



**SAN DIEGO AND IMPERIAL COUNTIES  
COMMUNITY COLLEGES ASSOCIATION  
INFORMATION BOOKLET**



# THE SAN DIEGO & IMPERIAL COUNTY COMMUNITY COLLEGES ASSOCIATION

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## SDICCCA OVERVIEW

The San Diego and Imperial County Community Colleges Association (SDICCCA) was created more than 35 years ago to strengthen the collaboration between the six college districts and their nine community colleges in the two-county area.

### **SDICCCA serves several purposes:**

- To establish and maintain good communication between and among the region's community colleges/districts
- To further develop the educational goals of the colleges/districts
- To strengthen cooperation between these colleges/districts
- To leverage collectively on legislative matters
- To provide a communal voice on higher education issues to the communities served

**SDICCCA initiatives** include close working relationships with San Diego State University, UCSD, CSU San Marcos and the San Diego Workforce Partnership.

### **Members of SDICCCA**

Grossmont-Cuyamaca Community College District

- Grossmont College
- Cuyamaca College

Imperial Community College District

- Imperial Valley College

MiraCosta Community College District

Palomar Community College District

San Diego Community College District

- City College
- Mesa College
- Miramar College

Southwestern Community College District

### **Associate Members**

California State University, San Marcos

San Diego State University

University of California at San Diego

San Diego County Office of Education

*Representatives from private higher education institutions are welcome to send observers to all official meetings of the Association.*



#### **Grossmont-Cuyamaca Community College District**

Grossmont College • Cuyamaca College

**Imperial Community College District**

**Palomar Community College District**

#### **San Diego Community College District**

City College • Mesa College • Miramar College  
• Continuing Education

**MiraCosta Community College District**

**Southwestern Community College District**



# THE SAN DIEGO & IMPERIAL COUNTY COMMUNITY COLLEGES ASSOCIATION

## LEGISLATIVE AGENDA 2011

**Community colleges are the economic workhorses of the higher education system. Almost 300,000 students are served each year by SDICCCA colleges, more than four times the number served by the region's UC and CSU campuses combined.**

The 2011 SDICCCA Legislative Agenda recognizes both the state's fiscal challenges and the role of the region's community colleges in addressing them by preparing students to actively participate in California's economic recovery. California's community colleges are providing the state with a highly trained workforce that is critical to the state's future. Continued cuts of community college funding is jeopardizing student access and success at a time when the state needs a more educated and better trained workforce that will move California's economy forward.

Partner with us in:

- 1. Advancing the role of the San Diego and Imperial County community colleges in reviving the economic health of the state.**
  - SDICCCA colleges are the region's largest workforce preparation providers, conferring more than 10,000 degrees and certificates each year.
  - If 2% more Californians had associate degrees and another 1% more earned bachelor degrees, California's economy would grow by \$20 billion, increasing state and local tax revenues by \$1.2 billion a year and creating 174,000 new jobs. (Campaign for College Opportunity)
  - Because of funding cutbacks, the region's community colleges have been forced to turn away tens of thousands of students resulting in millions of dollars of lost productivity to the state.
- 2. Supporting community colleges in increasing student success.**
  - It is critical that the state adequately fund support services such as tutoring and specialized counseling for veterans, low income and first generation students, and students with disabilities. Research has consistently shown that support services are tantamount to student success.
  - College must be kept affordable, giving our students access to education and job training.
- 3. Recognizing the impact of financial deferrals (and unstable funding mechanisms) on the community colleges.**
  - Deferred funding results in a reduction of hundreds of millions of dollars at a time when these resources are needed to meet student's needs.
  - Elimination of a COLA hinders our ability to meet increases in operational costs.

*Close to 40 years ago, SDICCCA was created to strengthen collaboration between the six community college districts and their nine colleges in the two-county area. Today, these colleges serve hundreds of thousands students annually. SDICCCA works closely with higher education institutions, businesses and community organizations across the region to provide a communal voice on higher education issues for the communities served. SDICCCA leverages its collective voice on legislative matters of concern to the colleges and stakeholders of the region. The leadership of SDICCCA and its Board Alliance rotates yearly among leaders of the organization.*



**Grossmont-Cuyamaca Community College District**  
Grossmont College • Cuyamaca College  
**Imperial Community College District**  
**Palomar Community College District**

**San Diego Community College District**  
City College • Mesa College • Miramar College  
**MiraCosta Community College District**  
**Southwestern Community College District**



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# GROSSMONT-CUYAMACA

## COMMUNITY COLLEGE DISTRICT

- At a Glance
- Legislative District Maps
- News Clippings





# GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT

*A public California  
community college district  
serving East San Diego  
County for 49 years*

EL CAJON • LAKESIDE  
MT. HELIX • SANTEE  
LA MESA • SPRING VALLEY  
JAMUL • LEMON GROVE  
RANCHO SAN DIEGO

**Grossmont-Cuyamaca  
Community College District**  
8800 Grossmont College Drive  
El Cajon, CA 92020  
[www.gcccd.edu](http://www.gcccd.edu)  
(619) 644-7010

Dr. Cindy L. Miles  
Chancellor  
(619) 644-7569  
[cindy.miles@gcccd.edu](mailto:cindy.miles@gcccd.edu)



Grossmont College Sculpture Building



Cuyamaca College Student Center



## GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT AT A GLANCE

**Year Founded:** In 1960 as Grossmont Junior College District, renamed Grossmont-Cuyamaca Community College District in 1985.

**Location:** Grossmont-Cuyamaca Community College District serves the East County region of San Diego County and beyond to the Imperial County and Mexican borders.

**Two Campuses:** The Grossmont College campus is on a 135-acre mesa located in the northwest corner of El Cajon, adjacent to the cities of Santee and La Mesa. Cuyamaca College is located on a 165-acre site in the community of Rancho San Diego just south of El Cajon. Both colleges are about 16 miles from downtown San Diego.

<b>Fall 2009 Students:</b>	Nearly <b>30,000</b>
Full-time:	<b>10,500</b>
Part-time:	<b>19,350</b>
Enrolled in noncredit, fee-based, or short-term certification classes:	<b>18,000</b>

<b>Total number of employees:</b>	<b>2,239</b>
Full-time faculty:	<b>312</b>
Part-time faculty:	<b>961</b>
Administrators:	<b>41</b>
Classified Staff:	<b>925</b>

**Certificates and/or AA or AS degrees include:** Accounting, Administration of Justice, Administrative Assistant, Anesthesia Technologist, Automotive Technology, Business/Management, Cardiovascular Technology, Child Development, Computer & Information Science, Culinary Arts, Digital Media, Elementary Education, Emergency Dispatcher, Engineering, Environmental Health & Safety, Graphic Design, Nursing, Occupational Therapy Assistant, Ornamental Horticulture, Orthopedic Technology, Paralegal Studies, Personal Trainer, Real Estate, Respiratory Therapy, Security Management, Water & Wastewater Technology.

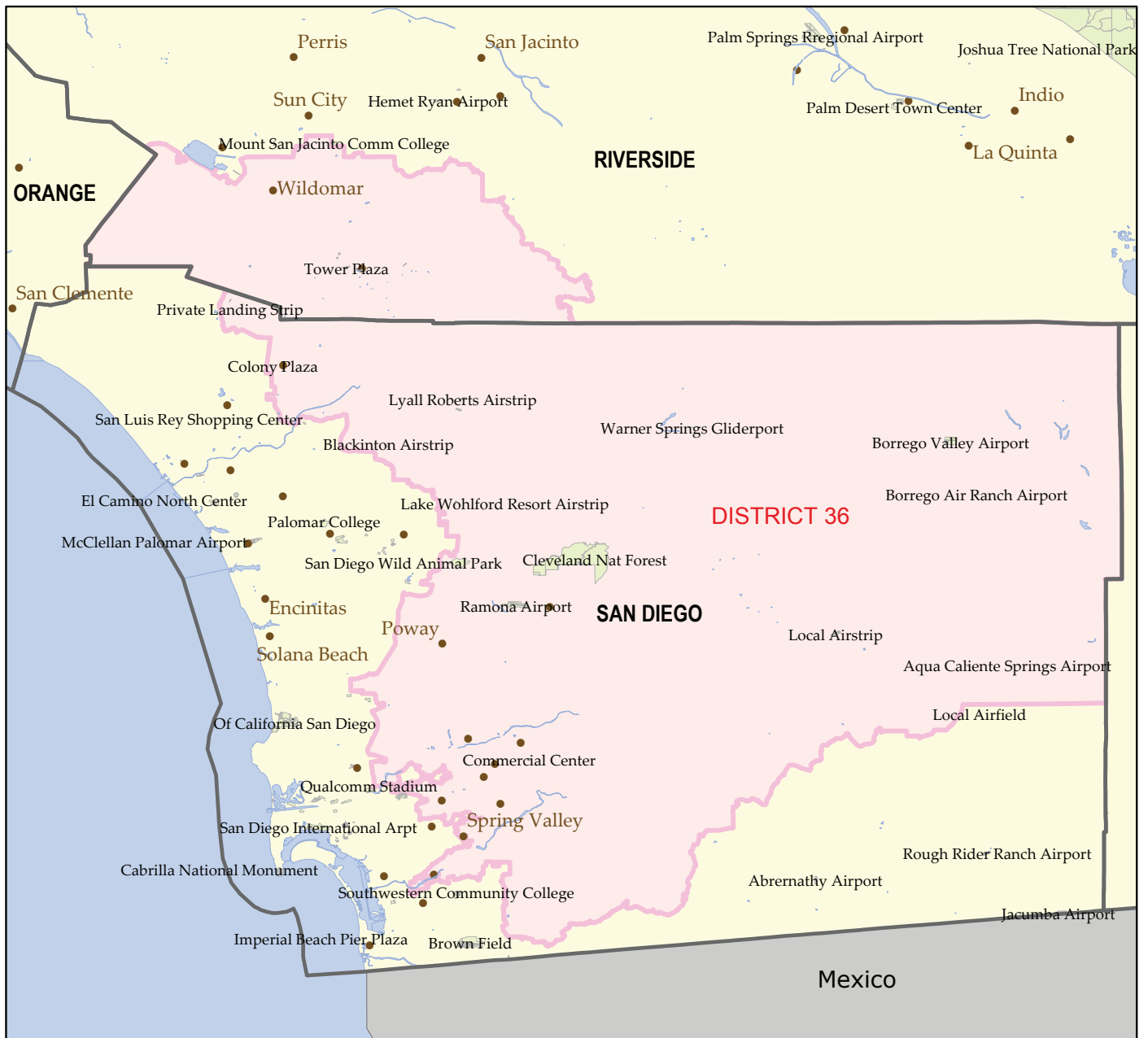
### What Makes Grossmont-Cuyamaca Community College District Unique?

- District partnerships with local industry ensure up-to-date, relevant programs. Cuyamaca's partnerships include its Ford ASSET program and the high-tech CISCO Academy. Grossmont College's health professions students train at Sharp Grossmont Hospital and other area hospitals and clinics.
- One out of every three East County adults has taken classes at either Grossmont or Cuyamaca College.
- Grossmont College has been designated one of the top 10 digital community colleges in the nation.
- Cuyamaca College has been designated as a Center for Economic Education.
- The only community college in the county to offer forensic technology, Grossmont College has trained many of the county's CSI technicians. The college's administration of justice department enrolls approximately 1,400 students each semester in a wide range of public service programs that, in addition to forensic technology, include law enforcement, corrections and security management.
- Cuyamaca College is well known for its leadership of the San Diego/Imperial Counties Regional Consortium of community colleges. The Consortium supports a network of educational and economic development services that address career and technical education needs of industry, government and the community. A regional leader also in water, waste water, ornamental horticulture, "green" job and environmental careers program development, Cuyamaca is also home of the internationally known Water Conservation Garden.

[www.gcccd.edu](http://www.gcccd.edu)



## Senate District 36



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## Senate District 39 - San Diego County



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## Assembly District 77 - San Diego County





# Assembly District 78 - San Diego County



## College district account technician lauded for helping students afford college

SPECIAL TO THE EAST COUNTY CALIFORNIAN

Math is a great divider of people. Either you are a numbers person, or you're not.

Barbara Hashiguchi, an account technician for the Grossmont-Cuyamaca Community College District, is one of those who relishes working with figures. But don't mistake her for a numbers nerd, happy to work in solitude, staring at columns of figures with her adding machine at the ready.

A five-year employee of the East County college district, Hashiguchi is a rare breed, a numbers cruncher with a flair for listening to people talk about life's challenges and helping to find answers. The skills have proven invaluable to the district and led to Hashiguchi's promotion from clerical assistant in the district's accounting office to her current post helping financially strapped students get on a new payment plan she helped implement locally.

The service, started last fall, allows students to pay student fees incrementally during the course of a semester, thus avoiding the risk of being dropped from classes for non-payment. This semester, nearly 1,500 students owing a total of \$780,000 to the district have been able to get on the payment plan, thus allowing them to continue their education and the district to recover fees which otherwise would likely have remained delinquent.

Since the program's start, the district has recovered \$2.3 million, said accounting manager Linda Jensen, who nominated Hashiguchi for the Grossmont-Cuyamaca Community College District Chancellor/Classified



Barbara Hashiguchi received commendation for her payment plan.

Senate Award, a commendation presented quarterly to outstanding non-instructional staff.

Hashiguchi was presented an engraved trophy at a recent governing board meeting in recognition of her exemplary work, along with a \$250 gift certificate from Barnes & Noble and a lunch with the chancellor and governing board president.

"Barbara is wonderful — we love her," Jensen said of the Chula Vista resident. "She is so student-oriented."

The payment plan is offered through FACTS/Nelnet Business Solutions, the nation's leading provider of tuition payment plans, but as the district's representative of the payment program, Hashiguchi's role is primarily as the go-between for the student or parent and the Nelnet plan.

"Her primary duty in this area remains that of student advocate, providing information and resolving problems for students, cashiers, and other Nelnet Pay-

ment Plan administrators," Jensen wrote in her nomination form. "Barbara has voluntarily taken on the additional task of fielding the many phone calls from payment plan students and Nelnet employees. Her excellent communication skills and patient demeanor enable her to lend a calm and quiet air to verbally volatile situations, allowing her to extract important information necessary to resolve the conflict or issue. Her laugh is infectious, and her willingness to help a student or fellow staff member has not yet met a boundary."

Hashiguchi, who also man-

ages the finances for Cuyamaca College's ornamental horticulture department and for Cuyamaca's student government organization, sees her job as primarily that of a communicator.

"My main responsibility is to help everyone understand what is expected from them," she said. "Then find ways for them to meet those expectations. Communication is key to any situation."

The Philadelphia native began keeping the books for her father's gardening business when she was 16. She relocated to San Diego as a teen when her father, a native of the area, decided to return to his hometown following the loss of his wife to breast cancer. During World War II, he was one of estimated 120,000 Japanese-Americans forced into internment camps.

Discovering she had a knack for figures, Hashiguchi took accounting classes at Southwestern College and went on to work for 20 years as a bookkeeper for a painting contractor, then an office manager for 15 years for Piatt Construction, both part-time positions that allowed her to be at home when her children returned from school.

When her children finished high school, she applied for the college district job in the accounting office.

"I enjoy helping the students and parents understand their financial obligations to the col-

lege," she said. "It is very satisfying when I can help someone find a solution to their problem."

Cindy L. Miles, Grossmont-Cuyamaca Community College District chancellor, said Hashiguchi's willingness to step forward and take on a project with the magnitude of the payment plan exemplifies a can-do attitude found in the best employees.

"The students and the district as a whole benefit hugely from Barbara's willingness to go the extra mile and take on challenging assignments," she said.

Debi Miller, the district's Classified Senate president, said Hashiguchi is the perfect example of someone working outside the classroom whose contributions are invaluable to ensure student success.

Hashiguchi and her husband, Glenn, have been married for 11 years. When she isn't working, enjoys water aerobics, traveling with her family and volunteering at her church. Her two children are Jeffrey, 27, an assistant chef for a cruise ship owned by Norwegian Cruise Lines; and Jennifer, 26, a business manager for Target in Plaza Bonita.

"My son attended one semester at Grossmont College's ROP culinary classes and loved it," she said.

"He went on to get a culinary degree from the Art Institute of San Diego," she added.

## CALFOCUS: EL CAJON

### Free training program in green building and sustainable energy practices at Cuyamaca



Photo courtesy of Cuyamaca College

From left to right: Mike Ryan, Bill Lange, and Kyle Kuykendall, students in solar electricity installation and design, are using irradiance meters to measure a solar panel tilt.

SPECIAL TO THE EAST COUNTY CALIFORNIAN

Cuyamaca College and three other community colleges will be providing free classes and hands-on work experience in green building and sustainable energy to 360 students through a training program funded by San Diego Workforce Partnership.

The \$1.6 million in funding for the program comes from federal stimulus money along with grants from the state energy program, Workforce Investment Act, and State Energy Sector Partnership and others.

Robert Garber, interim president of Cuyamaca College, said the green building program is part of the college's commitment to train workers for the expanding green economy.

"Green technology is the wave of the future," Garber said. "Our students are getting the training they need to be a part of this growing field."

In addition to Cuyamaca College, the five-week, 120-hour course will also take place at Southwestern College in Chula Vista; San Diego Continuing Education in San Diego; and Mira Costa College in North County. Classes are being offered now through January 2013.

The green building program will help displaced workers, the long-term unemployed, new workers, military veterans, and older youths gain the skills to

compete for jobs in the expanding green economy.

"We are excited to be collaborating with our local community colleges to provide entry-level education and training in the emerging green market in San Diego County," said Mark Nanzler, youth team manager at the San Diego Workforce Partnership. "This is an incredible opportunity to bring together the worlds of workforce development and higher education to provide training designed to prepare the workforce in San Diego for a clean energy future and help position San Diego as a nationwide leader in the new sustainable economy."

Students who complete the program will be prepared for entry-level work in the field or to enroll in more specialized training in the areas of HVAC mechanics technicians, or installers; building performance or retrofitting specialists; building controls systems technicians; energy auditors or home energy raters; and solar photovoltaic installers.

For more information on eligibility and enrollment, as well as college training schedules, visit the San Diego Workforce Partnership's website at [www.sandiegowork.com](http://www.sandiegowork.com) or contact Gina Fiore at (619) 228-2913.

The San Diego Workforce Partnership has funded job training programs in the county since 1974.



# EAST COUNTY CALIFORNIAN

December 30, 2010

## CALFLASHBACK: 2010



Photo by Cynthia Robertson

**Chancellor Cindy Miles spoke to Grossmont College students about looming budget cuts that community colleges faced, and still face.**

### **Looming budget cuts prompt protest at Grossmont College**

The old saying that education is the one thing that a person can't take from someone was in question. With the \$19.9 billion dollar shortfall, state budget-makers were eyeing massive cuts in higher education, including for the Grossmont-Cuyamaca College District.

The news was not good for those involved in education. A protest rally on Thursday, March 4 at the Grossmont College campus gathered hundreds of students, teachers and administrators in the common goal of saving the future of education.

Chancellor Cindy Miles was one of the featured speakers. "Over 30,000 students are enrolled within the Grossmont-Cuyamaca College District," she said at the rally. "That is more students than are at San Diego State University."

A cheer went up from the quad.



## Avances en tecnología educativa

**Colegio Grossmont-Cuyamaca crea lazos entre expertos holandeses y educadores locales**

America Barcelo  
editor@ellatino.net

**R**ANCHO SAN DIEGO- Un grupo de 36 educadores de los Países Bajos viajó unas 5 mil 600 millas, para llegar al colegio comunitario Cuyamaca College ésta semana para conocer sobre las innovaciones en la educación implementados por el distrito de colegios comunitarios del Condado (GCCD).

Los visitantes estuvieron de

acuerdo en señalar que la tecnología está cambiando la forma de la enseñanza en el mundo.

“La visión de las futuras escuelas serán en parte virtuales, podrán estar abiertas 24 horas los 7 días durante todo el año, y podrán ser accesibles para todo el mundo”, dijo el educador holandés Rein Rijlsma, después de escuchar las presentaciones desde técnicas de aprendizaje electrónico a los sistemas de datos electrónicos que monitorean el rendimiento escolar de los estudiantes desde

el kindergarten hasta la universidad.

El grupo de expertos perteneciente a un consorcio de educativo en los Países Bajos, que asistió a una conferencia en Anaheim, visitó el colegio comunitario Grossmont-Cuyamaca para conocer los innovadores programas tecnológicos que ofrece ese plantel.

Brad Phillips, director ejecutivo de CalPASS, un programa estatal con sede en el distrito del colegio comunitario al Este del Condado, explicó cómo la base de datos del programa que cuenta con 388 millones de registros permite a los educadores hacer un seguimiento del rendimiento de los estudiantes a través del sistema escolar.

“La información permite a los profesores a adaptar sus enseñanzas para que los estudiantes estén mejor preparados para el siguiente nivel en su educación”, dijo Phillips.

Por su parte, Blaine Morrow, director de CCC Conferencia y

soluciones 3C Media Solutions (Herramientas Multimedia) de Palomar College, dio una demostración de los cursos en línea.

Programa que permite a los profesores impartir cursos en un ordenador electrónico, donde los estudiantes interactúan durante las clases, hacen preguntas e incluso ayudan a otros estudiantes.

Además, las lecciones pueden archivarse para que los estudiantes las revisen después.

“La nube computacional proporciona varias aplicaciones a numerosos distritos escolares a través de un sitio central”, dijo Greg Ottinger, arquitecto de tecnología de integración de la Oficina de Educación del Condado de San Diego.

El experto explicó que, “en lugar de que los usuarios tengan que recordar las contraseñas y la ubicación de diversos sitios, la información está disponible dando un solo clic al ratón”, dijo.

Además, de las presentaciones y visitas por el Centro de Ciencia y Tecnología y al Edificio de

Negocios y Tecnología, los educadores holandeses pudieron hacer conexiones y comparar notas con sus colegas estadounidenses.

Asimismo, los visitantes intercambiaron regalos con funcionarios del plantel de educación superior y compararon las prácticas educativas que se usan en los Países Bajos.



Brad Phillips, director de Cal-PASS, muestra herramientas educativas a visitantes europeos. (Foto cortesía/Ron Cook, foto periodista)



# SAN DIEGO UNION-TRIBUNE

March 11, 2010

OUR EAST COUNTY

**EAST COUNTY** | MUSIC TEACHER AWARDED STATE'S TOP PRIZE FOR COMMUNITY COLLEGE FACULTY



Cuyamaca College music professor Pat Setzer, teaching chords to first-year guitar students, is the recipient of the Hayward Award for Excellence in Education. *David Brooks / Union-Tribune photos*

## Cuyamaca professor helps students find harmony



**By Sean Campbell**  
CONTRIBUTING WRITER

When Pat Setzer walks the aisles in his guitar class, he leads with his ear. "Good" he says, upon hearing a piece of music that is in tune and has the correct meter. "Good." But every so often a note rings flat and the professor's ear perks. "That's off," he says.

Helping students sort their way through music is only part of the job for the Cuyamaca College associate professor, who is a former president of the Academic Senate and has sat on countless committees. The other part is encouraging students

to get in tune with themselves, helping them figure out what they want to do in life.

After 30 years of helping students, Setzer recently received the Hayward Award for Excellence in Education, the state's top prize for community college professors. He will receive almost \$1,300 and have his name forwarded to the Council for Advancement and Support of Education for its Professor of the Year Award.

Setzer, 56, is the father of two children. He was born in Pennsylvania and started teaching in 1980 as a part-time music professor at Drexel University

SEE **Professor, Page 2**



Pat Setzer showed student Ohanees Kandélyn (left) the proper finger placement for the G chord. Setzer, who started teaching in 1980, moved to California in 1996 to become Cuyamaca College's only full-time music professor.

## PROFESSOR

CONTINUED FROM PAGE 1

### College to host Coyote Music Festival on May 1

and Bucks County Community College in Philadelphia. Setzer moved to California in 1996 to become Cuyamaca's only full-time music professor. The college's fledgling music department at the time included a small lecture room, a tiny studio and a single piano.

Setzer has been changing that. He played a key role in the creation of a state-of-the-art performing arts complex.

Now, in place of the old music room, there is a concert hall, a digital theater, an electronic lab and multiple studios for rehearsals and recording. Students can learn anything from how to teach music to how to organize a music festival.

In fact, that is exactly what students plan to do May 1 at the campus's Coyote Music Festival.

Setzer said one of the ideas behind the festival was to immerse students in the music industry, a concept that extends into the two music programs he created for the college.

"When the band comes out and they sing their first note, hundreds of people had to do their jobs for that to happen," said Setzer. "If you only limit yourself to seeing the star on the stage, you are missing a whole lot of other opportunities."

Helping students uncover strengths, passions and even

weaknesses is part of Setzer's teaching philosophy. He said he was once a struggling musician. After high school he briefly attended college but dropped out to play folk and rock music in small venues for about two years. He also worked as a tutor at a small guitar store in the Pocono Mountains, which is where his passion for teaching began. It was during these years that realized he wanted to be a music teacher, he said.

He went back to college and earned a bachelor's degree in classical guitar from The University of the Arts in Philadelphia and a master's in music history from Temple University.

"I'm very, very thrilled to help young musicians," Setzer said. "I very much relate to what they are doing."

Student Fernando Larios, 42,

had never played a guitar before enrolling in Setzer's class five weeks ago. Larios said he could barely push down the strings before the tips of his fingers became raw. Setzer imbued him with a positive mind-set, Larios said, encouraged him not to quit and even helped him select his first guitar.

Now, Larios practices consistently. He proudly holds up his fingers to show off his calluses.

Setzer "has been explaining to me that I shouldn't be frustrated, it's going to take some time," Larios said. "He's told us that since the beginning, that's something that I'm holding on to, so that I won't quit."





Cuyamaca College music instructor Pat Setzer (right), with Fernando Larios, says he helps students uncover strengths, passions and even weaknesses. "I'm very, very thrilled to help young musicians. I very much relate to what they are doing." *David Brooks / U-T*





Courtesy photo

Cindy Miles center, chancellor of the Grossmont-Cuyamaca Community College District, is pictured with Grossmont College student Diedrea Lewis (left) and Cuyamaca College student Doug Brower, both recipients of a \$1,000 Osher scholarship.

## Companies that transformed Grossmont, Cuyamaca campuses honored

Special to the Daily Transcript

RANCHO SAN DIEGO — With construction finishing on 14 projects at Grossmont and Cuyamaca colleges, leaders of the Grossmont-Cuyamaca Community College District recently took time to honor the architects, engineers and contractors who led the work to transform the two East County campuses.

More than 20 companies honored at the Nov. 4 event at Cuyamaca College all worked on projects funded by a combination of state money and Proposition R, the \$207 million bond measure approved by East County voters in 2002.

Cindy Miles, chancellor of the Grossmont-Cuyamaca Community College District, compared the new buildings on the two campuses to the famous line recited in the 1989 movie "Field of Dreams" — "If you build it, he will come."

The facilities were built, and thousands of students keep coming to the colleges, she said.

"There was a dream and we built it together," Miles told about 65 people in the Cuyamaca College's Digital Theater. "We have fulfilled these dreams because of the vision and the support of our East

County voters."

Miles noted that the construction work provided more than 2,700 jobs over eight years.

One-third of the work on the projects — about \$64 million — went to East County companies, she said.

The Communication Arts Center, where the event was held, is among six projects at Cuyamaca College built as a result of the bond measure and state funds.

Other projects at the Rancho San Diego campus include a student center, a Business and Technology building and a Science and Technology Center.

At Grossmont College, a Health and Physical Sciences Complex opened in September.

Seven other Prop R projects on the El Cajon campus include a Science & Lab building, a parking structure and a Digital Arts/Sculpture complex.

The renovation of a student services complex at Grossmont College is set to be completed in winter 2011.

An expansion of Cuyamaca College's Learning Resource Center is also under way.

The group also heard from two students who told how their lives have been transformed by attending community

college.

Both students are recipients of \$1,000 Osher scholarships, which are funded by donations augmented by a 50 percent match from the Bernard Osher Foundation.

Each \$13,500 donated to a college translates into a \$1,000 scholarship for a student each year, forever.

Diedrea Lewis, a Grossmont College student, related how her education has changed her life since she was a homeless single parent.

"Being a student at Grossmont College has been nothing, nothing, nothing short of amazing," she said. "I would crawl on my hands and knees, surrounded by broken glass, surrounded by half a million poisonous snakes, just to get to Grossmont College."

Cuyamaca College student Doug Brower said he had to start his life over in 2000 after his finances were wiped out searching for his two daughters who had been abducted by their mother.

Brower, who plans to attend seminary after leaving Cuyamaca College, said the Osher scholarship "helps me and others like me on the path to better ourselves."

The Osher scholarships are the result

See Cuyamaca on 10B

## Cuyamaca

Continued from Page 3B

of a \$50 million commitment to California's 112 community colleges from the Osher Foundation.

The colleges have until June 30, 2011 to raise the money to be eligible for matching grants.

Grossmont and Cuyamaca Colleges have raised a combined total of about \$400,000 toward their goal of almost \$800,000.

Bill Garrett, president of the Grossmont-Cuyamaca Community College District Governing Board, and his wife, Judy, have already given \$27,000 to the district, enough to fully fund two Osher scholarships.

Garrett announced that he and his wife have decided to donate an additional \$13,500 to fund another scholarship.

Yehudi Gaffen — chief executive officer of **Gafcon Inc.**, which oversaw the construction work — said he and his wife, Pam, also contributed to the Osher scholarship fund in gratitude for his company's work on the Grossmont and Cuyamaca College campuses.

Other companies that were honored in addition to Gafcon are: **Mosher Drew Watson and Ferguson; International Parking Design; Spencer/Hoskins; LPA, Inc.; NTD Architecture; Carrier Johnson; CW Driver; Rudolph & Sletten; Soltek Pacific; McCarthy Building Cos. Sundt; RBF Consulting; BDS Engineering Inc.; West Coast General; SRM Contracting & Paving; Gordon Prill Inc.; Nolte Associates Inc.; Ramona Paving; and Sierra Pacific West Inc.**

Also recognized were **Krueger International Inc.; Precision Electric Co.; Dattel Inc.; Consolidated Building Systems Inc.; Whillock Contracting Inc.; Sehi Computer Products; Blue Coast Consulting LLC; and Mountain Movers.**

Source Code 20101123tch

# SAN DIEGO METROPOLITAN

September 2010

## SAN DIEGO SCENE



Simulation CPR with monitor.

A group of 35 newly trained nurses and a corps of veteran nurses recently spent a two-week orientation in a high-tech simulation lab inside **Grossmont College's** new \$35 million health and science complex. The new nurses were putting into practice what they had spend the past few years learning in nursing school. **Debbie Yaddow**, the college's associate dean of nursing, said Grossmont's simulation labs with its half-dozen patient simulators have been used for the past year by **Grossmont, Alvarado**

and **Scripps-Memorial** hospitals, but the most recent contingent of trainees was the largest ever and the first to use the new labs. The nursing program now has a three-bed "intensive care unit," a five-bed simulation lab and three regular labs, which also are used for classroom instruction. All have video capability. "This facility is fabulous because you can run five different (training) scenarios at one time without any disruption — at the old building, there was room only to do one and so the groups had to each wait their turn," Yaddow said. "There is a lot more space, plus better recording equipment for instructors and trainees to review how they performed in the scenarios. We even now have a wireless mannequin which, unlike the others, is not connected to a bunch of cables. It can be transported and procedures such as turning patients and moving them onto gurneys can be practiced, since there's no wiring to contend with."

**Jennifer Smith**, who graduated in June from Grossmont College's nursing program and was among the new nurses, said she was excited to return to the college to see the new facility which has its official grand opening Sept. 17.

"It's incredible, the amount of room you have, and the equipment is great — I just wish I was still at Grossmont (College) so that I would get to be a student using this new facility," said the 28-year-old East County native.

In addition to the nursing simulation labs, the health and sciences complex is full of simulation labs and training areas for other health professions and science-related programs the college has to offer.



# SAN DIEGO UNION-TRIBUNE

August 16, 2010

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EL CAJON

## Grossmont class forges cross-cultural bonds

Diversity of participants is teaching tool in course

By Pat Flynn, STAFF WRITER

When Lisa Stefani's global communications course convenes for its 13th year on the Grossmont College campus later this month, the multinational class will do what it has always done — break down stereotypes and increase understanding among students around the world.

And it all started with the mispronun-

ciation of a Japanese word.

"Twelve years ago, I was speaking at a conference at the convention center and a Japanese professor stood up and corrected my pronunciation in front of everyone," Stefani recalled recently, shaking her head with rueful smile.

Rather than creating a rift between the two instructors, the exchange led to a bond.

"By the end of the conference we sat down and designed this course. We drew it out on a napkin at the airport as he was leaving," Stefani said.

She and her colleague, Itsuo Shirono of Meikai University in Chiba, Japan, not only designed the curriculum but, with the assistance of another professor at Meikai, created a proprietary Internet platform for their cross-cultural class at a time when such innovations were relatively rare.

A few years later, Stefani traveled to Belize and made contact with administrators and instructors at the University of Belize.

Now, instructors at three of that university's campuses participate in the online course with students in Japan and at the El Cajon community college.

"Our students who take this class are primarily business students, many of them part-time students who are already working," instructor Silvaana Udz said by telephone from Belize. "They have to deal with international and regional differences, and this class is very valuable to them."

A key aspect of the course's synchronous chats and bulletin board exchanges has been addressing stereotypes.

"Belize is pretty multiethnic," said Udz.

SEE **Class, B4**

## CLASS

CONTINUED FROM B1

### Students discuss their stereotypes in online chats

"We have Creole Belizeans, Garifuna Belizeans, Maya Belizeans and mestizo Belizeans. Plus we have significant Taiwanese and Nigerian immigrant communities here.

"What's really fascinating about the linkup with Lisa's class is the component on stereotypes where the students have to put in black and white what they think they know about Americans and Japanese," she said.

"We not only have to confront that, but we have to confront what the Garifuna person thinks about the mestizo people and so on; we have to confront our own views of Belizean culture. I found this to be particularly valuable."

Shirono, Stefani's original collaborator, said the course has had a similar effect on his students.

"It is not so common for a Japanese student to have a chat with students of other cultures," he said in a telephone interview.

Shirono said most of the students at Meikai University are 18 to 21 years old and invariably are surprised at the range of ages in Stefani's Grossmont College class.

Shirono, who teaches his intercultural communications class in the university's School of Hospitality and Tourism Management, said the class has very practical effect on his students.

"Most of them get jobs working the industry — hotels, tourism agencies, airlines — using English in their careers. But my course is more than English," he said. "My course really has a direct impact on their careers. They are prepared, understanding different thinking, different cultures. And they are accustomed to communicating with people from different cultures in English.

"But it also helps us understand our own culture. One of the projects in our class is studying Japanese culture and how other people understand it."

Steve Baker, the dean of arts, languages and communication at Grossmont College, praised Stefani and her class.

"The fact that Lisa developed this in 1998 is pretty astounding," he said. "Part of what we are trying to do across the division is model real-world business contexts so students are actually doing as class assignments something they would be doing in a job, working with people in other cultures ...

It is an extremely popular class, especially with the business and public relations majors."

Maria Torres, who took Stefani's course in the spring, is originally from Urapan, Mexico.

"Global communications dealing with relevant issues that will affect the way I perform in a job — it was just a no-brainer for me," said the 30-year-old, who plans to transfer to San Diego State University and pursue a degree in public administration.

As for the genesis of the innovative class, co-creator Shirono does not quite share Stefani's stark memory of confrontation.

"I think I approached her and complimented her on her textbook," he said before adding, with a chuckle, "but there was a discussion of pronunciation."

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**Pat Flynn:** (619) 293-2083;  
pat.flynn@uniontrib.com



## Grossmont and Cuyamaca dealing with huge enrollment

EL CAJON

A record number of students are enrolled this semester at Grossmont and Cuyamaca colleges. A record number of frustrated students are also on the waiting lists to get in a shrinking offering of courses.

The Grossmont-Cuyamaca Community College District reports there are 28,760 students enrolled at both colleges for the current semester, a 5 percent increase from the 27,473 enrolled last year.

Grossmont registered 19,278 students and Cuyamaca nearly 9,500, up from 18,901 at Grossmont and 8,563 at Cuyamaca last year.

But course sections have been cut from 6,064 last year to 5,256 this year, a 13 percent decrease.

Because of the cuts due to the state budget crisis, some 13,279 students are on waiting lists for classes at Grossmont. Cuyamaca has 6,249 students waiting to get into classes.

In June, California Community Colleges Chancellor Jack Scott held a conference with community college leaders and the president of the community colleges student senate to discuss the impact of budget cuts on the system.

Said Mt. San Antonio College District President John Nixon at the June conference: "Let me put a face on the story. In our allied health programs, we have a 2- to 3-year waiting list to gain enrollment into the programs. Who is left out? It's the new student. Who is that new student? Very often that new student is the out-of-work person who is a casualty of the recession or a re-entry student who is trying to gain skills to get a new job opportunity."

The California Community Colleges is the largest system of higher education in the nation with 72 districts and 112 colleges serving close to 3 million students a year.

**KAREN PEARLMAN**

# SAN DIEGO UNION-TRIBUNE

December 2, 2010 East County

## STUDENT SPOTLIGHT

### GROSSMONT COLLEGE STUDENT BLAZING A NEW TRAIL

KAREN PEARLMAN • U-T

EL CAJON

If Grossmont College ever decides it needs an official spokeswoman, Diedrea Lewis may be the ideal candidate.

The bubbly 47-year-old can't help herself when it comes to sharing her love for the school where she will graduate this spring with an associate's degree in general studies. The president of Grossmont's Honor Society, she plans to attend a four-year college to major in the-



Diedrea Lewis

ater.

"I speak the gospel of Grossmont," said Lewis, a member of Grossmont College's Gospel Choir. "I have been in love with the campus since I can remember."

Lewis, who is a single mother, grew up poor in Texas, one of 10 children raised by her late mother, Lovia Boyd. She also grew up reading every-

SEE STUDENT • PAGE 2

### STUDENT Lewis switched to Grossmont from City after 2003 visit

FROM PAGE 1

thing she could, including dictionaries, encyclopedias and three newspapers every day.

"I would read the entire Sunday paper — my favorite part was the real estate section," she said. "Coming from a chronically impoverished family, I dreamed about what my own home would be, as nice as the fancy ones I'd see in Dallas."

Lewis came to San Diego in 1990 and took some classes at City College, but once she visited Grossmont in 2003 for vocational rehabilitation classes, she was sold.

Lewis was a recent recipient of a \$1,000 Osher scholarship.

A more deserving student there isn't, according to Grossmont sociology professor Dr. Gregg Robinson. Lewis aced both classes she took from Robinson and now works as a teacher's assistant in his classroom.

"She's the kind of student every teacher would kill to have," Robinson said. "I would pay her money to take every class I teach. She's funny, dynamic, interested in all the material and extremely bright. She's a poster child for what we teach in sociology, raised in an area where there was intense racism, on welfare... She's someone who believes in herself and has fought hard for everything she has gotten. She's worked hard to be where she is."

Despite not having cartilage in either knee, Lewis gets around — albeit on a walker, or in a wheelchair.

And she'll be the first to tell you that nothing will stop her from reaching her goals, which for now include next semester's classes in piano, swimming, yoga and weight training.

# SAN DIEGO UNION-TRIBUNE

December 21, 2010

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## EDUCATION

### College district earns top grades in audit

#### EAST COUNTY

For the seventh straight year, the Grossmont-Cuyamaca Community College District has been given perfect marks by auditors in five categories for 2009-10.

Perfect marks were awarded for the district's general audit, its alternative pension plan, both the Grossmont and Cuyamaca College foundations and the district's auxiliary.

Audits provide an independent accounting of the district's ledgers and are used by financial institutions, government agencies and others for bond ratings, fundraising or oversight purposes.

"Years of clean audits reflect the conscientiousness of district and college staff," Chancellor Cindy Miles said. "The public can be assured we are transparent in our handling of taxpayer dollars."

With the governing board expected to receive financial and performance audits next month for its Proposition R construction fund — the \$207 million bond approved by voters in 2002 — the clean audits were especially heartening.

"One of the things that this really shows is what a great job our people do in making sure that we have all the t's crossed and the i's dotted," board President Bill Garrett said.

"In these audits, we're seeing that the community in general and the taxpayers of East County can indeed be pleased we're spending their money not only appropriately, but wisely as well," Garrett said.

Miles said the district's ongoing cost-cutting is painful, with course reductions for students and vacant positions going unfilled while student demand continues to increase.

The district's audits, conducted by Christy White Accountancy Corp. in San Diego, are available at [gcccd.edu/districtbudget/Annual-Audit.asp](http://gcccd.edu/districtbudget/Annual-Audit.asp)

KAREN PEARLMAN • U-T





Rachel Hopwood wrote a letter to "the creature" in "Frankenstein" while Haley Vogt looked on in Michelle Liddell's English class at West Hills High School. West Hills takes part in the CalPASS program. John Gibbins / U-T photos

## Program's aim: success for students

CalPASS helps in transition through education system

By Anne Krueger  
STAFF WRITER

When Kristin Naur started at Grossmont College this year, her English class was a breeze. Unlike some of her classmates, Naur said she was already familiar with the type of writing assignments she was getting.

"I had done everything in my high school English class and I was totally prepared for it," said Naur, 18, a Santee resident.

Naur's story is one of the successes of the state's CalPASS program, which uses data to help students in their transition from middle school to high school and from high school to college.

The program, based at Grossmont, collects information from student records from kindergarten through college, then uses the data to help teachers make sure they are providing the right lessons so students have the background they will need for the next step in their education.

"We all share the same students, just at different points in the students' lives," said Brad Phillips, executive director of CalPASS, an acronym for California Partnership for Achieving Student Success. "Why are we not more seamless?"

SEE CalPASS, Page 3





**CALPASS**

CONTINUED FROM PAGE 1

**7,700 schools,  
colleges in state  
use the program**

West Hills High School in San-  
tee, which Naur attended before  
Grossmont, became part of a  
CalPASS program to better align  
high school and college English  
instruction in 2005. Naur's senior  
English teacher at West Hills, Mi-  
chelle Liddell, said the information  
she saw showed her she needed to  
focus her teaching more on analyt-  
ical writing instead of shorter es-  
says and nonfiction books instead  
of works of fiction.

"We're teaching them the skills  
in a manageable way so when  
they get to college, they will have  
the reading stamina for the more  
difficult texts," she said.

The English instruction pro-  
gram is now also offered at El  
Cajon Valley, Santana and Valhal-  
la high schools in the Grossmont  
Union High School District, and  
Superintendent Robert Collins  
said he eventually wants to ex-  
pand it to all of the district's East  
County high schools.

"We found excellent results  
from the first groups of students  
at West Hills," Collins said. "We  
believe in CalPASS."

CalPASS is now used by 7,700  
schools and colleges in California,  
including about two-thirds of the  
state's school districts, all 110 com-  
munity colleges, the University of  
California system, and all but five  
universities in the California State  
University system, Phillips said.

The system has collected 346  
million student records on 25 mil-  
lion students, including informa-  
tion on demographics, student  
performance and test scores.  
The data are encrypted so no per-  
sonal information is released, but

the trends the data provides are  
shared with teachers, professors  
and administrators who are part  
of the system, Phillips said.

Although Collins said he has  
no concerns about security of  
student data through CalPASS,  
the San Diego Unified School  
District, San Diego State Univer-  
sity and California State Univer-  
sity San Marcos are among those  
not participating in the program.

SDSU is not prepared to pro-  
vide detailed student records to  
CalPASS, said Greg Block, the  
university's director of media rela-  
tions. The school has not provided  
data to CalPASS since 2002.

"We have an absolute legal and  
ethical obligation to protect the  
privacy of our student records,"  
he said.

Jack Brandais, a spokesman  
for the San Diego Unified School  
District, said the district is work-  
ing with the state on another data

system. He said officials also felt  
the CalPASS data would be less  
useful because so many San Di-  
ego students go on to SDSU, cre-  
ating gaps in the information that  
would be available.

CalPASS started in 1998, when  
Phillips, who was director of re-  
search, planning and academic  
services at Grossmont College,  
became frustrated because he  
had no data on how the commu-  
nity college students were per-  
forming academically when they  
transferred to four-year colleges.  
Using 140,000 student records  
from SDSU, Phillips started Cal-  
PASS to study ways to improve  
the way students were taught.

He learned, for example, that  
most economics students at  
Grossmont went into a money  
and banking program when they  
transferred to SDSU. Grossmont  
officials realized they needed to  
emphasize money and banking

more in their economics pro-  
gram, he said.

"It's kind of a no-brainer in  
terms of just being logical about  
this," Phillips said.

Across the state, more than 60  
groups of school and college fac-  
ulty in English, math and other  
subjects use the data as the basis  
for discussions on how to better  
coordinate what students are be-  
ing taught at each grade level.

"You can't just give teachers data  
and say, 'OK, have a nice day,' and  
not give them a way to do some-  
thing about it," Phillips said.

The program was funded with  
grant money until 2005, when \$1  
million for it was included in the  
state budget. That was increased  
to \$2 million a year from the state  
until this year's budget crisis,  
when funding dropped to \$1.4  
million. Phillips said CalPASS al-  
so received more than \$2 million  
from private foundations.

It's now run as a partnership  
with the Grossmont-Cuyamaca  
Community College District and  
the California Community Col-  
leges chancellor's office.

Other states collect data on  
students throughout their school  
years, but none is using the in-  
formation the way the CalPASS  
system is, Phillips said.

Micah Jendian, a Grossmont  
College English teacher, said he  
has seen the benefits of the Cal-  
PASS program in the East Coun-  
ty students who attend his fresh-  
man composition class. He said  
they are already familiar with the  
concepts he's teaching and can  
move more quickly through the  
material.

"Their transitions are much  
easier," he said. "It eases the  
anxiety."

**Anne Krueger:** (619) 542-4575;  
anne.krueger@uniontrib.com



- At a Glance
- Student Success
- Legislative District Maps
- News Clippings



# IMPERIAL COMMUNITY COLLEGE DISTRICT AT A GLANCE

**Year Founded:** 1959 Imperial Community College District formed to take over operations of Imperial Valley College. IVC moved to its own campus September 1962.

**Location:** Imperial Valley College is located in a rural area at the intersection of Aten Road and Highway 111, about 5 miles east of the City of Imperial. It has an extended campus in the City of Calexico and holds classes at various high schools and other facilities throughout Imperial County.

**Fall 2010 Enrollment:** **nearly 9,000**

**Total Faculty:**

Full-time faculty:	<b>256</b>
Part-time faculty:	<b>195</b>
Support staff:	<b>174</b>
Administrators:	<b>15</b>

**Certificates and/or AA or AS Degrees include:** Administration of Justice; Behavioral Science; Business Administration; Building Construction Project Management; Communication Arts; Early Childhood Education; Emergency Medical Services EMT/Paramedic; English; Environmental Technology; Fire Technology; French; General Science; Health Assistant; Human Relations; Humanities; Journalism; Legal Assistant; Liberal Studies; Library Technician; Life Science; Mathematics; Medical Assistant; Medical Office Assistant; Music; Nursing (RN & LVN); Pharmacy Technician; Physical Education; Physical Science; Pre-Engineering; Psychology; Social Science; Spanish; Waste Water Technology; Water Treatment Technology

**What Makes Imperial Valley College Unique:**

- Imperial Valley College plays a critical role in providing a trained workforce for one of California's fastest growing regions with burgeoning geothermal, solar and biomass alternative energy potential.
- Imperial County's unemployment rate, which has hovered around 30 percent, has been consistently ranked as the highest in the nation throughout "The Great Recession."
- IVC serves a Southern California border region with a population of about 170,000. It is adjacent to the major metropolitan Baja California City of Mexicali, the capital of the Mexican state.
- Hispanic students account for 86 percent of IVC's student population and 32 percent of the student population are English Language Learners.
- The percentage of students who received a Cal Grant B in 2008-09 was more than 10 percent, one of the highest levels among California community colleges.
- Nearly 35 percent of IVC students received a Pell Grant (federal financial aid) which is the highest percentage among all California community colleges. Over all, 80 percent of IVC students are on some kind of financial assistance.

**Imperial Valley College**  
380 E. Aten Road  
P.O. Box 158  
Imperial, CA 92251  
[www.imperial.edu](http://www.imperial.edu)  
(760) 352-8320

Dr. Ed Gould  
President  
(760) 355-6219  
[ed.gould@imperial.edu](mailto:ed.gould@imperial.edu)



[www.imperial.edu](http://www.imperial.edu)





# WHAT IMPERIAL VALLEY COLLEGE MEANS TO ME

**Imperial Valley College**  
380 E. Aten Road  
P.O. Box 158  
Imperial, CA 92251  
[www.imperial.edu](http://www.imperial.edu)  
(760) 352-8320

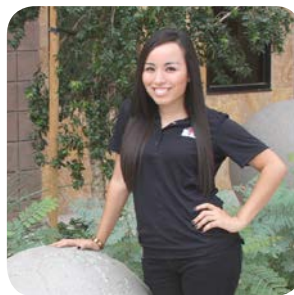
**Dr. Ed Gould**  
President  
(760) 355-6219  
[ed.gould@imperial.edu](mailto:ed.gould@imperial.edu)



by *Ivan Mora*

Students and teachers connect with each other at IVC. Everyone knows everyone and students get all the support they need; not just financially,

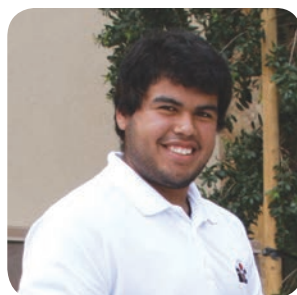
but also academically and mentally. It was at IVC that I realized my strengths and started to develop my leadership skills.



by *Leslie Chavira*

It means a new beginning, a beginning to what we call independence... In my opinion, it means that a person can do as much as they desire, learn as much

as they want, and be able to give back to their community with the knowledge they have acquired.



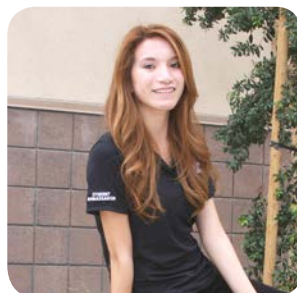
by *Brian Aldaz*

Imperial Valley College is home to some of the most talented underprivileged students embodying the American Dream to succeed!



by *Josh Smith*

To me Imperial Valley College has been a way for me to get an affordable education. It has also taught me a lot about responsibility. Finally IVC has taught me to be independent.



by *Ana Gayton*

IVC has not only given me the tools to become successful in academics, but also in life. It has given me principles, attitude, and other skills to

succeed in life as well. By empowering through education, it will give us students the ability to change ourselves, our community, and our nation.



by *Liri Wu*

Six years ago I suffered two strokes and lost the ability to speak, use of my right arm, and to swallow regular foods and liquids. Now 21-years-old, I have never lost sight of my

goal to obtain my college education. I have learned to adapt by using my left hand to write and also to communicate with others through texting messages on my cell phone. I believe that getting an education will prove to myself and others with disabilities, that I can really do difficult things despite my obstacles. My goal is to become a writer and author so that I can spread my experience to my future readers and instill in them the importance of never giving up hope despite life's setbacks.

[www.imperial.edu](http://www.imperial.edu)



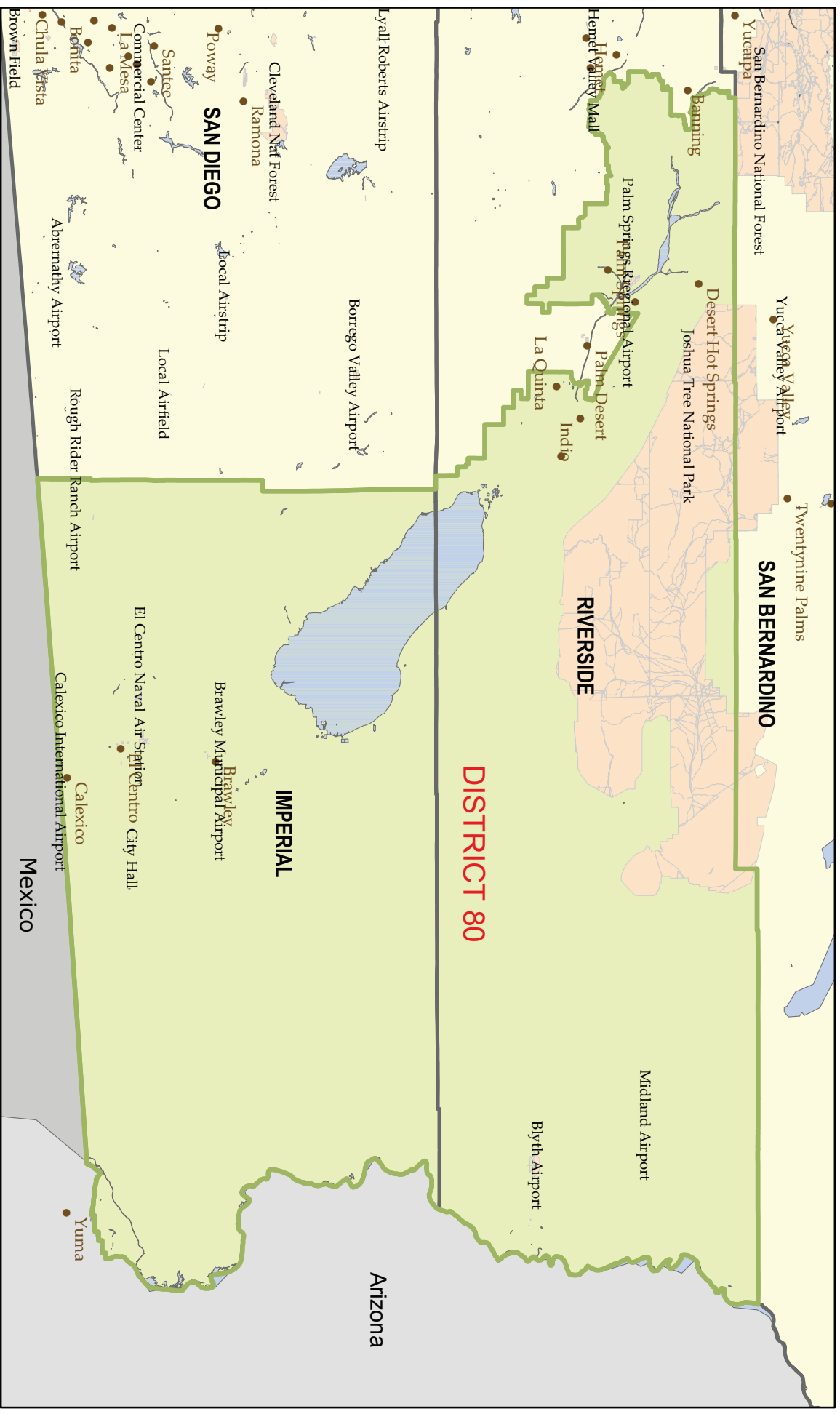
**SAN BERNARDINO**



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# Assembly District 80



# TOUGH TIMES: Students save with local core courses, transfer to four-year schools



Students sit in a class Monday at Imperial Valley College in Imperial. (JOSELITO VILLERO PHOTO / June 28, 2010)

Share

By DAVID STEFFENImperial Valley Press Staff Writer

*10:27 a.m. PDT, June 29, 2010*

Amid the economic recession many students find Imperial Valley College an [attractive](#) option to save money and complete core classes before transferring to pricier, four-year institutions.

"I pay for my own classes," IVC student Robert Lovio, 19, of El Centro said. "It'd be a lot harder financially (in [San Diego](#)). I'm trying to save money to get over there."

He will transfer to San Diego State University's main campus to complete a degree in computer engineering after finishing math courses at IVC. He said it saves money during a tough economy to take core courses at home. He said he works at Staples to save for college in San Diego.

"It was in my Valley, so I decided to come here," Lovio said. "It's cheaper, and you get a feel for college." Bill Gay, IVC director of community and media relations, said IVC has a transfer center that is dedicated to preparing students for four-year institutions.

"The transfer center works closely with colleges and universities to make sure students take the right courses," Gay said.



He said IVC has agreements with [University of California](#), San Diego, and SDSU's main campus. If IVC students meet coursework and grade-point average requirements, they are guaranteed admission to those universities, he said.

He said completing core courses locally is a wise choice, especially if students want to save money. Gay said students save the most money by living at home while attending IVC.

"Obviously, students save thousands of dollars," Gay said. "First, they live at home while they go to IVC. They may have to rent an apartment to attend a university out of the area."

Leslie Chavira, 18, of Heber plans to transfer to [Cal Poly](#) Pomona to major in computer engineering. Like Lovio, she is taking several math courses at IVC to save money and complete core coursework more affordably.

"The classes are cheaper here," Chavira said. "I could take some classes here instead of over there."

She said she saves money by living at home. She can also adjust to college life and be around her friends for a bit longer, she said.

Esmeralda Chavez, 18, of Heber plans to transfer to SDSU's main campus to major in public administration. She said living at home saved her money since she does not have to pay for room or board. She said a community college saves her money and is a good segue into university.

"It's easier and helps me, that way when I transfer, I'm ready," she said.

>> Staff Writer David Steffen can be reached at 760-337-3452 or [dsteffen@ivpressonline.com](mailto:dsteffen@ivpressonline.com)

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# Money & Company

## Border towns of El Centro and Yuma lead the nation's metro areas in unemployment

Los Angeles Times January 4, 2011 |

California's metro areas once again led the nation in unemployment in November. Of the 13 metro areas with unemployment rates of 15% or higher, 11 were located in California, the Bureau of Labor Statistics [said Tuesday](#). In other words: Stay away from El Centro.

The Imperial Valley city near the U.S.-Mexico border had the highest unemployment rate of all metro areas in the nation in November at 29.1%. The second-highest is also a border town: Yuma, Ariz., which had an unemployment rate of 24.8%.

Does the bad condition of Western border towns make a statement about illegal immigration and the economy? No, economists say. It may be true that many people move back and forth across the border in these towns, working in one country and living in the other, but anyone who collects unemployment benefits or is counted in a payroll survey is likely to be a legal worker.

Something that is a little strange, though: In an area suffering in the economy, El Centro's labor force just keeps growing. The labor force -- the number of people looking for work -- grew to 77,100 in November from 76,500 in November 2009. The year before that it was 74,200, and before that it was 69,100.

Why does the labor force keep growing even as the unemployment rate remains high? Ruben Duran, the city manager, attributes it to people moving back home to El Centro after working throughout the state.

"We have more people here than before," he said, in a previous interview. "We're a little confused."

El Centro has gotten a lot of attention thanks to its plight, including an article in [the Economist](#). But it's not the only California town with very high unemployment. Of the 29 metro areas with a population of 1 million or more, Riverside-San Bernardino was tied with Las Vegas for the highest unemployment rate at 14.3%.

California metro areas with unemployment over 15% included Merced (18.6%), Hanford-Corcoran (16.4%), Fresno (16.9%), Modesto (17.2%), Redding (15.7%), Stockton (17.5%), Visalia-Porterville (16.8%) and Yuba City (19.3%)

The only areas that came close in the nation were Bend, Ore. (14.3%), Flint, Mich. (12.5%), Elkhart-Goshen, Ind. (13.3%), Rockford, Ill. (13.7%) and Ocala, Fla. (14.6%).

-- Alana Semuels

# Imperial Valley College helps students take 'first step'



FROM LEFT: Laura Garcia and daughter Ashley Lara, of Calexico, visit counselors Jose Plascencia and Said Cañalaz at the Extended Opportunity Programs & Services table for information at Imperial Valley College's First Step Orientation on Saturday in Imperial. (ROMAN FLORES PHOTO / July 10, 2010)

*12:55 p.m. PDT, July 11, 2010*

IMPERIAL — Five hundred incoming students and 200 parents joined together Saturday at Imperial Valley College as part of the college's second First Step Orientation program.

The program is a way to inform students and parents about college life and its processes. It also helps students enroll in their first semester of college courses at IVC through a one-time priority [registration](#) status, Frances Beope, IVC counselor and First Step program coordinator, said.

"It's a way to provide what the campus has to offer incoming freshmen and help the students get ready for the fall," she said.

"The program is for students who have just graduated from a local high school and are able to [register](#) early," she said. "We show them how to apply and register for their classes online. The parents also have a separate orientation to learn about their students' college needs. It's our way of helping students become successful college students."

Ted Ceasar, new dean of counseling, said IVC counselors provided the students with a virtual tour and various forms of information regarding registration, transfer courses, financial aid and the like before the students register for fall courses.



“These are students that are motivated and are very serious about their education,” he said. “This gets them off to a good first step.”

Amid the various informational booths in the IVC gymnasium, students and parents commented on the helpfulness of the event.

“I didn’t know anything and now I’ve got all my classes,” 18-year-old recent [Southwest](#) High graduated Gabriela Rodriguez, of Seeley, said. “I didn’t know that being in sports gets you priority registration later on,” she said. “Now I’m more interested in joining basketball than I already was before.”

“They answered all my questions,” her mother, Irma Rodriguez, said. “We walked to each table all the way down the line here and they hit each a point.”

“My daughter’s already got her fall schedule set and if she wasn’t in this program she would have to wait,” she said, adding with a laugh that they both enjoyed the personal pizzas provided by IVC.

“I don’t have any more questions about financial aid or anything,” Gabriela Rodriguez said. “I’m like ready; I’m set,” she said.

>> Staff Writer Roman Flores can be reached at 760-337-3439 or [rflores@ivpressonline.com](mailto:rflores@ivpressonline.com)

# Students begin classes in new Imperial Valley College science building

January 07, 2010|By DAVID STEFFEN, Staff Writer Imperial Valley Press

Students began flowing into Imperial Valley College's new 69,187 square foot science center this morning, where the aroma of new carpet still lingers in the air.

"This building is to education in the Imperial Valley what the Imperial Valley Mall is to retail," said Bill Gay, IVC director of community and media relations. "It raises the bar."

Todd Evangelist, executive director of the IVC Foundation, said he agreed.

"I think it takes education in the Imperial Valley to a new level," Evangelist said.

The "2700 Building" houses the science, math and English departments. It features 12 science laboratories and nine classrooms, as well as a new, state-of-the-art planetarium. Each classroom features cutting-edge lighting, projection screens and computer capabilities. For example, an optical camera in the ceiling can catch an image of whatever sits on a pad on the instructor's desk. The camera projects and enlarges the image onto the classroom's front screen. Gay said the new technology will boost IVC's academics. He said the quality of teaching was already outstanding but the new building contributes to academic success.

"It gives instructors more tools to work with," Gay said.

Lianna Zhao is an IVC professor and the division chair of the science, math and engineering division. While moving into her new office, she said she is excited to begin teaching in the brand-new facilities.

"It provides a physical foundation for students," Zhao said. "We can offer many more programs and courses. That's exciting."

She said the new science building is capable of storing a cadaver for human anatomy classes. She said the capability will improve upon current animal dissection.

Zhao said she is grateful for community support for the 2004 Measure L bond issue, which benefited IVC construction plans. Of the \$58.6 million, \$32 million went to build the science building. Gay said community groups will be able to take advantage of the facilities in the near future, including the planetarium and large lecture hall. Zhao said the bond really helps the college.

"We really appreciate the community's support for Measure L," Zhao said.

Gay said the new building is also the second Leadership in Energy and Environmental Design building in the Imperial Valley. Following green guidelines established by the U.S. Green Building Council, LEED-approved buildings must meet various water and energy efficiency measures. Gay also said it is the first LEED-certified science building in Southern California.

Evangelist said the bond has allowed IVC to build upon its dedication to students and the community.

“The bond is enabling us to complete our mission like never before,” he said.

Gay said the new facilities will be a highlight of IVC and the Valley.

“This is very exciting and something people will be very proud of,” Gay said.

>> Staff Writer David Steffen can be reached at 760-337-3452 or [dsteffen@ivpressonline.com](mailto:dsteffen@ivpressonline.com)

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## **Imperial Valley College Awarded Compass Blueprint Excellence Award for Visionary Planning for Prosperity by the Southern California Association of Governments.**

### **Imperial Valley College Awarded Compass Blueprint Excellence Award for Visionary Planning for Prosperity by the Southern California Association of Governments.**

May 5, 2010—Imperial Valley Economic Development Commission Newsletter

Imperial Valley College has received a regional planning award for design, development and implementation of a campus expansion project that has included a new science building, transportation improvements and landscaping.

The IVC expansion, mobility and sustainability program, much of it funded by a \$58.6 million bond issue approved in 2004, has been awarded Compass Blueprint Excellence Award for Visionary Planning for Prosperity by the Southern California Association of Governments.

The association's jury of planning experts took special note of IVC's innovative and comprehensive approach to sustainability and mobility.

Compass Blueprint Recognition Awards are presented annually by SCAG in recognition of projects that demonstrate excellence and achievement in the four key elements of Compass Blueprint planning: Livability, Mobility, Prosperity and Sustainability.

IVC was one of four projects in Southern California to receive a 2010 Excellence Award and was the only Community College to receive one. Jerry Hart, president of the IVC Board of Trustees and Ed Gould, IVC president and superintendent accepted the award May 5 during the association's 2010 Regional Conference.

"We are very proud of this award," said Gould. "We also sincerely appreciate the recognition and partnerships from our local governmental agencies that made this award possible."

"The current Imperial Valley College campus expansion project is the prime example of how public/private partnerships should work to improve transportation, energy efficiency and education," said Jon Edney, SCAG's 2009-10 president and a councilman for the City of El Centro.

IVC, for many years, has fostered the development of mass transit. One third of the ridership of Imperial County's public transit system is IVC students traveling to classes. Of the 32,000 monthly passenger trips on Imperial Valley Transit, there are 10,000 which embark and disembark from IVC.

IVC and the Imperial County Transportation Commission have partnered to develop a \$2.8 million Transit Center which will open in early summer. It will improve the safety and security of transit riders by separating the college's bus drop off from passenger vehicle areas. It will include six shaded structures, enhanced lighting, security cameras and a panic button. Other circulation improvements include two new entrances to the campus. This \$712,000 project, funded by the Federal Transportation Department, will eliminate congestion at the college's existing entrances.

Among the improvements funded by Measure L is a 70,000 square foot two-story science building that opened to students in January 2010. This building will become the first LEED certified science building in Southern California and the first publicly-owned LEED certified building in Imperial County. It contains 700 classroom seats in 12 laboratories, 9 classrooms and a 124 seat lecture hall. There also is a 69-seat hi-tech planetarium. Instructional spaces are

equipped with “Smart” classroom technology, including video projection equipment and ceiling-mounted document cameras.

Additional bond projects have included new energy efficient sloped roofing throughout the campus, new perimeter access roads and parking lot improvements. As the 10-year facilities expansion plan continues, a major project is development of a 12-acre solar energy field. This will provide IVC students with a solar “lab” as well as produce energy for the campus.

**Holtville Tribune July 20, 2010**

## **Imperial Valley College Asking Voters to Extend Measure L**

Imperial Valley College will be asking voters to extend Measure L to develop funding for a new phase of its 10 year facilities plan that includes new job training and workforce development facilities as well as continued modernization of the 50-year-old campus.

The measure, which will be on the November General Election ballot, would raise up to an additional \$80 million over the life of the extended taxing authority. There would be no increase in existing property tax rates.

"We desperately need vocational, career and technical facilities, but at the same time our board felt it would be irresponsible to ask for an increase in taxes. This extension will fund much needed projects at our current tax rate to get our community back to work," said IVC President Ed Gould.

"This extension of Measure L will allow us to expand facilities specifically for nursing and other allied health programs, solar and alternative energy technical programs, and public safety training including law enforcement," he said.

The planned career/technical center will include labs for training the alternative energy workforce as well as classrooms and other facilities to house a law enforcement training academy.

Through leveraging bond proceeds with state matching dollars, IVC could potentially realize up to \$104 million in improvements. The state already has committed a \$12 million match for the career technical center, pending approval of a future state school facilities bond measure. In addition, IVC will be applying in 2011 for another \$12 million match to assist in funding a new library/technology building.

Bond Funds could also be used to replace IVC's air conditioning systems with highly efficient water-cooled HVAC chillers, finish rehabilitation of classroom buildings that started with Measure L, construct the new technology center/library building and a student union/community meeting area.

With nearly 9,000 students, IVC today is a medium-sized community college and over the next decade, IVC's enrollment is expected to increase to 13,000 students. Many of the structures on the main campus opened in 1962 when the campus had less than 1,000 students. Many of the classrooms and facilities are nearly fifty years old and need to be replaced or modernized to improve seismic safety.

The need for a student union is a direct result of this campus growth and demand for more space for student services, such as counseling and transfer offices. IVC plans to convert the existing student union for that purpose, thereby creating the need for a new student union and community use center.

Leveraging of existing Measure L funds has already benefitted the campus. The original \$58.6 million approved by voters in 2004 has been augmented by \$11.5 million in state and federal funds.

While Measure L money was used to construct a new science building as well as fund classroom modernization, IVC received an additional \$8.8 million from the state to assist in this effort.

"We have been able to stretch the impact of Measure L because of this state support and we intend to do the same with any future bond levies," Gould said.

The remainder of the current bond proceeds will be used to modernize four classroom complexes on the campus, including the old science labs and classrooms that were vacated with the completion of the new science building.

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# Measure J looks to pass, Imperial Valley College ready to move forward

By Roman Flores IMPERIAL VALLEY PRESS STAFF

*11:58 p.m. PDT, November 5, 2010*

- E-mail

With a majority of voters backing Imperial Valley College's Measure J, the college is ready to move forward into the Green Age.

According to preliminary results, 64.04 percent of Imperial Community College District voters said "yes" on Measure J. The bond measure, which needs a 55 percent "yes" majority to pass, could bring up to \$80 million in funds for continued modernization of existing buildings and a new career technical training facility at IVC.

The new facility would service the college's pre-existing law enforcement and public safety programs but would also house a full police academy training program, pending state approval and the budget situation under Gov.-elect Jerry Brown.

"We worked so hard and we're just so happy that the citizenry of the county recognizes the importance of improving the facilities so that we can continue to offer what the community needs to go forward," college district board President Jerry Hart said in an interview Friday.

"We're going to try and stay as close to what we've asked them for as we possibly can," he said.

While IVC administration is hoping the "yes" votes hold past the final tally Dec. 3, Superintendent Ed Gould said the college is ready to move all phases forward if the board approves the proposal this month.

If the board approves, this would enable the college to "begin our career technical program as soon as possible, which is likely to be somewhere in the 2011-2012 school year," Gould said.

Gould said getting a jump on the selling of bonds could get the college a lower interest rate, which would help the college "be able to stretch our funds further."

"The timing looks perfect but that's why we're rushing also, and we'll be recommending to the board that we go for funding right away," Gould said.

Gould said the sooner the bonds are sold the sooner the Measure J projects can begin.

"We'll try to push it up as quickly as we can," he said.

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# Imperial Valley College gets \$3 million technology grant

BY IMPERIAL VALLEY PRESS STAFF WRITER

*November 17, 2010*

- **E-mail**

Imperial Valley College received a \$3 million federal grant that over the next five years will revamp access to technology for students and staff on the main [campus](#) and Callexico extended campus.

It will expand IVC's technology infrastructure for students by allowing a wide degree of [online services](#) including improved interaction between faculty and students, improved efficiency in registration processes and improved access to online faculty lectures, according to IVC.

There are three main goals:

n Increasing student success by developing a comprehensive and college-wide effort to provide appropriate training and technical skills, providing more access to lab computers, adding server storage space and student e-mail accounts and extending the [wireless network](#) to the entire college.

n Providing excellence in education by helping faculty develop new and richer courses by pairing basic skills with career and technical courses, by training faculty in the use of social learning and collaborative learning, by providing training in culturally-relevant instruction, offering training on the use of technology in the classroom and encouraging students to develop and use their technological skills.

n Develop resources to increase the college's effectiveness by improving the technology infrastructure and training faculty, administrators, counselors and staff to make the most effective use of this infrastructure.

In addition to the training aspects, students will benefit from installation of a campus-wide wireless system as well as installation of wireless capabilities at the Callexico campus.

All 9,000 students will receive IVC e-mail accounts, as well as expanded access to software used in the classroom. The grant will also provide for a [student](#) debit card system as well as computer charging stations and student printing stations.

On the instructional side, smart podiums will be installed in high-use classrooms and the grant will fund faculty training regarding use of technology in the classroom. There also will be campus-wide "futures forums" held to increase awareness of cutting edge technology.

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# SDSU-Imperial Valley campus transfer orientation answers student's questions

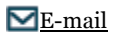


Students listen to David Pearson, the new dean of San Diego State University-Imperial Valley, during a transfer student orientation Wednesday at SDSU-IV. (JOSELITO VILLERO PHOTO / August 4, 2010)

**Odigg**

By ROMAN FLORES Imperial Valley Press Staff Writer

*10:50 a.m. PDT, August 5, 2010*



CALEXICO — Various college students filed in to Rodney Auditorium at San Diego State University-Imperial Valley campus for the annual transfer student orientation.

The event serves as a way for the students to gather pertinent information about the transition from community college to university-level education through various presentations from SDSU-IV faculty, staff and administration.

“We had around 150 students and most of them come from Imperial Valley College,” Aracely Bojorquez, chairwoman for new student transfer orientation, said. “All of the presenters were really excited. Every single one provided something that the student needed to hear that was important for their [first](#) semester here.”

“What was unique about today’s event is that we had the (new) dean of this campus speaking to the public for the first time,” Bojorquez said. “He talked about how the students can interact with faculty, their early research opportunities and how easy it is to get classes here because of our small class sizes.”

The transfer students said the orientation helped to make their transition into the university go very smoothly.

“I really enjoyed all the information that they offered you,” Toni Bracamonte, Calexico resident and IVC transfer student,



said. "It was pretty much on the [Web site](#), but they give you a full rundown of it in person; it makes it a lot easier."

Bracamonte's aunt, Rebecca Veliz, will also be attending SDSU-IV in the fall.

"I graduated from Calexico High School in 1975," she said. "It's nice to be attending with my nieces and nephews. ... I'm finally here," she said.

Veliz said the intimidation she would usually feel by being associated with a big organization is non-existent for her at SDSU-IV.

"It's really a (homey) atmosphere where you really feel [comfortable](#)," she said. "I'm just looking forward to starting school.

"It's been a long time getting started coming from an agricultural family," she continued. "I never thought I would be able to accomplish the goals I set out for myself because a lot of times it's about surviving and not education. Hopefully I will accomplish my educational goals."

>> Staff Writer Roman Flores can be reached at 760-337-3439 or [rflores@ivpressonline.com](mailto:rflores@ivpressonline.com)

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# Fire cadets spread goodwill in El Centro for Thanksgiving



Members of the Imperial Valley College Firefighter Academy deliver Thanksgiving food to El Centro homes Wednesday. (Silvio J. Panta)

BY SILVIO J. PANTA Imperial Valley Press Staff Writer

*1:29 a.m. PST, November 25, 2010*

Larissa Canizales didn't know what to think Wednesday when a group of firefighter cadets partially dressed in their gear knocked on her door and brought food for a Thanksgiving Day meal.

"I thought there was a fire or something," said Canizales, who was apparently unaware that her family was among four that benefited from the charitable event one day before Thanksgiving. "I didn't think they were going to give us food. I didn't know what the occasion was."

The occasion was to help spread some holiday cheer and goodwill as members of the Imperial Valley College Firefighter Academy drove around in a caravan of [cars](#) filled with boxes of food to distribute.

Randy Andrews, a cadet in the year-long program, said the event took a month to prepare. Officials from Desert Garden Elementary School were contacted to see what families were in need for the Thanksgiving Day holiday, Andrews said.

Andrews became familiar with Desert Garden [school officials](#) since his small brother attends kindergarten there, he said.

Twenty families made the list but only four responded to the cadets' offer, Andrews said. More than \$500 was spent in buying core Thanksgiving Day items like turkey, ham, dressing and other related items, Andrews said. Andrews credited Fire Academy instructor Alfredo Estrada Jr. for helping in the effort. "We're trying to make a difference in the community before (firefighting) becomes a job," Andrews said. "I think that's the reason everyone becomes a firefighter."

As an added refinement some children at the homes the cadets visited learned how heavy the gear firefighters wear on the job really is.

Pint-sized Elijah Perez, 6, found out as he tried walking around but kept falling each time he took a step.

Emiliana Galvez, who runs Galvez's Child Care in El Centro where Elijah and his siblings attend during the day, said the goodwill the cadets brought will go a long way with area youths.

"It's going to be very beneficial for tomorrow," Galvez said of the children in Spanish. "For them it's something very new."

Staff Writer Silvio J. Panta can be reached at 760 337-3442 or at [spanta@ivpressonline.com](mailto:spanta@ivpressonline.com)

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# Energy forum focuses on jobs



Chris Graillat, California Energy Commission project manager, discusses renewable energy-related jobs during the Celebrating [Renewable Energy](#) Partnership Success conference at Imperial Valley College on Tuesday. “Nationwide, clean energy is growing,” she said. (Joselito Villero)

BY SARAH HORNE Imperial Valley Press Staff Writer

*1:05 a.m. PST, November 17, 2010*

IMPERIAL — Each of the nine panelists at the Celebrating Renewable Energy Partnership Success forum highlighted the hundreds of jobs they said renewable energy will create in Imperial County.

Presented Tuesday by Imperial Valley College’s B-Green Project, a partnership to train workers in green technology, the forum focused on the importance of partnerships and employment opportunities from the solar, geothermal, algae and transmission production industries.

“It’s time to create a new economy in Imperial Valley and we’ll do it around renewable energy,” IVC President Ed Gould said.

Laura McDonald, director of public affairs and project communications for [San Diego](#) Gas & Electric, said the 117-mile Sunrise Powerlink transmission line will create 400 to 500 construction jobs and facilitate thousands more.

“Transmission is the key to renewable energy development,” she said, adding that for other projects to be developed, transmission has to be built first to move energy in and out of the area.

The new geothermal project developed by CalEnergy will create more than 300 jobs with a peak of 642 workers over nine expected construction years, said Mark Gran, vice president of real estate assets for CalEnergy. He said there will also be 69 permanent positions in addition to administration and support positions not included in this count.

Vice President of Capitol Strategies Group Buz Schott, who was representing Tessera Solar & [LS](#) Power, said the company will create about 500 construction jobs and 150 permanent jobs with its solar energy projects.

Bethel Energy solar projects will create 50 permanent jobs, 500 construction jobs and another 1,500 jobs in support, Chairman Len Daniel said, and SunEco Energy Chairman Dan Gautchi said the algae energy

company will produce a number of jobs as well.

Training for renewable energy workers will mostly be filtered through county One Stop Employment Services, said Imperial County Workforce Development Board Executive Director Sam Couchman. He said a green labor market information study he hopes will be approved today could provide a better picture of what is needed for renewable energy training.

Training is also conducted at Imperial Valley College, which IVC Economic and Workforce Development Dean Efrain Silva said will expand through partnerships the college is looking to start.

Staff Writer Sarah Horne can be reached at [shorne@ivpressonline.com](mailto:shorne@ivpressonline.com) or 760-337-3435.

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**MiraCosta College**  
1 Barnard Drive  
Oceanside, CA 92056  
[www.miracosta.edu](http://www.miracosta.edu)  
(760) 757-2121

Dr. Francisco Rodriguez  
Superintendent/President  
(760) 795-6610  
[frdriguez@miracosta.edu](mailto:frdriguez@miracosta.edu)



Oceanside Campus, Oceanside, CA



San Elijo Campus, Cardiff, CA



Community Learning Center, Oceanside, CA

# MIRACOSTA COMMUNITY COLLEGE DISTRICT AT A GLANCE

**Year Founded:** 1934 as Oceanside-Carlsbad Junior College, the second community college in San Diego County. Changed name to MiraCosta College and moved to its current location in 1964.

**Location:** MiraCosta's district is coastal North San Diego County, approximately 35 miles north of San Diego and 90 miles south of Los Angeles.

**Three Campuses:** Oceanside, a 121-acre hilltop location with coastal and mountain views; the San Elijo Campus, 42 acres in Cardiff facing the San Elijo Lagoon and Nature Preserve; the Community Learning Center, a 7.6-acre urban facility in downtown Oceanside.

**Average class size:** **28**

**Spring 2010 Students:** **20,748**

Students enrolled in credit classes: **14,219**

Students enrolled in noncredit classes: **4,374**

Students enrolled in fee-based programs: **2,155**

**Total number of employees:** **1,100**

Full-time faculty: **174**

Part-time faculty: **518**

Administrators: **28**

Classified staff: **248**

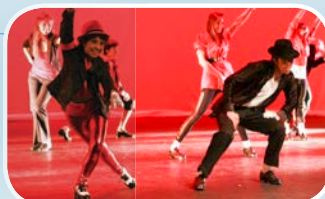
Temporary classified staff: **132**

**Majors include:** Accounting, architecture, art, biology/biotechnology, business administration, child development, commercial music/recording technology, communication, computer applications/networking/graphics/science, English, horticulture, hospitality, law enforcement, liberal studies (elementary school teachers), nursing, political science, psychology, physics, real estate, Spanish.

## What Makes MiraCosta Unique

- MiraCosta College has developed programs in alternative energy and green technologies. The college's two-year associate's degree in energy technology, created in partnership with the San Onofre Nuclear Generating Station, is the only degree program of its kind in California.
- MiraCosta College is addressing San Diego's nursing shortage with its LVN-RN Career Ladder Program and a new RN Program that started spring 2010.
- MiraCosta College was named a Biotechnology Center of Excellence by the U.S. Department of Labor and partners with local biotech companies to provide high-tech classes and equipment for students.
- MiraCosta offers an honors program designed to develop exceptional talent and ability in highly motivated students.
- MiraCosta College has a high transfer rate to the University of California (UC).
- MiraCosta College students who transfer to California State University (CSU) have a higher grade point average and continuation rate than the statewide average.
- More than 1,500 students volunteer annually in schools and community nonprofit agencies through MiraCosta's award-winning, nationally recognized Service Learning Program.
- MiraCosta's Small Business Development Center has assisted more than 13,000 local businesspeople, resulting in the creation of nearly 250 new businesses and 1,000 new jobs.
- MiraCosta's new state-of-the-art Concert Hall provides students first-hand experience in a professional performance setting and provides the community with a beautiful venue to enjoy top-notch music performances.

[www.miracosta.edu](http://www.miracosta.edu)





*A public California  
community college serving  
coastal North San Diego  
County for 76 years*

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**MiraCosta College**  
**1 Barnard Drive**  
**Oceanside, CA 92056**  
**www.miracosta.edu**  
**(760) 757-2121**

Dr. Francisco Rodriguez  
Superintendent/President  
(760) 795-6610  
frodriguez@miracosta.edu



Oceanside Campus, Oceanside, CA



San Elijo Campus, Cardiff, CA



Community Learning Center, Oceanside, CA

# MIRACOSTA COMMUNITY COLLEGE DISTRICT AT A GLANCE

## Students Succeed at MiraCosta College

MiraCosta graduate David Garcia, now attending Cal State San Marcos, majoring in communication with a 3.81 G.P.A.



"No college or other institution of learning has ever given me the chance to succeed like this school. The first night I came to MiraCosta I loved my class instantly. I've gone to vocational schools, for-profit schools, and universities, and I can honestly say that MiraCosta College is the only one that has not just incredible instructors, but incredible people behind those positions."

MiraCosta College biotechnology student graduate and Genentech Scholars Program scholarship recipient Amy Sage, transferred to University of California, Irvine:



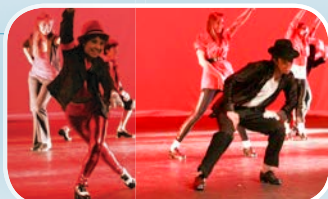
"When my husband was stationed at Camp Pendleton, I enrolled in MiraCosta College's Biology Program. I really enjoyed MiraCosta; attending the college was an amazing experience. I've had amazing teachers and have learned so much. The college was so much more than I ever expected."

Graduate Sayuri Tomimura began her education at MiraCosta College in the English as a Second Language Program, and graduated in 2009 with the college's Medal of Honor, the highest scholastic award a MiraCosta College student can achieve.



"It was really hard, but I had the focus --- the big goal, to study in America. All the professors and staff in MiraCosta College are so encouraging and offer help to those struggling in their classes. The business courses are very practical and they have prepared me well to transfer to a four-year university."

[www.miracosta.edu](http://www.miracosta.edu)



Senate District 38





## Senate District 39 - San Diego County

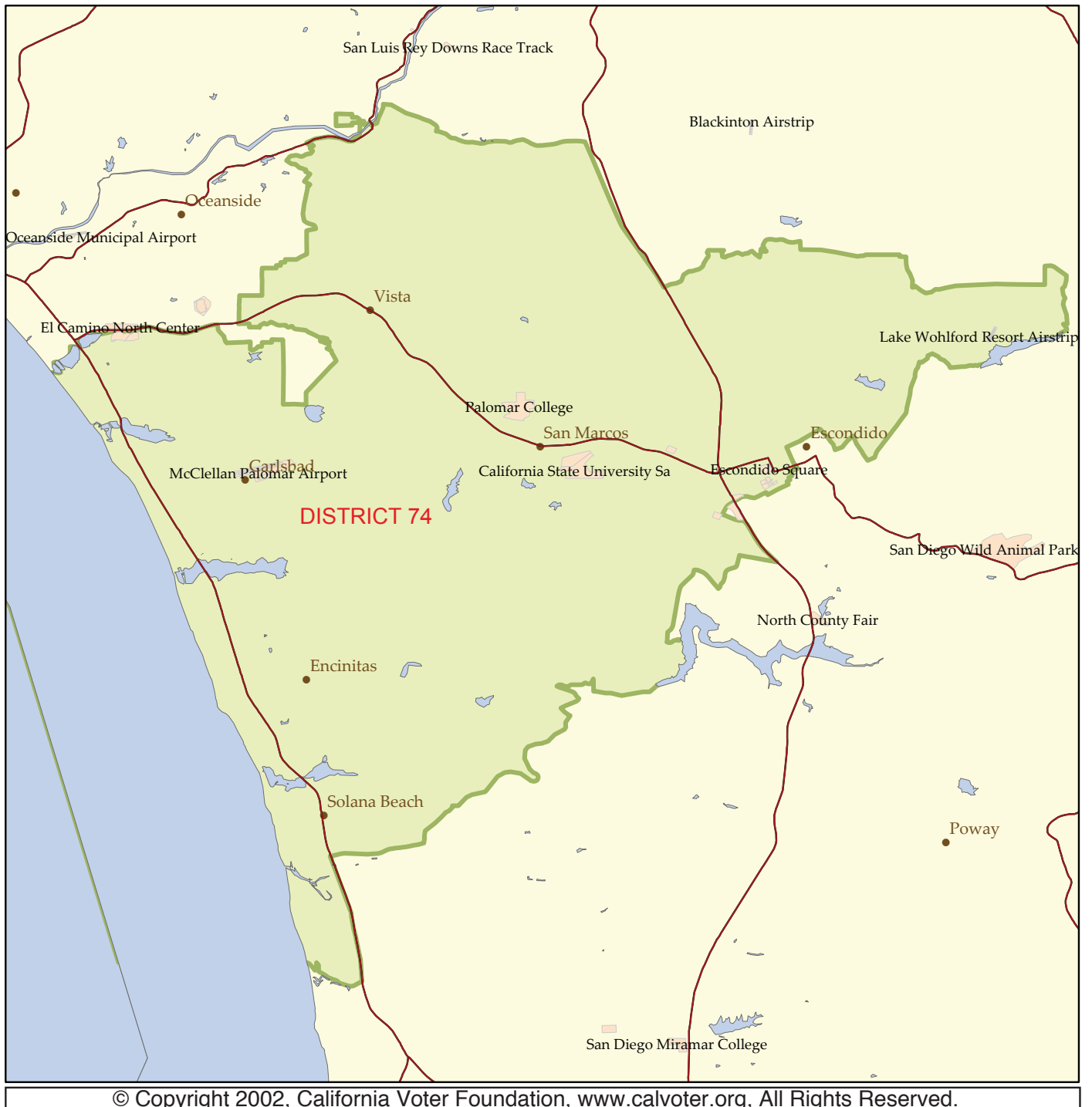


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## Assembly District 73



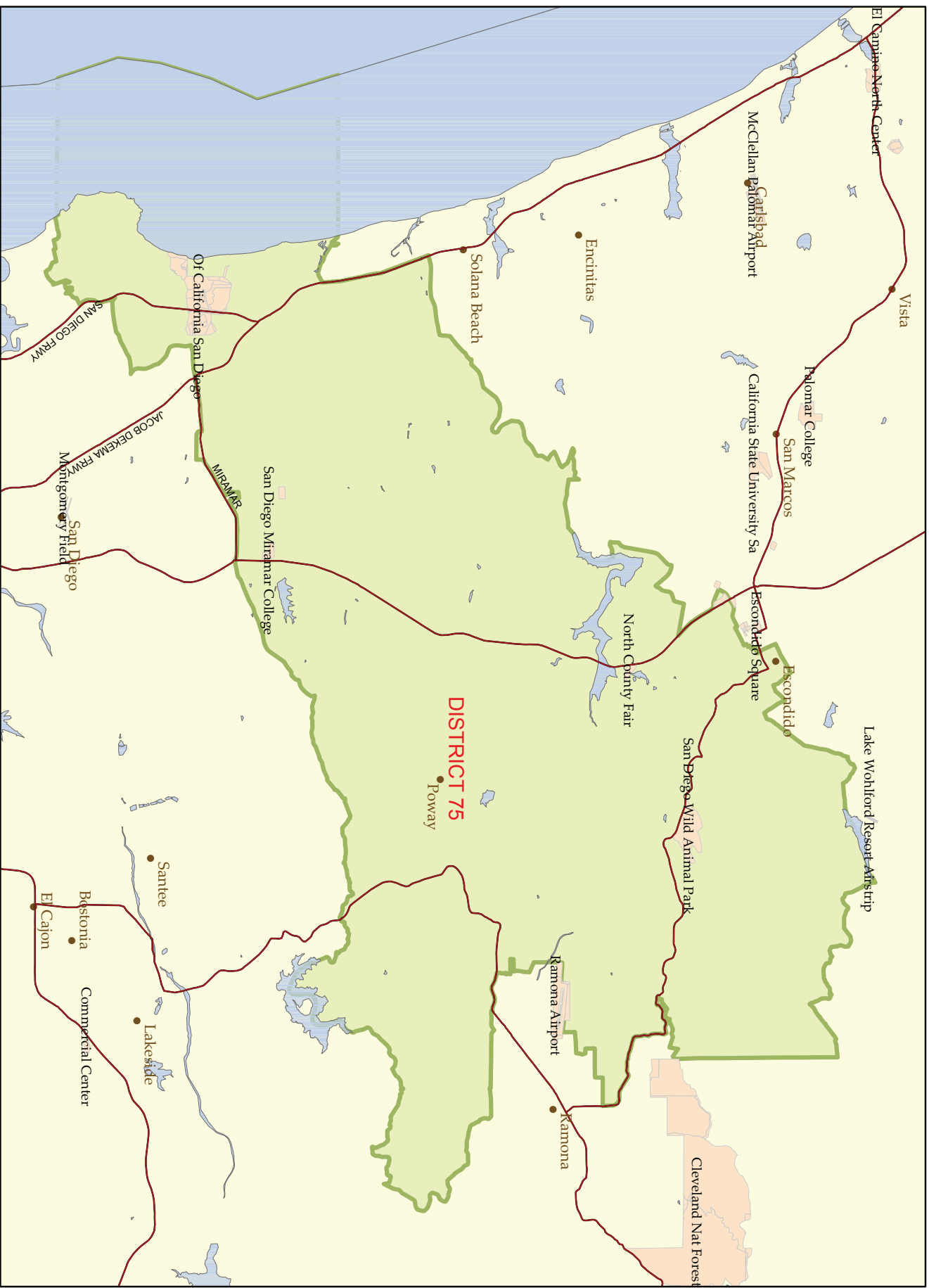
## Assembly District 74 - San Diego County



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## Assembly District 75 - San Diego County



## Diplomas presented to Japanese American students

■ World War II-era students receive long-awaited diplomas

Commencement is always a special occasion, a moment in time when students' hard work is acknowledged and rewarded with a diploma or certificate. The commencement ceremony at MiraCosta College in May held additional meaning because this year the college bestowed honorary degrees



FRANCISCO RODRIGUEZ

### Spotlight on Higher Education

to three World War II-era Japanese Americans whose studies were abruptly interrupted when they were forced into internment camps.

Nearly 70 years after the end of World War II, the Japanese Cultural and Community Center of

Northern California launched the California Nisei Diploma Project to assist institutions of higher education in locating and conferring honorary degrees on those students who were forced to abandon their studies due to federal Executive Order 9066. Nisei refers to American-born citizens who were

Yukiko Nakamura Sugiyama stands with Dr. Rodriguez before receiving her honorary degree. Courtesy photo



second-generation Japanese Americans. The project was further supported by Assembly Bill 37, authored by Assemblymember Warren Furutani and signed by Governor Schwarzenegger in October 2009.

MiraCosta College registrar Alicia Terry jumped into the project with great determination, and after an arduous search of college records was able to identify five Japanese Americans

■ see Spotlight on 14

### Spotlight continued from 9

who were possible candidates for the Nisei Diploma Project. Of these five, Terry located three esteemed alumni of Oceanside-Carlsbad Junior College, or OCJC, as the college was known in 1942, and honored them at this year's commencement: Yukiko Nakamura Sugiyama, Johnny Yoshimura and Audrey Fujita Mizokami.

Yukiko Nakamura Sugiyama was born in 1921 in Brawley, Calif. When her family moved to Oceanside in 1940, she attended OCJC full-time. World War II started during Nakamura's second year of college, and just before her graduation in spring of 1942, she and her family were relocated to the Poston Camp in Arizona. Her parents were forced to leave behind many possessions that they were never able to reclaim.

Before withdrawing from school, the dean of students told Nakamura to gather the course work from her professors, take it all with her to the camp, send it back, and if she completed her studies, he would make sure that she received her degree. In camp, Nakamura studied and sent her work back to

*Because of her circumstances, the honor of participating in commencement back in 1942 was not available to her. This error was corrected 68 years later ...*

Oceanside as promised, and she did indeed receive her degree while still interned.

Despite her hardship, Nakamura ranked second in her class.

After the war, Nakamura settled in San Diego where she raised her family. She and her husband built the home in which they lived for 50 years. Today, Nakamura lives with her son in National City. She has a very full life with three children, six grandchildren and six great-grandchildren.

Because of her circumstances, the honor of participating in commencement back in 1942 was not available to her. This error was corrected 68 years later, when Nakamura walked proudly with this year's graduating class. Fourteen of her family members, representing four generations, were

present as she received her diploma.

Johnny Yoshimura was born in Los Angeles and grew up in Oceanside. His family members were farmers on land that is now part of Camp Pendleton.

Yoshimura attended OCJC beginning in the fall of 1940. According to his son, Yoshimura was on the college baseball team and played second base, alongside first baseman John McDonald, who later became MiraCosta College's president.

When World War II started, Yoshimura joined the U.S. Army where he served as a staff sergeant, while his parents and other family members were interned at the Poston Internment Camp in Arizona. Yoshimura eventually returned to the Oceanside area, took up farming, and never returned to college. His farm was located

in the San Luis Rey River Valley where he and his wife, Amy, raised their five children, four of whom became teachers.

Yoshimura passed away in 1981. His daughter, Sandy Gilbert, a MiraCosta College alumna who teaches fourth grade at Olive Elementary in Vista, accepted the honorary degree on behalf of her father.

Audrey Fujita Mizokami was born in Carlsbad, and attended OCJC from September 1939 through June 1941, and even worked in the office as registrar for the college. But before she had a chance to complete her studies, she and her family were sent to the Santa Anita Assembly Center where Japanese Americans were held while the relocation camps were made ready.

From there, they were sent to the Poston Camp in Arizona, and later transferred to the Granada Camp in Colorado.

After the war, Mizokami returned to southern California and until four years ago, lived in Escondido. She currently resides in Hawaii with her daughter. Her daughter attended MiraCosta's commencement ceremony to accept the honorary diploma on her mother's behalf.

# NORTH COUNTY TIMES

October 24, 2010

## Encuentros conference inspires

### College-boosting program for Latinos grows rapidly

**BY LOUISE ESOLA**

*For the North County Times*

The 1,000 or so mostly Latino middle and high school boys may have not walked away from Saturday's Encuentros Education and Career Exploration Conference with a college major or a career in view, but they probably got the hint of something more important: that anything is possible.

"You guys have everything you need to be suc-

cessful," Javier Tovar, an Encuentros board member and Palomar student, told a group of younger students seated in a stadium-style college classroom.

"Just 90 miles south of here (in Mexico), people don't have running water. ... They don't have access to college. We have these opportunities here," Tovar said.

The annual college and career conference was created seven years ago, after local Latino business lead-

ers discovered the startling statistic that half of Latino boys drop out of high school.

Encuentros, which means "meetings" in Spanish, is now more than just a one-day program; it has been expanded to a curriculum offered at Vista Unified middle and high schools.

And for the first time, the conference, which usually attracts about 500

See **Encuentros**, B4



**With the help of college mentor Kimberly Palafox, a group of boys heads to the next workshop Saturday at the Encuentros Leadership Conference at Palomar College. BILL WECHTER | [bwechter@nctimes.com](mailto:bwechter@nctimes.com)**



# Encuentros

Continued from Page B1

students each year, was held concurrently at Palomar and MiraCosta colleges, doubling its overall attendance.

"Every year we just see the program getting bigger and bigger," said Hans Milan, a Encuentros board member and immediate

past president. "The

idea is to expose them to a wide variety of possibilities. We want them to find a passion and follow it."

The conference

brought in several dozen men from diverse career paths — from oceanographers and teachers to lawyers and doctors — to talk to students in separate 45-minute sessions, about education and careers.

The goal is to give students options and inspiration, said organizers, who had people such as 17-year-old Gabino Aquilar in mind when they created Encuentros.

Aquilar, a student at Vista High School and the eldest of four brothers, said he wants to be the first in his family to go to college.

"I am here to be inspired and learn about college and education," said Aquilar, who added that he wants to be a television journalist one day. "One of my teachers told me that I could be an example to my brothers, and that's what I want to do."

Seventeen-year-old Elmer Mendez, another

**"I am here to be inspired and learn about college and education."**

**GABINO AQUILAR**

17, Vista High student

Vista High student, said just being on the campus gave him a boost.

"I want to go into business administration and own my own business someday," he said. "I wanted to see a college campus."

Vista school district psychologist Joaquin Aganza, who participated in the event, said he knows the feeling.

He recalled walking around UCLA as a high school student growing up in East Los Angeles.

"I had an English teacher who took us to the college campus," he said.

"Just being there and seeing a college campus was a big deal to me."

Aganza said he wants students to know that school, well, can be cool.

"When I was growing up (in a mostly Latino neighborhood) you were either a cool guy or a school boy," he said. "The successful ones could put the two together. You can change the image of what is expected of you based on where you are from."

Wearing a khaki-colored flight suit, Marine Col. Mike Sperry stood out among professionals in suits and ties.

An F-18 pilot, Sperry said he likes to tell younger people the same thing he tells his own three sons.

"I'm not the guy who will tell you what to do; I'll just tell you to do something you love," he said. "My message is find something you love, and go find a way to do it."





FRANCISCO RODRIGUEZ

Spotlight on Higher Education

## MiraCosta steps up to help veterans

Starting over. Changing careers. Going back to school. Charting a new path. These are things we think of when someone gets laid off or, worse yet, loses a spouse. While we may not associate these challenges with military veterans, adjusting to civilian life after seeing battle and serving overseas is often a huge obstacle in and of itself.

Starting the transition to civilian life at a nearby community college is often the best and only choice for these veterans. In fact, more than 50 percent of California veterans use their educational benefits to attend a community college like MiraCosta. The college has served thousands of veterans over the years and this fall semester, more than 800 post-9/11 veterans are enrolled in classes at MiraCosta College. We are serving hundreds more veterans, active members of the military and military spouses and children. Serving the needs of these brave individuals continues to be a high priority.

While many receive educational benefits, veterans require specialized assistance when they return to school. Veterans arrive at MiraCosta armed with questions about the GI Bill and have a need for career counseling, sometimes even personal counseling. Many veterans struggle with the financial demands of attending school and working, and, in many cases, taking care of a family.

MiraCosta graduate and Marine Corps veteran Brittany Contreras enrolled at MiraCosta in 2007 shortly after completing five years of military service. A military spouse herself, Brittany had to manage raising two small children while juggling the demands of going to college and working. After just two years, she graduated from MiraCosta with an associate's degree in business administration. Brittany acknowledges that she has succeeded at MiraCosta in large part due to the support she has received from the college and the community. She gives credit to

## Education

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the Veterans Services Office and the Transfer Center for their advising and clear explanations of the steps she needed to take to achieve her goals.

"Trevia (Jackson), in Veterans Services, takes care of us like she is our mama bear. And Jose (Orrantia), at the Transfer Center, was incredibly helpful. He was able to break down which classes I needed to take and clarify the requirements necessary for transferring to California State University, San Marcos, and he made everything seem manageable." Brittany says she is also grateful for the financial assistance she has received from community-supported scholarships like the Veterans Textbook Scholarship Program. Textbook costs are typically three times the cost of college fees. Through this program, veterans are given a voucher to use at the bookstore to assist with the purchase of textbooks and other required class materials. "I am putting myself through school while helping to support my family," shares Brittany, "so scholarships like the book fund really matter."

In addition to scholarships and a fully staffed veterans office, where student veterans can receive help wading through the paperwork involved in redeeming their GI benefits, the college has recently opened a Veteran's Lounge, a space for student veterans to relax and chat with other vets. Sometimes it's the simple things that make a big difference. This small space, set aside for student veter-



Attending the ceremony were several members of MacDonal's family. Standing next to the large watercolor portrait of John, which was recently relocated from the library to the board room, are from left, John's grandson Ian MacDonal; son Kirk; widow Aileen; daughter-in-law Kathleen; and son Michael. Courtesy photo

ans, is a quiet haven amid the chaos of the campus, and a place to hang with people who have been in battle and in uniform, and who understand.

The MiraCosta College Foundation is seeking donations to its Veterans Textbook Assistance and Veterans Scholarship programs. These scholarships are funded by individuals and foundations that seek to honor those who served our country by assisting them with the costs of attending college. For more information on how to donate to this worthy cause, contact the Foundation at (760) 795-6777 or go to their website.

### MiraCosta dedicates board room in honor of Dr. John MacDonal

On Aug. 17, MiraCosta College dedicated its board room on the Oceanside Campus in honor of former superintendent/president Dr. John MacDonal, in

recognition of the tremendous contributions he made to both the college and the local community.

MacDonal served as the head of the college from 1964 to 1982. He went on to serve the North County community through his involvement in numerous organizations, and was elected to serve a four-year term on the Oceanside City Council followed in 1986 by two terms on the San Diego County Board of Supervisors. MacDonal retired in 1995 and passed away in 2001. As college president and as a community leader, MacDonal drew on his experiences as an athlete, coach, teacher and school administrator.

Attending the ceremony were several members of MacDonal's family including John's grandson Ian MacDonal; son Kirk; widow Aileen; daughter-in-law Kathleen; and son Michael.

## MiraCosta sees further growth in enrollment

COAST CITIES — In an ailing economy that is sending more displaced workers back to school, MiraCosta College's enrollment continues its steady rise this fall semester. Enrollment is up by 6.7 percent over fall 2009, and is slightly higher than spring 2010. The belt-tightening at four-year universities also contributes to higher enrollment numbers at the community college level. Luckily, MiraCosta's strong financial planning, along with its long-range curriculum planning, means fewer cuts and more classes offered.

"We have been smart and strategic in what we are offering to students," Vice President of Instruction Pam Deegan said. "We've been able to increase distance education courses, reformat the times we offer classes to better accommodate student schedules and fill more seats per class."

Between fall 2009 and fall 2010, student enrollment increased at MiraCosta College by more than 900 students, with 14,532 students taking credit classes this fall.

"More and more students have been shut out of the UC and CSU systems," Deegan said. "This, coupled with more people wanting to take courses to make themselves more marketable, has meant that we have an unprecedented demand for classes. We are fortunate that the careful financial stewardship of the board of trustees has allowed the college to continue to offer more courses in order to meet these growing student needs."

"MiraCosta is committed to serving the needs of our local community, and the community has made it clear that they want more courses to prepare students for local jobs and to transfer to four-year institutions," MiraCosta Superintendent/President Francisco Rodriguez said. "By responding to local needs, we've been able to steward the public's resources in appropriate and responsive ways."

While the traditional semester is well under way, MiraCosta College's late-start program still has room in many popular classes. MiraCosta offers late-start courses

### MiraCosta

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in 26 academic disciplines, which conclude when regular courses do in December. Classes are available daytime,

evening and online, and at both the Oceanside and San Elijo (Cardiff) campuses.

To see what is available, or to enroll, visit [miracosta.edu](http://miracosta.edu) or call (760) 757-2121.

## MiraCosta College earns applause, accolades and re-accreditation



San Elijo Campus  
(760) 634-7870  
3333 Manchester Avenue  
Cardiff-by-the-Sea, CA 92007

MiraCosta College's commitment to student success and excellence was just recognized by the Accrediting Commission for Community and Junior Colleges (ACCJC), which reaffirmed the college's accreditation for six years, the maximum time allowed. This reaffirmation is a reflection of MiraCosta's continued tradition of providing quality instruction and support services that allow students to pursue and achieve their educational goals. The reaffirmation also reflects the tremendous steps the college has taken in the development of a more collegial, inclusive and comprehensive educational environment that results in better educational outcomes for students.

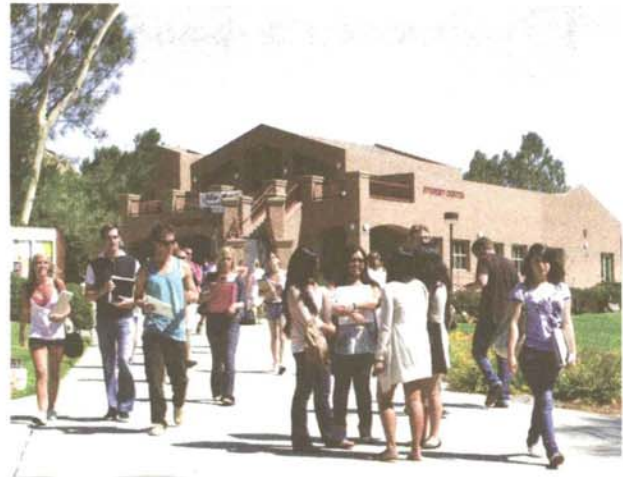
In recent years, the Accrediting Commission has turned its careful eye to California's community colleges in order to ensure that they are adequately meeting educational standards. Community colleges are held to high standards of student success and institutional performance, and being accredited is an integral part of assuring quality. Being an accredited college means that our students can receive federal financial aid and veteran benefits, and have the assurance that their course work will be accepted elsewhere should they transfer.

The process for reaffirmation of accreditation is intense—at MiraCosta, our administrators, faculty and staff developed an extensive 300-page self-evaluation report; hosted a site visit by peer evaluators representing ACCJC; and represented the college at the commission's

June meeting. These reaccreditation requirements were the vehicles through which the college demonstrated its commitment to, and fulfillment of, commission standards. The college's board, faculty and staff worked tirelessly to ensure that we not only met the standards, but also were honest in assessing areas in which we could grow.

Reaffirmation of accreditation is not automatic or guaranteed; in fact, in recent years, many colleges have received a variety of sanctions. In MiraCosta's case, our accreditation was reaffirmed and the college was commended in many areas, including our achievement in reestablishing a positive and collegial environment; the college's robust use of modern information technology; our nationally recognized service learning program that partners with more than 75 nonprofit organizations and public schools, and involves more than 1,000 MiraCosta students annually; our comprehensive library services and collections; and our beautiful facilities and grounds that enhance the college's learning environment.

While the college is celebrating this welcome news, we must now turn our focus to follow-



Students on the first day of fall semester hustle to classes at MiraCosta College's San Elijo Campus in Cardiff. This fall the college saw record enrollment, with nearly 14,500 students taking credit classes at one of the college's three locations.

up work that needs to be accomplished in the next three years. As part of our reaffirmation, the college must prepare two follow-up reports: one in March, 2011 and another in March, 2012. The first report will demonstrate the ways in which we are using data-driven, integrated planning in institutional decision-making. The completion and implementation of the college's Master Plan, currently underway, is key to this outcome. The second report will address recommendations concerning student learning outcomes and evaluate the efficacy of our new governance structure. Finally, all colleges are required to file a Midterm Report in the third year after a comprehensive evaluation (March, 2013), indicating further progress on recommendations and future goals. We are ful-

ly committed to meeting these high standards and embrace this opportunity to improve. I firmly believe that MiraCosta will be a better college as a result of fulfilling the commission's recommendations.

The college has so much to be proud of—successful students, exceptional instructors, state-of-the-art programs, thriving arts and cultural programs, support from our community, and of course, beautiful campuses. MiraCosta is an exemplary institution and the future for our college is promising. Receiving reaffirmation of accreditation adds another proud milestone to MiraCosta's history as we strengthen the academic excellence and collegiality that have long distinguished this college.



# REGION: Community colleges push hard against limits of money and space

By **PAUL SISSON** - [psisson@nctimes.com](mailto:psisson@nctimes.com) | Posted: Wednesday, September 22, 2010 7:41 pm !



Professor Leola McClure teaches a Communications 101 class Wednesday at MiraCosta College in Oceanside. Enrollment is up at MiraCosta, but down at Palomar College. (Photo by Jamie Scott Lytle - Staff photographer)

North County's two community colleges showed opposite enrollment trends, driven largely by very different funding sources as the fall 2010 semester got under way.

On the coast, Oceanside-based MiraCosta College reported enrollment for the fall semester rose nearly 7 percent over last year, to 14,532 full- and part-time students. At neighboring Palomar College in San Marcos ---- still the Goliath of North County community colleges ---- enrollment dropped 2.8 percent from the previous fall to 25,653 full- and part-time students now.

Palomar officials attributed the dip to a decline in state funding that affects how many students the college can serve.

In a tough budget environment, MiraCosta has an advantage. It is one of three "basic aid" community colleges in the state that gets the vast majority of its operating money directly from property tax collections made on a wide swath of

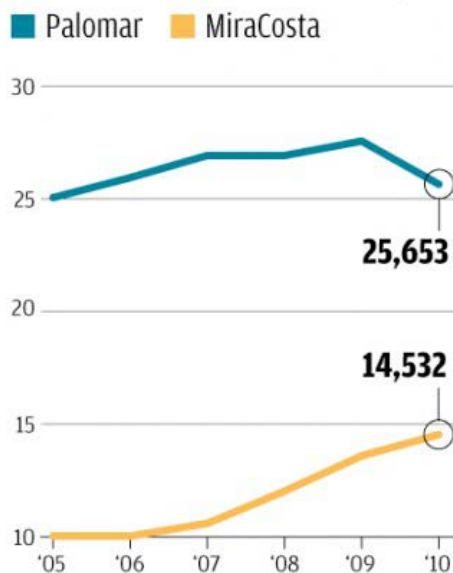


coastal property from Oceanside to Rancho Santa Fe.

Palomar, on the other hand, gets much of its money based on a state funding formula.

## COMMUNITY COLLEGE ENROLLMENT FIGURES

*Fall semesters, credit courses only*



Sources: Palomar and MiraCosta colleges,  
CA Community Colleges chancellor

NCT/CAL

That formula limits the number of "full-time equivalent" students ---- full-time students plus aggregated part-timers ---- to just under 20,000, said Berta Cuaron, vice president of instructional services. This year's combination of full- and part-time students falls within that limit.

The funding cap means the school has had to reduce the number of classes it offers, Cuaron said. In the past two years, Palomar has cut 250 "sections" of for-credit classes and an additional 100 sections of non-credit classes. Sections are the specific times a course is offered.

This cap has left Palomar hard-pressed to serve all the students who want to enroll, she said.

"We have such demand out there. As much as we want to meet that demand, at some point it's just the reality of limited resources," she said.

This imbalance of supply and demand has resulted in student wait lists at Palomar that sometimes number in the hundreds for core-curriculum classes.

MiraCosta has wait lists, too.

While the college has increased enrollment from about 10,500 students in 2007 to nearly 15,000 this year, it has been difficult to keep pace with demand, said Pam Deegan, Cuaron's counterpart at MiraCosta. She said factors such as parking and limited lab space for science classes make it difficult to add many

more sections of popular classes.

Dick Robertson, MiraCosta's vice president of student services, said there are other challenges to serving the growing student population.

For example, MiraCosta's applications for financial aid are up 100 percent, Robertson said, adding that the increase in workload has created a 10-week wait for students.

A state law that requires half of every community college's budget to be spent on teachers and other workers who directly engage students makes it impossible to simply hire a temporary army of application processors. Add to that the fact that it takes significant lead time to mint a new financial aid worker.

"It takes a year to train (one)," Robertson said. "It's not like you can just take someone off the street."

Despite the hurdles, officials with each community college said they are examining ways to add additional classes in the spring semester.

At MiraCosta, that might mean extending the school week into Saturday, Deegan said.

At Palomar, the plan is to add about 70 sections of core classes ---- math, science, English ---- in areas where wait lists are longest, Cuaron said. She said money saved by cutting non-credit classes this semester will pay for the increases next semester.

"We've spent the last three weeks looking at the data and saying, 'OK, what makes the most sense to add in the spring?'" she said. "We're committed to serving as many students as we can."

Call staff writer Paul Sisson at 760-901-4087.!

# NORTH COUNTY TIMES

September 5, 2010



MiraCosta College students listen to guest speaker Eric Larson, executive director of the San Diego County Farm Bureau, during their weekly class at Archi's Acres, an organic farm in Valley Center that helps veterans re-enter the working world.

DON BOOMER | [dboomer@nctimes.com](mailto:dboomer@nctimes.com)

## REGION

# Down on the farm

### Archi's Acres serves as classroom for MiraCosta students

BY PAUL SISSON

[psisson@nctimes.com](mailto:psisson@nctimes.com)

Just a few months after being criticized for not providing enough education to the veterans it served, a Valley Center hydroponic farm has imported an entire horticulture class from MiraCosta College.

About 30 MiraCosta students are reporting once a week for Horticulture 110 at Archi's Acres on West Lilac Road in Valley Center, northeast of Escondido.

Nearly 17 miles from MiraCosta's main campus in Oceanside, the class is not

exactly a short hop from the student union, but students making the trek don't seem to mind.

"I guess we're going to get a chance to do propagation, greenhouse building, it just seemed like one of the most hands-on courses that is offered," said business major Alex Sandorf of Carlsbad.

"It just seemed like it would be good working knowledge to have," added biotechnology major Ryan Scott of Encinitas.

The class meets from 10 a.m. to 2:30 p.m. every Monday at Archi's Acres.

The hydroponic farm

specializes in growing organic produce such as basil and tomatoes.

Named for its owners, Colin and Karen Archipley, the farm recently gained national attention for its work with veterans returning from war.

In March, the U.S. Department of Veterans Affairs pulled support for the program, and demanded that the Archipleys refund \$35,000, because the rehabilitation program offered employment but not training.

Colin Archipley, 29, a

See **Farm, B5**



# Farm

Continued from Page B1

retired Marine who served three tours of duty in Iraq, said things remain unresolved with the VA.

He said he has been offering MiraCosta's horticulture department a place to teach modern growing methods for "about three years," adding that the college's decision to start a class at Archie's Acres is not a direct response to the criticism that the previous rehabilitation program was more about labor than learning.

"Our focus isn't the VA, it's working with vets," he said.

Dr. Robert Smith, chief of staff for the VA's San Diego Healthcare System, said last week he considers MiraCosta's involvement at Archie's Acres a separate issue from the outstanding \$35,000 bill for the work therapy program.

He said he received a letter from the Archipleys asking for the amount to be forgiven, but added that a higher-level official within the administration would have to make that decision.

"I don't have the leeway locally to simply waive that obligation," Smith said.

He added that the class offered by MiraCosta could open additional avenues for Archie's Acres to work with the VA, noting that veterans could use their educational benefits to take classes there through MiraCosta.

Smith said he does not, nor has he ever, doubted the Archipleys' motives.

"I think the Archipleys are very dedicated individuals who want to do what they can to help veterans," he said.

It was that veteran focus, said course instructor Megan Fairleigh, that helped convince MiraCosta to move Horticulture 110 to Archie's Acres.

The wife of a Marine pilot serving in Afghan-



**MiraCosta College students take a break during their weekly class at Archie's Acres.**

DON BOOMER | dboomer@netimes.com

istan, Fairleigh said that MiraCosta is always looking for better ways to serve the campus's veteran population.

"We saw an opportunity to reach out to a population that hasn't been well served in the past by our department," Fairleigh said.

She said the rural setting of Archie's Acres could help veteran students recovering from post-traumatic stress disorder enter college courses without having to squeeze into the buzzing hub of campus life at one of MiraCosta's two campuses.

"We know that some veterans who are PTSD sufferers are not comfortable with crowds," she said. "Being away from the city, away from traffic, in a natural environment like they have at the farm is a more suitable environment."

It is unclear exactly how many of the students now in the class are veterans.

Fairleigh said school rules don't allow her to ask.

On Monday, at least one student, Doug Engel, told a reporter he just got out of the Marine Corps.

Engel said he decided to take the class, but not to relieve the stresses of combat.

He said he'd mostly been serving on ships in the military.

Campus statistics provided by MiraCosta list a total of 1,595 students with some connection to the mil-

itary, but 647 of those were the dependents of those on active duty.

Serving the military was only on part of the reason that the class came to Archie's Acres.

Fairleigh said MiraCosta is equally interested in the hydroponic growing methods used there.

These methods, which use up to 80 percent less water than traditional ways of watering crops, will have an increasing relevance as Southern California struggles to cope with its reliance on imported water from the Colorado River and the Sacramento delta.

"They're one of the only certified organic hydroponic growers in the area that we know of," the teacher said.

As a county official gave a lecture to MiraCosta students on that water crisis, and what it might mean for the future of agriculture in the region, Colin Archipley stood outside, midway between an old grove of water-hungry avocados and a modern hydroponic greenhouse.

"I guess we just feel like we have something to offer here," he said. "Hopefully, this class will open new doors for us and for the students."

Call staff writer Paul Sisson at 760-901-4087.



## What's Happening at MiraCosta College

# MiraCosta College: Preparing Students for Successful Careers in Local Industries

In these challenging economic times, it is vital that career training and retraining become available to those in the community who find themselves at a crossroads. MiraCosta College recognizes this need and has positioned itself at the forefront by providing opportunities for students seeking to carve out a new niche for themselves in the workforce. By adapting its curriculum to address this urgent need, the college has expanded its offerings, most recently in the areas of nuclear energy and hybrid vehicles.



*Brandon Ferrell at the Unit 3 reactor head stands ready to hang lead blankets when scaffolding is complete.*

MiraCosta College students interested in a nuclear energy career are now benefiting from a \$150,000 grant by the Nuclear Regulatory Commission that provides scholarships for books, tuition and fees for 48 students to participate in the college's new Energy Technology Associate in Science degree program.

"Our partnership with MiraCosta College has resulted in a two-year associate degree program that will help provide qualified candidates to support San Onofre Nuclear Generating Station operations well into the future," says Barry J. Wallace, Southern California Edison's (SCE's) director of nuclear training. "More importantly, we are investing in local people, through a local institution, for a local employer. We are very excited about what this partnership means to our community."

MiraCosta College is the only college in the state of California to offer an Energy Technology Associate in Science degree, and one of only a handful of colleges in the nation to offer training for future radiation protection technicians.

"There's a great market for qualified technicians in nuclear power plants. There are also ample opportunities in other industries such as health care, biotechnology, and research and development," says Dr. Eric Goldin, MiraCosta's lead instructor for the Radiation Protection Technician Certificate of Achievement Program. "MiraCosta is the place to be for students interested in this industry—we are definitely leading the pack."

In June, MiraCosta offered a second session of its new Hybrid Vehicle Technician Training Program, which trains students to provide quality service to hybrid vehicle owners. The funding for the Hybrid Vehicle Technician Training Program is part of the American Recovery and Reinvestment Act (ARRA) and is administered through San Diego Workforce Partnership. The ARRA was enacted by President Obama in February, and is intended to preserve and create jobs, promote the nation's economic recovery, and assist those most impacted by the recession.

## Oceanside Campus Parking Fall 2010

Enrollment is up at MiraCosta College and that means parking lots will be full, especially during the first two weeks of the semester! MiraCosta is asking students to arrive on campus at least a half-hour before their classes begin to make sure they have time to find parking and make it to class on time! MiraCosta is also taking the following steps to mitigate any impact an increase in enrollment may have on parking and traffic in the neighborhoods surrounding campus.

### Temporary Over-Flow Parking • August 23 – September 10

During the first three weeks of classes (August 23-September 10), temporary parking will be available on campus and on nearby streets. The City of Oceanside is allowing street parking on Glaser Drive, Rancho del Oro Drive and Barnard Drive—look for signs designating legal parking on these streets. The Home Depot located just east of campus will allow student parking in the northwest end of their parking lot—it's about a 10-minute walk to campus from there.

### Parking on Campus

MiraCosta's parking lots are clearly marked for students or staff. Students must purchase a parking permit to park on campus—whether in lots or on the street. Citations for parking in student lots without a permit will not be issued during the first two weeks of the semester. Citations will be issued in staff lots—only cars with staff permits may park in staff lots. After 6:00 pm students may park in staff lots 1-C, 5-A and 3-C.

### Think Green: Alternatives to Driving Your Car to Campus!

- **Take Public Transportation:** The North County Transit District (NCTD) serves the campus with two bus routes (302 and 319), and the Sprinter light rail train, which runs from the Transit Center in Oceanside to Escondido with stops at MiraCosta, Palomar and Cal State San Marcos. A bus arrives within 5 minutes of the Sprinter arrival to shuttle students to campus. Students enrolled in two classes or taking 6 units at MiraCosta may purchase a discount monthly bus pass (\$44 instead of \$59) at the Student Accounts Office in Building 3200.
- **Park and Ride:** Park your car at the Rancho del Oro Sprinter stop and use a monthly bus pass or pay \$2 each way to take the bus to campus.
- **Ride a Bicycle:** Ride your bike from home or bring it on board a NCTD bus or the Sprinter. The campus has several bike racks on campus.

### Looking Ahead . . .

The college is undergoing a comprehensive planning process to address future growth, educational and facilities needs, and the parking required to support this growth.



# ENCINITAS FIRST

August 2010



FRANCISCO  
RODRIGUEZ

Spotlight on Higher Education

## MiraCosta preparing students for success

In these challenging economic times, it is vital that career training and retraining become available to those in the community who find themselves at a crossroads. MiraCosta College recognizes this need and has positioned itself at the forefront by providing opportunities for students seeking to carve out a new niche for themselves in the workforce. By adapting its curriculum to address this urgent need, the college has expanded its offerings, most recently in the areas of nuclear energy and hybrid vehicles.

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■ see Education on 14



MiraCosta student Meggan Guarnotta dressed out and ready to assist at the CARE Control Point in containment.

## Education

continued from 3

Radiation Protection Technician Certificate of Achievement Program. "MiraCosta is the place to be for students interested in this industry — we are definitely leading the pack."

In June, MiraCosta offered a second session of its new Hybrid Vehicle Technician Training Program, which trains students to provide quality service to hybrid vehicle owners. The funding for the Hybrid Vehicle Technician Training Program is part of the American Recovery and Reinvestment Act, or ARRA, and is administered through San Diego Workforce Partnership. The ARRA was enacted by President Obama in February, and is intended to preserve and create jobs, promote the nation's economic recovery, and assist those most impacted by the recession.

### College responds to community needs

MiraCosta's Small Business Development Center, or SBDC, helps its clients establish a small business or expand their existing business. Two former SBDC clients recently received awards from the San Diego Small Business Association, and have turned around and become counselors at MiraCosta's center, providing new clients the benefit of their experience and expertise. Winning the Minority Small Business Champion of the Year award was La Sonja Boulware; and the Delores Braswell Award, advocating women in business, went to

Cheryl Protzeller.

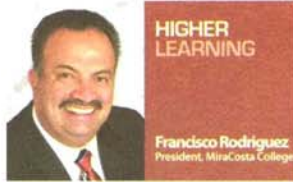
A language barrier creates a career barrier, and the National Association for Developmental Education Certification recently bestowed upon the college's Letters Department clearly indicates that MiraCosta helps students learn the language they need to succeed in the workforce. MiraCosta is the first college in California to receive the award, and only 45 colleges and universities in the United States have received this prestigious recognition.

MiraCosta's Health Services Department has partnered with the San Diego Blood Bank and sponsors several blood drives each year. In 2009, the college held 10 drives, surpassing its goal and thus receiving the San Diego Blood Bank's LL4 Difference Maker Award for 2009.

The average price of a college textbook is \$100 — multiply this by a full course load, and the total may be prohibitive. MiraCosta has many textbook assistance programs in place to help students cope with this sometimes overlooked, and underestimated, expense. In addition to selling used textbooks at a reduced cost, MiraCosta's bookstore is introducing Rent-A-Text, a textbook rental program to be offered for the first time this upcoming fall 2010 semester. Also the college's Textbook Loan Program allows students to borrow one or two textbooks per semester at no charge. Textbook scholarships are also available.



## MiraCosta College prepares students for careers in local industries



In these challenging economic times, it is vital that career training and retraining become available to those in the community who find themselves at a crossroads. MiraCosta College recognizes this need and has positioned itself at the forefront by providing opportunities for students seeking to carve out a new niche for themselves in the workforce. By adapting its curriculum to address this urgent need, the college has expanded its offerings, most recently in the areas of nuclear energy and hybrid vehicles.

MiraCosta College students interested in a nuclear energy career are now benefiting from a \$150,000 grant by the Nuclear Regulatory Commission that provides scholarships for books, tuition and fees for 48 students to participate in the college's new Energy Technology Associate in Science degree program.

"Our partnership with MiraCosta College has resulted in a two-year associate degree program that will help provide qualified candidates to support San Onofre Nuclear Generating Station operations well into the future," said Barry J. Wallace, Southern California Edison's (SCE) director of nuclear training. "More importantly, we are investing in local people, through a local institution, for a local employer. We are very ex-

cited about what this partnership means to our community."

MiraCosta College is the only college in the state of California to offer an Energy Technology Associate in Science degree, and one of only a handful of colleges in the nation to offer training for future radiation protection technicians.

"There's a great market for qualified technicians in nuclear power plants. There are also ample opportunities in other industries such as health care, biotechnology, and research and development," said Dr. Eric Goldin, MiraCosta's lead instructor for the Radiation Protection Technician Certificate of Achievement Program. "MiraCosta is the place to be for students interested in this industry. We are definitely leading the pack."

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Cheryl Protzeller and La Sonja Boulware

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Students are trained in skills to support San Onofre Nuclear Generating Station's operations.

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# SAN DIEGO DAILY TRANSCRIPT

July 19, 2010



## Barnhart finishes MiraCosta building

**Barnhart Balfour Beatty** has completed new Concert Hall and Arts Building on the Oceanside campus of MiraCosta College (*pictured above*).

The buildings are the newest additions to the college's Creative Arts Complex, and will provide performance and teaching spaces for the school's music department.

Barnhart Balfour Beatty provided

construction management services for the expansion, which includes the addition of the 12,000-square-foot Concert Hall and a new 4,100-square-foot Arts Building.

The 400-seat Concert Hall has been designed specifically for vocal and instrumental performances and features a rehearsal and recital room.

The Arts Building contains a lecture

classroom and multi-purpose arts classroom. Both projects were designed by **tBP/Architecture Inc.** of Newport Beach.

Barnhart Balfour Beatty previously provided construction management services for MiraCosta's \$15-million Creative Arts Replacement Building, completed in April 2008.

See **Barnhart** on 27C

*Continued from Page 1C*

The three-level, 21,600-square-foot building includes rehearsal spaces, state-of-the-art recording studios, a 150-seat performance hall, art studios and a rooftop open-air studio with a sail-like canopy.

It replaced two buildings that were condemned in 2003 because the soil underneath them was shifting.

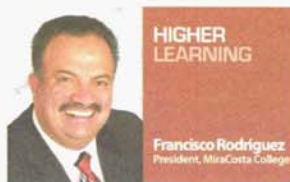
Barnhart Balfour Beatty team members included Anton Greenville, executive vice president; Mike Weber, project manager; Bryan Rasmussen, project superintendent; and Chris Drinko, construction manager.

Source Code 20100716tca

## Students, business and community gain with new transfer bill

Although our state capital is 500 miles away, MiraCosta College carefully monitors activities in Sacramento in order to weigh in on state legislation that affects our students and region. Most recently, the college supported California Senate Bill 1440 (SB 1440), also known as the Community College Transfer Bill. SB 1440 will help tens of thousands of community college students earn college degrees by simplifying the transfer process between the California Community College and California State University (CSU) systems. Governor Arnold Schwarzenegger signed this bill in September, and when it takes effect in the next school year, it will decrease the time it takes students to earn a four-year degree and is also expected to generate approximately \$150 million annually in statewide cost savings. These savings will be used to provide college access to roughly 40,000 additional community college students and nearly 14,000 CSU students each year.

The bill, authored by State Senator Alex Padilla, was co-sponsored by the California Community College System and was strongly supported by our system-wide chancellor, Jack Scott, as well as by California State University Chancellor Charles Reed. MiraCosta College was also in strong support of the bill and will continue to play a major role in its implementation. MiraCosta's Vice President of Instruction



Pam Deegan is serving on the SB 1440 joint task force, and will help take the vision of the bill and translate it into reality by ensuring coordination between the CSU system and California community colleges. The governor also signed a companion Assembly bill, AB 2302, authored by State Assembly Member Paul Fong, which sets the groundwork for the University of California (UC) to develop a simplified admissions process for transfer students.

Each year, between 500 and 700 MiraCosta College students transfer to a CSU or UC school. These two bills are great news for students now beginning on their transfer pathways—the bills tremendously streamline the transfer process and save students significant time and resources so that they can earn their degrees and enter the workforce faster and with less financial debt.

MiraCosta's commitment to positively im-



Each year, between 500-700 MiraCosta graduates transfer to a UC or CSU school.

pacting education and business extended to two other Assembly bills passed this year, both of which will have a direct and positive impact on students:

- Assembly Bill 2385, known as the Accelerated Nursing and Allied Health Pilot Program, addresses one of California's most pressing workforce shortages. Written by State Assembly member John Perez, AB 2385 will help address

the statewide nursing shortage by expediting students' completion of community college nursing programs. The bill establishes a pilot program at up to five campuses throughout the state that would allow students to take weekend, evening or summer courses while completing a nursing or health professional program.

- Improving student success within the California Community College system is the focus of the Student Success Task Force Bill (SB 1143), a bill sponsored by State Senator Carol Liu. This bill establishes a task force to examine best practices and models for accomplishing student success. The task force will develop and present specified recommendations to improve student success and completion within the California Community College System.

MiraCosta College is committed to educating students of this region in an exceptional academic learning environment that is accessible and affordable. We are also committed to being good stewards of the public's resources and trust. Being involved in the advocacy, passage and implementation of legislation that helps students achieve success is a major part of the college's pledge to serve our students and community. By looking to the future, MiraCosta College ensures that it will continue to accommodate the changing face and needs of higher education and the workforce of this region.

## RSF resident spearheads MiraCosta College Rotaract Club

By Diane Y. Welch

In recognition of a newly formed organization — MiraCosta College Rotaract Club — area Rotary leaders, Rotaract club members, and family and friends gathered at the Oceanside college campus on Dec. 10 for a dinner and official inauguration of the recently formed group.

Club president and Rancho Santa Fe resident Noel J. Meza III, 20, who initiated the Rotaract club, accepted the Certificate of Approval from the district governor David Breeding.

Those present included leaders from the sponsoring rotary clubs of Rancho Santa Fe, Encinitas and Oceanside, which are supporting the college-based club. Three keynote speakers included Breeding; Dr. Francisco Rodriguez, president and superintendent of MiraCosta College; and David Brahms, a retired brigadier general for the United States Marine Corps.

The concept of a college-based Rotary club was introduced to Meza a year ago by his Spanish professor, Dr. David Detwiler. The two talked about Rotary's role in helping orphans in Central and South America, and Mexico. "That was very inter-

esting to me," said Meza, who is bilingual in Spanish. Meza then contacted the Rancho Santa Fe Rotary Club to learn more, with a view to starting a Rotaract Club at the college. "I was soon introduced to Dr. Maurice Rahimi who was then president," he said.

The club was collaborative, and sent Bill Wachtler from Encinitas Rotary, and Leola McClure, from MiraCosta College, as advisers, said Meza. "I had wonderful support," he added.

Meza's first job was to recruit members. "Right away I picked those who I thought were the most qualified, the most passionate, the most ambitious people I know," explained Meza, who is part of the Honors Scholar program (students who want to excel).

"At the beginning of the semester we had an honors breakfast where I presented the idea of the Rotaract," Meza said. "We had our first meeting within two weeks. There was a lot of excellent energy in the members."

Projects by MiraCosta Rotaract started when the club was initiated in September.

"We didn't wait for official recognition to begin our community service projects," said Meza. "We started imme-



From left, professor David Detwiler, MiraCosta College; professor Leola McClure, MiraCosta College; Vernon Allen, Oceanside Rotary; Roger Bolus, Ph.D., Encinitas Rotary president; Dr. Maurice Rahimi, Rancho Santa Fe Rotary; Bill Watchler, Ph.D., Encinitas Rotary; Noel J. Meza, MiraCosta Rotaract; Marge Cole, past district governor; David M. Brahms, brigadier general, USMC, retired; David Breeding Rotary district governor; and Richard B. Stevens, district governor-elect.

diately as members joined."

The club now has about 50 members, with about two thirds of them actively involved. They engage in two projects each month.

First projects included working with MiraCosta's community service programs already in place: Habitat For Humanity, Urban Corps, and the Boys and Girls Club.

A "Turkey Day Food Drive," chaired by Chelsea

Thompson, was the first project organized solely by the Rotaracts. Donated food items fed more than 120 people at the Oceanside Women Resource Center's annual Thanksgiving dinner. Thompson is currently organizing a blanket drive with a goal of collecting at least 50 blankets for orphans in Tecate, Mexico.

The club made it a primary cause to support interna-

tional service, said Meza, with a focus on Water For Sudan, Inc. and is selling \$2 wristbands to raise money to donate to that charity. The chair for International Service is Yurie Iwako who, as a student at Canyon Crest Academy, raised funds to build a well in Sudan. Members also make monthly trips to an orphanage in Tecate.

A current service project is a series of beach cleanups for

Moonlight Beach in Encinitas. After three cleanups, the club can officially adopt that beach and get its name recognized on a plaque there, said Meza. Members took part in the Encinitas Holiday Parade, where they marched alongside the Encinitas Rotary Club, and in spring they will participate in Los Angelitos de Encinitas, a program dedicated to mentoring and tutoring Latino children from low income households.

Meza plans to transfer to a university next fall at which time current vice president, Keyro Ibrahim, 18, one of the youngest Rotarians in the nation, will take the post. To find out more about MCC Rotaract or to become a member, visit [www.miracostarotaract.com](http://www.miracostarotaract.com)

Rotary is the number one service organization in the world with more than 1.2 million members in 33,000 clubs worldwide, according to the MiraCosta Rotaract website. Rotaractors, the youth version of Rotarians, work locally, regionally, and internationally to combat hunger, improve health and sanitation, provide education and job training, promote peace, and eradicate polio, notes the website.



## Local Scene

### Ashford enters agreements with community colleges

Ashford University, a **Bridgepoint Education Inc.** (NYSE: BPI) academic institution, has entered into articulation agreements with two San Diego-based community colleges, enabling the students of these schools to apply 90 of their previously earned college credits to a four-year Ashford University degree.

Joining Ashford in this agreement are Mira Costa College and San Diego City College. San Diego City was founded in 1914 and has approximately 18,000 students registered in 1,500 classes. Mira Costa College was created in 1932, and its three campuses serve about 18,500 full- and part-time students. The two community schools are accredited by the Western Association of Schools and Colleges.

Ashford University's relationship with these community colleges will allow students to transfer up to 90 credits to Ashford's online or campus-based degrees, expanding two-year students' educational opportunities by utilizing Ashford's broad catalog of undergraduate degrees.

This articulation agreement formally recognizes that Ashford University, Mira Costa College and San Diego City College are active educational collaborators. **Source Code: 20101221tqd**

*By Daily Transcript staff writers*



## Matching funds stretch donor dollars to create scholarships

While North County residents consider where to make possible charitable gifts during the holidays and at year-end, the stories of three MiraCosta College students may offer them a hint and a way to be part of a unique opportunity.

Mario, a Marine Corps veteran who served in Iraq, put it this way: "It goes well beyond the money. It motivates me to continue pursuing a higher education and reaffirms the belief I have in myself to be successful."

An honor student with a goal of attending UCLA and then law school, Brittany reports that it gives her the opportunity "to spend more time studying to maintain my high GPA, to continue to volunteer my time to help others, and to lighten my family's current financial burden."

A student who lived in foster homes from age 7 to 18, Thomas states that it helps relieve the stress he feels as a full-time student working two minimum-wage jobs. "This is a month's rent, or two months' worth of food for me, or my utilities, insurance and

transportation costs."

"It" is scholarships earned by these MiraCosta College students, made possible by the linkage of a statewide gift and the generosity of individuals, corporations and foundations in North County. The gift was made by the Bernard Osher Foundation of San Francisco when it pledged \$50 million to provide student scholarships at California's 112 community colleges. Half of the gift is already assisting students throughout the state, including the scholarships earned by Mario, Brittany and Thomas at

**"An individual gift of \$100 designated for this challenge will have a \$300 impact in transforming the life of a MiraCosta student."**

—Dr. Francisco Rodriguez, superintendent/president

MiraCosta.

The other \$25 million will be awarded through a challenge match. The Osher Foundation will match \$1 for every \$2 in scholarship funds raised by individual community colleges by the end of June 2011. When combined with the Osher match, every \$13,500 raised, through a single gift or a collection of individual gifts, endows a \$1,000 scholarship in perpetuity. As Mario, Brittany and Thomas testify, a \$1,000 scholarship at MiraCosta makes a

**Brittany Carpenter got her first job when she was 14. Now, while attending MiraCosta College, she juggles work with classes and homework, like most students. She considers it an honor to receive a scholarship: "I'm so grateful that people I don't even know care about me and want to help me go to college."**



**Classes are full at semester's start, but by finals, many students are no longer enrolled, citing competing demands for their time and energy. Scholarships serve as critical support, easing the financial stress that too often derails community college students' efforts to gain a college education.**

difference on many levels.

"Improving the percentage of students who complete the first two years of work for a bachelor's degree, earn an associate degree or acquire a professional certificate is a top priority at MiraCosta," stated Dr. Francisco Rodriguez, superintendent/president. "While completion is important for all of our 14,500 credit students, it is a particular challenge for the low-income students," he added.

Sixty percent of the credit students currently enrolled at MiraCosta applied for financial aid. More than 80 percent of these students are employed at least part time, with a majority working at least 20 hours per week.

"An Osher Scholarship, with its merit- and need-based criteria, provides recognition and motivation, and it also relieves financial pressure and often makes the difference between completing an education plan, delaying completion or dropping out," Dr.

Rodriguez explained.

While the Osher Scholar match continues until the end of June 2011, there is an additional match opportunity. A member of the MiraCosta Foundation Board has issued an additional \$20,000 matching challenge to benefit students studying science, nursing and the performing arts. For a limited time, an individual gift of \$100 designated for this challenge will have a \$300 impact in transforming the life of a MiraCosta student.

"MiraCosta set a goal to build a \$1 million endowment fund utilizing the Osher challenge," Dr. Rodriguez noted. "The endowment will provide 50 student scholarships of \$1,000 per year in perpetuity. We thank everyone who has already offered their generous support. We are at about \$900,000 today, so we hope the spirit of the holidays will encourage others to make a gift to MiraCosta and help transform the lives of our students."

## CALFOCUS: EL CAJON

### Free training program in green building and sustainable energy practices at Cuyamaca



*Photo courtesy of Cuyamaca College*

From left to right: Mike Ryan, Bill Lange, and Kyle Kuykendall, students in solar electricity installation and design, are using irradiance meters to measure a solar panel tilt.

SPECIAL TO THE EAST COUNTY CALIFORNIAN

Cuyamaca College and three other community colleges will be providing free classes and hands-on work experience in green building and sustainable energy to 360 students through a training program funded by San Diego Workforce Partnership.

The \$1.6 million in funding for the program comes from federal stimulus money along with grants from the state energy program, Workforce Investment Act, and State Energy Sector Partnership and others.

Robert Garber, interim president of Cuyamaca College, said the green building program is part of the college's commitment to train workers for the expanding green economy.

"Green technology is the wave of the future," Garber said. "Our students are getting the training they need to be a part of this growing field."

In addition to Cuyamaca College, the five-week, 120-hour course will also take place at Southwestern College in Chula Vista; San Diego Continuing Education in San Diego; and Mira Costa College in North County. Classes are being offered now through January 2013.

The green building program will help displaced workers, the long-term unemployed, new workers, military veterans, and older youths gain the skills to

compete for jobs in the expanding green economy.

"We are excited to be collaborating with our local community colleges to provide entry-level education and training in the emerging green market in San Diego County," said Mark Nanzler, youth team manager at the San Diego Workforce Partnership. "This is an incredible opportunity to bring together the worlds of workforce development and higher education to provide training designed to prepare the workforce in San Diego for a clean energy future and help position San Diego as a nationwide leader in the new sustainable economy."

Students who complete the program will be prepared for entry-level work in the field or to enroll in more specialized training in the areas of HVAC mechanics technicians, or installers; building performance or retrofitting specialists; building controls systems technicians; energy auditors or home energy raters; and solar photovoltaic installers.

For more information on eligibility and enrollment, as well as college training schedules, visit the San Diego Workforce Partnership's website at [www.sandiegowork.com](http://www.sandiegowork.com) or contact Gina Fiore at (619) 228-2913.

The San Diego Workforce Partnership has funded job training programs in the county since 1974.



- At a Glance
- Legislative District Maps
- News Clippings



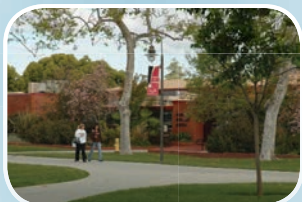


## Learning for Success

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**Palomar College**  
1140 West Mission Road  
San Marcos, CA 92069  
[www.palomar.edu](http://www.palomar.edu)  
(760) 744-1150

Robert P. Deegan  
Superintendent/President  
(760) 744-1150 x2106  
[rdeegan@palomar.edu](mailto:rdeegan@palomar.edu)



# PALOMAR COMMUNITY COLLEGE DISTRICT AT A GLANCE

**Year Founded:** On January 15, 1946, registered voters in the Vista Unified School District, the Fallbrook Union School District, and the Escondido Union High School District voted 714 to 417 in favor of establishing a "junior college" in the North San Diego County area. Located on the Vista High School campus, Palomar College opened its classroom doors on September 23, 1946, with exactly 100 students.

**Fall 2009 Students:** **29,320**  
**Full-time Equivalent Students:** **9,180**

- More than 32,000 students attend Palomar College
- 57 percent of Palomar students attend classes part time. Students can enroll on a full-time or a part-time basis to fit college into their schedules.
- Palomar's students come from all age groups:
  - under 24 55.3%
  - 25-34 17.3%
  - 35-44 8.1%
  - 45 or older 19.2%

**Total number of employees:** **1,655**  
Full-time faculty: **282**  
Part-time faculty: **904**  
Administrators: **49**  
Classified Staff: **420**

**Majors include:** Accounting, administration of justice, American Indian studies, architecture, art, astronomy, biology, business, chemistry, child development, cinema, communications, computer science, dental assisting, diesel mechanics technology, economics, emergency medical education, engineering, English, fashion, fire technology, geography, geology, interior design, journalism, library technology, mathematics, medical assisting, music, nursing education, public administration, radio and television, Spanish, theater arts, wastewater technology education, water technology education.

### What Makes Palomar College Unique

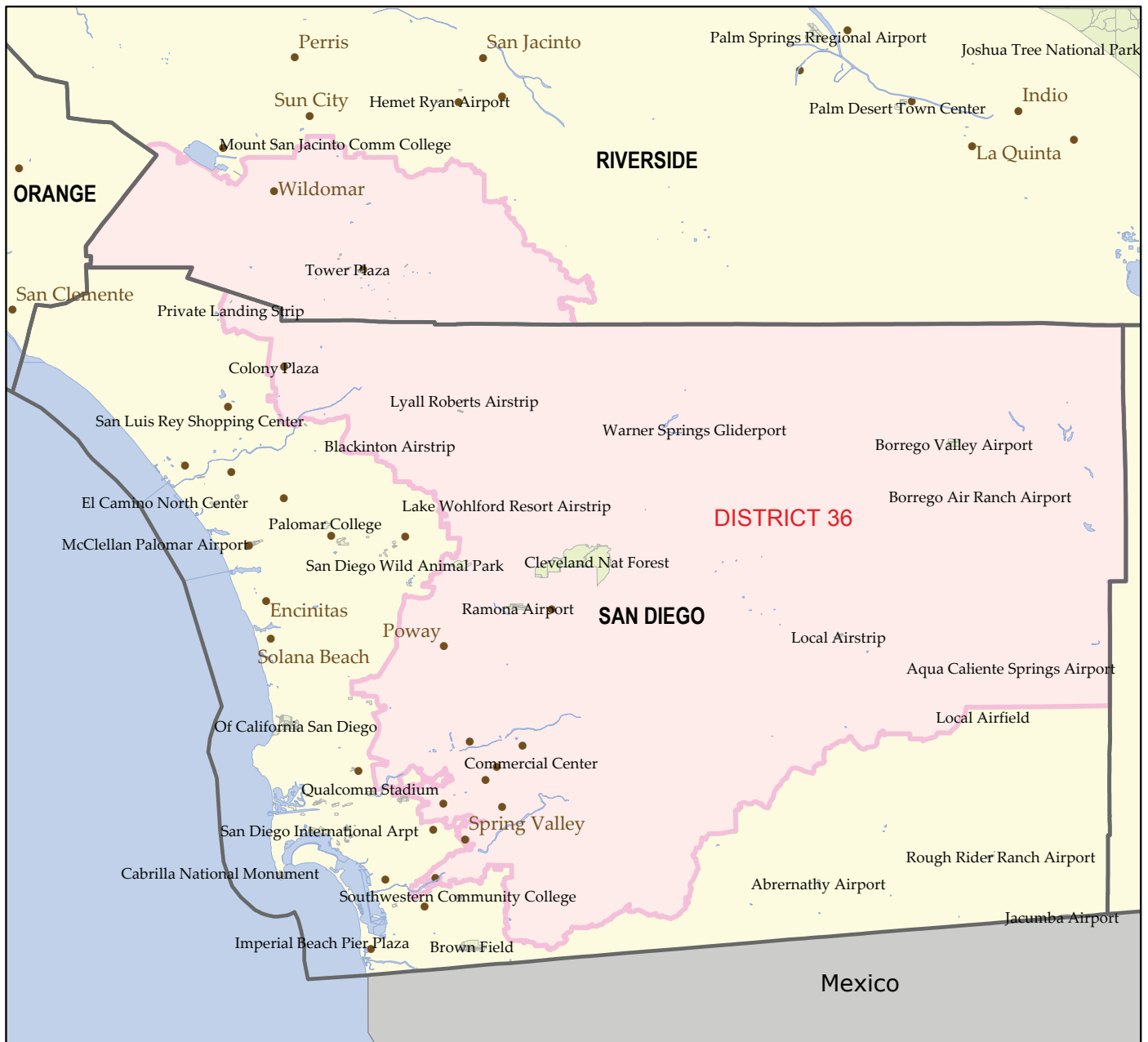
- The district serves an area of almost 2500-square-miles in North San Diego County.
- Palomar College offers over 300 credit degree and certificate programs are available.
- Largest single-college community college district in San Diego County.
- Palomar College offers traditional semester-length classes, convenient "fast-track" eight-week sessions, late-start and self-paced courses, on-line courses, video courses, and summer sessions.
- Palomar College offers a number of unique programs including Early Acceptance Program (EAP) for incoming freshman; Bridges to the Future; and Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP).
- Palomar College provides a fully-staffed Veterans Services Office.
- Palomar College enjoys close relationships with UC San Diego, CSU San Marcos, and SDSU, as well as with other CSUs and UCs in the state.
- Palomar College's Registered Nursing (RN) program is accredited by the California Board of Registered Nursing (BRN) and the National League for Nursing Accrediting Commission (NLNAC).
- Palomar College opened a unique Teaching Learning Center (TLC) at the Escondido Center to provide one-on-one assistance for students.
- Palomar College has been identified as Title V/Hispanic Serving Institution.

[www.palomar.edu](http://www.palomar.edu)





## Senate District 36

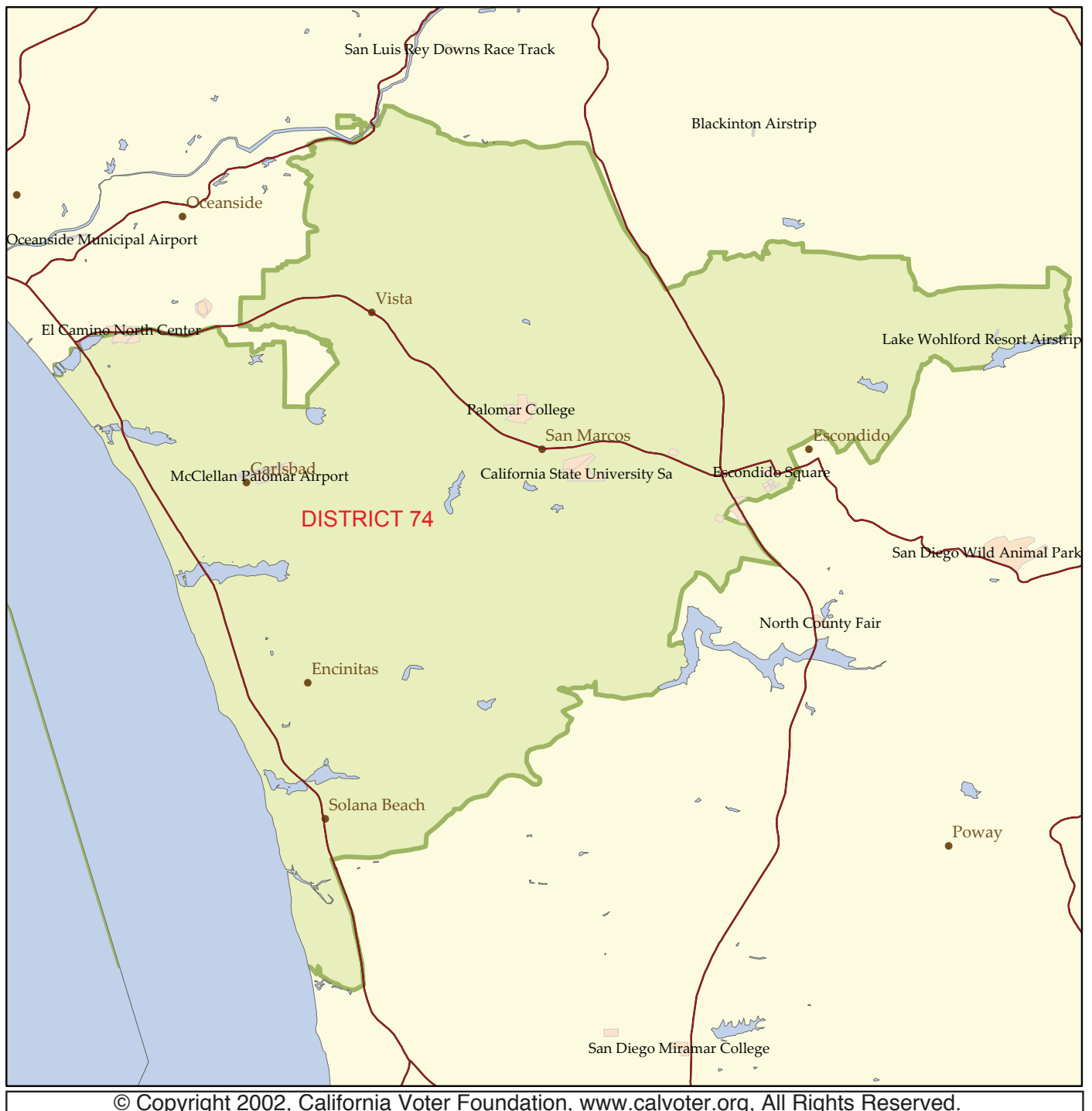


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## Senate District 38

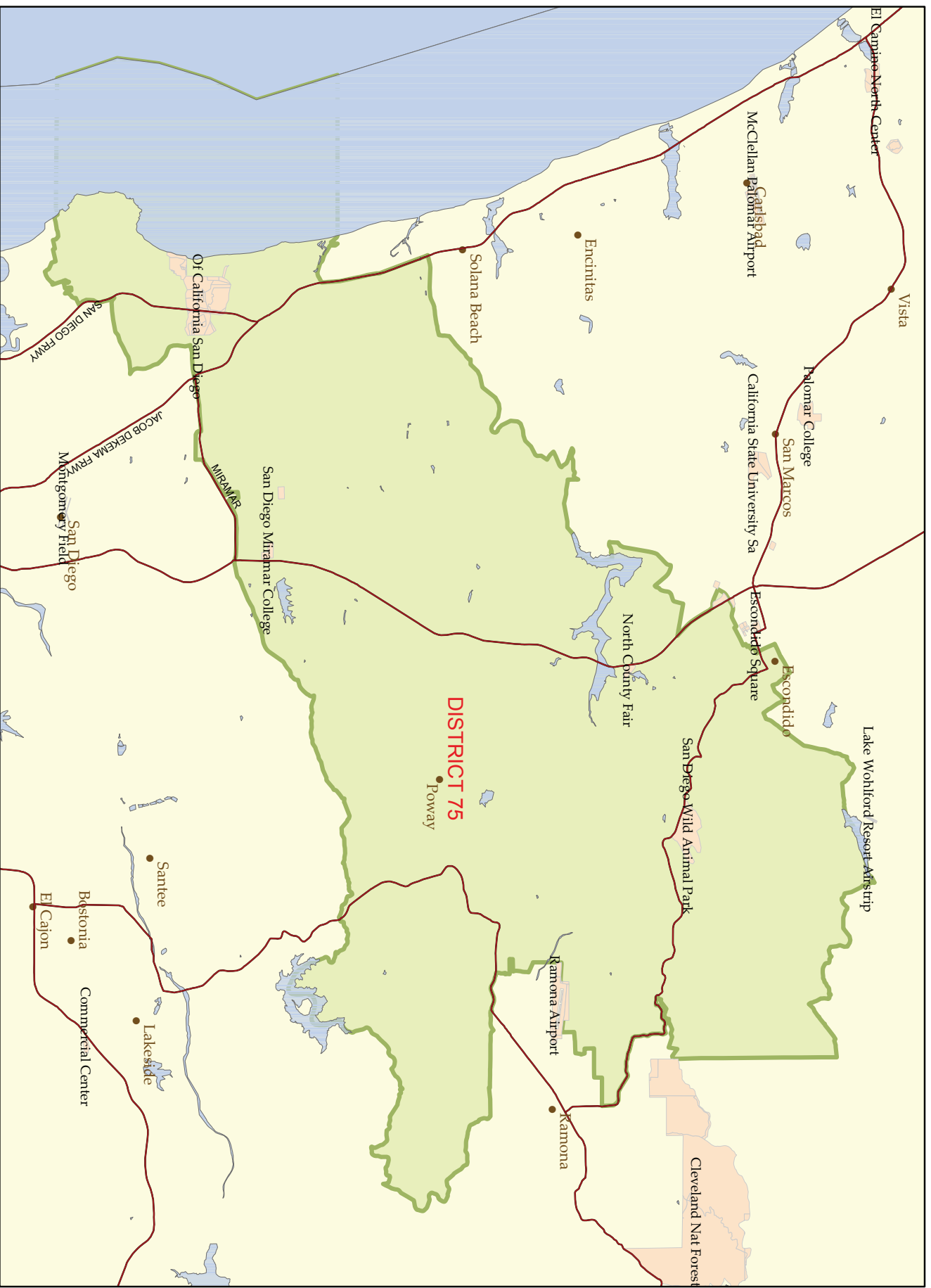


## Assembly District 74 - San Diego County



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Assembly District 75 - San Diego County





## Palomar RTV students win Emmy Awards

**SAN MARCOS** — Palomar College Radio/TV, or RTV, students received two Emmys at the 36th annual Pacific Southwest Emmy Awards. The event was held June 26 at the Hard Rock Hotel in downtown San Diego, with more than 350 people in attendance.

The Emmy Awards recognize outstanding achievements in television by conferring annual awards of merit in the Pacific Southwest region. The Pacific Southwest region includes San Diego, Bakersfield, Palm Springs, San Luis Obispo, Santa Barbara and Santa Maria, Calif., and Las Vegas, Nev.

Both of the Emmys received by Palomar students were in the category of Student Production — News. Loghan Call won for his production of Prep Sports Live, a weekly half-hour TV Sports program dedicated to sports at North County high schools. Call also won the Emmy last



**AWARD WINNING** Palomar College students from the college's Radio/TV program celebrate winning Emmys at the 36th annual Pacific Southwest Emmy Awards, held at the Hard Rock Hotel in San Diego June 26. Pictured, from left, are Justin Kranz, Loghan Call, Cyrila Richardson, Fa'amasani Unutoa and David Dean. Photo by Pat Hahn

year as producer of the Prep Sports Live show. David Dean and Justin Kranz won for producing an episode of Prep Sports Live. Prep Sports Live is cablecast on Cox and Time Warner Cable channel 16 and

will be seen throughout San Diego County in the fall 2010 semester, airing each Tuesday at 6 p.m. from Sept. 14 through Dec. 7.

With this year's Emmy wins, Palomar College has

now received 36 Emmys for outstanding student productions, along with a large number of nominations.

"Palomar dominated the nominations in the Student Production — News category this year, with all four nominations going to Palomar students," RTV Associate Professor Pat Hahn said.

The students nominated in this category were Loghan Call, David Dean, Justin Kranz, Cyrila Richardson and Fa'amasani Unutoa.

In the category of Student Production Non-News Programs, Palomar students Travis Cowell, Steven James Hoff, David McMinn and Paul Salmons and were nominated for their film "Method." Levi Bennett and Samantha Johnson were nominated for their film "Dead Man Walking."

The annual presentation of these awards is intended to be an incentive for continued pursuit of excellence for those working in television and to focus public attention on outstanding cultural, educational, technological, entertainment, news and informational achievements in television.

Hahn said that Palomar College is ranked as having one of the best radio and television programs in the country, preparing students in the fields of TV news journalism, TV production, cinema and digital media.



**Palomar College professor Wing Cheung talks to his students about geographic information systems.**  
KURTIS KUNOTH | For the North County Times

SAN MARCOS

## Professor maps a path to learning

BY DEBORAH SULLIVAN BRENNAN  
dbrennan@nctimes.com

A land surveyor showed up for Palomar College professor Wing Cheung’s geography class this semester, along with an ecologist, a high school teacher, day care worker, munitions-disposal expert and other professionals.

Cheung assured all of

them that they’ll learn the tools to do their jobs better.

The class introduces students to GIS, or geographic information systems.

These programs power websites such as Google Earth, MapQuest, Yelp and Zillow, which use multilayered maps that can be sorted in endlessly adaptable ways.

GIS technology “allows

us to not only map out where things are, but to analyze the patterns and trends in whatever phenomena we’re mapping, be it traffic, crime, earthquake activity or business data,” Cheung said.

This summer, Cheung received a \$413,000 grant from the National Science Foundation to build on his course. The foundation’s Advanced Technological

Education program reviewed 273 grant applications this fiscal year from colleges around the country competing for \$64 million in total funding.

Cheung was one of about 80 applicants — in fields including energy, biotechnology and information technology — who made the cut.

See **Maps, B7**



“My students are learning from me,  
but I’m also learning from  
my students.”

WING CHEUNG  
Palomar College geography professor

Maps

Continued from Page B1

The grant program aims to train U.S. workers for high-tech jobs, and to help U.S. companies remain competitive in the global market, said Dana Cruikshank, a media officer with the foundation.

“We’re in a deep recession and unemployment is very high, but in a lot of high-tech fields there are companies that want to hire people but can’t,” Cruikshank said. “We have so many folks that desperately need work and fields that need workers, but there’s this skill gap.”

Cheung’s grant will allow him to develop new GIS courses for Palomar College and Cal State San Marcos, run workshops for teachers and create a class for high schools in Escondido and Poway that will offer college credit.

“We’re trying to build education pathways from high school to the college to the university,” Cheung said.

The grant will also allow him to buy new equipment and software to ensure that students are learning the most advanced GIS programs and learning core skills required for the field, such as map layout and cartography concepts, he said.

Drawn to GIS

Cheung’s interest in GIS began during his undergraduate geography studies at UCLA, when he saw satellite photos of the Aral Sea in Central Asia. Once one of the four largest lakes in the world, it withered as the Soviet Union diverted its headwaters for irrigation.

“This scary image of this sea, this massive body of water shrinking down into tiny ponds, that just got me interested in water resources,” Cheung said. “I thought, ‘Gee, maybe I should learn more about GIS and use it to learn about these environmental problems that we never hear about.’”

Cheung graduated from UCLA, then earned a master’s degree in environmental science and public affairs at Indiana University at Bloomington. He studied pollution in lakes in northern Indiana, calibrating water samples to satellite photos to detect and map pollution plumes.

He spent several months as a visiting scientist with the United Nations environment program, then took a teaching position with Palomar College in 2007.

On the first day of class last month, he introduced the curriculum, sprinkling his lecture with deadpan remarks. As students reeled off their backgrounds — in science, education, emergency services — Cheung

explained that GIS is a versatile tool for a wide range of interests, above and beyond his own expertise.

“I am not an expert in all of those things,” he admitted. “I am close. ... No, I am not even close.”

The class will cover the theory and practice of GIS, he said. Students will apply it to a project in their area of interest. Each student must complete a GIS map related to his or her business or profession, or volunteer to create one for a nonprofit agency.

Students in past classes have mapped out campus features for the college, charted the locations of emergency shelters for the Red Cross, or built habitat maps for environmental organizations.

“You will be the experts in identifying the sensitive species” or other information, Cheung said. “I will be the technical expert in showing you the tools to map these things out.”

Diverse backgrounds

One of the students, Armando Lucero, manages a munitions-removal program, clearing ordnance from former defense sites and World War II bombing ranges.

The company uses geophysical mapping programs to record the location of underground explosives, said Lucero, 50, a former military bomb-disposal expert. The company employs GIS technicians to manage those programs, he said, but Lucero said he can operate more safely and efficiently if he can use them himself.

“I just want to learn to manipulate the data,” Lucero said.

Justin Trujillo, 36, plans to use GIS for his job mapping endangered species for the Center for Natural Lands Management in Fallbrook.

Clark Corbin, 71, a search-and-rescue volunteer for the Sheriff’s Department, said he hopes to map out information about rescue operations.

“It would be very useful, if we’re doing helicopter searches, to know where the power lines are,” he said. “Or if we’re looking for a child, to know where the storm drains are. ... Besides that, I’m an old guy, and I need to keep my brain moving.”

For Cheung, the field poses constant intellectual challenges. Keeping up to date in GIS means not only learning the newest versions of software but adapting to its myriad uses.

“I’m not the content expert in all of the fields my students are using this software for,” Cheung said. “My students are learning from me, but I’m also learning from my students.”

Call staff writer Deborah Sullivan Brennan at 760-740-5420



SAN MARCOS | PALOMAR STUDENTS, FACULTY HOLD SIT-IN



Palomar College student Baruc Castillo, 20, wears a bandage that says “Cuts hurt” at a campus sit-in to protest reduced classes and services at the San Marcos campus Thursday. JOHN KOSTER | For the NCT

Protesting college cuts

Organizers promise more sit-ins, protests in coming months

BY DEBORAH SULLIVAN BRENNAN  
dbrennan@nctimes.com

Palomar College students expressed frustration at reduced classes and services at a sit-in Thursday to protest state cuts to higher education, while professors urged them to become organized on campus and in the voting booth.

“This is affecting you, whether you know it or not,” said Javier Tovar, director of membership for Encuentros United, the student organization that organized the sit-in. “Teachers are being cut, classes are being reduced and more is going to the California prison system.”

Palomar College faced a 3.39 percent reduction of its budget for the past fiscal year, which forced it to eliminate 250 classes. Nonetheless, the college continued to enroll the equivalent of 1,400 more full-time students than its funding covered by keeping some sections open despite funding cuts, or adding extra students to class rolls. Although it was funded for 19,500 students, college President Robert Deegan said, it enrolled nearly 21,000.



“Students need to write letters to elected officials and support legislators who support higher education.”

ROBERT DEEGAN  
Palomar College president

Student organizers held up signs proclaiming “Cuts hurt” in black letters splattered with bloodlike splashes of red. Some of them wore bandages on their faces, which were also marked with the “Cuts hurt” message, as visual illustrations of the hardship that the state budget crisis has caused students.

Students and faculty took turns airing their views at the microphone.

Organizers said Thursday’s event is the first in a series they hope will help build a student movement toward education funding reform.

“It’s really good to show something once, but after that, people seem to forget the message” unless

it’s repeated, said Encuentros United president Nestor Venegas, sporting protest bandages on his face.

While students voiced their discontent with college cuts, faculty urged them to express those views to the college governing board and other elected officials.

History professor Bill Jahnel said students should attend governing board meetings and pay attention to the upcoming election, in which two incumbents face one challenger for two seats on the board.

“You can learn who the candidates are,” he said. “You can ask them

See **Cuts**, A4

Cuts

Continued from Page A1

questions, because it is your money.”

Political science professor Peter Bowman told students that Social Security is a protected entitlement because legions of senior voters defend it, unlike students, who don’t consistently vote.

“If all of you mobilized and become active, high-turnout voters even close to senior voters, issues like education would become sacred cows like Social Security is a sacred cow,” Bowman said.

About a dozen speakers took the mike during the first hour of the protest, and organizers said they expected several dozen students and faculty to participate. It was difficult to tell how many others were listening in, because unlike sit-ins of the 1960s, which often blocked buildings in an attempt to obstruct a school’s operations, Thursday’s event took place in the cafeteria courtyard at lunchtime. And in contrast to historical sit-ins, in which students found themselves in conflict with college officials, Palomar students had the support of the college president.

“I appreciate the students being actively involved and voicing their concern about cuts to colleges,” Deegan said, listening to speakers. “Students need to write letters to elected officials and support legislators who support higher education.”

Faculty members told students that more is at stake than their own future education and careers.

Speech and communication professor Brandon Whearty told students, for example, that although they’re feeling the impacts of class reductions now, the full price of education cuts may not be seen for decades.

“In five or 10 or 15 or 20 years, I want you to weigh out the cost of an entire electorate that cannot get educated,” he said. “‘Stupid’ costs. It costs an informed electorate, it costs political participation and it costs the ability to get involved in the community.”

Call staff writer Deborah Sullivan Brennan at 760-740-5420.

## EDITORIAL

# Roses and Raspberries

## The 'Ivy League' award

A rose to Palomar College student John Aragon for being the first community college student accepted into a fellowship program at Yale University.



When he was 16, Aragon, who grew up in Valley Center, dropped out of high school and supported himself by working in the family's carpet business.

When his older sister sold her carpet store and enrolled at Palomar College, he did the same.

The Yale Summer Undergraduate Research Fellowship Program allows students to work with a faculty mentor and graduate student mentor in a program designed to groom future doctoral candidates. Aragon was one of 20 students chosen from 300 applicants.



## Veterans center opens at college

BY DEBORAH SULLIVAN BRENNAN  
[dbrennan@nctimes.com](mailto:dbrennan@nctimes.com)

The new Veterans Support Center at Palomar College offers comforts such as cozy chairs, new computers, a wide-screen television, and what Moses Maddox, past president of the Palomar Veterans' Student Alliance, calls a place where students who have served in the military can "kick up their feet and give up the burden of being a veteran."

The lounge opened Friday, showcasing the simple space that student veterans say will go a long way toward helping them make the transition between military and academic life.

"One of the primary modes of therapeutic reintegration from the military combat environment to a civilian environment is to have a place where they can congregate, talk about their experiences and share war stories," said Mark Minkler, a financial aid and veterans specialist with the college.

One thousand of the 33,000 students enrolled at Palomar have served in the military, college officials said.

"They've dedicated a good portion of their lives

## Veterans

Continued from Page 3

to serving and protecting the country," said Palomar College President Robert Deegan. "We want to provide whatever support they need to meet their unique goals."

The center, located behind the student quad, consists of a study area and a separate room for meetings or counseling sessions.

Flags depict each branch of the military, and blown glass artwork helps warm the white brick walls.

Minkler said the space is open for student veterans to do homework, socialize and plan activities.

The college will also make it available to organizations that provide post-traumatic stress counseling, traumatic brain injury rehabilitation, employment assistance and other services.

"It's nice to be able to go into a place where you can

relate to everybody," said Ryan Williams, a Navy veteran, business student and employee at the college's veterans services office.

For Maddox, switching to student life after serving in Iraq was "shocking."

As he struggled to pay bills, raise a child, and deal with sleep disturbances in the aftermath of combat, he said that younger, more sheltered students irritated him.

The open-minded inquiry of academic life clashed with what he called the "hard, black and white" mindset of life in the military.

"It's something that's taught to you in the Marine Corps, but you can't turn it off like a light switch," he said.

As he came to terms with those dilemmas, he said he became convinced that student veterans needed a place to share their experiences. As president of the alliance, he said, he realized that the camaraderie between veterans was a form of "peer to peer counseling."

Now a student of social

See **Veterans**, Page 5





**Moses Maddox, left, a Palomar College alumnus and Marine Corps veteran, and Mark Minkler, the university's veterans specialist, enjoy the lounge area of the new Veterans Support Center at Palomar College on Oct. 22.** HAYNE PALMOUR IV | [hpalmour@nctimes.com](mailto:hpalmour@nctimes.com)

sciences at Cal State San Marcos, Maddox looks with satisfaction at the result of efforts to create such a space. "In this room, it's a place where a veteran who might have all the problems in the world on his shoulders can relax, and then go back to being a student," he said.



## SAN MARCOS

# Class seat shortage possible at Palomar

Enrollment outpaces funding for classes due to budget woes

BY MORGAN COOK  
[mcook@nctimes.com](mailto:mcook@nctimes.com)

Some students could have trouble enrolling in classes at Palomar College this semester because of budget cuts and increasing enrollment, a campus spokeswoman said last week.

Sixty percent of the classes

were full last week for the start of the spring semester. Campus officials said they expect 90 percent of the courses will be filled before long, and that students who haven't registered yet will almost certainly have a hard time finding a spot in essential classes such as basic math.

Many students had trouble filling their schedules last semester, too.

"It's similar to last semester, without a doubt," said Palomar spokeswoman Laura

Gropen. "There are already a number of class sections closed and a number of classes closed."

Courses are closing quickly because enrollment has outpaced state funding for more classes, she said, adding that administrators do not have the authority to raise tuition or close enrollment.

The state provides funds for colleges based on "full-

See Palomar, B3



Palomar College student Eric Winter of San Marcos heads to his American Studies class last week, the start of the spring semester at the San Marcos campus. BILL WECHTER | [bwechter@nctimes.com](mailto:bwechter@nctimes.com)

## Palomar

Continued from Page B1

time equivalent students," or 15-credit schedules. A full-time equivalent student can be one student taking 15 units, but it can also be a combination of three students taking five credits each.

In the past, the state has provided funding for however many full-time equivalent students attend a community college the previous academic year. But this year, state budget cuts caused the state to fund only a percentage of the previous year's full-time equivalent students.

Enrollment is up over last year at Palomar, further widening the gap between enrollment and the number of classes.

The campus received

enough money from the state to support 19,492 full-time equivalent students, or full-time course loads, this year. Enrollment for the year is expected to top 22,000 full-time equivalent students.

The college cut 81 of the spring schedule's 3,504 classes and eliminated classes between semesters in January and May because of budget restrictions, Gropen said. Altogether, 270 classes were eliminated.

"We plan to serve more students than we're budgeted for," Gropen said. "We accept everyone who wants to come here. But if the classes fill and we're not getting funding for more students, some students are going to have trouble finding a class."

Call staff writer Morgan Cook at 760-740-3516.

## REGION

# Colleges see uptick in financial aid requests

BY PAUL SISSON

[psisson@nctimes.com](mailto:psisson@nctimes.com)

Although a recent study found that California community college students were missing out on as much as \$500 million in unclaimed federal financial aid, officials at MiraCosta and Palomar colleges say their students are applying in droves.

Dick Robertson, vice president of student services at MiraCosta College, said 6,664 students applied for federal Pell Grants from January through the beginning of December in 2009. That's a 41.5 percent increase over the 4,709 MiraCosta students who applied for the same grant program in 2008.

Herman Lee, director of enrollment services at Palomar College in San Marcos, said his department has seen a 25 percent increase in financial aid applications this year.

.....  
See **Aid, A4**

## Aid

Continued from Page A1

"There have been so many, that our financial aid office is four to six weeks behind in processing the applications," Lee said.

A study released Wednesday by the nonprofit Institute for College Access and Success in Berkeley found that about 500,000 of the 2.9 million community college students in California could be eligible for a Pell Grant, but that California students

apply for the grants at a lower rate than students in other states.

In the report, some students said they didn't know about the grant, and others said that the application process was too complicated.

According to The Associated Press, each eligible student could get from \$400 to \$5,350 to help cover expenses at a time of severe budget cuts and rising student fees.

Palomar and MiraCosta officials said their financial aid offices have worked hard over the last few years to

make the community aware that Pell Grants are available.

Robertson said that in the past, community college fees in California were so low that students often did not bother to fill out the complicated federal application for financial aid. Even if they qualified for assistance, Robertson said, they often would not get much cash. However, now that enrollment fees are up to \$26 per unit, community college students can qualify for the full \$5,350 award.

"Once the enrollment fee hit \$26 per unit, that

dramatically increased the number of Pell Grant applications," Robertson said. "All of the sudden, it was a matter of real money."

The paperwork and hassle of applying for federal grant money was cited by some students in The Associated Press report.

Federal policymakers are working to help streamline the process, community college officials said.

The Associated Press contributed to this report. Call staff writer Paul Sisson at 760-901-4087.



## SAN MARCOS

# Construction begins on new planetarium

High-tech facility  
replacing one  
built in mid-'60s

**BY KATHRYN SCHUSTER**  
For the North County Times

Like taking a walk on the moon or seeing an endless sea of stars.

That is what students and visitors will experience at Palomar College's new planetarium.

A groundbreaking ceremony for the building was held Wednesday afternoon at the college's San

Marcos campus.

"The projection is all around you," said Mark Lane, the planetarium's director. "Imagine if you will, the display is on the surface of Mars. Instead of seeing it, you will be immersed in the scene. It will literally be all around you."

The \$6.9 million planetarium features a 50-foot dome, seats 146 people and is expected to be completed in late 2011, Lane said.

The building will employ "immersive technology," which allows the images to surround the

viewer, he said.

"It's not just words in a book," Lane said. "It's all around you. It'll be a much more effective way of learning. It is visually stunning technology."

Education and learning is exactly what excites Rocki Ruland, the mother of 9-year-old third-grader Toni.

"It's our responsibility as parents to make sure we do everything for our children and encourage education," she said.

Ruland said she hopes

.....  
**See Planetarium, B6**



**This is a rendering of a planetarium that will be built at Palomar College in San Marcos.**

Courtesy of Palomar College

# Planetarium

Continued from Page B1

the new planetarium will inspire her daughter to focus on education throughout elementary, high school and college.

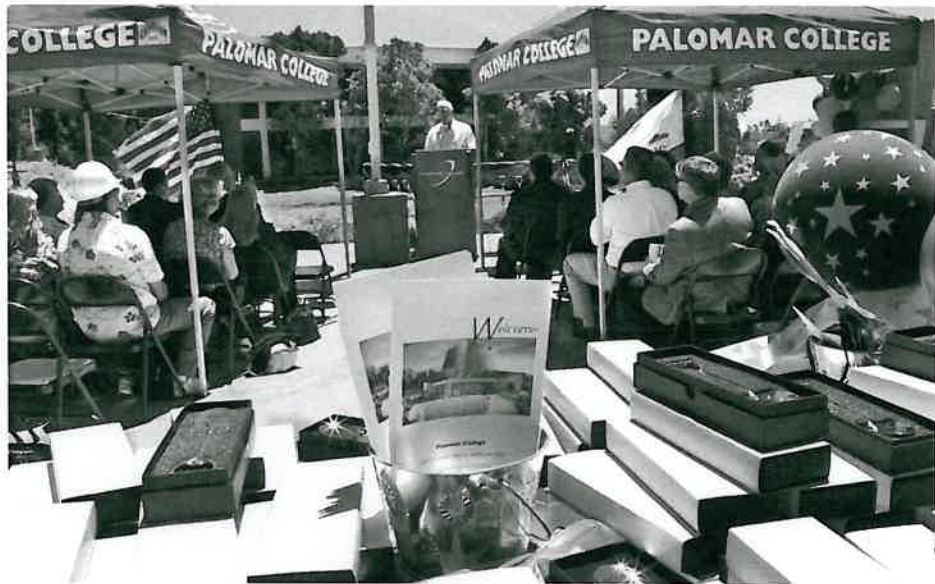
"All kids like to look at the stars and nature," she said. "This is going to give them even more reasons to be excited about college."

Palomar College has been without a planetarium since July 2008, when the previous building was torn down to make room for the multidisciplinary building now under construction.

The planetarium, the multidisciplinary building and other construction projects are being funded by a \$694 million facilities bond approved by voters in November 2006.

The bond will pay for the construction of 15 buildings in all and renovations to 15 others.

Jim Pesavento, the planetarium's former director, has watched as time and technology passed the old stargazing facility by. The original planetarium was built in the mid-1960s, had a 30-foot dome and held



**Palomar College astronomy professor Jim Pesavento addresses the crowd during a groundbreaking ceremony Wednesday for a new planetarium at the college. Programs for the ceremony, center, show an image of what the new building will look like and small boxes hold commemorative shovels. BILL WECHTER | NCT**

half the number of students that the new one will.

"We had to improve the technology," Pesavento said. "Students will have a better educational experience."

Each year, Lane said, some 2,000 of the college's nearly 33,000 students take astronomy courses.

But students won't be the only ones enjoying the new planetarium. Anyone in the community can attend the weekly shows

and area students can visit on field trips, Lane said. Some 5,000 children took field trips to the previous planetarium each year.

"Not only are we there to educate students, but another part of our mission is to serve the public," he said.

The planetarium is a boon for the college and the state, said President Robert Deegan.

During the groundbreaking ceremony,

Deegan said Palomar is one of two community colleges in San Diego County that have planetariums and the only one that is open to the public. Statewide, he said there are 12 community colleges with planetariums.

Palomar College has long been the leader in regards to planetariums, Lane said.

"Palomar was the first community college to build one," he said.

# NORTH COUNTY TIMES

July 19, 2010

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## **SAN MARCOS | PALOMAR STUDENTS SNAG EMMYS**

Palomar College students from the radio/TV program celebrate winning two Emmys at the 36th Annual Pacific Southwest Emmy Awards, held at the Hard Rock Hotel in San Diego on June 26. Pictured are Justin Kranz, left, Loghan Call, Cyrila Richardson, Fa'amasani Unutoa and David Dean. The annual Emmy awards recognize outstanding achievements in television in the Pacific Southwest region, which includes San Diego. Call 760-744-1150, ext 2964.



# NORTH COUNTY TIMES

June 14, 2010



**Palomar College student John Aragon has been selected to take part in a Yale University fellowship program.** HAYNE PALMOUR IV | hpalmour@nctimes.com

## SAN MARCOS

### Palomar student to spend summer at Yale

**BY DEBORAH SULLIVAN BRENNAN**  
[dbrennan@nctimes.com](mailto:dbrennan@nctimes.com)

Thirteen years ago, Palomar College student John Aragon dropped out of high school to support himself by working in construction after his mother died.

This summer, he'll spend two months at Yale University studying research methodology in a

fellowship program designed to groom future doctorate candidates.

Moreover, he'll be the first community college student to earn a place in the competitive program.

"I never thought I would be in school and I never thought I would have all the opportunities I have now," said Aragon, 30.

See **Yale, B4**

## Yale

Continued from Page B1

Born in Tijuana, Aragon grew up on a 4-acre ranch in Valley Center, where his father, who uses a wheelchair because of muscular dystrophy, raised produce and livestock while running

two carpet shops in Escondido and Chula Vista.

"He grew corn, watermelons and fruit trees," Aragon said. "We had horses, cows, chickens, pigs and geese. My dad always said he had (the farm) just for his kids."

When his mother died of breast cancer after his freshman year of high

school, Aragon, then 16, dropped out to travel to Idaho, Tennessee and Escondido, living with his two elder siblings and working in the family's carpet business.

"It wasn't like, how you see kids in high school whose parents are getting them ready for their SAT tests and college," he said. "That was the last thing on my mind."

Although he tried to live his life the way his mother would have wanted him to, he found himself drifting toward jobs that seemed within his reach.

"I had never done any-

thing that was preconceived ... me envisioning my life," he said.

At a family wedding, however, he met cousins and uncles who had earned graduate degrees and gone on to become lawyers and judges, a possibility he had never imagined.

Then his older sister, a single mother, sold her carpet store and went back to college, opening a door for him to resume his studies.

"She encouraged me, because she had seen this whole area where you are valued for your intellect or your opinions," he said.

His sister attended Palomar College, transferred to Cal State San Marcos, and earned a place in the same fellowship he will attend this summer, Aragon said. She is now pursuing a doctorate in psychology at Yale, he said.

Emboldened by her example, Aragon sold all the possessions he could part with and enrolled at Palomar College, where he majored in English and served as vice president of the student council.

On winter break he vis-

ited his sister, who urged him to apply for the Yale Summer Undergraduate Research Fellowship Program. Students in the fellowship work with a faculty mentor and graduate student mentor, who guide them through a research project that they must present in August.

Aragon was one of 20 students chosen from 300 applicants, and the first community college student selected for the program, said Michelle Nearon, assistant dean of the Yale Graduate School, who administers the summer fellowship.

"His letter was exceptional," Nearon said. "From his interview, I was able to discern his level of commitment (to graduate studies)."

Aragon hopes to transfer to UC Berkeley and pursue a career as an English professor, essayist or speechwriter, and is enjoying the fruits of his labors.

"All the things that I learned from having to work really hard, maybe that's why I am being recognized now," he said.

# NORTH COUNTY TIMES

April 5, 2010



**Palomar College President Robert Deegan, seen in his office on campus last week, has been on the job for five years now.** DON BOOMER | [dboomer@nctimes.com](mailto:dboomer@nctimes.com)

## SAN MARCOS

# President credited with turning campus around

**BY ANDREA MOSS**  
[amoss@nctimes.com](mailto:amoss@nctimes.com)

Five years ago, Palomar College was struggling with problems that included a main campus filled with aging buildings erected in the 1950s.

Student enrollment had topped 30,000, but the college had little money to renovate its main Mission Road campus or to expand by adding two large satellite campuses. And turbulent relations between the college's administration and faculty had left many Palomar professors feeling

angry and alienated.

Walk onto the campus today, however, and construction sounds echo across the campus as the skeletons of several new buildings are being fleshed out. The administrator-faculty clashes that once created tension at board meetings are gone, and the atmosphere on campus is friendlier and more cooperative.

Many credit the turnaround to college President Robert Deegan, who recently marked his fifth anniversary at Palomar.

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See **President, A4**



## President

Continued from Page A1

People who work with Deegan in a variety of capacities said last week that his open, straightforward and inclusive management style makes people feel valued and appreciated.

The same approach helped persuade voters to approve a \$694 million bond measure that, combined with matching state funds, gave Palomar College nearly \$1 billion that will help pay for 15 new buildings, the remodeling of 15 others, and the construction of two satellite campuses over the next 15 years.

Robyn Quaco, chairwoman of a nonprofit foundation that raises money for the college, said an ability to talk to all types of people at a level they understand and can relate to is one of Deegan's key strengths.

"A lot of times, higher educators may not exhibit that quality," Quaco said. "But Bob really does — I know he really 'gets' it because of his background."

### Some rough patches

Deegan's background includes knowing exactly what it's like to be a community college student struggling to balance academic studies with other responsibilities at home and at work.

"When I graduated from high school, my family had limited resources," he said last week. "So I looked at my options and said, 'I'll do my first two years (of higher education) at a community college.'"

The president said his memories of those days have helped him remember why community colleges exist throughout 30 years of serving as a faculty member or administrator for them.

"I try to never forget that

in all the decisions I make and that the governing board makes — we're here to meet the needs of students," he said.

Board President Michele Nelson said Deegan's mindset helped him stand out among candidates the board considered before choosing him as a replacement for Palomar's ninth president, Sherrill Amador. She retired in July 2004, about a year after getting a no-confidence vote from the college's employees.

Nelson said Deegan seemed to have the personality, attitude and communication skills the board was seeking to help get the college back on track.

"He appeared to be very pro-students, that he would filter all his decisions through how they would affect his students, and he also has a really open, communicative style," Nelson said. "He has a good sense of humor, he's unpretentious,

and he's just very accessible."

Deegan arrived on campus in early 2005 with a 3 1/2-year contract, a \$175,000 annual salary and a clear-cut to-do list that included getting the general obligation bond measure passed.

The president immediately began talking to community groups, and everyone else who would listen to his speeches, about the college's role in higher education, and how campus buildings erected when John F. Kennedy was U.S. president were worn out from serving thousands of students year after year.

Voter response was strong, with 57.6 percent approving the bond measure, Proposition M.

Palomar quickly launched a series of sequenced construction projects; last year, the college also bought land for a satellite campus in Fallbrook.

Deegan simultaneously worked to repair the college's relationship with its faculty. Although the effort ran into roadblocks during contract negotiations with Palomar's professors, the two sides eventually reached a deal.

### Calming influence

Overall, Deegan's approach of giving all campus groups a chance to weigh in on issues that affect them seems to have gone a long way toward improving the atmosphere on campus. Describing his strategy, the president said it's a matter of "walking the talk."

"I think I'm honest; I'm straightforward with this," Deegan said. "And I think even if the news isn't good, people know they can count on that from me."

Faculty Senate President Monika Brannick, a 15-year Palomar veteran, said that's part of the reason she sees Deegan as "probably the best" president the college has ever had.

"When he entered Palomar, we were still wounded here," Brannick said, referring to the earlier strife. "And he sort of was able to calm us down and restore a little bit of the trust again."

In 2006, a debate arose over whether students transferring to four-year universities should be allowed to participate in Palomar's graduation ceremonies. Deegan sided with professors who argued that "walking the line" should be reserved for students who earn associate's degrees from Palomar.

The president has also reached out to students, though. Those efforts include holding "office hours" in front of the student union every couple of weeks so students can tell him their complaints about and ideas for improving the college.

Ann Hong, president of Palomar's Associated Student Government, said Deegan also comes to its workshops and retreats and makes sure students are included on college committees.

"From my point of view, I

really think that he tries to help a lot for students," Hong said. "He says all the time, 'We are here for students; we should do things for the students.'"

Other problems that have come up since Deegan became president of the college include a 2007 controversy over an administrator's decision to change five language class students' grades over the wishes of their instructor. The administrator, Bruce Bishop, eventually left the college.

Palomar's search for land for a satellite campus in or near Poway, at the southern end of the college's service area, has also failed so far.

And like universities and colleges throughout the state, Palomar is struggling with cuts in its state funding. Deegan, whose wife, Pam, is MiraCosta College's vice president of instruction, said he considers budget issues to be his biggest challenge.

His response has included recruiting new volunteers to serve on the board for the nonprofit Palomar Foundation, whose fundraising efforts have become increasingly important in the face of the budget cuts.

Nelson, the governing board president, said she has no doubt the board made the right choice when it hired Deegan.

"He has lived up to exactly what our expectations were," Nelson said.

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Call staff writer Andrea Moss at 760-739-6654.

## SAN MARCOS

# PROXIES FOR PAPA

## Sons accept Palomar diplomas for deployed Marine

BY LOUISE ESOLA

For the North County Times

Gone for months at a time, Marines miss a lot.

Holidays. Anniversaries. Birthdays. Last but not least, graduations. Sometimes, even their own.

That's why Palomar College permitted the children of Gunnery Sgt. Michael De La Pena to walk across the stage and accept the deployed Marine's two associate degrees at

its spring graduation ceremony Friday night.

Colton, 7, and Aidan, 6, were "excited and honored" to accept the degrees on their father's behalf, said De La Pena's wife, Patricia De La Pena.

"I told them their daddy would be very proud," she said in an interview Thursday.

College President Bob Deegan said the Marine scheduled a meeting with him several months ago to make the request, because

See **Proxies, B5**

## Proxies

Continued from Page B1

he was slated to deploy in the spring and would miss graduation. This was the first time Palomar College fulfilled such a request, according to officials.

"We certainly understood," said Deegan. "We have a large contingency of active-duty Marines and we have a large group of veterans attending Palomar. If there's anything we can do for them, we want to do it."

Michael De La Pena, 33, has been in the Marine Corps for about 15 years, with a three-year stint as a reservist that ended in 2001. While on reserve duty he began taking courses at Boise State University in Idaho, his home state. But in 2001, a month before the Sept. 11 terrorist attacks, the Marine missed the Corps and re-enlisted. His education has since sat on the back burner because of multiple deployments to the Mideast and living in four states over the last decade, according to Patricia.

"He just took classes, a little here and a little there, whatever he could do whenever he could do it," she said. "He's wanted to study in college since he graduated from high school."

Her husband is a first-generation college student in his family, she said, and his younger sister started taking college courses, following his lead.

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Patricia De La Pena said. "It makes me want to be better and work towards my degree."

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De La Pena is in Bahrain, where he serves as a data chief. He aspires to be a history teacher.

"He's already been accepted at Cal State San Marcos," his wife said. "He loves history, and, naturally, has a love for military history."

Patricia De La Pena is also a student. She is studying American Sign Language at Palomar College to better communicate with her older son, who has a hearing disability. Michael De La Pena has also studied American Sign Language.

Deegan said Palomar is proud to have students like Gunnery Sgt. De La Pena.

"This is for everybody who's in the military," he said. "They are important to us."

Palomar offers some general education courses on Camp Pendleton to make classes convenient for student Marines and their families, said Deegan. About 3,000 students received their diplomas this year.





**Aidan De La Pena, 6, left, and his brother Colton, 7, walk from the stage with diplomas they were awarded on behalf of their father, Marine Gunnery Sgt. Michael De La Pena, at Palomar College's graduation ceremony on Friday. BILL WECHTER | NCT**



**Aidan De La Pena, 6, left, his brother Colton, 7, and their mother, Patricia, stand after accepting diplomas they were awarded on behalf of their father, Marine Gunnery Sgt. Michael De La Pena, at Palomar College on Friday. BILL WECHTER | [bwechter@nctimes.com](mailto:bwechter@nctimes.com)**



# NORTH COUNTY TIMES

March 5, 2010

## SAN MARCOS | STUDENTS, FACULTY PROTEST BUDGET CUTS



Palomar College student James Cervantes holds a sign as he and other students protest proposed cuts to the state education budget Thursday at Palomar College in San Marcos. HAYNE PALMOUR IV | hpalmour@nctimes.com

## A 'DAY OF ACTION'

Rallies, protests part of events decrying reduced education funding

BY ANDREA MOSS  
[amoss@nctimes.com](mailto:amoss@nctimes.com)

Students, faculty and staff members at Cal State San Marcos and Palomar College voiced their frustration Thursday about deep cuts in education funding during large rallies on their campuses.

And in Oceanside, hundreds of teachers, students and school administrators gathered at City Hall to protest the budget cuts.

Rallies were held in many North County communities as part of a national "Day of Action," an effort to prevent lawmakers from further reducing education spending in the 2010-11 fiscal year.

California Gov. Arnold Schwar-

### INSIDE

Students, educators protest in Oceanside as part of the statewide California Teachers Association "Day of Action." B3

zenegger proposed a 12 percent statewide spending increase for higher education in his initial budget proposals in January, but his plans still have to pass a bitterly divided Legislature.

That comes after a 20 percent funding drop last year.

Some demonstrations held elsewhere got ugly. Protesters in Wisconsin, for instance, threw

punches and ice chunks, and demonstrators in Northern California blocked university gates and smashed car windows.

The local events were noisy but peaceful.

CSUSM's rally was preceded by a teach-in that saw faculty members offering a summary of how education funding works in California and the dynamics of the state's financial problems.

About 400 people then crowded onto the steps between the university's Craven Hall and Academic Hall, where they applauded and yelled in agreement as more than a dozen speakers said the budget cuts were

See Action, A4

## Action

Continued from Page A1

hitting students, faculty and staff members in their wallets and undermining the quality of education.

Student fee hikes, fewer classes, furloughs for faculty and staff members, and reduced student services were among the examples they cited.

The changes have left students paying more but getting less, the speakers said.

Associate philosophy professor Michael McDuffie told listeners that they need to let elected officials know how they feel, or watch public access to affordable edu-

cation disappear.

"This is about your future; this is about your children's future," he said. "If you do not act now, this year, your children will not have the same opportunity that you do now ... nor will mine."

Speakers at Palomar's rally got a similar reaction from about 200 people who chanted "no more cuts; no more cuts" at that campus's rally.

Fees at California's community colleges went up 30 percent this year due to the state budget cuts.

"I think students are frustrated," Palomar College spokeswoman Laura Gropen said after its rally. "And I think that they're recognizing that there are a lot of them, and that if they become active

and organize, that they have a voice that will be heard."

Most of the Oceanside rally's participants wore black to show solidarity. Several gave impassioned speeches about the state's cuts and the effects they will have on students and teachers.

"It's time to stand up for schools," said Terry Hart, president of the Oceanside Teachers Association. "It's time to yell."

In Carlsbad Unified School District, teachers carried signs urging support for education Thursday morning on the sidewalks in front of several campuses.

Poway Federation of Teachers Director Candy

Smiley said teachers had planned to wear black T-shirts that read "Excellence Costs" at school Thursday as part of the Day of Action.

The plan was canceled out of respect for news about the death of Poway High School student Chelsea King, Smiley said.

Other North County districts recognized the day in other ways.

Escondido Union School District teachers, for example, wore blue "Stand Up for Schools" stickers.

And in Ramona, teachers distributed fliers about budget cuts to parents.

The Associated Press contributed to this report.



## SOUND INVESTMENTS

### Work starts on Palomar industrial tech center

BY ANDREA MOSS  
amoss@nctimes.com

Palomar College has kicked off a \$7.5 million construction project that will give three different automotive technology programs on campus a modern, consolidated home.

College officials said Friday that a contractor broke ground this month on an industrial technology center on the campus's northwest corner.

When it opens in 2011, the center will provide 23,000 square feet of space for classes designed to prepare students to be auto and diesel-truck mechanics and collision-repair specialists.

Steven Bertram, an associate professor in the automotive technology depart-

ment and chairman of the college's trades and industry department, said about 280 people are enrolled in the three programs for the spring semester.

The classes those students are taking include engine rebuilding, computer control systems, brakes, tune-up, front-end alignment and automotive electrical systems, he said.

Those classes are held in several buildings scattered around Palomar's Mission Road campus. At least one of those buildings was built in the 1960s, Bertram said.

The industrial technology center will be a welcome addition, he said, because it will be

See Palomar, B7



This is a rendering of the industrial technology center under construction at Palomar College.

Photo courtesy of Palomar College

### Palomar

Continued from Page B1

a well-organized facility equipped with modern automotive diagnosis and repair equipment and a computer training lab.

The structure is the latest in a series of new buildings Palomar College is adding by using money from a \$694 million state bond voters approved in 2006.

Known as Proposition M, the bond raised money for modernization projects at community colleges. Palomar qualified for \$299 million in matching funds from the bond.

The college is using the money to help build 15 buildings and renovate 15 other structures over a 15-year period.

A natural sciences building completed in 2007 was the first to be added to the campus. Work

is under way on a new multidisciplinary instruction building that is expected to be finished in September.

A third new building — a health sciences building funded with local money — is expected to be finished next month.

Kelly Hudson-MacIsaac, manager of facility planning and environmental health and safety for the college, said that besides providing modern quarters for the automotive technology programs, the newest project will enhance a side of the campus whose look is less than ideal right now.

"This will be a prominent visual feature at that end of campus," she said. "So we're really excited about it and the fact that we're getting some new space for some of these (training) programs."

Call staff writer Andrea Moss at 760-739-6654.

June 9, 2010

## SAN MARCOS

# After leaving construction, student building new career

Yale fellowship part of plan to be professor

**By Bruce Lieberman**  
STAFF WRITER

When he boarded a plane Monday for a summer fellowship at Yale University, John Aragon was taking flight toward a radically different life from the one he's left behind.

At a time when thousands of laid-off Americans are scrambling

to retrain for another job, the 30-year-old Palomar College student, who had dropped out of high school at 16, closed his construction business and decided to return to school—for good. He now plans to be a college professor.

As one of 11 fellows nationwide at the Yale Summer Undergraduate Research Fellowship Program, Aragon will study how to conduct academic research. The program is designed to encourage minority students who are underrepresented in academia

to pursue careers as scholars.

Two years ago, Aragon was a partner in an earth-moving business, earning \$70,000 in a good year and estimating he could make \$100,000 or more as his company grew.

The recession dimmed those prospects. Aragon, who spent years traveling the country chasing the next construction job, had also concluded he couldn't live the life he wanted without a

**SEE Aragon, B5**



**John Aragon, a Palomar College student, finishes packing Monday for the Yale Summer Undergraduate Research Fellowship Program, which encourages minority students who are underrepresented in academia to pursue careers as scholars. Aragon wants to become an English professor.**

*Howard Lipin /  
Union-Tribune*

## ARAGON

CONTINUED FROM B1

college education.

"When you don't have a lot of direction, you just kind of take whatever opportunities come your way," Aragon said of his years untethered to a home, community and career.

It was at a relative's wedding in January 2008 when he decided to take the reins. A cousin who works as a corporate attorney in San Francisco mentioned that he and his wife liked the city and were planning to live there. The casual conversation hit Aragon like a lightning bolt. After years of feeling unsettled — he

had been renting a house in Temecula to be closer to construction jobs — here was a family member whose schooling had allowed him to move anywhere.

"For someone to tell me they were going to live somewhere by choice — that was a big deal for me," Aragon said.

Meanwhile, his older sister, Oriana Aragon, was studying psychology and neuroscience at Cal State San Marcos after selling her carpet business in Escondido in 2004. She's now pursuing graduate studies at Yale.

Aragon said it took about a year to close his business. "I realized that even having \$70 an hour doesn't compare to ... having an education," he said.

He decided to begin his academic journey at Palomar College, where Oriana had also launched her studies in higher education. At the San Marcos campus, he has plowed through 18 courses in a year and a half and earned a 4.0 grade-point average while living off savings and working odd construction jobs.

Aragon has only a few courses left before he applies to a four-year university. In the meantime, his sister suggested he apply for the Yale fellowship.

Relying heavily on student

loans and scholarships, he hopes to study English at UC Berkeley and then pursue a doctorate.

After enrolling at Palomar as a business major, Aragon said he switched to English. "When you go to college, you realize that people get paid to do a lot more things," he said. "I didn't realize that people actually get paid to read books and do research."

Aragon said studying literature has expanded his intellectual horizons, and he's fascinated by how people use language. In a world with Facebook, what does "friend" really mean anymore? Introduce the word "homophobe" into an emotional conversation among college students, and "everyone freaks out."

"We should be able to use words and know what they mean," Aragon said. "That's why I really like English. English professors are the keepers of knowledge, in a way."

This spring, Aragon was vice president of Palomar's Associated Student Government.

"The (student) senators love him and trust his opinions," said Sherry Titus, director of Palomar's Office of Student Affairs. "They miss him when he is not around. He has a great sense of humor and the perfected ability to remain calm in sometimes very chaotic and challenging times."

Aragon said he'll apply lessons learned in the construction business to his academic pursuits.

"You look at a set of plans, and that's what the architect and construction manager want it to look like. At the end of the job, your building has to look like the picture," he said.

Looking to his cousin in San Francisco, his sister at Yale and other models of achievement, Aragon said he has the blueprints he needs. "There's definitely a clarity with just being older," he said. "A clarity of purpose."



May 22, 2010

## STANDING IN FOR DAD

**M**arine Gunnery Sgt. Michael De La Peña knew he'd be in Bahrain for a short deployment on the day he was supposed to graduate from Palomar College in San Marcos, so he needed some capable stand-ins.

Who better than his two boys, Aidan, 6, and Colton, 7?

On Friday, both sons retrieved the diplomas their father worked on for the better part of a decade. They had only one worry walking in front of all those people at the college's commencement, said their mother, Patricia: "They just want to make daddy proud."

The De La Peña family has lived at Camp Pendleton for two years. Michael's deployment to Bahrain, which Patricia said is expected to last a few weeks, is his third. The 14-year veteran has served in Iraq and Afghanistan.

Eventually, after De La Peña retires from the Corps, he'd like to teach history in high school or maybe at a community college, his wife said.

He actually earned two associate's degrees at Palomar: in social and behavioral sciences, and in arts and humanities. "He's very ambitious and driven," Patricia said. "He just plugs along."

— BRUCE LIEBERMAN

**Brothers Aidan (left) and Colton De La Peña accept diplomas at Palomar College for their Marine father serving in Bahrain. John R. McCutchen / U-T**



## Palomar College wins \$413,000 federal grant

**By Carl Ciaramella**  
CONTRIBUTING WRITER

The National Science Foundation recently awarded Palomar College a \$413,000 grant to its geography department.

The grant will go toward Palomar's Geographic Information Science program, or GIS, which uses computer technology to create and analyze spatial data.

"It may not seem like a big deal to

some people, but it's a lot of money for our department, especially given the budget situation in California," said Wing Cheung, Palomar assistant geography professor.

Cheung said the grant will be used to develop the GIS curriculum, offer professional development for faculty, upgrade the department's technology and perform public and high school outreach.

The textbook definition of geographic information systems is "a collection

of hardware and software that is used to visualize, organize, collect and manage spatial data," Cheung said.

He said many disciplines from sociology to archaeology use GIS methods in their work.

The National Science Foundation is a federal agency that supports scientific research through targeted grants and has an annual operating budget of \$6.9 billion. It funds roughly 20 percent of all federally supported research in the United States.

## REGION

# Children accept diploma for Marine overseas

BY LOUISE ESOLA  
For The Californian

Gone for months at a time, Marines miss a lot.

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**SAN DIEGO  
COMMUNITY COLLEGE DISTRICT**

- At a Glance
- Student Success
- Legislative District Maps
- News Clippings



## San Diego Community College District

- City College
- Mesa College
- Miramar College
- Continuing Education

Constance M. Carroll, Ph.D.  
Chancellor  
(619) 388-6957  
ccarroll@sdccd.edu



City College



Mesa College



Miramar College



Continuing Education

# SAN DIEGO COMMUNITY COLLEGE DISTRICT AT A GLANCE

**Year Founded:** The San Diego Community College District has a rich history. San Diego City College, the oldest of the three colleges in the district, held its first classes in 1914 as part of San Diego High School under the San Diego Unified School District. San Diego Mesa College opened in 1964 and in 1969, San Diego Miramar College began offering classes. The voters of San Diego authorized a separate community college district in 1972 and in 1976 the Continuing Education program opened its headquarters offering both credit and noncredit programs.

**Location:** The service area of the San Diego Community College District is approximately 196-square miles of the city of San Diego.

**Three Colleges, six Continuing Education Campuses:** City College is the eastern anchor of downtown San Diego renewal; Mesa College is a suburban campus located in the Kearny Mesa area; Miramar College resides in the Mira Mesa/Scripps Ranch area along the Interstate 15 corridor. The six Continuing Education campuses are strategically located throughout the city of San Diego.

**Average Class Size:** 31

**Fall 2010 Students:** 153,458

Student Enrolled in Credit Classes 42,495

Student Enrolled in Noncredit Classes 35,531

Student Enrolled in Fee-Based Programs 3,453

Military Contract Education 71,979

(Throughout the contiguous U.S., Hawaii, Guam and the Pacific region)

**Total Number of Employees:** 4,429

Full-time Faculty: 626

Part-time Faculty: 1,592

Administrators: 256

Classified Staff: 1,665

**Majors Include:** Accounting, administration of justice, aeronautics, aircraft maintenance technology, apprenticeship, architecture, automotive technology, behavioral sciences, biotechnology, business administration, communications, computer networking, culinary arts, diesel and alternative fuels technologies, elementary and secondary education, emergency medical services, engineering and technology, fashion, fine arts, general education, geographic information systems, graphic arts/multimedia, health education, health sciences, hospitality studies, information technology, languages, liberal arts and sciences, mathematics, military studies, natural sciences, nursing, performing arts, physical education, public safety, social sciences, visual arts.

### What Makes San Diego Community College Unique:

- The San Diego Community College District is the largest provider of workforce training and university and transfer in the region.
- San Diego City College's radio and television program is the only community college program in the county to run a weekly, "live-to-tape" telecast which airs Fridays on Channel 16, the San Diego County Education Channel.
- The San Diego Mesa College offers a 5-year joint bachelor's degree in architecture with Woodbury University with the first two years of study taking place at Mesa College.
- San Diego Miramar College is home to the Southern California Biotechnology Center, Advanced Transportation and Energy Center, and the San Diego Regional Public Safety Institute.
- San Diego Continuing Education was the first – and remains the only – community college continuing education institution in California to meet the standards for independent accreditation from the Western Association of Schools and Colleges.

[www.sdccd.edu](http://www.sdccd.edu)





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Mesa College



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Continuing Education

# SAN DIEGO COMMUNITY COLLEGE DISTRICT AT A GLANCE

## Students Succeed at San Diego City College



City College graduate **Gaby Baylon** earned a Bachelor of Science degree in Mechanical Engineering from the University of California, San Diego in 2009. Gaby is currently working for Boeing in Everett, Washington.

"I am a first-generation college student. City College and the MESA Program gave me the best opportunity to succeed. Thanks to outstanding academics, support and guidance, I have become a scholar and a leader."



City College graduate **Herpaul Lee** earned a Bachelor of Science degree in Bioengineering from the University of California, San Diego in 2005 and a Master of Science degree in Biotechnology from Nottingham University, England in 2007.

"I love City College! It will always be my home. I had great professors, and I met many students who became my friends for life."



City College graduate **Yessenia Ibarra** earned a Bachelor of Science degree in Molecular and Cell Biology from San Diego State University in 2006 and is a Ph.D. candidate in Neuroscience at Harvard.

"I never dreamed of being at Harvard. Like many other students, City College gave me a new start – it provided me with hope and the opportunity to succeed."

[www.sdccd.edu](http://www.sdccd.edu)



San Diego Community College District

3375 Camino del Rio South | San Diego, CA 92108 | (619) 388-6500





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City College



Mesa College



Miramar College



Continuing Education

# SAN DIEGO COMMUNITY COLLEGE DISTRICT AT A GLANCE

## Students Succeed at San Diego Mesa College



**Mohamed "Moe" Musse** is a Somali refugee and a scholar in the college's Bridges to the Baccalaureate Program. This summer, he bested some of the top scientific student minds in the country to win a prestigious national science award for cancer research.

"When I came to the United States in 2005, I could barely read English. My uncle recommended Mesa to me and I was accepted into the college's Bridges to the Baccalaureate Program. This summer I interned in the UCSD Chemistry Department and worked on a research project that may eventually stop cancer growth."

The project won Moe a biochemistry award at the 2010 National Biomedical Research Conference for Minority Students. "They called my name and I was like, 'Wow! This is unbelievable.'" With an award in hand, and scholarship money in his pocket, Moe says he feels like he's living the scientific and the American dream.



**Deborah Parker**, Mental Health Aide/Advocate Certificate graduate, plans to pursue an advanced degree while working full time.

"I heard about Mesa College from the Employment Development Department in Escondido and was able to get the last seat available in their mental health aide certificate program. My experience at Mesa has enabled me to confirm that I am still capable of achieving academic excellence. There is always something to prepare for -- a quiz in one class, a paper due in another -- so while this certificate program is highly specific in the courses studied, the abilities and skills I use are the highly transferable to other settings."



**Kelvin Crosby**, Communications Studies Major and deaf/blind advocate. He plans to transfer to Point Loma Nazarene.

"I chose Mesa because of the flexibility it offers and the support provided by the college's Disability Support Programs and Services (DSPS) program. My classes prepare me to be competitive academically, so when I do step onto a university campus, I will be prepared and ready. I'm active in campus life and compete on the Mesa speech and debate team. My proudest moment was overcoming my deaf/blindness to compete on a national scale. We ended the year taking both national and international championships!"

[www.sdccd.edu](http://www.sdccd.edu)





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City College



Mesa College



Miramar College



Continuing Education

# SAN DIEGO COMMUNITY COLLEGE DISTRICT AT A GLANCE

## Students Succeed at San Diego Miramar College



**Cheryl Goodman** - International travel is one of the benefits that Cheryl Goodman, Director, Marketing, Qualcomm MEMS Technologies division, enjoys about her job.

"I've been to Korea, Taiwan, China and Europe to speak about the innovations Qualcomm is making on the entire wireless ecosystem and I manage the overall

PR strategies for the division, but my favorite part of the job is helping journalists complete their stories – a skill I honed at Miramar College as editor of the student newspaper, the Sage. With a solid journalism foundation, I transferred from Miramar to SDSU and graduated in 2000."



**Javier Mainar** - San Diego Miramar College alumnus Javier Mainar is fire chief of the eighth largest city in the United States and the second largest city in California. As Chief of San Diego Fire-Rescue, Mainar directs a department of nearly 1200 firefighters, lifeguards, paramedics, emergency medical technicians and civilian personnel, overseeing 47 fire stations and nine permanent lifeguard stations.

"From my associate degree in fire science to more than 30 years of in-service training, Miramar College has provided me with the skills I've needed to excel and advance in my field. And, today, I'm proud of the joint training partnerships we continue to offer through the City of San Diego and Miramar College."



**Mica Ramirez** - Focusing on the future is what Mica Ramirez does every day in her job as Associate Scientist for Latitude Pharmaceuticals, a drug formulation company. Her work in analytical and physical chemistry is a continuation of the solid scientific education she received at Miramar College, she says.

"Miramar was great. The campus is conveniently located near the biotech industry, the facilities are excellent, and the teachers are amazing. I transferred from Miramar to UCSD and graduated in 2007 with a biology degree, and returned to Miramar to take additional courses. Miramar is definitely home to biotechnology instructional excellence."

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# SAN DIEGO COMMUNITY COLLEGE DISTRICT AT A GLANCE

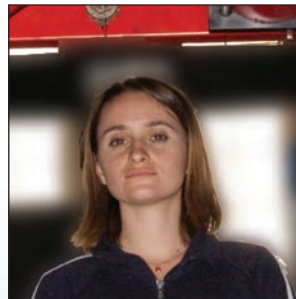
## Students Succeed at San Diego Continuing Education



**Abel Gutierrez** has been employed in the food industry for ten years, but it was more than his experience that led him to his current job. Hired by Hilton Hotels in January 2009, Gutierrez estimates he was in a pool of more than 20,000 applicants. In order to compete, he made the decision to increase education and job training skills by completing a Culinary Arts Certificate Program with Continuing Education.

The California Employment Development Department projects a 23.5 percent increase in the number of food preparation workers by 2016, which calculates to 6,440 new jobs annually.

Continuing Education is unique to many traditional college programs because it can respond immediately to demands for job growth within identified industries, and the Culinary Arts program is a good example.



**Kate Titarenko** - "The Automotive Technician class gave me opportunity to learn the fundamental basics of repairing and maintaining vehicles. In the class I have obtained theoretical and practical knowledge of diagnosing brake system problems, servicing a master cylinder, a disc brake and a drum brake assemblies, performing caster, camber and toe adjustment, changing transmission and engine oil. I have expanded my knowledge in the automotive industry."



**Maria Llamado** - At age 75, Maria Llamado is still learning. She walks an hour everyday to attend class. "It takes me about 2,000 steps," she says. "I count the steps to keep my memory sharp."

Llamado is walking proof that you are never too old for education. "My grandkids were tinkering around with the computer and e-mail and I didn't want to be left behind," she said. After enrolling in computer keyboard classes, Llamado was ambitious enough to complete a Front Desk/Office

Assistant Certificate Program. She is also in the process of completing an AA Degree in Business and Administration at City College.

[www.sdccd.edu](http://www.sdccd.edu)





# Senate District 38

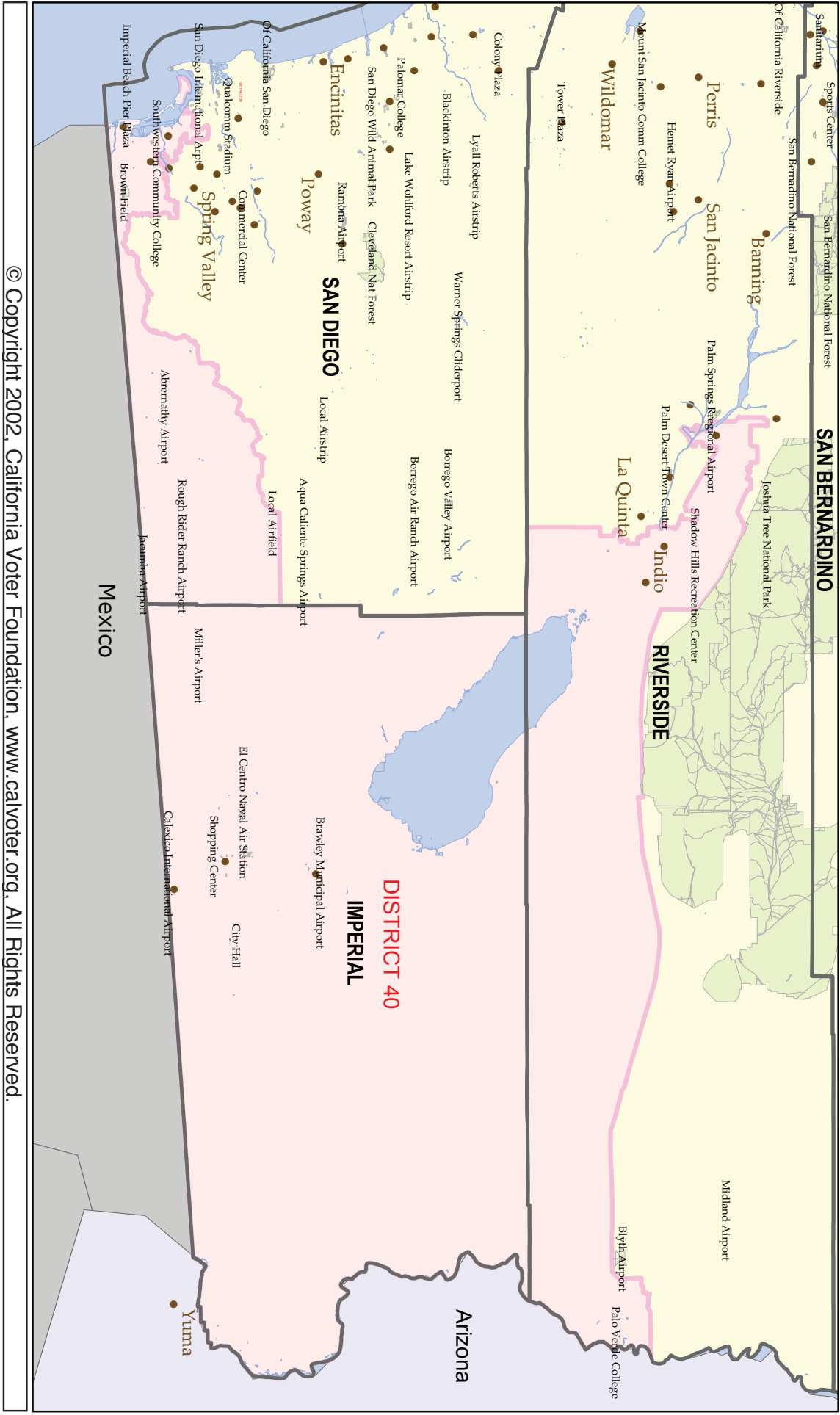


## Senate District 39 - San Diego County



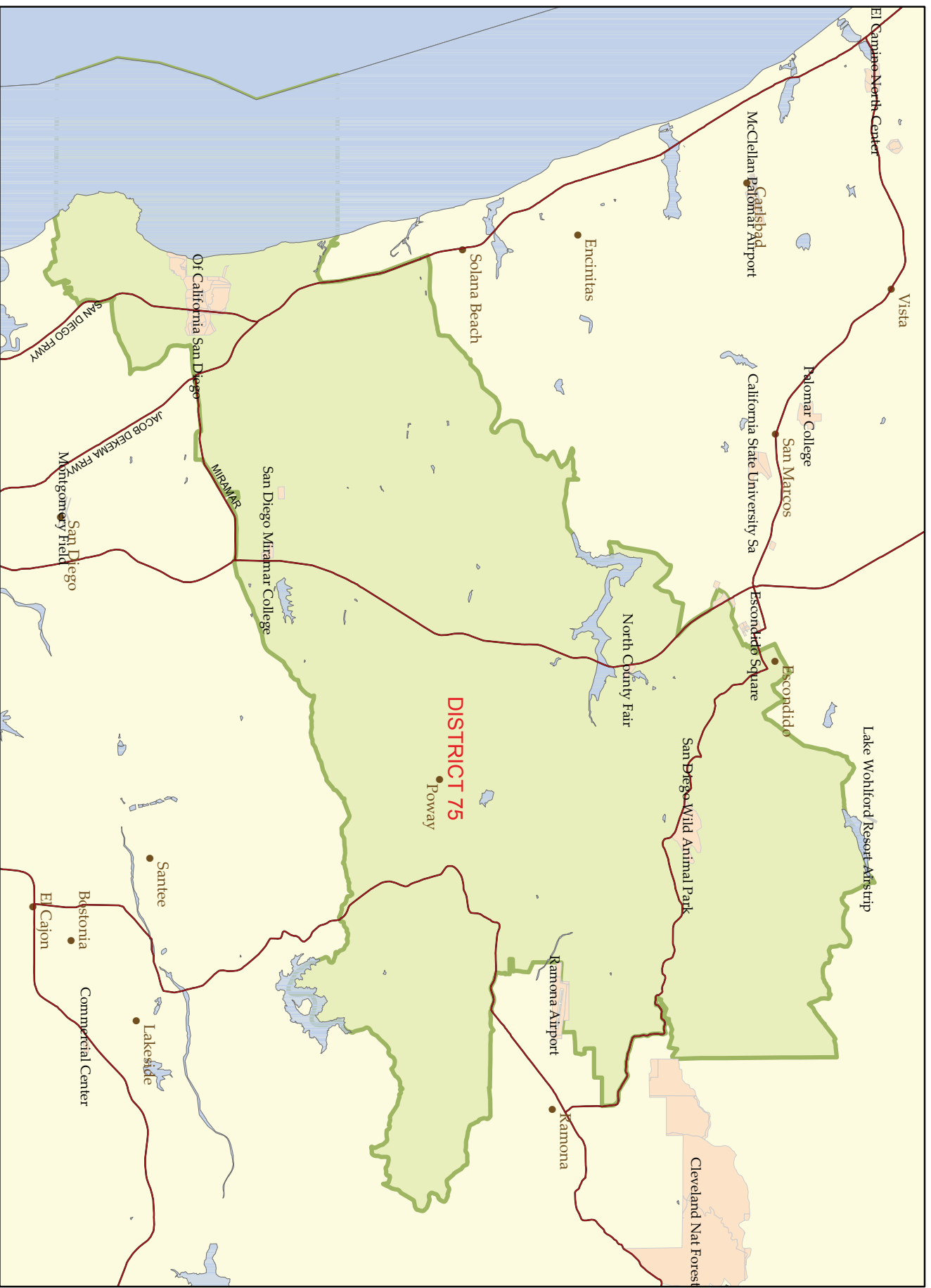
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Senate District 40





Assembly District 75 - San Diego County



## Assembly District 76 - San Diego County



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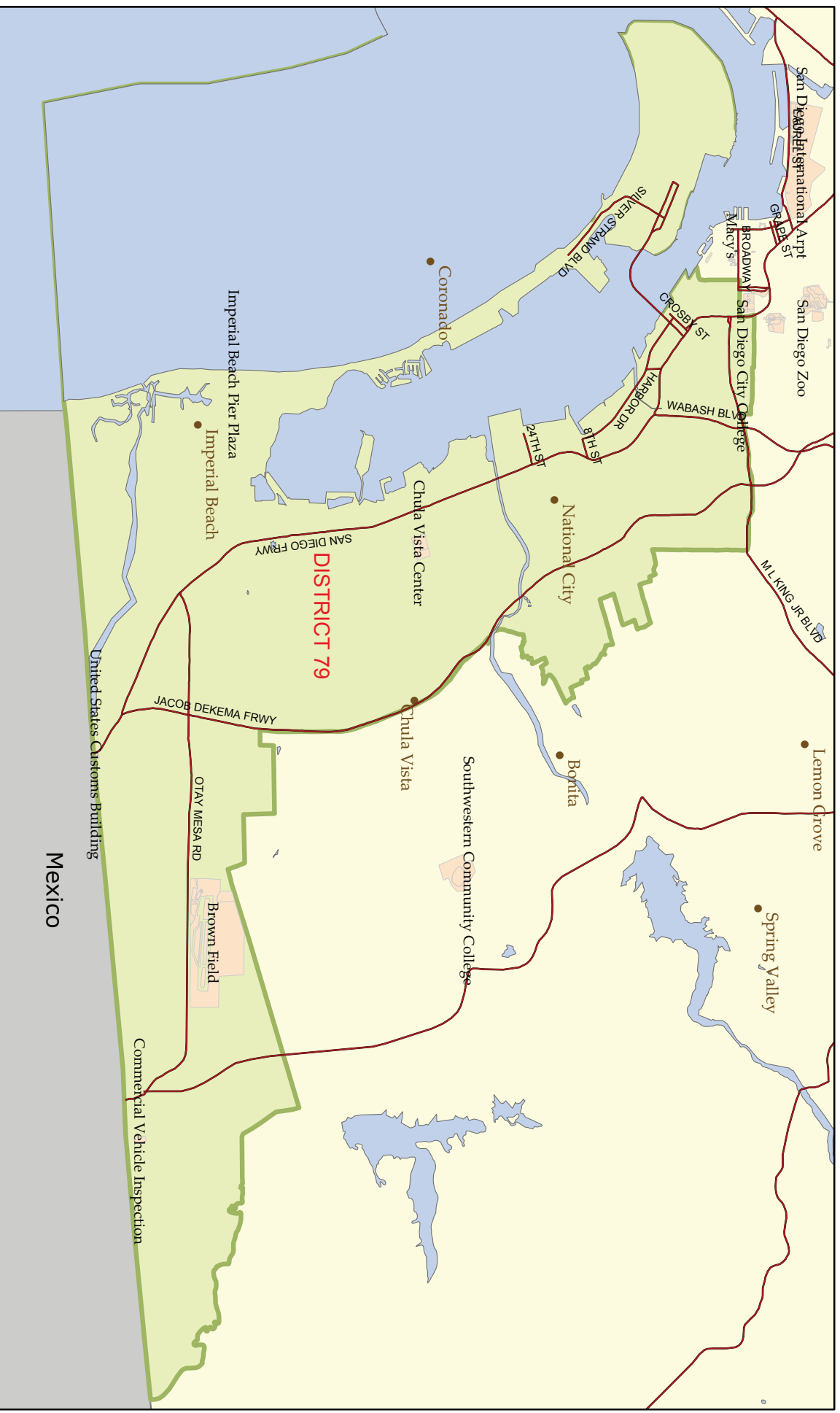
# Assembly District 78 - San Diego County



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Assembly District 79 - San Diego County



## Modern facility for technology

### Site will serve three programs

**By Marissa A. Evans**  
CONTRIBUTING WRITER

More space and upgraded technology await San Diego City College students this fall with the opening of the Career Technology Center.

The 88,000-square-foot, state-of-the-art facility will open of-

ficially in September to house the nursing, cosmetology and photography programs.

"I think the facility for those particular programs will be the finest facility of all the community colleges in the county and the country," said Dr. Terrence Burgess, San Diego City College president.

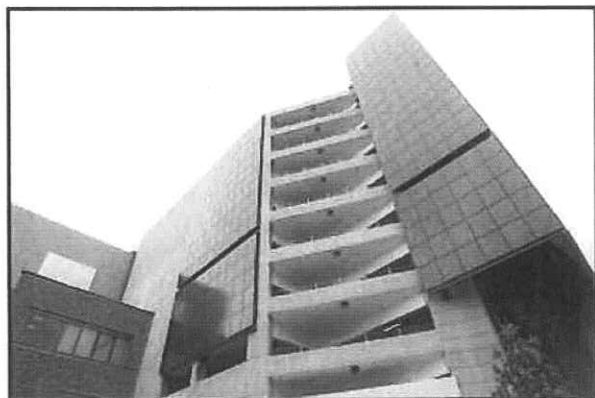
The project cost \$63.1 million and was funded by the Propositions S and N construction bond program.

A modern building for the

three programs is long overdue, and in the future will allow for more students to be served, Burgess said. The college's nursing program has been the most affected over the years, currently serving 160 students because of space limitations. That capacity will double to 320 nursing students in the new digs.

"These are all high-demand courses," Burgess said. "We

SEE City College, Page 2



### CITY COLLEGE

CONTINUED FROM 1

### Some students already have moved into facility

still have a wait list for nursing, but being able to double capacity will be a very big deal. All the offerings for these three programs get filled very quickly."

Nursing students also will have access to labs complete with practice dummies to simulate things such as births and medical emergencies.

"It's what they will be working with in the real work force," said Ursula Kroemer, communications director for the construction bond program. "The idea is that they are able to start at the top and stay there."

Some cosmetology students already have moved into the building.

Neieyda Hernandez, 19, a beginning senior in the cosmetology program, loves everything so far.

"I like the feeling I get," Hernandez said. "It looks more up-to-date, more modern; it's not crowded at all, I love everything from the water fountains to the mirrors."

Cosmetology professor Patricia Grans-Jones finds the Career Technology Center a major upgrade from when she was in school 17 years ago.

"We came from 10,000 square feet to this," Jones said. "Coming to this is wonderful; to see the program grow in general is awesome."

The cosmetology program has 125 students, and the new building will allow for 50 more.

The photography program will be able to double its enrollment to 2,000 students. They will have more darkrooms and studios, new print labs and a gallery area to showcase their work.

The building is on track for a gold certification by the U.S. Green Building Council for its use of solar energy.

**Marissa Evans:** (619) 293-1355; marissa.evans@uniontrib.com



**Cosmetology student Erica Love gives classmate Laura Mathew a haircut in the cosmetology room at the new Career Technology Center at San Diego City College. The vertical solar array attached to the parking structure (below) is the largest of its kind in the U.S. *David Brooks / Union-Tribune photos***



## Apprentices fortify tomorrow's work force with academic foundation

By STEVE FORD  
San Diego City College  
Apprenticeship Program

There is a famous quote celebrated by educators as the best expression of the long-term hope of every teacher: "Education is not about filling a bucket, but lighting a fire." And in no place is this process better reflected than through the apprenticeship blend of on-the-job training and classroom experiences that allow students to "graduate" employed and in their lifetime careers.

"The apprenticeship experience combines the best of two partnerships. Individuals gain mentored skills through on-the-job coaching from seasoned professionals — and at the same time they grow in their knowledge through supplemental instruction tied precisely to their trade in the classroom," said Richard Robles, senior apprenticeship consultant from the state of California Division of Apprenticeship Standards.

"Every graduate of the apprenticeship program earns the expertise to succeed in the field, and adds a well-rounded foundation for their long-term career growth — whether to greater achievements on job sites today, or advancing into management and construction leadership tomorrow," Robles added.

Most important for those who are currently going through the apprenticeship process is the promise of success ahead. Every year new graduates are becoming accomplished professionals on job-site teams with ABC contractors.

As seasoned skilled-trade professionals, project foremen or individual business owners and contractors, today's inspiring achievements by apprenticeship graduates point to a sense of accomplishment for everyone involved. Naturally, the payoff for a long-term commitment from each apprentice creates a "win-win" for the individual

and the industry.

For many apprentices there is also a welcomed discovery from within the program. Many individuals go through high school with mainly "hands-on" and "technical" abilities without really connecting with textbook- and lecture-based classes. Students in the ABC Apprenticeship Program suddenly find a new and deeper interest in the construction-related courses they're required to study.

When apprentices find that their math class content is tied directly to immediate and practical applications for what they're doing with measurements, problem-solving and applying cool solutions at job sites, suddenly they see a clear connection for the new knowledge they've gained. Traditional academic students aim to grasp concepts, themes and ideas — which are good things — but when it comes to building a structure that rises three, four or 20 stories to support thousands of tons, concepts and ideas don't measure up, so to speak.

Skilled-trades students have actually surpassed academic students on technical reading comprehension tests due to the precise and specific outcome demands of working with technical reading requirements as blueprints, building codes and industry standards and procedures.

This tells us that skilled-trade learners get into reading when it's something to do afterwards: "OK, now let's build something!" How high, how wide, what's the length, height, or diameter ... what

kind of junction, what's the spec, what's the volume, the load or how many outlets do we need?

Meanwhile, once results-oriented college apprentice students complete the 24-unit college course requirements for the ABC program, they're eligible for a college Certificate of Achievement and are one-third of the way toward earning a college degree (60 units, Associate in Science diploma). With their college advanced math and reading skills, knocking out the remaining 24 units of general education courses becomes easier. This brings students to 48 units — with only 12 units of electives remaining to earn the A.S. degree.

But wait, there's more! How about free money?

"Last year at City College we gave out more than \$165,000 in grant money to a range of college students," said Carmen Ruffo, an administrative technician for student affairs/scholarships.

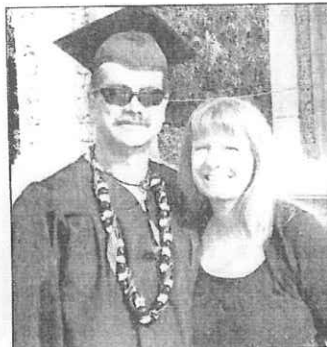
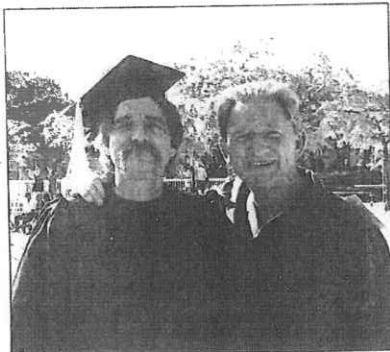
"And for apprentices in the skilled trades, we have scholarships that offer anywhere from \$250 to \$1,200 each. Many people don't realize that often all they have to do is complete a one-page application and a brief essay about their career goal — they think it's a lot of work, but it's really easy," Ruffo said. She noted that most of the grants offer the money to use for educational expenses such as tuition, books, tools and other school-related costs. For more information, go to [sdcity.edu/scholarships](http://sdcity.edu/scholarships).

So does it pay to "go to college" through the ABC construction trades Apprenticeship Program? You bet. With the ABC Apprenticeship Program and San Diego City College partnership, tomorrow's work force is fortified with the best talent and individuals who have more than a sense of accomplishment; they have a sense of purpose. That's the ignition that lights a promising future career.

Ford is the associate dean for the San Diego City College Apprenticeship Program. He is also a member of each ABC San Diego formal apprenticeship program and an advocate for the students, working to inspire continuing education and degreed career goals for all students at the ABC Training Academy.

Source Code: 20100601err





ABC apprentices and craft trainees earn college credits as they complete their skilled training; many go on to pursue an Associate Degree or higher in the trades. Here are just a few ABC graduates who have earned formal degrees; it's hard to tell who's more proud — the graduates or their supportive and loving families.

# SAN DIEGO UNION-TRIBUNE

May 16, 2010



Lorraine Christine Del-Rose adjusts the cap on her dog Radar during a briefing outside before commencement ceremonies for San Diego Mesa College graduates at the University of San Diego on Saturday. David Brooks / Union-Tribune photos



Kia La'Trice Parks decorated her cap with the American Sign Language symbol for "I love you." Parks earned a certificate in sign language.

## New lives starting for college graduates

By Eleanor Yang Su  
STAFF WRITER

Judith "Judi" Ann Wright remembers the fateful night three years ago when she lay in her bathtub, hung over and miserable.

She had been addicted to alcohol and cocaine for nearly 30 years. She was bouncing from one waitressing job to another.

"I was 44 years old and realized I was halfway through my life, and was pretty much a useless

piece of crap," Wright said.

She started rehab, and eventually enrolled at San Diego Mesa College to pursue a longtime dream of becoming a nurse.

On Saturday, Wright and 320 other students celebrated their graduation from Mesa.

They gathered in a sports arena at the University of San Diego, cheered on by more than 2,000 family members and friends. In all, 853 Mesa College students will graduate with associate degrees or certificates this spring, but



## Biggest benefit for mom: being role model to son

many were unable to attend the ceremony because they had to work or prepare for final exams next week. The graduates range in age from 18 to 75 and include dozens of students who are the first in their families to go to college.

Students at Cal State San Marcos and Point Loma Nazarene University also marked their commencement Saturday.

The thousands of San Diego students graduating this season face a more promising job outlook than previous years. An April survey by the National Association of Colleges and Employers found companies plan to hire 5.3 percent more graduates than a year ago. That's the biggest positive change in two years.

The economic downturn is what prompted many in the crowd of Mesa graduates to return to school.

Jeanie Chai, 50, enrolled when her work selling real estate dried up. Chai, a single mother, took heavy courseloads to finish her associate degree in a little more than a year. This fall, she will transfer to San Diego State University to study accounting.

"It was really, really hard," Chai said of returning to the classroom after 30 years. The biggest benefit, she said, has been serving as a role model for her 15-year-old son. "He's asking lots of questions now, and has toured UCLA and UC San Diego."

During the ceremony, Juan Sepulveda, director of a White House initiative to improve Hispanics' academic performance, urged graduates to keep learning.

"You need to get at least one more piece of paper," Sepulveda said. "It could be a bachelor's degree, a master's degree, a professional degree, a career technical education. Whatever it is, the country and our president need you to keep moving forward with your education."

Next, Wright addressed the crowd as the student commence-

## COLLEGE GRADUATION SEASON

### MAY 20

San Diego Miramar College

### MAY 21

San Diego City College, Palomar College, Southwestern College

### MAY 20-23

San Diego State University

### MAY 22-23

University of San Diego

### MAY 28

MiraCosta College

### JUNE 2

Cuyamaca College

### JUNE 3

Grossmont College

### MAY 29-JUNE 13

University of California San Diego

.....

ment speaker, encouraging them to do what scares them.

"To not try is to not live," Wright said. "To my classmates, I say, don't let the road bumps in life throw you off your course."

Wright acknowledged in an interview that there were times she came close to quitting. Her first setback came early in a math class, when she got a D on a test.

"I was doing the best I could, and my best wasn't good enough," Wright said. "I figured I might as well give up."

But she thought about the alternative. The lonely nights. The fights. The car wrecks.

"I didn't want to go back to that life," said Wright, now 47. She plans to transfer into the nursing program at San Diego State University or City College, and one day help recovering addicts.

Her mother, 73-year-old Ruth Ann Wells, said she has been amazed by Wright's journey. In the past three years, Wells has watched her daughter grow more honest and determined.

"I never could have imagined she would come this far," Wells said. "I'm very proud of her."

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## Students reveal the challenges of succeeding in school in a tough economy

"College is making me the man that I always dreamed of becoming." That's one entry, from a student at Mesa College, in a yearbook style anthology of stories from community college students around the state. The Getting to Graduation project, organized by public interest group CALPIRG, documents the personal experiences of community college students struggling to pursue their dream of a college degree in the face of enormous challenges. CALPIRG aims to increase students' utilization of financial aid so that they can work fewer hours and concentrate more on study, increasing student success at the state's 110 community colleges.

While the enormous community college system enrolls nearly 3 million students, only 24% of community college students who intend to earn an associates' degree or transfer to a four-year institution succeed in doing so within six years. "This statistic spells real trouble for our economic recovery" said Saffron Zomer, campus program director for public interest group CALPIRG, and author of a recent report on the issue. Ac-

cording to Zomer, California will need millions more college graduates to meet its needs for skilled workers than it is on track to produce.

Community college costs are much higher than many students realize, and to make ends meet, most students work. Too many work hours means not enough time for study. At the same time, available student aid is underutilized, leading to some students missing out on college aid they may be eligible for. Many of the stories gathered by the group highlight the problem. One student from Santa Monica College writes "My day consists of waking up early, going to classes and then work and then home in time to study; hoping that I can piece together 5-6 hours of sleep." Another from Fresno City College writes "I work at Taco Bell where I'm the general manager and it requires at least 45 hours a week. It's common to get a call from work asking me to drop everything and be there. It's almost impossible to go to school."

CALPIRG student volunteers created a peer to peer outreach program last semester, and were able to reach over 6,000 students with information

about financial aid through class announcements, information tables, and information sessions. They also conducted a survey and wrote a report, *Working too Hard to Make the Grade*, suggesting that many students have basic misunderstandings about financial aid, which discourage them from applying for it. But improving outreach materials and increasing application rates is only part of the solution: "We need to increase our investment in higher education and fund state financial aid programs adequately, so that students can afford to focus on academics," Says Zomer. "Reading through some of these stories you can't help but be impressed by the students' determination to succeed, but for many of them the obstacles are ultimately too great. Why are we setting students up to fail? Let's make it possible for them to succeed - we'll all benefit."

CALPIRG is a statewide, non-profit public interest organization, with chapters at eleven campuses in California: Visit [www.calpirgstudents.org](http://www.calpirgstudents.org) for more information about CALPIRG's Getting to Graduation Campaign.

# SAN DIEGO DAILY TRANSCRIPT

February 17, 2010

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## **Regional project for more biotech jobs receives grant**

The U.S. Department of Labor has directed a three-year, \$4.95 million grant toward a project designed to spur economic growth of the San Diego region's life sciences industry.

The Biotechnology Readiness, Immersion, Certification and Degrees for Gainful Employment, or BRIDGE project, is a partnership comprising San Diego State University, Biocom, the San Diego Workforce Partnership and the Southern California Biotechnology Center at Miramar College.

The organizations will provide education, training and placement services to more than 1,000 veterans, incumbent workers and dislocated and unemployed workers within the San Diego region, aiming to meet the critical need for clinical laboratory scientists, medical laboratory technicians, medical physicists and professional scientists.

SDSU and Miramar College will provide certificate, degree and Professional Science Master's programs.

The Biocom Institute's Life Science Immersion Program will provide training needed for successful biotechnology careers, and the BioCollaborative, created in cooperation with the Alfred P. Sloan Foundation, will provide an online resource to facilitate seamless transition from higher education to careers in the life sciences industry.

The grant is part of more than \$225 million in federal stimulus funding awarded by the Department of Labor to create jobs in health care and high growth industries under the American Recovery and Reinvestment Act of 2009. There were 55 grants awarded in this round of funding.

The BRIDGE Project is one of four biotechnology programs to receive funding.

"This grant provides an opportunity to continue to build the homegrown workforce that we need in Southern California, while helping veterans and displaced workers move into skilled, high-paying jobs that help this region continue as a hub of innovation that saves lives," said Biocom President and CEO Joe Panetta, in a statement.

Fifteen industry members wrote letters of support for this grant application.  
Source Code: 20100216tqc



# SAN DIEGO UNION-TRIBUNE

February 16, 2010

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## Stimulus grant to aid S.D. biotech sector

**By Thomas Kupper**  
STAFF WRITER

A group of San Diego organizations announced yesterday that they will receive \$4.95 million in federal stimulus money to support efforts to train and place people in jobs in the biotechnology industry.

The three-year grant from the U.S. Department of Labor will support the "Biotechnology Readiness, Immersion,

Certification and Degrees for Gainful Employment" program, or BRIDGE, to be administered through San Diego State University.

BRIDGE aims to provide services to more than 1,000 veterans, unemployed people and others, with programs available at a variety of levels, from high school students to people with graduate degrees.

San Diego State is working with Bio-

com, the regional biotech organization; the San Diego Workforce Partnership; and the Southern California Biotechnology Center at Miramar College.

The money will support initiatives such as the Life Sciences Summer Institute, an existing program that exposes high school students and teachers to the life sciences industry, and certificate programs at San Diego State and Miramar College.

# PRESIDIO SENTINEL

Serving the heart of San Diego

Volume 11, No. 3

A Publication by Presidio Communications

March 2010

## Mesa College students dancing for their dream

*By Patty Ducey-Brooks*

With the Olympics nearing to an end, it's fresh on our minds that there are a lot of young athletes who have committed their lives to being their best. However, we don't often realize how close to home this can be.

Recently I learned of two Mesa College students who are among this group of dedicated and inspirational young adults, who want and expect more of themselves, and are up for the challenge.

Kassy Kova and Justin Ross, students at Mesa College, have developed a strong friendship and a bond that began with ice skating. Kova, who started ice skating at age two, and Ross, who took to the ice at age seven, live near San Diego Ice Arena in Mira Mesa.

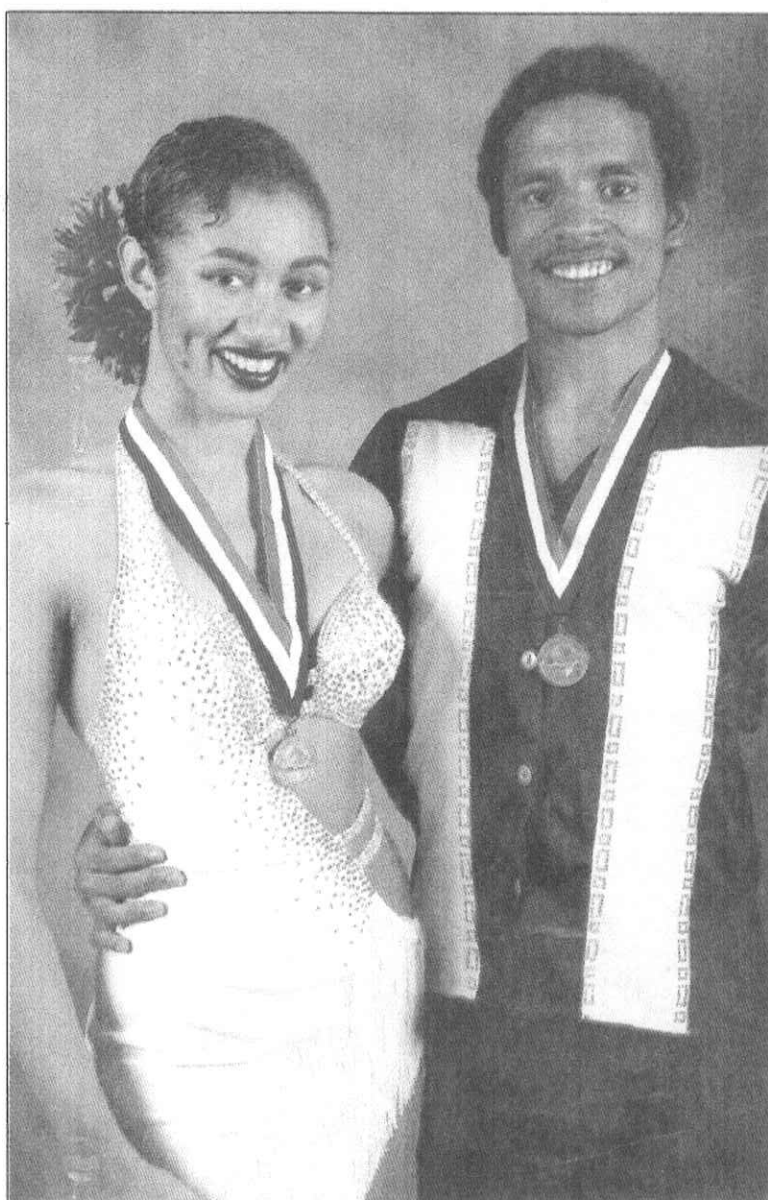
"Both of us were raised by single moms who wanted to find something active for us to do that was close to home," said Ross, 19.

Little did they know that what was intended as a positive recreational activity would eventually become their life passion.

Kova said that even though they both ice skated at San Diego Ice Arena, it wasn't until 2005 that they decided to become an ice dancing team. Kova observed Ross, his style and techniques. Then she approached Ross' mom, inquiring as to whether he would be interested in ice dancing. As they say, the rest is history. Well, actually, history is in the making for Kova and Ross, one competition at a time, with the help of their school, family, friends and coaches.

Kova said that she and Ross are extremely grateful for their coach, Christine Fowler-Binder. She is a freelance, compulsory coach who drives to San Diego Ice Arena from Los Angeles twice a week to coach them. They treasure this relationship with Fowler-Binder, who is a choreographer, motivator and inspiration for them.

They are also grateful to their family, moms and siblings, who have an appreciation for their



**Kassy Kova (left), and Justin Ross earned a Pewter Medal at Sectionals in November 2009.**

*Continued on page 1*

# Dancing for their dream

*Continued*

commitment, which means they take to the ice weekdays at 4 a.m., perfecting their dance routines. Mesa College classes fill the rest of their weekdays, and weekends find them at the gym working out.

"To work this hard, you've really got to love what you do, which we both do," said a confident and accomplished, Kova, age 16, who graduated from high school at age 15. She is definitely focused, determined and mature for her age.

Kova is quick to acknowledge her mom, who she says has become the team manager.

"My mom has taken on two jobs to help us succeed. She handles the media, Web site and publicity, and other administrative tasks."

Also dedicated to Kova and Ross is Mesa College. Both are grateful for the support of staff and students who have shown interest in their competitive sport activity, including the president, Rita M. Cepeda, who has been leading a campus-wide campaign to help defray the costs for their training and competition.

This past January, Kova and Ross went to Spokane, Washington to become the first African-American ice dancing team to compete in Novice Dance at the competition.

Over a five-year partnership, they have trained and danced together, climbing through the ranks to finish seventh in the nation in their last year in the Intermediate Division (2008); fifth at US Sectional Championships their first year in the very competitive Novice Division (2009); and capturing the Pewter Medal at Sectionals in November 2009.

That marked a first. Kova and Ross are the first African American ice dancing team to take home a medal in the Novice Division of a US Figure Skating Sectional Championships.

"We're so proud to have the opportunity to open a door that hasn't been opened before," said Kova. "Now we're pouring all of our efforts into getting our programs polished and ready for the national stage."

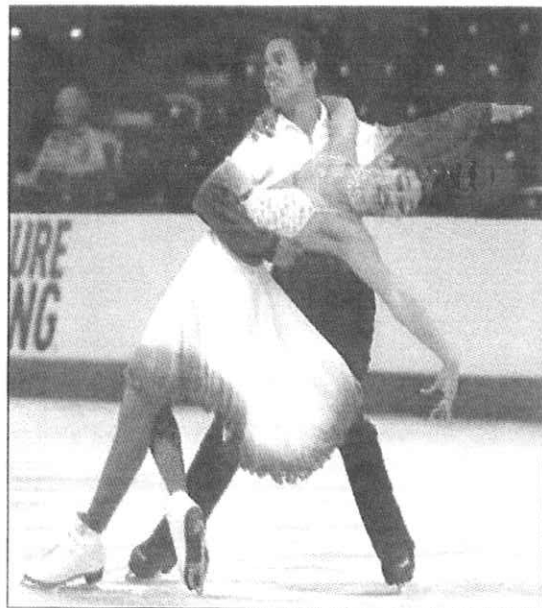
Kova and Ross are both second year students at Mesa College. Kova is enrolled at Mesa to pursue an Associate Degree in Transfer Studies; she hopes

to obtain a B.A. in Political Science from the University of California, San Diego. Ross is all about dance and is pursuing an Associate Degree in Dance to further his chosen career as a professional skater and coach.

In a recent statement of their accomplishments, Kova offered her comments. She said that they have finished competing at the US National Figure Skating Championships and are ranked twelfth in the nation. Kova said that it is a blessing to have had the chance to get to US Nationals, coming off a year when she had been injured for half the season with a torn rotator cuff. She said that she and Ross believe that they skated well, and are proud of their performances, and good sportsmanship. Their coach, Fowler-Binder, reminded them that she competed her first two times at the US National Championships and got twelfth place. She then came back the third year and won the title.

Kova said that she and Ross are very excited about next year, and are really looking forward to developing new skills, and moving to a new level. And, they are determined to rise to a new challenge.

To learn more about this dedicated ice dance team, visit [www.kovaan-dross.com](http://www.kovaan-dross.com).



*Kassy Cova and Justin Ross continue to grow as ice dancers.*



July 25, 2010

## BRIGHT & EARLY

AN OPENING TAKE  
ON YOUR DAY

### 1,150 classes

The San Diego Community College District is dipping into its savings to restore more than half the classes it has cut in recent years because of budget troubles. "It's not about electives or recreation," said district Chancellor Constance Carroll. "It's your meat-and-potatoes classes."

Our Region, B1

### SAN DIEGO

## College district adding classes

One-time sources tapped for funding

By Pat Flynn  
STAFF WRITER

The San Diego Community College District is reversing a two-year trend of class reductions and adding 1,150 classes for the academic year that begins Aug. 23.

"It is counterintuitive," ac-

knowledgeable district spokesman Rich Dittbenner.

For the 2009-10 school year, the California community college system's budget was cut by 8 percent and classes were cut by 6.3 percent. The Legislature has not yet adopted a budget for the 2010-11 fiscal year.

The San Diego district—which includes City College, Mesa College and Miramar College—has cut 1,900 classes over the last two years.

"We are really just restoring a little over half of what we have had to cut," said district Chancellor Constance Carroll.

Carroll explained that the district can fund the additions in a time of declining funding because it began its budget-cutting earlier than many other districts and because it cut deeply.

"The money is coming from one-time sources," she said. "We have a hiring freeze on about 250 positions; we have cut into an early-retirement plan that yielded a great deal of savings; and we have other savings."

The savings could have been held in reserve, Carroll said.

"Our board, and all of us, think this is the best thing to do with double-digit unemployment out there and all the students who can't get into SDSU because of their budget cuts," she said.

"I think it's great," said Jim Mahler, president of the union that represents faculty and most unionized employees in the district. "Many more students will be able to get classes and many more part-time instructors will have jobs. I don't see any negatives."

Mahler said the union has worked closely with district administrators over the last several years to make necessary budget cuts.

The restored classes will be in three areas: basic, remedial skills necessary for students to succeed; high-demand general education necessary to complete degrees or transfers; and career technical education that will help young students or out-of-work,

midcareer people get jobs.

"It's not about electives or recreation," Carroll said. "It's your meat-and-potatoes classes."

Regular full-time faculty have not been greatly affected by recent budget cuts, Carroll said, but part-time teachers have.

"We'll be able to hire back many of our adjunct instructors who lost their jobs when we cut so deeply," the chancellor said.

"The big issue is we'll be able to accommodate more students, 10,000-15,000 more. We've been turning away about 10,000 per semester. This will breathe some room into the fall and spring semesters."

The district serves about 100,000 students each semester, according to its website.

Restoring the classes also allows the district to remain in compliance with a state law that requires 50 percent of districts' general fund revenue to be spent on direct classroom instruction. Without adding classes, the district would have been forced to cut spending on libraries, counseling, tutoring and other services that are considered essential and that officials believe have already been cut as deeply as possible.

"Rather than cut any more of our noninstructional costs, we thought we would invest the money where we could help more students and have a win-win, and we end up with a balanced budget in any case."

Both Carroll and Mahler were noncommittal when asked if the restoration of classes is sustainable after this year, suggesting that much will depend on whether the Legislature restores some community college funds.

Pat Flynn: (619) 293-2083;  
pat.flynn@uniontrib.com



## Overfilled classes worry college students

By Perette Godwin FOX 5 San Diego Reporter

August 23, 2010

SAN DIEGO - Community college students returned to school Monday bled themselves in overfilled classrooms, long lines, and scrambled to make changes to their course schedules.

Sunny Cooke, president of Grossmont College, said the college has reduced its fall 2010 course load by 20 percent compared to two years ago. He contributes the cuts to the state budget deficit.

"Right now it would be impossible to build a schedule. To become a full-time student," said Cooke.

Andrea Yeager has enrolled in some classes at Grossmont College. She said she's working hard to get enough classes so she can continue to receive financial aid, but the possibilities are not looking in her favor.

"I'm probably about the twentieth person on the waiting list and there are 50 people already enrolled," said Yeager. "Not a good chance I'm going to get it. I'm looking for whatever classes I can get that are open, even if they are not part of my major, just whatever I can take."

According to community colleges, they have done the best they can with the budget offered. They haven't been able to fill vacancies in their teaching staff. One professor said it is the worst year he's seen in his 10 years of teaching.

"We have fewer classes than before and more people who want to crash the class," said City College professor Enrique Davalos. "I have a waiting list of more than 25 people trying to get into class."

Students who did not register for classes early enough have been forced to wait and see if professors will allow for extra students in their class. Davalos said he is only offering five additional spots per class.

"The demand for classes from students is just unprecedented," said San Diego City College president Dr. Terrence Burgess. "That's a consequence of a variety of factors."

An increased number of students are flooding community colleges and it's due to a range of reasons. The unemployed, those in dead-end jobs, and students who planned to attend 4-year universities but couldn't get in are trying to take classes at community colleges.

"It is hard, I'm trying to crash all my classes and haven't gotten any yet," said Rudy Zapada, a San Diego City College student. "Now I have to reschedule all my classes."

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## Colleges award diplomas to WWII internees

By Bruce Lieberman, UNION-TRIBUNE STAFF WRITER

Monday, May 17, 2010 at 12:04 a.m.



CHARLIE NEUMAN / UNION-TRIBUNE

Noboru Takashima (standing) and Carl Yoshimine (fourth man from right) with other Japanese-American students in the 1941 edition of *Del Sudoeste*, San Diego State's yearbook.

"I would love to find these students or their family members to see if we can award them honorary diplomas at this year's commencement on May 28," said Alicia Terry, MiraCosta's registrar.

The effort is one of many at colleges and universities statewide as part of the California Nisei College Diploma Project, which aims to award honorary degrees to Japanese-American former students whose educations were interrupted during World War II. The project is authorized by Assembly Bill 37, which Gov. Arnold Schwarzenegger signed into law in October.

"It is unfortunate that many of the former students have passed on, but it is a very positive gesture on the part of the state Legislature," said Susan Hasegawa, a professor of history at San Diego City College and an active member of the Japanese American Historical Society of San Diego. The society is helping local colleges and universities find former students.

Before they were taken from their homes in the spring of 1942, the Japanese-American students at Oceanside-Carlsbad Junior College were on their way toward graduation.

Those plans were dashed when President Franklin D. Roosevelt signed Executive Order 9066 in February 1942, sending 120,000 Japanese-Americans to internment camps.

Today the coastal school, now called MiraCosta College, is looking for five former students it has been able to identify from registration records from 1941 and 1942, when the community college was housed in a wing of what is now Oceanside High School.

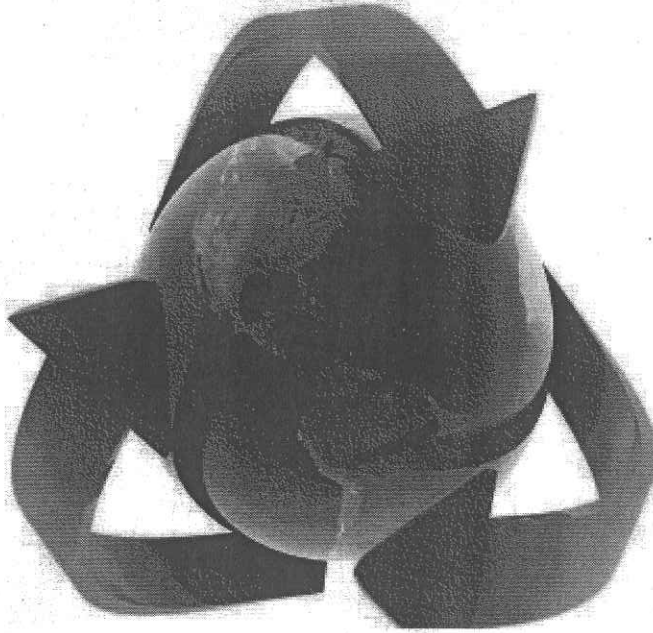


- COURTESY OF NOBORU TAKASHIMA

Noboru Takashima shows off his diploma in Oregon last month. He was attending San Diego State when World War II started and couldn't finish his education.



## Free Training Program in Green Building and Sustainable Energy Practices



**SAN DIEGO** – San Diego Continuing Education begins a new program in January that will help train San Diegans in green technology. President Obama's American Recovery and Reinvestment Act helped fund California's Clean Energy Workforce Training Program. It is through this effort that Continuing Education is able to offer a new green building training in the STAR Center

(Sustainable Training and Resource Center) at the Educational Cultural Complex.

The STAR Center is housed in a 67,000 sq. ft. state-of-the-art learning facility dedicated to free Job Training/Certificate Programs in Southeastern San Diego, and specifically designed with green technology educational areas.

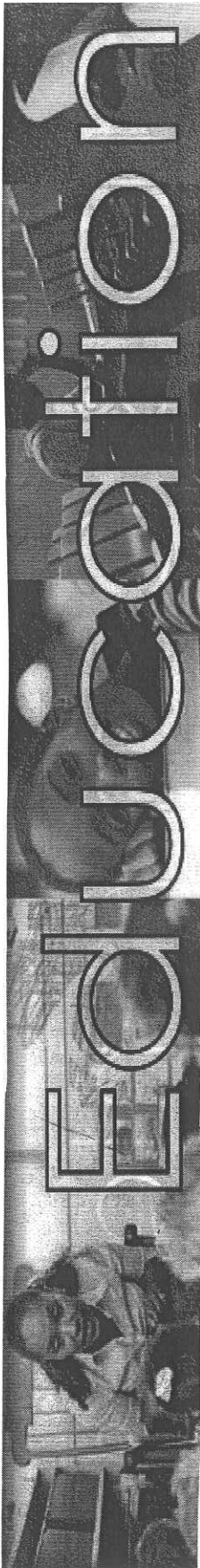
The facility includes a weatherization simulation used for

energy auditing with high-tech infrared monitors; insulation demonstrations and applications; solar panel installation and maintenance; classroom facilities with a "tell-tail" pressure house to demonstrate energy savings and building envelope efficiencies, and a mobile weatherization lab, where training can be taken off site—anywhere in Southern California.

San Diego Continuing Education is the adult education division of the San Diego Community College District and is a leading job trainer in the state, specializing in free, short-term training for many industries, including Automotive, Culinary Arts, Child Development, and Plumbing. Continuing Education is collaborating with local career centers on this new green building training effort.

The vision for the STAR Center is to become the regional Southern California green technology training center, promoting all aspects of energy conservation and sustainability, including wind and wave power generation.

"Adding green technology to our short-term job training programs makes sense," said Dr. Anthony Beebe, President of Continuing Education. "Continuing Education is the largest, separately accredited noncredit institution in the nation, and we are perfectly positioned to help San Diego become the leader in the state--and the nation--in energy conservation and sustainability training," he said.





- At a Glance
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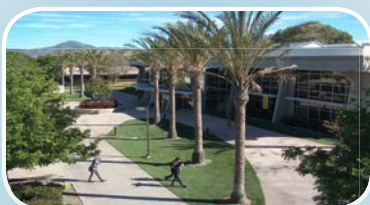


*A public California  
community college district  
serving South San Diego  
County for 50 years*

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IMPERIAL BEACH • NATIONAL CITY  
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PALM CITY • SAN YSIDRO  
SUNNYSIDE • CORONADO

**Southwestern Community  
College District**  
900 Otay Lakes Road  
Chula Vista, CA 91910  
[www.swccd.edu](http://www.swccd.edu)  
(619) 421-6700

Angelica L. Suarez, Ph.D.  
Acting Superintendent/President  
(619) 482-6301  
[president@swccd.edu](mailto:president@swccd.edu)



## SOUTHWESTERN COMMUNITY COLLEGE DISTRICT AT A GLANCE

**Year Founded:** Southwestern College began offering classes in 1961. By September 1964, classes were being held at the new campus at Otay Lakes Road and East H Street in Chula Vista.

**Location:** The Southwestern Community College District is located south of San Diego and extends to the U.S. – Mexico border. The college is the primary source of higher education for approximately 400,000 residents of the South San Diego County area. In addition to its main campus in Chula Vista, the district has Higher Education Centers across the county.

### **Higher Education Center at National City**

This center is home to Southwestern's Dental Hygiene and Medical Laboratory Technology Program. A Family Resource Center provides community access to critical health and social services, including child care.

### **Higher Education Center at San Ysidro**

This center provides educational opportunities for residents and businesses along the U.S.-Mexico border. The Center offers the Legal Interpretation and Translation program, and a wide range of courses in English as a Second Language, general education and business and career development.

### **Higher Education Center at Otay Mesa**

This center now serves as Otay Mesa's regional center for training and career development, and is home to the Nursing, Fire Science Technology, and Paramedic and Emergency Medical Technician program, as well as the Police Academy.

### **Crown Cove Aquatic Center at Coronado**

Located on Coronado's Silver Strand State Beach, this center offers classes in swimming, sailing, kayaking, canoeing, surfing and Hawaiian outrigger; as well as CPR for the professional rescuer, and training in Automated External Defibrillator, lifeguard and wilderness first responder.

<b>Fall 2009 Students:</b>	<b>21,758</b>
Full-time (12+ units):	<b>7,959</b>
Part-time (fewer than 12 units):	<b>13,799</b>

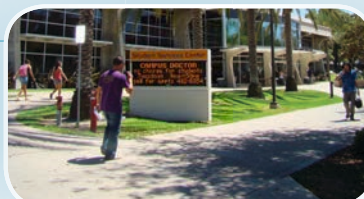
<b>Employees:</b>	
Full-time faculty:	<b>246</b>
Part-time faculty:	<b>640</b>
Academic administrators:	<b>23</b>
Classified administrators:	<b>35</b>
Classified Staff:	<b>343</b>

**Southwestern College currently offers 312 associate degree and certificate options, including:** Accounting, Administration of Justice, Architecture Technology, Automotive Technology, Biotechnology, Business Management, Child Development, Computer Information Systems, Computer Science, Construction Inspection, Culinary Arts—Professional Baking and Pastry, Dental Hygiene, Electronics, Emergency Medical Technology, Environmental Management, Exercise Science, Fire Science Technology, Graphic Applications, Landscape and Nursery Technology, Legal Interpretation and Translation, Medical Laboratory Technician, Medical Office Professional, Music: Commercial, Nursing, Paralegal Studies, Pharmaceutical and Laboratory Science, Real Estate, Telemedia, Travel and Tourism.

### **What Makes Southwestern College Unique:**

- In 2009, the College's Small Business Development Center served 675 clients and helped them obtain more than \$19 million in loans.
- In 2010, the College started two new programs in Biotechnology and Phlebotomy. The Phlebotomy program received nearly \$200,000 in funds from the federal Economic Recovery Law.
- In 2010, the College's Medical Laboratory Technician program received national accreditation from the National Accrediting Agency for Clinical Laboratory Sciences, making it only the second community college program in the state to receive the status.
- In 2010, graduates of our Dental Hygiene program scored 100 percent pass rate on the National Dental Hygiene Board examination. Graduates also scored six percent higher than national average.
- The Southwestern Sun college newspaper won numerous awards, including "Collegiate Newspaper of the Year" from the National Newspaper Association and the "Newspaper Pacemaker Award" from the Associated Collegiate Press.
- Graduates of the EMT/Paramedic program also continue to outperform the national average for first time pass rates: Southwestern's paramedic graduates passed their certification exams and 85 percent of EMTs passed.
- In April 2010, the College announced plans for the largest new development since its original construction. The 110,000 square foot project will include a new college bookstore, classroom space, food court, art gallery, culinary arts program, wellness center, administrative offices, conference space and police station.

**[www.swccd.edu](http://www.swccd.edu) or text "SWC" to 48696 for more info**





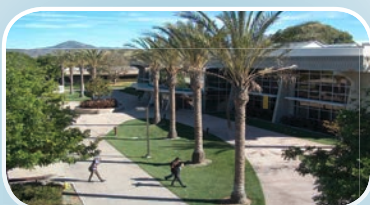


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## SOUTHWESTERN COMMUNITY COLLEGE DISTRICT AT A GLANCE

### Students Success at Southwestern College

Southwestern College's Associated Student Organization (ASO) President and Student Trustee Manuel R. Lopez, Jr., was elected Lieutenant Governor of the Student Senate for California Community Colleges' (SSCCC) Region X.



**"I decided to run for this position to boost Southwestern College's student involvement on the state level,"** Lopez, Jr. said. **"I am excited for this new challenge in front of me and I hope to help the region accomplish great things both in San Diego and Imperial County."**

Lopez will serve Region X which governs the nine community colleges in San Diego and Imperial Counties. Lopez also serves as Student Trustee to the Southwestern College Governing Board and will be transferring to Alliant University as an International Relations major after graduating from the College in May 2011.

Joe Chavez, Southwestern College student, former president of the College's Association for Better Living and Education Club and cerebral palsy survivor is a member of the United States Paralympic National Soccer team.



**"I live for soccer,"** Chavez, said. **"To me, this opportunity represents what I live for, especially with a disability."**

In October 2010, Joe, who plays goalkeeper and forward, traveled with his team to Argentina to compete in a two-week international soccer tournament. Titled the "Copa America Tournament," the competition included Paralympic teams from the U.S., Canada, Mexico, Venezuela, Argentina and Brazil. The tournament resulted in a 5 - 1 victory for Chavez's team and the silver medal.

Chavez is a full time student at Southwestern College majoring in Exercise Science and plans to continue his education focusing on sports medicine after he graduates.

Southwestern College student and Engineering major, Ana Patricia Lopez, is a member of the College's Mathematics, Engineering, Science Achievement (MESA) Program. The program supports educationally disadvantaged students to prepare for and excel in math, engineering and science majors and attain Bachelor's of Science degrees from four-year institutions.

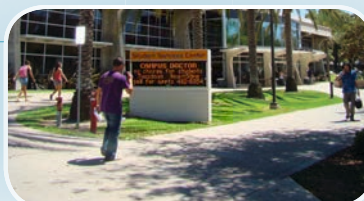


In summer 2010, Lopez interned at the San Diego Zoo through the San Diego MESA Alliance NSF Summer Team Internship program. The program, which serves more than 20,000 students in San Diego, helped match her studies and interests in nature conservation with the chance to intern at the San Diego Zoo Camp.

**"I have no words to describe how MESA has been amazing all the way,"** Lopez, said. **"I have had the opportunity to get involved in the field by participating in events such as shadow days, leadership summits and campus visits."**

After graduation, Lopez hopes to transfer to University of California, San Diego and work in Nature Conservation.

[www.swccd.edu](http://www.swccd.edu) or text "SWC" to 48696 for more info



**SAN BERNARDINO**



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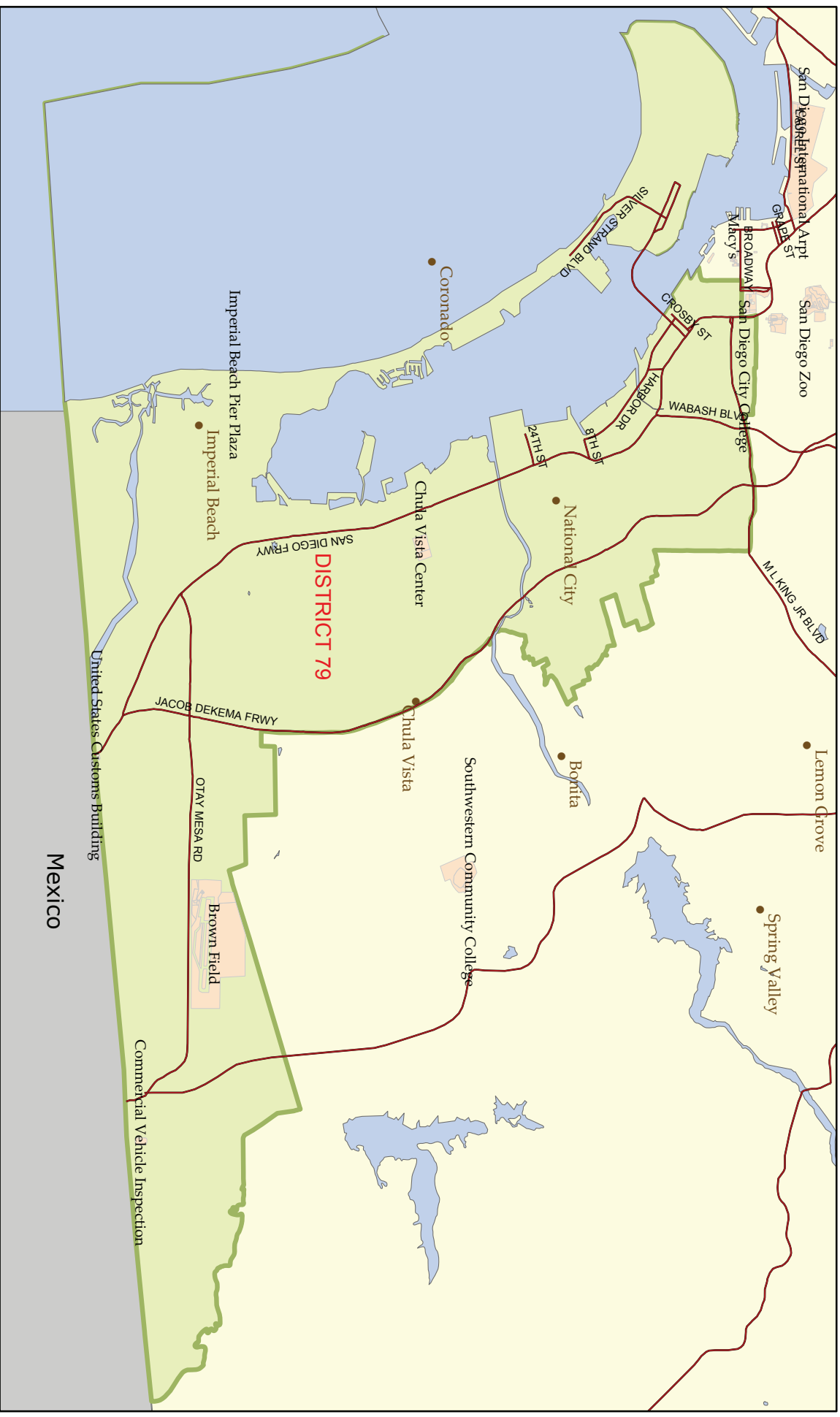
# Assembly District 78 - San Diego County



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## Assembly District 79 - San Diego County





## AQUATIC CENTER GETS BOOST

Additional state funding will pay for scholarships allowing students to participate in summer camp

WENDY FRY & ASHLY MCGLONE U-T  
OCTOBER 14, 2010

Southwestern College has announced last week that its **Crown Cove Aquatic Center** received \$7,000 in state funding for scholarships that will allow students to participate in the summer Adventure Day Camp and boating activities.

The funding comes from the California Department of Boating and Waterways. Awards for the **center** total \$49,000 this year. The grant will also allow the **Crown Cove Aquatic Center** to pay for equipment, which includes stand-up paddleboards and life vests.

"Many youth might never have an opportunity to experience boating activities because of the cost, so the scholarships help our students learn a new skill and lessons they can use throughout life," said **center** coordinator Karen Jacobs.

A spokesman for Southwestern College said the scholarships are targeted for children age 7 to 14, at-risk youths and students who may be in need of after-school and summer activities.

The **aquatic center** is on the Silver Strand State Beach in Coronado and serves as one of Southwestern College's four satellite facilities.

Programs include water safety training, CPR and first aid certification, and credit courses for the college.

"Southwestern College's **Crown Cove Aquatic Center** is one of San Diego's hidden treasures. This grant will give our young people the chance to experience it, learn life skills and have fun all at once," said Dr. Raj K. Chopra, superintendent/president of Southwestern College.



## International trade center attracts federal funding

BY

ORIGINALLY PUBLISHED AUGUST 13, 2010 AT 6:57 P.M., UPDATED AUGUST 14, 2010 AT 12:02 A.M.

CHULA VISTA — Southwestern College has received \$185,823 in federal funding for its Center for International Trade Development, which provides counseling and technical assistance to local businesses.

The money will allow the center to assist the college's newly established Global Logistics and Transportation Certificate/Associate Degree Program at its Higher Education Center in Otay Mesa.

The funding comes from the U.S. Department of Education.





## More Vets Choose To Be Entrepreneurs

By [Padma Nagappan](#)

December 6, 2010

Shaped by their war experiences and military training, many veterans are opting to go into business for themselves rather than work for someone else.

Credit: Courtesy of Josh Evans



Above: Josh Evans stands in front of a Huey helicopter in Iraq in 2004.

Jose Martinez received a medical discharge from the Army in 2006 at age 24. He was a sergeant with the U.S. Army Ranger unit that found Saddam Hussein in Iraq in 2003.

Today, he owns Siglo 22, an Escondido-based record company he began two years ago. It specializes in *Norteno*, or music from Northern Mexico. He also manages four bands and has six employees who book gigs for the groups, design graphics and perform other tasks.

After his discharge, Martinez weighed his options and decided he did not want to start at the bottom in a minimum-wage job. So he went out on his own, gradually establishing his business.

"It was the only answer. I held a couple of retail jobs when I was first discharged, but it wasn't working out," Martinez said.

"Paychecks were small and there was no future in it. Being a huge fan of music, I decided to start a record company."

When he did not find enough business locally, Martinez cast his net further. His bands have gigs now in Los Angeles, Sacramento, and even Colorado and Utah.

"It's a business that will one day give me the financial security I'm looking for."

Martinez said he likes having control over both the business and his finances. He applies everything he learned in the military, he said, even though the missions are not the same.

"There's nothing like the leadership skills you learn in the military. When you come out, you're automatically at the top of the totem pole, because you've lead people on combat and training missions, and this just becomes second nature to you."

Martinez put discipline at the top of the list of traits he acquired while serving. A close second was dogged persistence, since quitting on the battlefield was not an option.

"I'm never going to give up on my dreams, I want to work harder because I want to be the best and I want to instill that in my employees," Martinez said.

The intrinsic discipline of military men and women, combined with risk-taking and persistence, form strong foundations for entrepreneurial veterans.

"I think so many veterans decide to go into business for themselves because the skills and characteristics they acquire during their service align with traits that successful small business owners typically have," explained Rachel Fischer. She is deputy program manager at the San Diego Contracting Opportunities Center.

"(Veterans have) persistence, tenacity, great organizational skills, initiative, and follow-through," she said.

The Center, which is part of [Southwestern College](#), just launched a federal contractor-certification program. It will train local service-disabled veterans in the skills and knowledge they need to go after government contracts.

Having worked with hundreds of veteran-owned small businesses at the center, Fischer noted that veterans often tend to choose construction or trade-related businesses, falling back on what they know or learned.

But there are exceptions, such as Martinez, who chose the music industry, or Josh Evans, who went into private security.

Evans founded Global Security Options five years ago. It has three employees and provides perimeter security for government and utility-company facilities, such as waste-water plants, wells, substations and refineries.

Evans served in the Marine Corps for 10 years, as a C-130 pilot. He was a captain when he left active duty in 2005, and is a Navy reservist now.

He decided not to become a civilian pilot, choosing an unrelated field because of circumstances.

"In 2005, the airline industry was in chaos; it wasn't a very healthy industry then. I felt there was an opportunity in the security market," Evans said.

He came across an East Coast company with impressive products and decided to sell their solutions out here. He also wanted to be his own boss with flexible hours, to be with his growing family.

"The freedom and flexibility of working for yourself is a real driver for me. A lot of the veterans out there are at least partially accustomed to taking risks and succeeding or failing on their own," Evans said.

Serving in the Marine Corps helped Evans in many ways, he said.

"I think probably the largest is mission accomplishment. You set a goal, you figure out a plan on how to get there. You execute your plan and you can measure yourself based against the plan," Evans said.

In San Diego, there are about 90 businesses owned by service-disabled veterans which are registered with the [California Disabled Veterans Business Enterprise](#).

Evans, a member of the statewide association, said there are many more that are not certified, or do not meet the disability requirement to be certified.

San Diego is also home to the [Elite Service-Disabled Veteran-Owned Business Network](#). It is a national organization helping veterans start businesses and find government-contract opportunities.

Veterans have also begun more than 2,000 franchise businesses across the country in the last few years, through an initiative called [VetFran](#), started by the International Franchise Association. The program offers discounts on the initial franchise fee, which can lower up-front costs by thousands of dollars.

The most popular franchise choices are retail and service businesses.

Veterans benefit from contracting opportunities that give veteran-owned businesses priority, and are able to tap the vast network of veterans and mentoring organizations. But they also have unique challenges.

Among them are adopting to a less-rigid routine and dealing with the fallout from Post-Traumatic-Stress Disorder, or PTSD.



## New Job Opportunities Come with the Opening of New Apprentice School

Fri, Aug 20, 2010

Three . two . one. and with that the ribbon was cut signifying the opening of the Southwest Regional Apprentice School at Naval Air Station, North Island in San Diego, Calif. on Wednesday, Aug. 11.

The school, which will support an inaugural class of 24 apprentices, officially begun classes Aug. 16. The apprentice school is a partnership between Naval Sea Systems Command's Puget Sound Naval Shipyard & Intermediate Maintenance Facility and the Southwest Regional Maintenance Center, along with Naval Air Systems Command's Fleet Readiness Center Southwest and Southwestern College.

"This partnership is a very important investment in our future," stated Captain Mark Whitney, Commander, Puget Sound Naval Shipyard & Intermediate Maintenance Facility. "You, the apprentices, are about to embark on a significant challenge. You are not going to be able to do this alone. It takes the support of your family, friends and instructors-we are here to facilitate your success."

Over the past several years, PSNS & IMF has performed maintenance on carriers and submarines in San Diego, sending approximately 600 employees each month to the area during routine carrier maintenance availabilities. The quality of life for the work force, the increase of work load and the cost involved in sending people to the area was enough to create a business case for starting an apprentice program in San Diego. This idea also opened up the opportunity to partner with other naval activities, with Southwestern College as the educational partner-to create the first regional apprenticeship program in the southwest, developing highly skilled, journey-level workers and leaders to support the needs of multiple commands.

LaRon Lindsay, a new apprentice, is looking forward to his training, "I am looking forward to the memories this class will create today. Everything that we do and say will be the foundation for tomorrow."

Located on the second floor of Building 73 at the Depot Maintenance Facility on Naval Air Station, North Island, the new apprentice school will feature both academic and shop training areas. The three-month renovation kicked off in March of 2010, resulting in four classrooms, a Computer Automated Design, or CAD, lab, and a 24 workstation computer lab with state-of-the-art computers and design software. A conference room containing video conferencing capabilities has also been added, benefiting not just the school, but the entire detachment for conferencing and training purposes. The location of the school is perfect due its close proximity to the waterfront where the work is — and the available space Building 73 had to offer.

The apprenticeship, a four-year cooperative education program, is modeled after the highly successful, 109-year-old program at PSNS & IMF's Bremerton site. Upon completion of the program, graduates will receive a certificate of proficiency in leadership and supervision from Southwestern College and journey worker certificates from the Department of Navy and the Department of Labor in machinery, pipefitting, shipfitting or lifting and handling. The apprentice program pays the educational fees and students receive compensation for their time in class and during on-the-job training.

For more information on the Southwest Regional Apprenticeship Program, visit [www.navsea.navy.mil/shipyards/puget](http://www.navsea.navy.mil/shipyards/puget) and click on "Employment Opportunities," or call (619) 545-2512.





## **Southwestern College receives funding for clinical training**

**By Daily Transcript staff report**

Tuesday, November 9, 2010

Southwestern College has announced it has received \$48,567 in new federal funding to increase the number of Medical Laboratory Technician graduates from its nationally accredited program. The funding will provide more clinical training possibilities at local hospitals.



## Southwestern lab tech program accredited

BY PAT FLYNN

TUESDAY, OCTOBER 26, 2010 AT 7:30 P.M.

**CHULA VISTA** — Southwestern College's new Medical Laboratory Technician Program has become only the second civilian one in the state to win national accreditation.

"They got the maximum they could receive, a five-year accreditation," said Dianne Cearlock, CEO of the National Accrediting Agency for Clinical Laboratory Science in Rosemont, Ill. "It looks to our board like a very high-quality program. They could've gotten no accreditation or a two- or three-year accreditation."

The 18-month program prepares students to work as technicians in medical labs. In addition to classroom instruction, participants are expected to complete a 26-week internship in one of 19 area hospitals and health centers that work with Southwestern. The Chula Vista-based college recently received \$49,000 in U.S. Department of Labor funding to help increase the training available in clinics and hospitals.

"This is a historic achievement for Southwestern College," Raj K. Chopra, president/superintendent of the one-college district, said in a prepared statement. "We are always working to expand degree and certificate offerings for students, and with this designation we have achieved that goal."

"Our (program) can help graduates find good-paying jobs in a high-demand field. Our faculty and staff deserve credit for helping us reach this milestone."

De Anza College in Cupertino is the only other California community college with an accredited medical lab tech program. The Naval School of Health Sciences in San Diego also has an accredited program, Cearlock said.

Job prospects appear good for those who complete programs such as Southwestern's, which is offered at its Higher Education Center in National City.

"There is an acute national shortage of medical laboratory professionals, including specifically those with MLT credentials," Cearlock said.



## Spanish speakers prepare to run child care programs

"Microenterprise" program puts students in line for licenses

BY [PAT FLYNN](#)

TUESDAY, DECEMBER 14, 2010 AT 8:54 P.M.

Thirty [students](#) graduated Tuesday from Southwestern College's federally funded program to prepare Spanish-speaking students to open licensed home-based [child care](#) businesses.

The 14-week Microenterprise Family Child Care Program is offered twice a year. It is funded by the [U.S. Department of Housing and Urban Development](#), open to low- and middle-income applicants and is free to those selected.

Classes, taught in Spanish, focus on child care basics, first aid, [CPR](#) certification, licensing and business practices. The course is offered at Southwestern's [Higher Education](#) Center in National City.

"First of all, it empowers people to start their own businesses," said spokesman [Chris Bender](#). "Second, it gives other people in the community a place to take their children so they can go out and work."

The next session begins March 7. Application requirements can be obtained by calling 619-216-6672.

PRODUCED BY  
SAN DIEGO COMMUNITY COLLEGE DISTRICT  
PUBLIC INFORMATION AND GOVERNMENT RELATIONS

JANUARY 2011