

# The Personal Connection



“It’s a really great, interactive relationship where you’re able to talk to someone about what you’re going through,” says Clark student Kassidy Quade, *left*, about her experience with First Year Experience mentor Cindy Magallanes.

When Princeton McBride started classes at Clark College in fall 2013, he knew he could use some help getting adjusted. Not only was he new to college, but he was new to the area, having moved to Vancouver from his native South Carolina shortly after graduating from high school. The move itself was a major adjustment, the 18-year-old says: “I didn’t even own a rain jacket.”

So when McBride saw a message in his student email about the opportunity to be connected with a mentor through Clark’s First Year Experience program, he jumped at the chance. “I immediately knew that I needed someone who would guide me

throughout my first year of college,” he said.

As luck would have it, McBride didn't wind up with just any mentor—he was paired with Matt Rygg, Clark's Dean of Student Success and Retention. The two began meeting regularly, sharing doughnuts and coffee as they discussed the challenges of moving across country and tackling new coursework, as well as McBride's newly discovered passion for helping the homeless. Rygg shared his encouragement and his knowledge of the college's systems and services with McBride, helping him navigate the challenges of his first year—a time when many students become overwhelmed and wind up dropping out. It worked: Today McBride is well on his way to completing his prerequisites to enter Clark's highly competitive nursing program, and is also starting a new student club called Through the Eyes of Poverty that aims to create a stronger connection between the Clark community and the homeless community. He hopes to eventually earn a bachelor's degree in nursing and to then transition to medical school to become a doctor of emergency medicine.



Princeton McBride, *right*, says his First Year Experience mentor, Matt Rygg, helped him “find the

right path” during his first year at Clark.

“I have been really proud of the ways Princeton has invested himself on campus,” Rygg says. “He is doing well in his classes and has made good friends here. I recently walked by the fountain outside Gaiser Hall on the way to a meeting, and I saw Princeton sitting with a group of friends enjoying the sunshine and each other’s company. It made my heart glad to see him integrating so well into the Clark community.”

This is the goal of the FYE Mentor Program: Students get one-on-one support and advice from someone at the college, and college employees get the personal connection to students’ success that can sometimes get lost in day-to-day administrative work. It’s a win-win situation—one that research is showing can help keep students in school. Janette Clay, First Year Experience & Outcomes Assessment Support Specialist, says FYE has surveyed the students who have been part of the mentor program. This research found that the fall 2012 cohort of mentees (the program’s first cohort) fared significantly better than their peers. They earned a C or higher in 90.7 percent of their first-term courses, compared to 76 percent for first-term, degree-seeking students without mentors. And while 20 percent of all first-term, degree-seeking students didn’t return to Clark for winter quarter, 100 percent of the mentees did.

“Although the mentee cohorts have been relatively small so far, they do fare better in their courses and retain at higher rates than those students without a mentor,” says Clay. “As the program grows, we hope to see the effects of the positive relationships and the support that is provided by the mentors spread even further across the college.”

Kassidy Quade is immensely grateful to have met her FYE mentor, baking instructional technician Cindy Magallanes. “I’d been out of school for three years, I’d gotten my GED in

January," she says, sitting next to Magallanes in Gaiser Student Center, where the two met at least weekly during Quade's first quarter. "With Cindy, I can talk to someone who's a part of the school and who knows the school—which I don't. And she's always encouraging me. When I was writing my essays for English class—I'm horrible at writing—"

"But you *aren't* horrible at writing," interrupts Magallanes, laughing. "You did fine, right?"

"I try to encourage her and give her that boost: 'You can do it! I know you can!'," Magallanes adds. "I remember being a student here and not knowing anyone at the college, and how scary that was."

Magallanes enrolled at Clark in 2000 because she wanted to start her own bakery. At the time, one of her nieces was working at Lower Columbia College. "She called me the first night after classes and asked, 'How'd it go?' She called me the second night, too, and she just kept calling. She really wanted to make sure I kept going. I remember how important that was for me, how helpful. For me, the FYE mentoring program is a great way to pay that forward."

Even after Quade's and Magallanes's mentoring partnership officially ended at the end of winter quarter, the pair continue to keep in touch. Quade, who is now in her second quarter of Clark's paralegal program, says she would recommend the mentoring program to any student new to Clark.

"I think it's a great program," she says. "I say, get involved."

*Photos: Clark College/Jenny Shadley*

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# Trees and Technology



President Bob Knight receives Clark's Tree Campus USA award from Ben Thompson of the Washington Department of Natural Resources.

On April 9, Clark College celebrated both the natural and digital worlds at its annual Arbor Day event, as it added two new trees to the campus's beautiful arboretum and unveiled a new, student-designed website that uses digital technology to catalog that arboretum. The new online map allows visitors to instantly access descriptions of most trees on campus through their mobile devices.

"This website is a great testament to the value of service learning here at Clark," said Computer Technology Department Chair Robert Hughes at the ceremony, which took place under sunny skies just south of the Chimes Tower. "It showcases the talent of our students, the value of our instruction, and a great part of Clark's visual landscape."

The mobile-friendly online map is the product of work done by students in instructor Gus Torres's spring 2013 Web Design II class. The students worked with the college's Campus Tree Advisory Committee to identify trees in the campus's extensive arboretum, which includes such notable trees as a six-decade-



old Scarlet Oak and 100 Shirofugen blossoming cherry trees donated to the campus by Japanese businessman John Kageyama in 1990. Students then GPS-tagged each listed tree and added it to the map with information about its genus and species. Additional students contributed to the project in subsequent quarters. Hughes was one of the faculty members who helped support the project, along with Torres, Computer Graphics Technology professor Kristl Plinz, and Computer Technology instructor Bruce Elgort.



The online map documents Clark's extensive arboretum.

The event also featured the official bestowing on Clark of Tree Campus USA designation by the Arbor Day Foundation for the fourth year in a row. Tree Campus USA colleges must meet rigorous standards in five separate areas to earn this designation. The award was presented by a Washington State Department of Natural Resources Urban Forestry Specialist Ben Thompson and received by Clark College President Robert K. Knight.

"It's very exciting that Clark College has such enthusiasm for urban forestry," said Thompson, who noted that Clark was helping Vancouver earn a "trifecta" by being a Tree City USA with both a Tree Line USA and a Tree Campus USA. He also noted that Clark's arboretum might benefit students in unsuspected ways.

"I don't think it's a coincidence that so many colleges are

located on beautiful campuses filled with trees,” he said. “It puts us at ease, at rest. It makes us ready for learning.”

Clark College Bob Knight agreed. “If our students feel comfortable and our faculty feel comfortable, then it opens up their minds and creativity more,” he said, adding that the new arboretum map was a perfect example of that. “It’s exactly what we want to encourage here at Clark College.”



Children from Clark’s Child & Family Studies program get help on their tree-themed scavenger hunt from, *left to right*, Dean of STEM Dr. Peter Williams, President Bob Knight, and Campus Tree Committee members Tim Carper and Melissa Favara.

Other speakers at the event included Dean of STEM Dr. Peter Williams and Zahid Chaudry, GIS Program Manager of the U.S. Forest Service Region 6. Additionally, two trees were added to the campus arboretum: an Eastern Hemlock and an Eastern White Pine. These are the official state trees of Pennsylvania and Maine, respectively, and are part of an effort by the college to include all 50 state trees in the campus arboretum; with these two additions, the arboretum contains 39 state trees.

Also present were two classrooms of children from Clark’s

Child & Family Studies program, who participated in a tree-themed scavenger hunt and received “seed bombs” filled with seeds of indigenous plants.

*Photo: Clark College/Hannah Erickson*

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## Trees and Technology



The new mobile-friendly arboretum map pinpoints and identifies trees all over Clark's main campus.

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The mobile-friendly online map is the product of work done by students in instructor Gus Torres's spring 2013 Web Design II class. The students worked with the college's Campus Tree Advisory Committee to identify trees in the campus's extensive arboretum, which includes such notable trees as a six-decade-



old Scarlet Oak and 100 Shirofugen blossoming cherry trees donated to the campus by Japanese businessman John Kageyama in 1990. Students then GPS-tagged each tree and added it to the map with information about its genus and species. Additional students contributed to the project in subsequent quarters, with faculty from both the Computer Graphics Technology and the Computer Technology departments providing guidance and support.

“I look forward to the sight of Clark College denizens and those in the community at large walking across campus consulting their phones and tablets to find the answer to ‘What kind of tree is this?’” said Computer Technology Department Head Robert Hughes, who also teaches in the Computer Graphics Technology program. “Project-based client work has been a component of our graphics and web-related curriculum for a long time. These types of experiences are helpful as our students move into the workforce.”

Hughes was one of the faculty members who helped support the project, along with Torres, Computer Graphics Technology professor Kristl Plinz, and Computer Technology instructor Bruce Elgort.



Members of Facilities Services proudly display Clark College's Tree Campus USA award during the college's 2013 Arbor Day

event.

In keeping with this year's Arbor Day theme, "Trees and Technology," the event's keynote speech will be presented by Zahid Chaudry, GIS Program Manager of the U.S. Forest Service Region 6. Additionally, two trees are being added to the campus arboretum: an Eastern Hemlock and an Eastern White Pine. These are the official state trees of Pennsylvania and Maine, respectively, and are part of an effort by the college to include all 50 state trees in the campus arboretum; with these two additions, the arboretum will contain 39 state trees.

The event, which will take place at 11:00 a.m. just south of Cannell Library, will also feature the official bestowing on Clark of Tree Campus USA designation by the Arbor Day Foundation for the fourth year in a row. Tree Campus USA colleges must meet rigorous standards in five separate areas to earn this designation. The award will be presented by a staff member from the Washington State Department of Natural Resources and received by Clark College President Robert K. Knight.

The event is free and open to the public.

*Photo: Clark College/Jenny Shadley*

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## **Student Spotlight: Amelia Longbons and Christopher Beh**



Amelia Longbons and Christopher Beh are Clark College's 2014 All-Washington Academic Team members.

Two Clark College students who serve their college and their community were named to the 2014 All-Washington Academic Team.

Amelia Longbons of Kelso and Christopher Beh of Vancouver were among 68 students from Washington's 34 community and technical colleges who were recognized on March 27 in a ceremony at South Puget Sound Community College in Olympia. Washington Lieutenant Governor Brad Owen was the keynote speaker.

According to organizers, each member of the All-Washington Academic team received a scholarship from KeyBank of Washington. In addition, many of Washington's public and private four-year colleges are offering scholarship opportunities to members of the team.



### About Amelia Longbons

Amelia Longbons can vouch for the value of community colleges: She earned her Associate of Arts at Lower Columbia College while still in high school through the Running Start Program and then enrolled at Clark College to enter its highly regarded Dental Hygiene program. Now she is busy on a project to provide dental hygiene care and education to homeless people in Southwest Washington, all while maintaining a 4.0 GPA.

This is not Longbons's first academic honor. She is also a recipient of the American Dental Association Foundation Allied Dental Student Scholarship, awarded to just 15 students nationwide each year and the 2012 Scholastic Achievement Award, granted by Lower Columbia College to the student with the highest grade point average in the graduating class. Additionally, she was valedictorian of her graduating class at Kelso High School.

Longbons's academic achievements are all the more impressive considering how many hours she devotes to volunteer activities. She has a long history of volunteering, but currently concentrates most of her efforts toward her chosen career. She assisted at the Free Clinic of Southwest

Washington's Children's Dental Day and is in the process of organizing a free dental day for local homeless and veterans in the community. She is a member of the Student American Dental Hygienists Association and regularly participates in outreach efforts to promote dental hygiene among underserved communities.

Longbons, 20, plans to graduate with her Associate of Applied Science in Dental Hygiene in June, after which she will enroll in the Bachelor of Science in Dental Hygiene program at Eastern Washington University. She says she hopes to one day use her education to travel to other countries and provide dental hygiene care to the poor and underserved.

"For me, winning this scholarship has been a great honor and made me understand that community colleges are an amazing opportunity to allow me to grow and reach my academic potential," says Longbons. "It's been an inspiration and a motivation to keep going and to work my hardest and to continue my education and give everything I have to becoming a successful student and becoming a successful dental hygienist."



**About Christopher Beh**



At age 17, Christopher Beh has already experienced a lot of changes and challenges. Beh was 8 years old when his father left the family, and Beh's mother had to work two jobs to keep them afloat.

"At the time, I didn't realize the amount of work that she was putting in so that I could have a future," says Beh. "I thought that she didn't care; of myself as inept. I truly believed that I wasn't capable of becoming anything worthwhile."

But eventually Beh realized that he had both the drive and the ability to succeed academically. He enrolled at Clark College while still in high school through the Running Start Program, and anticipates earning his transfer associate degree in June. At Clark he has joined Alpha Sigma Phi, the college's chapter of the national two-year college honor society Phi Theta Kappa, and has sought out opportunities to challenge himself academically through Clark's rigorous Honors Program. He says these experiences have given him a newfound respect for community colleges.

"What community colleges do for students from all walks of life is absolutely incredible," says Beh. "It's an amazing stepping stone for people who maybe aren't ready for a four-year university, or are looking for a closer-knit environment where students can work together, stay closer to home, and maybe juggle other things that they have going on."

Beh's own juggling act has become even more demanding: He has been helping his mother recover since she underwent neck surgery last year. Additionally, he helps support their household by working part-time at the college's computer help desk. Fortunately, he has been able to take advantage of some of Clark's online course offerings, allowing him more flexibility to assist his mother at home.

"Looking back, I know that I made the right choice," Beh says

of his decision to attend Clark. "I've been able to help my mom through her recovery, and I'm not bogged down by student loans. I've also been able to be part of an amazing community. I feel that my professors truly care about my success, and I've found a home with Alpha Sigma Phi. At first I chose a community college for the cost and convenience, but I have found so much more at Clark College."

Beh, who is studying computer science and business at Clark, has accepted admission to the University of Washington, where he plans to major in computer science. His work at Clark has made him interested in a job in Information Technology and he hopes to one day work in the Federal Bureau of Investigation's cybercrime division.

*Photos: Clark College/Jenny Shadley*

*Video: Clark College/Nick Bremer Korb*

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## **Creating a Home for Student Veterans**



Members of the Clark College Veterans Club and Associated Students were on hand to welcome student veterans to the new Veterans Resource Center. Also pictured are Vet Corps Navigators (and VCAS advisors) Tim McPharlin, *far left*, and Josh Vance, *far right*.

Less than four months after the college announced a major grant to help create a Veterans Resource Center, that center held its first public event to welcome student veterans and other members of the college community.

“This is a major milestone for the campus community as we pull together all the resources we have for veterans for their personal, financial, and educational success,” said Dean of Student Success & Retention Matthew Rygg as he greeted guests to the center’s open house, held March 11.



Clark College Bob Knight called the opening of the Veterans Resource Center “a proud day for Clark College.”

“As a vet myself, it is a proud day for Clark College to be opening a resource center for our student veterans,” said Clark College President Bob Knight, who served more than two decades in the U.S. Army. “To have a space where they can sit and meet with each other and get help and counseling is just a little of what we can do and should do for our veterans.”

Vice President of Student Affairs Bill Belden spoke in gratitude of the donors who had made the center possible. These include Jane Hagelstein, a longtime supporter of Clark’s student veteran community who donated \$48,000 to help construct and furnish the center; the Community Foundation for Southwest Washington, which donated \$30,000 in November to help hire and train staff at the center; and other individual donors who wish to remain anonymous. Belden also thanked Clark College Foundation for its support in making the center a reality.

Tucked into a quiet corner of Gaiser Hall’s second floor, the center is not yet complete—there is more furniture and decor in the works, and the college is still in the process of hiring a staff person to run it. But already it offers student veterans a host of amenities. A comfortable couch sits near a bank of computers available for research and paper-writing;

private offices allow student veterans to discuss their educational and personal needs in confidentiality. An American flag stands by the doorway.



Clark College Veterans Club and Associated Students president Megan O'Malley thanks Jane Hagelstein, whose donation helped make the Veterans Resource Center possible.

"For me personally, a lot of it is just having that quiet space that [veterans] can come to where they don't have to fight for a computer and where they can feel comfortable," said Megan O'Malley, who is currently serving in the Army National Guard and is president of the Clark College Veterans Club and Associated Students.

About 700 veterans enroll at Clark College every quarter, about 500 of whom use GI Bill benefits to help pay for tuition, fees, housing, books and supplies. They often face unique challenges when they enter college—everything from managing Post Traumatic Stress Disorder to navigating the sometimes complex paperwork involved in accessing military benefits. And then there are the not-so-unique challenges, like time management and financial instability. The Veterans Resource Center provides veterans with guidance and help for all of those things in one welcoming, centralized location.



“It’s our way of extending a helping hand to our vets and showing that the community they experienced while in the military is still available to them now that they’re out,” said Clark student Josh Vance. Vance, who served 10 years in the Air Force, now works as one of two Vet Corps Navigators in the center, helping veterans connect with services both inside and outside the college. Additionally, the center houses two full-time staff members who previously worked in the Office of Financial Aid; they are charged with helping veterans (as well as their qualifying dependents) access, understand, and comply with their GI Bill benefits. Six work-study employees also work in the center, supporting the staff and helping student veterans with questions. All the center’s work-study students and most of its staff are veterans or active service members themselves, helping to create a comfortable and supportive environment for student veterans.



Student veteran Killian Hough and her service dog, Chekov, visit with Veterans Affairs Program Manager Michael Gibson at the Veterans Resource Center open house.

Killian Hough, a quiet woman whose service dog bears a sergeant’s stripes, came to check out the center after reading about it in her student email. She said she would return, and thought the center was a good step toward serving veterans at

the college. “It shows that they’re considering veterans, having a place where we can have our thoughts, separate from all the kids,” said Hough, who served in the Air Force during Operation Desert Storm and currently serves in the Army National Guard. “A lot of us, both young and old, we’ve been through a lot, and sometimes we kind of think differently.”

The Veterans Resource Center is located in Gaiser Hall room 216. Its current hours during the regular academic year are 8 a.m. – 5 p.m. Monday through Thursday and 10 a.m. – 4:30 p.m. on Friday. Hours are reduced during breaks in the academic year. Certifying officials are available 10 a.m. – 3 p.m. Monday through Thursday. The center’s main phone line is 360-992-2073.

*Photos: Clark College/Jenny Shadley. For more photos from this event, visit our Flickr set.*

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## Goal Met



WSUV's Butch T. Cougar and Clark's own Oswald the Penguin, as well as volunteers and Student Ambassadors from Clark College, were on hand to greet guests at College Goal Washington. *Photo: Matthew Hunt/Doghouse Graphics.*

On January 26, Clark College hosted a College Goal Washington event in Gaiser Student Center, attracting approximately 250 guests—more than any other such event in Southwest Washington.

College Goal Washington (also called “College Goal Sunday”) is a state-based volunteer program that provides free information and assistance to students and families who are applying for financial aid for post-secondary education. Financial aid specialists from both Clark College and Washington State University Vancouver were on hand to help families fill out the Free Application for Federal Student Aid (FAFSA). Volunteers were able to provide assistance in both Spanish and Russian, as well as in English.

The afternoon-long event included three break-out sessions: “Getting to College & Succeeding,” “Financial Aid 101,” and



“Scholarships.” Translation into Spanish and Russian was also provided for these sessions.

*Financial Aid Program Coordinator Kendra Graham contributed this article.*

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## Summer Jobs, Lifelong Success



Clark College hosts numerous job fairs at its main campus each year, all of them open to the public.

Clark College hosts its second annual Summer Job and Internship Fair from 10 a.m. until 2 p.m. on Tuesday, March 4, in the Gaiser Student Center. The event is designed to help job-seekers find summer internship and employment opportunities with Portland- and Vancouver-area employers.

New this year, the college is partnering with the Vancouver Housing Authority (VHA) to co-sponsor the fair. According to VHA Community Involvement and Employment Manager Bridgette Farnbulleh, the VHA has organized its own summer job fair for the past two years, but was eager to join forces with the Clark College.



Clark College's job fairs draw dozens of employers and hundreds of job-seekers.

"We wanted to connect with Clark College because of the educational aspect," Farnbulleh said. "We wanted our youth to be on a college campus, and to understand that the kind of job you get is closely connected to the education you get. We're trying to break the cycle, to make sure that just because they may have grown up in poverty doesn't mean they have to live in second-generation poverty themselves."

"I'm looking forward to this year's job fair," said Sarah Weinberger, Employer Relations and Job Developer at Clark College. "We have already doubled the number of registered employers from last year, and the collaboration with the VHA will make our event even stronger. Previously, the Summer Job and Internship Fair was held in May, but many employers had already hired for a June start date by that point. We are now holding the event in March because it's when students need to start planning for summer employment."



Positions offered at the fair may be full-time, part-time and in the case of internships, they may be paid or unpaid. There will also be a mock interview room set up to help job seekers prepare for real-life interviews.

The Summer Job & Internship Fair is sponsored by Clark College Career Services and the Vancouver Housing Authority. The event's Gold Level sponsor is LaborWorks. Some of the employers who will be at the event are Boys & Girls Club of Southwest Washington, Entercom Portland, Firestone Pacific Foods, LOWE'S, Ridgefield National Wildlife Refuge, Trackers Earth, and YWCA Clark County. There are over 30 registered employers currently, with room for more. The event is open to any company or organization offering internships or summer employment, but space is limited so interested employers should act quickly to register.

A list of participating employers is available on the Career Center's Pinterest page.

The event is free and open to the public. Clark College is located at 1933 Fort Vancouver Way, Vancouver, Wash. Driving directions and parking maps are available at [www.clark.edu/maps](http://www.clark.edu/maps).

If you need accommodation due to a disability in order to fully participate in this event, you should contact Clark College's Disability Support Services Office at 360-992-2314 or 360-991-0901 (VP), or visit Gaiser Hall room 137, as soon as possible.

*Elizabeth Christopher contributed to this article.*

*Photos: Clark College archives/Jenny Shadley*

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# Honor Bound



Professor Deena Godwin, *far left*, with Honors Program students Patrick Hardy, Christopher Yoong, Alida van Breda, Jason Langley, Lynne Rochelle, Jennifer Campbell, and Ben Putnam.

Clark is well known for providing its students with hands-on learning opportunities in career-oriented fields like nursing, dental hygiene, and automotive technology. Even so, you might imagine that the highly academic and cerebral Transfer AA Honors Program would be too elevated an atmosphere for “learning by doing.”

Guess again: As the students in Prof. Deena Godwin’s Honors Small Group Communication class explained during a presentation on December 5, their experience with conquering a real-life challenge not only taught them how to apply the theories they’d learned in the class to an actual problem, but also helped prepare them for the sort of situations they’re likely to encounter in their work lives, no matter what field

they wind up in.

The students were given an assignment at the beginning of the quarter: Come up with ways to introduce more Clark students to the Honors Program, a newly developed course of study designed to provide high-achieving students with challenging coursework to prepare them for pursuing higher degrees at four-year institutions.

None of the students had difficulty with the actual goal. As Honors Program students themselves, they knew first-hand the benefits of participating in the program: the chance to take academically challenging classes with other high-achieving students, the Honors credential on their transcripts, one-on-one mentoring with a faculty member, the freedom to really delve into a topic of interest through a capstone project, and scholarship opportunities through the Clark College Foundation's Honors Program Scholarship.

But while the students were happy with the goal of the assignment, they were less sanguine about the format, which involved working in groups of three to five. (After all, the course is called Small Group Communication.) Many students originally balked at the idea of group projects, fearing that their classmates would not perform to the same high standards they set for themselves. "I came into this really scared because I knew it was a big part of my grade, and my grade is everything to me," said Jason Langley.

What the students discovered was that their challenges of working in a group were not the ones they'd feared: For the most part, students did their work. Rather, the problems were ones encountered in many workplaces: conflicts in vision, differences in communication styles, negotiating between bright individuals who were accustomed to dominating their work groups, coordinating busy schedules, clarifying tasks and goals. This is when the tools they were learning in class came in handy. As the students continued their presentations, terms

like “setting expectations” and “going back to our norms” began sneaking into their language.

In the end, the groups came up with varied ways of achieving the assignment’s goal, ranging from presentations to College 101 classes to a brief video outlining the Honors Program’s advantages. While the students encountered unexpected challenges—one group wound up having to dismiss a member, after weeks of mediation—they all agreed that the class had taught them valuable skills.

“Although we had a tough time working together as a group, I personally believe we’ll be better students and future employees because of this experience,” said Patrick Hardy, who was in the group with the dismissed team member.

Clark College Foundation CEO and President Lisa Gibert, who attended the presentation, agreed. “I would say you had the more valuable experience in many ways, because you are experiencing what you’re going to experience in the real world,” she said.

Student Ben Putnam said he planned to use the skills he’d learned through this assignment in future group work. “The next time I’m assigned to work in a team, I’ll be the weird guy who says, ‘Yeah, let’s write these rules down before we start,’” he said with a grin.

*For more information about the Transfer AA Honors Program, visit [www.clark.edu/honors](http://www.clark.edu/honors).*

*Photo: Clark College/Hannah Erickson*

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# Student Leader Profiles: Pathways Peer Mentors



Pathways Peer Mentors, *left to right*, Julie Mercado, Mark Damian, Alana Leon-Guerrero, Jamie Brindley-Bagent, Chantear Song, and Seunghyun Roh

Students who enroll in Basic Education at Clark College often find themselves facing a host of challenges.

What kind of challenges? “Oh my gosh, there are so many!” exclaims Pathways Peer Mentor Jamie Brindley-Bagent. “Everyone has different stories: if you don’t have money, if you don’t have parents to help you, if you don’t have a place to stay, if you think of yourself as dumb.”

Thankfully, students enrolled in Clark’s Adult Basic Education—as well as its English as a Second Language and IBEST programs—can turn to their Pathways Peer Mentors (PPMs)



for support and advice when the road gets rough. PPMs are fellow students who have successfully transitioned from ABE, GED, and/or ESL programs to college-credit academic classes at Clark—or who are first-generation college students. Their unique experience gives them insight into the challenges faced by their peers, allowing them to provide necessary support, guidance and encouragement to help those peers stay in school and achieve their long-term educational goals.

This year's Pathways Peer Mentors are:

**Jamie Brindley-Bagent**, 19, grew up in Vancouver. She is studying criminal psychology and hopes to earn her master's degree in this field, eventually becoming a detective. "I know it's really hard to go to college and I want to show people that they can do it," she says.

**Mark Damian**, 17, grew up in St. Petersburg, Russia. He is pursuing an associate transfer degree, with the goal of becoming an engineer. A Running Start student, he enjoys working as a Peer Mentor because "there's a lot of opportunity to make new friends."

**Alana Leon-Guerrero**, 21, is originally from the island of Saipan in the Northern Mariana Islands. Currently studying for her Associate of Arts degree, she plans to transfer to Washington State University Vancouver after graduating from Clark. "I decided to become a Pathways Peer Mentor because I want to help people and let them know that there are a lot of resources on campus."

**Julie Mercado**, 21, began at Clark taking ESL classes; she currently is enrolled in the I-BEST Academic program, which allows students to enroll in academic classes while simultaneously receiving Adult Basic Education assistance within the class. A native of Guadalajara, Mexico, she came to the United States at age 18. "Now that I am a Pathways Peer Mentor, I get the satisfaction of seeing how we help people,"

says the aspiring elementary teacher.

**Seunghyun Roh** is from South Korea, where he learned to enjoy helping students during his time as an English tutor. Now studying at Clark through International Programs, he decided to become a Peer Mentor because he “wanted to have more experience with people from other countries.” He hopes to become an engineer.

**Chantear Song**, 26, grew up in Washington state. She is studying elementary education. “My goal for the future is to be a bright, influential teacher for students,” she says, adding that she chose to become a Pathways Peer Mentor to “challenge myself, get out of my comfort zone, and help people.”

This year, the PPMs have begun using a new tool in their work: bright-orange “Look for the Good and Praise It!” appreciation note cards. These notes offer students, staff, and others a vehicle for offering thanks and encouragement. “It’s one thing to talk about the power of appreciation; it’s another thing to experience its uplifting, invigorating impact,” says Marilyn Sprague, PPM Program Coordinator. “With the appreciation note cards, PPM mentors have a simple, easy-to-use tool guaranteed to build ABE/ESL students’ confidence.”

The notecards are available in the Pathways Center (TBG 229).

*Story co-written with Suzanne Smith*

*Photo: Clark College/Jenny Shadley*

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# Penguin Profile: Billy Henry



Billy Henry began lifting weights as a teenager, an experience he found so empowering that he decided to create a nonprofit dedicated to promoting athletics and physical fitness among the blind and visually impaired.

Cast your mind back to your high school physical education classes and ask yourself: How many of those activities could you have done blindfolded? Basketball? No way. Relay races? Only if someone made significant changes to the way it was organized. Dodgeball? *Please*.

Small wonder, then, that almost 70 percent of all blind or visually impaired school-aged children in the U.S. never participate in any sort of sport, physical activity, or physical education program. The result is that many miss out on opportunities to boost their confidence, teamwork skills,

and both physical and mental health. But thanks to Clark student Billy Henry, all that's changing in the Pacific Northwest.

Henry, 21, is the executive director of the Northwest Association of Blind Athletes (NWABA), a nonprofit organization dedicated to creating opportunities for blind and visually impaired people to participate in sports and physical activities. He founded the organization in 2007, when he was all of 15 years old.

Henry, who is legally blind due to a congenital condition called optic nerve hypoplasia, might well have become part of that 70 percent of non-active youth if he hadn't discovered the sport of powerlifting in his teens. Energized by what he calls the "life-changing" boost in self-confidence and strength provided by competing in this sport, he decided to create the NWABA to share that feeling with other blind and visually impaired people.

"I just saw a real need in the community," says Henry. "There are a lot of challenges to blind and visually impaired people joining sports and physical activities, and I wanted to give them that opportunity to gain confidence and self-esteem to carry into other parts of their lives."

The organization started small, with just six people practicing powerlifting in the Henry family's garage; Henry's parents would make dinner for the team twice a week. "I got a couple friends to be on the board of directors—it took some arm-twisting," recalls Henry, who at the time was attending Hudson's Bay High School. "I sat down with a friend to fill out the 32-page IRS application for 501c3 [nonprofit] status. Fundraising was really challenging. We held a lot of bake sales."

The effort paid off: Over the next six years, the organization grew in leaps and bounds. In 2012, more than 1,000 blind and

visually impaired people participated in NWABA events, which now include activities like judo, tandem cycling, swimming, track and field, skiing, baseball, golf, and an adaptive form of ping pong called showdown. With an operating budget of \$150,000, the organization has expanded its reach to Washington, Oregon, Idaho, and Montana; this summer, it hosted the 2013 National Goalball Championships, featuring a sport specifically developed for blind and visually impaired athletes.



Clark student Billy Henry became interested in weight lifting while still in high school, in part because the sport allowed him to compete on an even footing with sighted athletes. Here he holds a trophy from the World Association of Benchers and Dead Lifters.

Henry now operates out of an office in downtown Vancouver, which he moved into in the fall of 2010—the same time he enrolled at Clark to study business administration. “I chose Clark because it allowed me to stay local and I knew it had a good reputation for its disability support services,” says Henry. “They’re phenomenal. They’re really experienced with working with blind and visually impaired students and understanding each student’s individual needs.”



Clark College Director of Access Services Tami Jacobs says that the college has a high proportion of students who are blind or visually impaired, in part due to its proximity to the Washington State School for the Blind (just a block away from Clark's main campus) and its strong working relationship with the Washington State Department of Services for the Blind. Jacobs says she and her staff work hard to provide a welcoming and supportive learning environment for students of all abilities. Jacobs says she has been impressed by Henry's work ethic, both in class and with the NWABA. "He is driven, passionate, and looks for solutions outside of the box," she says.

"It's interesting, because at the nonprofit I get a lot of hands-on learning," says Henry. "And at the same time I do learn a lot in my business classes that I've brought into the nonprofit. Reading financial statements is *much* easier since I've taken Accounting."

Henry has taken a mix of in-person and online classes, noting that online classes offer certain advantages for the visually impaired. "I struggle with math, and I really like [taking] math classes online because I can go back and watch a video lecture over and over, and get as close to the screen as I want," he says. "That's more challenging in a room with a whiteboard. But I also really like the personal interaction that you get in the physical classroom setting."

Henry expects to graduate from Clark in 2014 and plans to attend Washington State University Vancouver afterward to earn a bachelor's degree in business. Meanwhile, he plans to continue growing NWABA, even if that means eventually handing the reins over to someone else.

"It's hard, because I want to keep doing the work," he says. "But getting my education is very, very important to me as well."

Eventually, he would like to earn a master's degree—either in business or in health care administration. When someone mentions that health care organizations could probably benefit from his unique perspective, Henry chuckles softly.

“Yeah, that’s what I thought, too,” he says.

*Photos: Clark College/Jenny Shadley*