Student Success Newsletter
Volume 3, Issue 2
Los Angeles Southwest College—Student Services

Southwest goes to Spain!

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INSIDE THIS ISSUE

SPECIAL MESSAGE
From the Dean of TRIO Programs ___________ 3

FEATURE STORY
Study Abroad Program in Spain _____________ 4

SPECIAL EVENTS
Upcoming Transfer Fair __________________________________ 7
Fall 2011 Health Fair ____________________________________ 8
Intramural Sports ______________________________________ 10

PROGRAM UPDATES
DSPS __________________________________________________ 11
EOPS ________________________________________________ 12
TRIO STEM ___________________________________________ 13

CAMPUS NEWS
Campus Views _________________________________________ 14

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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: LASC Students and Professor Angela Jenks at the Torre del Oro in Seville, Spain
It is my great pleasure to provide the greeting for this wonderful Student Success Newsletter. I want to take this opportunity to recognize our four federally funded TRIO Programs at Los Angeles Southwest College. These programs are Upward Bound, Talent Search, Student Support Services – Scholars (formerly the Center for Retention and Transfer) and Student Support Services – STEM. You may be wondering why these programs are called “TRIO”. TRIO is a set of federally-funded college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. Initially, there were three programs (Upward Bound, Talent Search, and Student Support Services), hence the name TRIO. Over the years, the TRIO programs have expanded to seven distinct college opportunity programs that serve over 1.2 million students annually.

The TRIO Programs have a rich history that is intertwined with the civil rights movement and the struggle for equity. The TRIO programs were the first national college access and retention programs to address the serious social and cultural barriers to education in America. TRIO began as part of President Lyndon B. Johnson’s War on Poverty. The Educational Opportunity Act of 1964 established an experimental program known as Upward Bound. Subsequently, in 1965, the Higher Education Act created Talent Search. Finally, another program, Special Services for Disadvantaged Students (later known as Student Support Services), was launched in 1968.

Locally, we have had TRIO programs on campus since the early 1990s. These programs have been successful in preparing first-generation, low-income, and students with disabilities for completion of secondary and post secondary programs. Most importantly, these TRIO programs are a part of the fabric of our institution.

During the summer, I had the opportunity to attend the Upward Bound end of summer culmination event on campus led by Mr. Michael Harris. We had 40 high school students who completed rigorous college preparation courses and visited 10 higher education institutions in Northern and Southern California. Many of our Upward Bound alumni returned to share their personal stories of determination and perseverance with our current participants. Each shared a strong connection to TRIO because of its role in their success. As I listened to their inspirational personal accounts, a message of hope rang through my mind… TRIO Works! Los Angeles Southwest College Works!

At times we need to reflect on all we do and realize we are making a big difference in this small section of South Los Angeles. I invite you to visit our TRIO offices and meet our dedicated staff. I know you will be impressed by their passion for student success.

Best wishes and fight on!

Oscar Cobian,
Dean of Special Programs—TRIO

Special Message
FROM THE DEAN OF TRIO PROGRAMS
“To confront the twenty-first century challenges to our economy and national security, our education system must be strengthened to increase the foreign language skills and cultural awareness of our students. America’s continued global leadership will depend on our students’ abilities to interact with the world community both inside and outside our borders”

-Committee for Economic Development, a Washington D.C. Public Policy Organization

Today, a global marketplace dependent on both large and small economies interconnects the world. College-age students seeking exposure to, and participation in, the larger world beyond our borders and shores can utilize study abroad programs to become global citizens. Global citizenship is a moral and ethical disposition which might guide an individual’s or group’s understanding of local and global contexts and their relative responsibilities within different communities.

This past summer, a group of students from LASC’s Anthropology 102: Human Ways of Life class, facilitated by Dr. Jenks, spent two weeks immersing themselves in Seville, Spain. A former tobacco factory, the University of Seville served as their formal classroom while away from LASC. Living with home-stay families provided the opportunity for both the students and Dr. Jenks to engage with locals as travelers rather than as tourists, and to gain a greater understanding of Andalusian culture. Wandering through Roman ruins and exploring the old Jewish quarter, gaining insight into the history of the Spanish Inquisition, studying the traditional art forms of flamenco dancing and bullfighting, coupled with opportunities for self reflection allowed program participants to become global citizens.
With the increased presence of globalization and its incorporation into societies, cultures are becoming increasingly integrated through vast and expansive networks spanning the globe. Growing economies, new technologies, environmental concerns, languages, political policies, and popular culture intermingle across borders and into the lives of the “other” with increasing frequency. Developing global citizens who possess a strong sense of self and global consciousness are now needed to perform in today’s global marketplace, even for those who never leave the borders of their own country. The demand to possess these traits calls for methods in delivering cross-cultural information to current student generations. Access to quality cultural exchange and study abroad programming are an effective way to promote global citizenry and a strong sense of self.

Cross-cultural excursions enable individuals to explore multicultural relations, gain experiential knowledge of real-world problems, and be provided with the tools to promote civic engagement. Programs such as the LASC Study Abroad in Seville, Spain are important because they provide individuals with the skills to turn positive civic involvement into community action and, in turn, promote social responsibility for global concerns.

The International Student Services Office is currently working with faculty to develop additional education abroad opportunities, so look for more details about these events soon. Please contact Darren Grosch at 323-241-5277 or groschda@lasc.edu for more information.

~ submitted by Darren Grosch
In A Student’s Words. . .

LASC Student Rita Wade was one of four LASC students who accompanied Professor Angela Jenks on the first LASC Study Abroad trip to Seville, Spain. Ms. Wade has also participated in other programs offered by Darren Grosch of the International Student Services office, such as the Connect: L.A. program where LASC students visited L.A.’s Chinatown.

Dear Darren Grosch,

Thank you for putting together the programs that have led to marvelous changes within me. Like other students from an economically challenged state, my exposure to other places has been greatly limited. The trip to Chinatown was the starting point that propelled me in the direction of discovering my interest in looking at cultures other than my own; up until then I was somewhat ethnocentric. Connect L.A. is a wonderful program that led me to open my mind towards unfamiliar foods, places, and people. I learned that Chinese youth in L.A. are more alike than different from children in other cultures. Until our visit to Chinatown, I never seriously thought about educational international travel. Now I will shout from the rooftops, “Visit another country!” A new sensitivity towards the right of another person to think the way he/she wants to think was formed.

The experience of international travel has forever marked my educational experiences with a profound insight into a new skill set and into myself. It is interesting that on my trip to Spain, my choice of majors was narrowed. This took place by getting a clearer picture of what I like and do not like. An assessment that I have taken many times before, the Myers-Briggs instrument, was instrumental in providing clarity along with observing the residents in Seville. The most important thing I have learned from my cultural experience is that different does not mean wrong. I became aware that, like most people, I judged other cultures by my own values. That has dramatically shifted now.

Some have told me that traveling is not part of my education. I vehemently disagree with that opinion. As the world shrinks, it is imperative that students have the opportunity to interact with others in their home culture as well as with those who have immigrated to other lands. I fully expect that there will be a continued unfolding of benefits from these experiences. Because of the Seville, Spain trip, I have a sense of empowerment - I faced my fears of being out of my comfort zone and I won.

Keep up the great job Darren. I look forward to the next opportunity to visit other areas in California and maybe nationwide that are culturally different from mine, and to experience study abroad again. These opportunities are an essential component of my continuing education.

Thank you again,

Rita Wade, Los Angeles, CA
FALL 2011 COLLEGE TRANSFER CENTER FAIR

Thursday, October 27th from 10:00am to 1:00pm
SSB Lobby

Students Will Receive Valuable Information on How to Transfer to 4-Year Colleges and Universities

This is a great opportunity for you to provide information to students on your specific departments.

For more information about the Transfer Center, call 323-241-5392 or visit them on the web at http://www.lasc.edu/students/transfer/transfercenter.html
The LASC Career Center coordinated their first **Health Fair** on Thursday September 22, 2011. The Health Fair provided health care education, screenings, and resources to students, staff, and community members. With the help and support of EDD, PV Jobs, LASC staff, the LASC Nursing Department, the Health Department, and the companies listed on the next page, the event was a great success!!

The Health Fair touched a number of our students, staff members, and the community in a positive way. Below are some of the comments received from staff and the community.

”I AM HAPPY TO HAVE A **Health Fair** IN THIS AREA OPEN TO THE COMMUNITY.”

”THE **Health Fair** OFFERED GOOD INFORMATION AND A SENSE OF AWARENESS ABOUT HEALTH.”

”IT WAS GREAT TO GET FREE **Blood Pressure** checks!”

”I HOPE WE HAVE MORE EVENTS LIKE THAT IN THIS AREA.”
THE FALL 2011 HEALTH FAIR, BY THE NUMBERS...

648 PEOPLE ATTENDED the event between 10:00am and 2:00pm.

123 BLOOD PRESSURE CHECKS were conducted by nursing students. Nursing students also checked vitals and gave information on healthy vs. high blood pressure.

22 COMPANIES ATTENDED the event, including:

- Kaiser Permanente
- AUHS
- Diabetes Awareness
- World Sickle Cell
- EDD South Bay
- LASC Nursing Department
- LASC Health Center
- Family Source Mental Health
- The Coalition of Mental Health
- Greater Los Angeles Healthcare System
- Hire LA Youth
- Allergy Foundation
- EDD Inglewood
- LASC Bookstore
- New Impression, Inc.
- The Children’s Dental Center
- Beach Bodies Coaching
- First 5 LA
- South Bay Family Health Care Center
- PVJobs – Construction Safety
- Children Dental Care
- Horizon

39 EMPLOYEES ATTENDED the event.

THE LASC NURSING DEPARTMENT supported the event in great numbers!

~ submitted by Shirley Lockridge
On Tuesday September 20, over 15 students and staff members gathered in the gym for a friendly game of Dodgeball. This was the first in a series of three Fall 2011 intramural events open to all LASC students, faculty, and staff.

An intramural Soccer Match is scheduled for Tuesday October 18 at 11:00am and a Students v. Faculty & Staff Softball Game will take place on Thursday November 10 at 1:30pm. Look for posters advertising these events for information and signup instructions.

If you have any questions or would like to participate, contact Robert Klier <klierrm@lasc.edu> or Darren Grosch <groschda@lasc.edu>.

SPECIAL EVENT

Intramural Sports DODGEBALL
Disabled Students Program and Services recognizes October as Disabilities Awareness Month. It is important that we understand disability history in order to appreciate how individuals with disabilities were once viewed and treated. DSP&S encourages all to learn about this important group that continues to struggle for full inclusion in the US society and to understand why laws were created to protect individuals with disabilities.

JOIN DSP&S FOR AN OPEN HOUSE IN CELEBRATION OF DISABILITIES AWARENESS MONTH
Thursday, October 6th - 10:00 am – 12:00 pm, SSB 117

During the open house, LS 59 students will work diligently and tirelessly to provide disability simulations and software/assistive tech demonstrations. Additionally, they will share their knowledge of disability laws and regulations. Other important DSP&S students such as Wesley Bucknor, ASO DSP&S Representative, will join the festivities. Visitors will be provided the opportunity to learn how individuals with disabilities were instrumental in changing history and how these individuals became active participants in changing societal attitudes about their needs, desires, and capabilities. As always, DSP&S supports the necessary steps to ensure the movement towards an even more accessible society in future generations.

On a different note, the generous and always-appreciated IT folks located four new computers for the DSP&S computer lab. DSP&S students will benefit greatly from these much-needed computers. Thank you IT Department!

Great news! We welcome new student worker Freddy Bausley to our DSP&S family. Freddy joined DSP&S two weeks ago and is a welcomed addition to our team. He’s studying computer science and plans on transferring to a 4-year university in the near future. Freddy greets all staff and students with professionalism and friendliness, so stop in to say hello.

~ submitted by Roxanna Sanchez & Celeste Phelps
EOPS is offering several workshops for students during the month of October. As a reminder, students in the EOPS program must attend one workshop to fulfill part of their mutual responsibility contract. We hope you find the selection of workshops interesting and that you benefit from their content.

If there is a subject or topic you would like to suggest as a future workshop, please contact Rose Calderon, EOPS Director, at 323-241-5484 with your idea.

~ submitted by Rose Calderon

**EOPS OCTOBER WORKSHOPS**

**WEDNESDAY OCTOBER 5 (1:00pm)**

*Math Anxiety* — Learn how to work through your math anxiety so you can pass your class.

**TUESDAY OCTOBER 11 (1:00pm)**

*Dealing with Stress* — Stress can keep you from reaching your goals, make you sick, and block your ability to be your best.

**MONDAY OCTOBER 17 (1:00pm)**

*College Success* — Being successful in college is something you must learn how to do. Come learn the skills to making great grades.

**THURSDAY OCTOBER 20 (1:00pm, Academic Village 114)**

*Nursing Information Session* — If you have ever thought about becoming a nurse, this is the workshop for you! Come and find out about the LASC Nursing Program.

**TUESDAY OCTOBER 25 (1:00pm)**

*Preparing to Transfer* — It is never too early to think about transferring. Learn how to transfer and get your degree.

**THURSDAY OCTOBER 27 (5:00pm)**

*Time Management* — We never seem to have enough time. Learn how to better manage time so you can get the most out of your day.
Interview With Anthony Jones, TRIO STEM Supplemental Instruction Coach

What is Supplemental Instruction?
A Supplemental Instruction (SI) coach sits in a class, learns the teacher’s methods and style, and then works with smaller groups, from 5 to 15 students, and helps them master the material in the class. An SI coach meets with students 15 minutes after class and runs them through a structured lesson plan to help reinforce classroom material.

What are your small group sessions like?
I go into the sessions with a lesson plan that is structured to first get the students comfortable with each other, then to teach them a bit, and then we should have students teaching each other by the end of the session. I use group games, learning exercises, and activities so that I present material in a different way than the classroom. I like to sit down with the students rather than stand in front of the room at a blackboard.

How is SI different than tutoring?
Tutors typically work from their prior knowledge and ask students what they want to work on when a student arrives for a tutoring session. I attend the same classes that the students do. I already have a lesson plan prepared for each session with the points the group is going to cover and the exercises we will complete. I actually don’t like to go over what students learned in class that same day since this might overload them about that topic. I prefer that they go home, review their class notes, and think about material so that we can approach it fresh in the next SI session. I do think that I use real life situations to help the students understand the material better—instead of talking to them about the volume and density of a cylinder, I will draw a can of soda and talk to them about the volume of a soda can and the density of soda. I don’t want to just regurgitate class material and think that this extra instruction adds to what was covered in the classroom.

What challenges have you faced? What are some of your successes?
A few students attend the SI sessions with a some negativity, as if they are not willing to receive help, and it can be tough to focus on the well-being of the entire group with this negativity. But this does not happen much. Mostly students tell me that they are able to understand the material better because of our group sessions. Even with students who do well by themselves, I can challenge them to do better. I worked with two students in Organic Chemistry who had Bs for the first half of the class and a good work ethic, but I challenged them to do more, and they ended up with As for the second half of the course.

What are your goals?
After attending LASC, I transferred to Dominguez Hills and would like to get into a Master’s program at Cal State Fullerton. I would like to be a professor and teach General Chemistry classes, so I can help students who might be intimidated by these entry-level classes to continue on in the field and succeed.

Thank you for your time Anthony Jones!

For more information on the LASC TRIO STEM Program, visit http://www.lasc.edu/students/triostem/triostem.html
Hispanic Heritage Month in the Student Services Building!