Los Angeles Southwest College
Non-Instruction Program Review
2012-2013

Department/Unit: Trio Scholars Program

Initiator: Erika Miller-Washington

Reviewer 1: Robert Klier, Administrative Intern, Student Services

Reviewer 2: Oscar Cobian, Acting Dean of Student Services

Date Program Review was completed: 12/13/2012

Instructions:
• Please answer all relevant areas as thoroughly as possible.

• **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: “NA”**

• The initiator should collaborate with as many department/unit members as possible while completing the review.

• Reviewers should give as much feedback as necessary.

NOTE:
1. A minimum of three (3) objectives should be developed.
2. Timelines for completion should be strictly followed.

**WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.**

Program Department/Unit Manager/Supervisor

Date

Vice-President or Designee

Date
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**Module One: Response to Demand**

<table>
<thead>
<tr>
<th>Name of Department/Unit</th>
<th>TRIO Scholars Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept./Unit Chair/Head</td>
<td>TRIO Scholars Director/Counselor</td>
</tr>
</tbody>
</table>

**Dept./Program function & purpose as it relates to the mission of the college**

- Identify and increase the number of low-income, disabled, and first generation college attendees interested in transferring to 4-year institutions.
- Assist students with on-line college applications.
- Inform the LASC community of new and changing transfer information and requirements.
- Provide academic support services that ensure students remain in good academic standing.
- Provide potential transfer students with counseling and academic planning including the selection of transfer courses required for university admission.
- Design student education plans (SEP) in accordance to applicable transfer coursework.
- Assist students with transfer questions and transfer research.
- Coordinate university representative campus visits.
- Collaborate with faculty and staff to strengthen the transfer curriculum and course articulation.

**Client(s) served**

<table>
<thead>
<tr>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekday</td>
<td>4675</td>
<td>2540</td>
</tr>
<tr>
<td>Weekend</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Any observed changes and/or trends**

- There is a dramatic increase in student visitations during the months of September, October, November, and February. These months signify the beginning of the fall and spring semester registration periods.
- An increase during the months of October and November is linked to the CSU/UC application filing period.
- Although students appear to be interested in transferring, most visit the office for answers to quick counseling questions. Often, these students do not return to the office consistently. This impacts the persistence rate of the program.
- The numbers during the month of June were low due to the lack of a summer session.
- There was a significant drop in program participants majoring in the sciences and math fields due to the STEM Program.
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<table>
<thead>
<tr>
<th>Student Feedback (Past 3 years)</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Point-of-Service Surveys returned from students</td>
<td>315</td>
<td>255</td>
<td>100</td>
</tr>
<tr>
<td>Number of students who participated in focus groups</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of students who participated in interviews</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of students who participated in other activities in which students provided feedback to your department/unit</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Feedback from campus-wide surveys pertaining or overlapping with your department/unit (provided by Institutional Research)</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the results of the data accumulated in the above methods.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TRIO Scholars students participated in an online survey devised by the TRIO Scholars Director/Counselor to evaluate the services provided by the TRIO Scholars office. The online survey was constructed using Survey Monkey. The results from the student survey are as follows:

- More than 100 surveys were collected from the spring, summer and fall semesters. The results from the surveys were not received because the funds to pay the account have not been released. NIPR will be updated once funds are released and survey results are attained.

Note: If a particular method was not used or data is unavailable for a particular academic year indicate by marking the box (NA)
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### Significant Relationships with other Departments/Units

<table>
<thead>
<tr>
<th>Department /Unit</th>
<th>Description of Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions &amp; Records</td>
<td>TRIO Scholars works directly with the office of Admissions &amp; Records to ensure that the transcripts of transferring students are sent to the designated 4-year institution and done so within a timely manner. Questions related to grades, course enrollment, or graduation petitions can be answered directly by an Admissions &amp; Records staff member.</td>
</tr>
<tr>
<td>Articulation</td>
<td>Work closely with the Articulation Officer to monitor and encourage the development of articulation/transferable agreements with four-year college and university partners. Utilize ASSIST, curriculum, and transfer information as it is updated by the Articulation Officer.</td>
</tr>
<tr>
<td>Counseling</td>
<td>Devise individual student educational plans. Advise students of transferring options. Provide individual and group counseling regarding educational plans for transfer. Provide Counseling department members with the latest transfer information obtained from conferences and university representatives.</td>
</tr>
<tr>
<td>Career Center</td>
<td>Refer students to the Career Center to receive updated information as it pertains to their career goals and aspirations. The Eureka Assessment test is administered in this office for TRIO Scholars program participants.</td>
</tr>
<tr>
<td>DSPS</td>
<td>Assist in identifying disabled students interested in completing the transfer process. Motivate disabled students to participate in transfer activities. Provide information on 4-year institutions with services specifically designed for disabled students.</td>
</tr>
<tr>
<td>EOP&amp;S</td>
<td>Provide transfer information workshops for EOP&amp;S students. Provide up-to-date transfer information to EOP&amp;S counselors.</td>
</tr>
<tr>
<td>Athletics</td>
<td>Work directly with the Athletic Director to provide necessary information to student athletes for transfer purposes (i.e. Division 1 vs. Division 2 school transfer requirements)</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Receive information on FAFSA, grants and scholarships for potential transfer applicants. Work with financial aid staff members in the completion of financial aid appeals. Distribution student grant stipend checks through the financial aid office.</td>
</tr>
<tr>
<td>Matriculation</td>
<td>Work directly with the Matriculation office staff to identify potential transfer students based upon their English and Math assessment scores.</td>
</tr>
<tr>
<td>ASO</td>
<td>Work with the ASO Officers in the formation of program-related clubs and organizations.</td>
</tr>
</tbody>
</table>
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Describe the trend in the number of students served, student feedback, and changes in relationship to other departments. Given the data, what are the implications for your program?

The TRIO Scholars is a federally-funded program designed to serve 250 students although counseling services are available to any LASC students interested in transferring to 4-year colleges/universities. Students selected for the program are classified as low-income, disabled, and/or first generation college attendees. Those who are classified as learning, psychological, or physically disabled must be registered with the DSPS program here at the college. All program participants must apply and be approved for financial aid. Students must meet the 150% of poverty for income eligibility (Bog B criteria).

During the school year, classroom presentations were conducted to inform students of the services provided by the TRIO Scholars office. At the end of each term, students completing all program requirements are given a “goodie bag” full of school supplies to be used for educational purposes. Those monies are now being utilized for Supplemental Instruction (SI) services and supplies, college resource materials, and financial literacy resources. The primary purpose of this program is student retention, academic excellence, and to increase the number of students transferring to 4-year institutions.

More students visit the office during the months of September and February because those months serve as the opening periods for the fall and spring semesters. An increase in numbers during the months of October and November are related to the CSU/UC application filing period. Students frequent the TRIO Scholars office during November to receive assistance with online university applications before the November 30th deadline. During the spring semester, there was a dramatic increase in students visiting the TRIO Scholars Office to obtain information on transferring. More students are being referred to the TRIO Scholars than seen in previous years.

Objective for Module One
Write an objective, if applicable, to address the identified trends.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Increase the number of TRIO Scholars students transferring to 4–year institutions by 5% using 2011-12 as baseline.</th>
</tr>
</thead>
</table>
| Planned Activities | - Close coordination with the Transfer Director/Articulation Officer to offer joint activities and transfer workshops  
- Organize and host “Sister 2 Hermana” workshop series, transfer workshops, financial literacy workshop, personal statement workshops, and CSU/UC application workshops  
- Assist in organizing the LASC Transfer Fair  
- Provide monthly calendar of transfer workshops, activities, college rep visits  
- Coordinate and host TRIO Scholars new student orientations  
- Coordinate college visitations, at least 2-3 each semester  
- Outreach to campus through class visits/presentations, flyer distribution and postings, email blasts  
- Disseminate transfer information and flyers to the community  
- Coordinate and provide transportation for college/university field trips  
- Continue to provide services to low-income, first generation college students  
- Organize a Phi Theta Kappa student recognition reception for the Spring semester  
- Offer Supplemental Instruction in Math and English for TRIO Scholars students |
| Individual Responsible | TRIO Scholars Staff |
| Start Date | 8/26/2012 |
| Method of Evaluation | - National Clearinghouse tracking system |
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- Measure progress with reports from the CSU and UC systems
- Transfer Data Notebook which records college acceptance letters
- Implement surveys to determine if students are receiving transfer assistance
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Module Two: Demographics

2.1 Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>2 (&gt;1%)</td>
<td>1 (1%)</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>Black/African American</td>
<td>205 (76%)</td>
<td>76 (76%)</td>
<td>76 (76.8%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>37 (14%)</td>
<td>20 (20%)</td>
<td>20 (20.2%)</td>
</tr>
<tr>
<td>Native American</td>
<td>6 (2%)</td>
<td>0</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Caucasian/White</td>
<td>3 (&gt;1%)</td>
<td>2 (2%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>15 (6%)</td>
<td>2 (2%)</td>
<td>2 (2%)</td>
</tr>
</tbody>
</table>

2.2 Age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 and under</td>
<td>23 (9%)</td>
<td>16 (16%)</td>
<td>16 (16.0%)</td>
</tr>
<tr>
<td>20-29</td>
<td>151 (56%)</td>
<td>54 (54%)</td>
<td>54 (54.0%)</td>
</tr>
<tr>
<td>30-39</td>
<td>42 (16%)</td>
<td>20 (20%)</td>
<td>20 (20.0%)</td>
</tr>
<tr>
<td>40-49</td>
<td>30 (11%)</td>
<td>8 (8%)</td>
<td>8 (8.0%)</td>
</tr>
<tr>
<td>50+</td>
<td>22 (8%)</td>
<td>2 (2%)</td>
<td>2 (2.0%)</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

2.3 Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>215 (80%)</td>
<td>66 (66%)</td>
<td>63 (64.9%)</td>
</tr>
<tr>
<td>Male</td>
<td>53 (20%)</td>
<td>34 (34%)</td>
<td>34 (35.1%)</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
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Describe the trends ethnicity, age, and gender. Given the data, what are the implications for your program?

The numbers represent the students actively involved in the TRIO Scholars program. Strong recruitment measures and advertisement during the 2011-2012 school year continue to assist in the number of students being served. The numbers for the 2011-2012 school year are reflective of student activity from July to November. The TRIO Scholars program has seen a jump in student numbers when more classroom presentations are conducted.

The student body at LASC is comprised of 70% African-American females thus explaining the greater number of African-American females students actively enrolled in the TRIO Scholars program. The majority of the TRIO Scholars student population is between the ages of 20 to 39. The students within the age group of 20-29 appear to be more interested in the components of the transfer progress than some students in the other age groups. The trend may be attributed to the amount of college information given to this age group during their high school years. Students within the 20-29 age group see transferring as a stepping stone to more career options. As the age increases, the number of students showing an interest in the transfer process decreases. Students 19 and under continues to remain a small population group.

The TRIO Scholars has less than 3% of Hispanic students actively enrolled in the program. The program has seen an increase in Hispanic students receiving services from the office, but efforts continue to increase recruitment to the Hispanic student population. The college on a whole has less Hispanic students than African-American students completing their academic requirements. Greater efforts have been created to increase the number of Hispanic students transferring from LASC.

Information gathered on student demographics is maintained through the Blumen system.

**Objective for Module Two**

Write an objective, if applicable, to address the identified trends.

<table>
<thead>
<tr>
<th>Objective</th>
<th>- Increase the number of Hispanic students enrolled in TRIO Scholars interested in transferring to 4-year institutions by 4% using 2011-12 as a baseline.</th>
</tr>
</thead>
</table>
| Planned Activities | - Conduct on-going classroom visits/presentations  
- Provide individual and group counseling regarding educational planning for transfer  
- Develop a comprehensive Transfer Planning Guide for students which may be used independently by students  
- Maintain transfer resource library comprised of college catalogs and reference books  
- Coordinate on campus college/university representative visits for individual and group advisement  
- Collaborate with the Puente Program to help identify the number of Hispanic students interested in transferring  
- Encourage Puente students to enroll in TRIO Scholars.
- Invite Puente students to attend TRIO Scholars college tours  
- Actively encourage Latino students to attend college tours through presentations to Puente, Passages, and FYE program classes. |
| Individual Responsible | TRIO Scholars Coordinator; TRIO Scholars Staff |
| Start Date | 8/26/12 |
| Method of Evaluation | - Annual Performance Report (APR) on the number of students who are persisting through the program, graduating and/or transferring, and levels of academic achievement  
- The number of students who transfer with or without receiving an Associate’s degree |
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- TRIO Scholars student surveys
- Blumen database to track the performance and college going of TRIO Scholars participants
- The number of Hispanic students transferring to 4-year institutions from LASC as reported by the CSU and UC system. Annual transfer reports.
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Module Three: Program Resources

3.1 Physical Facilities

Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

The TRIO Scholars is currently located in the new Student Services Building (SSB). The TRIO Scholars office is housed closer to the Counseling Center in this building. This current location provides more visibility and recruitment for the TRIO Scholars program. Since the move, additional space is available to better serve students for transfer functions such as application and tutorial services. The area is currently named “Center for Retention and Transfer” because it houses three different programs. This current space is now being shared with the Transfer Center and the STEM program.

Currently, the counselors and office staff use one main printer/copier for necessary copying and printing purposes.

Additional updated computers were provided for students to use for internet access for a variety of transfer-related information. Storage units were obtained to house additional office materials and resources.

3.2 Full-time and Part-time Equivalent Personnel (FTEP)

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time FTEP</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Part-time FTEP</td>
<td>3</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>FTEP - Combined</td>
<td>6</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>
3.3 Professional and Staff Development Activities & Achievements
List the name and position of each staff member in the department/unit. Mark all professional development activities engaged in by each staff member in your program this past year.

<table>
<thead>
<tr>
<th>Name and Position</th>
<th>Activities (Mark all that apply)</th>
<th>Comments (Optional)</th>
</tr>
</thead>
</table>
| Erika Miller-Washington, Coordinator/Counselor | X Conferences  
   ☑ Off-Campus Presentations  
   ☑ Publications  
   ☑ Grants  
   X On-Campus Presentations  
   X Other | CSU Community College Counselors Conference  
USC Counselor Conference  
TRIO Scholars New Student Orientations, TRIO Scholars transfer workshops, EOP&S transfer workshop, “Sister 2 Hermana” founder and facilitator  
Association of California Community College Administrators (ACCCA) Mentor Program (Team member)  
Association of California Community College Administrators (ACCCA) Conference  
Community College Transfer Consortium  
Enrollment Management Co-Chair  
Phi Theta Kappa Honor International Society, Advisor  
Blumen Training  
Classroom presentations  
COE Regulations Seminar Training for Managers  
TRIO Scholars planning meeting  
Flex Day |
| Shakeeba Warren, SFP Technician           | ☑ Conferences  
   ☑ Off-Campus Presentations  
   ☑ Publications  
   ☑ Grants  
   X On-Campus Presentations  
   X Other | TRIO Scholars transfer workshops  
“Achieving the Dream” program training  
“Achieving the Dream” group facilitator  
TRIO Scholars New Student Orientations  
TRIO Scholars planning meeting  
Flex Day |
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<table>
<thead>
<tr>
<th>Name</th>
<th>Events</th>
</tr>
</thead>
</table>
| Angelita Salas,       | Conferences
                        | Off-Campus Presentations
                        | Publications
                        | Grants
                        | On-Campus Presentations
                        | Flex Day
                        | Financial Literacy workshops
                        | Blumen Training
                        | Counseling Department meetings
                        | TRIO Scholars planning meeting
| Counselor             | X Other                                                                |
|                       |                                                                        |
| Dr. Oscar Cobian,     | X Conferences
                        | Off-Campus Presentations
                        | Publications
                        | Grants
                        | On-Campus Presentations
                        | Association of California Community College Administrators (ACCCA) Conference
                        | TRIO Scholars planning meeting
                        | Flex Day                                                                |
| Dean of TRIO          | X Other                                                                |
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Discuss how the staffing trends impact the program. Include any need for increasing or reducing program personnel.

The TRIO Scholars program is currently staffed with (1) Program Coordinator/Counselor and (1) SFP Technician. The former fulltime SFP Counselor was promoted to Director of the STEM Program when the position was vacated. Every student in the TRIO Scholars program is required to have two counseling contacts a semester. Due to the limited number of available counselors that goal is often difficult to meet. This goal is also difficult to meet when one of the counselors has duties split 50% between program coordinating and counseling. A 50% coordinator and 50% counselor creates a level of limitation in administrative tasks to be completed. An additional fulltime counselor needs to be hired to help alleviate the number of counseling and recruitment duties to be executed.

The recommended staffing plan is as follows: one full-time certificated director, reporting to the Dean and EVP; one classified clerical position, reporting to the director; and one full-time certificated tenure track counselor and one hourly counselor.

Student worker and tutorial positions will be hired contingent upon the program budget and funding approval. Support staff will be available to assist with the increasing demands of transfer activities.

Objective for Module Three
Write an objective, if applicable, to address the identified trends.

<table>
<thead>
<tr>
<th>Objective</th>
<th>To hire a full time director.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned Activities</td>
<td>Consult with the Dean of TRIO about the recommended staffing plan.</td>
</tr>
<tr>
<td></td>
<td>Train new staff on TRIO regulations and reporting procedures.</td>
</tr>
<tr>
<td>Individual Responsible</td>
<td>TRIO Scholars Coordinator; Dean of TRIO</td>
</tr>
<tr>
<td>Start Date</td>
<td>8/26/12</td>
</tr>
<tr>
<td>Method of Evaluation</td>
<td>Position becomes funded and filled</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Objective</th>
<th>To hire a fulltime classified clerical position.</th>
</tr>
</thead>
</table>
| Planned Activities | Consult with the Dean of TRIO about the recommended staffing plan.  
Train new staff on TRIO regulations and reporting procedures. |
| Individual Responsible | TRIO Scholars Coordinator; Dean of TRIO |
| Start Date | 8/26/12 |
| Method of Evaluation | Position becomes funded and filled |
Module Four: Student Learning Outcomes (SLOs)

4.1 Student Learning Outcomes (SLOs)

“Student learning outcomes are properly defined in terms of the knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences.” (From the Council for Higher Education Accreditation (CHEA) September 2003). The 2002 Accreditation Standards were revised to focus on what students have learned as a result of attending college. These are referred to as Student Learning Outcomes or SLOs. The LASC Academic Senate has initiated a process to address this new focus on our campus. Please answer the following questions:

1. List the training for developing SLOs in which personnel in your area have participated, including names of those who attended:

   - Member of SLO Committee – Erika Miller-Washington, Dr. Oscar Cobian
   - Member of Enrollment Management Committee – Erika Miller-Washington & Dr. Oscar Cobian
   - Member of Accreditation Standards I and II Committees – Erika Miller-Washington
   - Accreditation Committee – Co-Chair for Standard III – Dr. Oscar Cobian

List Any SLOs That Have Been Developed For Your Program

<table>
<thead>
<tr>
<th>Date Implemented</th>
<th>SLOs</th>
<th>Assessment Strategy Used</th>
<th>Assessment Results</th>
<th>Use of Assessment Results for Program Modifications</th>
<th>Date Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26/12</td>
<td>After meeting with a TRIO Scholars Counselor, transfer-bound students will be able to identify 2 to 3 four-year institutions that offer their major for future career goals.</td>
<td>-Student educational plans -Counseling notes in program files which are recorded in Blumen database -Survey with TRIO Scholars students to determine if they received this service from project</td>
<td>65% of current TRIO Scholars students identified four-year institutions that offered their major</td>
<td>Increase student awareness of four year institutions that offer their major by 5% (transfer-bound students enrolled in TRIO Scholars). Thus, 70% of TRIO Scholars transfer bound students will be able to identify four-year institutions that offer their major</td>
<td>08/30/2013</td>
</tr>
<tr>
<td>8/26/12</td>
<td>Transfer bound students enrolled in TRIO Scholars will be able to successfully complete the transfer application process for four-</td>
<td>-College acceptance letters -National Student Clearinghouse -Blumen database -Annual Performance Report</td>
<td>70% of current TRIO Scholars students completed applications to four-year institutions before the required deadline.</td>
<td>Increase percentage of students completion of UC/CSU and private applications by 5% using 10-11 as a baseline</td>
<td>08/30/2013</td>
</tr>
</tbody>
</table>
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| year colleges before the required deadline |   |   |   |
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**Objective for Module Four**
Write an objective, if applicable, to address future plans to develop, to assess, and/or to improve Student Learning Outcomes.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Align current program goals and objectives with program SLOs by the end of the fall semester.</th>
</tr>
</thead>
</table>
| Planned Activities | - Review and analyze SLO outcome results with staff  
- Make any necessary recommendations (if needed)  
- Proactive monitoring system (i.e. student surveys, mid-semester progress reports)  
- Implement at least one focus group each semester to assess program’s progress in meeting objectives. |
| Individual Responsible | Dean of TRIO; TRIO Scholars staff |
| Start Date | 8/26/12 |
| Method of Evaluation | Annual Performance Report (APR)  
TRIO Scholars grant objectives  
Review outcomes for current SLO’s |
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Module Five: SWOC

1. Based on your program review, summarize:

   ▪ 1. Program Strengths:

   - Assist students in transferring to 4-year colleges/universities
   - Encourage students to accomplish goals through the transferring process
   - Provide academic planning for prospective transfers
   - Collaborations with various departments and counseling programs
   - Previous collaborations with the Career Center for the LASC Transfer/Career Fair
   - Located closer to the Counseling Center.
   - Provide Supplemental Instruction services to program participants
   - Collaborations with the STEM program

   ▪ 2. Program Weaknesses:

   - TRIO Scholars Program Coordinator is 50% coordinator and 50% counselor thus creating a level of limitation in administrative tasks to be completed. Coordinating duties cannot be fully attended to when counseling duties are to be acknowledged.
   - SFP Technician duties are split between two programs, thus limiting the time available to attend to TRIO Scholars responsibilities.
   - Limited communication with faculty members (very few email responses returned from fulltime or adjunct faculty)

   ▪ 3. Program Opportunities:

   - To see an increase in student awareness and interest in the transfer process
   - Collaborate with academic departments to develop a diverse curriculum that encourages and reinforces transferring
     Purchase resource books and materials necessary to assist students with their research in transitioning to 4-year colleges/universities
   - Create new ways to recruit evening students and Hispanic students

   ▪ 4. Program Challenges:

   - Minimal communication between departments
   - A decline in students interested in joining the program due to the elimination of grant stipends
   - Constricting federal guidelines
   - Limited outreach efforts to evening students
   - Incorrect transfer information disseminated from other counselors to potential transfer students
   - A low number of Hispanic students transferring from LASC to 4-year institutions
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Module Six: Previous Year’s Objectives
List each of the previous year’s objectives with rank, its current status, and outcome.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Objective</th>
<th>Status</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| 1    | Increase the number of TRIO Scholars students transferring to 4–year institutions by 5% using 2010-11 as baseline. | Completed | - Provide monthly calendar of transfer workshops, activities, college rep visits  
- Coordinate and host TRIO Scholars new student orientations  
- Coordinate college visitations, at least 2-3 each semester  
- Outreach to campus through class visits/presentations, flyer distribution and postings, email blasts  
- Disseminate transfer information and flyers to the community  
- Coordinate and provide transportation for college/university field trips |
| 2    | - Increase the number of Latino/Hispanic students enrolled in TRIO Scholars interested in transferring to 4-year institutions by 5% using 2010-11 as a baseline. | Completed | Conduct on-going classroom visits/presentations  
- Provide individual and group counseling regarding educational planning for transfer  
- Develop a comprehensive Transfer Planning Guide for students which may be used independently by students  
- Collaborate with the Puente Program and the Latino-Soy club to help identify the number of Hispanic students interested in transferring  
- Encourage Puente students to enroll in TRIO Scholars. |
| 3    | To hire a full time program director                                     | NI       | Objective has been pushed to the following year and will be further investigated before the program’s grant cycle is over. |
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<table>
<thead>
<tr>
<th></th>
<th>Align current program goals and objectives with program SLO’s by the end of the fall semester.</th>
<th>Completed</th>
<th>- Evaluated, modified, and reviewed current SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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Module Seven: Current Year’s Objectives
Rank and list all objectives which have been developed in this program review.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Objective</th>
<th>Planned Activities</th>
<th>Individual Responsible</th>
<th>Start Dates</th>
<th>End Dates</th>
</tr>
</thead>
</table>
| 1    | Increase the number of TRIO Scholars students transferring to 4-year institutions by 5% using 2010-11 as baseline. | - Close coordination with the Transfer Director/Articulation Officer to offer joint activities and transfer workshops  
- Organize and host “Sister 2 Hermana” workshop series, transfer workshops, financial literacy workshops and CSU/UC application workshops  
- Provide monthly calendar of transfer workshops, activities, college rep visits  
- Coordinate college visitations, at least 2-3 each semester  
- Outreach to campus through class visits/presentations, flyer distribution and postings, email blasts | Program Director and staff        | 9/1/12       | 6/30/13    |
| 2    | To hire a full time director                                              | Consult with the Dean of TRIO about the recommended staffing plan.                                                                                                                                                | Dean of Trio; Program Director    | 9/1/12       | End of grant cycle |
| 3    | To hire a full classified clerical position                               | Consult with the Dean of TRIO about the recommended staffing plan.                                                                                                                                               | Dean of Trio; Program Director    | 9/1/12       | End of grant cycle |
| 4    | Increase the number of Hispanic students enrolled in TRIO Scholars interested in transferring to 4-year institutions by 4% using 2011-12 as a baseline. | - Coordinate on campus college/university representative visits for individual and group advisement  
- Collaborate with the Puente Program to help identify the number of Hispanic students interested in transferring  
- Encourage Puente students to enroll in TRIO Scholars. | Program Director and staff        | 9/1/12       | 6/30/13    |
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**Module Eight: Resource Priority Request**

Note: These resource requests are for the budgeting year 2013-2014 not 2012-2013.

Note: All resources requests must be linked to a program objective.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Resources Requested</th>
<th>Quantity</th>
<th>Program Objective Number which Relates to this Request</th>
<th>Rationale for the Request</th>
<th>Anticipated Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hire 1 hourly counselor (.25) to start before the end of the fall semester.</td>
<td>1</td>
<td>All</td>
<td>Program needs a qualified hourly counselor to assist with project functions and reporting requirements. The counselor would assist in meeting all objectives stated in the NIPR and project objectives in the grant application.</td>
<td>$15,000-$20,000</td>
</tr>
</tbody>
</table>
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## Program Summary

<table>
<thead>
<tr>
<th>Module</th>
<th>Element</th>
<th>Trend</th>
<th>Program Objective (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Response to Demand</td>
<td>Student visits greatly increase during the months of September and February</td>
<td>Yes</td>
</tr>
<tr>
<td>2.1</td>
<td>Ethnicity</td>
<td>The college has more African-American females currently enrolled than any other ethnicity. The TRIO Scholars office is visited by more African-American female students than any other ethnicity. Less than 3% of Hispanic students frequent the TRIO Scholars office.</td>
<td>Yes</td>
</tr>
<tr>
<td>2.2</td>
<td>Age</td>
<td>More students between the ages of 20 to 29 visit the office than any other age group.</td>
<td>No</td>
</tr>
<tr>
<td>2.3</td>
<td>Gender</td>
<td>There are more female students enrolled at the college which creates a trend in female students visiting the program office for services</td>
<td>No</td>
</tr>
<tr>
<td>3.1</td>
<td>Physical Facilities</td>
<td>The location in the TRIO Scholars Office in the new SS building has helped to attract more students into the program office since it is in closer proximity to the Counseling Center.</td>
<td>No</td>
</tr>
<tr>
<td>3.2</td>
<td>FTEP: Full-time to Part-time</td>
<td>Hire a fulltime counselor to assist in counseling services and classroom presentations.</td>
<td>Yes</td>
</tr>
<tr>
<td>3.3</td>
<td>Professional and Staff Development Activities and Achievements</td>
<td>Staff members currently attend and will continue to attend applicable staff development workshops and conferences.</td>
<td>No</td>
</tr>
<tr>
<td>4.1</td>
<td>SLOs</td>
<td>The program SLOs are in alignment with the program guidelines.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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1. Include any special program accomplishments or achievements.

- Increase in students transferring from Los Angeles Southwest College
- Created relationships with more private universities and colleges
- Created Enrollment partnership with CSUDH

2. Discuss anything else you would like to share about your program that has not been previously addressed.

3. List a minimum of (3) recommendations for improving the program you would like to see implemented in the next academic year.

- Increase in support services for outreach activities
- Increase students involvement and attendance to cultural events and college tours
- Create a mentoring programmatic component to assist in the retention of male students. The mentors would be recruited from a variety of roles and occupations within the community.