Weekend College Debuts at Cascade Campus

Education is the key to advancement in life, whether it’s in the workplace or in terms of one’s personal enrichment. Many parents and working people would like to further their educations, but find that there simply aren’t enough hours in the week. However, a new PCC program — making its debut this Spring Term at Cascade Campus — makes it a little easier to fit classes into a busy life.

The Weekend College program offers an assortment of classes scheduled exclusively on weekends, from Friday evening through Sunday afternoon. If the program proves popular enough during its initial run at Cascade Campus, the College may expand it to its other campuses. “The Weekend College is a great opportunity for people who desire to improve their job skills, earn a degree and further their education, but who may have family obligations, jobs and other factors that prevent them from going to college.

A Word From the Campus President

There are days when I really love my job.

The life of a community college campus president has many demands. There are meetings to attend, relationships to maintain, decisions to be made. A million different concerns intrude every day — enrollment, funding, personnel matters, you name it.

But quite often, through it all, something happens that makes me remember why I got into this line of work, that reminds me why institutions like Cascade Campus are called “community” colleges.

Not long ago, a young woman came to see me in my office. She was concerned about whether she would be able to continue her studies at Cascade Campus, but not because of money, relationship troubles, work conflicts or any of the other typical reasons that might prompt
Cascade’s Lisa Hummel Named Oregon’s Top Community College Scholar

Cascade Campus student Lisa Hummel has been named Oregon’s 2007 New Century Scholar by Phi Theta Kappa, the national two-year college honor society. The New Century Scholars program – underwritten by Coca-Cola Co. and the American Association of Community Colleges – is an extension of PTK’s ALL USA Academic Team, which selects outstanding students from each community college campus. Hummel will receive a $2,000 stipend from the Coca-Cola Foundation.

The honor means that Hummel was the highest-scoring student in all of Oregon in the ALL USA Academic Team competition. Hummel, a senior at Cascade Campus, represented Oregon and Portland Community College at the 87th Annual American Association of Community Colleges Convention, held in Tampa, Florida in April. Both Lisa and PCC received special recognition at the convention.

Hummel said she was “amazed and excited” when she got the news.

“I feel like all of the community service work I’ve been doing for the past four years is being recognized,” she said. “It’s hard to describe. It’s a great feeling.”

Hummel, 40, and a resident of Southeast Portland, is a product of Project Independence, a PCC program that helps single parents and displaced homemakers transition into higher education or into the workplace.

“Before I started with Project Independence, I was cleaning houses and struggling with two part-time jobs,” said Hummel, a single mother. “But even as an older student, I came to realize that I could go back to school. Project Independence has helped make my dreams come true.”

Her experience at Cascade Campus has made her aware of an inner potential for achievement that she didn’t know existed before she began her studies, Hummel said in an interview earlier this year.

“Being in student leadership has made all the difference,” said Hummel. “I never thought of myself as a leader; I was always more of a follower. The opportunities I’ve found here have given me the courage to strike out on my own.

“I’m really thankful for the awesome teachers I’ve had at PCC. They have inspired me and opened my eyes to what’s possible for me.”

Hummel has used her studies – she plans to transfer to Portland State University to pursue a degree in Social Sciences with an emphasis on aging populations – to develop a focus for her community service, developing a number of service programs for seniors in area retirement communities.

She’s also been an AmeriCorps volunteer, and volunteers her time with the Cascade Campus ASPCC. And if she weren’t busy enough, she also serves as president of the Cascade Campus chapter of Phi Theta Kappa.

Hummel’s honor falls on the heels of Oregon’s 2006 New Century Scholar, Shanta Anderson, who was also a Cascade Campus student.

Lisa celebrates the news of her award with Cascade Campus President Algie Gatewood.
Cascade Campus Skill Center Enters a New Era

James Bowles has recently taken over as Interim Director of the Cascade Campus Skill Center, at a time when the Center has reinvigorated its focus on providing improved services to a larger number of area residents, especially those who have been traditionally underserved by the educational system and underrepresented in the workplace.

Part of the Center’s enhancement is its integration with the newly-created Pre-Apprenticeship Program. This integration broadens the options of the Center’s clientele by providing them a direct path into a skilled apprenticeship or into Cascade’s Trades Program.

In late 2006, the Pre-Trades course, TE 9000, was certified by the Oregon Bureau of Labor and Industry as a direct-entry pre-apprenticeship program, meaning that course completers are immediately qualified to apply for skilled apprenticeships in a range of industries. This gives them an advantage over the general public, who must wait for designated application periods to come around, usually once or twice per year.

In addition, the Skill Center continues to offer its traditional slate of job skills training to its core constituency, those who have “slipped through the cracks”: the poor, the homeless, the chronically unemployed, and re-entering society after a period of incarceration.

Skill Center clients learn how to apply and interview for a sustainable, living-wage job; how to practice good work and life habits; basic office and computer skills; and fundamentals of mathematics and literacy. These topics are augmented by the Pre-Trades component to provide a set of marketable skills that apply to jobs in a range of industries. More than 90 percent of Skill Center graduates either find a job or enroll in further College courses within a year of completing their studies.

Interim Skill Center Coordinator James Bowles

Weekend
Continued from Page 2

The Albina-Killingsworth Safe Neighborhood Commission — a collaboration between Cascade Campus, PCC Public Safety, Jefferson High School, the Portland Police Bureau, TriMet, the Multnomah County Library, and area businesses and neighborhood associations — began meeting in December 2006 to address the problem of criminal activity in the area surrounding the Campus and to improve the area’s general livability.

The group meets monthly, and works on common goals that require the neighbors to work closely together. From the Campus’ point of view, criminal activity near the Campus, especially high-profile incidents, contributes to the false impression that Cascade Campus is unsafe.

Further, this impression tends to discourage current students from continuing their studies and new students from enrolling.

“I’m very encouraged by the enthusiasm with which the community has responded to this initiative,” said Cascade Campus President Algie Gatewood.

“It makes sense, because we are all neighbors, to come together and address these issues.”

The Commission hopes its activities — including graffiti removal and the installation of “smart” surveillance cameras along North Killingsworth Street — will help cultivate a more welcoming atmosphere, and thus increase student retention, access, and enrollment.

Albina-Killingsworth Commission Tackles Campus Neighborhood Safety Concerns
a young person to leave college. Rather, she was worried that she might not be able to continue at Cascade because of the demands placed on her by caring for her mother, who suffers from a chronic debilitating disease.

She was exactly the kind of student of which a campus president can be proud — bright, articulate, ambitious and energetic. Someone who can use her community college education as the first step on a long and successful journey. Seeing her dilemma, her conflict between caring for her mother and caring for her own future, brought the essence of community colleges home to me, right there in my office. She wanted — needed — the college to be flexible enough to accommodate both her duty to her mother and her duty to herself. And she deserved it.

What is a community college if it isn’t responsive to the needs of the community? Where do extraordinary people like this young woman go to better themselves, if not to us? Is not the barometer of success for a learning institution its ability to meet the energy and dedication of its students with equal measures of its own?

Fortunately for this young woman — and for Cascade Campus — we were able to help her through a combination of evening classes and tutoring, and we helped put her in contact with resources in the community that can assist her with her caregiving duties. She remains an enthusiastic, successful college student. Her need for flexibility and accommodation, however, was not lost on me or the Portland Community College district. In fact, starting this Spring Term, Cascade Campus is launching a pilot project that will make community college more accessible to busy people than it has ever been before. It’s called Weekend College, and it works exactly the way it sounds — by offering a range of classes on weekends, from Friday evenings through Sunday afternoons. Now, working people, parents and others with demanding lives — like the young woman who visited me that day — can find the time to invest in themselves and their futures.

As it happened, on the very day that this bright young woman approached me with her concerns, Cascade Campus hosted the statewide kickoff of Oregon’s new prescription drug coverage program. The room was full of people, young and old, celebrating the fact that their continuing good health had been placed within closer reach. During my remarks at the ceremony, I related the young woman’s story, and it all came back to me again — a community college campus is so much more than the sum of its parts. It is the neighborhood’s educational, social and economic hub, an institution that touches the community on so many levels. It is literally the symbol of a brighter future.

There are days — most days, actually — when I really love my job.

Math Fest Brings Area’s Brightest Youth to Cascade

More than 330 eighth-through 12th-grade students from schools within the PCC District congregated in the Cascade Campus Gym on April 8 for the annual Math Fest gathering.

First, the students took regional qualifying tests; the highest scorers will advance to a statewide contest. After completing their exams, the students, along with teachers and parents, observed “Mr. Science” from the Oregon Museum of Science and Industry demonstrate the math and physics behind topics like balance, center of gravity, and gyroscopic stabilization.

“It’s wonderful to be around young people who appreciate math and don’t say, ‘I hate math, I can’t do math, and I’ll never use math,’’” Cascade Campus Dean of Instruction Scott Huff told the audience of budding mathematicians, scientists, and engineers. Huff encouraged the students to follow their interest in math through college and into their chosen careers.

Math Fest co-chairs Holli Adams and Frank Goulard orchestrated the annual event, which will return to Cascade Campus again next year before rotating to another PCC campus.

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Green Team Continues Its Sustainability Efforts

Anyone interested in working with the Green Team can contact Jan Underwood at junderwo@pcc.edu.

The Cascade Campus Green Team – a collaboration between staff, faculty, and students — is continuing its mission to examine and act on issues of sustainability at the Campus. Over the past few months, the Green Team has:

• Arranged for recycling bins to be placed in public spaces across the campus (previously, there were no recycling options except in staff offices and in the Cafeteria)

• Organized a series of discussion groups, using texts published by the Northwest Earth Institute, on sustainability and global warming

• Sponsored, in conjunction with ASPCC, a screening of former Vice President Al Gore’s film, An Inconvenient Truth, that was attended by more than 100 people

• Convened with others across the District to address these important issues.

In the spring, the Green Team will be sponsoring Earth Day events and further streamlining recycling options on campus.

The Team will also gain the services of an Americorps volunteer, who will help Cascade Campus continue to shrink our environmental “footprint.”

Anyone interested in working with the Green Team can contact Jan Underwood at junderwo@pcc.edu.

Elena, a Colorado native, got her first taste of Portland life as an undergraduate at Reed College, and got a feel for Cascade Campus’ neighborhood while doing community service coursework at Harriet Tubman Middle School during her senior year.

When she discovered the Americorps volunteer opportunity through Oregon Campus Compact – the local branch of a nationwide organization dedicated to the civic responsibility of higher education – she seized the chance to return to the Pacific Northwest.

“I love Portland, but I wanted to experience it without being a student,” Elena said. “I felt the position at Cascade was a good match for my skills and interests, and after my time at Tubman Middle School, I wanted to live in North Portland.”

Elena’s position is part of a broader effort by the College to increase its service-learning capacity. The idea behind service-learning – which incorporates work in the community into course curricula – is to give students a concrete sense of the impact their education can have on the community’s well-being, and to help instill an awareness of the collective responsibility that comes with higher education. Part of her duties include working with Campus Service-Learning Coordinator Elaine Beal to make it easier for instructors to add service learning components to their curricula.

“Service-learning is, in general, a very valuable thing,” she said. “It’s a lot broader than people give it credit for. Cascade has lots of teachers interested in it, but their interest tends to fluctuate based on how much time each teacher has.”

Once her year at Cascade Campus is up, Elena said she plans to head to graduate school, where she can put her Portland Community College experience to work in her studies, which will focus on nonprofit and community organizations.

In January, Cascade Campus welcomed the arrival of Elena McGrath, a volunteer with the Americorps VISTA program. Elena will be with us for a year, during which time she will work in concert with the Campus and District Service-Learning offices to further develop the partnerships between Cascade Campus and Jefferson and Roosevelt High Schools, and to generally enhance Cascade Campus’ connection to the community through service learning. She will also have a hand in organizing several community service projects over the course of the year.

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Within Classroom and Without, Retention is Key

Keeping students in class until the end of term – indeed, until they earn a degree – is an ongoing challenge for instructors. At Cascade Campus, as they do elsewhere, instructors employ an evolving set of strategies to help keep students engaged and enrolled.

Outside the classroom, one of the key factors that has emerged in Cascade Campus’ retention efforts is the growing role of the Campus Learning Center. The Center provides a space where students can partake of the services of a tutor, study in groups with their classmates, and spend face-to-face time with their instructors – all of which are major aspects of enhancing retention, said Learning Center Director Penny Thompson.

“As an instructor, you have to be aware of each student’s learning style.”
— Jane Zunkel

“We try to promote the human touch,” Thompson said. “When we help students with their coursework, it has a direct effect on their success and self-esteem, and they’re much less likely to end up on (academic) probation.”

A big part of the Center’s approach, Thompson said, is bringing instructors in to work with students. Not only does this allow students to interact with instructors in a non-threatening environment, she said, but it allows instructors to have fewer time-consuming, one-on-one meetings with students in their offices. Meeting with their instructors helps students feel as if their instructor trusts them and are conscious of their efforts to succeed, Thompson said – something that can make the difference between staying in a class or dropping it.

And it’s catching on – as of Spring Term 2007, 34 full-time, part-time, or retired instructors are spending at least one hour per week working with students in the Learning Center, Thompson said. This is in addition to the Center’s many student tutors, each of which must be recommended by an instructor in their subject area before they can begin tutoring. Personnel from Advising/Counseling, Library Services, and Career Services also lend their expertise to the cause.

Of course, the Learning Center isn’t the only way to better student retention. English Instructor Jane Zunkel, a member of PCC’s Retention Strategies Committee, has attained favorable retention results by focusing on what goes on in the classroom.

“As an instructor, you have to be aware of each student’s learning style,” Zunkel said. This is in addition to the Center’s many student tutors, each of which must be recommended by an instructor in their subject area before they can begin tutoring. Personnel from Advising/Counseling, Library Services, and Career Services also lend their expertise to the cause.

“We promote ourselves by promoting the entire College.”
— Penny Thompson

Ironically, Zunkel added, this flexibility with regard to learning styles is often best served by structure. She said PCC students have repeatedly tested for a preference for a highly structured learning environment. This means that the more structure an instructor can bring to a class – a clear syllabus and course calendar, strictly scheduled test dates and due dates – the better. Clear expectations are critical, she said.

“Students don’t like it when they’re tricked with an exam, for example,” said Zunkel. “You have to let them know what’s coming.”

Like Thompson, Zunkel stressed the importance of knowing students on a one-to-one or small-group basis. Even something as simple as learning students’ names, she said, can help forge the kind of human connection that can keep a student coming back to class. The student e-mail system on MyPCC can be a powerful tool in this regard, she added, and can help to reinforce in students’ the notion that instructors care about and are engaged with them.

But in addition to strengthening the instructor-student relationship, instructors who are interested in better retention need to speak with one another about what they’re doing, said the Learning Center’s Thompson. If the whole of Cascade Campus can be made into a more welcoming, nurturing environment for students, then retention will improve across the board.

“We promote ourselves by promoting the entire College,” Thompson said.
Multimedia Student Makes Real-World Impression

Cascade Campus’ Ben Metts impresses with his professionalism and demeanor

By Melissa Lawson

Cascade Campus Multimedia student Ben Metts had never met me when he agreed to shoot my project. He had only 24 hours notice when I got word the interview I wanted was approved. He met me at my office – on time, with all the production equipment he needed for our shoot, and everything was fully charged (believe me, this is not as common as it sounds). He was cordial, professional, friendly, prepared – and most importantly, open-minded and flexible.

We were to interview Molly McConnell, Oregon’s No 1-ranked female boxer and the No. 2-ranked welterweight in the world. The interview was actually for an assignment in a news writing class I was taking -- but, since I was heading into the Multimedia program at Cascade Campus, I really wanted it shot for a future project.

However, I didn’t have a camera -- or a shooter. I sent off a hopeful e-mail to Beth Fitzgerald, Multimedia Department Chair, titled “Student Opportunity?” I thought it might be good practice for one of the video production students. Or at least I was hoping as much. I was a few weeks away from starting the Multimedia program when I asked this favor of Beth. I wasn’t even a student and I was already a pest. Since I was transitioning into the Multimedia program, and knew a bit about the projects ahead, I thought it would be great to have my interview with Molly shot for future use.

As it turns out, Beth was extremely helpful. She knew just the student. She forwarded my request and information on to Ben Metts, and told me that he was not only a talented student -- but a boxer as well! What a great fit.

Ben agreed to do it. He was not paid for this -- he did it solely for the learning experience, yet he was more professional and passionate than most I see in the business every day (I have worked in the media for several years). I was pleasantly surprised.

Admittedly, I was a little concerned. When the time came for Ben to arrive at my office, I questioned whether a student would even show up, let alone be prepared. But he was there early, and met me with a handshake. He seemed excited -- I was relieved. I handed him a shot sheet, gave him a quick idea of what I hoped he could do and we were off.

We met Molly at the gym. Ben shook her hand, talked a bit about some boxers they both knew, then quietly went to work studying the environment and setting up for the shoot while I prepped our guest for the interview.

The shoot was broken into two days. The first was the interview; for the second, I wanted to come back and get some action shots of Molly in the ring. Ben signed on for both shoots.

Ben did a multitude of things right, whether he realized it or not. First, he was reliable. He was flexible and open-minded -- all things that will serve him well in the professional arena.

Clearly, the Multimedia department turns out great students. And if they were this helpful before I was even a student, I couldn’t imagine the commitment to my success when I actually became one. Ben’s demeanor really secured my interest in the program. He spoke highly of what he was learning.

I have started Multimedia classes and am finding what I thought I would -- an excellent program with unprecedented resources and commitment to students. I have only taken two 100-level classes so far. However, it has already been the best experience in secondary education and trade training I have ever had. I have attended three universities in three different states -- the level of passion and commitment from the staff in the Cascade Multimedia department is incredible.

Ben is a great representation of the program. He will do extraordinarily well.

Melissa Lawson is an employee of KATU-TV and a Cascade Campus Multimedia student.
‘Grammys in the Schools’ Makes its Return

Cascade Campus hosted the second annual “Grammys in the Schools” in January. The event, co-sponsored by Cascade’s Professional Music Program and the Pacific Northwest Chapter of the Recording Academy, was held in the Moriarty Arts and Humanities Building and was attended by more than 200 students from high schools throughout the Portland Metro area.

The day began with a “Super Panel” of music professionals, who explained the many different steps a musical project must take to go from idea to finished product. Students then had a choice of two workshops to attend in areas such as Recording, Music Marketing, Hip Hop, Creating Beats, Songwriting, Jazz Improvisation, and Music Scoring.

The workshops gave the Professional Music Program an opportunity to demonstrate many of the newer features in the Moriarty building, such as its fully digital recording facilities equipped with Pro Tools, the industry standard for audio recording.

The second installment of Grammys in the Schools ended with a performance from an up-and-coming Portland band, Stars of Track and Field, who went on to appear on the February 2 broadcast of Late Night With Conan O’Brien.

Medical Lab Tech Program Continues Growth

Cascade Campus’ Medical Laboratory Technology Statewide Distance Learning Program is now in its second year of delivering its curriculum across Oregon. The program has expanded its reach this year by way of collaborative relationships with Lane Community College and Rogue Community College, and through agreements with medical laboratories in Eugene, Grants Pass and Medford.

Cascade Campus benefits not only from the increased enrollment generated by these relationships, but also from the use of laboratory space and equipment in these remote locations. The program’s capacity was expanded on the basis of an Oregon Bureau of Labor Statistics estimate of 67 statewide job openings for medical lab technicians per year over the next decade.

Program administrators hope to add an additional 20 students per year on an ongoing basis, with a goal of eventually doubling the capacity of the existing program, improving career access to medical laboratory technology, especially in rural areas, and creating a measurable response to Oregon workforce needs.

Two grants were received in 2006 to support the MLT expansion initiative: The Northwest Health Foundation awarded $40,399; and a $133,000 grant was awarded to Chemeketa Community College to assist in expanding the program statewide.

Cascade Campus is the base for all community college degrees in Oregon for Medical Laboratory Technology. Beaverton District Joins the Portland Teachers Program

In February, the Beaverton School District signed on to the Cascade Campus-based Portland Teachers Program, joining Portland Public Schools, PCC, Portland State University, and the University of Portland in their ongoing effort to recruit people from historically underrepresented communities into the teaching profession.

Beaverton’s participation will attract new students to the program, and will add expanded graduate school and job opportunities for program participants. Implemented in late 1989 as a response to the critical shortage of culturally and ethnically diverse teachers, the program has graduated 100 teachers, most of whom continue to teach in Portland schools.
Film Festival Sets New Attendance Record

The 17th Annual Cascade Festival of African Films ran throughout February and the first weekend of March. The event offers Portlanders a rare opportunity to see Africa through the eyes of Africans, a chance to see past the images of war, famine and disease on the evening news and glimpse the rich diversity of Africa’s languages, cultures and customs.

The Festival’s visiting directors this year were Ghanaian filmmaker Kwaw P. Ansah, director of Crossroads of People, Crossroads of Trade and The Golden Stool: The Soul of the Asantes, and of the feature Love Brewed in the African Pot; and Tanzanian-American filmmaker Thomas Allen Harris, director of That’s My Face.

This year’s Cascade Festival of African Films set a new attendance record with more than 4,800 visitors, eclipsing the previous year’s record of more than 4,500. Most films were screened in the Moriarty Arts and Humanities Building Auditorium.

The Film Festival’s organizers — particularly Cascade Campus’ Michael Dembrow, who has been a driving force behind the Festival since its inception in 1991 — continue to bring an ever-improving and increasing lineup of movies with each successive year.

The event continues to distinguish Cascade Campus as it earns a reputation as one of the most prominent and popular film festivals in the Pacific Northwest.

Local Color Illuminates Portland’s Often-Discriminatory History of Race Relations

The Cascade Campus ASPCC hosted a screening of the film Local Color in the Moriarty Arts and Humanities Auditorium in February. Local Color traces the history of African-Americans in Portland from the late 1800s through the Civil Rights Era.

The film, produced by Oregon Public Broadcasting, tells the story of how Portland changed its reputation from being “the most discriminatory city north of the Mason Dixon Line” to leading the first civil rights movement in Oregon.

Judge Charlotte Rutherford spoke after the film. Judge Rutherford is the daughter of Otto and Verdell Rutherford, who were President and Secretary of the Portland Branch of the NAACP at the time the Public Accommodations Act was passed in Oregon in 1953. Judge Rutherford described her time as a child when the campaign was going on and what life was like for African-Americans before the Act was passed. The combination of her recollections with the film’s imagery painted a vivid picture of Portland’s past.

Enrollment figures over the past three terms – Summer 2006, Fall 2006, and Winter 2007 – show steady growth at Cascade Campus, in both FTEs and Headcount, compared to the same three-term period a year previous.

Cascade’s three-term average FTE growth (by organizational code) was 3.8 percent, while average Headcount growth over the same span was 3.1 percent. The slight decline in FTE during Winter 2007 — at -2.4 percent — was offset by the robust growth during Summer 2006 (6.5 percent) and Fall 2006 (7.3 percent). It is noteworthy that even as FTE declined during Winter 2007, Headcount continued to grow (0.5 percent).

As of the second week of Spring 2007, Cascade shows an FTE growth rate of 5.4 percent. Should this trend continue, it is possible that the Campus will meet its goal of 5 percent annual FTE growth.

Tuesdays @ 2 Offer Opportunity for Input

“Tuesdays @ 2” — a twice-per-term visit between Campus President Algie Gatewood and Campus staff, students and faculty in the Cafeteria — continued during Winter Term.

The informal coffee break/gathering encourages suggestions from campus members on any topic they choose, helps foster open communication among the Campus community, and gives the Campus President opportunities to keep the Campus updated on various challenges, opportunities and accomplishments.

Two Tuesdays @ 2 are scheduled for May — on the 8th and 29th, at 2 p.m.
Cascade Campus ASPCC Events

- The Cascade Campus ASPCC honored the memory of Dr. Martin Luther King Jr. twice during Winter Term. In January, the Campus community observed the late civil rights leader’s birthday with a ceremony, food, speakers, and an open mic discussion in the Cafeteria. And in April, the Campus marked the anniversary of Dr. King’s assassination with a workshop entitled “Rooted and Grounded in Love: Using Verbal Nonviolence to Confront Religious Homophobia.”

- The all-African American cast of the hit play “Woman to Woman” gave a press conference in the Cafeteria during January.

- A number of Campus events were held during February in honor of Black History Month, including a District-wide Poetry Slam; a series of screenings of films by and about African Americans; a series of Speak Out Sessions, where students, staff, and faculty were given the opportunity to voice their opinions on Black History and current events; “Friday Soul,” a series of genre-based music listening sessions in the ASPCC Underground; a special Black History Month luncheon; a Hip-Hop Symposium; and the main event, the 23rd Annual Gospel Extravaganza, a performance featuring more than 20 local gospel choirs.

- ASPCC’s Survivor Series, a set of lectures by people who have triumphed over adversity, continued during Winter Term. Among the Series’ presentations were “The Funny Side of Life: Overcoming Poverty, Alcoholism and Domestic Violence,” by comedian and motivational speaker Debbie Wooten; and “Surviving the Indignity of World War II Japanese Internment Camps,” by Henry Sakimoto, who spent much of the war living behind barbed wire at a camp in Utah.


- Cascade Campus’ Criminal Justice Club sponsored a Bicycle Safety Fair on Borthwick Mall during March. Kids aged 16 and under received a free bike helmet, and attendees of all ages learned about bike law and bike safety, and had the opportunity to get an up-close look at several emergency response vehicles.

- Cascade Campus marked the start of the Year of the Pig with an Asian New Year Celebration in the Cafeteria, featuring dragon dancers, drummers, and an array of Eastern cuisine.

- The Cascade Chapter of Phi Theta Kappa, the national honor society for two-year colleges, fielded a team for the annual Multiple Sclerosis Walk in April.

Coming Soon to Cascade Campus

Preview Day: More than 200 local high school students and staff are expected to attend Cascade Campus’s Preview Day, set for 9 a.m. to 2:30 p.m. on April 20. They will participate in information sessions hosted by campus programs, including Emergency Services (EMT/Paramedic, Fire Science, and 911), Legal Services (Paralegal, Criminal Justice), Health Services (Allied Health, Alcohol and Drug, Health Info, Medical Lab Technology, etc.), and Trade Technologies (Apprenticeship, HVAC, Music, and Multimedia).

In addition, Academic Advisors will host a session on transfer options, and ESOL faculty will host a session on programs for non-native speakers. Lunch, campus tours, and other resource information will also be provided.

Honors Reception: Cascade’s first annual Honors Reception will be held from 4 to 6 p.m. Thursday, April 19, at a location to be announced.

Invitations were sent to students from Fall and Winter terms who took 9 or more credits and made either the Honors, Dean’s, and/or President’s list (minimum GPA of 3.25). Response has been very positive, with over 300 RSVPs received as of April 12.