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 Dzon, 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 more 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students — a mission that became even more urgent when the federal Deferred Action for Childhood Arrivals program was rescinded this fall.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 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

Annual Report 2016-17

3
Former student trustee Nune Garipian beats the odds and takes non-traditional path to elite Ivy League school.

She had already started her Yale application, but was a bit hesitant. It was more 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 submit 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 League schools are also taking more into account extracurricular activities – both in school and in the community.

“Out for our league partners, in recent years they’ve opened up their doors to our transfers,” Alexander said. “Columbia University as well as Princeton have come to the process.

Adapting to the rural setting took some time, and Garipian and Sarah credit the Ujima program for preparing them for success. “Most of the folks out of high school jump 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.”

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

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 skills
• 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

From PCC to Yale

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 just because ‘why not?’” she said. “I was 99 percent sure I could. I knew it wasn’t impossible and I knew it would change her life completely.

Those stats alone will undoubtedly discourage many students, especially those taking the two-year community college route. But for many students, especially those taking the two-year community college route. But 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 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 named, 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 nurne.garipian@yahoo.com.

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.

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For more information, visit www.pasadena.edu/ujima.
PCC Student Snapshot

STUDENT ETHNICITY

FOR-CREDIT STUDENT BODY

- Asian: 23.6%
- White: 14.6%
- Black or African American: 3.6%
- Multi Ethnic: 3.6%
- Other: 3.5%
- Unknown: 4.9%

NON-CREDIT STUDENT BODY

- Hispanic / Latino: 13%
- White: 37.7%

CREDIT STUDENTS BY AGE

- Non-Credit Students by Age

AGE

10-17
18-21
22-24
25-30
31-35
36-40
41-45
46-50
51-60
61-70
71-80
81-90
91-103

Males

- 17%
- 15.3%
- 16%
- 5.2%
- 3%
- 1.8%
- 1.4%
- 0.7%
- 2.6%
- 2.7%
- 1.6%

Females

- 3.9%
- 7.9%
- 7.7%
- 5.2%
- 13.3%
- 12.9%
- 10.9%
- 8.8%
- 10.6%
- 5%
- 2.6%

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

CREDIT STUDENTS FROM 112 COUNTRIES

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PCC STUDENT UPDATE

18%
1%
9%
63%
9%
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 wanting 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, whose 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:

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<th>OLD MODEL</th>
<th>MULTIPLE MEASURES</th>
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<tbody>
<tr>
<td>AFRICAN AMERICAN</td>
<td>24%</td>
<td>40%</td>
</tr>
<tr>
<td>LATINO</td>
<td>30%</td>
<td>51%</td>
</tr>
<tr>
<td>ASIAN</td>
<td>41%</td>
<td>73%</td>
</tr>
<tr>
<td>WHITE</td>
<td>74%</td>
<td>53%</td>
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</tbody>
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Transfer-Level Math Placement by student ethnicity:

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<tr>
<th></th>
<th>OLD MODEL</th>
<th>MULTIPLE MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAN AMERICAN</td>
<td>15%</td>
<td>51%</td>
</tr>
<tr>
<td>LATINO</td>
<td>21%</td>
<td>32%</td>
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<tr>
<td>ASIAN</td>
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<td>WHITE</td>
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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 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.
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 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 statewide 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 attained 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
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.

"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.
As director of student equity, the mantra is at the forefront of providing “access to education for all,” said Mares-Tamayo.

“In California, community colleges are the most diverse among the state’s segments of higher education. Nearly 31 percent of PCC’s students are Hispanic/Latino — up two percent from only two years ago and more than seven 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 no college personnel who do not care about this.”

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 real and conscious issues 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. Mares-Tamayo focuses on Latino students who are at the beginning of their community college journey and provides them with STEM-related activities as well as part-time tutoring, mentoring, and networking.

PCC’s Cross Cultural Center Equity Project offers opportunities such as speakers’ series, field trips, retreats, and mixer events for over 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.”

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 school” for her family — her older sister, long-time educators. Her father worked in a business.

“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.

“Working for Equity”

“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.”

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 visits 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.

“When you go out of the room, there’s still a line outside. That’s success to me,” 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 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.
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 2013, 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 anyone 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 fosters 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 development for staff and faculty on how to best support both populations by advocating for students’ needs and providing professional development for staff and faculty on how to best support both populations by advocating for students’ needs and providing professional development for staff and faculty on how to best support both populations by advocating for students’ needs and providing professional development for staff and faculty on how to best support both populations by advocating for students’ needs and providing professional development for staff and faculty on how to best support both populations by advocating for students’ needs and 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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 partnering with California State University Los Angeles to invest $150,000 in local high-schools in PCC’s district. Students at John Muir, Temple City, and South El Monte will come to PCC with an understanding 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 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 mini-FabLabs at high schools in PCC’s district.

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 technologies. The college is also partnering with California State University Los Angeles to invest $50,000 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.

Regardless of the program or the course, 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.

Building Partnerships

As she takes the lead of PCC’s 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 responsive 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.”

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 automobile technology produces four-year graduates through Ray Honda’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 Gojerian, 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 cues up every day to drive the Curiosity rover on Mars.

• James Hu came to PCC to make a career change. He is currently interning at Hytrec, a tech startup based in Downtown LA. He has been offered a full-time position as a software programmer.

• Anthony Guerra is getting a front-row seat to Southern California’s startup economy during a tech internship at Los Angeles CleanTech Incubators. “I’ve helped portfolio companies with their investor pitches by setting up and filming during meetings with their advisors,” he said.

• Finally, Jessica Heredia and Matthew Duceh 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.

As students prepare to join the workforce, a range of internships are available to them.
The New Faces of PCC

FACULTY

Lauren Beth Acker
History

Hector Agredano
Geography

Claire Anna Baker
Visual Arts

Thomas M. Berg
Nursing Skills and Simulation Coordinator

Akila S. Brown
English

Rohan Desai
Counseling

Kathleen Dunn
Sociology

Nicholas Wade Hatch
Nutrition

Daniella Hernandez
Counseling

Viviana N. Hong
Spanish

Justin Jackson
American Sign Language

Barry J. Jensen
Emergency Medical Technology

Corinne Rose Kirkbride
Mathematics

Christine C. Loritsh
Mathematics

David P. Machen
Speech

Jean Manuel Mendola
English

Danielle M. Rupke
Library

Albert Shin
Philosophy

Jeffrey Archibald
Dean, Social Sciences

Javier Carballo-Ramos
Assistant Director, Educational Partnerships and Programs

Michelle Mares-Tamayo
Director, Student Equity

Marila M. Minasian
Supervisor, Student Business Services

Darren Parker
Admissions and Records Clerk II

Jeanette Diaz
Specialist, HS Relations/College Orientation

Sera Di Blasio
Media Production Specialist

Lydia Menouz
Intermediate Clerk II

Gabriella Perez
Educational Advisor

Thomas Thoen
Electronics

Jacob Tucker
Manufacturing Technology

Mary Wahl
Library

Arnea Walker
Counseling

Jama Walker
Counseling

Managers

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Jacob Tucker
Manufacturing Technology

Mary Wahl
Library

Arnea Walker
Counseling

Jama Walker
Counseling

CLASSIFIED

Stephanie Lopez
Research Assistant Clerk

Katherine Simon
Research Assessment Clerk

Helen Au
Administrative Assistant II

Jordan Hernandez
Educational Advisor

Ernesto Partida
Educational Advisor

Raul Sarrriba
Educational Advisor

Bethany Stump
Intermediate Account Clerk I

Qing Zhu
Financial Aid Intake Specialist

Alejandra Toroño
Educational Advisor

Edwin 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 Menouz
Intermediate Clerk II

Gabriella Perez
Educational Advisor

Judith Gonzales
Custodian

Emily Leo
Intermediate Clerk II

Lizette Valadez
Custodian

Gregory Zamorski
Custodian

Lewis 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.

“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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