A Word From the Campus President

Seventy years ago, in the spring of 1939, President Franklin Roosevelt was in the midst of working to enact the first programs of his far-reaching and revolutionary “New Deal” for the American people. Today, in the spring of 2009, President Barack Obama is in the midst of working to enact the first stages of an equally sweeping set of initiatives that some have described as a new New Deal.

Then, as now, unemployment was alarmingly high and headed higher. Mortgage foreclosures were becoming more and more common every day. The banking system was in free-fall, with gun-shy bankers hesitant to extend credit. Then, as now, the economy suffered from a crisis of demand, with cautious consumers unwilling or unable to spend their money.

Then, as now, the president proposed a controversial – and seemingly counterintuitive – solution to the cascading array of challenges: we will spend our way out of trouble. Indeed, it seems wrongheaded at first glance to propose, as President Obama has, to dramatically increase government spending during a time of fiscal crisis. It seems mistaken to increase the deficit when the country’s tax base is in no shape to make good on the debt anytime soon.

But just as President Roosevelt did 70 years ago, President Obama is doing exactly the right thing. Roosevelt, guided by the counsel of the great economist John Maynard Keynes, realized in 1939 that the way back to fiscal health was to stimulate the demand side of the economy. A prosperous nation is one in which consumers – that’s you and me – are spending their money on goods and services, circulating their wages through the network of producers, middle-men, retailers, and service providers that make up the economy.

In other words, in a healthy economy, there is no shortage of demand. Where demand exists, supply is sure to follow. What Roosevelt realized – and Obama realizes today – is that the secret to demand is jobs. People with jobs earn, and spend, money.

Roosevelt used the federal government to put people to work, building schools, roads, bridges, community centers, dams, and more, many of which are still in service today.

And it worked. Roosevelt’s public works programs gave consumer demand the stimulus it needed, and the American people were well on our way to pulling ourselves out of the Great Depression even before the outbreak of World War II catapulted us into a wartime economy. President Obama, to his credit, is trying to do the same thing with the recently-passed American Recovery and Reinvestment Act.
Only a few years ago Amber Parke was trying to turn her life around in Project Independence, a special program for single parents, displaced homemakers and women returning to college. Now, there is no more trying – she has.

Parke, a North Portland resident, is a full-time student at PCC, works for student affairs, volunteers in the community and now can be called a Coca-Cola scholar. A second-year sociology student, she was elected as one of 400 recipients nationwide, and the only student from Oregon, through the Coca-Cola Two-Year Colleges Scholarship Program. This is the ninth year of these scholarship awards, funded through the Coca-Cola Scholars Foundation, and acknowledges students who have demonstrated academic success and participated in community service within the last year. As a result, Parke will receive $1,000 toward her college expenses.

"It was great," Parke said. "I didn't realize it was such a big deal until I got a letter from U.S. Sen. Gordon Smith. I love PCC. It impacted my life for the better. It gave me the courage to explore what my interests are. There are a lot of really good mentors; they believed in me and showed me I can do things."

A single parent with a 16-year-old daughter and a self-described recovering addict, Parke started in Project Independence in winter of 2006 after 13 years of being away from college, which included a three-year stint in prison for various property crimes. Project Independence is a tuition-free program that provides information and access to a variety of educational and training opportunities for women who are on the road to becoming economically self-sufficient.

Parke has done a lot of work in the recovery community, which she knows first-hand. She helps women coming out of the prison system integrate back into the community. Her volunteer work includes serving as state board secretary for Oxford Houses of Oregon; assisting with Hospitals and Institutions; is a member of Phi Theta Kappa (two-year honor society); and is part of NEW Leadership Oregon.

"I took quite a bit from society," Parke said. "I felt it was time to give back. I'm open about my background. I felt I needed to speak for people who come after me. I wanted to talk about my own experiences and hope it might help somebody who is in a similar situation. I'd really just like to be a change agent and educate people about felons; how people can change."

She credits Cascade student leadership coordinator Kendi Esary with showing her that she could be involved on campus and make a difference at PCC, too. For Esary, it wasn't hard to inspire Parke, who was eager to learn.

"I am thrilled that Amber received this scholarship, but I can't say that I am surprised," Esary said. "Her performance as a student and a leader, both on campus and in the community, are a testament to how education can change a person's life."

Parke also credits Debbie Stone of Project Independence in getting her acclimated to school and finding her niche.

"Project Independence really made me feel part of PCC and gave me the support to keep me in school," Parke added. "Also, student government was key as it made me feel connected. That's the number one thing; feeling connected."

For more information on Project Independence, call the Women's Resource Center at (503) 978-5249.
Michael Dembrow, newly minted Oregon legislator and longtime Cascade Campus English instructor, has been on the job just a few months but has managed to hit the ground running. Dembrow won election to the Oregon House of Representatives in November, and represents Northeast Portland’s District 45.

During his first weeks on the job, Dembrow met with the Oregon Student Association; Environment Oregon; American Federation of Teachers – Oregon; the Physical Therapy Association; the League of Women Voters; the various dental providers under the Oregon Health Plan; the Public Utility Commission; Labor Commissioner Brad Avakian; the Oregon School Employees Association; The Service Employees International Union; the American Federation of State, County and Municipal Employees; advocates of school-based health care centers; union officials from the Oregon Education Association who specifically work with community colleges; and a host of others.

Dembrow has also managed to land some plum committee spots – he is vice-chair of the House Education Committees, and sits on the Health Care Committee, the Human Services Committee, and the Business & Labor Subcommittee.

He also found the time to host a legislative town hall meeting here at Cascade Campus during February. Needless to say, the Cascade community is very proud of Rep. Dembrow, and grateful to have another advocate for community colleges in Salem.

On Election Day in November, voters throughout the region approved a $374 million Portland Community College bond measure. About 53 percent of voters stretched across parts of five counties – Yamhill, Columbia, Clackamas, Multnomah and Washington – voted for the measure, which will translate into reduced waiting lists for students and expanded workforce training for the region.

“We’re grateful that the voters heard our message and supported the college,” said PCC President Preston Pulliams. “We receive such great support for the community. But now we have a lot of work ahead of us to meet the region’s needs.”

The bond measure focuses primarily on new classrooms and labs, and updated classroom technology, to help train the workforce that will fill the region’s shortages. “PCC is an economic engine that can drive the region through tough economic times by training people to fill the vast workforce shortages we’re facing,” Pulliams said. “That message just resonated with voters.”

At Cascade Campus, the coming bond construction program will mean, among other things, more and improved classroom and lab space; a child care facility; numerous health, safety, and energy efficiency upgrades; modernized workforce training facilities; more parking space; and more space for student activities.

The 20-year bond measure will cost property owners 32.9 cents per $1,000 assessed value. For the owner of a home assessed at $178,000, that comes to less than $5 per month and less than $60 per year.
James Dawson is many things to many people at Portland Community College’s Cascade Campus in North Portland. He teaches several math courses. He helps students outside of the classroom to learn their material and prepare for exams and quizzes. He helps other instructors by passing on the feedback he hears from students.

But what is his job, exactly?

“I don’t know!” he said, laughing. “I don’t think about that stuff.”

In his more than 17 years with Portland Community College, James Dawson has been a teacher, tutor, mentor, and friend. Technically, you’d call him an instructor, but what “JD” has come to mean for Cascade Campus goes much farther than that. His real love – and the thing that has earned him such a following among his students – is tutoring.

“It wasn’t that I was bad as a student – I just wasn’t good at the traditional model of taking in what the teacher said and then feeding it back,” he explained. “I found I was better at doing something when I was describing it to someone else. Because of tutoring, I got my degree.”

A New Jersey native, JD recalled the moment from his days as a student at Jersey City State Teachers College that set him on the road to being a tutor. After receiving a C grade in a calculus class – “I tested into calc, but I have no idea how!” he said – he was summoned to his instructor’s office, where he was berated for not doing better.

But the instructor, it turned out, already knew the secret to JD’s future success.

“He chewed me out and then made me a tutor,” JD recalled. The same instructor later hired him as a teacher’s assistant, and JD ended up “tutoring in every course I took after that.”

And fortunately for his students, he never stopped. JD can be found nearly every day of the work week in the Cascade Campus Student Learning Center, giving students the extra help they need. This year, JD and Learning Center Director Penny Thompson have developed an enhanced tutoring approach for students in Math 20, a course that has proven troublesome for students across the PCC district.

“JD makes students feel comfortable and confident in a subject [math] that has been challenging for them their whole lives,” one of his pupils said. “We love him!”

JD got his start in teaching as part of Teach for America, a Clinton-era program aimed at eliminating educational disparities among non-mainstream populations. From the outset, he wanted to be in the most challenging environments, helping the young people who needed it the most.

“I asked them for the toughest assignment they had,” JD said, a request that landed him at alternative high schools in Florida, New York, California and, eventually, the Saturday Academy at Portland’s Jefferson High School. When he expressed interest in becoming a mainstream high school teacher, he was informed that he would need to first go back to school for additional training. Frustrated, he walked out of Jefferson, crossed the street, and found himself in front of Cascade Campus’ Skill Center. On a whim, he walked in – and was hired. He’s been with PCC ever since.

Nowadays, he teaches the Math 61, 62, and 63 courses, a Trades Math course in the Margaret Carter Skill Center, and tutors math students “in every class from Calc I on down,” he said.

“I’m a human cliché!” he said, laughing. “My favorite book as a kid was The Little Engine That Could. There was a sign on the wall in my elementary school that said, ‘Ability Above Disability.’ I’ve kept those words with me my whole life. I’ve had disabled friends who have ended their lives. ‘That sign saved my life.’ And JD’s attitude is his students’ gain. All of the jobs he could never have because of his disability, he said, his students have gone on to have – something that only reinforces his conviction in what he does.

“I’m here to help others,” he said. “That’s why I’m on this planet.”
EVENAGEMENT MANAGEMENT
PROGRAM DEBUTS

It’s a fact of life – disasters happen. While it may seem that the world has had more than its share recently, one positive result that has emerged is the development of a systematic way for governments and communities to respond to natural or man-made calamities. Cascade Campus’ Emergency Management program, which made its official debut this Winter Term, was born out of this movement to provide a professionally prepared group of managers with problem-solving and leadership skills designed to respond to all types of hazards.

A relatively new field of study, Emergency Management deals with how to plan for, respond to, recover from and mitigate the effects of a disaster. “The idea is to manage all phases of an event,” said Carol Bruneau, the program’s director.

“A cascade Campus is leading the way in college-level emergency management training in Oregon,” Bruneau added. “With the guidance and support of FEMA’s Higher Education Institute, we have developed a curriculum which can lead to a bachelor’s degree and/or entry-level employment in the field of emergency management. The Emergency Management program and our traditional first-responder programs – Criminal Justice, Fire Protection, Emergency Medical Services and Emergency Telecommunicator (9-1-1) – combine to be the most comprehensive offering of emergency services professional training at any community college in the country.”

The Bureau of Labor Statistics predicts that by 2014 there will be a 22 percent increase in job openings just for emergency management specialists. Many first responders in the fields of law enforcement and fire service are seeking additional training in emergency planning and preparedness. The role of emergency managers isn’t confined to government, however. Many private and non-profit organizations – from schools to businesses to complexes of buildings – can benefit from the presence of an emergency manager, Bruneau said.

Preliminary figures for Spring Term 2009 show this trend increasing even further. As of the third week of the term, FTE was up by 335.0, from 1,273.59 to 1,608.59, an increase of 26.3 percent. Headcount growth, too, stayed true to form, rising by 1,826 – from 7,329 to 9,155 – a growth rate of 24.9 percent.

The 19th annual Cascade Festival of African Films, held in honor of Black History Month at Cascade Campus, ran through the month of February and into March and was a great success by all accounts. While final figures are not yet in, this year’s festival attendance is expected to set a new record. The highlight of this year’s festival was an appearance by renowned African American director Charles Burnett, who presented his epic film, “Namibia: The Struggle for Liberation” – starring Carl Lumbly, Danny Glover, Joel Haikali and Obed Emvula – on February 20 at the Hollywood Theatre. Burnett and the film’s editor, Edwin Santiago, took questions from the audience after the film. The festival concluded during the first week of March with Women Filmmakers Week, which featured five films by women directors, in honor of Women’s History Month.

For more information, call 503-978-5424
OPEN DOORS: OPPORTUNITY KNOCKS

The educational community has long struggled with how to address the disparity in academic performance and retention between students of color and students from the mainstream population. This disparity is particularly pronounced among young males of color, and can lead to a host of negative outcomes – from incarceration to addiction to chronic unemployment and underemployment.

The Open Doors Program – launched this past summer at Cascade Campus – was created to address the lingering academic “achievement gap” between young males of color and the general student population, help them to graduate high school and go on to college, and thus help to break the intergenerational cycle of poverty that exists in many non-mainstream communities.

The program works with males of color from Jefferson and Roosevelt high schools, both of which have significant minority populations. Like the Middle College – an existing partnership between PCC and Portland Public Schools – Open Doors allows Jefferson and Roosevelt students to enroll in college courses and earn college credit while still in high school.

The program guides young males of color through high school and into college, starting during the summer prior to their sophomore year. Open Doors are considered to be PCC students with all commensurate rights and privileges. The program’s aim is to encourage student success and retention with a variety of internal and external support mechanisms, and to ensure that each participant leaves the program having earned a two-year Associate’s degree, professional certification, or skilled apprenticeship through Cascade Campus.

The program helps its participants to remain in school by providing them with a number of significant support services. Open Doors students are organized into cohorts which progress through high school and into PCC together, thus reinforcing one another’s studies through peer support. Each young man in the program is also paired with a mentor, most of whom are professional men of color from the local community, and all participants are required to attend regular group study and tutoring sessions in the Cascade Campus Learning Center. Students also learn about the history and culture of local communities of color through a series of field trips and activities.

And after high school graduation comes the big payoff: students who remain in the program all the way through high school receive two years of tuition-free study at PCC.

“This program goes a long way toward giving these kids confidence that they can achieve a college education,” said Damon Hickok, coordinator of the program. “Some of them will be the first person in their family to go to college. It’s the kind of thing that can make an impact for generations to come.”

The first Open Doors cohort spent the summer taking computer, math, and Intro to Trades classes, spending four days per week on Campus. They also took a course from the Centers for Airway Science -- a locally based aviation group which operates out of Cascade’s Technology Education Building – in which students learn about the physics and engineering of flight, learn to file a flight plan, and train in real simulators.

During the fall and winter terms, the Open Doors students took math classes in the Margaret Carter Skill Center from instructor James Dawson. They will begin to transition into more mainstream college classes this summer, and will continue to do so over the course of the next academic year.
By now, Dr. Nancy Wessel has become a familiar sight around Terrell Hall. The Liberal Arts and Mathematics division dean, who joined the Cascade Campus family in 2008, has settled in comfortably to her new position, and is adjusting nicely to life in a new city.

All in all, Wessel’s transition to Cascade Campus has proceeded in a straightforward manner. The path that led her to Portland, however, has been anything but typical.

Her most recent stop along the way was Central Washington University in Ellensburg, Wash., where she was a member of the sociology faculty as well as director of academic coordination in the University Center. She made the transition to Cascade Campus, she said, because she felt she was ready to move into full-time administration. The fact that the opportunity to do so took her to Portland made it all the more appealing.

“I’ve always liked Portland, and I really liked Cascade after having a chance to look around,” she said.

An Illinois native and a fluent Spanish-speaker, Wessel earned a bachelor’s degree in Sociology, master’s degrees in both Sociology and English for Speakers of Other Languages, and a doctorate in Sociology all while studying at Southern Illinois University. When it came time to write her dissertation, though, she busted out of Illinois in a big way.

She spent eight years in Colombia with the Universidad de Nariño, where she studied family power dynamics among residents of that country’s Pacific coast. The experience had a profound effect on her world view, and was eventually a factor in her desire to work at someplace like Portland Community College.

“My dissertation was about inequality, and I’m interested in community colleges because they are the motors of social mobility,” Wessel said. “I wanted to be involved in that.”

Wessel has taken her interest in social mobility and inequality and applied it to her new position as dean of the LAM division. She is very much interested in bringing a more international perspective to her division’s curricula, and a more international composition to its faculty and staff.

“We are all one world nowadays,” she explained, “and we need to take a global perspective in everything that we do. I want this division to be an active participant in this. I want to add things like Chinese language instruction, and I want to see more people from different cultures become part of our faculty and staff. … We all need to be able to interact effectively with people from other cultures, because that is the direction the world is going.”

Even as she works to bring this vision to fruition, Wessel is also enjoying the nuts and bolts of running the largest academic division in the PCC fold. The Cascade Campus community has been warm and welcoming, she said, and she’s impressed by the professionalism and enthusiasm that she’s encountered since her arrival.

“I’ve enjoyed getting to know everyone,” she said. “We have a really nice division — wonderful faculty, and I’m pretty sure we have the best department chairs around. I’m excited that sustainability is such a big deal in Portland, and I’m looking forward to participating in all the sustainability initiatives that PCC has to offer.”

Most of all, though, Wessel said she is truly beginning to appreciate why Cascade Campus is so beloved by the people who work and study here.

“I’ve been surprised at the level of attachment that people have to Cascade,” she said. “I can’t tell you how many people have approached me and said, ‘This is the best campus in PCC.’ ”

“I think they’re right.”
Billions of dollars are being made available to federal, state, and local government agencies to begin so-called “shovel-ready” infrastructure projects, and billions more will be invested in restoring and upgrading America’s transportation, energy, and communication infrastructure. Further — and again to the president’s credit — many of these forthcoming projects will incorporate the latest in “green” and sustainable technologies, materials and techniques.

Many skilled professionals who have been forced out of work by the economic slump will be able to find gainful employment once again. Many more people, however, who want to be a part of this grand reinvestment in America will need to first obtain or upgrade the skills they need in order to participate. Where will the vast majority of them turn? To community colleges.

Community colleges already have begun the process of reaching out to regional contractors and subcontractors in order to determine their personnel needs in light of President Obama’s recovery plan. And Portland Community College, for example, will in the months to come make available to current and prospective students information about the courses they need to take to prepare themselves to work on new “green” infrastructure projects in four broad categories: renewable energy, transportation, manufacturing and sustainable building.

President Roosevelt, on the occasion of his first inauguration, famously said that we have nothing to fear but fear itself. In other words, we need only to find the will to get ourselves out of trouble, and then we can find the way. By setting an example, President Obama is helping America to find its will. And with the help of our nation’s community colleges, the American people can find a way as well.

Algie C. Gatewood, Ed.D., is president of Portland Community College’s Cascade Campus.
ROBINSON MAKES CAMPAIGN STOP AT CASCADE

Oregon State University head men’s basketball coach Craig Robinson paid a visit to Cascade Campus this past October. Robinson’s visit had nothing to do with basketball, however – he appeared in another, perhaps better known, public capacity: that of brother to Michelle Obama, the wife of Democratic presidential nominee Barack Obama.

Robinson spoke in the Moriarty Auditorium about the presidential election and the importance of voter participation among young people. He was catapulted to national attention earlier in 2008 when he introduced his sister at the Democratic National Convention in Denver, Colo.

Robinson was a committed part of the Obama campaign, finding time among his coaching duties to help out where and when he could.

“This is one of those things that’s more important than the individuals involved,” Robinson told the Boston Globe in 2007. “This is the ultimate team assignment. So everybody has to give up something to make this work.”

Robinson recently concluded his first year at Oregon State, which saw the Beavers finish eighth in the Pac-10 conference. He holds a bachelor’s degree in Sociology from Princeton University, and an MBA in Finance from the University of Chicago.

FACULTY MENTORING

Many resources are in place to help new students get acclimated to life at Cascade Campus – advisors, college survival courses, and student government, to name a few. But what about new faculty? How do they get help finding their footing in a new place?

Fortunately, a new faculty mentoring program is in place to help new instructors.

“I love the mentoring program,” said Andrea Castanette, a part-time Spanish instructor who joined Cascade Campus in the fall. Andrea and her mentor, Lutgarda Cowan of the English department, have been able to meet formally several times, along with the inevitable informal hallway conversations.

The Cascade Teaching and Learning Center started a pilot mentoring project in Fall 2008 for faculty new to their positions. The goal of the project is to help faculty move into their new roles more quickly — and to more fully acquaint brand-new faculty to the campus.

That might mean learning the difference between SC and SSB as building designations, the location of a Scantron machine, or what ASPCC does.

For the faculty who had been at Cascade as part-time and have now become full-time, the conversations relate to their expanded duties, as well as more about where various resources are found around campus. In all cases, the new faculty know they have someone they can go to with virtually any question about the campus and their teaching.

The pilot – involving seven full-time faculty serving as mentors, and five full-time and five part-time faculty being mentored – has been getting rave reviews, along with suggestions on how to fine-tune the process to make it more effective. The program has been purposefully paired faculty across disciplines, which has proven to be enriching for those on both sides.

The hope now is to expand the project for the 2009-2010 academic year to include all faculty new to Cascade, so that everyone knows what to say when a new student asks, “What’s PSEB, and where is it?”

STATE COURT FINDS CASCADE APPEALING

For an afternoon in February, the Oregon Court of Appeals held session in an unusual setting – the Moriarty Auditorium at Cascade Campus. The Court -- which has paid visits to Cascade in the past -- heard three cases on the day, while Cascade Paralegal and Criminal Justice students looked on.

Despite the non-traditional surroundings, it was business as usual – students and others were welcome to attend, but once an oral argument commenced before the Court, people who arrived late were forced to wait until the case in question was complete to enter the “courtroom.” As it has done during past visits, the Court allowed students to ask questions after each case.

Apparently, the Cascade students’ legal acumen made quite an impression on the judges.

“Wow!” wrote Judge Rick Haselton to Arts & Professions Dean Kate Dins after the event. “As I mentioned in my opening remarks, the court has traveled to nearly 100 locations outside of Salem over the last decade ... but I have never enjoyed a more complete (and, frankly, delightful) educational experience than we shared yesterday with the students in PCC Cascade’s paralegal and criminal justice programs.

“The preparation for our visit, including the moot court arguments staged in the paralegal program, was superb,” Judge Hasleton went on. “But, perhaps even more impressive were our interactions with the students over lunch and in the afternoon class. My only regret is that it took me this long to come to appreciate your wonderful institution, and these programs particularly.”

High praise indeed. The defense rests.
MIDDLE COLLEGE PROGRAM BUILDS STUDENT SUCCESS

Editor’s note: The following article was published in The Skanner Newspaper on Jan. 29, 2009, and is reprinted here with their permission.

For about a year now, after the last bell rings at Jefferson High School, Sheree Bull walks two blocks to Portland Community College to continue her studies.

Along with about 35 other Jefferson and Roosevelt students, Bull is part of the Middle College program that opens up a wide array of classes for students in two of Portland’s lowest income high schools. Classes and books are free for students in the program that is a partnership between the college and Portland Public Schools.

“I wanted to see what college would be like,” Bull told The Skanner from the Middle College office, where students can study and get advice from the program’s managers. “I wanted to draw a conclusion for myself.”

Quinton Blanton, a Jefferson senior, said he also feels better prepared for college. Blanton has been involved in Middle College for two years and has taken a variety of classes – African American history, business, and math courses. Much like Bull, Blanton says Middle College has improved his performance back at Jefferson -- his research papers are more thoroughly researched, new vocabulary words are culled from his history classes, study habits are improved. And because Middle College students are treated like regular college students, personal responsibility is key for survival.

Damon Hickok, the program’s director, says 91 percent of students in the program are successful in their classes – which can be anything from Tai Kwon Do to engineering. Hickok focuses on getting students in prerequisites for future studies or anything that they identify as an area of interest. Of previous program participants from last year, 17 are going to major universities and 12 are going to PCC – two of which are in PCC’s engineering program.

He says in many ways, the program works as a patch for the lack of advanced placement classes at Jefferson. And the upside to the program is that credits are transferable. While the program focuses on low income, first-generation college students, any junior or senior is welcome to participate. He often walks the halls at the participating schools to recruit students – although the free program is currently at funding capacity. He’s been able to attract students who previously thought college wasn’t for them. PCC’s pre-apprenticeship and trade programs and Skills Center help out students who aren’t looking to go on to a 4-year university.

Algie Gatewood, Cascade Campus president, told The Skanner he started out with the idea for Middle College from “day one” of his tenure at PCC. With a possible 3 percent drop in state funding for community colleges coming, Gatewood doesn’t want to see the program lose funding. Without the assistance from Portland Public Schools he said it wouldn’t be possible to continue.

“In these economic times, there are a few programs exempt from budget cuts,” he said. ”I’m hoping that this is one of those programs.”

Looking at the high success rate of its students -- and the high rate of minority participation -- Gatewood wants to continue the program, adding more structure and attracting more students. He’d like to see every high school student end their senior year with a year’s worth of college credit under their belt.

As for Blanton and Bull, they’re both on track to attending four year universities in the fall. With all the credits under their belt, they both say they have a leg up on students who decided to take their junior and senior years easier.

“It expands your horizons,” said Blanton.

STUDENT RESOURCE GUIDE

As their studies progress, many students find that they may need assistance with more than just their books and tuition. In order to better serve the students and community members at Cascade Campus, the campus ASPCC has made available a community resource guide. Created by Cynthia Sartin Jones, the resource guide is a binder full of contact information about organizations, agencies, and hotlines in the area who offer services in a whole range of areas.

The guide is available for use in the Cascade Campus student lounge, located in the basement of the Student Center building (SC 03), below the Cafeteria. A free telephone is also available on a first-come, first-served basis.

For more information, call 503-978-5438.