Fostering STUDENT SUCCESS at West

ATDetails

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 7
2:30 pm | GC 210K

ATD Data Team Meeting
April 24 | May 22
1:15 pm | GC 210K

LACCD ATD Summit
May 30, 2014 @ Mission College

Five-Day Experiential Learning Institute (FELI)
August 18-22, 2014

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)


See detailed info at wiacpostershowcase.welby.com

or Contact
Holly Bailey-Hofmann, Showcase Director,
(310) 287-4547 | baileyhh@wlac.edu

Data Team
Celena Alcala
Linda Alexander, Co-chair
Chuck Amaugo
Elizabeth Bell, Co-Chair
Agyeman Boating, Co-Chair
Patricia Banday*
Art Lara
Matthew Robertson*
Tim Russell*

*Student Success Committee Members

Core Team
Nabil Abu-Ghazaleh
Aracely Aquilar
Mary-Jo Apigo, Administrative Leader
Patricia Banday*
Phyllis Bratxon
Sue de Bord
Shalamon Duke
Adrienne Foster*
Manushak Movsisyan
Clare Norris*, Faculty Leader
Ashok Patil*
Karen Quitschau*
Matthew Robertson*
Tim Russell*
Melinda Smith
Robert Sprague
Buck Stapleton
Vidal Valle*
HeLEN Young

COREespondence

Core Team News

Clare Norris and Mary-Jo Apigo, Core Team Leaders

The ATD Annual Reflection is due in May and will provide an opportunity for West to reflect on the good work we’ve done since starting with Achieving the Dream. We will also explore challenges we’ve faced and next steps to take. ATD Core Team leaders will be working on that document this month and will offer it to the Senate for approval in early May. Please contact Mary-Jo Apigo or Clare Norris if you have any feedback for the Reflection.

LACCD Colleges will be holding an ATD Summit at Mission College on May 30th to further explore our continued participation in Achieving the Dream. Please contact Clare Norris if you’re interested in attending.

Navigating West. At the April 2nd Student Success Committee/ATD Core Team meeting, the members settled on Wednesday, August 27 for West’s Fall 2014 Semester Kickoff. The committee is breaking into planning groups to work together on planning the Kickoff. We are also exploring ways to attract more students and faculty members to the Kickoff. As usual we will be requesting your participation, so please plan to attend, invite your students, and help out in any way you can.

The Discipline Advising Workgroup met in March with faculty members from the Computer Science and Allied Health divisions. The emphasis was on what these divisions do in their information sessions and orientations for students and ways West’s counseling faculty members can support these sessions. There was also discussion of the workshops being coordinated in conjunction with the West Expressway and ways discipline faculty members can participate in their delivery. There were also discussions of the best ways for the Semester Kickoff to be used to support this effort.

Professional Development.

We are thrilled to welcome Dr. Kimberly Manner as West’s new Professional Development Coordinator. Professional Development has been a priority in our ATD efforts, and we will work closely with Kim to offer West faculty and staff members high quality professional learning opportunities.

On April 25, the California Community College Success Network (3CSN) is sponsoring an event at Pasadena City College featuring Michael Wesch, Associate Professor of Cultural Anthropology and Digital Ethnography at Kansas State University, best known for his viral videos that explore the impact of digital technology on higher education. Click this link to register for “The End of Wonder in the Age of Whatever”: http://3csn.org/event/the-end-of-wonder-in-the-age-of-whatever-dr-michael-wesch/.

The graduates of West’s 2013 Five-Day Experiential Learning Institute (FELI) are still in the process of recruiting colleagues interested in attending a FELI in Summer 2014. We have made presentations at various meetings and are eager to continue sharing the value that the FELI has to offer anyone who works with students. The tentative dates for a 2014 FELI are August 18-22. Any West faculty or staff members interested in participating or who would like to have a presentation given for your colleagues should contact Clare Norris. Click this link for more information: http://academyforcollegeexcellence.org/feli.
ATD DREAM Conference Reflections

At Achieving the Dream Annual Institute on Student Success, I networked with community college educators from across the nation who demonstrated their commitment to student success and equity. I attended a few valuable breakout sessions on accelerating composition sequences.

Equity workshops focus on closing achievement gaps among student sub-group based on ethnicity, income, gender and, age. I have learned what culturally responsive teaching encompasses, participate in discovery exercise related to each of the three concepts, experience specific lessons and assignments, and develop a brief classroom exercise.

The Community College of Baltimore County offers one-credit sections cohorts of black male students. This course offers a direct strategy to improve the outcomes of this high-risk population and helps reduce the achievement gap between black and other student sub-groups. Also, Community College of Baltimore County offers accelerated math program, two sequential courses were combined within one semester, providing students with the opportunity to learn the prerequisite skills just prior to the higher-level skill rather than requiring that they retain them from a previous semester. The newest addition was the Intermediate Algebra with Applications course that allows students to learn in a contextualized format, completing labs in class and applying knowledge to a financial literacy project.

Temple College implements Fast-Track developmental courses. Fast-track developmental courses are sections of sequenced developmental courses that are taught four days a week during two eight-week sessions instead of the more traditional two days a week for 16 weeks.

Attending the Achieving the Dream Annual Institute on Student Success I can see how we can implement some acceleration composition sequences, at WLAC. This, might be good for some students, but not for all. In my opinion, by offering different modality (traditional, accelerated, Learning Communities, ‘with technology’) of classes to our students, we will help to increase student success.

- Manushak Movsisyan

I attended the Fast-track development courses breakout session. These development courses in math and English are taught in sequence. This allows students to continue through these courses as cohorts. The session moderators talked about their experience in offering seven first-level courses in math English and reading. Students who did not successfully complete the 1st level courses were allowed to join the next offered session.

I learned the benefit of short (8-week) fast-tracked development courses, and how they better prepare students to succeed. I asked how their success rates improved. They explained that if you can help students succeed in their first courses at the college, the retention rates increase dramatically.

- Manish Patel

The session at the 2014 ATD DREAM Conference left the greatest impression on me was Kay McClerney’s presentation on a recent report presented by the Center for Community College Student Engagement: Aspirations to Achievement: Men of Color and Community Colleges. The report included this video footage of male students of color in interviews and focus groups: http://youtu.be/KEOM4g3ElO8.

The consensus among the male students of color in focus groups was that personal connections, high expectations, instructor qualities, and engagement are all critical to their success.

One surprising finding in the study is that despite having the lowest outcomes, African-American male students are the most engaged. There was discussion of college readiness and stereotype threat as contributing to this phenomenon. The report includes examples of what colleges are doing to better support their male students of color along with a list of strategies colleges can implement to better support this vulnerable population. I know that West is committed to overcoming this pervasive challenge of addressing the needs of men of color, and I have no doubt that we in the West community will continue to explore various resources to foster their success.

Read the entire study here: http://www.ccsse.org/docs/MOC_Special_Report.pdf

- Clare Norris

Meet Kimberly Manner, West’s Professional Development Coordinator

I am excited to take on the role of Faculty Professional Development Coordinator at West. The faculty here are engaged in a variety of professional learning activities to help our students succeed. I look forward to working with each of you to coordinate our efforts and to provide opportunities for faculty to share their knowledge about teaching and learning with each other. If you have ideas about professional learning or questions about professional learning opportunities, email me at mannerke@wlac.edu.

Look who got CoreNerd!

This month’s CoreNerd is Elizabeth Bell. She is Professor of Physics and Astronomy. FUN FACT: She loves traveling (through time). She uses her telescope to visit the past as often as she can.

www.wlac.edu/studentsuccess/atd