Fostering STUDENT SUCCESS at West

West Los Angeles College
13th Annual Leadership Retreat
SOCIAL JUSTICE IN ACTION
IN/THROUGH PUBLIC EDUCATION
CLOSING THE ACHIEVEMENT GAP
November 21, 2014

COREspondence
Core Team News

Clare Norris and Mary-Jo Apigo, Core Team Leaders

West’s ATD Core and Data Team members are looking forward to meeting our new ATD coaches on Nov 18 when we will share our interventions and get their feedback.

ENHANCED TUTORING. West’s Learning Center has added to its online tutoring offerings using Google Video Chat for synchronous math tutoring. We are eager to see the results of this new tutoring option.

PROFESSIONAL DEVELOPMENT. West’s annual Leadership Retreat is coming up on Friday, November 21. Please join us for a number of student success-focused sessions geared toward West staff, faculty, and administrators. See photos from last year above.

Under Nancy Sander’s leadership the Reading Apprenticeship RA Focused Inquiry Group (FIG) is meeting twice a month. This month the FIG will meet Monday, November 17 at 1:00 and Thursday, November 20 at 3:00, in GC210K. Contact Nancy Sander for more information 310-287-4584/sandern@wlac.edu

Librarian, Susan Trujillo recently announced the beginning of a “One Book” Focused Inquiry Group, which will consider the best model of a “One Book” initiative for West to adopt. Its first meeting will be Tuesday, November 18 at 3:00 in HLRC 316.

Meet West’s New ATD Coaches

Christine Johnson McPhail, Ph.D.
Leadership Coach

Christine McPhail is the Managing Principal for the McPhail Group LLC, a higher education consulting firm; Emerita Professor of higher education and founder of the Community College Leadership Doctoral Program at Morgan State University, and a Coach for Achieving the Dream. She was recently appointed to serve on the Gates Foundation’s Completion by Design National Advisory Committee. Dr. McPhail is the recipient of the 2010 AACC National Leadership Award and the 2008 League of Innovation’s Terry O’Banion Leadership Award. She formerly served as the President and Chief Instructional Officer at Cypress College in southern California. Read her full bio at http://achievingthedream.org/people/1878/chris8ne-mcphail-phd.

Theodore (Ted) Wright, Ed.D.
Data Coach

Ted Wright currently serves as a Data Coach for a variety of colleges and universities participating in Achieving the Dream. Dr. Wright began his work with Achieving the Dream in 2004 as the Data Team and Core Team Leader while at Broward Community College, a Round One institution. Beginning in 2006, Dr. Wright was invited to consult as a Data Coach for the University of Houston-Downtown and Prairie View A&M University in Texas. Additional coaching assignments have since included community colleges in Massachusetts, Connecticut, Louisiana, Kansas, and Florida.

Dr. Wright brings 35 years of higher education experience to this role having served as an institutional researcher, administrator, & adjunct faculty member prior to retiring from his position as special assistant to the president for Broward Community College in Ft. Lauderdale, Florida in 2007. Read his full bio at http://achievingthedream.org/people/402/theodore-ted-wright-edd.

West Los Angeles College
An Achieving the Dream Institution

www.wlac.edu/studentsuccess/atd
By Shameka Gultry, West Student & Supplemental Instruction (SI) Leader

This semester at West LA College, students were offered a new program to help them succeed in both English and Math courses. In addition to the on-campus tutoring in the library for mathematic students and the writing lab for those students enrolled in English, Supplemental Instruction (SI) was introduced. SI is an academic program where students get assistance from their peers on campus. The peers are students like me who attend West LA College. The SI leaders are selected by previous professors from classes the leaders have successfully passed. SI sessions are good for students who are afraid of asking for help from instructors and also for those that need further explanation in the subject. SI leaders are responsible for attending every class lecture with students, taking notes, coming up with lesson plans, holding review sessions outside of the classroom and assisting professors. This program has been adopted by colleges across the US including other junior colleges within the LACCD District. The SI leaders, our professors, and the Director are all excited about the program and encourage students to attend SI sessions. Go West. Go Far.

Data Bytes

Update from the Data Team

By Agyeman Boateng, Data Team Co-Chair

The Data Team most recently met on Thursday October 30. At the meeting, data highlighting some demographic characteristics of Fall 2013 and Fall 2014 Kickoff attendees were compared, framing a broader conversation regarding experiences of and ideas about the Kickoff. It was announced that the data for the tutoring survey conducted toward the end of term last Spring had been entered and was ready to be analyzed. The Data Team identified a few key questions to be explored first and discussed some ideas for next steps. The Data Team will next meet during the Coaches visit on November 18.

Faculty Teaching and Learning Academy (FTLA) 2014 by Arnita Porter

Participating in the 2014 Cohort of the LACCD Faculty Teaching and Learning Academy (FTLA) was an incredible experience. As a WLAC adjunct faculty member who teaches primarily online, I appreciate the professional development opportunity to learn about pedagogy and innovative best practices that promote student success.

The FTLA program focuses heavily on instructional design and assessment to prepare faculty for learning in the context of the 21st century. Our cohort was introduced to a rigorous curriculum of methodologies for delivering course content, increasing student engagement, and demonstrating what students learn. New strategies and learning technologies, such as Reading Apprenticeship, Flipping the Classroom, Collaborative Learning, and Syllabus Redesign, changed my approach to teaching and sparked a desire to learn more about the process of learning. I also began to explore how these innovative practices could effectively transfer to distance education, in an effort to increase the success rates of students who traditionally struggle with online classes.

Founded by the Student Success Initiative, FTLA is a joint effort between LACCD administration and the District Academic Senate. The purpose of FTLA is to foster the highest standards of teaching and learning scholarship and encourage the development of institutional cultures and environments that are learning-centered and technologically advanced. My FTLA experience, however, has proven to be much more. A fundamental shift has taken place. I not only am equipped with innovative tools and strategies to effectively address the needs of students, but I now have a better understanding of what students experience in the classroom, a deeper commitment to learning-centered teaching, and an unequivocal view of my role as an educator. I am honored and excited to be a part of this District-wide community of faculty who are committed to developing and implementing practices designed to help our students learn and succeed.

The application deadline for the 2015 Cohort is November 24, 2014. Contact FTLA's Founding Director, Deborah L. Harrington, Dean of Student Success, for more information. Phone: (213) 891-2017; email harrindi@email.laccd.edu.