



TLC News

The Teaching & Learning Communities Program at PCC

Fall 2003

TLC Highlights

Year 3 at a Glance

Conference Attendance

First-Year Experience Institute
Chapel Hill, NC

Learning Outcomes Workshop
Pasadena, CA

National Tutoring Conference
Atlanta, GA

Course Field Trips

- ◆ Fresno, Santa Cruz Island, Chinatown, Japanese-American Museum, Self-Help Graphics, Olvera Street, Sea World/ San Clemente

Events/Presentations

- ◆ Vincent Tinto/Gillies Malnarich learning communities presentations and workshops
- ◆ Title V faculty workshop, Fresno City College
- ◆ Luis Rodriguez presentation, co-sponsored with Campus Diversity Initiative
- ◆ Paul Nolting study skills workshop, co-sponsored with Math Division
- ◆ David Masumoto presentations and workshops, co-sponsored with ESL and English Divisions
- ◆ Teaching to Learn: PCC 2003 Faculty Retreat at Lake Arrowhead, co-sponsored with Staff Development
- ◆ Student Success Initiative Retreat, Altadena Country Club, co-sponsored with the Office of Instruction and Staff Development
- ◆ New Faculty Presentations
- ◆ Board of Trustee presentation, with Staff Development
- ◆ DSP&S presentation
- ◆ Cal State LA and UC Davis transfer workshops

Evaluation

- ◆ Year 2 Evaluation Report, Evergreen State College Report, Fall 2002 Survey, PFE Survey, IPRO Student Engagement Study, Spring 2003 classroom observations, TLC faculty and student surveys, focus groups, and interviews, Probation/Counseling Report

The TLC Clears Another Pathway

Faculty and counselors are busy planning the second TLC career pathway, Future Teachers, which will begin in Spring 2004. The four-semester sequence of classes is being designed for students in developmental English and math courses who have expressed an interest in becoming teachers.

Emphasizing active, interdisciplinary learning, Future Teacher instructors Kari Conness, Beth Kaiama, Dona Mitoma, and Donna Nordstrom will integrate education content into assignments and activities and provide their students with service learning

and field trip opportunities, guest speakers, counseling, and transfer advisement. Janis Dwyer and Michelle Ireland-Galman, directors of the Blended Teacher Program, will serve as advisors for the pathway.

The first career pathway, Future Nurses, will begin its third cohort in Spring 2004. Both pathways have targeted Latino and first-generation college students who intend to enter the field of health care or education, where minorities are greatly needed but currently underrepresented.

An Instructional Aide's POV The Look of Discovery

I love seeing the look in students' eyes when they finally grasp a concept that they have been struggling with for a while. It's the same expression a child has when he sees the little red bike that Santa left for him. For the past four semesters, I have seen the "look of discovery" over and over in PCC's TLC program.

Two years ago I joined the TLC's Future Nurses program as an instructional aide. The block of classes is designed to help students move through basic skills classes and into the college's highly competitive nursing program. A cohort of students works with the same instructors for three semesters: Dr. Robert Oventile in English, Edward Martinez in Counseling, and Linda Chan in Math. My responsibility is to help students overcome the obstacles they are facing in their classes, whether it is how to format an essay using Word or how to solve an algebraic equation.

I am sitting at a computer in the TLC right now writing this article and, at the same time, helping two groups of future nurses with their collaborative English 100 assignment. I am helping them incorporate the research they found on Alzheimer's from books, articles, and the web into PowerPoint presentations, integrating con-

tent with technology and creativity. We just imported images and animation to make the presentations more engaging. These future nurses will, without a doubt, be prepared for any presentation in the work place.



Since the students come from different backgrounds and have different learning styles, I am challenged to come up with a variety of strategies to help them. This challenge is the gift that the students give me every day; it has helped me become a better aide. But what has made me a better person is seeing the change in the students' eyes, when the look of confusion or frustration becomes the look of discovery and learning.

– Juan Carlos Morales II

A Peach of a Teacher Comes to PCC

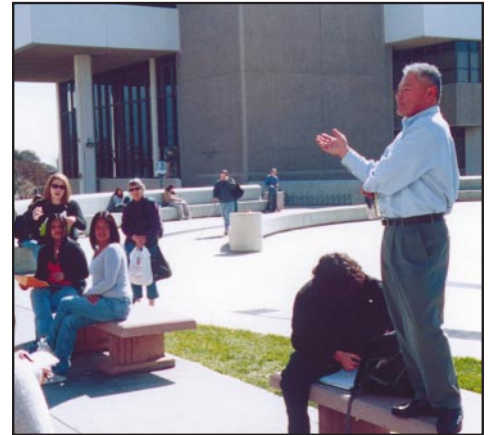
For several years, David (Mas) Masumoto has hosted TLC classes on his peach and raisin farm outside of Fresno. This spring the TLC had the opportunity to reciprocate when Mas came to PCC in early March to work with ESL, English, and Creative Writing students in Rob Lee, Yves Magloe, Ginny Heringer, Michelle Toby, and Manny Perea's classes.

For two busy days, Mas conducted "Writing for the Senses" workshops, asking students, for example, to walk slowly around the mirror pool and record what they saw, heard, smelled and touched. Dean Amy Ulmer, alarmed by all the pawing, sniffing, and writing going on outside her window, was seconds from calling Campus Security when she saw English 400 instructor

Michelle Toby and her students caressing roses.

In addition to his class visits, Mas gave a campus-wide presentation in Creveling Lounge about organic farming, writing, and the Japanese-American experience in the Central Valley and spoke more informally with faculty and librarians at a luncheon in the library's Terrace Room.

Friday evening ESL Instructor Mary-Erin Crook cooked corn beef and cabbage and celebrated her birthday (and Mas's visit) at her home with faculty participants and their families. The next day, Mas headed to downtown Los Angeles to speak at the Japanese American National Museum. Before leaving, Mas admitted that teaching just might be as strenuous as peach farming.



A Student's POV

Happy Campers in the Central Valley

One weekend in Fall 2002, my ESL 33A classmates and I went on a field trip to Fresno to study organic farming. Our devoted instructor, Ms. Crook, led the group, joined by other TLC teachers, who were willing to provide us with the best possible learning environment. The highlight of the trip was a visit to David Mas Masumoto, a second-generation Japanese-American farmer who wrote *Epitaph for a Peach*, which we were reading in class.

Dark clouds followed us to Fresno, and I still remember the agony of setting up my tent in the rain, which I thought would never stop. I worried I was going to have my first camping experience in the worst possible weather conditions. The next day, however, I woke up to sunshine penetrating my tent roof. In the early morning, separated into groups, we had to prepare our breakfast. It was relaxing and



fun because my classmates and I got to know more about each other. Having warm and full stomachs helped us to complete our long list of Saturday activities.

We made comparisons between the fruit and vegetables at a farmers' market and a shiny, sterile Von's Supermarket. I realized that the farmers' market was a better place to shop for produce for its freshness and atmosphere. Later, we toured Cal State Fresno. At the end of the day, we met around a big table and discussed organic farming in order to prepare for our visit to the Masumoto farm.

Early Sunday morning, Mr. Masumoto welcomed us, introduced us to his family, and then took us into his fields. Mesmerized by the beauty of his peach orchard, all the students shared poems he asked us to write. Mine was about the early morning dew on a light green peach tree leaf and how it reminded me of my mother's eyes. I read it in English and then in French, my first language.

– David Kong

PCC and CSULA Title V Collaboration

In an effort to strengthen PCC's Title V project and to assist Cal State LA in the successful implementation of theirs, Brock Klein, Lynn Wright and Lucy Serrano met several times during the year with Evelyn Calvillo, CSULA's Title V Activity Director and Alfredo Gonzalez, Dean of Undergraduate Studies and Title V Project Director, to develop collaborative projects. The first collaboration, transfer workshops held by CSULA faculty in the TLC, began in Spring 2003 and will continue throughout the 2003-2004 academic year.

In Fall 2003, the TLC will sponsor field trips to the university campus, where PCC students and faculty will complete course activities,

tour the campus, and meet Cal State LA faculty and student representatives. Finally, plans are underway for a guidance class *Transition to CSULA 310*, a 10-week, 2-unit course to be taught at PCC by a CSULA instructor.

Cal State LA's Title V project has 3 components: transfer advisement, an early intervention program to monitor the academic progress of transfer students, and an electronic database to enable the electronic transfer of transcripts and to allow faculty to access information online. CSULA Title V staff are working with representatives from PCC, East LA College, and Los Angeles City College.

Faculty Development

Teachers Learn How to Teach to Learn

On February 26, 35 dedicated instructors, counselors and evaluators braved heavy snow, high winds, and arctic temperatures as they made their way to the UCLA Conference Center at Lake Arrowhead for *Teaching to Learn: The 2003 PCC Faculty Retreat*. The three-day event was co-sponsored by TLC and Staff Development and focused on best practices.

Participants shared successful class assignments, future projects, GIFTS (Great Ideas for Teaching Students), ahas, hee-hees, and wows. Five facilitators, Alan Lamson, Kay Lipton, Dave Douglass, Pat Peach, and Russ DiFiori, led the workshops; Wei-Wang, from IPRO, presented research data; Salomon Davila wowed the math faculty with 3D animation; external evaluators, Tina Christie and Bianca Montrosse from Claremont Graduate University, lurked around taking notes and asking questions; and Rob Lee wrote, shot, edited, and premiered his documentary film of the retreat.



After hearty gourmet treats, a nasty snowball fight, a cutthroat session of *Trivial Pursuit*, and a funky ergonomic line dance, everyone was reinvigorated and ready to head back to PCC to tackle the challenge of teaching to learn. One participant remarked, "I am inspired to change some fundamental aspects of how my students and I spend class time." Stated another, "What a blast!"

A Student's POV **Achieving Goals with Help and Guidance**

My goal in life has always been to succeed and become a responsible individual. I want to make something of myself and make my family proud of my accomplishments. But sometimes these are difficult goals to attain. The process of achieving success and a college degree requires a lot of time, effort and planning.

College has been a complicated journey these past two and half years at Pasadena City College. I entered with a high school G.P.A. of 3.0.

However, the first semester I failed more than 50 percent of my courses. The more complicated my schedule got, the more difficult it was to pass my classes. By the end the first semester my G.P.A was 1.5, and the next semester it was only 1.75.

I was not focusing on my responsibilities, and I was on the verge of getting dismissed from PCC. I thought I could take on a heavy load without thinking it through. Each semester I would increase my units and also my work hours. Finally, I had about 16 units and was working nearly 30 hours. I could not stop working because I had bills I needed to pay, but I could not stop going to school. I was very scared. That is when the TLC program at PCC helped me. I



was never too excited about asking for assistance from anybody because I figured I was capable of succeeding on my own, but I realized that I needed their help.

The TLC counselors and professors gave me direction; they carefully helped me focus on what was important. I took all their advice. I analyzed my schedule and balanced out each of my duties: school, work, and homework. After a lot of patience and hard work, I finally got myself off probation.

I will never forget the TLC. I want to thank all the TLC professors that helped me. Getting off probation and staying in school have given me the ability to continue my journey to achieve my dreams, which will one day be a reality. I'd also like to take this opportunity to thank the TLC counselors, Jennifer and Lucy, for guiding me and helping me with my academic situation. I thank you most of all because you are more than just counselors -- you are my friends. Thank you!

– Christopher Johnson

A Counselor's POV

Keeping Tabs On Our Students

Last fall I began working with an external consultant to design a database to track students' academic progress and to follow-up with their academic needs, two crucial components of our counseling program. I also wanted to work with the TLC evaluation team to study the efficacy of our counseling program and make changes where necessary.

Jennifer Mendoza, the .XL counselor-intern, and I use the TLC/.XL database to track recommended interventions. They include creating an Initial Service Strategy (ISS), developing an educational plan, providing transfer information and personal guidance, exploring career options, and/or reviewing classroom progress. We also track referrals to student services, such as the Transfer and Career Centers and DSPS.

Cecilia Garcia, our data entry clerk, inputs completed interventions, counseling notes, and further recommended interventions. At any time, we can generate a specific student report, which is helpful for schedul-

ing follow-up counseling appointments. In addition, we can aggregate data for any or all semesters. This allows us to make comparisons among students in TLC/.XL programs and to compare them to students enrolled in non-TLC/.XL classes.

The database is in its final stages of completion, and we hope to transfer it to MIS this summer for final adjustments and maintenance. It has been a more challenging project than I ever realized, but I believe that it is crucial in helping the TLC and PCC understand academic/progress and first-generation college students as well as those whose primary language is Spanish.

I hope to have an evaluation report of TLC and .XL counseling, based on information from the database, very soon!

– Lucy Serrano



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 L. Canonizado, *Secretary*
 Lucy Serrano, *Counselor*
 Lynn Wright, *.XL Program Director*
 Jennifer Mendoza, *.XL Counselor/Intern*
 Alicia Vargas, *Instructional Technology Support*

Advisory Board

Janet H. Levine, *Dean, External Relations*
 Jackie Jacobs, *Vice President for Instruction*
 Rosemary Aragon, *Dean, Mathematics*
 Amy Ulmer, *Dean, English*
 Kathleen Rodarte, *Assistant Dean, EOP&S*
 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

Looking Ahead to Year 4

Collaborations

Cal State LA, Cal State Northridge, Mount St. Mary's College

Linked Courses

Future Teachers Block, ESL 122 Block

Classroom Practice

Video lectures, electronic portfolios, Service Learning

Evaluation

ESL blocks/cohorts, ESL field trips, student ethnographies, counseling and tutoring reports

A Tutor's POV

A Tutor Learns That Teaching is Learning

On April 30, 2003, Lucy Serrano, the TLC counselor, and I flew to Atlanta, Georgia for the National Tutoring Conference. I was excited about going, yet I wondered if it would be like other conferences – perhaps a little boring? To my surprise, I was wrong!

I have been a TLC tutor for one year, but I still have a lot to learn about working with ESL and English students. This conference gave me new information and techniques to help them to become independent and successful at school.

Moreover, I learned that being a tutor is a great responsibility that requires dedication and preparation because I have the power to influence students in their decision to stay in or withdraw from school. I can show them that school might not be easy, but it is definitely achievable.

I am a future teacher, and the conference reaffirmed my trust in education, which can open doors that we never imagined could be opened or even existed. Also, I learned that good teachers must believe in their students and that with passion, dedication, and conviction, teachers can make a difference in each student's life. But most importantly, I learned that teaching is sharing and learning from others.

– Claudia Castañeda



CONGRATULATIONS AND FAREWELL TO THE FOLLOWING TLC STUDENTS:

AA recipients:

Luis Dominguez
 Tan Hoe Himm, valedictorian
 Angelica Torres

Scholarship recipients:

Maria Garcia (PCC)
 Lambert Shaw (USC)

Transferring this fall:

Karla Garcia
 Vivian Hoang
 Lisa Susanto
 Lambert Shaw (USC)
 Andre Feng (UCLA)
 Su Ng (UCSB)
 Sadia Tarannaum (Cal Poly Pomona)
 Juanita White (Mt. St. Mary's)

The TLC Loses Two Founding Members

TLC faculty and staff took several opportunities this summer to reminisce and bid teary farewells to Dean Rosemary Aragon and math instructor, Irene Jai, who packed their bags and cleared out their offices this past June. Rosemary has retired and will now have no reason to ignore her long-neglected home. Irene is moving to New Jersey with her husband and will soon look for another teaching position.

Rosemary and Irene strongly supported the goals of PCC's Title V project and worked hard to ensure its success. They offered great insight into the issues facing students in developmental math classes.

Goodbye, Rosemary and Irene. The TLC will miss you!



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