Passage Program

Nature vs. Nurture Debate

Your Community College

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THIS NEWSLETTER IS PUBLISHED BY THE
STUDENT SERVICES DIVISION OF LASC

If you have story ideas or questions, please contact Robert Klier at klierrm@lasc.edu or Dean Patrick Jefferson at jefferpd@lasc.edu

Visit the Student Success Newsletter on the web at http://www.lasc.edu/students/studentsuccessnewsletter.html

On The Cover: Sabrena Turner-Odom and Passage Program students prepare for debate.
You graduated from LASC in 2009 and recently graduated from UC Berkeley in May 2011—what degrees did you graduate with?

Mary: B.A. Political Science. I took a Political Science class at LASC, the hardest class I took here, but was very interested in the topics and the political parties. I took another class when I first got to Berkeley and also liked it.

Fallon: B.A. Philosophy. Initially I did well in my Philosophy classes, but then it got really tough. Still, it’s a good major for law school and it seems like a lot of people don’t go into this major.

With majors like these, what are your long-term career goals?

Mary: I’m attending law school at Georgetown University next fall. I’d like to study Constitutional Law with the long, long-term goal of serving as a Supreme Court Justice. When studying Constitutional Law at Berkeley, I was challenged the most and became interested in the importance of the Supreme Court, and its power to overturn cases like Brown v. Board of Education (1954) and Virginia v. Loving (1967) to support civil rights.

Fallon: I will attend New York University Law School in the fall....

Wait, the two of you will be separated?!

Fallon: ...Yes, we’ll finally be separated. And that’s probably a good thing. After attending Middle College, and then Southwest, and then Berkeley together, I think it’s time for us to separate. We’ll still text each other and Skype plenty though...

Mary: Don’t text me during class though, OK?

Fallon: ...OK. After I get my Juris Doctorate, I’d like to get a degree in Urban Planning at NYU with a focus in Community Planning so I can do public interest work. I’d like to focus on providing affordable housing and shelters, and getting people off the street.

Mary: And then we’ll form our own law firm.

Fallon: Griffin and Griffin Law Firm.

Mary: Or maybe we’ll use our spouse’s names.

Fallon: No we won’t - “Griffin and Griffin Law Firm.”

What would you say about your time at Middle College and LASC?

Fallon: Very productive. I met a lot of people I am still in contact with, and I think LASC and Middle College gave me a huge advancement in the three years I spent here. It got us into college. LASC is the foundation of our success and I am so thankful for LASC and Middle College.

Mary: Being at LASC and Middle College was the hugest blessing to both of us. This place opened many, many doors. We come back here and still feel the backing of the faculty and staff that supported our decision to graduate in 3 years—it’s like coming home with everyone being so supportive and positive. This place keeps us going. We owe it all to you guys.

Fallon: Mrs. Miller-Washington of TRIO has been so supportive and never tried to sway us from our plans. She and others realized that our age had nothing to do with our ability to succeed.

Mary: Yes, we’re young but we know what we’re doing. In 9th grade we knew we were going to be done with college by 2011. And we did it.

Is there anything else you’d like to say to current Southwest College students?

Mary: We’re from the same neighborhood, and probably from a similar family structure, so if we can do it, any Southwest student can do it. Please take advantage of the resources LASC has to offer and try to meet with many of the great people here who can help and support you!
On Thursday December 1, 2011, students in the Passage Program’s English 21 and English 28 classes participated in a structured debate about the “Nature vs. Nurture” topic. Inspired by their reading of the book *The Other Wes Moore* in Professor Sabrena Turner-Odom’s and Professor Lincoln Johnson’s classes, students discussed and researched the Pro side - “Your environment shapes your personality, decisions, and future” - and the Con side - “Your natural ability and genetics shape your personality, decisions, and future” - of the topic. Students formed Pro and Con teams as well as a group of moderators whose position was neutral so that they could determine the strongest argument based on evidence presented in the debate.

The debate began with opening arguments from each team, followed by refutations of opening arguments. After the opening remarks and refutations, the main debate started with each team member presenting points for the moderators to consider or addressing points made by the opposing team. Teams took turns arguing their points with no interruption or cross-talk during the debate. Moderators did ask for clarification and press debaters for further details or evidence at certain times. At the end, closing remarks from each side were made by a single person chosen by each team.
After talking amongst themselves about their impressions of the arguments, on Tuesday December 6, 2011, the debate moderators presented their evaluation of the debate. The moderators addressed strengths and weaknesses in the argument's of each side, pointing out various argumentative techniques that either helped or detracted from the force of the argument. Moderators gave examples of instances where debaters contradicted their own arguments and where additional evidence was needed to support a point. One moderator also spoke of how it is good to use examples to support general points, but that examples don’t always make a point correct - arguers need good research and support as well as examples.

Their initial assessments left moderators deadlocked in a tie as to the winner of the debate. Further discussion revealed that the moderators felt the Con team was more consistent with their points, offered better support, and presented a stronger closing statement.

Professor Sabrena Turner-Odom thanked the students for doing a fantastic job, regardless of the final decision as to the winning team. She told the Passage Program students that “I have been bragging across the campus about what a good job all of you did. I am proud of what we accomplished here.”
Have You Registered For Spring 2012 Classes Yet?

Students tell staff in Admissions & Records the many reasons they have not yet registered for classes. Perhaps if we shared some of these reasons, we could dispel some of the myths that prevent students from registering on their assigned registration day.

"I did not register yet because I cannot pay."

**Fact:** Fees are due and **payable after** you register. You do not have to pay immediately. A hold is placed once the semester begins if you do not pay your fees. You will not be allowed to enroll in future terms until you pay your current term fees.

"I have not applied for financial aid” or “I was waiting for financial aid.”

**Fact:** Apply for financial aid at any time, before or after you enroll. Don’t wait until your financial aid file is complete to register for classes. You may not get any classes!

"I didn’t know my appointment date and time.”

**Fact:** Log in to the Student Information System to view your registration appointment at any time. Make a reminder to enroll on or after your priority date to ensure that you get all of the classes that you plan to take. You cannot register before your appointment date and time.

"I did not get a notice in the mail to remind me to register.”

**Fact:** We no longer mail notices to students. All communication is provided via email, voice mail, text message or electronic signage throughout the campus. If you have not provided Admissions with a valid email address, please do so immediately.

"I did not have access to a computer.”

**Fact:** Admissions and Records provides computer access for the purpose of applying and enrolling in classes. If you need assistance, someone in Admissions is always available to assist you.

"The classes I need were full by the time I was able to enroll.”

**Fact:** Counselors are available to assist you in finding alternate classes or additional classes that fit into your educational plan. Meet with a counselor early to map out your spring schedule and select some alternate courses just in case your preferred schedule is not available.

We hope this information is helpful. We want you to make the best use of your time while you are a student at Los Angeles Southwest College. What are you waiting for? **Register for spring 2012 classes now!**

~ Submitted by K. Carpenter
COURSE REPETITION AND ACTIVITY REPETITION

Effective Summer 2012, the LACCD Board of Governors adopted regulations that limit apportionment for enrollment in a single credit course to three enrollments, with specific exemptions.

Enrollment occurs when a student receives an evaluative (A-F, N, NP, CR, NC) or non-evaluative (W) symbol. Limits set forth in this new regulation will affect students based on all prior course enrollments. Students will only have three attempts to pass a class. If the student gets a “W” or a grade of “NP” or “F” in a class, that will count as an attempt. Students with three or more such records of enrollment will not be allowed to repeat the course within the Los Angeles Community College District. Students may, however, petition to repeat a course a third time due to extenuating circumstances.

Exemptions to this policy include courses identified as “repeatable” such as PE and performing arts in accordance with title 5, section 55041, subdivision (c), but does not apply to enrollment in all other credit courses.

PLEASE HELP INFORM OUR STUDENTS!

It is a student’s responsibility to drop any classes that he or she does not attend. Instructors may drop a student for failure to attend, but it is a student’s responsibility to ensure that he or she is officially dropped in order to avoid a record of enrollment such as a “W” or a failing grade, or a fee liability.

Effective Summer 2012, in order to drop to avoid a record of enrollment, a student must drop the class before the census date. Please refer to the Academic Calendar in the Schedule of Classes for the specific date to drop without record of enrollment. Dropping with a “W” grade has consequences that may affect a student’s ability to retake the course. This is especially important because of the revised Course Repetition policy outlined above.
CTE Workforce Development had their annual Chair and Directors Retreat in October 2011. At the event the team surprised Elmer Bugg, Ph.D., Dean Workforce Development and Corporate Relations, with a plaque of appreciation which was presented to him by Dr. Jack Daniels III.
CTE Workforce Development team hosted the **POWER Collaborative Network (PCN)** November 2011 meeting on LASC campus. Mrs. Shirley Lockridge has been a member of the organization for over eight years and played a valuable role in developing the CTE Division partnership with PCN.

The POWER Collaborative Network is a cluster of human social service and economic development providers working in the County of Los Angeles. South Los Angeles area human resources and community outreach specialists founded the PCN in January 2001. Guided by the spirit and intent of the Workforce Investment Act, they formed this collaborative to deliver more efficiently and effectively essential life needs throughout the community. Thus, the acronym POWER means Promoting Opportunities With Essential Resources. The PCN members obtain useful human service data and innovative developments in socioeconomic services via monthly meetings at various member locations. Agenda topics cover discussions on job recruitment, funding, training, and other related human need interests.

### Job Recruitment Sessions—Career Center, SSB, Room 228

**LAPD Testing on LASC Campus—LAPD Police Officer Positions**

- 12/2/11 – TEC 380, 11:00am
- 2/24/12 – Pending time/room

**LACCD Intern Program Recruitment**

Date: Every Wednesday  Time: 10:00am to 12:00noon

For more information about the Career Center, contact Ms. Shirley Lockridge, at (323) 241-5406 or lockrist@lasc.edu

~ Submitted by Shirley Lockridge
CONGRATULATIONS

to the following TRIO STEM students for earning a 3.0 or higher for the Spring 2011 semester!

<table>
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<tr>
<th>GPA 3.6 to 4.0</th>
<th>GPA 3.0 to 3.5+</th>
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<tr>
<td>Ahumareze, Chukwuemeka 3.82</td>
<td>Barillas, Riena 3.25</td>
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<td>Barragan, Alejandro 3.78</td>
<td>Borne, Erin 3.00</td>
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<td>Bessellieu, Tiffany 3.75</td>
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<td>Fulcher, Jalon 3.57</td>
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<td>Perez, Alejandra 4.00</td>
<td>Green, Rachel 3.00</td>
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<tr>
<td>Riley, Miranda 3.75</td>
<td>Hawkins, LaQuica 3.00</td>
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</tbody>
</table>

Ahumareze, Chukwuemeka 3.82  Ash, Jennifer 4.00
Barragan, Alejandro 3.78  Bausley, Freddy 3.75
Bessellieu, Tiffany 3.75  Brown, Davion 3.66
Callahan, Aaron 3.67  Felix, Desiree 3.62
Gates, La Quisha 3.71  Goins, John 4.00
Gordon, Audrianna 3.62  Iwuke, Emmanuel 4.00
Mahi, Jason 3.60  Onwu, Bartholomew 4.00
Perez, Alejandra 4.00  Quinteros, Erika 3.75
Riley, Miranda 3.75  Rucker, Norris 4.00
The TRIO STEM Scholars Project is funded by a TRIO/Student Support Services grant from the U.S. Department of Education. This project serves the academic needs of first-generation, low-income, and disabled students at Los Angeles Southwest College.

The TRIO STEM Scholars Project is a support service designed to increase the retention, graduation, and transfer success for students who are interested in the fields of science, technology, engineering, mathematics, and pre-nursing. The TRIO STEM Scholars project provides opportunities for students to learn about STEM careers and educational opportunities beyond Los Angeles Southwest College.

The TRIO STEM Scholars Project offers specialized academic advising, exposure to transfer institutions, career and self development workshops, assistance completing applications to four-year institutions and the Free Application for Federal Student Aid (FAFSA). Additionally, the TRIO STEM Scholars Project offers Supplemental Instruction (SI), an academic support service offered to students taking traditionally difficult math and science courses. SI sessions are peer-facilitated, informal review sessions in which students develop study strategies for note taking, graphic organization, questioning techniques, vocabulary acquisition, and test preparation. This service is exclusive to TRIO STEM Scholars.

For more information about the TRIO STEM Scholars Project at LASC, contact Yvette Moss, M.S., Coordinator/Counselor, at (323) 241-5392 or mossy@lasc.edu

~ Submitted by Yvette Moss
**What is your involvement with TRIO STEM?**
I have been the Program Assistant for TRIO STEM since April of 2011. I complete initial intakes with students, assist with Student Responsibility Agreements, maintain files and all required paperwork, and track student contacts with TRIO STEM Counselors. I also stay in close touch with students for their program requirements—meetings with counselors, attendance at workshops, field trips, etc.

**What have you observed about TRIO STEM so far?**
We are really growing. We’ve met and exceeded our goal of 120 students. Ms. Moss is a very sharp person and with her energy and the way she works, it just makes everything in the office run well. We just had 40 or so students earn a 3.0 GPA or above, and we gave them TRIO STEM bags with flash drives, pens & pencils, and such. We’re trying to build a foundation here and things are looking good.

**What are some of the things you think TRIO STEM has to offer LASC students?**
We offer excellent Supplemental Instruction (SI) sessions and Anthony Jones is a brilliant tutor. It’s awesome to see students come and meet with Anthony and how he is able to keep students focused and in rhythm with the class and the teacher. Ms. Moss’s one-on-one sessions with the students are also so beneficial to the TRIO STEM students. We have such a variety of students here at LASC—young, old, new students, returning students - and she helps all of them get their courses mapped out so they can get to the next level. The field trips to nearby schools like LMU, CSU-Long Beach, and UC Riverside also help our students get an inside look at what the 4-year schools are like. They get to see the dorms and what kind of food there is, and they get to meet with counselors and other college personnel. LASC students are able to establish a personal relationship in case they need to learn more about entrance requirements or what to do in the application process. These connections can be powerful.

**Do you see students making progress in meeting their goals?**
Yes, the students who realize that education is their responsibility and that TRIO STEM is here to help them reach their goals are the ones who succeed. The students who are proactive are the ones who get the most out of TRIO STEM and Southwest College. If students don’t return phone calls or wait for things to be done for them, they might not get as much out of the experience. Transferring to a 4-year school is the priority for our students and the majority seems to be involved in the Nursing Program. There are students involved in math, computer science, chemistry, and biology, and even one student who wants to be a petroleum engineer! This is an amazing place to work and very positive. We are a stepping stone for students to get to the next level of education.

**What are your personal and educational goals?**
My goal is to earn a PhD in Psychology and to be a Professor at a university. I would ultimately like to work with incarcerated youth. I want to give them hope and the confidence to re-enter society and move forward. Many youths have maybe made mistakes and need a second chance and the tools to finally succeed. Some need to forgive themselves even and get focused on education as a way to move forward. Knowledge is power and education can be a valuable tool.
In a blink of an eye, the semester end is here! The last month has brought lots of new students and heaps of success stories. Even with the severe budget crunch, DSPS students continue to persevere and look for ways to overcome those obstacles. DSPS has plenty to be thankful for this month and wants to acknowledge the ASO for their assistance and sponsorship of DSPS. Thank you to those hardworking students and faculty/administration of the ASO! DSPS students will appreciate the paper and printer supplies provided by your organization! The staff at DSPS also expresses our gratitude for and pride in our ASO DSPS Ambassador, Wesley Bucknor, for his dedication to DSPS and its students. Thank you, Wesley!

DSPS recognized two students this last month as DSPS Outstanding Students. DSPS requested from faculty DSPS students who had done something exceptional that deserved recognition. We received several candidate names from professors making our job much more difficult. After deliberation with DSPS staff and with the help of Professors Billingslea and Unutoa, DSPS selected Donna Jones (picture, below right) and Dimonique Best (picture, left) as DSPS Outstanding Students. We congratulated each with prizes and their pictures and biographies are displayed on the DSPS marquee.

In the month of January, DSPS will again offer orientations to new and returning DSPS students. We invite DSPS students to learn about program and college policies and services as we discuss the mission of the college and DSPS, financial aid, and other support services. Additionally, students will uncover the differences between the college catalog and schedule of classes and other basic information which will help make their transition a comfortable one.

Lastly, this semester marks a new record for student-requested DSPS accommodations. We are in the midst of gathering this information and will share our detailed findings with the campus. Stay tuned…..

Wishing you all happy and joyous holidays!

~ submitted by Roxanna Sanchez & Celeste Phelps
**Interview, Part 2, With Steven Burks, TRIO Scholars & Passage Program Student**

**What have you done recently with the TRIO Scholars program?**
We went on field trips to CSU-Long Beach and to Loyola Marymount University (LMU). CSU-Long Beach was a hustle and bustle kind of college, a young student kind of place, but LMU really stood out to me because I like the idea of small classes. An excellent teacher with only 15 students instead of 40 students will really benefit me. From these field trips I’ve learned that I will focus on applying to schools with small class sizes and a good Business program.

**As a returning student, why did you choose LASC?**
It makes me happy to be here at LASC. I could’ve gone to El Camino College but I want to support my community and attend and be a product of Southwest. I want to help prove that Southwest is a good school and I want Southwest to appear on my resume. A lot of good people go here and many good things come out of Southwest.

**How did you get involved in the Passage Program?**
When I came back to school, I said to myself: “I want the full experience. Do it the right way and get involved on campus.” So I’m in the Passage Program and I tell the guys in my classes that I am proud of them because I see them taking their education seriously. And so while I’m learning myself, I also try to help others. One of the Passage brothers asked for help in Statistics help and I’m happy to sit down with him, try to break the problems down for him, and help him work it out.

**Is there anything else you’d like to tell us about?**
I want to say a few words about President Daniels. I have found him to be very accessible to students. He holds these student forums where we can go and hear about campus news and give feedback and ask questions. And students have been able to go into his office and make an appointment to see him. I like it when students feel like they can connect with the person who represents the school. I have seen President Daniels ask students how they did on a certain test and he doesn’t forget their names... This is the kind of thing that makes me love Southwest College.

Thank you for your time Steven Burks!

For more information on the LASC TRIO Scholars Program, visit [http://www.lasc.edu/crt/](http://www.lasc.edu/crt/).
SINGING, DANCING, RAPPING, DJING, GUITAR SOLOS…
LASC COMMUNITY JAM SESSIONS
Musicians, Singers, Emcees, and DJs are welcome!
Hosted by LASC music faculty with help from some special guests. PA system is provided—bring your own instruments. Look for us again in Spring 2012!