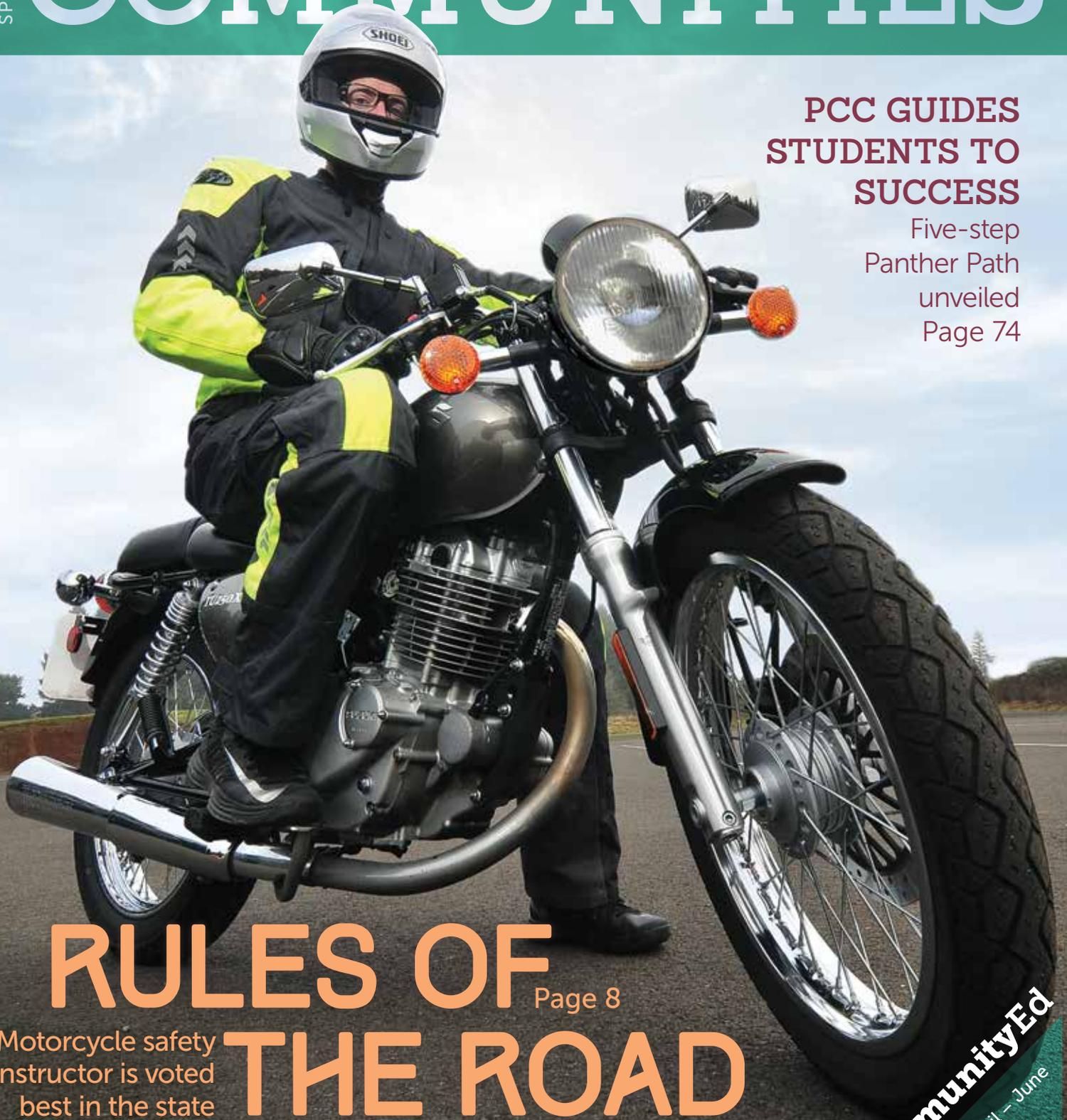


SPRING 2014

PORTLAND COMMUNITY COLLEGE COMMUNITIES



PCC GUIDES STUDENTS TO SUCCESS

Five-step
Panther Path
unveiled
Page 74

RULES OF THE ROAD

Page 8

Motorcycle safety
instructor is voted
best in the state



Portland
Community
College

PCC CommunityEd
Classes starting April – June
Find them inside:
Pages 9 – 71

"The commitment PCC shows in making higher education affordable and accessible to a diversity of students has a direct impact on the region's future workforce. The Portland General Electric Foundation supports the PCC Foundation because the college leads the way in educating and training students."

Carole Morse
President,
Portland General
Electric Foundation

Carole Morse manages PGE's corporate foundation which awards about \$1 million each year in the areas of education, social services and arts and culture in Oregon.

Carole is currently chair of the All Hands Raised Board and a member of the Cradle to Career Steering Committee. She was appointed by Gov. John Kitzhaber to the Oregon Cultural Trust board in 2012.



**Portland
Community
College**

Alum News

◆ **Amy Cakebread**, who attended PCC from 1996–2001, teaches math at Clackamas High School. In addition to her teaching responsibilities, she's developed new math curriculum. She volunteers at several local elementary schools and serves as club advisor to the National Honor Society and the Hip Hop Club.

◆ **Devarshai Bajpai**, a PCC student from 1994–1998, is a well-respected drug and alcohol counselor in Oregon as he addresses the issues of addiction. He is now an addiction program manager with Multnomah County and is an advocate for the addicted and mentally ill community.

◆ When **Randall Vemer** retired from his position as principal violist of the Oregon Symphony — a position he had held for 20 years — due to a focal dystonia in his left hand he turned to PCC to train for his next career. He attended PCC from 1995–1997 and now creates original classical style oil paintings and established the Patty Vemer Endowment Fund with the Oregon Symphony. Patty Vemer served as the symphony's education director for 13 years before she passed away in 1997. The award is given to individuals who have demonstrated exemplary commitment and service to children through music education.

We'd love to feature you in an upcoming issue. Tell us your alumni news at www.pcc.edu/alum.

Shared on Social Media

◆ "Thank you! I can truly say that ASPCC at Sylvania and student leadership has helped me get where I am today! Was so nice to chat with PCC Sylvania President **Linda Gerber** about my grades. She is awesome and genuinely happy when you succeed." — Twitter user and student @KoleBigEars

◆ "Big thanks to @PortlandCC for hosting the excellent luncheon today with Dr. White about black leadership and journeys in higher ed!" — Twitter user and community organization @PCRHome

Share your thoughts and photos with us on Twitter @PortlandCC.

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You're Invited!



Photo by Eileen Gunn

Science fiction author and legend **Ursula K. Le Guin** will visit PCC in May as part of an event spotlighting local authors.

In her first-ever visit to PCC, Le Guin will speak

at the Cascade Campus on Tuesday, May 20 from 7 to 8:30 pm. She will visit the Rock Creek Campus on Thursday, May 22 from 12 to 1:30 pm. Both events are open to the public and admission is free. For details call 971-922-6339.

Le Guin, a Portland resident, writes both poetry and prose, and in various modes including realistic fiction, science fiction, fantasy, young children's books, books for young adults, screenplays and essays. She has published seven books of poetry, 22 novels, more than 100 short stories, four collections of essays, 12 books for children and four volumes of translation.

For more information email blake.hausman@pcc.edu or call 971-922-6339.

The New Look

Welcome to the Spring 2014 Issue of PCC Communities magazine. You'll notice a few changes with the magazine as we've redesigned the pages to make them more reader-friendly and interactive. In every issue you'll find regular features about students, faculty members, the Bond Program, the PCC Foundation and alumni who got their start at PCC and are now thriving. The magazine is full of stories about the people and programs that make PCC a nationally-recognized community college. Visit our social media sites, tell us what you like about the redesign and share stories you think we should be telling. We look forward to hearing from you!

Stay connected with PCC digitally at:



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youtube.com/pccvideos



linkedin.com/portlandcommunitycollege

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By Kate Chester

ALUM PROFILE: KATE HOULIHAN

Portland native Kate Houlihan first considered a career in nursing at the age of 15. Some health issues during high school had forced Houlihan to take time off from her studies. She witnessed the dedication of nurses who helped her, and their commitment and compassion led her to consider the profession.

A few years later Houlihan excitedly headed to Helena, Montana for college, where she majored in nursing. Sickness struck again, forcing Houlihan to return to Portland to heal and re-think her educational path.

Enter PCC.

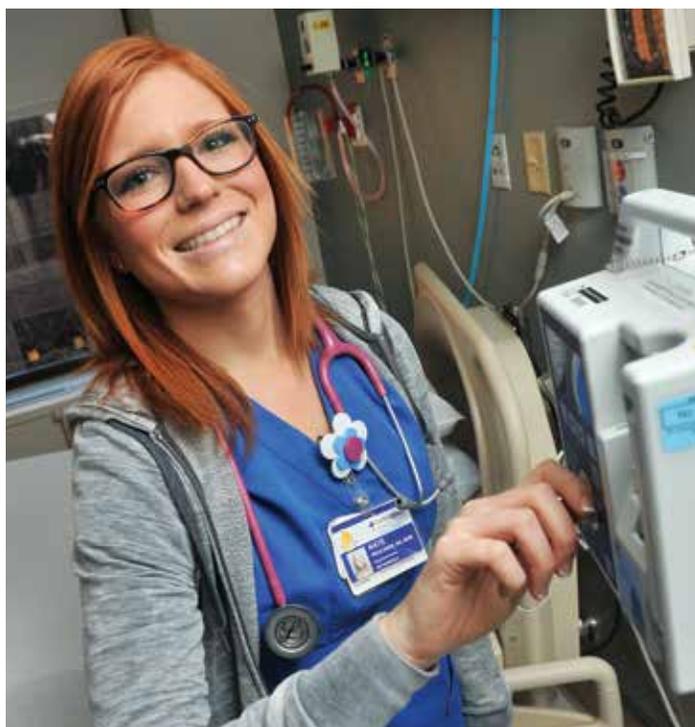
Over three terms between 2010 and 2011 Houlihan took a variety of prerequisites for nursing school, as well as electives, at the Cascade, Rock Creek and Sylvania campuses. Her diligence, along with guidance she received from her PCC instructors, paid off handsomely: While at PCC, Houlihan was awarded a competitive Providence scholarship to attend nursing school at the University of Portland.

Since graduating with her bachelor's in nursing in 2013, Houlihan has worked at Providence Portland Medical Center (PPMC), first on the orthopedic floor and now as part of the diabetic/renal unit. She works 12-hour shifts, three days a week which enables her to get to know her patients, many of whom are long-term patients with chronic conditions.

"I feel so blessed to be a nurse," says Houlihan. "I'm so glad I stuck with it — the journey has been incredibly worthwhile."

Q: WHAT DID YOU LIKE ABOUT PCC?

A: The learning environment. In university settings, sometimes students don't know what they want to do or study; their parents are paying the tuition, so students aren't forced to make a decision. At PCC, students are there to learn,



Daughter of KGW news anchor Laural Porter gives a caring touch to patients at Providence Portland Medical Center. Her journey to nursing made an unexpected but worthwhile stop at Portland Community College.

and they're motivated. Another plus is the willingness of teachers at PCC to help students, inside and outside the classroom. I remember my statistics teacher would tutor on his days off.

Q: DO YOU KEEP IN TOUCH WITH ANY OF YOUR FORMER PCC CLASSMATES?

A: Yes. I went to the University of Portland with two other PCC students, and one of them — David Neves — and I were in the same nursing cohort, then ended up working together at PPMC.

Q: WHAT HAS BEEN YOUR GREATEST ACCOMPLISHMENT SO FAR?

A: Learning the art of nursing. In the beginning, you learn about time management, medications, and getting comfortable with the schedule. Now I'm able to focus on the patient — emotionally, mentally and spiritually. Nursing is so much more than task management.

Q: WHAT ADVICE WOULD YOU GIVE COLLEGE STUDENTS TODAY?

A: Never give up. I've faced many challenges, but there are resources to tap and people to reach out to when you're struggling. My journey has been worth every moment — it's made me a better nurse.

Q: WOULD YOU RECOMMEND PCC TO STUDENTS INTERESTED IN HIGHER EDUCATION?

A: Absolutely. When I was in high school there was a stigma about community colleges — they were thought of as being geared to adult learners, not graduates right out of high school. What I've realized is that community college is a great place to learn what you want to do — and then do it. The courses I took at PCC were as rigorous — if not more rigorous — than any I took at the college in Montana. ♦

Are you a PCC Alum? Join the PCC Alum Network!
Share your news and update your contact information at www.pcc.edu/alum.

REMEMBERING CHUCK'S ADVICE



Chuck Ford

Longtime Schnitzer Steel employee's message about education leads to a new PCC Foundation scholarship



Chuck Ford made a strong impression on his bosses when he arrived at Schnitzer Steel Industries, Inc., back in 1967 as a hardworking teenager intent on putting in an honest day's work.

He started as an entry-level laborer and he ended his professional career some 44 years later as the terminal operations manager, the highest operational position at Schnitzer's Portland facility. He was one of Schnitzer's longest serving employees.

He was a manager with high expectations for his employees and himself.

"He was straightforward and told it to you like it was," said Michael Kirschman, Schnitzer's commercial operations director. "He was no-nonsense in good things and in bad. If he saw good things he would say so and if he saw something bad he was very honest and he would not hold back. He was definitely a father figure with a big personality. He was well respected by everyone in the yard."

Ford had little formal education, a fact of life that he talked about often and wished had been different. But as a youngster, his family needed his financial support so he worked on ranches until he went to Schnitzer, one of the largest manufacturers and exporters of recycled ferrous metal products in the U.S.

He was quick to tell a colleague or a younger employee the benefits of a solid education and why students should stay in school.

"He had a saying that, 'Knowledge is something that no one can take away from you so get as much as you can,'" recalled Jennifer Hudson, Schnitzer's governmental and public affairs manager.

Ford was a loyal employee and when he officially retired in 2011 colleagues and friends feted him. He continued working as a consultant for the company.

In October 2012 Ford died, a shock for his family and all those at Schnitzer. The company talked with Ford's relatives on how best to honor him.

"We decided rather than memorialize him with the naming of a building we preferred to start something more ongoing and perpetual. That's when we came up with the scholarship," said Kirschman.

The Schnitzer Steel Chuck Ford Memorial Scholarship started this year with two recipients. The scholarship is open to students in the following programs: welding, engineering, building construction trades, diesel service technology, machine manufacturing, facilities maintenance, civil/mechanical/electronic engineering technology and electrical trades.

"This scholarship through the PCC Foundation made life a little bit easier for me in what has been a very stressful time," said Hanno Murphy, a welding technology student and one of the first recipients. "It's nice to know that you can catch a break."

When Murphy's sales job ended last spring he decided to retrain in welding.

"I love working with metal and I'm very excited to be in the program. I lost my job but then this opportunity emerged and I took it," he said. "I'm hoping to get into high-end fabrication or Nondestructive Testing."

Murphy and fellow welding technology student Duncan Haworth each received a \$1,000 scholarship for 2013-14.

Schnitzer chose PCC for the type of education it provides: training individuals in career and technical education programs who complete their studies in about two years and find local, family-wage jobs.

"I hope these students are inspired to work because that's what we learned from Chuck's legacy," said Hudson.

And what would Ford think about the scholarship? "He would be very enthusiastic to know that he was part of something that helps students train for jobs," Kirschman said. ♦

There are hundreds of scholarships available through the PCC Foundation. To donate and help a student in need, visit www.pcc.edu/foundation or call 971-722-4382.

With thorough planning and a steadfast approach, the college ensures that its capital investment and building program advances regional goals in sustainability, preservation, livability, transportation and urban growth

By Gina Whitehill-Baziuk

PCC'S BOND PROGRAM BUILDS COMMUNITY

The overarching vision of the 2008 voter-approved bond measure asserts that the college will “create new educational opportunities for generations to come by building and renovating facilities that sustain our resources, delight our students, exceed the expectations of district citizens for superior educational resources, enhance our communities and inspire generations to achieve their educational goals.”

Tasked with a huge challenge of building for the future while also preserving the past and being sensitive to its surroundings, PCC is not only working to fulfill its commitment to this vision, but to broaden regional goals.

Early in the planning of the bond program leaders recognized that capital improvements were about more than just building buildings. It's also about advancing regional livability.

PCC's Bond Program is committed to:

● **Managing public resources efficiently and exploring creative ways to use the building environment as teaching and learning laboratories.** Bond-funded construction on Building 7 at the Rock Creek Campus, for example, creates opportunities for Building Construction Technology students to work on real projects.

“Our concrete students partnered with Fortis and Faison Construction to prepare the concrete slab used to support the Building 7 mock-up,” said Shannon Baird, a Building Construction Technology instructor. “They were required to coordinate schedules, perform work to a professional standard and observe all job site safety requirements, to name just a few benefits. In addition, BCT students have participated in over a dozen internship opportunities with Fortis, Walsh, In-Line, Hoffman and Howard S. Wright construction companies.”

● **Preserving and renovating culturally, architecturally and historically significant parts of our communities.** “PCC's decision to restore and re-purpose the historic Paragon Building (now part of the Cascade Campus) on Killingsworth Street in the heart of the Humboldt neighborhood has been critical to maintaining and encouraging a healthy and vital business community,” said Humboldt Neighborhood Chair Paul Anthony.

● **Creating economic and community development.** “Building out the Southeast Center, for example, creates an opportunity for a regional anchor,” said Metro Policy Advisor Andy

Cotugno. “An investment in PCC's facilities produces more investments by others. People see what's happening in an area and it creates confidence.”

Metro, the area's elected regional government is charged with the political responsibility to “preserve and enhance the quality of life and the environment.” However, success relies upon wise community investments and policies from partners like PCC.

● **Enhancing community and beautifying safe public spaces.** “The college is helping to build places where people gather and engage — the very fabric of place making,” continued Cotugno.

● **Filling jobs, having a proactive minority, woman-owned, and emerging small business (MWESB) outreach program, actively hiring local businesses to put bond dollars back into the community.** “To date the bond program has hired over 500 MWESB firms,” said Bond Director Linda Degman. “From the beginning we hired large construction management firms to oversee construction at each campus with the caveat that they in turn, hire and mentor smaller firms, ever growing the performance capacity of the local work force.”

● **Considering how PCC buildings impact the land.** “The college provides the opportunity to prosper through education and TriMet provides it through mobility,” said TriMet General Manager Neil McFarlane. “Key college decisions to build and enhance educational centers adjacent to public transportation, such as the west side and downtown MAX light rail lines, increase access to education and help to decrease reliance on single-occupant auto use.”

● **Partnering with other agencies to engage in decision-making and deliver exceptional educational opportunities.** “Working together, we're helping more people pursue and achieve their dreams,” said McFarlane. ♦

New parking facility at Cascade Campus provides 211 underground spaces

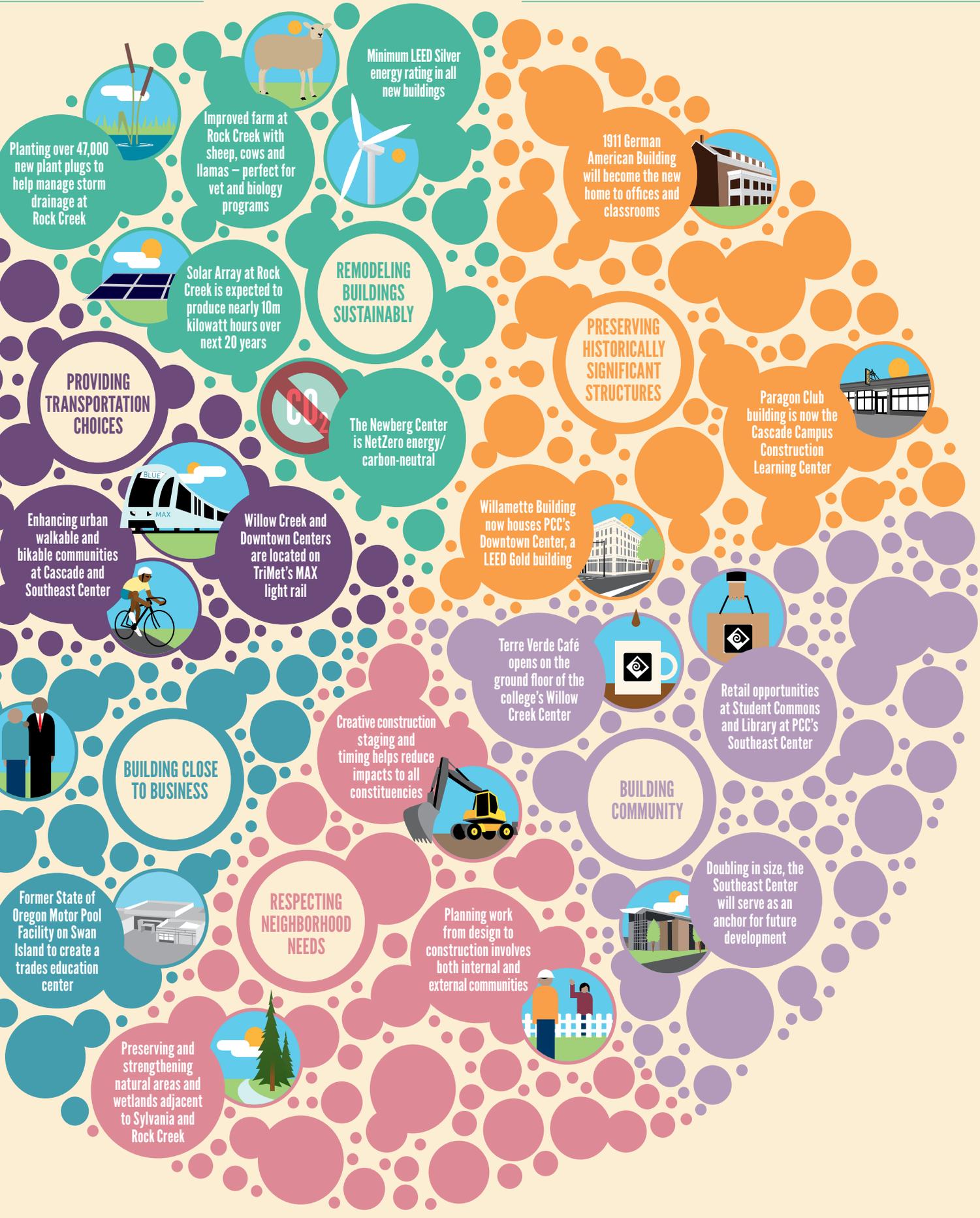
P



Built Newberg Center to serve students in local area, saving travel to Sylvania for all classes

Students intern and apprentice with campus contractors

Learn more about the exciting developments with the PCC Bond Program at bond.pcc.edu.



AWARDED FOR SAFETY



Motorcycle Safety Instructor of the Year Joel Crawford instructs a student on proper technique.

Joel Crawford is revved up about his recent accomplishment: being named Safety Instructor of the Year by TEAM OREGON.

The Hillsboro resident and motorcycle enthusiast has been riding dirt bikes since he was four, tooling around the Tillamook National Forest with his brother. His love for bikes continued to grow and when he was old enough he bought a street motorcycle and ventured onto pavement.

A safety instructor since 2005 who's often seen at the Sylvania Campus, he's taught thousands of students the rules of the road.

It's his knowledge of how to safely operate a motorcycle and his calm demeanor that earned him the praise. His focus is making students feel comfortable on a bike and teaching them all the responsibilities that go along with hopping on a two-wheeler.

"Joel lives motorcycling and embodies that care and concern for his students and fellow instructors," said Steve Garets, director of TEAM OREGON, a partnership between Oregon Department of Transportation and Oregon State University that provides rider training courses.

Crawford teaches at different sites across Oregon and one location he enjoys

is the Sylvania Campus where he's a PCC Community Education instructor. On weekends between February and November students gather in a parking lot and learn how to shift, accelerate, slow down and brake.

"What I really want to do is show riders how they can avoid making mistakes," said Crawford, who freely admits to plenty of his own mistakes where he ended up with minor injuries. "So much of this is about teaching theory and teaching concepts which will build their confidence."

PCC's relationship with TEAM OREGON goes back nearly 30 years and during that time tens of thousands of students have learned to ride in the Sylvania, Willow Creek Center, or Washington County Workforce Training Center parking lots. "We offer high quality safety instruction and help promote a safe and healthy riding experience," said PCC Community Ed's Dawn Davis.

In Oregon all new riders who are 60 years old and younger are required to have a valid motorcycle endorsement thanks to a law passed in 2009 by the state Legislature. The law requires new riders to complete an approved safety training course in order to get the endorsement. Next year all new riders of any age need the safety course. ♦

Learn to ride through PCC by taking a Motorcycle Rider Class. Turn to Page 49 or visit www.pcc.edu/drive and select Motorcycle Classes.

OTHER CLASSES

EXPLORE CUBA AND LEARN



Explore the streets of Havana and get to know the people of Cuba who live on this cultural treasure of an island just 90 miles off the coast of the U.S. Enjoy scenic drives past lush mountains and

forests. This nine-day cultural exploration trip is offered through Collette Vacations. Collette Vacations has a license for registered guests to travel, participate and engage in a full time schedule of educational exchange activities and authorizes registered guests of the program to travel legally to Cuba to participate and engage in educational exchange activities in Cuba which involve meaningful interaction between visitors and the people of Cuba. For more information, [turn to page 51](#) or email CEDTravel@pcc.edu or call 971-722-5303.

IRS-APPROVED TAX CLASSES



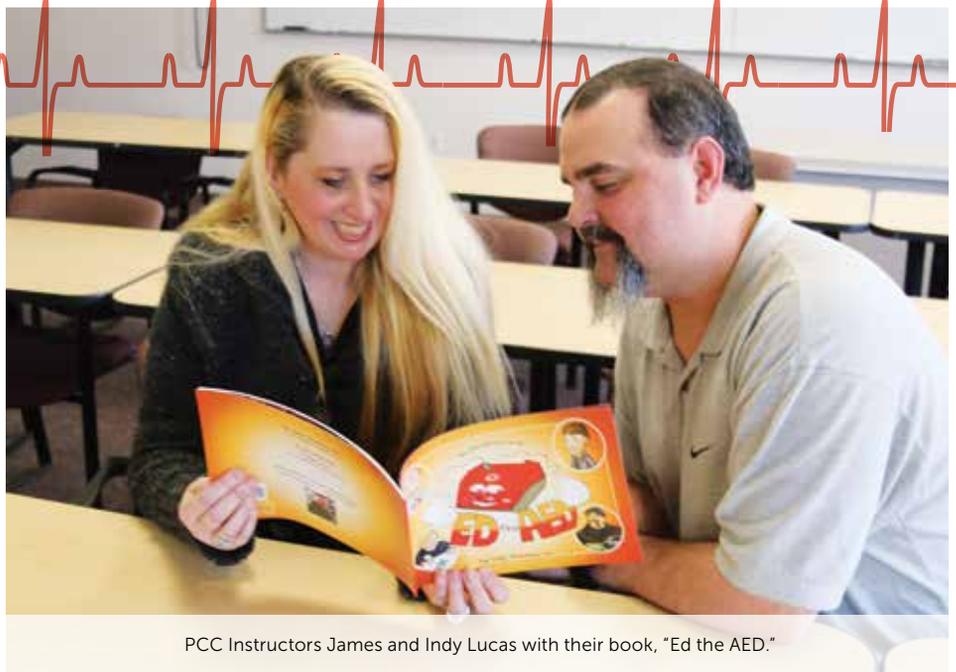
Two new classes for tax professionals are now offered through PCC Community Ed. The IRS-approved courses, Joint Property Taxation and Taxation of Community Property, are

designed as Continuing Education for IRS enrolled agents, registered tax return preparers, licensed tax consultants in Oregon as well as certified public accountants and public accountants. PCC Community Ed is working on plans to offer an online version of Joint Property Taxation, which covers issues of property titled as joint tenants with right of survivorship, in addition to the course being taught in a classroom. For more information about the classes, [turn to Page 60](#) or visit www.pcc.edu/communityed and select Work Life Balance. ♦

A Story from the Heart

PCC CLIMB Center instructors use children's book to teach from the heart

By James Hill



PCC Instructors James and Indy Lucas with their book, "Ed the AED."

According to the National Institutes of Health, more than 500,000 people a year die of sudden cardiac death in the U.S. Two PCC instructors are trying to do something about it.

James and Indy Lucas of Corbett use a children's book they've written and published titled, "An Adventure with Ed the AED," to educate children in grade schools on how an Automatic External Defibrillator works in case they see a person in cardiac arrest.

An AED is a portable electronic device that automatically diagnoses life threatening cardiac rhythms and treats them through electrical therapy. The couple was inspired to write the book after hearing about preventable cardiac deaths at local schools.

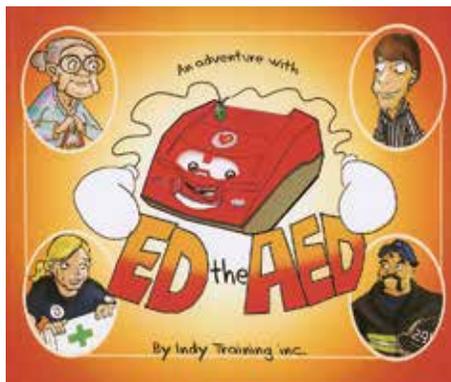
"Why we're doing this is to get people aware of where AEDs are, have them go find the AEDs and be comfortable using them because you don't know when somebody is going to collapse," said James Lucas. "It's the one thing that you can do (using an AED) to make difference."

The book is dedicated to the memory of James' brother Jeff, who was a Navy SEAL killed trying to rescue other SEALs in Afghanistan in 2005. The story of that operation became the basis for the book "Lone Survivor" published in 2009 which was recently turned into a movie. To honor his memory, the couple used Jeff as a character in the book, which shows kids how to help a person who is in need.

"The book encourages them that it's the right thing to do," said James Lucas, who has worked as a fireman and paramedic for Hoodland Fire in Welches for 18 years. The book, published in

2010, fits right into what the Lucases do for a living. They teach at the PCC CLIMB Center's American Heart Association Training Center. The couple's classes include Basic Life Support, Advanced Cardiac Life Support and Pediatric Advanced Life Support classes, all targeting health professionals.

For schools and parents, "An Adventure with Ed the AED," can be found on Amazon.com. The illustrative book gives children and adults training through easy steps with simple-to-understand instructions on the use of an AED and hands-only Cardiopulmonary Resuscitation (CPR).



"Every penny that comes off the book through Amazon goes directly into these AED units we get at distributor rates. We ship them off to Parent Heart Watch, which already has a system that disperses them across the country," added Indy Lucas, who works with American Medical Response. "It's really a no-brainer for us. We also are able to give to Jeff's memorial fund."

The Lucases want to change how AEDs are viewed as well. They said that protocols at schools mean only nurses or a select few administrators or staff members are approved by the districts to use an AED in times of emergencies. If a child or adult goes into cardiac arrest, those protocols can mean the victim won't receive any help if the staff member in charge of the AED isn't close by.

"I was wondering, 'Why doesn't everybody get to know this thing and use it?'" said James Lucas. "We found kids can do it. We want to create a generation that can identify and use AEDs." ♦

Learn to save a life by enrolling in a lifesaving course.
Check out the CLIMB Center web site at www.pcc.edu/climb or call 971-722-2798.

ON THE PAN

THE 5 STEPS TO SUCCESS ON THE PANTHER PATH:

Step 1: Prepare

On the first day of classes students will be prepared academically, personally and financially

Step 2: Engage

Students will choose their educational path; develop skills and connections to balance school and life demands

Step 3: Commit

Students will stick to their graduation plan, using resources in and outside of the school to reach their goals

Step 4: Complete

Students will successfully meet their goals and develop post-completion strategies for next steps

Step 5: Thrive

Alumni will thrive in their personal, educational, and career pursuits, advancing the region's long term vitality

Community colleges across the country are experiencing a major change in the way they are viewed and evaluated. Providing affordable access to college remains a high priority, but improving student success and completion has become equally important.

PCC is re-aligning its own processes and systems to ensure students stay on a path to achieve their educational goals. At PCC, with a nod to our mascot, we call this the "Panther Path."

The shift is coming from both the national and state levels, including Oregon's ambitious "40-40-20" education initiative (40 percent of the state's adults will have four-year college degrees, 40 percent will have two-year degrees or other post-secondary training, and the remaining 20 percent will have high school diplomas by 2025).

The bottom line is that the state's community colleges must ensure students achieve their goals, whether it's earning a certificate, career pathway, associate's degree or transitioning from developmental education to college-level courses.

"We are in the midst of a paradigm shift for community colleges when it comes to how we serve our students," said Dr. Christine Chairsell, PCC's vice president of academic and student affairs. "In order to meet these new metrics, we have to change our own behavior before we can change the behavior of students."

The college realized the path to student completion and success at PCC hasn't

been as clear and connected as it could be, so last year PCC formed the Completion Investment Council (CIC) to help the college make the shift.

The council is composed of a cross section of faculty, staff and administrators who provide advice and guidance on student success initiatives. Their aim is to improve completion for students at PCC, while responding to the regional and national completion agenda.

In short, the council wants to make sure students are financially prepared to enroll in college, are able to complete coursework, can attain college-level reading, writing and math skills, transfer to universities or achieve a certificate, degree, employment or advancement within a job.

The Deans of Students at each campus and center created a roadmap and organizing tool to help advance these student success and completion initiatives. As students travel on the "Panther Path" they are mindful of the different stages to success: Prepare, Engage, Commit, Complete and Thrive.

"The Panther Path is the learner's journey and it can be used as a framework for planning. It keeps students at the core of the learning mission," said Heather Lang, dean of student development at the Sylvania Campus.

The CIC has been focused initially on the "Prepare" part of the path, analyzing data from the learning process to find what is most challenging for students and what keeps them from progressing.

PANTHER PATH

Focus on prepping students to prepare for and engage in college — and ultimately thrive — opens discussion and drives way for new ideas

By James Hill

What does being “prepared” mean? For PCC it means that students are ready for success on their first day of classes. To show that readiness they should complete coursework to be college-level ready, complete assessment and placement tests, have a plan to pay for courses, build an appropriate first term schedule, understand college terms and expectations, be equipped with textbooks and their college ID, and be technology ready.

This new shift also holds students responsible for each step along the path. For example, have they paid fees before the deadline? Are they participating in advising? Are they asking for help if they are not progressing academically?

“It’s about telling students you have to own your experience; we will get you to the ‘complete’ stage, but this is a shared responsibility,” said Chairsell.

The CIC spent a year looking at student data. The council found that among the 1,000-plus credit courses taught every term, 50 percent of the college’s enrollment is in just 49 classes. They also found that no math, developmental education or math intensive courses were in the high enrollment, high student success-rated cate-

gory. Conversely, in the high enrollment, low success category, all but two classes were pre-college level writing, reading and math.

“Math in general is a challenge and is a national issue,” Chairsell said. “If students don’t come to us prepared they are not going to succeed. We know students aren’t coming prepared. During this terrible recession, people with high school credentials lost their jobs and couldn’t find work. They’ve been away from math for a very long time.”

PCC is not alone. “Every college and university is facing the issue of math preparation. There are going to be hundreds of approaches that work and what we need to do is find the solution that is meaningful to us,” Chairsell said.

Along those lines the college is in the midst of developing a strategic plan and defining how best to serve students and the community, now and over the next five years. The overall effort is underscored by the desire to build on PCC’s past successes while charting a path for excellence and to align budget planning with key priorities for the college’s future. The plan should be completed later this year.

Another effort in the works is the first-ever Answer Center, a one-stop kiosk where any student can access and navigate college resources with help from staff volunteers. The first Answer Center opened in January at the Southeast Center.

Now students don’t have to shuttle from department to department trying to access key services. Instead, they simply stop by the Answer Center where they receive assistance on issues related to the Enrollment Services, Financial Aid and Student Accounts departments. At the center’s kiosks, students can log into the college portal called MyPCC and complete any phase of their enrollment. And, at any time they can receive over-the-shoulder help if they are unsure of what to do.

Answer Centers will be rolled out at each campus during the next two years thanks to the build out of the college’s Bond Program. ♦

WHAT'S AHEAD FOR IMPROVING STUDENT SUCCESS AT PCC:

Development of 5-year strategic plan

Create college-wide math achievement culture

Leverage technology to improve communication with students

Align classroom instruction and student services strategies

Roll out one-stop Answer Centers at each campus

Find out more about Panther Path at www.pcc.edu/pantherpath

Keep up to date on the Strategic Planning process by visiting www.pcc.edu/strategicplanning



The second cohort of interns from the college's Legislative Internship Program have arrived at the State Capitol in Salem and have wasted no time helping their communities back in Portland

By James Hill and Christina Holmes



CALLED TO THE CAPITOL

Madeleine A. Tofaeono-Galo is not what you consider a political junkie. She keeps up with current national and global events but watching C-SPAN is not her idea of entertainment.

Still she jumped at the chance to serve as an intern for State Rep. Jennifer Williamson (Portland) as part of PCC's Legislative Intern Program now in its second year.

"I applied to this internship to challenge myself, build a foundation for politics and to use this opportunity as a tool to empower other women of color and Islander women throughout the community. My goal is to learn from my colleagues and mentors about the legislative process and how concerns of constituents are handled in the office," said Tofaeono-Galo, who is enrolled at both PCC and PSU as a political science major. "I believe I bring my cultural capital of being able to share my experiences working with or in diverse communities of color, sexual orientation, age, gender, child care and education."

This year 10 PCC students are working as interns for various state legislators in Salem. The internships, established by the college to give interested students experience in government, are helping to broaden their skill sets as well as build awareness of the college with state leaders.

The students help the legislators by filing letters and bills, taking part in meetings with lobbyists, answering phone calls and e-mails from constituents and handling speaking requests.

In return, the legislators learn about the students' academic lives as well as the issues they face back home.

"I believe that all citizens have the right to representation at various levels and by interning in Salem I can help give a voice for and represent the students of PCC — acting as an emissary, if you will," said Brandon Kaskawal, who is working in State Rep. Julie Parrish's office (Tualatin/West Linn). "Being a disabled veteran, who

served four years in the United States Marine Corps, I hope to use the value of teamwork and dedication that I learned there and apply it to the internship with the same determination as in the Marines. I hope to bring the student veteran voice to light as I know many student veterans feel as if they go unheard."

Interns range in age from late teens to older, returning students and come from liberal and conservative backgrounds alike. Students include Tofaeono-Galo, Kaskawal, Lucas Hillier, Cindy Lopez, Daniel Kim, Elizabeth Ackerman, Garrison Stephens, Jazmin Menjivar, Joel Reyes and Lizzy Atwood Wills.

Rob Wagner, PCC's government relations director, campaigned to create the first-ever internship program soon after joining the college in 2012.

In his past lobbying roles, Wagner noticed that the state's universities had their students in internships at the Capitol Building offices,



2013–14 Legislative Interns: Back row left to right Brandon Kaskawal, Lucas Hillier, Garrison Stephens, Joel Reyes, Daniel Kim. Front row left to right Elizabeth Ackerman, Lizzy Atwood Wills, Jazmin Menjivar, Cindy Lopez, Madeleine Tofaeono-Galo, faculty member Michael Sonnleitner.

but found no one from the community colleges. Used to lobbying outside forces on behalf of his organization, Wagner partnered with inside forces at PCC to have the internships funded for two full days a week during the legislative term which falls during the winter and spring academic terms.

His lobbying worked. The student leadership coordinators at each campus supported the idea and the District Student Council agreed to fund a pilot program on a competitive basis. Based on the success of the first cohort in 2013, the Council agreed to fund a second term of the PCC Internship Program. Wagner hopes the internships will be funded for terms coinciding with legislative sessions.

“Our students had compelling stories, and compelling interests and compelling voices that needed to be heard — and deserved the same level of access,” Wagner said.

Annalicia Whittaker interned last year and this year she’s taken on a leadership role within the

Associated Students PCC by garnering financial support from the District Student Council.

“This is a program where students can get engaged and involved in issues that matter to them. Certainly we have some motivated students already interested in the legislative process but we also hope to light the fire of other students who are just learning about the Capitol and finding out what issues matter to them,” said Whittaker, a student senator with ASPCC who also chairs the District Legislative Intern Task Force.

Last year she worked for State Rep. Lew Frederick (Portland) and spent time taking notes at committee meetings, working with legislative aides and “absorbing an incredible amount of information,” she said.

“It was far more than just busy work,” recalled Whittaker.

This year she worked closely with political science instructor Michael Sonnleitner at the Cascade Campus and Stephen Arthur,

student leadership coordinator at the Sylvania Campus, to interview and select the new cohort of students and prep them for the life of an intern.

So what do interns hope to gain from their five-month stint in Salem?

“I hope to gain insight into the legislative process, how lobbyists and special interest groups affect policy, how laws are passed in the state of Oregon and the political climate within the legislature,” said Lucas Hillier, who is working in State Rep. Joe Gallegos’ office (Hillsboro). “I also want to make friends and acquire references for future endeavors.

Dually enrolled at PCC and PSU, Hillier has plans to earn both a bachelor’s and master’s degree in social work.

“I’m interested in promoting social justice and I see this as a practice arena before I pursue social work with a focus on public policy as a career,” he said. ♦

Learn more about PCC’s work at the Capitol by visiting opportunity.pcc.edu and checking out “The Capitol Beat.”



RISE UP AND LEAD

Sometimes it takes a yoga mat to make a point.

As part of his first workshop with the Latino Network's 2013–14 Unidos for Oregon Leadership Program, Jaime Rodriguez and 23 other Latino professionals brought their mats into a conference room following lunch at the University of Oregon.

They had a 20-minute snooze in between the morning and afternoon sessions, the latter of which wouldn't end until 7 p.m. The nap, or better known as a siesta, was the perfect device to help Rodriguez and the group re-connect to their Latino heritages and even work more efficiently.

"It took me 30 seconds and I was out," said the Hillsboro resident. "But some people couldn't do it. The dominant culture as they call it doesn't allow us to take a nap. I said, 'Hey guys, but it's our culture. You go to Mexico, Spain or Latin America, we take siestas.'"

This winter, Rodriguez and the other two dozen professionals from around the state are taking part in workshops that build leadership skills that address "the gap in Latino leadership cohesion, collaboration, trust-building and strategic coordination." The program develops leadership skills in politics, intercultural and intergenerational communication, understanding oppression, conflict resolution, collaboration and negotiation, community building, and more.

"Many of us, unfortunately, are the only Latinos in the room whether it's at a school board meeting or some

With an eye toward bridging the gap in Latino leadership, cohesion and trust-building, a state leadership program picks one of PCC's own to engage.

By James Hill

organization of leadership," Rodriguez said. "There always seems like there is just one Latino in the group and people assume we have all the answers. You may be of Mexican or Cuban descent, but they expect you to know Argentinean or Brazilian cultures. That's just not how it goes."

The participants come from a wide range of career backgrounds such as education, finance, health care, housing, legal and law enforcement. Rodriguez serves part-time as a veterans resource coordinator at the Rock Creek Campus and career specialist in the workforce development department at Willow Creek Center.

"As a leader in the community, Jaime is in constant leadership development," said Narce Rodriguez (no relation), dean of student development at the Rock Creek Campus. "He would not consider himself a leader if he did not ask the hardcore question about equality."

A common theme in workshops is discussing reasons why Latinos are under-represented in community leadership settings, or expressing shared experiences such as being passed over for promotions due to a lack of understanding of their cultures.

"Most of the leaders have a farm worker history in them whether it was their immediate parents or grandparents," said Rodriguez, who came from a farm worker family that emphasized education. "All of us have college degrees and I'd say the vast majority of us were the first members of our family to graduate from college."

Even before Unidos, Rodriguez was carving his own leadership path. In 2012, Rodriguez represented District 1 as a delegate to the Democratic National Convention. Earlier that year, he assisted Congresswoman Suzanne Bonamici's campaign by working as a communications liaison to Latino voters in Washington County.

Last May, he was one of three candidates that ran for a seat on the Hillsboro School Board (he finished in a close second). Since becoming a union member in 2002, Rodriguez has worked his way up to leadership within the PCC Federation of Faculty and Academic Professionals. He won PCC's 2013 Cesar Chavez Distinguished Service and AFT-Oregon's John Connor Memorial Civic Participation awards.

"Jaime has long been a strong advocate for civil rights," said Michael Morrow, former president of the PCC Federation of Faculty and Academic Professionals.

Rodriguez, the youngest of four boys, has a bachelor's degree in public administration from Fresno State University and is a former community college student. Rodriguez, who served in the U.S. Army, started at PCC more than 14 years ago.

Today, through this leadership effort, Rodriguez wants to engage the younger generation into similar discussions about cultures and integration.

He constantly asks: "How do we keep our own values that we learned growing up and integrate them into the dominant culture and pass that on to our children?" ♦



Student Lauren Maki (left) learns about a meteorite from Melinda Hutson.

FACULTY PROFILE: MELINDA HUTSON

Handing a 4.5 billion year old meteorite to one of her students, Melinda Hutson cautions her not to drop it because the iron rusted rock is heavier than it looks.

Hutson has been handling rocks for most of her life and the self-described "meteorite nut" who says her interests are "off planet," rattles off facts and figures as her students listen and learn.

Her students are a mix of geology and environmental science majors and a majority take her classes as a general science requirement. They arrive knowing little about rocks but they leave with a slightly different perspective.

"They go on individualized scavenger hunts as they put on their geological eyes and look around," she said.

Rocks run in the family. Hutson's husband, Alex Ruzicka, is also a meteorite expert and is on the faculty at Portland State University. Together they conduct meteorite research and classification.

But her favorite days are in the classroom, working with students and teaching them about rocks from billions of years ago and training them to be on the lookout for possible meteorites.

"I love when the class has engaging discussions and students ask questions. If they have broad, worldwide interests then students will enjoy the class," she said. ♦

Do you know a PCC faculty or staff member who is doing great things? We'd love to hear from you! Visit opportunity.pcc.edu and share your story.



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