

COLUMBIA BASIN COLLEGE

Outlook

FALL 2009



Faculty Focus
**Debjani
Chakrabarti**

letters



I am the son of a black man from Kenya and a white woman from Kansas. I was raised with the help of a white grandfather who survived a Depression to serve in Patton's Army during World War II and a white grandmother who worked on a bomber assembly line at Fort Leavenworth while he was overseas. I've gone to some of the best schools in America and lived in one of the world's poorest nations. I am married to a black American who carries within her the blood of slaves and slaveowners – an inheritance we pass on to our two precious daughters. I have brothers, sisters, nieces, nephews, uncles, and cousins, of every race and every hue, scattered across three continents, and for as long as I live, I will never forget that in no other country on Earth is my story even possible.

...it is a story that has seared into my genetic makeup the idea that this nation is more than the sum of its parts – that out of many, we are truly one ("Speech on Race," 2008).

President Barack Obama



At Columbia Basin College, we value the diversity of thought, feeling, and experience shaped by the differing perspectives of race, ethnicity, religion, gender, orientation, socioeconomic status, age, and physical ability. This spectrum of difference helps us to recognize that the aspirations and contributions of each individual are important and meaningful. This is the concept of diversity that allows us to regard one another with respect and dignity, to embrace and celebrate the ways we are both different and alike as human beings.

Our history is the story of immigrants and the children of immigrants who have been drawn by the magnetic forces of liberty and opportunity. As a nation, we have always attracted the brightest and hardest working people from around the globe. This is the never-ending story of America, and I invite you to read in this issue of Outlook about some young people who are seizing the opportunities at CBC to create excellence and success for themselves, their families, and their communities.

Richard Cummins
PRESIDENT, CBC



In our contemporary world people from different countries, languages, and cultures often live and work together, and here at Columbia Basin College we are no different. Given the region's vibrant agriculture-related economy and the many businesses related to, and associated with the Hanford Area, it is no wonder that CBC relishes the privilege of working with and serving many people from different cultural backgrounds.

In the pages that follow you will read about students, staff, and faculty whose experiences will begin to provide you with an idea of the backgrounds of the people associated with Columbia Basin College. You will read about one of our sociology professors who traveled from India to the United States to continue with her graduate education and who eventually made it to the Tri-Cities. You will also learn more about those served by both programs whose focus is working with children of migrant families (CAMP), and others who serve those who are disabled or low-income or are first in their families to attend college.

I hope that you take pleasure in and appreciate the multicultural diversity that makes Columbia Basin College the great institution that it is. So, enjoy.

Martín Valadez
VICE PRESIDENT FOR DIVERSITY & OUTREACH, CBC

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Letters from the Directors

Miriam Fierro – CAMP

The College Assistance Migrant Program is excited to have two new team members! Anthony Lopez, who comes to us from the New Student Center and has been with CBC for more than four years, now serves as our Project Specialist. Guadalupe (Lupe) Contreras, a recent Master's graduate from Washington State University, has taken on the role as Retention Specialist. So, please join me in welcoming them and we'll see you around campus!



Adán Suárez – HEP

I feel very privileged to work in education, as I work with many immigrants who seek the "American Dream." As a first-generation American and college graduate, I know firsthand the struggles that immigrants face and the hope to be successful in life. I represent one of many immigrants who believe that education is the key to opening a multitude of doors to opportunities. I commend each and every HEP student who not only obtains their GED, but seeks and continues their post-secondary education. Congratulations to those who have taken this first step of many!



Christina Martinez – Medical Imaging

Reflecting over the last four years it is important to recognize just how far the medical imaging programs at Columbia Basin College have come. What started as a dream among hospital imaging directors, technologists, and college staff; became a reality through the Department of Labor's grant, funding, and support.



The community had a driving need for well-trained medical imaging professionals who not only had the technical skills but also could meet the demands of a culturally diverse population. Today's students now have access to medical imaging programs and the opportunity to obtain high wage/high demand jobs while serving the community's needs now and well into the future.

Rolando Garcia – Title V Cooperative

Technology remains a driving force in both society and academia when sending and receiving information. It can be argued that institutions for higher learning are also reflective upon society when it comes to the forms of technology being used. We are driven by the information highway and we gauge this information on the basis of how we can obtain it quickly, how accessible it is, and how mobile it is. It is crucial to keep up with the technology being used as it is another method of reaching out to the students we serve. Technology is a crucial component in closing the achievement gap between students.



Adán F. Tijerina – SSS

SSS/TRiO programs are funded by the U.S. Department of Education and can be found in colleges and universities throughout the nation. Since 1993, the SSS/TRiO program at CBC has been committed to providing hope and opportunity to first-generation, low-income, and disabled students. Our SSS/TRiO students are excellent representatives of what concerted and intensive services can produce and we believe every student can be successful. One of the most helpful attitudes in our success has been not to fear making mistakes; but learning new lessons to move on as a stronger force. We believe in the power of our students. They struggle, fall, get up, and move on to graduate and transfer!



Susan Vega – Upward Bound

100 years ago my grandfather came to this country from what was then Czechoslovakia. He was a young man with a dream. I was only three when he passed away and don't remember him specifically, yet his dreams for a better life, in a safe place, with hope and opportunities are those of current immigrants as well. One third of Upward Bound participants are immigrants and many of the other two thirds are first generation citizens/residents of the United States. Our nation currently is undergoing employment hardships, yet we know that a better quality of life is possible with higher education. The work of federal programs setting expectations and providing personalized services to prepare our target populations to be successful in college is vital! We are making a difference.



“Our nation currently is undergoing employment hardships, yet we know that a better quality of life is possible with higher education.”

Roy Garcia – Outreach

Columbia Basin College is a diverse institution with one of the highest Hispanic populations of any college in Washington state. Department of Outreach has successfully implemented the Academic Support and Assistance Program (ASAP), of Washington College SPARK, in efforts to promote higher education and increase access for traditionally underrepresented students. CBC proposes to develop a comprehensive support program that will ease the transition phases for primary and secondary students into a higher education institution.



The ASAP will increase the number of Hispanic students graduating or transferring to a four-year college/university. This program will provide comprehensive financial aid and scholarship education to program participants.

Gabriela Whitemarsh – NW-EETEP

The Northwest Engineering Talent Expansion Partnership (NW-EETEP), funded by the National Science Foundation, has had the privilege of working closely with CBC's Math and Sci-



ence and Diversity divisions, the University of Washington, Washington State University, and local engineering industry over the past five years, to increase the number of students pursuing and attaining Engineering degrees. In this final year, we were able to expose students to the next step in visiting the University of Washington and Washington State University's Colleges of Engineering. In the

third annual Engineering Day, NW-EETEP students networked with local engineers and competed with their peers in the Engineering Design Competition. Exposure to such events, offers the students something tangible to look forward to and work towards. As we close this project, we look forward to the beginning of a new one whose foundation has been established by the successful components of NW-EETEP.

Redefining Diversity

by Thinking Outside the Box

by Dawn Alford



Throughout adolescence, when Amy Stroud was asked, “What are you?” she was unsure how to answer. For Amy and her two brothers were born to a Japanese mother and a Caucasian father.

Looking at her, some would know she is of Asian ancestry. But of which descent, would be the question. And to those with a discerning eye, they recognize Amy as mixed heritage...but with what other ethnic group?

Amy vividly remembers the first time she was confronted with which ethnicity she would have to choose. In high school, a secretary asked her:

“So, which box do you want me to check? How are you feeling today?”

Put off by the question and frankly surprised at the woman’s lack of sensitivity, Amy reluctantly told her to check the box for Asian. That defining moment led Amy to further explore the concept of cultural identity.

Amy graduated from high school just one year after the 2000 census; a census that for the first time offered the opportunity for individuals of mixed race to self identify, marking “one or more races” or “other.” 6.8 million people, mostly under the age of 18, were identified. The 2010 census will provide statistics as to the ten-year growth of multi-racial individuals in the United States, which research shows to have increased dramatically over the last two decades.

Amy is grateful to no longer have to check a box or even two to reflect her identity. Consequently, when I recently asked her, how do you identify yourself?”she stated: “What I’m not...I’m not half a cup of Japanese plus half a cup of White. I’m Amy.”

Amy Stroud is a Retention Specialist for Student Support Services (SSS) at CBC. She is the first in her family to graduate from college and since has served as an inspiration for SSS students and her own family. Currently, her two younger brothers Justin and Scott (pictured left) attend CBC and are on honor roll. □

“Consequently, when I recently asked her, how do you identify yourself? she stated: ‘What I’m not...I’m not half a cup of Japanese plus half a cup of White. I’m Amy.’”

“Lo que no soy... No soy mitad japonesa ni mitad blanca. Soy Amy.” En el censo del año 2000, por primera vez, los individuales multirraciales podían escoger más que una casilla para describir sus etnicidades. Para los 6.8 millones de personas como Amy, es una libertad para describir sus propias identidades y ahora ellos se identifican como multirraciales. En el censo de 2010, este número va a crecer dramáticamente.



Multiculturalism Brings Positive Balance

by Amy Stroud

Student Support Services has selected an outstanding student that is extremely well-rounded and has a broad scope of knowledge and experience in the world.

Sean Hall is a nontraditional student and proud parent with big plans for his future. He decided to return to school after the events of Hurricane Katrina. (At that time, he was on a ship as a Merchant Marine Engineer.) He plans to transfer to Washington State University and major in Environmental Resource Management.

and maintain their different cultural identities as a way to promote social cohesion. Multiculturalism is webbed into all sectors of our society and has real effects on our economy, from the church or the neighbor next door. Therefore, we should embrace positive multiculturalism because it's not us and them; we are the sum of all the people we interact with as a society. □

What does Student Support Services mean to you?

Student Support Services is an integral part of my academic program. Their services helped me with advising for educational programs, scholarship seminars, and options for various tutoring and supplemental instruction. Most importantly, they were there for me as a motivational force.

What are your thoughts and experiences in regards to multiculturalism?

I have travelled all over the world and have a broad understanding of many cultures. I think that the American culture is just as unique as others. To me, multiculturalism brings positive balance and benefits to all members of our society, if aimed at recognizing and allowing members of distinct groups within a society to celebrate

Sean Hall viajó por todo el mundo mientras trabajaba como un ingeniero de marina mercante y tuvo una variedad de experiencias culturales. Sean cree que la cultura estadounidense tiene su propia valor y que el multiculturalismo causa efecto en todas partes de nuestra sociedad. Ahora él quiere estudiar recursos ambientales en WSU. El departamento de Apoyo Estudiantil (Student Support Services) ayuda a Sean con consejería académica, becas, instrucción suplementaria y con su motivación.

Exposure Essential to Future Engineers

by Gabriela Whitemarsh

The Northwest Engineering Talent Expansion Partnership (NW-ETEP) over the past five years has had the privilege of working closely with the Math and Science and Diversity divisions. Through these and other partnerships, the NW-ETEP made substantial progress towards increasing the number of students attaining a degree in engineering by identifying which students are pursuing engineering. Since its inception, NW-ETEP has registered close to 140 students pursuing engineering.

Last May, NW-ETEP put on the annual Engineering Day event in which more than 80 students and close to 30 engineers participated. Companies from throughout the Tri-Cities area brought engineers to speak about their careers and engineering projects they have worked on within their discipline. Events such as Engineering Day are important to the students that we serve here at CBC, first and foremost because many of our students do not have the financial means to attend professional conferences where they would have the opportunity to network with engineers and engineering firms.

Engineering Day exposes talented CBC students to a professional conference setting, and provides them with real-life examples of what remarkable opportunities lie within the field of engineering. For many of our Hispanic students, it is even more powerful to see engineers that "look" like them and share similar life experiences.



NW-ETEP organized a campus visit to the University of Washington's College of Engineering earlier this spring. Students received pertinent information regarding the transfer process from CBC to UW and what opportunities lie within the university's College of Engineering. They were able to experience the campus as if they were a UW student, and learned of the services and opportunities UW has to offer during their session with the Minority Scholars Engineering program. In addition, the students were able to visit the Museum of Flight and the Pacific Science Center where they saw many of the real-life applications of engineering. Visits such as these are critical to the successful transfer of our engineering students; especially since 80 percent of the students that went on this trip were Hispanic, and for many of them this was the first time they visited UW.

Thanks to all of the programs, divisions, and people that have supported NW-ETEP; we have had the privilege of sharing many success stories of NW-ETEP students over the past five years. While the NW-ETEP program will be ending at the end of this fiscal year, this important work will continue on, encouraging students to continue to pursue their engineering goals. □

La sociedad de ingeniería NW-EETEP se dedica a incrementar el número de estudiantes que quieren obtener una licenciatura en ingeniería. Esta primavera, la sociedad NW-EETEP realizó el Día de Ingeniería y organizó una visita a la Facultad de Ingeniería de la Universidad de Washington. El 80% de los estudiantes quienes visitaron a la universidad son latinos.



CAMP and the DREAM Act: Is There a Connection?

by Miriam Fierro



The recent introduction of the DREAM Act to both chambers of Congress swiftly gained the attention of Dr. Antonio Flores, President & CEO of the Hispanic Association of Colleges and Universities. He was quoted as stating: "This bipartisan legislation would provide thousands of hard-working, talented immigrant youth the opportunity to pursue their dreams and make outstanding contributions to our nation. The DREAM Act is a wise investment in America's future prosperity."

The DREAM Act, an initiative hoping to be used as a means to break down the educational barriers, such as financial aid eligibility, as well as, bridge the gap between those who are documented and those who are undocumented, may soon become a reality. As stated in an April 2009 College Board report article: "Young Lives on Hold: the College Dreams of Undocumented Students," findings regarding the

plight of undocumented children not born in the United States presented some of the following findings:

- The DREAM Act would provide 360,000 undocumented high school graduates with a legal means to work and attend college, and could provide incentives for another 715,000 youngsters between the ages of 5 and 17 to finish high school and pursue postsecondary education.
- Because of the barriers to their continued education and their exclusion from the legal workforce, only a fraction of undocumented high school graduates go to college.

These findings are just a fraction of what those who are currently impacted by the lack of such legislation, as the DREAM Act, could one day overcome.

How the passage of the DREAM Act may affect the nation's College Assistance Migrant Programs (CAMPs) has yet to fully be examined. However, some speculate that it will only work to further strengthen the program; mainly because of the current models CAMP effectively use to successfully retain its Latino students. Nationally, most

CAMP programs, like that at CBC, retain nearly 90 percent of first-year students.

In essence, the passage of the DREAM Act would serve to be an additional victory for those persons it aims to assist, as well as, create a more cohesive and fair system of granting the realization of one's dream to begin and complete a college degree. And it will be programs such as CAMP, who will be ready and willing to support those persons in any way they can. □

Si se aprueba la ley DREAM en el Congreso, los estudiantes indocumentados serán elegibles para ayuda financiera. Esto significa que 360,000 estudiantes indocumentados podrán asistir a la universidad y recibir educación y 715,000 niños entre 5 y 17 años recibirán incentivos para graduarse de la preparatoria y continuar con su educación. CAMP (El Programa de Asistencia Universitaria para Migrantes) está listo para apoyar a los nuevos estudiantes.

Medical Imaging

Demand for Diversity within Health Care

by Melody Simms

In today's global society, the face of health care has been evolving. Worldwide there has been increased involvement and care for other countries' peoples. Doctors Without Borders is just one example.

In our community, Dr. Zirkle travels regularly to other countries to care for citizens and train physicians in medical techniques. Our own region continues to diversify with our county serving the state's only minority majority population, thus leading a significant necessity for health care workers well-trained in meeting this community need.

“Those with multicultural backgrounds and skills are in even greater demand and support critical health needs throughout the region.”

Medical imaging sciences are a key component of the health fields to do critical diagnosis and support the treatment and care of many ailments and injuries. Just over three years ago, Columbia Basin College received a Department of Labor grant which provided funding for state of the art imaging equipment and facilities. This opened the opportunity for local and regional students to train in many imaging fields; including Radiologic Technology, Computed Tomography (CT), Magnetic Resonance Imaging (MRI), Mammography, Bone Densitometry,



Interventional, Diagnostic Ultrasound, Echocardiography, and Nuclear Medicine.

Expertise and skills in these areas go just so far when meeting all patient needs. Another component is language and cultural barriers. To truly serve society, we must also increase diversity in trained health care workers who can then overcome these barriers. The College has been able to train diverse individuals, thus serving our region's multicultural population and supporting health care needs.

More than 100 imaging sciences degrees and certificates have been awarded by CBC as of July 2009. This will positively impact our community's populace in both training our workforce now and in the future as well as caring for the public.

Employees are in high demand with these certifications. Those with multicultural backgrounds and skills are in even greater demand and support critical health needs throughout the region. □

Our First Steps

by Adán Suárez



Nuestros Primeros Pasos

Cruzar cerros, desiertos secos y calientes. Dejar atrás no solo una vida, sino las vidas de muchos con la ilusión de encontrar un futuro lleno de esperanza y realización de oportunidades soñadas. Dejar su país por otro y pasar tribulaciones culturales, idiomáticas, dormir en pisos fríos sin cobijas, y trabajar horas largas bajo condiciones climáticas estresantes por poco dinero, más aparte la discriminación han sido experiencias de muchos inmigrantes quienes tuvieron y siguen con el deseo de mejorar sus vidas y las vidas de sus familias al llegar a un país extranjero, E.E.U.U de América.

Los inmigrantes de esta región y aun los recién llegados, han sembrado sus raíces. A consecuencia, este país no sigue como un lugar extraño,

sino el lugar de esperanza y oportunidades. Hijos de muchos inmigrantes hispanos no conocen su país nativo más éste en donde viven. E.E.U.U es el lugar para muchos inmigrantes quienes lo llaman su país, su fortaleza y promesa. Muchos han dejado sus familias y materiales en su país natal, ahora ven que su futuro cabe en este lugar de fortaleza y que el estudio es una de las maneras para lograr sus sueños. Es por eso que aprovechan la educación para seguir adelante.

Aprovechando de la educación, muchos alumnos inmigrantes toman tiempo de ser inspirados por las conferencias dadas en Columbia Basin College y por base de HEP. Tales fueron los eventos de visitas universitarias, evento de cuerdas y Festival de la Lectura y otras más. En el Festival de la Lectura, la autora Sandra

Cisneros expuso y presentó su libro *La Casa en Mango Street*. Allí pudo despertar la conciencia de nuestros alumnos y animarles de seguir estudiando y prepararse para ser mejor en sus vidas. Los comentarios de muchos alumnos fueron muy impactantes al escuchar sus diálogos entre ellos y el nacimiento de la lectura, la cual antes no lo tenían.

Aun siendo los primeros pasos, los inmigrantes de hoy en día se preparan para el día de mañana por medio de la educación. Estas oportunidades son impactantes, la cual dará mucho estímulo personal, profesional, y económico. El programa HEP les invita a continuar caminando en la búsqueda del éxito para ellos y su familia.

Climbing mountains and crossing dry hot deserts, leaving behind not only one life, but the lives of many with hopes of finding a better future and making their dreams come true is the path many Mexican immigrants have taken.

Transitioning from their country to a foreign one, the United States of America, they experience cultural differences and language trials. Mexican immigrants often sleep on cold floors without blankets, work long hours under stressful climate conditions for little money, and experience discrimination all in the hopes of a better future for themselves and their families.

The immigrants of this region have started planting their roots. As a consequence, the country no longer seems unfamiliar, but rather the place where hopes and dreams become a reality. The children of many Hispanic immigrants do not know their native country; they only know the country where they now live. The United States is the country that many immigrants consider home; they see that their future is in this strong country and that education is one of the ways they can accomplish their dreams.

When receiving an education, many immigrant students take their time to be inspired by the lectures and presentations given at Columbia Basin College and through the High School Equivalency Program (HEP). We have had several events like university campus visits, ropes course, Literary Festival, and more. At the Literary Festival, author Sandra Cisneros gave a lecture and presented her book *La Casa en Mango Street*. She was able to capture and awaken the conscience of our

students by giving them hope of continuing their education to prepare themselves for a better future. As the students talked among themselves, they commented how eventful the Cisneros experience was and how they wanted to know more about literature—an interest that they did not have before.

Though these are the first steps, immigrants are now more commonly preparing themselves for a better tomorrow through education. These educational opportunities provide self-esteem and a lasting professional and economical impact. HEP invites them to continue walking and seeking success in themselves and their families. □



Student-Based but Faculty- & Staff-Driven

by Rolando Garcia

As the Title V Cooperative grant comes to a close, we feel extremely proud in having provided students on three campuses (YVCC, CBC, and WWCC) with technological tools and resources to succeed. Though many programs and applications were developed and piloted throughout the duration of the grant, the overall focus always remained clear – “Student-Based but Faculty/Staff-Driven.”

All three institutions in the coop made a commitment, through the use of technology, to develop and integrate math/science and on-line advising-based applications that would be both user-friendly as well as helping underrepresented students in their quest for higher education. Throughout the past five years, all three campuses have experienced an increase in Latino student enrollment and completion of courses where historically the numbers are low. This is a proven testament and direct result to the hard work many individuals have done to ensure the grant was successful.

Title V sponsored programs at Walla Walla Community College (WWCC) such as the Academic Early Warning and the Science Learning Center are indicative of this commitment. The Academic



Early Warning allowed faculty to use technology to “flag” students within their class that fall below a designated grade. These students would then receive a notification of their grade status and a listing of resources they should utilize. Students who were identified in Academic Early Warning and utilized support were 25-60 percent more successful in passing their “gateway” class with a C or better grade than early-identified students who did not use support. The Latino enrollment in “gateway” classes have increased 69.6 percent in biology, 110.6 percent in chemistry, and 14.5 percent in math over the 2002-2003 baseline number at WWCC.

Comments made by students using the Science Learning Center were as follows:

- “They are there to help you and make sure you know it before you leave.”
- “Great suggestions on how to study.”
- “(They) didn’t tell me how to do my work, but helped me understand.”
- “No matter how many times you asked a question over they never get impatient.”

The Biology department at Yakima Valley Community College (YVCC) piloted a developmental biology class taught in a “Learning Community” with a study skills class. One of the instructors stated that students often came back to her in later quarters and talked about how they were using the same study skills in their successive biology classes. Another instructor had studied the success of students in the learning community and found that it has been particularly successful for female students of color. □

La beca titulada Title V Cooperative grant ha trabajado en tres campus de universidades comunitarias para proveer recursos y herramientas tecnológicas para los estudiantes. Durante los últimos cinco años, los tres campus de YVCC, CBC, y WWCC crearon programas para incrementar la inscripción de los estudiantes latinos, para ayudarles en sus clases de biología y matemáticas, y apoyarles en otros aspectos de su educación.

Early Warning Study

Proves Successful

by Cruz Gonzalez

An ongoing and extremely complex challenge at any community college is student success and retention. Former Chancellor for California’s community college system, Marshall Drummond, believes that the key factor impacting student success has to do with the lack of preparation (Fisher, 2007). At Columbia Basin College, our data supports this statement as 70 percent of our students place into pre-college-level courses, referred to as developmental courses.

According to data from the Department of Education, only 16 percent of all Hispanic students leave high school college-ready. Statistics indicate the longer a student spends in developmental courses the higher the probability they have of dropping out. This is why the Title V Institutional grant along with the assistance of math faculty and the Student Services department recently conducted a pilot study within developmental math utilizing an Academic Early Warning (AEW) system. The tool utilized to achieve this was an electronic progress report submitted in the third and sixth weeks of the quarter. The system provided a critical tool used electronically to identify students that were experiencing academic challenges at a specific point in time and generate notification letters.

The AEW letters specified the reason for the student’s grade, whether it was class attendance, participation, test scores, or another issue. It also contained information about campus academic resources with a suggestion to schedule a meeting with a counselor or the instructor to discuss corrective action. The idea was that the letter would allow students to learn early on if they were not meeting expectations within their class; ultimately leading to increased communication between faculty and students while motivating the student to seek

additional academic support resources, significantly increasing student success.

This pilot was conducted in six developmental math classes with a total enrollment of 166 students during winter quarter 2009. The results from the initial pilot classes illustrated promise with a student success rate of 71.7 percent (2.0 or better), significantly higher than 2004-2005 baseline data of 53 percent. Student evaluations were also collected where approximately 77 percent of students indicated they thought that academic progress reports would be helpful for their classes and 74.6 percent agreed that academic progress reports would be a good idea for all students.

The results of this initial pilot study were promising and prompted additional pilots during the subsequent quarter with slight modifications to hopefully increase suc-

cess rates. While the College has made significant improvements with pilot studies, such as this, it also understands that student retention and success is an ongoing challenge. □

Según los datos del Departamento de Educación, solamente el 16% de los estudiantes hispanos se gradúan de la preparatoria preparados para la universidad. El 70% de los estudiantes de CBC tienen que tomar clases para alumnos atrasados. El departamento de Matemáticas junto con la beca titulada Title V Institutional grant hicieron un estudio sobre los cursos para alumnos atrasados utilizando un sistema académico de alerta temprana (Academic Early Warning System).

Connecting Across Cultures

A Daily Practice for Upward Bound Staff

by Susan Vega



Upward Bound staff is experienced across cultural communicators, a skill that benefits the diverse population served by the program.

Emma (Ayala) Hayes, Program Coordinator
In June of 1996, I married CBC Autobody Technology Instructor Rhody Hayes. We spent our honeymoon in Puerto Rico, my birthplace, where Rhody had the opportunity to meet my aunts and uncles. Rhody loved Puerto Rico, my family, and the food. Family is very important to me. Rhody, coming from a small family, learned very quickly to include my parents, sisters, brother, son and his family, daughter and her family, five grandchildren and additional step-grandchildren, and even my ex-mother-in-law into our family circle.

Susan Vega, Director
I married my husband, Adrian Vega, in the Colonia of Plan de Guadalupe Victoria, in the state of Mexico on January 16, 1982. We spent our first year of marriage in Mexico, where I gained some very general insights into the man I married and the family and culture that nurtured him. During the last 27 years of our lives, including the raising of our three daughters, and now our two grandchildren, we have learned and continue to learn from our diverse cultures, values, and expectations. You may have heard the expression: "men are from Mars and women are from Venus," but you may not realize that in a multicultural marriage you add a few more planets to your system. We have Mars via Neptune and Venus via Jupiter.

Tom Nguyen, Academic Advisor/Tutor Coordinator
I immigrated to the United States from Vietnam in 1976. I met Beatrice Roland, a Latina from Yakima, Washington, and my world changed once more. We were married at the Moore Mansion in 2000. Beatrice has a Master's degree from Washington State University Tri-Cities and is an educator as well. We have two children; Sky, age 16 who is an accomplished flutist and new driver since this summer, and Derek, age 7 who is into LEGOs and soccer. It's been rewarding and interesting to learn different aspects of my wife's culture as we incorporate both of our backgrounds into our family. ☑



El personal del programa Upward Bound tiene mucha experiencia en la comunicación transcultural, una destreza que beneficia a la población diversa que el programa ayuda.



Immigration's Impact on Higher Ed

by Roy Garcia

As immigration increases, so does its influence on higher education. Almost as many legal immigrants entered the United States during the 1980s (7.3 million) as during the preceding two decades (7.8 million). So how have the nation's colleges and universities responded to a growing immigrant population on campus?

The picture that emerges is largely one of neglect coupled with widespread assumptions about immigrant students that are invalid by empirical data and analysis (according to the RAND report). The authors argue that, left unchecked, these assumptions could result in unfair practices and reduced educational quality for immigrant students.

Because of higher education's critical role in promoting economic assimilation, its leaders should be paying more attention to issues involving these students. To do so, they need descriptive statistics about immigrants' enrollment and retention in college needs assessment studies, evaluations of student outcomes, and the effectiveness of remedial and English as a Second Language programs. Such information can help institutions determine whether administration and faculty perceptions and assumptions about immigrants provide an accurate foundation for future policy, program, and student development.

At Columbia Basin College, we have taken a proactive approach in reaching out to a unique underrepresented population and tailoring our outreach services to best suit Benton and Franklin counties. Utilizing our partnership with KnowHow2GO continues to create a culture in which higher education is an obtainable option for all. Increasing our early outreach efforts is developing greater awareness, access, and understanding the vital role higher education plays towards the future of our local students.

KnowHow2GO is a national college access campaign sponsored by the American Council on Education, Lumina Foundation for Education, and the Ad Council that encourages and prepares low-income 8th-, 9th-, and 10th-graders to actively pursue higher education. This multiyear, multimedia effort includes television, radio, and outdoor public service advertisements, and is supported by a grassroots network of partners. Middle school is the best time to start making plans for what happens after high school. The sooner students start thinking about their future, the easier choices will be later on.

With the assistance and collaboration of CBC faculty, parental involvement, and local school district support, Columbia Basin College is addressing the issues of both immigration and higher education by providing a welcoming and diverse learning environment. □

KnowHow2GO.org

El sistema educacional estadounidense necesita cambiar su manera de relacionarse con los estudiantes inmigrantes hispanos. Con la campaña nacional titulada KnowHow2GO, Columbia Basin College y sus programas de alcance comunitario (Outreach) intentan crear una cultura en nuestra comunidad en que todos pueden realizar la meta de educación universitaria. Visite KnowHow2GO.org para más información.

Faculty Focus Debjani Chakrabarti

Shattering Traditional Societal Roles

by Dawn Alford



At birth, the odds were against Debjani Chakrabarti. Debjani was born a female in a society where women were dissuaded from pursuing higher education. Yet, she was a product of parents with progressive values. Both she and her brother were encouraged to work towards professional goals.

Debjani's strong upbringing led her to graduate with highest honors from the best colleges in India and gain acceptance into The New School for Social Research graduate program in New York City. And with her father's encouragement, Debjani accepted a full academic scholarship, packed her bags, and came to America.

As a student of sociology, Debjani studied her new environment. She immediately felt comfortable in NYC, recognizing the stark similarities to her hometown of Kolkata, West Bengal—it being crowded, diverse, busy, and very urban. But culture shock quickly set in when she learned people didn't trust one another nor did they know their neighbor. And most shocking was the American work ethic and how all too consuming it seemed.

In 1999, Debjani transferred to Mississippi State University (MSU) to complete her Ph.D. With her all-but-dissertation complete in 2004, she relocated to the Tri-Cities and accepted a position as Instructor of Sociology at Columbia Basin College. Debjani continued her educational pursuit, spending every summer on the MSU campus. Finally in 2007, she earned her Ph.D. in Sociology and gained tenure at CBC.

CBC and its students now benefit from the rich background and education of Assistant Professor of Sociology Debjani Chakrabarti, Ph.D.



"I bring to CBC multiculturalism in its diverse aspects. I make use of a lot of global examples in my classroom. When we're talking about marriage and family, I can talk about marriage and family in Japan, in the United States, in the context of India... which they (students) really become interested in," said Debjani.

Whether it was her upbringing, her assimilation to the American work ethic, or a combination of the two—Debjani is driven. She teaches seven social science and humanities courses and helped develop an American Diversity course as a requirement for the new Bachelors in Applied Science in Applied Management. Debjani is also working on two books; one of which will make sense of her biographical experiences in India and the United States.

Debjani maintains strong ties with her family and friends in India, visiting them when she can. But when asked which country does she consider home? Debjani states, "Well, as you know, home is where the heart is; so this (the U.S.) is my home." □

Debjani Chakrabarti nació en India, en una sociedad que disuade a las mujeres de forjarse una educación universitaria, pero sus padres tenían valores progresistas y le animaban a seguir estudiando. Después de graduarse en India, ella vino a los Estados Unidos para su posgrado. Debjani es una profesora de sociología en Columbia Basin College. Ella incorpora temas multiculturales en sus clases, y está escribiendo dos libros.

Author Sandra Cisneros Visits CBC

by Dawn Alford

Diversity Reaches Beyond the Classroom



Laughter and applause erupted following the vast audience participatory singing of the famous Spanish song “Por un Amor.” Approximately 400 students, instructors, and community members packed into the Columbia Basin College Byron Gjerde Center on May 5, 2009. They filed in to see acclaimed poet and author Sandra Cisneros. This was the biggest literary event in the Tri-Cities since the standing-room only crowd for Sherman Alexie in 2005.

Having Cisneros on campus was a once in a lifetime experience for many CBC students. Cisneros’ books, poetry, and culture transcended the classroom—and melded throughout the College. Weeks leading up to her arrival, the English department held a CBC Reads event to foster interest and expose students to Cisneros’ work. Faculty and staff took turns reading from *The House on Mango Street*, while students followed along in their own copies or listened intently. Some English as a Second Language (ESL) classes tied Cisneros’ literature into their curriculum, while the Associated Student Body and ESL classes created a display of personal artwork, that depicted the meanings of their names; an idea that also came from *Mango Street*.

Cisneros has a way of touching her audience – young and old, English and non-English speakers alike. The author talked about her childhood, culture, and various other experiences that inspired her to write. According to Cisneros, while in college, it didn’t take her long to see that her experiences as a Hispanic woman were different than those of her peers—but, none-the-less important to write about.

From these experiences, *The House on Mango Street* was born. This year marks the 25th anniversary of *Mango Street*, which won the American book Award in 1985. Many other books and articles followed and have been met with much acclaim.

Speaking gingerly and in her best English, Valerie Rozenberg addressed concern during the Question & Answer segment. Rozenberg, a Level 6 ESL student from Russia, noted that her teacher was in the audience critiquing her, as she explained to Cisneros that the entire class (comprised of people from various countries), read and enjoyed her book.

“How is it that all of us loved your book?” Rozenberg asked.

Cisneros humbly answered, “Because I wrote it with love. I wrote it with my whole heart—not for me but for others.”

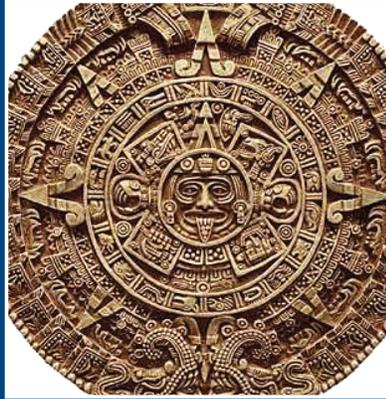
Rozenberg, then gracefully rebutted, “It’s because we all could understand you, and your sense of humor helped us understand the English language.”

The Mid-Columbia Literary Festival or LitFest brings authors and poets to the Tri-Cities each year to expose its citizens to great and diverse works of art. Columbia Basin College has been a proud sponsor of LitFest since its conception. □

La autora del libro *La Casa en Mango Street*, Sandra Cisneros, visitó a Columbia Basin College para el Festival de la Lectura de este año. El público se compuso de jóvenes y viejos, de hablantes de inglés y hablantes de español. Cuando Cisneros estudiaba en la universidad, ella sabía que sus experiencias como una mujer hispana eran diferentes, y se dio cuenta que su vida y su historia valían ser escritas en papel.

Heritage Month Events

September 2009-January 2010



September
Hispanic Latino Heritage Month



October
Disability Awareness Month



November
Native American Heritage Month



January
Martin Luther King, Jr. Day

For a current list of events and times, visit the diversity calendar

www.columbiabasin.edu/diversity

The U.S. Department of Education provides 100 percent funding for the following Columbia Basin College federal programs: College Assistance Migrant Program at \$1,976,903 from 2007-2012, Student Support Services at \$277,976 per year from 2005-2009, Upward Bound from 2007-2011 \$366,988.00 per year, High School Equivalency Program at \$2,132,064 from 2005-2010 and, the Title V Cooperative grant at \$699,000 per year. Radiological Technology was funded (in part, as applicable) by a grant awarded under the Community-Based Job Training grants, as implemented by the U.S. Department of Labor's Employment & Training Administration. Northwest Engineering Talent Expansion Partnership grant is funded by the National Science Foundation from 9/15/2004 – 9/14/2009 and the Know How to Go grant is funded by Northwest Education Loan Association at \$20,000 from 2008-2010.

Columbia Basin College complies with the spirit and letter of state and federal laws, regulations and executive orders pertaining to civil rights, equal opportunity and affirmative action. CBC does not discriminate on the basis of sex, race, color, national origin, religion, age, marital status, physical, mental or sensory disability, sexual orientation or Vietnam veteran status in its educational programs or employment. Questions may be referred to Camilla Glatt, Vice President for Human Resources & Legal Affairs, (509) 542-5548. Individuals with disabilities are encouraged to participate in all college sponsored events and programs. If you have a disability and require an accommodation, please contact the CBC Resource Center, (509) 547-4412, or TTY/TDD at (509) 546-0400. This notice is available in alternative media by request.