their new Educational Leadership Master’s Degree and invited West staff to consider furthering their education. There was a large turnout of staff that participated. During our icebreaker we all got to learn about each other. It was awkward at first staring at someone you didn’t know for a full minute, but the more you stared, the more you started picking up on things. Sharing what you discovered with your ice breaker partner helped lower any walls about participating, and we all learned something interesting about the people we work with every day, but don’t always have the chance to talk with them.

We watched a video on comments that sometimes people’s unconscious bias leads them to say. These comments were deemed offensive by the participants but are comments that are heard quite often in society. As frontline staff, we deal with a diverse student population, and it is good food for thought in how we talk and treat others in providing services.

During the Empathy Training, we broke out into groups and were given student service scenarios where we could show how empathy could be used. Everyone had some really great ideas regarding empathy towards students in their presentations and how we could use it more in our daily working environment.

To wrap up a fun filled afternoon of professional growth and learning about one another, we had a delicious lunch and great conversation. Thanks to all who came out and participated with ideas, smiles and unique perspectives; you are truly Equity Champions.
May 7-9 | HLRC 115
Theatre - Wiley and the Hairy Man

May 11-15 | Gallery
Student Art Exhibit

May 13 | HLRC 115
Poetry Lounge

May 14 | TBD
West72 Short Film Screenings

May 14 | MSA/B Quad
Student Poster Showcase

May 14-16 | FA Theatre
Dance - The Seven Deadly Sins

May 27-28
FA Theatre
Student Music Recitals