

Restructuring the College to Focus on Careers and Equity

Intersectional and Intentional Design at PCC

Breakout #

February 18, 2020



Representing Pasadena City College



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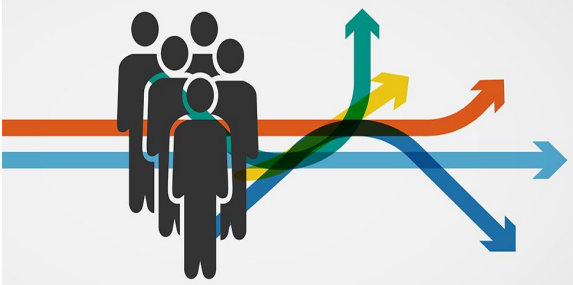
Objectives for Our Time Together

- Identify institutional changes and restructuring that a College can make through collaborative efforts that center careers and equity
- Define intersectional and intentional design as critical for equity-advancing work
- Recognize opportunities to leverage strategies and resources that support equity-minded, career-focused redesign and practices throughout a College

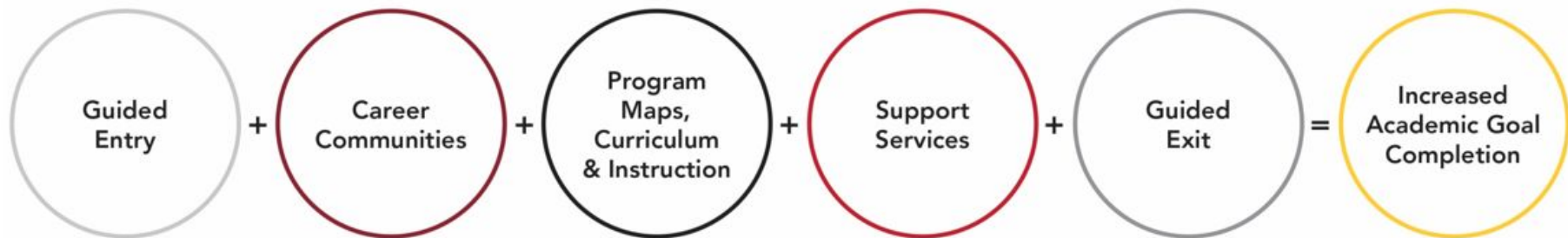
Agenda

- Opening Activity
- Leading Structural Changes in College Functions
- Leading Career-Focused Change Centered on Racial Equity
- STEM Career Community Pilot
- Technology and Webpage Transformation
- Questions/Discussion

Which image best reflects your own experience choosing your career?



Creating an Equity Framework for Campus-Wide Transformation



Leading Structural Change in College Functions

Be intentional about helping college members understand your student success outcomes and to understand these are a reflection of your practices—which can be changed

Reflect on your “Why”

In activist terms we call this “la Causa”--the reason you invest in the actions that lead to change

What is your “Causa”? Mine: To increase dignity, to uphold humanity. To honor our students—who they are and where they come from. To ensure that your practices are like those of Jaime Escalante when he taught students in Garfield HS AP Calculus and the College Board couldn’t believe the results. To fight for Social Justice.



5,537 first-time students tracked for 6 years...

Developmental Education

N = 3,408

- 12% earned an AA/AS
- 5% earned a certificate
- 25% transferred
- 69% had no discoverable milestone

Non-Dev Education

N = 2,129

- 10% earned an AA/AS
- 4% earned a certificate
- 41% transferred
- 55% had no discoverable milestone

About the 5537

- Ethnicity
 - 37% Latino
 - 28% Asian, includes Native Hawaiian and pacific islander
 - 17% White
 - 7% African American
 - 11% Other; includes Native American, 2 or more races, or unknown
- **62%** tested into developmental education – either English, Math or ESL
 - Includes Math 125 which at this time was not a developmental education course but is now
 - 72% tested into English 400 or 100
 - 68% into Math 125 or 402
 - 19% into any ESL, including 33A, 33B



About the 5537

- Of the **37%** Latino Students - **68%** tested into Developmental Education
 - 59% tested Math
 - 58% into English
 - 2% into ESL
- Of the **28%** Asian students - **64%** tested into Developmental Education
 - 23% Math
 - 38% into English
 - 28% into ESL
- Of the **7%** African Americans - **66%** tested into Developmental Education
 - 58% Math
 - 56% English
 - 1% ESL



Many tested into more than one Developmental Education course



About the 5537

- Of the **17%** White Students - **42%** tested into Developmental Education
 - 35% Math
 - 29% English
 - 2% ESL
- Of the other **11%** Other Students - **60%** tested into Basic Skills
 - 38% into Math
 - 36% into English
 - 14% into ESL

Students who identified themselves as white had the lowest percentage of those who tested into Developmental Education



African Americans – 6 years later

Developmental Education

- 5% earned an AA/AS
- 4% earned a certificate
- 19% transferred
- 72% no discoverable milestone

Non Developmental Education

- 5% earned an AA/AS
- 6% earned a certificate
- 28% transferred
- 61% no discoverable milestone



Asians – 6 years later

Developmental Education

- 16% earned an AA/AS
- 5% earned a certificate
- 31% transferred
- 48% no discoverable milestone

Non Developmental Education

- 13% earned as AA/AS
- 3% earned a certificate
- 47% transferred
- 37% no discoverable milestone



Latinos/Latinas – 6 years later

Developmental Education

- 8% earned an AA/AS
- 5% earned a certificate
- 16% transferred
- 71% no discoverable milestone

Non Developmental Education

- 7% earned an AA/AS
- 4% earned a certificate
- 26% transferred
- 63% no discoverable milestone



White – 6 years later

Developmental Education

- 9% earned an AA/AS
- 4% earned a certificate
- 27% transferred
- 60% no discoverable milestone

Non Developmental Education

- 8% earned an AA/AS
- 3% earned a certificate
- 41% transferred
- 48% no discoverable milestone



What do we know 6 years later?

- **35% of the first time students have a discoverable**
- **19% were lost after the first year**
- **7% are still enrolled at the college**
- **65% have no discoverable milestone after 6 years**
- **There is an equity gap by Developmental Education status and ethnicity**
- **Current PCC technology does not sufficiently track students**



When did we get “real” with ourselves?

2010: Educational Master Plan & Leadership Journey

2011: Student Access & Success Initiative Round 1 and HSI Grant for Pathways FYE

2012: SASI Round 2 & Academy for Professional Learning

2013: SASI Round 3 & Career Pathways Trust

2014: Vote of No Confidence

2015: Jaime Escalante Exhibit-celebrating Hispanic Serving Institution Identity

HSI Title V Grant to focus on Second Year Pathway; Contextualize Speech Classes w/
Career

2016: Center for Urban Education partnership—adopt equity mindedness framework

Majors Fair; Career Month; Career Jam; Strong Workforce Taskforce; Dual Enrollment-The Pasadena Academic & Career Trust (The PACT)

2017: Change Equal Employment Opportunity Hiring Process; EWD Director

2018: Multiple Measures Implemented prior to law passing; Student Services Move Career Center to EWD, Equity Director, PD Director

2019: All students start in college level courses; Freeman Center Grand Opening, new President former CTE Dean a Santa Barbara

2020: Focus on Career



Leading Structural Change in College Functions

Be Brave and engage in risk-taking. Start somewhere and design iteratively. Be a change agent.

Practices that need to change:

- Classroom
- College Culture
- Hiring
- Services

In what manner:

- Co-Creation
- Race Conscious
- Culturally Relevant

For:

- Liberation
- Social Justice

Academy of Professional Learning
Collaboration Pedagogy
First Year Coaching Interconnectedness
ePortfolio Kellogg West 2 Reading Apprenticeship
Innovation CAP
Model Courses Mentoring
Professional Learning Center
Success Initiative Student Access Technology
First Year Pathway Inquiry Based
STACC International Student Pathway
Cohorts Non-Stem Math Success
Assessment One Book, One College
Accreditation ESL Jam Cross-Discipline
Educational Master Plan
Scale up Pilot Program Modular Math
Faculty Driven English Stretch
Social Justice
The Immortal Life of Henrietta Lacks
Honors Pathway
Online Institute
Math Path
PUSD
XL

Personal “Why”—My “Causa”

GRANDDAUGHTER OF MIGRANT FARMWORKERS



DAUGHTER OF AN EXTRAORDINARY SINGLE MOM



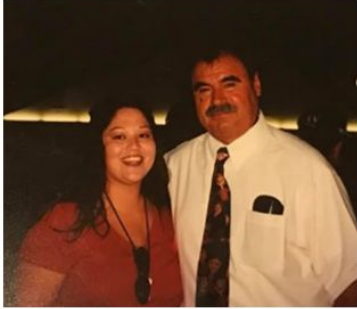
INCREDIBLE GRANDPARENTS BORN HERE IN 1926



ELDEST OF FOUR SISTERS



By luck, I met Activist Sal Castro at age 22 & learned historical facts about Chicano history & culture



Sections Los Angeles Times

Prop. 187 forced a generation to put fear aside and fight. It transformed California, and me



Students from various high schools skip classes and gather in Plaza Park in Oxnard to protest Proposition 187 on Oct. 28, 1994. (Bruce K. Huff / Los Angeles Times)



A CSUSB Professor remembers... Willie Brown versus Governor Wilson

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
THE CHRONICLE
 VOLUME 29, ISSUE 9 MARCH 8, 1995

Prop 187 still tied up in courts as CSUSB's Chicano Coalition takes action

By Brian Lees
 Editor in chief

Proposition 187 is still tied up in the state courts, despite an anticipated decision on February 15, as previously reported by *The Chronicle*.

According to Colleen Bentley-Aller, Manager of Media Relations for the CSU Chancellor's office, Prop 187 is "still blocked pending any trial, and none of the initiative's provisions will be in effect until an expected trial some time in June."

In reaction to the recent developments pertaining to the initiative which passed in last November's election, the CSUSB Chicano Coalition held a panel in the Eucalyptus Room in the Lower Commons on March 1.

Governor Pete Wilson learned of a U.S. District Court ruling on the constitutionality of the National Voter Registration Act on March 2 and had these remarks:

"Despite California's legal efforts challenging the constitutionality of the National Voter Registration Act, today the court has chosen the side of the federal government."

"However, this ruling does not end our efforts to reaffirm the rights of states, which are, after all, independent and sovereign governments, not mere extensions of the Washington's out of touch bureaucracy."

"Those concerned about the federal government's ever increasing size and reach into the matters of all Americans need not give up hope. We will appeal this ruling and we will seek a stay barring its enforcement."

In addition, I will urge the Congress to

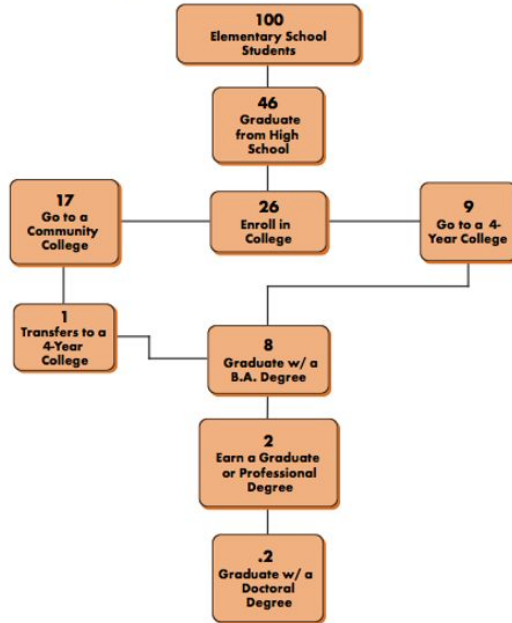
rights of children of undocumented immigrants be curtailed. In closing, Valdez suggested that these and other actions will lead race relations in normally progressive California to continue to deteriorate.

Student speaker Cynthia Olivo addressed the most recent specific issues affecting undocumented immigrants. The main issue of concern was the recent notification that financial aid will be denied to undocumented immigrant students at CSUSB, and that these students will now be charged out-of-state tuition rates.

Word was received at this campus on February 1 that a January 24 court decision affecting these policies was to be enforced. Approximately 50 students were sent notices from Admissions and Records that the new rules would be enforced for the Spring 1995.

THIS IS THE DATA THAT WOKE ME UP

Figure 1. Chicanas and Chicanos attained low academic outcomes at each point along the educational pipeline in 2000. (Sources: U.S. Census Bureau, National Center for Educational Statistics, and the National Survey on Earned Doctorates.)



'Viva la raza!' Celebrating PCC's minority milestone

Home / Features / 'Viva la raza!' Celebrating PCC's minority milestone



William Nestlehut/Courier Música Latina playing to a crowd of students during the Día de la Raza in the quad on Oct. 11.

Features | October 15, 2016 | By Vanessa De La Rosa

SHARE: [f](#) [t](#)

The Latino community has not always been the minority group with the best academic statistics.

In 2014, the dropout rate for Latino youth ages 16 to 24 was the highest amongst any other group of students with about 10.6 percent. Latino students lag behind in higher education with only 15 percent of the population obtaining bachelor's degrees, and only seven percent of people in graduate programs are Latino.

At PCC, this trend is slowly but surely changing.

That is why as Vice President of Student Services Dr. Cynthia Olivo took the microphone, so many students at the quad before her stood in anticipation, waiting to hear the landmark announcement of Latino enrollment.

"We wanted to mark this occasion ... of enrollment out of [26,000] students, 50.8 percent enrolled are Chicano students. We really want to celebrate our indigenous roots as Latino people," Olivo declared.

In honor of exceptional Latino enrollment at PCC, Olivo and the Association of Latino Employees and Student Equity hosted "Día De La Raza: A Celebration of Latino Culture" last Tuesday.

Día De La Raza is every Oct. 12 and is the "Christopher Columbus Day" equivalent for other Latino and Hispanic countries. While Columbus Day was originally set in place to honor his "discovery of the New World," Día De La Raza is used to celebrate the melding together of substantially different people, cultures, and the events that took place in order for this diversity to exist.

The event's objective was to empower the Latino community, highlight the achievement, and allow students of all ethnicities to relish in an impactful culture that many Latinos descended from.

"That [number] is historical ... it's inspiring to know Chicanos can come [to PCC] to get educated equally and not feel discriminated against," PCC student Jennifer Deita said.

The number of Latino enrollment was a sign of their continuing bright academic future, while Aztec dancers were remembrances of the distant past, both integral to the Latino experience.

Dancers from the Pasadena-based Danza Azteca Yankuititl group and Música Latina de Los Angelitos paid homage to the feat by providing authentic, compelling performances that reflected the versatility and strength of the Latino community.

The Yankuititl began the celebration by performing a traditional Aztec dance, blowing ominous calls with conch shells while adorned with bright, grand feathered headdresses and clad in body paint. The dancers ran in groups, often yelling words in Nahuatl, the Aztec language, and shaking maraca-like hand and ankle rattles. Four young women danced in a circle to the beat of the blessed huehuetl drum, never missing a step or losing focus.

"Just seeing the dancers, drummer, and the performers have such pride in themselves, it has really provided a platform for me to have pride in myself and how to have confidence in myself," Deita continued.

The Yankuititl's ritualistic dancing was so moving that Deita and another PCC student, Katrina Vogel, became locked in a passionate discussion about race, history and their cultures for the remainder of the festivities.

"Looking at this made me curious about my own roots and just about other people's roots. Chicano culture is very ingrained here in California," Vogel said. "It's nice to see people not just being reduced to a number or a statistic but like everyone is coming together. It's a celebration."

*William Nestlehutti/Courier
Alma Trejo and Yasmine Marquez
share a dance to Música Latina at
the "Día de la Raza: A Celebration of
Latino Culture" on Oct. 11.*

What made the event so inviting was the live music, talented performers, and the mix of various diverse cultures collectively celebrating the enrollment achievement. It was very social and open to the public; everyone was encouraged to participate in the festivities.

Volunteers from clubs on campus provided Mexican food and drinks for everyone, and the band continued to serenade the audience with upbeat salsa music that kept students dancing. These additions made the event feel even more genial, much like a fiesta.

"This event was very, very inclusive, it was very open," Vogel said. "They have free food for everyone, everyone's coming here to dance. It inspired ... "

William Nestleutt/Courier

Marilyn Johnson of the Natural Sciences Division at PCC serving food to Rudolfo Rodelo, a volunteer for the Student Equity Committee in the quad on Oct. 11.

"Community!" Deita interjected.

"Yeah, it inspired community, and it inspired discussion. It was really interesting," Vogel continued.

~~Día De La Raza~~ allowed for the coming together of not only Chicanos to share in the pride of their community, but for others to come together with them and rejoice in their own raza, or "race." It wasn't just a day about celebrating Latinos, it was about celebrating who you are and where you come from, and to take that with you wherever you go and apply it to everything you do. The success of the Latino student population is the success of PCC as a whole.

Before leaving, the leader of the Aztec dance group captured the essence of Día De La Raza in its entirety and left the wide and enthusiast crowd with reverberating words to take with them in their future endeavors: "The future is about diversity. Be proud of your roots; today we are celebrating the Latino roots ... You need to be proud of yourself [like] we are proud of being native. Viva la raza!"



Hosted by VP Student Services,
Association of Latino Employees and Student Equity

DIA DE LA RAZA

A Celebration of Latino Culture

MUSIC AND AZTEC DANCERS

Tuesday, October 11, 2016
12 p.m. to 1 p.m.
PCC Quad

DR. MANUEL PASTOR, *guest speaker*

Wednesday, October 12, 2016
12 p.m. to 1 p.m.
Creveling Lounge

Light refreshments will be provided. For more information,
please contact Margarita Regalado Rivera at (626) 585-7816.



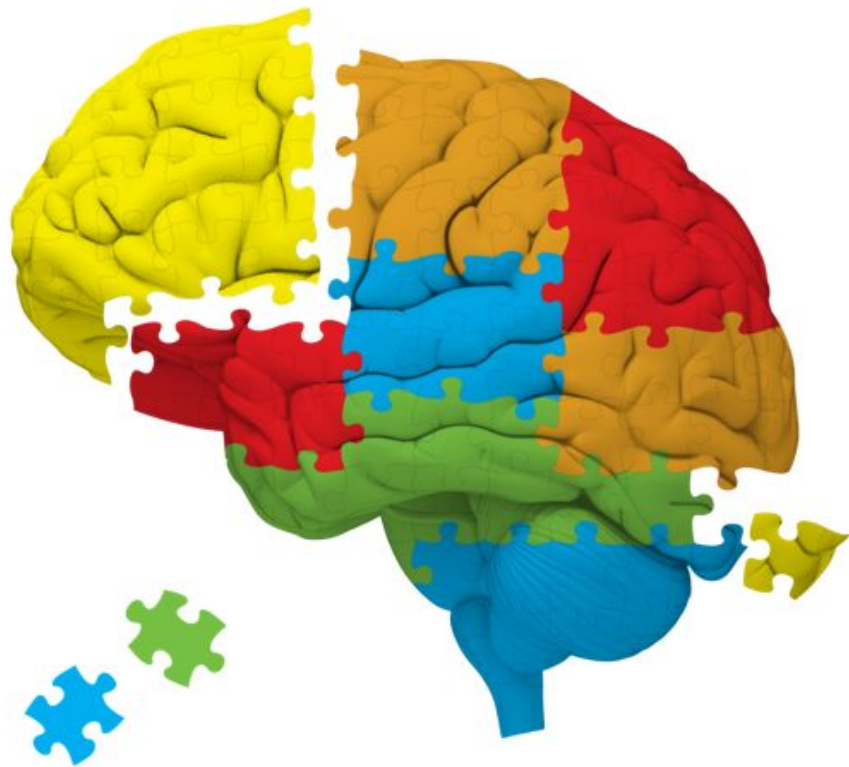
EQUITY, GROWTH, and COMMUNITY


What the Nation Can Learn
From America's Metro Areas



CHRIS BENNER | MANUEL PASTOR

- Placing students first
- Being asset-minded
- Talking about race
- Focusing on career



- 
- Communicating the message
 - Braiding resources
 - Revising policies and practices
 - Hiring equity leaders



Stop Turf Protecting

Centering Career in every Part of the College requires that you let go of fear

Fear that your part of the work is not important or that people don't value you or that they will not hire more people that serve in the same role as you, or fear that your job will go away

Please remember that in the history of higher education--racial equity gaps persist for African American, Latinx and Native American students. If we continue doing the same practices, we will get the same results.

Leading for Equity

- Act with intention and courage
- Use evidence to persuade and change
- Be solution-oriented
- Talk about race
- Take risks
- Support and protect
- Stay relentlessly student-focused

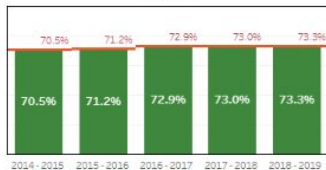


OFFICE OF INSTITUTIONAL EFFECTIVENESS

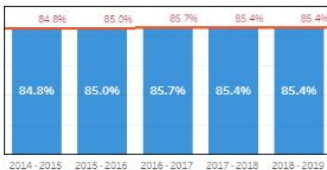
Equity Dashboard

Welcome to our college's Equity Dashboard. PCC has developed this tool as a way to further explore our students' experiences with academic success. We hope that it will generate inquiry, dialogue, and action that complements the continued efforts of our faculty, staff, and administrators as they support students in the completion of their goals at PCC.

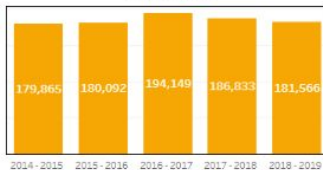
Success



Retention



Enrollment



Division: All Subject: All

		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	5yr Average
TOTAL	Success	70.5%	71.2%	72.9%	73.0%	73.3%	72.2%
	Retention	84.8%	85.0%	85.7%	85.4%	85.4%	85.3%
	Enrollment	179,865	180,092	194,149	186,833	181,566	184,501

By Ethnicity		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	5yr Average
African	Success	61.1%	61.8%	63.6%	64.4%	63.1%	62.8%
	Retention	80.8%	80.6%	81.8%	80.7%	81.1%	81.0%
	Enrollment	7,846	6,654	7,146	6,804	6,644	7,019
American	Success	77.6%	78.5%	80.0%	80.0%	80.4%	79.3%
	Retention	87.4%	87.6%	88.3%	88.2%	88.4%	88.0%
	Enrollment	45,713	46,500	49,920	47,996	49,113	47,848
Asian	Success	64.6%	64.9%	67.1%	67.0%	67.0%	66.1%
	Retention	82.6%	82.7%	83.3%	82.9%	82.7%	82.8%
	Enrollment	84,156	86,330	94,376	90,712	86,200	88,355

Choose Division

- (All)
- Business, Engineering & Tech
- Counseling
- English
- Health Sciences
- Kinesiology, Health & Athle...
- Languages
- Library
- Mathematics
- Natural Sciences
- Performing Communicatio...
- Social Sciences
- Visual Arts & Media Studies

Choose Subject



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The Agenda

How to fix education's racial inequities, one tweak at a time

At Pasadena City College, small changes are adding up to big advances in achievement for minority students.

By MARCELLA BOMBARDIERI | 07/25/2019 04:59 AM EDT

Iran Khan/Los Angeles Times via Getty Images



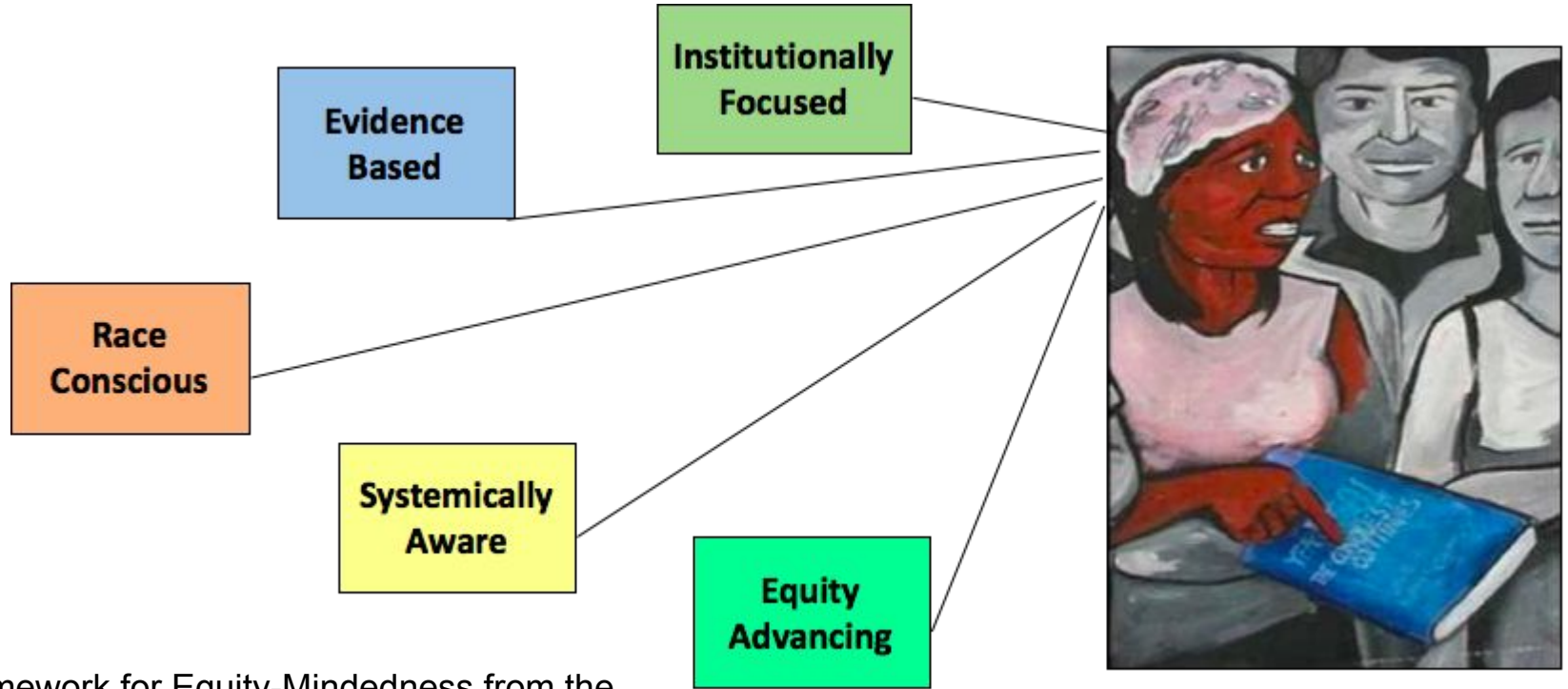
PASADENA—Last fall, when introductory biology professors at Pasadena City College erased a rule banning late assignments or makeup exams, their colleagues joked that students would soon have imaginary grandmas perishing every weekend.

In years past, four in 10 Latino students and half of African American students in the class dropped out, failed or earned a D. The professors wondered whether they could improve students' odds if they acknowledged that many of the students have jobs and other responsibilities that might interfere with a deadline, but shouldn't make them question whether they belong in science or at this community college.

To communicate that, they erased from the syllabus some bold-faced admonitions: "There will be **NO MAKE-UP** exams. Late assignments will not be accepted." The caveat that remained wasn't new, but it may have landed differently without those stern words preceding it: "If you have an extenuating circumstance, please contact me by private message so we can discuss options."



Leading Career-Focused Change Centered on Racial Equity



Framework for Equity-Mindedness from the Center for Urban Education at USC

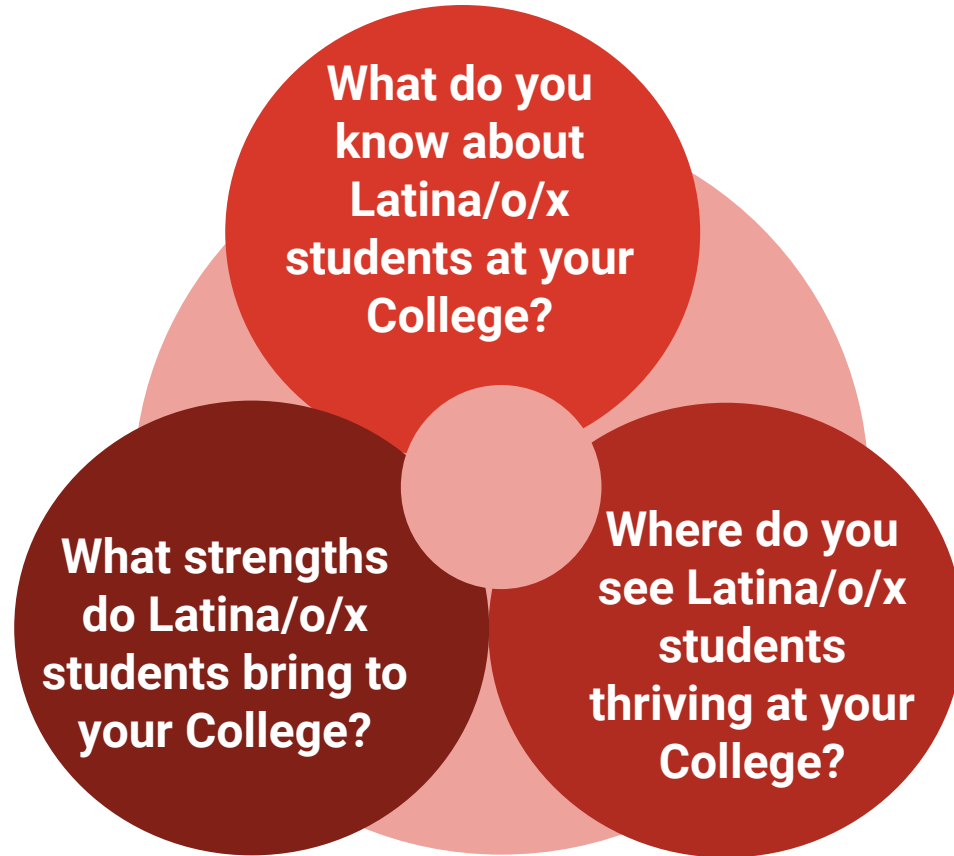
(from *Anahuac* mural in Boyle Heights)

Leading Career-Focused Change Centered on Racial Equity: From Hispanic-enrolling to Hispanic-serving

“[W]hat does it mean to serve Latinx students beyond enrollment and graduation?...the idea of ‘serving’ students has evolved to include **producing academic and social support** and **fostering a positive campus racial climate**” (García & Taylor, 2017).

Our Mission: PCC is an **equity-minded learning community** dedicated to **enriching** students’ **academic, personal, and professional lives** through an array of degree and certificate programs, **campus engagement**, and **customized student support**.

Making Time for Inquiry and Reflection



Adapting Guided Pathways towards Career Inclusion

“**Career Communities** use a metamajor approach to help students identify broad areas of study and explore careers that they may be interested in by providing related extra- and co-curricular activities and experiences. Students are exposed to multiple career assessments, meet with peers interested in similar careers, and are provided with a menu of supports and resources to help them reach their academic goals. **These resources and experiences purposefully engage diverse professionals and mentors.** Career communities also create **cohort-like learning environments that affirm cultural strengths and identities**, a key factor in creating a sense of belonging among [Latina/o/x] students” (Abriendo Caminos PCC Title V Grant, 2019).

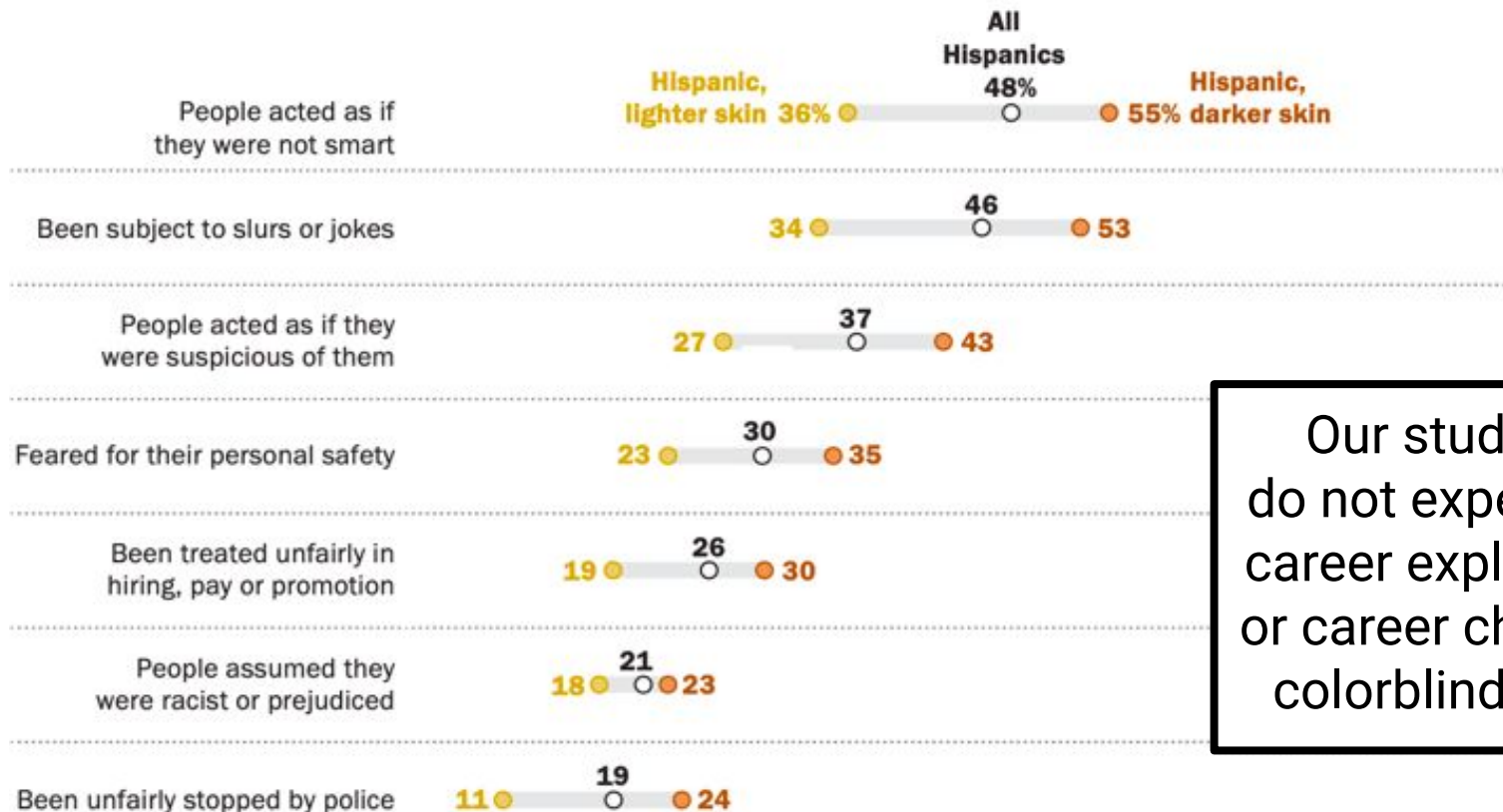
A Broad but Informative Overview

- Southeast Asian American and Latina/o/x students experience the lowest high school graduation rates
- African American, Native, and Latina/o/x students experience the lowest BA/BS attainment
- Latinas/os/xs are significantly less of those employed in the highest paying occupations (e.g. management, professional, and related positions)
- Latinas/os/xs are significantly overrepresented in lower-paying service occupations (e.g. agricultural workers, grounds maintenance workers, housekeeping workers)

(Southeast Asia Resource Action Center, 2013; Perez Huber et al., 2015; US Bureau of Labor Statistics, 2013, 2014)

Hispanic experiences with discrimination can differ depending on skin color

% of each group saying each of the following has happened to them because of their race or ethnicity



Our students do not experience career exploration or career choice in colorblind ways

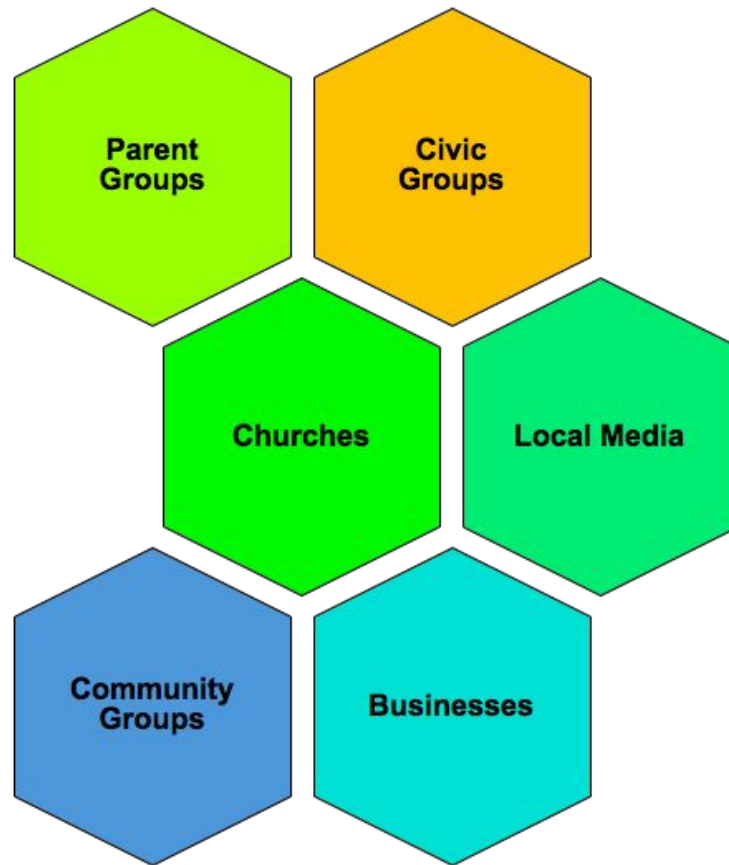
Note: Hispanics are of any race. For more on methodology, see text box, "How we asked about skin color in the survey."

Source: Survey of U.S. adults conducted Jan. 22-Feb. 5, 2019.

We must be race-conscious in order to truly reckon with the fact that work has been defined -and restricted - along lines of race/ethnicity, class, gender, and citizenship.



What if we saw PCC as **one part** of an ecosystem of support and strength for our students?



Intentional and Intersectional Design

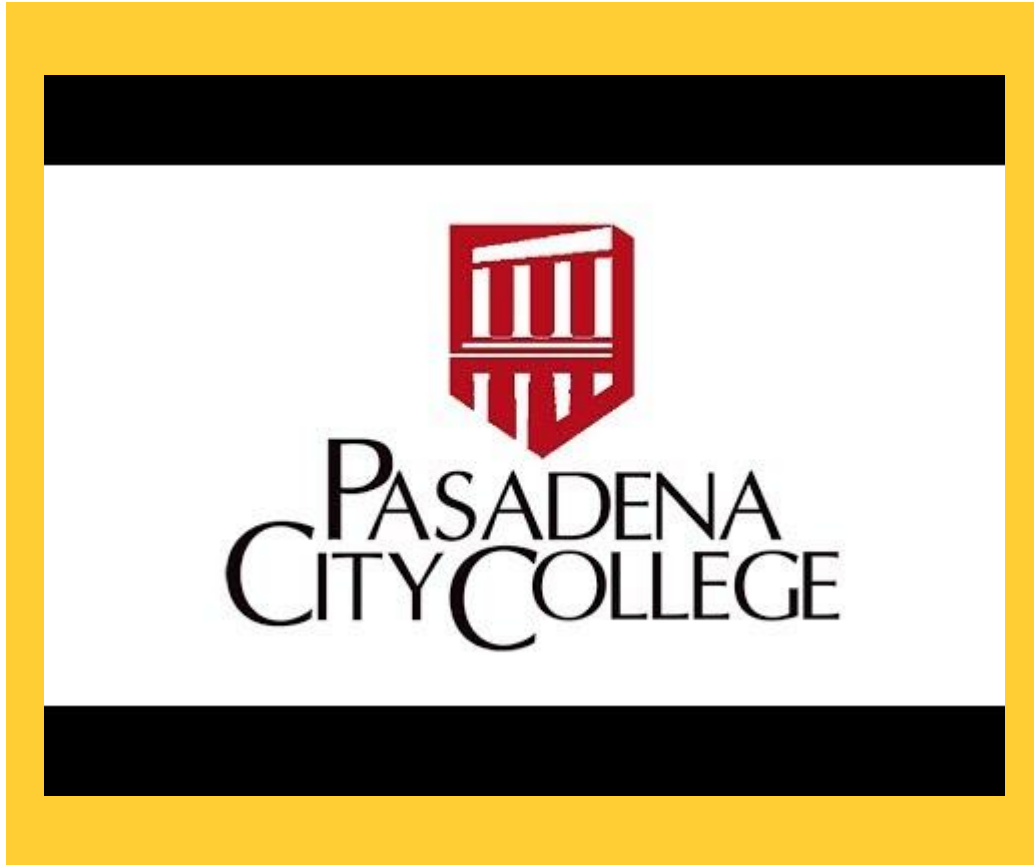
What would it look like
if we created Career Communities
with **resources, services, activities, and
relationships** that “provid[e] educational
advancement and outcomes for students while
**recognizing their racial and cultural ways of
knowing**”(García, 2019, p.6)?

STEM Career Community Pilot



- With the support of administration, faculty, counselors and staff we started the pilot for our STEM Career Community in Fall 2018.
- Resdesigning support services to career focused and community based learning.

STEM Career Community Pilot



Counselors

Success Coaches

Faculty

Tutors

Students

- Just like a neighborhood a community is made up of people, places and activities that are intended to help students explore careers and connect them to the resources and support

STEM Career Community Pilot - ROUND ONE - Fall 2018

What We Did

8 STEM Counselors - 4 pairs of counselors had a caseload of approximately **350** new to PCC STEM students.

Students only had access to their **designated STEM counselors**.

Each set of counselors sent out **messages** to their students through PCC Connect (Starfish).

Students used **PCC Connect** (Starfish) to access their Success Network and book an appointment with a counselor.

Students

1,432

First-Year STEM Students

STEM Counselors






PCC Connect



How can we help?

Your Connections

-  **Chariya Sok**
STEM CC Counselor
-  **Anayanci Trejo**
STEM CC Counselor
-  **Desiree Zuniga**
STEM CC Counselor

- Schedule
- Email
- View Profile

Equity Minded Action

Of the **1,432 First-Year STEM students**:

- 637 Pathways
- 795 Non-Pathways

All students were contacted via email and telephone.

Extra effort was given to students who were not affiliated to a special program.

ROUND ONE - What We Learned

What We Learned

Access to only two counselors was **inequitable** because availability of counselors was limited.

Non-pathways students made less appointments and continuing STEM students wanted to book.

There was a **need for a lead counselor** to coordinate messaging to students, collaborate with STEM faculty and work with other stakeholders.

Using two systems to book appts and makes counseling notes was time consuming.

STEM Success Team



STEM Outreach Specialist
STEM Faculty Lead
Transfer Specialist
STEM Coach

STEM Career Community Pilot - ROUND TWO - Spring 2019

What We Did

All STEM students had access to all **6 STEM counselors**.

ALL STEM students could make appointments with any STEM counselor using an **eSARs link**.

A **lead counselor** was appointed to work directly with the success team and coordinate messaging.

Monthly meetings with Faculty lead, coaches and other members of the success team to address needs of the students population.

Students

4,888

First-Year STEM Students

STEM Faculty Lead and Counselor



Meeting Topics:

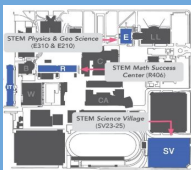
Objectives and outcome goals for the success team.

How can we serve students holistically?

Student support services and STEM centers.

Common issues based on research and solutions.

Guest Speakers.



eSARS

PASADENA CITY COLLEGE

Search for Counseling Appointments

Please select the Counselor, day of the week and time of day you prefer.

Day of week	Start Time	End Time	Counselor Name
All	7:00 AM	7:45 PM	Adriana Moreno
Monday	7:15 AM	8:00 PM	Alejandra Diaz
Tuesday	7:30 AM	8:15 PM	Alejandra Toribio
Wednesday	7:45 AM	8:30 PM	Alexis F. Gonzalez
Thursday	8:00 AM	8:45 PM	Alexis S. Loza
Friday	8:15 AM	9:00 PM	Allen Wang

Select your Counseling appointment

Select	Appointment Type	Date	Day	Time	Counselor Name
*	STEM Counseling Math Success Center in Room R406	2/12/2020	Wednesday	2:00 PM	Anayanci Trejo
*	STEM Counseling Math Success Center in Room R406	2/13/2020	Thursday	10:00 AM	Chariya Sok
*	STEM Counseling Math Success Center in Room R406	2/13/2020	Thursday	10:45 AM	Chariya Sok
*	STEM Counseling Math Success Center in Room R406	2/13/2020	Thursday	11:30 AM	Chariya Sok
*	STEM Counseling Math Success Center in Room R406	2/13/2020	Thursday	12:15 PM	Chariya Sok
*	STEM Counseling Math Success Center in Room R406	2/13/2020	Thursday	2:30 PM	Chariya Sok
*	STEM Counseling Math Success Center in Room R406	2/13/2020	Thursday	3:15 PM	Chariya Sok
*	STEM Counseling Math Success Center in Room R406	2/13/2020	Thursday	4:00 PM	Chariya Sok
*	STEM Counseling Math Success Center in Room R406	2/13/2020	Thursday	4:45 PM	Chariya Sok
*	STEM Counseling Math Success Center in Room R406	2/13/2020	Thursday	5:30 PM	Chariya Sok
*	STEM Counseling in Room L104	3/2/2020	Monday	8:15 AM	Desiree Zuniga
*	STEM Counseling in Room L104	3/2/2020	Monday	9:00 AM	Desiree Zuniga
*	STEM Counseling in Room L104	3/2/2020	Monday	9:30 AM	Taleen Seropian
*	STEM Counseling in Room L104	3/2/2020	Monday	9:45 AM	Desiree Zuniga
*	STEM Counseling in Room L104	3/2/2020	Monday	11:00 AM	Desiree Zuniga
*	STEM Counseling in Room L104	3/2/2020	Monday	1:30 PM	Desiree Zuniga
*	STEM Counseling in Room L104	3/2/2020	Monday	2:15 PM	Desiree Zuniga
*	STEM Counseling in Room L104	3/2/2020	Monday	2:30 PM	Taleen Seropian

Equity Minded Action

Moved from serving 1,432 First-Year STEM students to **ALL STEM students**.

ROUND TWO - What We Learned

What We Learned

Students appreciated the online booking and access to multiple counselors.

Serving ALL STEM students felt less like a caseload assignment.

Appointments were well attended even with 2-week in advance options.

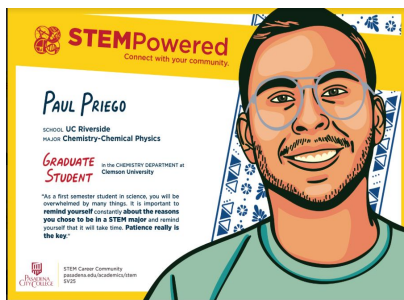
Lead counselor worked with success team to coordinate events, send out messages to students and implement interventions designed to reach students in need.



STEMPowered
Connect with your community.

FLOR CALDERON
TRANSFERRED 2015
SCHOOL: UC Davis
MAJOR: Wildlife, Fish & Conservation Biology
at the Wyesling Department of Game and Fish
BIOLOGICAL TECHNICIAN
"Find a community of peers that have similar academic goals to help keep you on your path."

STEM Career Community
pasadena.edu/ucdavisstem/2015



STEMPowered
Connect with your community.

PAUL PRIEGO
SCHOOL: UC Riverside
MAJOR: Chemistry-Chemical Physics
at the CHEMISTRY DEPARTMENT at CALIFORNIA STATE UNIVERSITY
GRADUATE STUDENT
"As a first semester student in science, you will be overwhelmed by many things. It is important to remind yourself: curiosity about the reasons you chose to be in a STEM major and remind yourself that it will take time. Patience really is the key."

STEM Career Community
pasadena.edu/ucdavisstem/2015



GET STEM POWERED!

PCC STEM Programs and Majors Fair

Thursday, October 3, 2019
11 a.m. - 2 p.m., PCC Quad

This event is open to PCC STEM students and any other students who might be thinking about switching to a STEM major.

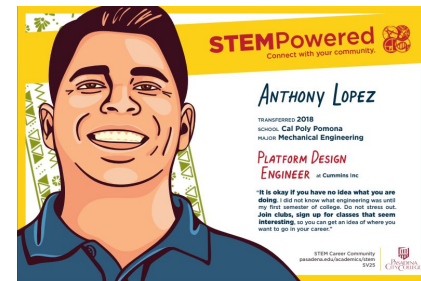
Participants will:

- explore the variety of STEM programs and majors available at PCC.
- build social capital by networking with members of the STEM community (discipline faculty, coordinators, success center staff, Transfer Center staff, Career and Completion Center staff, and STEM club leaders).
- learn about emerging traditional skills and to more informed on the connection between majors and career options within STEM.

Don't miss this opportunity to learn more about your future major and career options!

STEM Career Community
<https://pasadena.edu/register-your-career-stem.php>

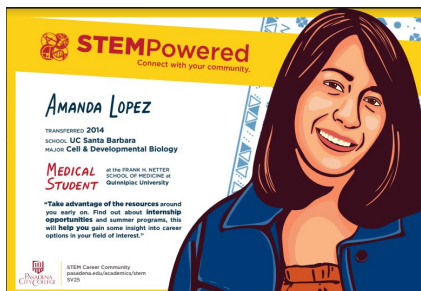
PCC STEM PASADENA COLLEGE



STEMPowered
Connect with your community.

ANTHONY LOPEZ
TRANSFERRED 2018
SCHOOL: Cal Poly Pomona
MAJOR: Mechanical Engineering
at CARROLLUS INC
PLATFORM DESIGN ENGINEER
"It is okay if you have no idea what you are doing. I got out from what engineering was and my first semester at College. Do not stress out. Join clubs, sign up for classes that seem interesting, so you can get an idea of where you want to go in your career."

STEM Career Community
pasadena.edu/ucdavisstem/2015



STEMPowered
Connect with your community.

AMANDA LOPEZ
TRANSFERRED 2014
SCHOOL: UC Santa Barbara
MAJOR: Cell & Developmental Biology
at the FRANK H. NETTER SCHOOL OF MEDICINE at QUINCY UNIVERSITY
MEDICAL STUDENT
"Take advantage of the resources around you early on. Find out about Internship opportunities and summer programs, this will help you gain some insight into career options in your field of interest."

STEM Career Community
pasadena.edu/ucdavisstem/2015



PCC STEM presents the 3rd annual
Holiday Banquet & Networking Event

5pm - 9pm
Friday, December 6th 2019

Career Networking 5 - 7pm (Creveling Lounge)
Holiday Banquet Meal 7 - 9pm (The Piazza)

Bring your Student ID
(This event is open to all STEM students)

Dress Your Best!

For more information:
Genevieve G Montoya
ggarciamontoya@pasadena.edu
(626) 585-7186

RSVP is required
by December 3rd
tinyurl.com/u3qww3o

PASADENA COLLEGE

STEM Hours and Appointments

STEM Lead

- 15 hours for STEM (9 hours of STEM Appointments and 6 hours of coordinating.
- Other part of load general counseling.

50% Full Time Counselor

- 15 hours of appointments for STEM students

Adjuncts

- 4 counselors assigned
- 100% of their general counseling load to STEM appointments
- 15 hours each



≈45 Appointments per week.
45 minute appointments.

STEM Career Community Pilot - ROUND Three - Fall 2019

What We Did

PCC STEM Programs and Majors Fair

Gateway Intervention Courses

Lead Counselor

- Serves as a liaison with instructional faculty lead in STEM to develop processes, programs, and supports for students in STEM.
- Works with the STEM counseling team on best ways to serve students.
- Works with the Success Coaches on management of the student caseloads.

Students

6,207

All STEM Students

Meet Your STEM COACHES

Get one-on-one academic advice from a success coach. Our coaches can help direct you to resources on campus as well as help you develop strategies for academic success!



Alejandra Umari
aumari@pcc.edu



Duke Salcido
dsalcido@pcc.edu



Erika Huerta
ehuerta2@pcc.edu



Gerardo Bernal
gbernal@pcc.edu



Kireh Liu
keliu@pcc.edu



Maritza Salazar
msalazar@pcc.edu



Mimi Ly
mily@pcc.edu



Pedro Alvarez
palvarez@pcc.edu



Vanessa Acosta
vacosta@pcc.edu

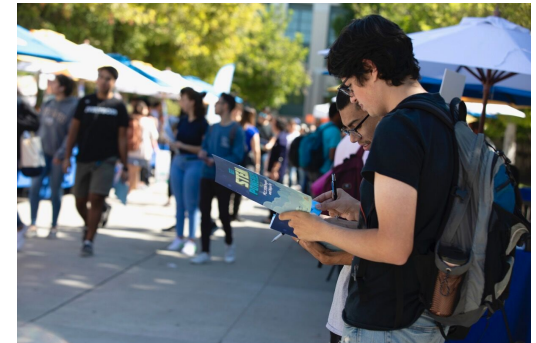


Vanessa Figueroa
vfigueroa@pcc.edu



Yvonne Sandoval
ysandoval@pcc.edu

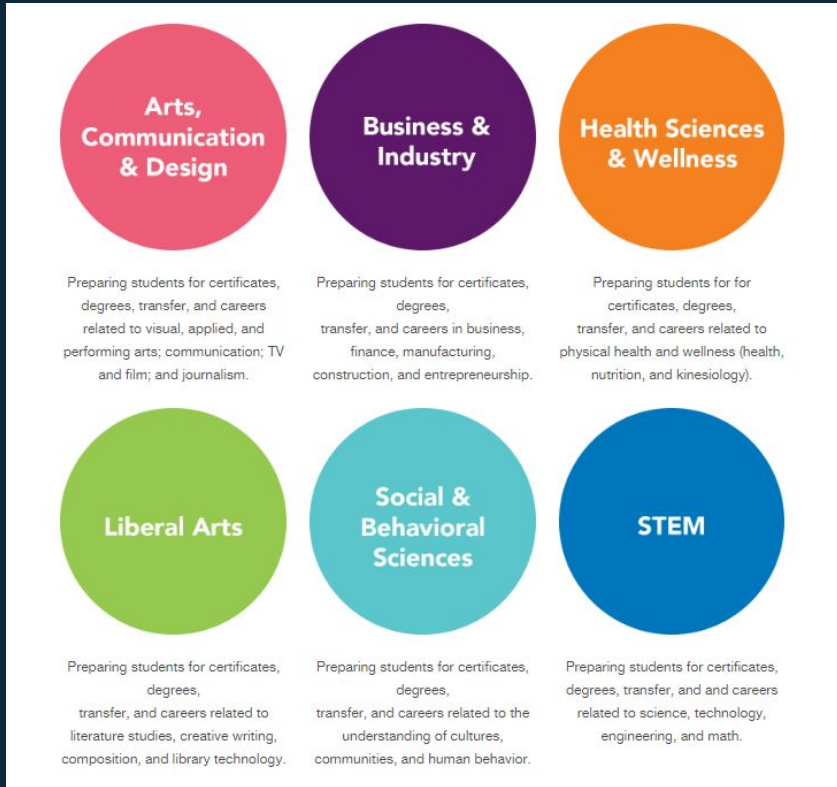
STEM ALLIANCE



GOALS FOR SPRING 2020

- **Improve on the caseload management.**
- **Strategize with other programs to avoid duplication of services and resources**
- **Communication strategies with students and the campus community.**
- **Gather data and research for each career community to identify achievement gaps.**
- **Identify equity minded solutions to unique issues within each career community.**
- **Develop academic and career development milestones for each career community.**

Career Communities & Locations



STEM

- STEM Center/Math Success Center

Business & Industry

- Freeman Center for Career and Completion

Health Sciences & Wellness

- STEM Center

Liberal Arts

- Writing Support Center

Social and Behavioral Sciences

- Writing Support Center

Arts, Communication & Design

- Learning Assistance

Career Communities Canvas Shell

What are Career Communities?

Just like a neighborhood, your community is made up of people, places, and activities that can help you to explore careers and connect you to the resources and support on campus that are related to your career interest.



Select Your Career Community to Learn More!

At PCC we have six career communities. The Career Community that you belong to is based on your career and academic goals. If you are still exploring your career options, we welcome you to visit other career community's pages to learn more. (Insert something about overlaid)

Select your Career Community below to meet your success team, learn about career support, and support services.



Q: What is Canvas?

Canvas is typically used for students to access their courses. In Canvas students can connect with their instructors, submit assignments, participate in discussions, view grades and course materials.

This Canvas shell is designed differently and is intended to help students learn about Career Communities and the support services available at Pasadena City College. **So good news,** there is no homework in this Canvas shell - just lots of support!

How to navigate through this Canvas shell:

To access information about Career Communities, you can either navigate through the pages and links designed for you (like the one you are on now!) or you can access the modules on the left-hand side toolbar. In the modules, you will find the same information provided on each page.

Welcome to the STEM Career Community!

The STEM Career Community at PCC is designed for students interested in pursuing a major and/or career in Science, Technology, Engineering, and Mathematics.



Meet Your Success Team

- Members of the community
- Access to PCC to book appointments

Learn About Career Support

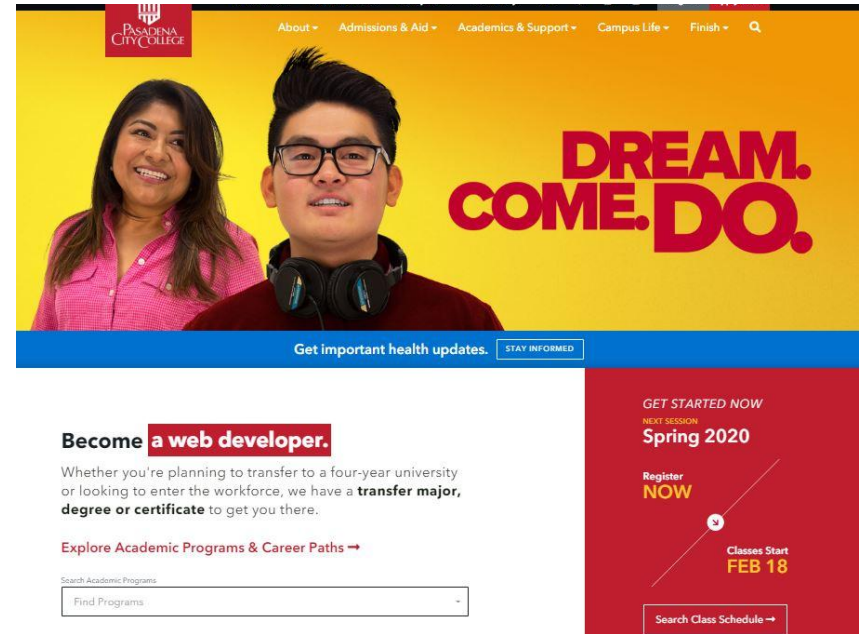
- General Exploration
- Preparing for Work
- Internships and Jobs

Find Cool Things to Do

- Link to Career Community Calendar

Technology & Webpage Transformation

- Webpage
- Online orientation
- Starfish
- DegreeWorks
- EMSI
- JobSpeaker
- Nudges
- Canvas
- Program Mapper



The screenshot shows the Pasadena City College website. At the top, there is a navigation bar with links for 'About', 'Admissions & Aid', 'Academics & Support', 'Campus Life', and 'Finish'. Below the navigation bar is a large banner with a yellow background. On the left, a woman and a man are smiling. On the right, the text 'DREAM. COME. DO.' is written in large, bold, red letters. Below the banner is a blue bar with the text 'Get important health updates.' and a button labeled 'STAY INFORMED'. Below the blue bar is a section with the heading 'Become a web developer.' in white text on a red background. Below the heading is a paragraph of text: 'Whether you're planning to transfer to a four-year university or looking to enter the workforce, we have a transfer major, degree or certificate to get you there.' Below the paragraph is a link: 'Explore Academic Programs & Career Paths →'. Below the link is a search bar with the text 'Search Academic Programs' and a button labeled 'Find Programs'. To the right of the search bar is a red sidebar with the text 'GET STARTED NOW', 'NEXT SESSION Spring 2020', 'Register NOW', and 'Classes Start FEB 18'. At the bottom of the sidebar is a button labeled 'Search Class Schedule →'.

eSTEM Website

- Laid the foundation for an overhaul of the entire website 7-8 years ago.
- Full site overhaul - Summer 2016



Your STEM Community at PCC

STEM at PCC is a community made up of coaches, counselors, classified-staff, faculty, managers, and students who are focused on helping you become a STEM professional. Together we give you the academic, wellness, community, career, and transfer support necessary to successfully complete a STEM degree or certificate, develop transferable skills, and prepare for your career in STEM.

Interested in STEM?

✉ Email us at stem@pccokane.edu to learn more about STEM at PCC!

📅 Join STEM at PCC in LancerLife to RSVP for events and receive announcements about upcoming events.



We're Here to Help!

Although the academic preparation for STEM degrees and certificates can be rigorous, we offer a network of STEM centers and academic support professionals who will help you successfully navigate these challenges and attain your goals.

[STEM Success Centers](#)

[STEM Support Team](#)

[Opportunities](#)

[Support Programs](#)

Build Your Community

Join a club to meet new people with similar goals and to get more involved in the STEM community!

[STEM Careers](#)

Pursue STEM at PCC

Your STEM goals start here! PCC offers a variety of degrees, certificates, and transfer courses in STEM. Explore our academic options to see which is best for you!

[Degrees & Certificates](#)

Internships & Research

STEM at PCC helps connect you to local businesses, schools and organizations to find an internship that fits your interests.

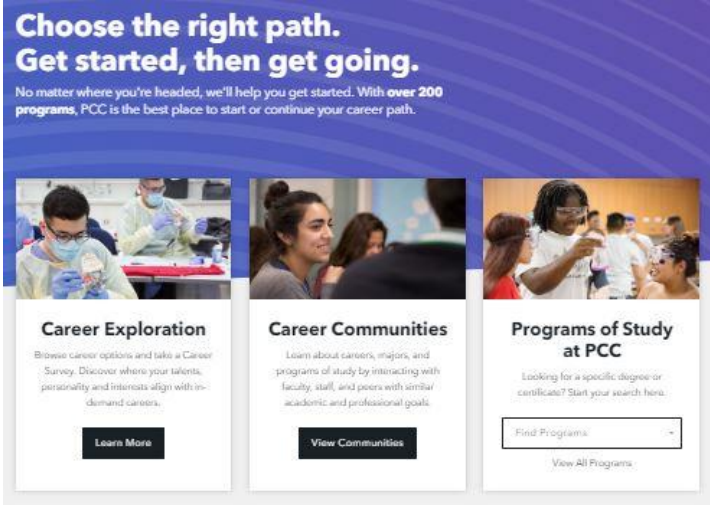
[The League of STEM](#)

Career Threaded Through Technology

- Integrating the guided pathways through a career community frame - July/August 2018


What we can do with this tool...

- We can track searches on the websites which can help us understand if the navigation is working as we hope.
- We can track the hits on individual pages to help identify what is working and what is not being used so it can be revisited.
- Program and career related information can help inform interventions.




**Choose the right path.
Get started, then get going.**

No matter where you're headed, we'll help you get started. With **over 200 programs**, PCC is the best place to start or continue your career path.




Career Exploration
Browse career options and take a Career Survey. Discover where your talents, personality and interests align with in-demand careers.

[Learn More](#)



Career Communities
Learn about careers, majors, and programs of study by interacting with faculty, staff, and peers with similar academic and professional goals.

[View Communities](#)



Programs of Study at PCC
Looking for a specific degree or certificate? Start your search here.

[View All Programs](#)

Career Community Landing Page

- Open with a focus on career.
- Incorporates EMIS data for “bright outlook” careers.

Arts, Communication, & Design

In the Arts, Communication and Design Career Community, you will focus on programs of study that prepare you for certificates, degrees, transfer, and careers in visual and performing arts, marketing, and public relations.

Do these characteristics describe you?

- I appreciate the arts.
- I like to create new things or ideas.
- Self-expression is important to me.
- I work well in unstructured situations.
- I like to speak and/or perform in front of people.
- I enjoy being around imaginative individuals.
- I am attracted to creativity or cultural expression.
- I am independent, original, or innovative.
- I have strong communication skills.
- I like to create things that entertain or inform others.

If so, you may be interested in Arts, Communication, and Design.

Careers in Arts, Communication, & Design with Bright Outlooks

Multimedia Artists and Animators	+
Marketing Managers	+
Architects, Except Landscape and Naval	+
Film and Video Editors	+
Industrial Engineers	+
Media and Communication Workers, All Other	+
Producers and Directors	+
Public Relations and Fundraising Managers	+
Speech-Language Pathologists	+
Urban and Regional Planners	+
Computer Occupations, All Other	+
Web Developers	+

Career Communities

Arts, Communication & Design	+
Business & Industry	+
Health & Wellness	+
Liberal Arts	+
Social & Behavioral Sciences	+
STEM	+

Need help?

Need help choosing a program, degree or certificate? Have questions about careers or transfer? Or just want to discuss your goals?

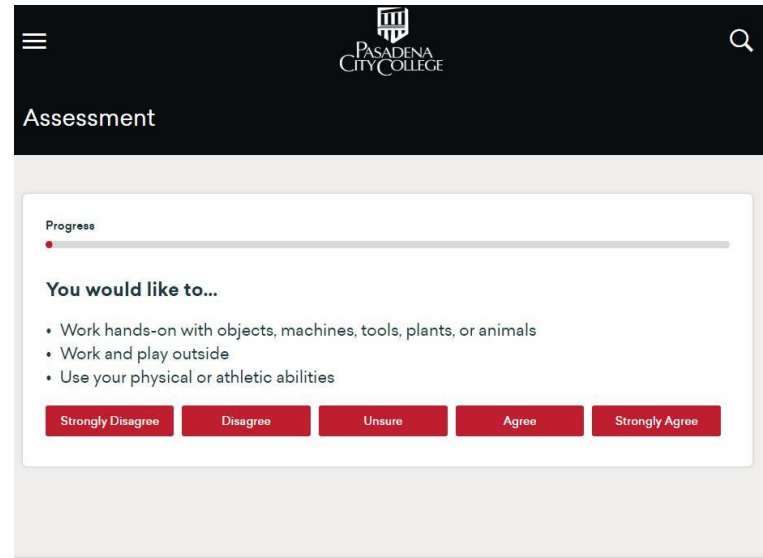
Visit a Counselor	+
Visit the Career & Completion Center	+

EMSI - Career Coach

- Total visitors in the last 6 months: 14,261
- Top viewed career data
- Top Viewed Programs
- Top favorite careers
- Top favorite programs and program link clicks.

What we can do with this tool...

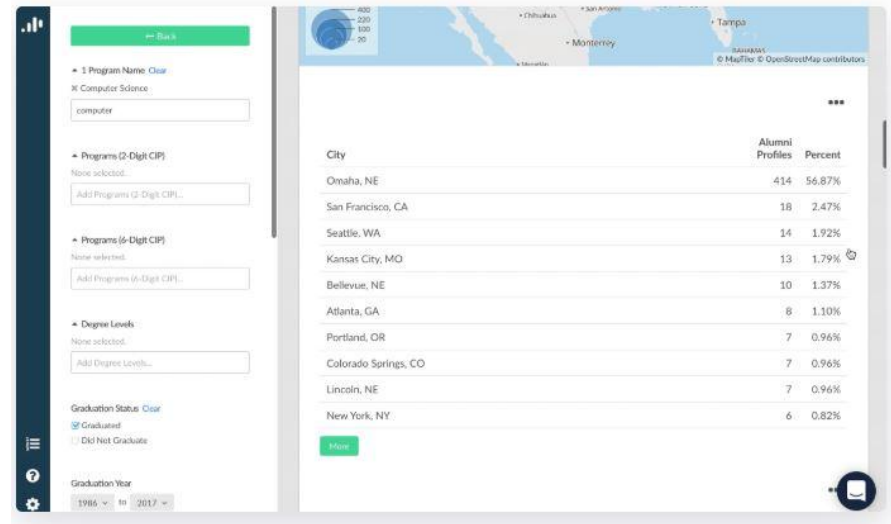
- Data can help inform programs of demand
- Can help inform scheduling of demand on courses for specifically high demand classes
- Can connect program demand and career to inform professional learning opportunities for faculty and staff in the areas of career exploration and connection of their programs to careers.



The screenshot shows the 'Assessment' page of the EMSI Career Coach. At the top, there is a dark header with the Pasadena City College logo and a search icon. Below the header, the word 'Assessment' is displayed. The main content area features a 'Progress' indicator with a red dot and a horizontal line. Below this, the text 'You would like to...' is followed by a list of three items: 'Work hands-on with objects, machines, tools, plants, or animals', 'Work and play outside', and 'Use your physical or athletic abilities'. At the bottom of the assessment area, there are five red buttons labeled 'Strongly Disagree', 'Disagree', 'Unsure', 'Agree', and 'Strongly Agree'. At the very bottom of the page, there is a footer with the text 'CAREER COACH IS POWERED BY .iEmsi' and a link to the 'PRIVACY POLICY | DISCLAIMER | STATUS | COOKIE CONSENT | * COPYRIGHT 2020. ALL RIGHTS RESERVED.'

EMSI - Alumni Tracker

- Alumni Tracker is an amazing tool that lets us know where students are working and most importantly if they are employed in the field in which they studied.



What we can do with this tool...

- The tool helps us secure additional work-based learning opportunities as we know where alumni are working and can reach out to them.

Intake - Orientation

- Guided Entry: online orientation redesign September 2017
- Students select a career community
- Career confidence scale - > interventions by career staff (Fall 2019)
- Freeman Center for Career and Completion

What we can do with this tool...

- Summer Jam focused on Career Community
- Open house broken up by career community
- Targeted messaging about events and activities that are career community-specific.

What career community are you interested in?

<input checked="" type="radio"/> Science, Technology, Engineering & Mathematics
<input type="radio"/> Business & Industry
<input type="radio"/> Arts, Communication & Design
<input type="radio"/> Liberal Arts
<input type="radio"/> Social & Behavioral Sciences
<input type="radio"/> Health Sciences



Which statement about choosing a major and career path best describes you?

<input type="radio"/> I'm not ready to decide on a major because I am still exploring my interests and the different careers available.
<input type="radio"/> I am close to deciding on a major and have narrowed down my choices to a few possible majors/career paths. I need more information and experience in my area of interest to make a choice.
<input type="radio"/> I have chosen a major, but I am uncertain about what career to pursue. I would benefit from learning more about what career paths I can pursue with my major.
<input type="radio"/> I have decided on my career and major, and I feel satisfied with my decision. I would benefit from learning more about my chosen major/career.
<input type="radio"/> I have decided on my career and major, and I feel satisfied with my decision. I already know enough about my chosen major/career.
<input type="radio"/> I feel overwhelmed and uncertain about making major and career decisions.

PCC Connect

- Tool to connect success centers, tutoring, instructional faculty, career support, library. Early alert and referral system
- Referral to career support. Helps the career center outreach intentionally to students who have been referred and close the support loop.
- Success Teams can use this tool to access caseloads by career community to message, make appointments, assign success plans, assign to-do items
- Students have direct access to their success network for their career community.

Other Technology

- Centralized Calendar with filter capabilities including career tags among other tags to help student navigate to their interest areas (Winter 2020)
- Canvas Shell for Career Communities – used as an information home base for career communities. Also a nudging tool.
- DegreeWorks-connecting degree audit to career activities based on level of audit completion for informed courses selection decisions.
- Communications/Nudges

Calendars

The screenshot displays a web-based calendar interface. At the top, there is a navigation bar with a home icon, the word "Calendar", and a dropdown menu showing "Academic Calendars" and "Important Dates". Below this, two large event banners are visible: "Lunar New Year Celebration" on a red background with a white circular graphic, and "Black History Month" on a black background with yellow and green horizontal stripes. The main content area shows a list of events for "Feb 18". On the left, there is a "Filter" sidebar with sections for "Audience" (Community, Current Students, Faculty, Future Students, Staff) and "Category" (Featured, Academic Calendar, Sports). The event list includes:

- TUE Feb 18
- All Day: Charles Bibbs Art Installation (Black History Month)
- All Day: Welcome Week
- All Day: First Day of Classes – Spring Semester (Academic Calendar)
- 8:00AM - 10:00AM: Bienvenido Day
- 11:00AM - 12:00AM: Jacqi Dem Hartog: Blood and Bones
- 11:00AM - 12:00AM: Yo am; I soy: Abel Alejandre and Eloy Torrez
- 11:30AM - 1:30PM: Lunar New Year Celebration

Questions/Discussion



Thank you!