



### TLC Highlights

#### Year 4 at a Glance

##### Conference Attendance

Title V HSI Directors Meeting  
Washington, D.C.

Ensuring Transfer Success  
Glendale, CA

Educational Pathway into the  
Biomedical Sciences Workshop  
Xavier University, New Orleans

International Conference on the  
First-Year Experience  
Maui, HI

##### Course Field Trips

- ◆ CSULA field trips for math students
- ◆ ESL field trips to Fresno, Manzanar, Santa Barbara, and Santa Anita Race Track
- ◆ .XL2 Geology field trip in Orange County
- ◆ Conexión field trip to Magic Mountain

##### Events/Presentations

- ◆ UCLA professor and writer Mike Rose
- ◆ Future Teachers Career Pathway
- ◆ New ESL Blocks: levels 3, 4, & 5
- ◆ Lake Arrowhead retreat for administrators, staff, and faculty

##### Evaluation

- ◆ TLC faculty and student surveys, focus groups
- ◆ Claremont Graduate University and UCLA coursework and evaluation research
- ◆ TLC Counseling: impact of ed plan on retention, success, and persistence

##### Other News

- ◆ Lucy Serrano joins Chaffey counseling staff
- ◆ NSF & Title V Coop grant proposals
- ◆ .XL3 Summer Bridge Program
- ◆ Risser nominees: Manny Perea, TLC old-time; Michelle Banks, new TLC participant

## Design Students Launch Spring Initiative

What images pop into your head when you think of Los Angeles? A lone palm tree silhouetted against the ocean? Wild scratches on a Richter scale? Graffiti on a freeway overpass? Five design students worked with those and other images during an independent study this summer to create the marketing campaign for PCC's *What Drives LA* initiative in Spring 2005.

The WDLA design team, Joseph Eldridge, Rafael Gonzalez, Hangan Ho, Van Luong, and David Mascarina, tossed around color schemes, metaphors, and slogans for several weeks and presented their sketches and designs each Friday to various WDLA committee members. The students worked with faculty and staff to develop their project objectives: clarify the concept of a campus-wide theme

as well as the *What Drives LA* metaphor, stimulate interest and participation on campus, and create appropriate vehicles for disseminating information.

By the end of the summer session, the students had created a logo and color scheme, began work on the WDLA website,

and developed ideas for posters, postcards, t-shirts, and other promotional materials. David Mascarina, the project manager, thought it was a great experience for him and his classmates. "This wasn't just a class project. It was a taste of the real



world. We had to create real products for real clients with real deadlines."

Check out the students' work at the *What Drives LA* website: [www.pasadena.edu/wdla](http://www.pasadena.edu/wdla), and stay tuned for lots more.

## Exploring the Science and Arts of LA

One of the projects that will help the college rev up for WDLA events this spring is the Science and Arts Block's *Los Angeles: Transition and Erasure*, an interdisciplinary program that explores Southern California's natural and urban landscape through film, art, literature, and science. The program is in its third year and a great example of what faculty and students can do to find out what drives LA.

Each fall, students enroll in the 14-unit block of English, film, art, and biology courses, which brings together traditionally opposed academic disciplines around issues of the environment. It incorporates day

trips to local parks and museums, as well as a three-day camping trip to the Owens Valley. Students conduct fieldwork at the LA River and other points of interest in the city and create an art installation at the Hahamunga Watershed, near the Jet Propulsion Lab.

Krista Walter, who teaches English composition in the block, believes that the collaborative and individual class projects allow her to connect to her students and colleagues in new and meaningful ways. A bonus is that she continues to learn new things about Los Angeles from a variety of perspectives.

## For ESL Students, It's a Day at the Races

If you happened to see a crowd of second-language learners hanging out at Santa Anita Racetrack last year, it was probably an ESL 33A class with their teacher, Carol Curtis. Don't worry, they didn't lose their savings and the shirts off their backs; they were studying English.

Carol loved the film "Seabiscuit" and decided to use it as the centerpiece of her Level 4 ESL class in Spring 2004. The world of horse racing proved to be a rich source of vocabulary and grammar as well as topics for writing. "Generally speaking, ESL students don't know a lot about American history. I like 'Seabiscuit' because it combines history with a great American underdog story – at a site very close to the campus," she said.

Carol's students researched and did oral

presentations on the Great Depression. They toured the track and watched several races. A highlight for the class was a talk by Chris McCarron, Hall of Fame jockey and current Santa Anita Racetrack general manager. One student, Wai Lok (Joseph) Wong, stated, "Although we only had an hour, it was such a wonderful experience to meet Mr. McCarron."

Carol was very satisfied with the course and the progress her students made in English. She was also excited to learn about the world of race horses,

jockeys, trainers, and gamblers. She plans to teach the course again in Spring 2005.



To impress upon students the importance of math for transfer and career, Pat Peach and Ann Davis took their TLC math students to Cal State LA in Fall 2003 and Spring 2004. CSULA Title V staff members met the PCC students and faculty in the morning and gave them a tour of the campus, provided lunch,

## Making the Math-Transfer Connection

and set up afternoon meetings with Cal State faculty, who talked about the need for math in a variety of disciplines and careers. Throughout the day, the students took notes in workbooks that were created especially for the field trip.

Pat and Ann initiated the project after participating in On Course, the intensive three-day workshop funded by a PFE grant. They both feel that defining clear transfer and career goals and creating a sense of community in the classroom have a lot to do with success in math.

It's also nice to break up the class routine by going off campus and thinking about math

in a different way.

Everyone was enthusiastic about the field trip both semesters. Students revealed in an evaluation survey that it was a valuable activity, and they recommended that field trips be included in other math classes. Students and faculty related to one another in different, more personal, ways, and Pat and Ann recognized a positive change in the atmosphere of their classes after the trip.

Cal State LA is the number-one transfer choice for PCC students, but many of these students were visiting the campus for the first time. They got to meet professors and ask lots of questions about transferring and making appropriate career choices.

## Making the Academic Success *Conexión*

The pride and joy of the TLC are the tutor/mentors in the TLC's *Conexión* program. They are bright, interesting, and dedicated students who volunteer to help other TLC students succeed. They also happen to win awards and scholarships and leave us for further study at four-year institutions. We want to thank all of them and celebrate a few of their achievements...

Carlos (Tito) Altamirano is a long-time TLC student who keeps himself busy. Because he's a Marine, he had to leave school and go to Iraq for a while, but he came back safe and sound to an awesome GPA, admittance to USC, and three scholarships (La Raza, Nancy Lee Wiker Student Achievement, and Tutorial Service Scholarship). This summer Tito was an instructional aide for .XL3 Summer Bridge students. That should provide him with valuable experience – he

plans to be a high school history teacher someday.

David Kong has been a *Conexión* tutor/mentor for three semesters and was the TLC lab assistant in Fall 2003. The big news in spring, however, was his election as Associated Students president. His campaign slogan was "Working 4 U." We are sure that he will because he sure works hard 4 us! David has set his sights on UCLA with a major in economics.

We also offer our best wishes to *Conexión* students who are transferring: Mike Abril – Cal State LA; Paul San Felipe – Cal State Long Beach; and Amy Lou Ferrer – Cal State Northridge.

Finally, congratulations to Windy Hakola, who was accepted into PCC's Licensed Vocational Nursing program, and Kim de la Peza, who also received a La Raza scholarship.



The Year in Pictures



Dave Douglass and the .XL<sup>2</sup> oceanography students doing field work at Sunset Cliffs along with math instructor, Jay Cho; English instructor, Lynn Wright; counselor, Jennifer Mendoza; and TLC Director, Brock Klein

The classroom is open...

The .XL Program is designed to help first-generation and traditionally underrepresented students make a smooth and successful transition from high school to college.

.XL<sup>2</sup> completed its First-Year Experience...



In the fall and spring, students took blocks of courses together. They also met regularly with their counselor to create an ed plan to ensure their future academic success.



Working together in theTLC lab



Celebrating success: .XL<sup>2</sup> faculty and students gathered at the end of the year to honor exceptional achievement



Collaborative problem solving in an outdoor classroom

...and it began again with .XL<sup>3</sup> Summer Bridge.

During the six-week summer session, students got a head start, taking math and student success classes while learning study and technology skills necessary for college success. Effective communication, collaboration, and leadership skills were emphasized both in the classroom and through extracurricular activities.



Team building with worm push-ups



... Imagine the possibilities



## 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*  
 Rob Lee, *Instructional Technology Support*

### Advisory Board

Janet H. Levine, *Dean, External Relations*  
 Jackie Jacobs, *Vice President for Instruction*  
 Gary Isham, *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*

## TLC Faculty Receive Recognition

The TLC's Conexión tutor/mentors are not the only ones winning awards. Manny Perea, who has been with the TLC from the beginning, and Michelle Banks, who is teaching her first TLC classes this fall, received Risser Award nominations last May for excellence in teaching. Kudos to two great English instructors!

Manny was one of six brave souls who piloted classes in Spring 2001, the second semester of the Title V project. Evaluators learned a lot about the benefits of cohorts as many of his students followed him to the next level of English the following semester. Manny is now actively involved in the TLC's .XL Summer Bridge/First-Year Experience Program. Michelle, like Manny, is dedicated to students in developmental English classes and is teaching two English 400 classes for the TLC this fall.

Manny and Michelle join several other Risser Award nominees who teach (or taught) in the TLC program: Lynn Wright and Michelle Toby (English) and Irene Jai (Math) as well as Risser Award winner Dave Douglass (Geology). Congratulations to all of them!

And get ready. We have a feeling more TLC instructors will be nominated for Risser Awards this coming spring.



## Chaffey's Gain, Our Loss

Summer is usually a great time for the TLC staff. We slow down a bit, work on projects like this newsletter, and gear up for the next batch of .XL students. Last summer, however, was a bit rough because we also had to say goodbye to a founding

member of the TLC, our counselor and pal, Lucy Serrano.

Lucy came to the Title V project with great energy and enthusiasm. Because of her personal experiences as a PCC student years ago, she also had great insight into the needs of first-generation college students. Lucy created an aggressive TLC counseling program, specifically for Latinos as well as first-semester basic skills and probation students, but her door was open to everyone who needed her advice and guidance. She developed a database that has been a goldmine for evaluators looking at the benefits of specific counseling interventions. However, of all her projects, we are sure that Conexión was closest to her heart.

Lucy worked hard to recruit, train, and build a cadre of successful TLC students who were willing to tutor and mentor their classmates. The first semester was a struggle, but Lucy persevered. Slowly, she built up Conexión – conducting workshops, holding monthly meetings, and collecting data to evaluate and improve the program. She leaves behind a strong, active program.

Lucy has moved to Chaffey College, where she is a full-time tenure-track counselor. She is now closer to home and her daughter Victoria's school. However, she will never be far from us. We miss her a lot but know she will thrive at her new school and continue to work hard for her students.

## Looking Ahead to

### Collaborations

“What Drives L.A.?”  
 campus-wide initiative

### Linked Courses

Science and Arts Block

### Evaluation

ESL Block Program  
 Summative Evaluation Report

# Year 5



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