PASSAGE PROGRAM INDUCTS FIRST MEMBERS AT LOS ANGELES SOUTHWEST COLLEGE

“I am a man. I define myself. My worth in this world comes from the pride I have within and not what others may think or say or do.”

With these words a group of LASC students pledged an oath at the Passage Program Induction Ceremony on January 18, 2011. These students are among the 50 members of the first group to participate in the Passage Program at LASC, a federally-funded program designed to increase the academic success of male African-American students.

Passage Program Coordinator and Lead Counselor James Mackey explained that at the Induction Ceremony, “We gave each participant a wooden bead on a necklace which represents their first step, their first semester in the program.” Mackey continued, “We invited them to say our oath [see inset box], to take a sip of punch, and to take step forward, all this to symbolize that they are stepping forward into a new way of doing things, a new way of life.” To Mackey, the students pledged to each other and to family and staff in attendance means that “they are men and they promise to be responsible and reliable, to use education on the path to their success.”

The two main goals of the Passage Program at LASC are persistence and course completion, to encourage students to continue attending school and to then support them so they can succeed in their courses while at LASC. Mackey believes the Passage Program is needed at LASC, saying, “Here at LASC and around the nation, African-American males are performing the lowest academically. We have the lowest enrollment rate, we have the lowest graduation rate, and this is not just a LASC problem—it is nationwide.”

The Passage Program offers orientation events, tutoring, mentoring, a workshop/speaker series, and learning communities where Passage Program participants attend classes with each other. Mackey believes the Passage Program will increase enrollment of African-American males, provide them with all the services and resources they need to be successful, and put them in a position where they can transfer to a four-year college or university. “These students are hungry,” he said, “They’re waiting for a program like this. When I scheduled a 10:00am meeting, some of them were there and waiting at 9:30am. Everyone seems like they’re in favor of this program, but we still need the support of everyone.”

Anyone interested in learning more about the Passage Program should contact James Mackey at 323-241-5389 or mackeyj@lasc.edu
NEW SERVICE!
Admissions & Records

Effective Spring 2011, Admissions and Records is implementing a new service for students who wait in line and find out that they must go to another office, or back to their car to obtain a document before we can service them. It is called a Fast-Pass.

The student is issued a Fast-Pass that allows them to return to the front of the line for service so that we can complete their transaction. The Fast-Pass is only valid for the day it is issued and can only be used in the Admissions & Records office. It is bright yellow and highly visible so other students can see that the student has been “authorized” to go to the front of the line. We retrieve the form when the student returns and conclude the transaction.

~ by Kimberly Carpenter

FIRST-EVER DISABLED STUDENT PROGRAMS & SERVICES ORIENTATION

DSPS began the spring semester with our first-ever DSPS group orientation. Approximately 50 eager students (new and returning) attended on-time and excited to learn about DSPS services, college policies and procedures, how to read the schedule of classes vs. the college catalog, and financial aid.

DSPS Counselor Roxanna Sanchez and DSPS Counseling Assistant Erica Ruiz did amazing jobs at developing and facilitating the orientations with such energy, motivation, and expertise. Students left feeling a little more at ease with being college students and understanding the basics of Los Angeles Southwest College. We want to give a big THANK YOU! to the LASC Financial Aid Office, specifically Gayane Chevchyan, Linda Hall, and Kathaleen Stiger, for their wholehearted participation in presenting financial aid information to students with disabilities.

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This semester has already and continues to evolve as we figure out how to fill in the budget-cut “gaps”. For the last couple of semesters, we’ve struggled but have tried to remain creative in meeting the needs of DSPS students with accommodations.

Thanks to CalWORKs, fueled by Blanca Barajas and her student workers, we’re able to provide services and accommodations to students with extreme disability-related needs. We look forward to a successful semester with you, CalWORKs.

~ by Celeste Phelps

DSPS SPRING 2011 WORKSHOPS

Transferring from LASC to UCLA
March 14, 2011, 1:00 to 2:00pm
Presenter/Guest Speaker Jean-Marie Whitner will speak about being an LASC student, transferring to UCLA, and her experiences at UCLA.

CSULA Rehabilitation Counseling Program
March 17, 2011, 1:00 to 2:00pm
Presenter/Guest Speaker Dr. Martin Brodwin, Coordinator of the CSULA Rehab Counseling Program, will offer an overview of the Rehabilitation Counseling Program at CSULA and career opportunities in the field.

Reading Techniques
March 31, 2011, 12:45 to 1:45pm
Learn how to read a textbook, gain comprehension, and utilize strategies for retaining reading material.

ALL LASC STUDENTS ARE WELCOME TO ATTEND!
Mr. Sidney Cosby, LASC Talent Search Coordinator, is the recipient of the 2011 Emerging Educators Award. This award is presented to individuals in recognition of their commitment to ensuring academic excellence, equity, and access for African-American students. Emerging Educators Awards are presented by the California Association of African American Superintendents and Administrators (CAAASA).

Mr. Cosby received the award during the CAAASA ‘Education Is A Civil Right’ Awards Gala on Thursday February 10, 2011 in Sacramento.

Angelita Salas
Counselor, TRIO Scholars
Ms. Salas, a Transfer alumna from Santa Ana College, began her counseling career as a Peer Advisor at UC Berkeley where she double majored in History and Ethnic Studies. Upon graduating, she was hired as an Advising Assistant and Evaluator at UC Berkeley’s College of Letters & Science and upon completion of a Masters of Science in Counseling at San Francisco State University, she was promoted to College Counselor.

12 years after leaving Orange County, she transferred back to OC this time to UC Irvine as a Senior Counselor for the TRIO/Student Support Services program, a position she held for 4 years. Prior to starting at LASC, she was an Admissions Counselor for a professional science graduate program at Claremont University. She is an Ed.D. Candidate at CSU Long Beach and is looking forward to a dissertation defense in spring 2011.

Yvette Moss
Counselor/Coordinator TRIO STEM Project
Ms. Moss began her postsecondary educational career here at LASC and later transferred to CSU, Long Beach where she earned a Bachelor of Arts and a Master of Science in Counseling with a specialization in Student Development in Higher Education. Ms. Moss is a doctoral candidate at California State University, Fullerton.

Before joining the LASC team, Ms. Moss worked at LA Harbor College as Director/Counselor for the grant-funded California High School Exit Exam (CAHSEE) Program. Ms. Moss previously worked at Wilberforce University, the oldest private Historically Black University, as Director of Academic Support Services. Additionally, she served as the Supplemental Instruction (SI) coordinator for the grant funded Science, Technology, Engineering Preeminent Undergraduate Program (STEP-UP), a STEM program at Wilberforce.

Dan Ruiz
Hourly Counselor
TRIO STEM Project
Mr. Ruiz earned an Associate of Arts degree from Cerritos College and transferred to California State University, Long Beach where he received a Bachelors Degree in Mathematics. Mr. Ruiz completed a Master of Arts (Educational Counseling) at California State University, Dominguez Hills.

Before coming to LASC, Mr. Ruiz was the MESA and STEM Program Counselor at Rio Hondo College. He helped develop the program's infrastructure, increased student recruitment, worked closely with faculty in STEM, and revised educational plans for each student participant.

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TRIO Scholar Program & STEM Scholar Program Present

**Spring 2011 Orientations**

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**Topics To Be Discussed**

- Objectives of the Program
- Activities & Workshops
- College Tours
- Program Requirements
- Academic Support
- Tutoring
Why did you become involved in the Passage Program?
What sparked me about the Passage Program was the goals they have and what they’re trying to achieve with young, inner-city men. For this school and the community, this program is well overdue. I have a very big school spirit, so anything that helps the school or, especially, any inner city youth is something I would like to be a part of.

What did you think about the Passage Program induction ceremony?
It was beautiful, very inspiring. I felt like I was truly part of something, almost like I was part of a fraternity. This inspired me to keep my goals in order. Basically, the people in the Passage Program have made an agreement—you’re going to help me and I’m going to help you, and I really want to keep up my end of the bargain. I still have on the necklace and bead they gave us during the ceremony. Any jewelry I wear represents me, and this bead is a daily reminder to focus on my goals and what I’m trying to achieve not only in school but in life. To me, the bead represents that I am going to finish this program. I want to be able to give this necklace and bead to another gentleman or maybe my children one day and have them be just as inspired as I was by the Passage Program.

Did the oath you took at the induction ceremony have any special meaning for you?
In the long run, I’m making an oath with myself. I want to be more than an average student. I want to be a scholar. I don’t want to just come to LASC and attend classes—I want to achieve something and be a part of something special. The oath was another part of me wanting to stay on track. It’s also interesting to have a group of only men taking the oath—it’s a chance to be yourself and it’s a way to focus on our classes and our goals without extra distractions. It’s just us men, with nobody else to impress except ourselves.

Did any members of your family attend the ceremony?
My grandmother and my auntie came to the induction and were very impressed. They were impressed with how everyone treated them. From the head of the program Mr. James Mackey to Ms. Quiana Skiffer, they all made my family—and everybody in the room—feel very welcome. You could feel that everyone’s spirit was uplifted and that everyone was joyful. It was beautiful, like an evening service at church. You could feel that the ceremony came from the heart.

What do you feel you bring to the Passage Program?
As much as the program helps me, I hope I can help it as well. I come from a hard-knock type of life and I’ve been there with nothing. I’ve been through the worst and now have only good things ahead, so I want to be a model for others. Even though we have good Deans and good programs here at LASC, at the end of the day it comes down to us, the students. It depends on us, so I want to spread the word about the Passage Program to other students.

In what ways do you see the Passage Program helping students at LASC?
The absence of a strong male figure within some African-American families is a big problem. And now, some males aren’t going out to get a job or even to get an education. This program can really help. If, say, thirty-five of us come out of this program as real men, as upright men, and don’t have to go into the army or go to jail—that will be a blessing. We need the strong male figure in the African-American family structure. Once this gets established, the foundation will be in place. There are a lot of broken promises in life, but I pray that this program lives up to the excitement I feel. I just want the Passage Program to help people.

What are your academic and personal goals while you’re here at LASC?
My academic goals are to earn an AA degree and to transfer to a university. My dream school is UCLA, which is a school I’ve wanted to go to since I was younger. More than anything though, right now, I’m trying to focus on staying focused. You can be so motivated when you’re in class, but once you step outside, there are so many distractions and temptations. I don’t want to take this education for granted. I want to focus now so I can graduate and accomplish something later. Years from now, I want people to say about me, “Wow, he came a mighty long way. He crossed so many hurdles to get where he is today.” I want everything I do to be an inspiration.

**Theo White is in his third semester at LASC. He is a member of ASO, International Students Club, Hip-Hop Congress, Poetry Collective, and Anointed Students for Christ. He is a Youth Minister and a member of the Masonic Fraternity.**
Glenn Yoshida, Guadalupe Ramos, and Kristine Wright are working with faculty to facilitate 134 course SLO assessments this Spring 2011 semester and to follow through with completion of the SLO Addendum (with assessment results and improvement plans) for those targeted courses (139) from last semester. As of this date, approximately 13% of our courses have been assessed. About 24% of our courses do not have SLOs.

The listing of courses without SLOs as well as targeted courses for last semester and this semester are posted on the SLO website: [http://www.lasc.edu/faculty_staff/slo/coursesilo.html](http://www.lasc.edu/faculty_staff/slo/coursesilo.html) and have been shared with department chairs.

Of the courses that do have SLOs, 25% (121 out of 487) only identified one SLO and will need to identify at least one or more by end of this semester. **We should seriously consider archiving courses if they will not be offered in the near future.** Your SLO Team will be working with faculty to identify SLOs for 100% of our courses. Student Services SLOs are being assessed and reported through the program review process.

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We are always looking for ways to improve student learning and success. Dialogue among faculty and staff and documentation of discussion of improvement of student learning is critical. As SLO assessment results are analyzed, there may be instances when the outcome meets or exceeds expectations. For instance, both SLOs for Art 300 were assessed last semester by Prof. Vance and 100% of his 12 students achieved “average” or better using his scoring rubric. His minimal expectation was 50%. He is now ready to assess another SLO and may consider raising his expectations based on his most recent assessment when the next cycle begins.

Details of Art 300 assessment can be viewed as a link on the SLO website.

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Mark your calendars: All LACCD SLO Coordinators are working together to plan a district-wide SLO Symposium (location TBA) on Friday, May 6, 2011 for faculty and staff. The event will include a panel of SLO experts and poster presentations by our own LACCD faculty/staff on the following topics: authentic assessments; using results; dialogue/sharing results; reports; mapping courses to programs; mapping programs to institutional outcomes; student engagement in the SLO process; Student Services SLOs; and Administrative Services SLOs. I will be contacting faculty/staff from our campus to present a poster at the symposium.

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Our next SLO Committee meeting will be on Wednesday, February 23, 2011 from 1:00-2:30 pm in the PCR. Lunch will be served. Please join us! All are welcome!

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And check out the SLO website at: [http://www.lasc.edu/faculty_staff/slo/SLO_Committee_Membership.html](http://www.lasc.edu/faculty_staff/slo/SLO_Committee_Membership.html)

~ by Glenn Yoshida, SLO Committee Chair

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**February SLO Update!**

**We are headed to Spain!** The ISS Office would like to encourage you to help us promote this Global Education Program. We will be hosting informational workshops each Thursday at 1:30pm thru the end of March. **If you would like our office to present this information to your class please feel free to contact the ISS office.**

Any questions? Contact Mr. Darren Grosch at 323-241-5277 or groschda@lasc.edu

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**International Students Update**

The ISS Office and the International Student Club (ISC) collected over 150 pairs of shoes from generous donors across the LASC community during the Fall semester. All shoes were donated to **Soles for Souls**, a non-profit organization which sends shoes across the globe, helping those in need. On behalf of the ISS and the ISC, thank you for your support!

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The ISS Office is sponsoring a **showing of the film Allah Made Me Funny!** This event will be held in room 216 SSB, Wednesday, February 23rd, from 1:00-2:30pm. Please encourage your students to participate in this on-campus opportunity with the current political climate across North Africa and the Middle East, discussions such as these are important for our students.

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The ISS office is looking for **faculty or administrators interested in leading Coffee Chats**. What is a Coffee Chat? If you have a topic of interest—your research, your recent trip, etc.—that you would like to discuss over coffee with students and faculty, then this opportunity is for you. Coffee Chats will occur once a month with the date and time up to you. The ISS office will provide the coffee and the space for the event. For more information please contact Darren Grosch at 323-241-5277 or come by the ISS office SSB 116.

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# Student Services Event Calendar
## February 2011

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<td><strong>President’s Holiday</strong></td>
<td><strong>Deadline to ADD A CLASS DROP DEADLINE with full refund/no fees.</strong> TRIO Scholar &amp; STEM Scholar Event: Orientation (1:00-2:00 LI 203) Sister 2 Hermana Workshop 1:00-2:00</td>
<td><strong>TRIO STEM Scholar Workshop:</strong> Myers-Briggs Type Indicator (1:00-2:00 SSB 208) SLO Committee Meeting 1:00-2:30, PCR</td>
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