

Annual Report

2016-2017



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On the Cover ...

Front and Back Cover: Superintendent-President Rajen Vurdien addresses a crowd of college officials and community members as he announces the PCC Promise free-tuition program. Read more on page 23.



Dear Friends:

Another successful academic year is underway at PCC!

As I write this letter, the campus is preparing for our annual Pathways Research Conference, a campuswide event featuring poster presentations created by 2,400 students. The research on display covers a range of topics – from chemistry to history and everything between – and, this year, it all ties to the book *Dawn*, by Octavia Butler. This novel is the college’s selection for our “One Book, One College” program, through which students, faculty, staff, and community members across our college read and analyze the same work of fiction together. The sight of so many students and their excitement for their work is invigorating, and truly demonstrates the value of the learning that takes place at our college.

The Research Conference is just one of the many exciting activities in store at the college this fall. As you will read in the pages of this annual report, we are implementing an enhanced system to place incoming students in the appropriate math and English classes. Known as “multiple measures,” this system goes beyond test results to integrate data from a student’s academic performance record and develop a comprehensive picture of her or his readiness for college work. Through improved placement our students will be better aligned with the subject matter of their courses and move toward their educational goal more quickly.

This report also highlights the many ways our college supports traditionally underserved populations of students. The Lancer Pantry, which opened last year and has grown steadily since, provides nutritious meals and other food support to students experiencing food insecurity. Our Safe Zones Coalition is celebrating five years of supporting LGBTQ and undocumented students – a mission that became even more urgent when the federal Deferred Action for Childhood



Arrivals program was rescinded this fall. Our recently installed director of student equity, Michaela Mares-Tamayo, is applying her perspective and expert analysis to a range of state-directed programs designed to drive student achievement. On many different fronts, PCC is fighting for our students and helping them achieve their dreams.

We are also pleased to announce this fall the establishment of a major gifts campaign spearheaded by the PCC Foundation. Titled the “Impact Campaign,” this effort intends to raise money from our community through four broad pillars: scholarships, career education, arts programs, and athletics. We are already seeing a substantial level of interest from our community partners in this effort, and we look forward to deepening and expanding that participation throughout this year and into the future. I am sure the results will speak for themselves.

I will close on a note of personal reflection. This is my final year as superintendent-president of Pasadena City College, and indeed my final year as an administrator in California’s education system. As I approach my retirement, I think often of my colleagues – administrators and faculty alike – who have made an impact on my professional life. My fondest memories, however, will be of the students I have met over my career. In their eyes I can see the future of our society, and I will forever treasure the chance I have had to serve them.

Yours sincerely,

Rajen Vurdien, Ph.D.
Superintendent-President

From PCC to Yale

Former student trustee Nune Garipian beats the odds and takes non-traditional path to elite Ivy League school.

It was around noon, and not unlike any other normal school day, Nune Garipian was having lunch with her friends and classmates. Then an email popped up in her mailbox, one that would change her life completely.

It was from Yale University. She got in.

“I immediately burst into tears,” Garipian said. “It was insane.”

The affirming email came in the form of a music video blaring the Yale University Bulldogs fight song, followed by an admissions letter. “Once I heard the song, I knew it wasn’t a rejection letter.”

Not many students are fortunate enough to get such an email, let alone a community college sophomore who didn’t even have Yale on her radar until about a year ago. According to recent data, Yale has one of the lowest acceptance rates of the Ivy League schools and of the elite universities in the entire nation.

How hard is it to get into Yale? In the Fall of 2016, the private university — whose list of distinguished alumni includes Bill and Hillary Clinton and the inventor of Morse code — accepted only 6 percent of its 30,000-plus applicants, a *U.S. News & World Report* study showed. Only four other colleges on the list were more selective, and they include ultra-elite Harvard and Stanford.

And for transfer students, the numbers are even more minute. Yale’s 2017 transfer class consists of 26 students, according to the university’s Academic Affairs office, and only four of them are from two-year community colleges.

“Historically, Ivy Leagues and some private universities primarily focus on first-time

freshmen and will admit transfers — but very, very few,” said Tameka Alexander, director of PCC’s Outreach and Transfer Center.

Those stats alone will undoubtedly discourage many students, especially those taking the two-year community college route. But for Garipian, that never stopped her from trying.

For those who know her, persistence and commitment are two characteristics that define the 20-year-old Yale political science major.

A graduate of Clark Magnet High School in Glendale, her hometown, Garipian first enrolled at Pasadena City College in 2015. “I wanted to see what was out there, so I took different courses to kind of find myself,” she said.

As it turned out, majoring in political science suited her best. While at Clark, she worked as an intern for California State Assembly member Mike Gatto’s Burbank office. After enrolling at PCC, the internship developed into a part-time job working alongside full-time staffers.

Garipian was also involved in student government at PCC, serving as its student trustee. In her role, she represented the student body’s interests, essentially acting as a liaison between the Associated Students and the college’s Board of Trustees.

As an AGS Honors Society and Armenian Club member, and armed with a 3.9 GPA, Garipian built a solid student portfolio that expanded her list of transfer options.

That list included none other than Yale. “I wanted to apply to some of the elite schools just because ‘why not?’” she said. “I was already admitted to USC — I was 99 percent sure I was going there.”

She had already started her Yale application, but was a bit hesitant. It was mere happenstance, however, that pushed her to complete the process.

In January while at PCC, Garipian was helping put together a transfer workshop organized by the Associated Students and the Outreach and Transfer Center. One of the guest speakers turned out to be Ryan Liu, a former PCC valedictorian and current Yale University student.

“Being there and hearing Ryan speak about his whole experience, a few days after that I decided to commit myself to applying to Yale,” she said. “I thought that if he made it, so could I. I knew it wasn’t impossible and I wasn’t completely unqualified. I knew it was a longshot, but I decided to try. So I committed myself fully.”

Recent studies show that it’s not all entirely about academics. Although good grades and test scores are still weighed heavily, Ivy Leagues are also taking more into account extracurricular activities — both in school and in the community.

“For our Ivy League partners, in recent years they’ve opened up their doors to our transfer students,” Alexander said. “Columbia University as well as Princeton have come to our campus and held workshops.

“The highly selective private schools are looking for non-traditional students, and they’re opening up more to working with that student population,” she added.

For someone who took the non-traditional route to Yale, adapting to life as a full-time student at the New Haven, Conn., college wasn’t as difficult as she thought it would be. “I was intimidated at first. I thought everyone there had photographic memories and were super smart. But it’s not like that at all. All these students are relatable and normal.”

The courses are tough, as expected, and there’s a lot of independent work involved. But Garipian said she is ready for whatever comes her way. She credited PCC for helping her make the adjustment. “The writing skills I learned at PCC were invaluable, whether it was an English paper or political science paper. I have a couple of essays here due, but at PCC they were constant. So I’m used to it.”

And for those who want to follow in her footsteps into the hallways that Nobel Prize winners and former U.S. presidents have roamed, her advice is simple: “Just apply. You don’t have to fit a perfect mold to get into these schools. You just have to give it your best.”

Garipian was gracious enough to extend her email to anyone who needs advice on transferring. Her email is nune.garipian@yale.edu.

Ujima: A Love Story

In addition to homework help and career guidance, PCC's Ujima program brought two African-American students closer together.

Most of the students at PCC use their time at the college to focus on preparing for a career.

But for lucky students like Lueray Gustin III and Sarah Jordan, college can also be a time to start a life together.

Lueray and Sarah met during their senior year at Pasadena High School, and they were part of the same circle of friends. They started spending serious time together when they enrolled in PCC’s Ujima Program, which offers academic personal support to African-American students.

The experience served as a crucible for them both, as faculty and coaches helped them realize that their academic success was entirely within their own hands. “We had completely dedicated professors who treated us like their own kids,” Sarah said. “They explained the importance of education and putting your all into it. They motivated us to stick it out.”

The two started bonding at Ujima events and over late night homework sessions, and they eventually started dating. When the time came to choose a path beyond PCC, Lueray and Sarah chose to go to Alabama’s Tuskegee University, but for different reasons. She wanted the experience of attending a historically black college, and he liked Tuskegee’s electrical engineering program. But they chose to go together.

Adapting to the rural setting took some time, and Lueray and Sarah credit the Ujima experience for preparing them for success. “Most of the folks out there come straight into college from high school and they aren’t used to advocating for themselves,” Lueray said. “You can’t wait for something to happen — especially when it comes to something like grades — because at the end of the day you’re losing out.”



Today the couple has returned to Pasadena. Sarah is in her final year at Southwestern Law School, and she clerks for a team reviewing convictions at the L.A. County District Attorney’s office. Lueray is a technician with Southern California Edison, calibrating and programming next-generation electrical meters for the utility. He’s up for a promotion this winter, and the couple looks forward to continuing to build a future together.

The experience with their Ujima counselors continues to inspire them. “Just being around them and their success motivated us to be successful,” Sarah said. “PCC was an experience that I’d never forget.”

The Ujima Program helps to meet African-American students’ academic, personal, and developmental needs. Ujima provides a much-needed home base for students to grow and develop into leaders and contributors in the African-American community and beyond.

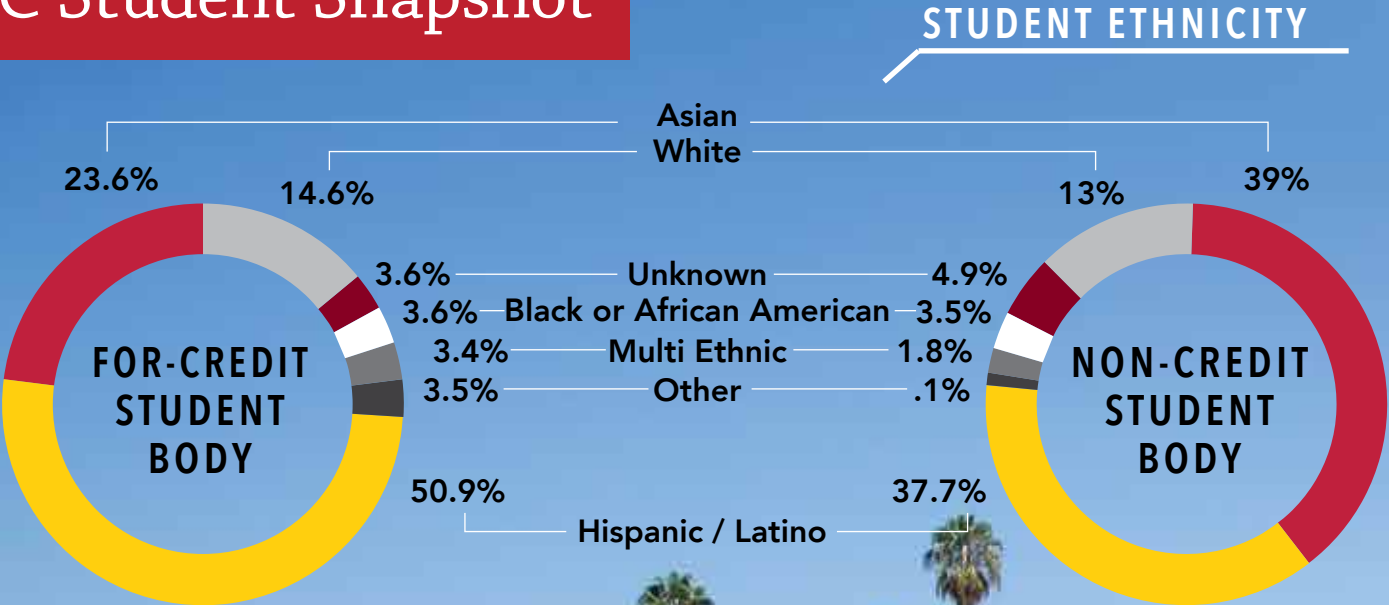
Benefits include:

- Professional guidance through the first-year college experience
- Academic, career and personal counseling and academic instruction
- Career and personality assessments that seek to connect students with their core talents and strengths
- Assistance in identifying college, career and life success road blocks
- One-on-one and group tutoring
- Participation in leadership training, cultural experiences, educational forums, conferences, and visits to various universities
- African-American cohort classes, taught by highly qualified African-American instructors

For more information, visit www.pasadena.edu/ujima.



CREDIT STUDENTS FROM 112 COUNTRIES



149



students in
Fall 2017 attending
through the PCC
Promise program
(refer to page 23)



Continuing Student 63%



First Time Student 18%



First Time Transfer 9%



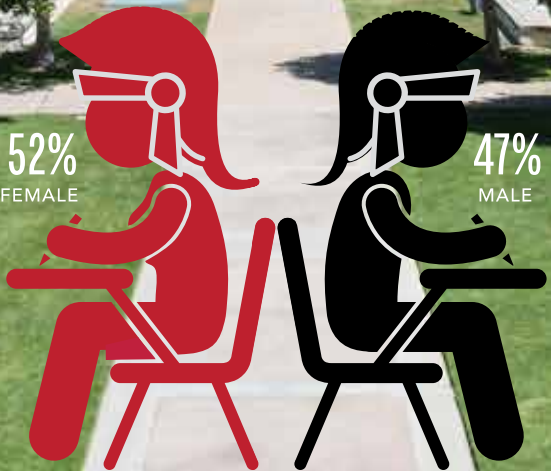
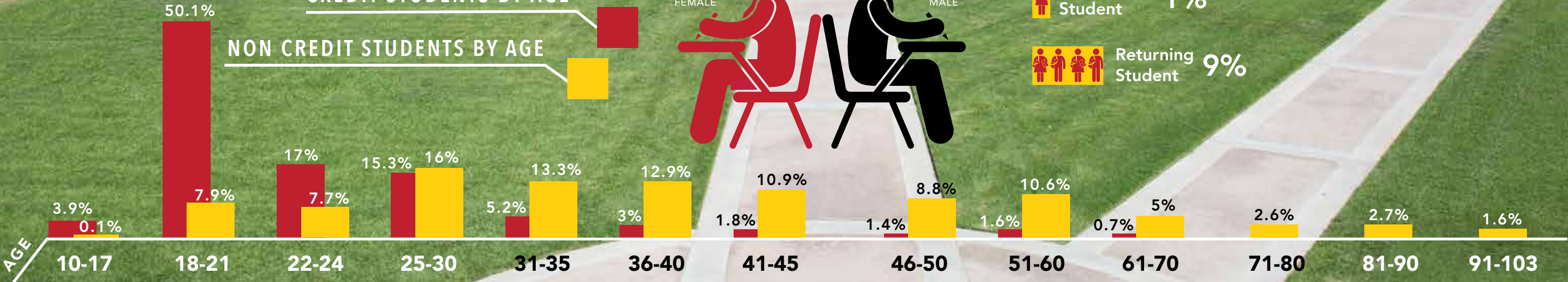
High School Student 1%



Returning Student 9%

CREDIT STUDENTS BY AGE

NON CREDIT STUDENTS BY AGE



Student Success: The Big Picture

Community college students typically underperform on two key measures — *persistence*, or the student’s continued progression toward a degree or certificate, and *completion* of college — and colleges around the country are trying a range of approaches to increase these metrics. At PCC, faculty, deans, and administrators are putting research-based methods into practice this fall in the following areas.

Multiple Measures

Placement, through assessment or other means, determines the level at which a student is prepared to perform academically. Under the old model, students would take a series of placement exams before they registered for their first college course, so the class matched their existing skills and knowledge. But the tests are imperfect, students can underperform on high-pressure exams, and the stakes are high — a student wasting a semester in the wrong math or English class is more likely to leave college than one who is starting off at the right level.

New techniques for placing students are now being implemented. Following the lead of Long Beach City College, where placement focused on high school grades instead of tests alone, PCC has begun to add more tools to test a student’s readiness for college courses. As a result of these “multiple measures,” as they’re called, persistence and success are predicted to improve.

Multiple measures are fully online at PCC this fall. “We’ve shifted all of the measures we use,” said Terry Giugni, assistant superintendent and vice president of instruction. Data on high school courses taken, grades earned, and the amount of time lapsed since the last course are automatically processed, and students are placed accordingly. Since students are directed to math or English courses based entirely on their past performance, the college class feels like a natural extension of the learning that has already taken place. And if a student feels that the class isn’t the right fit, counselors are on hand to take a second look.

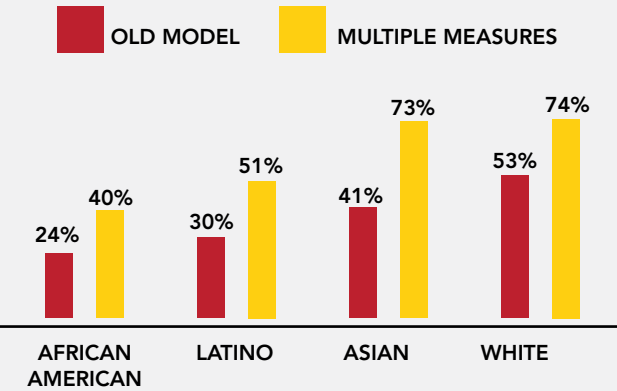
Acceleration

Once a student is placed in the right class, how can the college drive him or her toward the goal of a diploma or certificate? One answer has to do with acceleration, or reducing the time it takes to complete college. PCC’s math and English divisions — which offer courses that serve nearly every PCC student — are trying two different ways of accelerating college.

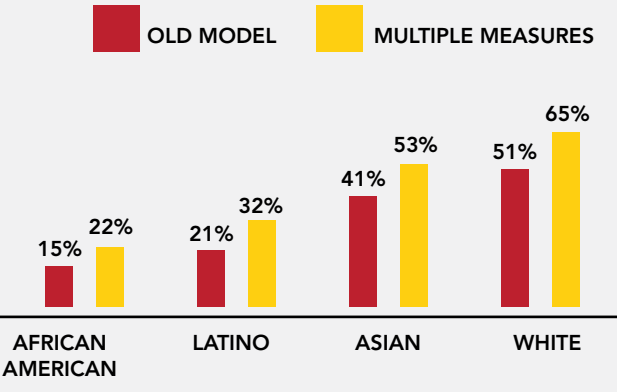
The first involves shortening each individual course from a typical 16-week semester to two 8-week mini-terms. Under this model, if a student needs four math courses to leave PCC ready for success at a four-year university, he or she can complete the requirements in one year instead of two. A second approach aims to reduce a key drag on persistence: the “off-ramp effect,” which refers to the tendency for students to fail to register for the next course in a sequence. If content from two sequential courses is combined into one mega-course, then the student’s course load – and the number of exit points – are cut in half.

Both of these models require student support, through coaches or tutors either embedded within or outside of the class in learning centers, or through “co-requisite” courses that supplement the learning taking place in the parent course. These go beyond remedial learning for students having trouble keeping up; co-requisites also offer enrichment opportunities for those who are looking for further applications of class material. Faculty and learning center coaches work together to target activities to each student’s needs. Turning the college’s learning centers into libraries of directed learning activities “puts the centers to work for the entire college,” Giugni said.

Transfer-Level English Placement by student ethnicity:



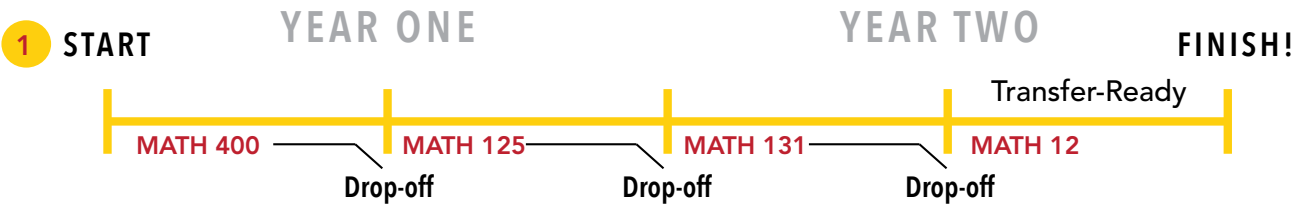
Transfer-Level Math Placement by student ethnicity:



Source: Multiple Measures Assessment Project, RP Group and Cal-PASS Plus

ACCELERATION OPTIONS VISUALIZED

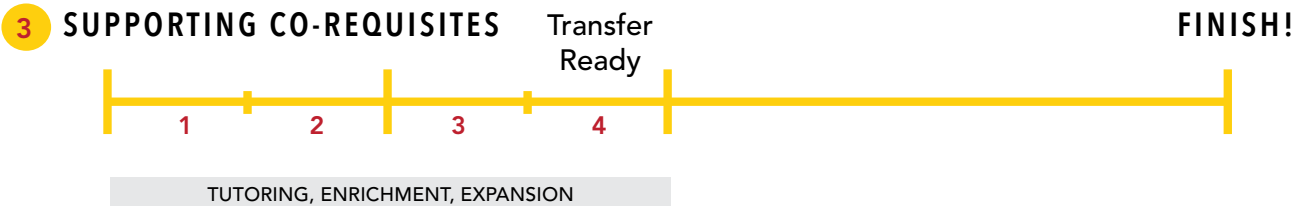
In the old model, students could take all four PCC terms to get transfer-ready in math.



If courses are 8 weeks instead of 16 weeks, students can accelerate progress.



A supporting course in addition to the main course helps deepen and expand learning.



Two-Year Schedule

Another key to restructuring operations to increase student success is reducing the uncertainty in the course schedule. Students need to balance job and family obligations with their classes, and if the choice is between losing a job or taking a class, education will suffer.

If the college offered a bigger picture of the class schedule — one or two years at a time, instead of only a semester — students could better fit college into their other responsibilities. “The key part of completion is having courses outlined in a way that students can complete in a timely fashion” and see their path all at once, Giugni said.

Students still register for one semester at a time (after all, there’s no guarantee that an English class a year from now will be the right fit), and the final schedule is subject to slight changes to reflect changes in curriculum and faculty. But having a two-year schedule helps make things easier for administrators, too. By knowing further in advance what facilities and faculty will be needed, the college can complete its planning more efficiently.

Transitioning to the bigger picture is a lengthy process. “When we first started working on this, it was overwhelming,” Giugni said. “It was like, ‘OMG, how are we going to do this?’.” His focus and the college’s determination have helped overcome obstacles. The college calendar committee has finalized the 2018-19 and 2019-20 academic calendars, and now the division deans will begin plotting out their division’s classes. Giugni hopes to have a two-year schedule ready for public view by July 2018.

The changes this year represent a key shift in PCC’s culture. “This is about building on what students need and when they need it,” Giugni said.

Student success is at the core of PCC’s mission.

PCC STEM

Community Takes Root



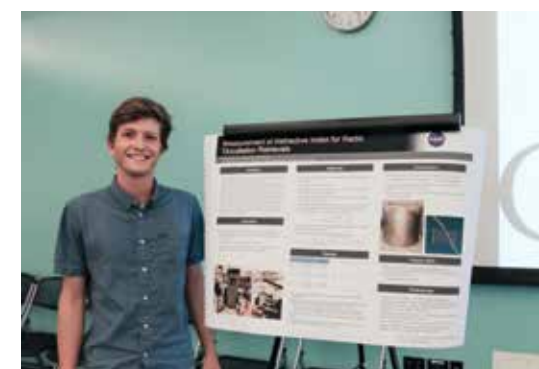
poster session in Creveling Lounge, more than 200 students saw posters demonstrating summer research projects conducted by 15 of their peers.

As the community of practice takes root and begins to grow, Foster and her colleagues are turning their attention to deeper modifications to the ways that STEM is taught at PCC. Too many courses serve as bottlenecks, with fewer than half of students successfully moving on to the next level in their studies. Foster is working with professor Katie Rodriguez to reimagine science courses. Rodriguez already earned state-wide recognition for her work revamping Biology 11 to have students apply scientific concepts to solve “CSI”-style mysteries.

The style of teaching could be changing, too. To help encourage interactivity, classes can be designed with embedded tutors who will facilitate activities and experiments.

Taken as a whole, the focus on creating a community around STEM at PCC is part of a recent surge in using a “guided pathways” approach to educating community college students. When a student is on a guided pathway, the thinking goes, he or she will have a clear roadmap of classes that will end in a degree or certificate and, ultimately, a satisfying job. A host of support services lift the student up along the way, including PCC’s coordinated success centers and embedded tutors, and faculty, counselors, and support staff working in a guided pathways framework are all engaged in the student’s success.

Foster enjoys being the test case for PCC’s embrace of the pedagogical method. “For me it’s really about seeing a purpose both in and out of the classroom,” she said. “We need to understand that student success is more than just content delivery — it’s about community. We want to develop a place where everyone feels connected.”



All of our programs provide a range of services to help you reach your goals.

MESA (Mathematics Engineering Science Achievement):

Eligibility: students majoring in STEM who have entered the Math 5 sequence and are eligible for financial aid support

eCURE (early career undergraduate research experience)

Eligibility: students majoring in STEM who have completed a 1-unit research methods course and are interested in conducting original research

STEM Pathway:

Eligibility: students interested or majoring in STEM with fewer than 15 units; priority registration with completion of program contract

MaS² (More Math and Science)

Eligibility: students majoring or interested in STEM; builds community and knowledge about STEM

“
We need to understand that student success is more than just content delivery – it’s about community.”

How do you get students engaged in STEM fields?
Give them a common experience.

Chemists, accountants, aerospace engineers, and electricians work in vastly different areas of expertise. But what do they have in common?

That question is being answered in a new “career community” at PCC, which aims to bring the STEM fields – science, technology, engineering, and math – into one common collection.

At its core, the effort is designed to reframe a college education in the minds of students. “We want students to think about what career they’re going for, and then think about the preparation needed for it,” explained Valerie Foster, a biology professor who is contributing to a \$6 million, five-year federal grant to improve outcomes in STEM fields among underserved communities. Research shows that creating a sense of belonging helps students stay on track and finish their degrees. “Students should be looking at courses not as a series of hoops to jump, but as a way of building their identity toward a career,” Foster said.

To start, Foster is working to have PCC’s four STEM-related student success centers host common programming and services. Tutors and coaches attended a joint retreat in Malibu in the spring, so they could trade ideas and inspiration on services to drive student success. This fall they are hosting joint activities and events, including career workshops and research symposia, so students can develop their STEM skills and have a place to expand their knowledge. At a recent



1971 – PCC holds a groundbreaking ceremony for the Paramedical-Sciences Building (which later became more commonly known as the U Building).



1974 – Now up and running, the U Building makes home to PCC's Natural Sciences Division and Nursing Program.



1978 – Nursing Program, Class of 1978



1989 – Jerry Tarkanian, former PCC men's basketball head coach, speaks at the Armen Sarafian dedication of the U Building. Sarafian's family attended the event and unveiled the official plaque.



1994 – A view of the staff parking lot before the Galloway Plaza and Boone Sculpture Garden construction.



2012-13 – PCC relocates the U Building programs and offices into temporary areas across the college's main campus and the Foothill campus.

U Building Shaping into Reality

PCC selects architect firm to spearhead construction of new facility.

The project will cost approximately **\$60 million** and is scheduled to be completed by early **2022**

When open for business, the new building will provide more than

8,000 sq ft of classroom space



27,000 sq ft of lab space



With an architectural firm now in place, Pasadena City College is ready to move forward with the replacement of Armen Sarafian Hall, a project that has long been atop the campus' to-do list.

Over the summer, the Board of Trustees approved the selection of gkkworks, a multinational firm that specializes in the design and construction of K-12 and higher-education facilities. With offices both in Los Angeles and Pasadena, gkkworks was deemed the right fit to spearhead the massive project.

More commonly known as the U Building, Armen Sarafian Hall has been slated for replacement since 2011, when a District study found the 44-year-old building to be seismically deficient.

"gkkworks has project experience on the type of facility we're proposing to build," said Todd Hampton, interim executive director of Facilities Services. "They are very knowledgeable and responsive, and are committed to giving us a great building in the end."

As with other similar, large-scale facilities projects, replacing the U Building will take place in stages. PCC has already contracted with a geologist and surveyor to evaluate the construction site. Once the site report is completed, it will be handed off to gkkworks, who will then develop preliminary plans and blueprints for construction.

The project will cost approximately \$60 million and is scheduled to be completed by early 2022, Hampton said. The U Building's original residents – the Natural Sciences Division, the Nursing Program, and Student

Health Services – will then move back in once the facility is up and running. In 2012, the three entities were relocated to temporary areas across PCC's main and Foothill campuses.

When open for business, the new building will provide more than 8,000 square feet of classroom space and 27,000 square feet of lab space.

Funding for the entire project will primarily come from voter-approved Proposition 51, which allocates \$9 billion in bond money for school construction projects across the state. The proposition's passage last November served as a windfall for the college: for years, the U Building project had been idle due to a lack of funding.

"Six years ago, it was a question of whether or not this project would even get done," Hampton said. "Now we're seeing progress, and everything is moving forward in a positive direction."

Built in 1973, the U Building was first called the Paramedical-Sciences Building and housed PCC's Nursing Department. Included were a 300-seat lecture hall with a three-section rotating stage, activities labs, physiology lab, and various life sciences classroom space.

The building's name was officially changed in 1989 to Armen Sarafian Hall in honor of the college's fifth president.

After a 2011 District study found the facility was not built to handle a major earthquake, the Chancellor's Office approved its removal and replacement with a new, modern, and up-to-code building.



Working for Equity

College taps Pasadena native Michaela Mares-Tamayo to lead student equity efforts.

For Michaela Mares-Tamayo, PCC's new director of student equity, education is the family business.

It's understandable, given that her parents were long-time educators. Her father worked as an administrator in the Los Angeles Unified School District for more than four decades. Her mother was a teacher in the Pasadena Unified School District for 37 years.

So when Mares-Tamayo decided to choose a career path, education made the most sense. "On some intuitive level, I always knew I would be working with students. I just didn't know where."

As it turns out, PCC also made the most sense.

Born and raised in Pasadena, Mares-Tamayo grew up driving by the campus almost daily. PCC is considered "the family school" – her parents are former Lancers, as well as her younger brother, aunt, and cousin.

"Basically everyone who had access to higher education came here," she said. "PCC was the catalyst for everything they did. It not only impacted their trajectory in life, but mine as well."

Growing up in a home of public educators, Mares-Tamayo understood early on the importance of providing "access to education for all." As director of student equity, the mantra is at the core of what she does at PCC.

"My role is being an advocate for students," she said. "It's making sure students have the resources they need to achieve their academic goals, specifically students who are underserved."

We are a changing college. So it's not just about enrolling these students, but how do we effectively serve them.

In California, community colleges are the most diverse among the state's segments of higher education. Nearly

51 percent of PCC's students are Hispanic/Latino – up two percent from only two years ago and more than 7 percent higher than the state average, according to the college's Office of Institutional Effectiveness.

But despite the increasing diversity, PCC's achievement gap – the metric used to measure the disparity in academic performance between groups of students – remains a concern.

Hispanic/Latino and African-American students are the most severely impacted, according to the most recent data provided by the state Chancellor's Office. The gap between the completion rate for the two groups and the student population overall is 11.5%.

The driving force behind PCC's student equity efforts is closing that gap.

"One key is making sure we have a welcoming and inclusive campus," Mares-Tamayo said. "Cultural competency is at the core of who we are and what we do. There are countless faculty, staff, and students who are working day-in and day-out to make sure this campus is a welcoming environment for everyone."

Each semester, PCC offers various student-equity focused, professional learning opportunities. In the fall, the campus provided for faculty and staff an online course called "Black Minds Matter." Proctored by San Diego State University, the course seeks to raise the national consciousness about issues facing African-American students.

The college also offers safe zone ally training, an educational resource for those committed to the support of LGBTQA and undocumented campus population.

For students, PCC provides numerous programs tailored at enhancing their college experience. MAS² focuses on Latino students who are at the beginning of their community college journey and provides them with STEM-related activities as well as peer mentoring, tutoring, and networking.

PCC's Cross Cultural Center Equity Project offers opportunities such as speakers' series, field trips, retreats, mixers, and volunteer fairs over the course of a semester. It also created the Lancer Leaders Program, a campus-sponsored development program open to all currently enrolled PCC students.

"Closing the achievement gap is a continuous process," Mares-Tamayo said. "It can't be done overnight. There is no silver bullet."

"We are a changing college," she added. "So it's not just about enrolling these students, but how do we effectively serve them. PCC is their shot at higher education. We have a responsibility to them."

Hometown: Pasadena, CA

Education: Ph.D., University of California, Los Angeles; M.A., California State University, Los Angeles; B.A., University of California, Berkeley

Past Accomplishments: Visiting scholar at the Center for Critical Race Studies at UCLA; co-author of *The Chicana Educational Pipeline: History, Institutional Critique, and Resistance*.

PCC tackles ongoing hunger problem with Lancer Pantry.

It's a small room nestled away on the west side of campus. On some days, the line going into it runs just outside of the door. Often, it snakes out into the hallway.

To the casual observer, the line might resemble one you would see at a bookstore or an admissions office. But this one points to a more sobering scenario.

Each semester, dozens of Pasadena City College students on a daily basis walk into the Lancer Pantry. They often leave with bags filled with canned vegetables, bread, milk, and cereal, and sometimes personal items such as soap and toothpaste.

These same students rely on the Lancer Pantry for one simple reason: they can't afford the basic necessities to get through the day or week.

"There are lines out the door almost every day," said Ketmani Kounchao, associate dean of Special Services who oversees the pantry. "It's heartbreaking."

Food insecurity – the lack of reliable access to affordable, nutritious food – is common across campuses nationwide. A study last year of eight community colleges and 26 four-year colleges reported 48 percent of respondents had food insecurity, and 22 percent had such low levels of food security that they qualified as "hungry." The high cost of living and cutting of social services-related programs are primary contributing factors, the data suggests.

"Some families and students have to make a choice between having a roof over their head or having a refrigerator full of food," Kounchao said.

In an effort to address the issue, PCC and the Office of Special Services opened the doors to the college's first food pantry in December 2016. Supported by donations, the facility provides to currently enrolled students free-of-charge both food and hygiene supplies. It also offers referrals to off-campus resources for students in need.

On average, the Lancer Pantry distributes more than 1,000 pounds of food weekly, Kounchao said.

"If students don't go to class hungry, that's success to me," she said. "They can concentrate more and engage in their studies like normal students. They don't have to always worry about being hungry."



Fighting Student Hunger

According to the most recent data collected by the college, 438 PCC students used the Lancer Pantry last spring. The numbers, staff members say, have increased gradually since it first started.

"It's gone up, from winter to spring, from spring to summer, and from summer to fall. It's a problem," said Nick Tobin, a PCC sophomore who volunteers at the pantry.

Space is an issue as well. Due to the pantry's small size (about 275 square feet – a little bigger than your average bedroom), the staff can only allow two students in at once to select their items. This often causes the line to spill out into the hallway.

"We'll outgrow the space in no time," Kounchao said.

But that hasn't deterred the Lancer Pantry staff from meeting the needs of the students who visit them. So far, they've been able to keep up with the high demand for food and supplies, thanks to the generous support of the community – both inside and outside of the campus.

Earlier this year, a local chapter of the Parent Teacher Student Association donated \$3,000 to help pay for a commercial refrigerator. The donation enables the pantry to distribute perishables, like dairy products and juice.

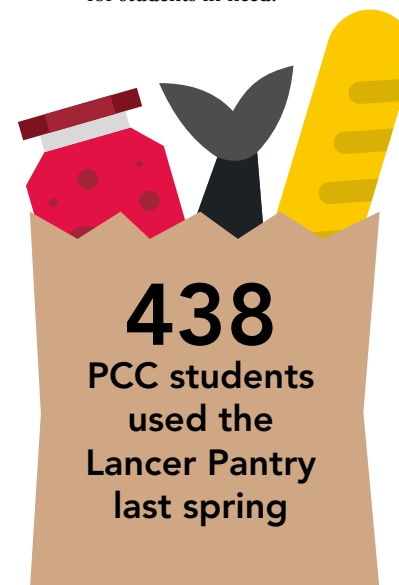
Local high schools and institutions have also pitched in to help. La Salle High School donated \$200. Pasadena Federal Credit Union also donated reusable grocery bags for students to store their items. And just recently, an anonymous donor gave \$500 to the Lancer Pantry.

The support has been overwhelming for staffers, who see its immediate impact on a daily basis.

"The students are wonderful," said Lisa Nelson, a college assistant who works at the pantry and also volunteers at Union Station Homeless Services. "When they first come in, they're a bit reticent about the whole process and have a hard time asking for help. But we try and make it as comfortable and non-judgmental experience as possible."

"You can literally see the transformation after two or three times coming in. They no longer feel the stigma. And it's our job to get them to the point where they can eat and just worry about school like normal students," she added.

Some families and students have to make a choice between having a roof over their head or having a refrigerator full of food.



Safe Zone Coalition Celebrates Five years

In the summer of 2011, a group of dedicated PCC staff and faculty decided to address the issues that were affecting PCC's undocumented population. The group learned that support would be bolstered if two other populations were included; LGBTQ students and students that were parts of both the LGBTQ and undocumented communities - the undocu-queer. Within less than a year, a Safe Zone Coalition was formed and 40 PCC classified staff, faculty, and managers were participating in 8 hours of Safe Zones training. By the spring of 2015, the Safe Zones Coalition had also trained all Student Services and Library Staff, in addition to all new faculty.

What exactly is a *Safe Zone*? Michaela Mares-Tamayo, Director of Student Equity, defines it as, "A space where students can feel comfortable in who they are and receive the resources and support that they need based on their identity, or multiple parts of their identity. It's an educational space as much as a community space and it can act as a home base within the larger college."

Safe Zone training identifies, educates, and supports campus allies, or any individual that is within the PCC community who considers themselves to be knowledgeable and empathetic to the needs of LGBTQ and/or undocumented people. By continually building these communities of allies, PCC and Safe Zones foster greater student success.

"PCC Safe Zones strive to create a safe and welcoming environment for both populations by advocating for students' needs and providing professional development for staff and faculty on how to best support these students," explained Javier Carbajal-Ramos, a former undocumented student at PCC and the current assistant director of educational partnerships and programs.

In addition to assisting LGBTQ and undocumented students in their social, personal, and academic development, Safe Zones also seeks out learning opportunities to share with the campus community on how

better to support groups with different identities, perspectives, and experiences - particularly those that are stigmatized, marginalized, and largely silenced.

In the five years since its inception, almost 600 PCC volunteers - faculty, staff, administrators, and students - have undergone Safe Zones training. The Pasadena Area Community College District's Board of Trustees institutionalized Safe Zones with an official resolution and State Senator Carol Liu has also officially recognized Safe Zones. Safe Zones leadership has presented PCC's model to other colleges for adoption and implementation on their respective campuses.

PCC has started to dedicate funds and reserve space for a Safe Zone Center that would reside in the R Building and open in 2018. Mares-Tamayo envisions a space for club meetings and workshops, but also one where students are free to search for themselves. "Ultimately, it's for our students to feel supported every step of the way from entrance to PCC to completion," she said. "One of the greatest values is that it will give the students a space to just be."

The Safe Zones Coalition and dedicated center are a great start, but Carbajal-Ramos sees an ideal shift in the future of campus culture. "The best possible outcome of Safe Zones is to eliminate the need of Safe Zones all together," he said.

BY THE NUMBERS

600+ faculty and staff have completed 8 hours of training to support PCC's population of undocumented and LGBTQ students. (Since 2011)

PCC estimates more than **1,100** students are undocumented.

The number of college students identifying as LGBTQ since 2000 has more than doubled, according to the CCC Student Mental Health Program.



Broadening Horizons

South Africa trip serves as a transformative experience for study abroad students.

The directive was succinct: find your passion.

That's what assistant professor Christopher West told his group of 15 students going into this summer's inaugural study abroad trip to Cape Town, South Africa. While there, each student was tasked with selecting, researching, and delivering their own thesis as part of the program's curriculum.

"I told them to find what drives them," said West, an instructor in PCC's Social Sciences Division and lead faculty for the study abroad trip to Cape Town. "Look for individual greatness and personal transformation. They understood that."

For many of West's students, the month-long trip indeed served as a transformative experience. Inspired by a backdrop of lush mountains and sandy beaches, the group immersed themselves in a region steeped in culture and history - both vibrant and tumultuous.

"I thought it was a trip of a lifetime," said Shannon Nilsen, a PCC sophomore and Gender, Ethnicity, and Multicultural Studies major. "Being able to experience it with other students in an environment where I knew I would grow - it was definitely transformative."

Placing oneself in an entirely unfamiliar world is a large part of the allure of PCC's Study Abroad program. The college is one of only a few schools in Southern California still offering a short-term education overseas, and for years, it's been whisking students away to far-away locales such as Buenos Aires, Argentina, and Oxford, England.

Each study abroad trip is designed around curriculum relevant to the region, and course credit is given after successful completion.

I thought it was a trip of a lifetime!

While in Cape Town, the oldest city in South Africa, the students took guided tours to several townships as well as museums. One of the excursions took them to Robben Island, where former South African President Nelson Mandela spent 18 years of his life in prison. Another gave the contingent an opportunity to explore the District Six Museum, a memorial to the forced displacement of 60,000 inhabitants of various races in District Six during the Apartheid era.

The students also spent time independently to conduct research for their thesis papers.

One student, Eric Gifford, chose to focus on churches in Cape Town and their history. Through his research, he was able to visit the Evangelical Lutheran Church, the oldest existing church in the entire continent of Africa. Organizers allowed Gifford to access their private archives, which housed the only original and earliest documents of the Dutch East India Company. The archives trace back as far as the early 1600s.

For her project, Nilsen focused on women's reproductive rights and access to health care and education in the region. "Being away from this bubble [in the U.S.] gave me time to reflect on things we have and don't have," Nilsen said. "Dr. West describes it as our lens on how we see things. You think you know things because you see them in a certain way. But the more time you spend with a different culture, the more your eyes are opened up."

Added West: "What makes study abroad is the potential for immersive transformation. It's just figuring out if you want that transformation. If you do, here's the Study Abroad program. That's the greatness of it."

"I think that's what happened with this group. The students really embraced the experience and ran with it."



BUILDING PARTNERSHIPS

Job Training, from Concept to Career

As the working world of the future continues to change, PCC is driving its students through innovation and adaptation.

The job of building the workforce of tomorrow is too big for one institution to handle on its own. The task requires a team approach.

Long a connection point for business and education, PCC is reconfiguring the ways its career education programs help drive the region's economic development. Students in this generation will have four to ten jobs over their lifetime, whereas their parents and grandparents could spend their entire career working for one or two employers. In response, the college is focusing on efforts to give students high-quality, professional-grade work experience at every stage of an education – even before college begins.

Getting in on the Ground Floor

One of the best ways to get a young person to thrive in a career is to get them hooked early. Engineering Innovation, a summer enrichment program run by Johns Hopkins University, gives high school students a taste of life as an engineer. More than a dozen sites around the country hosted the program in 2017, including PCC.

Engineering instructor Arineh Arzoumanian was a lead instructor in the program. “The students are interested in the topic, and the structured format of the course allows them to stay focused during the five weeks.” In addition to experiencing life in a college-level engineering course, the students earn course credit from Johns Hopkins.

After four weeks, the final project had the amateur engineers build a bridge out of dried strands of spaghetti, using the fragile material to illustrate the principles involved in balancing static and dynamic loads. According to statistics collected by the university, 88 percent of program graduates go on to study engineering or science in college – building bridges of an entirely different kind.

Fabricating the Future

Opened in 2014, the PCC FabLab will be undergoing extensive renovations this winter. Three walls will be demolished, bringing three separate work areas into one gigantic makerspace, and giving students a continuous sequence of tools designed to teach current industry practices. At the same time, the college is investing in upgrading and expanding the range of machines available for students to use, and calling on faculty to invigorate their courses with future-proof demonstration projects.

“We’re trying to build a better engineering transfer student,” said Rocco Cifone, dean of business, engineering, and technology at PCC. “We want transfer students who already have experience on the shop floor, so to speak. So that when they get assigned a job, they’ll know how to estimate the amount of materials and labor to build something — they will have experience with that.”

The federal grant funding these renovations is also supporting the construction of mini-FabLabs at high schools in PCC’s district. Students at John Muir, Temple City, and South El Monte will come to PCC with an understanding of advanced manufacturing techniques. The college is also partnering with California State University Los Angeles to invest \$150,000 in the university’s own FabLab, making substantial improvements while also connecting curriculum directly between the community college and the university. Students interested in transferring will have a direct path to a four-year degree with even more cutting-edge technology to explore. The programs grow out of work already being done by the PCC Pathways program, under the direction of Brock Klein, who works with Cifone to administer various career education grants.

These transfers go beyond CSULA. A partnership with Santa Monica College in digital media gives students a track to SMC’s baccalaureate program. Following fundamental courses in media production and digital technology at PCC, students explore new possibilities in augmented reality at SMC. A similar program in automotive technology produces four-year graduates through Rio Hondo’s baccalaureate degree.

From Classroom to Shop Floor

As students prepare to join the workforce, a range of internships are available to them. Recent work-based learning highlights include:

- When she was a computer science student, **Amanda Chung** excelled in Java programming. Her professor, Zareh Gorjian, helped her find a semester internship at JPL, and she made such an impression that she was asked to stay on. Eventually, she was hired as a full-time employee, writing software that crews use every day to drive the Curiosity rover on Mars.
- **James Hu** came to PCC to make a career change. He is currently interning at HyreCar, a tech startup based in Downtown LA. He has been offered a full-time position as a software programmer.
- The most informative part of **Ricardo Huitron’s** internship with the City of Los Angeles’ Internet Technology Agency was the range of activities he was able to experience. “The organizers for the City of L.A. were helpful in the different activities and tours we conducted during the summer,” he said. Ricardo is currently in the process of being hired as a student worker for the city.
- **Anthony Guerra** is getting a front-row seat to Southern California’s startup economy during a tech internship at Los Angeles Cleantech Incubator. “I’ve helped portfolio companies with their investor pitches by setting up and filming during meetings with their advisers,” he said.
- Finally, **Jessica Heredia** and **Matthew Duch** received paid internships last summer at Snap, Inc., the company behind Snapchat. As IT operations specialists, they were working for Snap’s growing Information Technology Group. Snap was so impressed with both students that they were offered full-time positions with the company.

Whether it’s an internship that leads to a job or a pathway to a four-year vocational degree, PCC’s career education offerings link students to future success.



Salvatrice Cummo, PCC’s new executive director of Economic & Workforce Development, is no stranger to the needs of business.



As she takes the lead of PCC’s economic and workforce development efforts, Salvatrice Cummo has one thing in mind: We can’t do this alone.

“The college needs strong ties to our partners in the business community so we can stay agile and respond to changes in the landscape,” Cummo said. “We can’t work in a vacuum. I’m here to listen to our community’s needs, coordinate our work in response, and marshal the college’s resources to build equity together.”

Through increasing the education levels of the local population, PCC increases the San Gabriel Valley’s economic output while helping close the workforce skills gap and fostering successful student completion.

Cummo previously served as executive director of PCC’s Small Business Development Center, which operates in partnership with the Small Business Administration to assist small business owners with low-cost training and no-cost, one-on-one advising from experienced entrepreneurs and industry experts. The SBDC has served more than 2,000 client organizations across the San Gabriel Valley.

“Our college has been a source of economic empowerment for more than 90 years, but our future workforce has an entirely new set of needs” said Superintendent-President Vurdien. “PCC must serve as a resource for businesses that are trying to compete and grow in an ever-changing landscape. I am confident that Salvatrice is the best choice to build that resource.”

Hometown: Montebello, Ca.

Education: M.S., University of Southern California, B.A., Cal Poly Pomona

Past Accomplishments: Director of business development, Montebello Chamber of Commerce; Industry experience at Macy’s and family owned-businesses.

The New Faces of PCC



LAUREN BETH ACKER



HECTOR AGREDANO



AKILAH S. BROWN



ROHAN DESAI



KATHLEEN DUNN



DANIELLA HERNANDEZ



VIVIANA N. HONG



JUSTIN JACKERSON



BARRY J. JENSEN



CORRINE ROSE
KIRKBRIDE



CHRISTINE C.
LORITSCH



DAVID P. MACHEN



DANIELLE M. RAPUE



ALBERT SHIN



THOMAS THOEN



JACOB TUCKER



MARY WAHL



ARMIA WALKER



JAMAAR WALKER



JEFFREY ARCHIBALD



JAVIER CARBAJAL-RAMOS



MICHAELA
MARES-TAMAYO



MARINA M. MINASIAN



ORONNE NWANERI



ISELA OCEGUEDA



JESSIE WANG



CHEDVA WEINGART

FACULTY

LAUREN BETH ACKER
History

HECTOR AGREDANO
Geography

CLAIRE ANNA BAKER
Visual Arts

THOMAS M. BERG
Nursing Skills and
Simulation Coordinator

AKILAH S. BROWN
English

ROHAN DESAI
Counseling

KATHLEEN DUNN
Sociology

NICHOLAS WADE HATCH
Nutrition

DANIELLA HERNANDEZ
Counseling

VIVIANA N. HONG
Spanish

JUSTIN JACKERSON
American Sign Language

BARRY J. JENSON
Emergency Medical Technology

CORRINE ROSE KIRKBRIDE
Mathematics

CHRISTINE C. LORITSCH
Mathematics

DAVID P. MACHEN
Speech

JUAN MANUEL MENDOZA
English

DANIELLE M. RAPUE
Library

ALBERT SHIN
Philosophy

THOMAS THOEN
Electronics

JACOB TUCKER
Manufacturing Technology

MARY WAHL
Library

ARMIA WALKER
Counseling

JAMAAR WALKER
Counseling

MANAGERS

JEFFREY ARCHIBALD
Dean, Social Sciences

JAVIER CARBAJAL-RAMOS
Assistant Director,
Educational Partnerships
and Programs

MICHAELA MARES-TAMAYO
Director, Student Equity

MARINA M. MINASIAN
Supervisor,
Student Business Services

ORONNE NWANERI
Director, Upward Bound

ISELA OCEGUEDA
Dean, English

JESSIE WANG
Manager, Internal Audit

CHEDVA WEINGART
Executive Director,
Fiscal Services

CLASSIFIED

STEPHANIE LOPEZ
Research Assessment Clerk

KATHERINE SAWOYA
Research Assessment Clerk

HELEN AU
Administrative Assistant II

JORDAN HERNANDEZ
Educational Advisor

ERNESTO PARTIDA
Educational Advisor

RAUL SARABIA
Educational Advisor

BETHANY STUMP
Intermediate Account Clerk I

QING ZHU
Financial Aid Intake Specialist

ALEJANDRA TORIBIO
Educational Advisor

ERWIN ANTONIO
Intermediate Clerk II

ANGELICA ALVAREZ
Specialist,
HS Relations/College Orientation

DARREN PARKER
Admissions and Records Clerk II

JEANETTE DIAZ
Specialist, HS Relations/College
Orientation

SERA DI BLASIO
Media Production Specialist

LYDIA MUNOZ
Intermediate Clerk II

GABRIELA PEREZ
Educational Advisor

JUDITH GONZALES
Custodian

EMILY LUO
Intermediate Clerk II

LIZETTE VALADEZ
Custodian

GREGORY ZAMANEK
Custodian

LEROY AVINGTON
Police Officer

RUBEN ORTIZ
Police Officer

These names reflect faculty members, managers, and classified staff who accepted new positions with the district between February and September 2017.

Foundation Unveils Major Gifts Campaign

The PCC Foundation has launched an ambitious multi-million-dollar fundraising initiative to strengthen the College for generations to come.

It's called the Impact Campaign, and it aims to raise \$10 million to \$12 million by partnering with corporations, foundations and individuals — all of whom will benefit from the investment as the region's economic health and quality of life improve.

Dr. Jack Scott, a former PCC president, state legislator and chancellor of the California Community Colleges System, will draw on his lifetime of experience as an educator and public servant to lead the campaign.

"If you really want to improve the lives of individuals, and also improve the economy of our region, the more we educate our students the better," Scott said.

These initiatives are urgent, PCC Superintendent-President Rajen Vurdien said.

"Economic and business development are moving in new directions, and unless we have an educated workforce ready to face the challenges coming down the road, we will lose the advantage on the global stage," he said.

"We must support these initiatives now or risk not having the necessary tools to sustain a well-trained, well-educated workforce," Vurdien said. "We want to keep our winning edge."

The nonprofit Foundation has identified four areas of investment that promise a substantial return:



A beefed-up scholarship fund will make higher education attainable for more individuals. Among the beneficiaries will be students who enter PCC on the Promise Program, which covers a year of tuition for in-district students with a full-time course load. About 150 students entered the Promise Program this fall.



PCC's acclaimed arts programs attract highly talented students, faculty and visiting artists and bring top-tier performances and exhibitions to the surrounding region. Financial support for arts curriculum, equipment and studio spaces will benefit the entire community.



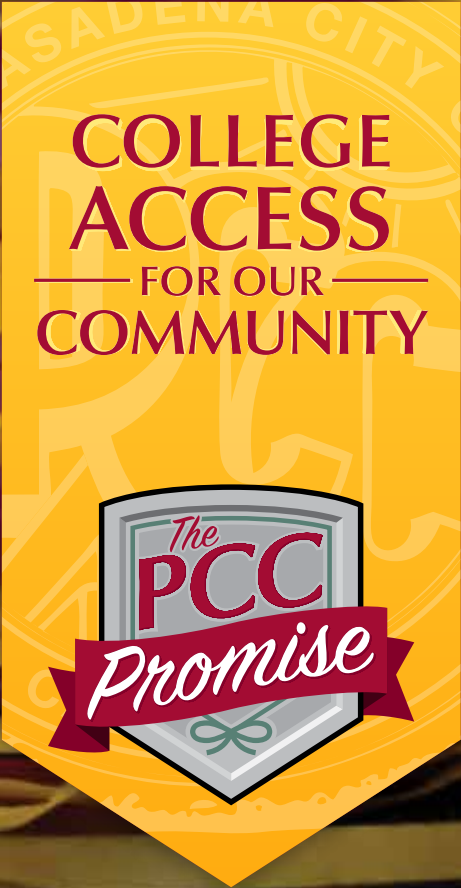
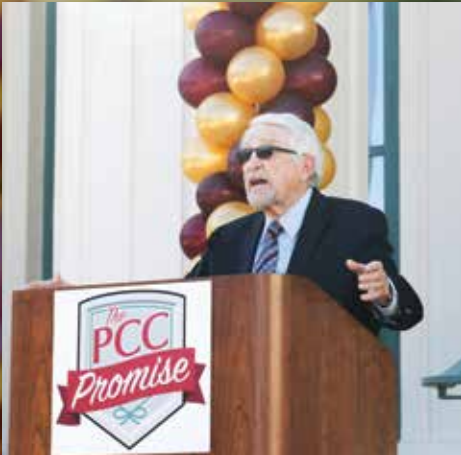
Careers in healthcare, police and fire trades, and auto mechanics, among many others, are in high demand. And they require constant retraining as tools and technologies evolve. An infusion of funds into PCC's career and technical education programs will help meet the needs of an ever-changing workforce.



Budget reductions over the decades have led to deferred maintenance at PCC's athletic facilities. The artificial turf at Robinson Field, for example, is long overdue for replacement. Safety for the College's athletes is a top priority, and the Impact Campaign will fund upgrades that can no longer be delayed.

Making a Promise to the Community

In a ceremony marked by 'promise rings' and a custom-made cake, the PCC community celebrated the launch of the PCC Promise, which provides a year of college tuition-free to eligible local students. In the fall the incoming inaugural class included 149 students attending under the program.





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