

REVISED SCHEDULE (10/21/09)

**8<sup>th</sup> ANNUAL COLLEGE RETREAT  
FRIDAY, NOVEMBER 6 2009**

**8:15 AM – 3:15 PM  
Breakout Sessions &  
Session Leader Biographies**

**Select 1 Session For Each Time Slot**

**RSVP TO: [WWW.TINYURL.COM/COLLEGERETREAT09](http://WWW.TINYURL.COM/COLLEGERETREAT09)**

**Morning Sessions**

**9:50 am – 10:50 am**

- A. Interactive Engagement, Socratic Dialogues and the Reform of the Undergraduate Science Curriculum
- B. Integrated Learning: A Classroom Perspective
- C. Closing the Loop: How West Faculty Are Using the Results of SLO Assessment to Improve Student Success
- D. Get Hip, Get Techie, Use Online Support Services to Enhance Student Retention and Outcome

**11:00 am – 12:00 pm**

- A. Interactive Engagement, Socratic Dialogues and the Reform of the Undergraduate Science Curriculum
- B. Integrated Learning: A Classroom Perspective
- E. A Menu of Options to Spice Up Your Teaching
- F. Communication, Culture and Conflict: Sources of Bias and Responses to Conflict

**Afternoon Sessions**

**1:10 pm – 2:10 pm**

- C. Closing the Loop: How West Faculty Are Using the Results of SLO Assessment to Improve Student Success
- D. Get Hip, Get Techie, Use Online Support Services to Enhance Student Retention and Outcome
- E. A Menu of Options to Spice Up Your Teaching.
- F. Communication, Culture and Conflict: Sources of Bias and Responses to Conflict

**1:10 pm – 3:15 pm**

Wrap Up – “SMART” Planning Goals  
Specific, Measurable, Attainable, Realistic, Timely

In this session you will have an opportunity to reflect on the tools shared at the morning breakout sessions and evaluate what you do in your daily work and how to improve it. Participants will develop their own action plan, including SMART goals, in order to align their personal action plans with West’s mission.

**~ see descriptions on the next pages ~  
day’s agenda & directions to Pepperdine on last 2 pages**



## Session Descriptions

### A. INTERACTIVE ENGAGEMENT, SOCRATIC DIALOGUES, AND THE REFORM OF THE UNDERGRADUATE SCIENCE CURRICULUM

**Presenter: Chisto Valiotis**

Science and mathematics education reform has been at the forefront the national debate on education for more than 30 years. While many models have been proposed, they do not address the problem holistically, and unfortunately the address it from the perspective of the teachers not students. What is "Interactive Engagement" and how can it help make science both meaningful and interesting for all ages? How can a technique invented by an ancient Greek philosopher more that 24 centuries ago improve problem solving in science? Is it time for instructors to rethink student learning outcomes in science classrooms and invent new methods of assessment?

Participants will experience short hands-on demonstrations of Newton's Laws and participate in Socratic Dialogues (time permitting). There might even be a quiz! The less science experience you have, the more fun it is going to be.



**Chisto Valiotis**, chemistry professor at Antelope Valley College, is a recipient of the Hayward Award for Excellence in Education. He also serves as Academic Senate president and has been involved as director of his college's Title V Hispanic Serving Institutions grant, chair of the Student Learning Outcome Committee and the college's chief trainer for SLOs assessment, co-chair of both the AVC Technology Committee and the Educational Master Plan Committee. He has also successfully applied for grants from the National Science Foundation, Hewlett-Packard, NASA, Boeing. His passion for helping his students succeed caused him to completely revise the physic and physical science programs at AVC. "I believe students can reach heights they never dreamed of if they are encouraged to challenge themselves. I can help them accomplish that by promoting collaborative learning of challenging subject matter, and by designing learning activities that are both hands-on and minds-on."

### B. INTEGRATED LEARNING, A CLASSROOM PERSPECTIVE

**Presenters: LATTTC Faculty & Students**

Join instructors and graduates of the inaugural Faculty Teaching and Learning Academy (FTLA) for an interactive session. They will demonstrate how to design an integrated campus learning community which explores methods of teaching and learning, increases knowledge in a variety of new learning technologies, and contributes to a dialogue about pedagogy, curriculum, and technology. Faculty from LATTTC's First-Year Experience (FYE) projects will talk about how they are applying these principles and methodologies to their student cohorts.



**Che Chancy** has been a welding Instructor at LATTTC since 2004, where he was the 2007 & 2009 CTE Faculty of the Year. Prior to LATTTC, Che was welding faculty at Compton Community College from 1999-2004 and is a LATTTC Welding program graduate.

**David Esparza** has been the University Transfer Center Director since 2006. Mr. Esparza also serves as the Honors Counselor and Leadership Director for the REEO program which promotes internships and employment opportunities and strategies for transfer students. Prior to coming to LACCD, Mr. Esparza spent 15 years with the University of California in undergraduate admissions and recruitment at UCLA and UC Davis. Mr. Esparza is the current co-chair of LACCD's Transfer Center Directors and FTLA alumni.

**Alejandro Reyes**, a Computer Science major at LATTTC, is LATTTC FYE Student Mentor.

**Jan Gangel-Vasquez** is currently Basic Skills Coordinator and English Instructor at LATTTC.

**Deborah Harrington**, Dean, Institutional Effectiveness/Student Success at LACCD, is currently the Project Director for the 2009 ESL/Basic Skills Professional Development Grant. In addition to many other positions and activities, Deborah is an English Instructor and former LAVC Writing Center Director.

**Bradley Vaden**, political science instructor, is also the Director, Academic & Open Learning at LATTTC.



## Session Descriptions. . . continued

### C. CLOSING THE LOOP - HOW WEST FACULTY ARE USING THE RESULTS OF SLO ASSESSMENT TO IMPROVE STUDENT SUCCESS

#### Presenters: West Faculty

The Science Division has developed a consistent and uniform rating scale for *all* lab classes—including Chemistry, Biology, Earth Science, Anatomy and Physiology. This will help students who enroll in successive Science classes - some majors may take as many as 8 labs - to understand the expectations they must meet.

~ *Abe Bahta and Beraki Woldehaimanot*

The Paralegal program has developed a new rating scale based on the FIRAC format —Facts, Issue, Rule of Law, Analysis, and Conclusion . Exactly keyed to the FIRAC standards, the newly designed rating scale should help students write more efficient and accurate case briefs.

~ *Vanita Nicholas*

Music has developed new rating scales for three crucial areas of music performance, harmony and musicology We'll look at the performance rating scale and see how it will help students understand how to “win” an audience and get a high grade in Professor Sweeney's class.

~ *Joyce Sweeney*

*Abraha Bahta* has been teaching at West since 1994 and is Chair of the Science Division and associate professor of chemistry; **Joyce Sweeney**, assistant professor of music and secretary of the Academic Senate; and *Vanita Nicholas*, Chair of the Business Division and director of the Paralegal Program and professor of law and **Beraki Woldehaimanot**, who teaches earth sciences, will demonstrate the results of their SLO assessment projects.

**Dr. Lloyd S. Thomas**, has been a faculty member in the LACCD for 35 years, and has happily spent the last 20 at West. During that time, he's been Chair of the Curriculum, Staff Development, and SLO Committees. In October 2009, he received the " SLO Assessment Climatologist of the Year" award which is given jointly by the RP Group and the Academic Senate of the California Community Colleges for an SLO coordinator, researcher or colleague who has successfully developed a positive climate using a culture of evidence.

**Dr. Vanita Nicholas**, JD, has served LACCD students for 30 years as fulltime faculty; 20 years at LA City College and 10 years at West. She currently serves as Chair of West's' Business Division and Director of our ABA Approved Paralegal Program – the only one of its kind in the LACCD. She was recently honored as a “SHero” by Senator Curren Price and she is probably happiest when reading to her 2 grandchildren. She is active on several campus committees including Curriculum, Distance Education, CTE, and the Senate. In her spare time she does “Salsacise” and enjoys international traveling.



## Session Descriptions. . . continued

### **D. GET HIP, GET TECHIE, USE ONLINE SUPPORT SERVICES TO ENHANCE STUDENT RETENTION AND OUTCOME**

#### **Presenters: West & LACCD Staff**

Community College students lead hectic lives; many hold full-time jobs and have family responsibilities. To meet these multiple, competing demands, an overwhelming majority of faculty have come to rely on electronic devices to communicate with their students. Learn how to use on-line student support services to enhance graduation and transfer rate; improve student retention in your classes by using the district's upgraded early alert system and arm yourself with online counseling and advisement resources when assisting students to reach their educational objective.

***Betsy Regalado**, Vice President of Student Services, has worked in the LACCD for 16 years in the Division of Student Services at Pierce College, L.A. City College and West. She managed and provided administrative oversight over several categorical, SFP and general campus student support programs.*

***Linda Clowers**, Dean of Academic Affairs, has worked at West for almost two years. In addition to her role as Curriculum Dean, she serves as the administrator for the Transfer Honors Program, Weekend College, and the Accelerated College Transfer program. She previously also functioned as Dean for Career and Technical Education and currently serves as the Dean for the Library and Learning Resources division and the Counseling instructional division.*

***Helen Young**, Professor of Counseling, has worked as a counselor for over 18 years. She spent the first 10 years at the high school level and the last 5 years at WEST in General Counseling. The first three years as adjunct and now a tenure track counselor. She has been instrumental in the development of the online counseling services here at WEST.*

***Arthur D. Lara**, Graduation Evaluator, has worked as an evaluator at West for over 6 years and helps put on the graduation ceremony every year. He transferred from LA Harbor College and earned a Bachelor's in Sociology from CSU Dominguez Hills. He is currently working on his Master's in Educational Counseling. He has assisted with the coordination and implementation of DegreeWorks at West.*

***Sunny Leon**, Graduation Evaluator at West Los Angeles College and graduated from Cal Poly Pomona with a BA in English. He learned a lot about technology in his 2 years working for a computer company. Now works on helping to implement DegreeWorks at West.*

***Albert Saryan**, Supervising System and Programming Analysis LACCD, has been working for the LACCD for the past year as the supervisor responsible for web systems development. His background includes a graduate degree in Computer Science and experience working in the private and public sector in the field of web development, legacy system re-engineering, and application development.*

***Victor Flores**, Systems and Programming Manager, LACCD, has worked at the District Office Information Technology Division for the last 7 years. He oversees the individuals and systems in support of student services, such as the Student Information System (DEC), the Class Scheduling System (PROTOCOL), the Degree Audit System (DegreeWorks) and the District Office websites (LACCD.edu & LAColleges.net).*



## Session Descriptions. . . continued

### E. A MENU OF OPTIONS TO SPICE UP YOUR TEACHING

#### Presenters: Erin Hughes & Leona Ching-Matthews

Based on brain-based learning research, students need highly challenging, interactive, authentic opportunities to interact with content. It is only then – when students are provided with the opportunity to make meaning themselves – that they are able to maximize their learning. In this workshop, ways to infuse lessons with strategies that encourage authentic engagement, understanding and retention will be discussed and demonstrated. Strategies presented to increase the student-centered nature of a classroom require minimal teacher preparation yet generate significant results without compromising rigor or depth of course content. At the conclusion of this workshop, a variety of different strategies – like a menu of different options – will have been demonstrated, and instructors may choose what might work best to spice up classroom instruction and increase student engagement.



**Leona Ching-Matthews** received a Bachelor of Arts in English and Comparative Literary Studies from Occidental College and a Master's Degree in Education from UCLA. In her work as an educator, she has been an English department chairperson, a guiding teacher, and a Professional Development Instructional Coach. Her experiences also include working as coordinator for UCLA's Summer Writing Workshop, instructor for a teacher curriculum development class in the UCLA M.ED. program, and as a content coach for Mount St. Mary's education program. Leona was awarded National Board for Professional Teaching Standards Certification in 2008. She is currently a Humanities teacher at Da Vinci Design, a new charter high school in Hawthorne.



**Erin Hughes**, currently working as Assistant Principal and Humanities teacher at Da Vinci Design and Da Vinci Science High Schools, taught Project-Based Humanities for three years and was a part of the Extended Leadership Team. She earned her M.A. in Secondary Education at Loyola Marymount University through the PLACE Corps program. Erin has California Professional Clear Single-Subject Credentials in both English and Biology and spent her undergraduate years at the University of Notre Dame, earning a B.A. in English and Psychology.

### F. COMMUNICATION, CULTURE & CONFLICT: SOURCES OF BIAS AND RESPONSES TO CONFLICT

#### Presenter: Kent Zhu & Carolina Garza De Luna, Asian Pacific American Dispute Resolution Center

The focus of this workshop is two-fold:

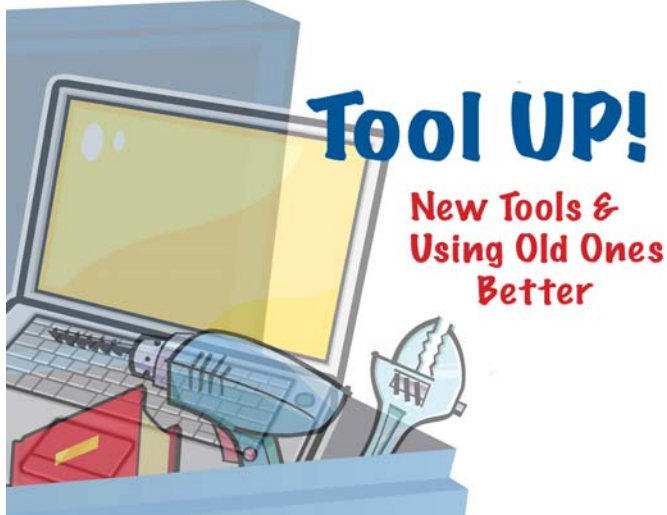
- Perception, Expectation and Assumption – Step by step to unfold the process of how bias are generated
- Responses to Conflict – Evaluate your natural response to mistake and conflict and develop your strategy to improve it.



**Kent Zhu** is a mediator from Canton China. Prior to practicing Alternative Dispute Resolution, Kent served as an advocate for international trading disputes in government liaison program. After receiving the LL.M Degree in Dispute Resolution from Pepperdine School of Law, he established his career as a natural, educator and connector in the field along with unique experience and knowledge as a cross cultural mediator, trainer, negotiator and facilitator. From 2007 he started serving the community of Los Angeles in the Asian Pacific American Dispute Resolution Center (APADRC) and currently is the Program Director.



**Carolina Garza De Luna** is an alumnus of the Gender, Ethnicity, and Multicultural Studies (GEMS) program of Cal Poly Pomona. While a student of Cal Poly Pomona, GEMS and several opportunities to participate in both local and global communities led her down an academic and career path in Negotiations, Conflict Resolution, and Peacebuilding (NCRP). In 2009, Carolina received her Master of Arts from California State University, Dominguez Hills while simultaneously working full-time with the Asian Pacific American Dispute Resolution Center (APADRC). Currently, Carolina works as a community and Intergroup Conflict Mediator and Assistant Director with the APADRC. She continues her local and global activism by continuing to volunteer, organize and build community by means of dialogue and social-entrepreneurism. In the future Carolina hopes to



REVISED SCHEDULE (10/20/09)

**WEST LOS ANGELES COLLEGE**  
**Fall 2009 College Retreat**  
**FOCUS ON: What Can I Do To Improve**

**Friday, November 06, 2009**  
**Pepperdine University, WLA Graduate Campus**  
Howard Hughes Center: 6100 Center Dr. | LA, CA 90045  
(310) 568-5555

**RETREAT SCHEDULE**

- 8:15 am – 9:00 am** Check in and breakfast
- 9:00 am – 9:25 am** Connecting to the Mission, Dr. Rocha
- 9:25 am – 9:45 am** Warm Up, Michelle Long-Coffee & Vicky Nesia

**9:50 am – 10:50 am & 11:00 am – 12:00 pm**  
**Breakout Sessions** – Participants attend the two sessions they signed-up for

- A. Interactive Engagement, Socratic Dialogues and the Reform of the Undergraduate Science Curriculum.
- B. Integrated Learning: A Classroom Perspective.
- C. Closing the Loop: How West Faculty Are Using the Results of SLO Assessment to Improve Student Success.
- D. Get Hip, Get Techie, Use Online Support Services To Enhance Student Retention & Outcome.
- E. A Menu of Options to Spice Up Your Teaching.
- F. Communication, Culture and Conflict: Sources of Bias and Responses to Conflict.

**Noon – 1:00 pm** Lunch – on the 2<sup>nd</sup> floor

**1:10 pm – 3:15 pm** Wrap-Up: “SMART” Planning Goals (**S**pecific, **M**easurable, **A**ttainable, **R**ealistic, **T**imely)  
*Facilitated by Steve Aggers & Jawell Samilton*  
In this session you will have an opportunity to reflect on the tools shared at the morning breakout sessions and evaluate what you do in your daily work and how to improve it. Participants will develop their own action plan, including SMART goals, in order to align their personal action plans with West’s mission.

**2009 College Retreat Planning Committee:** Steve Aggers, Mary-Jo Apigo, Leo Calderon, Clarissa Castellanos, Linda Clowers, Nick Dang, Holly Bailey-Hofmann, Isabella Chung, Michael Goltermann, Cari Hildebrandt, Sheila Jeter-Williams, Helen Lin, Art Lara, Fran Leonard, Sunny Leon, Michelle Long-Coffee, Maria Mancia, Vicky Nesia, John Oester, Rod Patterson, Betsy Regalado, Jawell Samilton, Yvonne Simone, Bob Sprague, Lloyd Thomas, Rebecca Tillberg, Angel Viramontes, Geneat Walton, Kathy Walton



**6100 Center Drive, Suite 200  
Los Angeles California 90045  
(310) 568- 5782**

### **From the North on the 405 Freeway**

Go south on the San Diego Freeway (405) and exit at Howard Hughes Parkway. Turn left onto Howard Hughes Parkway. Turn left onto Center Drive. Turn left onto Promenade Plaza; entrance to the parking garage. Enter parking garage by pulling out a ticket (bring your ticket for validation). Please avoid parking in **reserved** spaces. Entrance to the 6100 building is on the left through the courtyard located on the street level.

### **From the North on Sepulveda Boulevard**

Go South on Sepulveda Boulevard. Turn left onto Center Drive. Turn right onto Promenade Plaza; entrance to the parking garage. Enter parking garage by pulling out a ticket (bring your ticket for validation). Please avoid parking in **reserved** spaces. Entrance to the 6100 building is on the left through the courtyard located on the street level.

### **From the South on the 405 Freeway**

Go north on the San Diego Freeway (405) and take the Howard Hughes Parkway exit; exit will go over the (405) freeway, continue on Howard Hughes Parkway to Center Drive and make a right. Turn left onto Promenade Plaza; entrance to the parking garage. Enter parking garage by pulling out a ticket (bring your ticket for validation). Please avoid parking in **reserved** spaces. Entrance to the 6100 building is on the left through the courtyard located on the street level.

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