The meeting began at 2:30 p.m.
The minutes of November 2, 2011 and January 18, 2012 were received and approved.

Student Success Committee
AtD Core Team

1. Readiness Assessment

The goal for Readiness Assessment survey participation is 30%. The survey can be filled at [https://www.surveymonkey.com/s/8V33NT5](https://www.surveymonkey.com/s/8V33NT5)

7 Administrators filled out the survey so far.

9 Classified participated. It is below the expected 30%.

39 Faculty (24 full time and 15 adjuncts) took part in the survey, below the 30% level of participation.
(There are about 100 full time faculty, and about 285 adjuncts in spring 2012.)

The survey is composed of:

Principle 1. Committed leadership;
Principle 2. Use of evidence to improve policies, programs, and services;
Principle 3. Broad engagement;
Principle 4. Systemic institutional improvement;
How does Achieving the Dream fit with your institution’s goals and priorities?
What other student success initiatives are in place at your institution? How will Achieving the Dream build on or work with these other efforts?
What challenges will the institution face as it seeks to build a culture of evidence to support increased student success?

2. WLAC 10\textsuperscript{th} Annual Leadership Retreat - Friday, December 2, 2011

Out of 102 participants, 73 (72\%) responded to the evaluation survey. The survey consists of three major parts: overall impression, evaluation of individual workshops, and open-ended questions.
3. LACCD AtD Retreat Friday, January 20, 2012

West AtD core team and data team presented to the District in the following topics:

a. West’s 10\textsuperscript{th} Annual Leadership Retreat

2011 Leadership Retreat

Overall Impression

![Bar chart showing overall impressions]
b. Data Sources

### Fall 2010
**Headcount 11,140**

#### Ethnicity

- White: 15.0%
- Hispanic/Latino: 33.3%
- Black/African American: 40.5%
- Multi-Ethnic: 2.3%
- Other: 0.4%
- Asian/Pacific Islander: 8.2%

#### Primary Language

- English: 85.0%
- Spanish: 7.3%
- Other: 3.0%
- Tagalog: 0.4%
- Russian: 0.3%
- Chinese: 0.3%
- Korean: 0.3%
- Korean: 0.3%
- Hawaiian: 0.1%
- American Sign Language: 0.1%

#### Age

- Average: 23.28 yrs
- 18 and under: 5.8%
- 19 and under: 15.0%
- 20-24: 29.9%
- 25-34: 26.4%
- 35 and over: 23.0%

#### Gender

- Male: 39.2%
- Female: 60.8%

#### Full/Part Time Student Enrollment (Unit Load)

- 6 or less Units: 39.6%
- Less than 6 Units: 39.6%
- 12 Units or More: 21.3%

#### Enrollment By Time Of Day

- Online: 21.0%
- Hybrid: 4.7%
- 6:30 am +: 16.5%
- 3:30 - <6:30 AM: 16.5%
- 12:00 - <3:30 PM: 14.7%
- <12:00 AM: 38.9%

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c. Priorities

The AtD Data Team identified 9 problem areas. The AtD Core Team’s Preliminary selections are:

1. West’s Math foundation (basic skills) students have low successful course completion rates.
2. West’s English foundation (basic skills) students have low successful course completion
3. 40% of West students obtain a degree/certificate/transfer within 6 years.

d. Generating Broad engagement
4. **Focus Group Report**

The first focus group was held on Tuesday, January 31, 2012 with a group of students in the Umoja Bridge program. A moderator guide and note-taker guide were developed and shared at the meeting. Clare and Mary-Jo conducted focus group training. We are seeking additional moderators and note-takers for future focus groups.

5. **Priorities (Areas to Work On)**

The AtD Data Team identified 9 problem areas.

1. West’s Math foundation (basic skills) students have low successful course completion rates.
2. West’s English foundation (basic skills) students have low successful course completion rates.
3. West has statistically the lowest enrollment of full-time students in the district.
4. 60% of West students complete at least 30 units in 6 years.
5. 57% of West students persist from fall to fall.
6. 40% of West students obtain a degree/certificate/transfer within 6 years.
7. Majority of West students are high school graduates and identify English as their primary language but only 23% assess in college level English and 2% in college level Math.
8. African American students have lower success rates in Math and English.
9. West has a large percentage of adjunct faculty.

The discussion on West’s degree offerings is summarized in the following chart.

**WLAC Degrees and Certificates Awarded**

**1991-1992 to 2010-2011**

![Degree and Certificate Chart]

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e. AtD website [http://wlac.edu/studentsuccess/atd/](http://wlac.edu/studentsuccess/atd/)
The discussion on math success includes suggestion on changing math text books instead of using to low-cost $7 rental math text books. West has a Math 100 lab course. Current math success approach is if a student failed Math 115 twice, s/he can take Math 117 and Math 118 to meet the requirements of math 115.

6. **Broad Engagement Strategies**

   - Make sure AtD is a standing agenda item in all related meetings including division and administration meetings.
   - Conduct faculty-student dialogues.
   - Develop and distribute monthly AtD newsletter.
   - Plan and organize professional development activities.
   - Break down data by divisions and share at division meetings.
   - Create a structure in place for team members to talk to faculty and staff members face-to-face.
   - Identify all West personnel who did not attend the Leadership Retreat and may not know about AtD, and create a structure to engage them one by one.

Next Meeting: February 8, 2012  Winlock Lounge

Submitted by Jack Wong, Academic Affairs