



TLC News

The Teaching & Learning Communities Program at PCC

Fall 2002

TLC Highlights

Year 2 at a Glance

Conference Attendance

Pacific Southwest Learning
Communities Conference:
Collaboration and Transformation
Moorpark College

Beyond 2001:
The Odyssey of Inclusion
Chicago, Illinois

First-Year Experience Conference
Kissimmee, Florida

Ensuring Transfer Success
Burbank

The 40th Annual Conference of the
Research and Planning Group for
the California Community Colleges
Pacific Grove

Course Field Trips

- ◆ *LA River, The Mexico/U.S. Border, Manzanar, UCLA Fowler Museum, Fresno, Santa Cruz Island/Ojai, IMAX, Major Barbara, Sea World/ San Clemente*

Events/Presentations

- ◆ *On Course Workshop*
- ◆ *Guest Speakers – Jeanne Wakasuki Houston, Dolores Guerrero Cruz*
- ◆ *New faculty field trip (L.A. River)*
- ◆ *Christmas and spring potlucks*

Evaluation

- ◆ *Fall Survey, Classroom Assessment Techniques, student interviews, Descanso Gardens faculty focus group, .XL Faculty focus group, Future Nurses survey*

Year 3: Future Events

Vince Tinto and Gillies Malnarich,
Learning Communities Consultants
Paul Nolting,
Learning Styles Facilitator
Luis Rodriguez, Writer

New Linked Courses

Future Teachers Block
Math/Guidance pairs
ESL/Physical Education

Evaluation

.XL Program database/tracking system



PCC Launches Its New Summer Bridge and First-Year Experience Programs

PCC inaugurated the .XL Program, its new Summer Bridge/First-Year Experience, this past summer. Sponsored by the TLC, the program's goal is to help students make a smooth transition from high school to college.

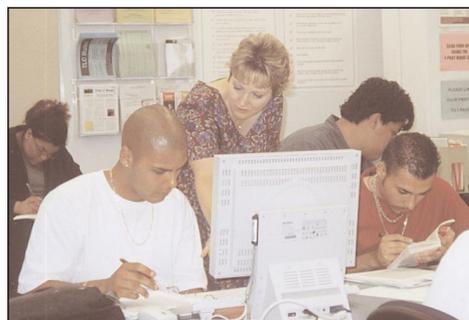
.XL co-coordinators, Lynn Wright and Laura Araiza-Rojas, recruited sixty high school students from the Pasadena area. For six weeks, students

worked on their math, English, and computer skills. They also met PCC administrators and found out how the college works. Students, their peer mentors, and faculty went on several field trips, and ended the summer with a pool party and barbeque.

.XL students have now moved into the First-Year Experience, a block of general education courses during the fall and spring semesters. They will work collaboratively with their summer classmates and instructors.

In addition to Laura and Lynn, .XL faculty include Lauren Arenson, Rita Gonzales, Kathy Green, Michelle Harris, Irene Jai, Cynthia Mofarrah, Pat Peach, and Michelle Toby. Juan Carlos Morales and Vince Juarez are the .XL peer mentors. Magaly Diaz provides clerical support.

To find out about the .XL Program, contact Lynn Wright (x7091) or Laura Araiza-Rojas (x3048).



A Student POV Recording Pasadena History

I was very nervous on the first day of my English 100 class, "Latino Oral Histories in Pasadena," with professor Martha Bonilla. I hadn't studied English for a long time and had just arrived here from my native country, Colombia. Fortunately, all the help I received from Ms. Bonilla and others in the TLC Program during the semester made my goal to pass the class easy to reach.

During the semester, I had the opportunity to interview senior citizens of Latino/a descent who were very important in the development of Pasadena. Going out in research teams was valuable because I was able to make good friends, receive help, and collect information that has been ignored.

Ms. Bonilla and her aide, Juan Carlos, really worked hard to make the class fun. Bringing guest speakers to the class was a very good idea because I learned from their experiences as researchers and interviewers. My classmates and I also received help from TLC staff members.

Brock Klein showed us how professional researchers obtain information, and Alicia Vargas taught us how to use PowerPoint for our final presentation.

I would love it if all of my classes were TLC classes. I enjoyed Ms. Bonilla's class a lot and was able to learn creative ways to study. School isn't so hard when you're in the right place with the right people.

– Angela Carrasquilla



A Student POV Forming Communities, Crossing Borders

In Fall 2001 I took English 100, which my friends warned me would be difficult and boring. However, because my professor, Dr. Toby, was a member of the TLC Program, this class was anything but boring!

The course focused on COMMUNITIES, and it was very interesting to see how we could apply the theme to the L.A. River, which many of the students didn't know existed.

During the semester, my classmates and I were able to expand out thinking and learn new things from different perspectives. Teachers from geology and architecture

joined us on our trip to the L.A. River. The highlight of the trip for me was talking about graffiti and how it reveals identity and community.

This English 100 class was not what I expected. A lot of people worked with Dr. Toby. With all of the help I got from everybody, I ended my first semester at PCC very well. I got a 4.0 GPA.

Because I enjoyed the class so much, I decided to take another TLC class in Spring 2002, English 1A. This time our theme was BORDERS, and the class took a trip to the Mexico/U.S. border. Like the semester

before, we went with a lot of teachers. This semester was even better because the atmosphere that Dr. Toby helped develop was just so sweet! No matter how tired I was, I never fell asleep during class because it was always so interesting.

If PCC students are tired of taking the old-fashioned kind of classes, with boring lecture after boring lecture, then a TLC class is just what they need. And trust me, there is no better English 100 or 1A class than that of the very intelligent and cool Dr. Toby.

– Carlos Altamirano



Students Teach and Motivate

There are three levels of TLC counseling intervention, corresponding to each student's current level of academic success. At Levels One and Two, I concentrate on helping students strengthen their potential to succeed in their academic goals. At Level Three, I strongly recommend that students volunteer as tutor/mentors.

The roles of a TLC Tutor/Mentor are to Teach and Motivate. The experiences gained from tutoring/mentoring are personally and academically rewarding for everyone. Faculty are happy to see improvement in their students' writing and math skills; the tutors/mentors get to know one another and often cross-tutor each other; and most important, the

tutees feel comfortable working with their tutor/mentor. In Spring 2002, fifteen tutors/mentors volunteered at the TLC. At the end of the semester, we acknowledged their hard work at our end-of-semester potluck, at which time each received a certificate of community leadership and service.

Recruitment for new or returning tutors/mentors has begun for Fall 2002. The training component for tutors will involve enrollment in an on-line tutoring course, created by John Wood of the Learning Assistance Center. At the end of

the semester, students who complete the training and their volunteer hours will receive a stipend and a certificate of completion.

– Lucy Serrano



Year-Two Evaluation

The TLC evaluation team, headed by external evaluator, Dr. Tina Christie of Claremont Graduate University, includes Wei-I Wang and Todd Blickenstaff from the Institutional Planning and Research Office (IPRO), Brock Klein, TLC director, and Lucy Serrano, TLC counselor. The group conducted a variety of activities during the 2001-2002 academic year. The IPRO included all TLC students in the annual Fall Survey. Evaluators also surveyed Future Nurses block students and interviewed TLC students. TLC faculty participated in a focus group at the TLC Spring Retreat at Descanso Gardens, and all TLC students participated in a classroom assessment activity.

Although a full evaluation report for the program's second year is not due until September 2002, initial findings reveal that TLC student retention and success rates are higher than those of students enrolled in comparable non-TLC classes. The evaluators have also concluded that TLC students are more likely than their non-TLC counterparts *to participate in class discussions, work in groups, work with classmates outside of class, receive tutoring, interact regularly with instructors both in and out of class, remain in their basic skills course, and succeed.*

A Student POV

Learning by Teaching

During my second semester in the TLC, I took Math 131, which was paired with BIT 109. I didn't need the technology class, but I took it anyway, and now I'm glad I did.

The goal of the two classes was to learn math concepts by creating PowerPoint slide shows and leading review sessions for Ms. Irene Jai's Math 131 tests. Ms. Alicia Vargas, our BIT 109 instructor, showed us different techniques and designs to use in our presentations.

I worked with Eva and Dzila on four math review presentations: absolute values, square roots, factoring, and exponential functions. We met several times in the TLC to finish our project. A hard part was making sure that we asked good review questions, but an even

harder part was making sure that we had the right answers. Before we presented it to the class, we had to make sure we understood the math really well. Afterwards, Ms. Vargas said I was a natural-born math teacher.

I enjoyed taking the TLC paired classes. I made new friends and learned about their different backgrounds. I learned about math and PowerPoint, but I also acquired oral presentation skills. Ms. Jai and Ms. Vargas were great. I would recommend both teachers because of their great teaching, personalities, and wonderful attitude.

This fall, I am taking another TLC math course, Stats 50, with Ms. Maria Faccuseh. I took her TLC Math 125 class in Fall 2001.

– Paul San Felipe

Question #12

In 2 years, 20% of a radioactive element decays. Find its half-life. Round to the nearest second decimal.

Equations to use

$$A = Pe^{rt}$$




?

How Can Faculty Join the TLC?

Faculty interested in participating in the TLC Program must submit a brief, informal proposal outlining a project that includes a variety of community-building strategies (e.g., paired or blocked courses, service learning, field trips, guest speakers, peer mentoring). They are welcome to visit the TLC and discuss their proposals with the TLC staff prior to submission.

To encourage the development of student cohorts, applicants must agree to participate in the TLC program for a minimum of two semesters. Assistance is available to all participants and includes staff and faculty support in designing and

implementing learning community projects, use of the TLC and its resources, and a stipend at the end of each of the two semesters.

The TLC Advisory Board will review all proposals and make final decisions. They will give special consideration to projects targeting basic skills and other courses that address the needs of Hispanic and at-risk students. To ensure proper planning and timely inclusion in the *Schedule of Classes*, applicants should plan to implement their projects at least one semester after acceptance.

Faculty, Counselors, and Administrators Stay on Course



From February 28 to March 2, thirty-two participants, including math, English, and ESL instructors; counselors; deans; and two vice-presidents met at the Altadena Country Club to learn strategies for empowering students to become active, responsible learners.

Chuck Ward, from Counseling, and Yoshi Yamato, from Math, organized the intensive three-day workshop, which was co-sponsored by Math, Counseling, and the TLC. Skip Downing, author of *On Course: Strategies for Creating Success in College and Life* facilitated the event and helped attendees enhance their skills for promoting student success.

Participants agreed that the workshop was valuable professionally and personally. One participant commented, "I really liked getting so many great ideas, a cognitive map with which to use them, and the time to consider where I will start using them." Another said, "It was fun to spend time with people I work with. I enjoyed meeting new people and appreciated how willing to share everyone was."

The TLC is offering five Math/Guidance pairs this fall. Participating faculty will use the On Course method and hope to increase retention and success rates in basic skills math courses.



The Title V Team

Members of the Title V Advisory Board and Staff are working together to ensure that:

- ◆ *the project objectives are achieved in a timely manner and in accordance with both federal and institutional policies*
- ◆ *open communication is established and maintained between Title V staff and PCC's Executive Committee, faculty, and students*
- ◆ *formative evaluation guides participants and ensures the quality of the project*

Staff

Brock Klein, *Project Director/Activity Director*
 Pat Canonizado, *Secretary*
 Lucy Serrano, *Counselor*
 Lynn Wright, *.XL Academic Coordinator*
 Laura Araiza-Rojas, *.XL Counselor*
 Alicia Vargas, *Instructional Technology Support*
 Dave Douglass, *Experiential Learning Support*
 Krista Goguen, *Library/Research Support*

Advisory Board

Grover C. Goyne, *Dean, External Relations*
 Jackie Jacobs, *Vice President for Instruction*
 Rosemary Aragon, *Dean, Mathematics*
 Amy Ulmer, *Dean, English*
 Kathleen Rodarte, *Assistant Dean, EOP&S*
 Maria Jung, *Educational Technology Specialist*
 Edward Martinez, *Counselor*
 Joseph Sierra, *Associate Professor, English*

The Teaching and Learning Communities Program is funded by Title V, a grant from the U.S. Department of Education

A Student POV

Getting by with a Little Help from My Friends

In the spring semester of 2001, when I enrolled at PCC for the first time, I did not know what to expect. I registered for my classes and found out I had signed up for a TLC class. Now it's Fall 2002, and I'm still hanging out in the TLC.

Dr. Wright, my English 400 professor, was very motivating and inspiring. She always lectured with a great attitude and made sure that the writer in all of her students came out.

I decided to stick with the TLC Program in the fall semester, so I enrolled in Dr. Wright's English 100 class, which was paired with Math 125, taught by Ms. Faccusseh. Both instructors taught the same students, and this made me feel more comfortable because the other students were going through the same thing that I was.

Ms. Faccusseh was very understanding when we didn't comprehend a math concept. She took her time during her lectures to fully explain the lessons and taught her class with great professionalism. My classmates and I set up study groups in the TLC to help each other out before math tests. Help was always available when we needed it.

Spring 2002 was my third semester in a TLC class. This time I had Dr. Walter, another fine professor. I thought I'd never make it through English 1A, but I did!

I would seriously recommend any PCC student to sign up for a TLC class. You will have nothing to lose and much to gain.

— Ernie Valadez



For Helping to Make Year Two a Success, Special Thanks to —

Rosemary Aragon, Todd Blickenstaff, Harry Bloodgood, Bruce Carter, Chuck Champlin, Lori Cortez, Grover Goyne, Coleman Griffith, Sherry Hassan, Jackie Jacobs, Ramona Nale,

Jeanie Nishime, Brigitte Norsworthy, Kris Pilon, Jesus Ruiz, Jack Schulman, Sue Talbot, Amy Ulmer, Wei-I Wang and the hard-working facilities crew.

TLC Faculty

Grayr Andreasyan, Martha Bonilla, Yu-Chung Chang, Mary-Erin Crook, Ann Davis, Maria Faccuseh, Krista Goguen, Rita Gonzales, Kathy Green, Michelle Harris, Charlie Hogue, Irene Jai, Cathy Johnson, Beth Kaiama, Brian Kennedy, Rob Lee, Ed Martinez, Chris McCabe, Jeff Miller, Robert Oventile, Pat Peach, Manuel Perea, Ivette Rosas, Joseph Sierra, Michelle Toby, Krista Walter, Chuck Ward, Lynn Wright, Yoshi Yamato



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