With this issue I am completing another chapter of my life. I represent an example of a Latin@ who came from a small city outside the United States, arrived at The Ohio State University with just a couple of suitcases and a driven spirit. Now, I am earning a graduate degree and I can see a clear path to where I want to go next. I hope I am — I am sure I am — just one of many who have achieved similar goals at this great university.

Coming from a small city in the Andes mountains, Ohio State was beyond my wildest dreams; I did not know much about Ohio or the university before my arrival. Now I look back at my college years and I could not see myself anywhere else. I have grown up and matured not only academically but also through my experiences, professionally and personally. During the last two years as editor of ¿Qué Pasa, OSU? I had the chance to develop my project management and time management skills along with the opportunity to meet a group of amazing people, including a Nobel Prize recipient. My involvement with student organizations, undergraduate research opportunities, various class projects with different companies, and, most importantly, the people I have met at Ohio State have helped me develop the confidence. Eight ¿Qué Pasa, OSU? issues later, I depart with the certainty of having left my mark at Ohio State.

In this issue, my last one as the editor, we present various success stories of Latin@s who overcame challenges. The experiencia of Miguel A. López and Luis Pompa’s story exemplify the importance of self-determination and support from their familias in achieving personal and career goals along the way.

We also present two stories from the College of Veterinary Medicine. First, the Greyhound Health and Wellness Program portrays the efforts of a group of Latin@s to make a positive impact in their field locally and internationally. Second is the story of Puerto Rico native Iris Vales, who shares how she overcame the obstacles in her journey to obtain an Ohio State doctoral degree this past spring.

The Office of Undergraduate Admissions, Counseling and Consultation Services, and the Office of Minority Affairs each herein provide parents with different insights on how to address the needs of their children before and after they take the leap to college, highlighting the importance of parents’ involvement. Additionally, Mercedes Sánchez continues with the series on Latin@ issues started last quarter, and the Graduate School and Career Services provide professional and academic advice amidst tough economic times.

Finally, as it is a tradition with our summer issue, we present to you the profiles of some of the recent Latin@ graduates who share some of their memories at Ohio State and tell us a bit about their future plans. These 12 graduates are living proof that obtaining a degree from Ohio State is within reach of those who put forth (or forward) the effort.

Either as a parent or as a student, I believe you will find this issue useful, and I hope the magazine continues fulfilling its objective of being a means for the Latin@ community at Ohio State to be heard and recognized. I will be moving away but a part of me will always belong to the 43210.

I do not have enough space to thank all the people who helped me along the way, but my last Esquina will not be complete without a gracias to my family and friends for their love and support, to Giovana Covarrubias, Fernando Bernal and Susana del Río, and other ¿Qué Pasa, OSU? team members, for being fantastic at what they do and a pleasure to work with. My appreciation goes to Victor Mora and Dr. José Castro, for the opportunity they provided to me. Adiós y buena suerte!
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Tips to Ease Your Experience at OSU
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Welcoming Messages

Dr. Joseph A. Alutto
Executive Vice President and Provost

Welcome to The Ohio State University and this issue of ¿Qué Paso, OSU?. In its pages you will learn about the many activities and accomplishments of our Hispanic/Latin@ students. But in addition, ¿Qué Paso, OSU? will introduce you to the richly diverse world of Ohio State. Here, students have the opportunity to study broadly and deeply within an intellectually stimulating environment. Ohio State's 3,500 world-class faculty offer some 12,000 courses — and nearly 200 majors — to challenge and promote students' academic progress. Outside the classroom, more than 800 student organizations encourage social and civic involvement.

Ohio State attracts students from more than 100 countries and all 50 of the United States. As the university's chief academic officer, I am gratified by this diversity and take pride in our commitment to incorporate knowledge, awareness, and appreciation of other cultures and traditions into all aspects of student life. I invite you to become a part of Ohio State's signature academic experience, one that allows all students to make the most of their unique talents.
Hello! I have the great pleasure of representing Ohio State University, both around Ohio and around our country, as we talk about the opportunities for students who are thinking about college and making decisions about their futures. We look for future Buckeyes who are strong students in high school and who want to learn with other outstanding students and be challenged by nationally recognized faculty. We have a university that provides the advantages of internships, study abroad experiences, research facilities, leadership opportunities, co-curricular activities, and much more! We invite prospective students to visit our beautiful Ohio State campus. The best way for students and family members to really get to know a university is to visit it. We hope you will get to know us by visiting this summer or fall. You also can find out a lot of information by checking out our university website www.osu.edu and then just click on "future students." We think Ohio State University is a great place to be a student. We hope you agree!

Dr. Mac A. Stewart
Special Assistant to the President for Diversity and Vice Provost for Minority Affairs

For nearly 60 years, The Ohio State University commitment to diversity and inclusion has been growing and paying off. We are a place where diversity of culture and opinion are highly valued.

With the increase of Ohio's Hispanic/Latin@ community, the presence of these cultures has increased and consequently made the community more knowledgeable about, and appreciative of, their values and achievements. We hope that you will add your voice to the cultural chorus that we are building. Be assured that we in the Office of Minority Affairs would be delighted to help you learn more about Ohio State and about how to join our community.

With sincere thanks to the editor, Carlos Castillo, and staff of ¡Qué Pasa, OSU?, we welcome each of you to campus and look forward to serving you hereafter.

Graduates achieve their goals. ¡Felicitaciones!
Anything Can Be Achieved with a Positive Attitude and Ganas'

By Lori Guzman

Leaving home at the age of 18 was the first and hardest step for me in beginning my future. I've found that in order to find balance between the wings that allow you to soar and the roots that keep you grounded, a support system is critical. Born and raised in San Antonio, Texas, I grew up in a Hispanic and Catholic bubble where familia was always a top priority. It was common for your Tía to live across the street from your Abuelita, who lived behind her sister Tencha. Needless to say, it was uncommon for family, especially young ladies, to leave the house for college. You can imagine the surprise to my Dad when I not only went to college outside of the city — a full three hours from my home to Texas A&M University at College Station — but then moved to Houston to work for JPMorgan Chase Bank after graduation.

While it was hard at times to be away from home, I knew — and my family knew — that securing my education was important for my future. Throughout my academic career, I had always been active — in high school I played sports and was in student government. In college, I held officer positions with the Hispanic Business Student Association, a chapter of the National Hispanic Business Association (NHBA). It was through my participation in extracurricular activities and organizations that I learned the skills necessary to guide my way through a job interview process and apply lessons learned in new experiences. It was also through my involvement that I built a support system of friends that would eventually lead to stronger business networks.

I remained active with NHBA after college as a Director for the National Board. I eventually moved to Chicago, Ill., to work for Chase there (yes, even further from Texas!) and became Chairwoman of the Board for NHBA. It was because of my leadership with NHBA that I first had the chance to visit The Ohio State University's Fisher College of Business during the 2007 NHBA Summer Leader's Conference. At this point in my career, I had worked for nearly 6.5 years for the bank and was ready for a change. While at the meeting, I took time to speak with Fisher's Director of the Office of Minority Student Services, Mr. David Harrison, who encouraged me to explore Ohio State University and apply to the Fisher MBA Program.

With nothing to lose, I applied. The Fisher College of Business admissions office was wonderful during the entire process. It felt like an extended family even before I was officially admitted — and that feeling has stayed with me throughout my time here. My first week of business school, I joined the Fisher Latino Graduate Association and was given the opportunity to attend the NSHMBA Conference in Atlanta, Ga. It was at that conference's career fair that I secured my summer internship with Procter & Gamble's beauty division in the CoverGirl Marketing Department in Baltimore, Md. (even further than Columbus and Chicago!). That summer in Baltimore was phenomenal — even better than my experience was a full time employment offer.

I graduated Spring 2009 with a Master's in Business Administration and through it all, I've found that nothing can be achieved without a positive attitude and ganas! Aside from my family, I've had the support of NHBA that helped me acquire my first job and opened the door that led to business school, which ultimately led to my next life chapter at CoverGirl. After a support system, the right environment is vital for a successful career. The environment at Fisher welcomed me for who I was and provided different organizations, as well as the great resources of a large university.

"It was through my participation in extracurricular activities and organizations that I learned the skills necessary to guide my way through a job interview process."
Graduates Achieve their Goals at Ohio State!
Spring 2009

Javier Antonio Baez
Cleveland, Ohio
B.S. in Biology

Next Steps: “Next year I plan on attending the master’s in Medical Science program at the University of South Florida and using that program as a springboard to medical school the following fall. Down the road I hope to start my own practice as a partnership with a few other physicians. I hope to be working in Tampa Bay or Jacksonville, Fla., in an interdisciplinary medical facility that includes my practice (orthopedics, pediatrics, or another field) and several others.”

Vanessa Marie Boss
Kirtland, Ohio
B.S. in Pharmaceutical Sciences

Special Memories and Involvement: “Ohio State has so much to offer inside and outside of the classroom for students to embrace. I lived in Paterson Hall, which is the pharmacy dormitory, and I found that to be such a supportive foundation to start off. I established friendships with fellow pharmacy students that I still hold to this day. There was always someone from class to study and schedule classes with because we were all taking the same courses for the most part. We encouraged one another and helped each other. At Ohio State, involvement is easy and I recommend it. There is a plethora of clubs and organizations to join, events and activities to participate in, and if someone cannot find what they are looking for they can start [something] on their own.”

Jaime Alfonso Yamaguchi Torres
Monterrey, Mexico
B.M. in Music Composition and B.M. in Jazz Studies (also working on his engineering degree)

Opportunities OSU Provided: “Ohio State is recognized worldwide, in fact, I heard about OSU in Monterrey and that is the reason why I came here to pursue my college education. OSU provided me with excellent coaching from my advisors and mentors and the opportunity to obtain more than one major in very diverse areas. Additionally, I have accepted an offer for a graduate teaching associate position at OSU, which will help me finance the cost of obtaining a master’s and doctoral degrees. I took up to 43 credits at one point during undergraduate and the GTA offer adds to the number of positive memories I have collected in my years at OSU.”

http://quepasa.osu.edu

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How OSU Prepared You: “With the size of Ohio State it is not surprising that there are various opportunities around every corner. One way that Ohio State has prepared me to have a successful career is by its numerous research, volunteering and internship opportunities made readily available by various university departments. Another way Ohio State has prepared me is through its Greek life. My Greek life experiences at Ohio State have taught me invaluable skills such as leadership, communication, team building and personal development. Lastly, Ohio State has prepared me to work in a real world environment by Ohio State's increasingly diverse student population. Although numerous higher education institutions still do not reflect current population statistics, Ohio State strives to promote diversity and make it a priority.”

What Makes OSU Unique: “As president of the University-Wide Council of Hispanic Organizations, I had a unique opportunity to see how OSU provides students with a vast network of resources. By stepping out of your comfort zone and interacting with other students from other cultures you will get a better understanding of what the real world is like and learn soft-skills required for a successful collegiate career. OSU has a prestige not only around Ohio, but also around the United States and around the world. If you were to wear an OSU shirt, there would most likely be someone that will recognize the logo not only because of sports, but also because of academics. My feeling towards OSU can be summarized in our college song, Carmen Ohio, ‘how FIRM thy friendship, O-HI-O’.”

Ways OSU Prepared You: “The thing that drew me to Ohio State was the business classes it incorporated into its optometry curriculum. In this day it's every bit as important to know how to run a successful business as it is to have an excellent clinical education. The two work hand-in-hand to produce exceptional doctors with thriving practices. Ohio State has also given me the opportunity to work in a wide range of clinical areas including pediatrics, low vision, ocular disease, contact lenses, and working at a VA hospital. This diversity in education has made me a well-rounded doctor. Another aspect that has helped prepare me for my successful career is all of the networking I have been able to do through Ohio State. I have been able to meet people from all around the country so no matter where I end up I will always have my Buckeye ties.”
How OSU Has Prepared You and Next Steps: "The Fisher College of Business has prepared me to study hard and face any questions posed by potential employers. My leadership skills have been tested here due to my involvement with Phi Iota Alpha Latino Fraternity. Additionally, Ohio State's large and diverse campus has allowed me to socially expand my horizons, and I owe Ohio State big time! As a long-term goal I want to get involved with sales and promotions with any company that needs it!"

Special Memories and Next Steps: After five years at OSU in undergrad and graduate school I have seen and done a lot: memorable football games, thousands of students jumping into Mirror Lake, met Nobel Prize recipients, got involved in Greek life and student organizations, participated in research, took part of various projects with companies around the United States and, most importantly, made friends from all over the world. This is what OSU is about — a vast number of opportunities in one place! Although it is sad to graduate and leave OSU, I feel well prepared to continue my career and be successful in what I want to do. I am excited to start my job as a technology consultant and hopefully travel the world with some of those expenses paid for!

Why OSU Is a Great Investment: Making the move from California to Ohio State has given me the challenge I was looking for. When considering law schools, I wanted to study in a place that was away from my comfort zone and that would give me the opportunity to develop academically and as an individual. Ohio State has given me that opportunity and has far surpassed my expectations. I have been able to get both a law degree and master's degree at the same time and become the first one in my family to reach such academic level. Moreover, OSU prepared me to face the real world giving me the opportunity to represent clients through its Justice for Children clinical program. I am leaving Ohio State with the knowledge, the academic qualities, the confidence, and the potential needed to accomplish my intended career goals.
**Adrian H. Huerta**  
Santa Barbara, Calif.  
M.A. in Higher Education & Student Affairs

**Special Memories:** "I will always remember the process of developing Strength, Unity, & Respect — a Latino male group focused on supporting the academic and personal development for Latino male students and when José, Alberto, and I were watching the 2008 elections in the John Glenn School of Public Policy — the moment was incredible, witnessing the election of the first black president! We all felt a surge of energy, excitement, and a motivation to work harder in our respective field of study (medicine, political science and education). We will slowly change the world once we enter our field. We are in this to change the game!"

**Maria Isabel Aguilera Quinteros**  
Guatemala City, Guatemala  
M.S. in Industrial and Systems Engineering - Operation Research and a Interdisciplinary specialization in Engineering Management

**Important Achievement:** "Just studying at OSU is already an achievement. To come from Guatemala, get accepted in the university, adapt to a new culture and lifestyle and graduate with a Master's degree in Engineering is a great achievement. I also had the chance to work with the office of Energy Services and Sustainability during summer 2008 in a project that focused on improving the sustainability of dining services on campus. I was very satisfied because they called me this past winter to work with them again during spring and summer 2009. Currently I am working in a project: Minimization/Elimination of the Overflow Situation in the Trash and Recycling Collection on Campus. This project is a challenge for me because the collection system is very complex and has not been studied for years."

**Amanda Maelynn Marquez**  
Port Clinton, Ohio  
B.A. in International Studies with a focus in Latin America

**Special Memories:** "One memory that is a part of me for life is becoming a member of Alpha Psi Lambda. When I became a member I became a part of something that was much bigger than me. I was a part of a Latino interest fraternity based on the support of a Familia. My involvement helped me grow academically and as a leader. Although I have only been a member for a year, Alpha Psi Lambda has been in my life since I was a freshman. They were very welcoming and offered to help me out in my adjustment to college classes by inviting me to study tables. They also helped me meet some very special people in my life by just inviting me to hang out with them. They will continue to be a big part of my life and memory at The Ohio State University."
Keeping a Good GPA with 43 Credit Hours and Two Jobs
Impossible? ... Read On!

By Carlos Castillo

Students come to Ohio State with different skill sets and dreams. They come equipped with a good dose of motivation, and from early on they develop their academic plans and decide when and what to take each quarter (or semester very soon!).

For most of us the number of credit hours rarely exceeds 20 and many are full time students with no part- or full-time jobs. Even then, classes sometimes feel like an excruciating (and unavoidable) hassle that get in the way of college fun. Do you often complain about your workload? Read on and this article might change your perspective.

Jaime Yamaguchi is not a typical student, but he certainly is an example of the results that can be achieved with a positive attitude, tons of motivation and tremendous self-discipline. Yamaguchi made the choice to excel, and while he might not be a unique case at Ohio State, his story is worth sharing. Here is what he had to say.

Number of credits
I've been taking 29 credit hours since Autumn 2007 – until Spring 2009 when I took 43 credits!

His reasons:
The reasons behind taking this amount of credits are many, but mainly my desire to excel and be different in a positive way. Likewise, I really enjoy the three majors I am pursuing and I want to finish them all. If it was up to me, I would also study Architecture and Aviation, but those might have to wait.

My interest in engineering was inspired by my grandfather, Jaime Torres, who once told me as a kid something I never forgot; he sat me down on his chair in his office at Conair and said to me “Algun dia te estaras sentado en este lugar” (Some day you will be sitting in this very same place).

Time Management:
To be able to do what I'm doing, time management is key. I learned to get good at it through trial and error. It sounds crazy but I balance my day among school, two part-time jobs, going to the gym five times per week, teaching Spanish to 12-15 students per week, and music practices for the two bands I play for.

The price you pay:
The toll is high. Sometimes I have to wake up at 3 a.m. to finish homework or any pending tasks. I also tend to go to bed at around 1 a.m. Combining those two, I only get two hours of sleep way too often (especially during finals' week). Given my schedule I spend my whole day running around campus and Columbus, and sometimes I even forget to eat or have to eat lunch as I walk between classes. I have gotten used to going more than eight hours between meals.

As you can imagine, emotional fatigue also sets in. My parents live in Mexico and there are times that I do not talk to them for weeks due to my busy schedule. Similarly, my friends do not get the time they deserve.

For Jaime, a typical day in the spring looks like this:
9:30 a.m.: Systems II
10:30 a.m.: Electromagnetics II
11:30 a.m.: Orchestration II
12:30 p.m.: Jazz History
1:30 - 3:18 p.m.: History of Latin America
3:30 - 4:30 p.m.: Big Band Rehearsal
5 - 7:30 p.m.: Music Lessons
8 - 10 p.m.: Work out at the RPAC
10 p.m. - 1 a.m.: Homework and study

Jaime's Spring 2009 Schedule:
- Electromagnetics II (3 credits)
- Systems II (3)
- Latin American History (5)
- Jazz Piano (1)
- Big Band (1)
- Jazz Combo (1)
- Jazz History (3)
- Jazz Percussion (4)
- Jazz Composition (3)
- Orchestration II (3)
- Composer's Seminar (1)
- Composition (5)
- Electronic Music Composition (3)
- Keyboard Harmony (2)
- Philosophy in the Arts (5)
Total: 43 Credits

While Yamaguchi does not plan to maintain this pace forever, he is certainly a unique example of what a motivated student can achieve. He explains that he is planning on coming back in the fall for a master's degree, which he believes he will be able to finish in two or three quarters. Impossible? You be the judge.
"Mijo, remember school comes first." This was something that I heard on a regular basis from both of my parents, reinforcing the goals that they had for me from a very young age. My name is Miguel Aaron López Jr. and my journey to The Ohio State University started many miles from Ohio. In fact, it began in a completely different country.

My journey began in Mexico City, Mexico. I was born Jan. 26, 1986 to two very loving parents: Miguel López and Silvia López. To say that my first year of life was a struggle would be an understatement. For about the first year of my life I was in and out of the hospital, due to numerous respiratory issues, sometimes being admitted. My parents attempted to stay with me, but due to financial responsibilities, they had to work. They would take turns waiting by my incubator, often sleeping overnight. Doctors warned my parents I may not survive. Taking this news with heavy hearts they arranged to have me baptized. Throughout these difficult times my parents were strong, never left my side and never stopped believing. I am certain that the strength of my parents and their strong belief that I could pull through, led me to survive. Even at such an early age, these characteristics, possessed by my parents, gave me the tools to become the confident, driven, goal-oriented individual I am today.

After overcoming my health obstacles I again was faced with another life altering event at the age of five. Roughly two and half years after I was born, my parents had another child, Marco Antonio López. With two children now, my parents worked extremely hard to provide my brother and me with all of our living necessities. Unfortunately due to many external factors, and the lack opportunities in Mexico, my parents were struggling to get by and made a decision that would change my family’s life forever. My parents decided that one of the only ways to get a chance at a better life was to sell all our possessions and migrate to the United States of America.

It was with high hopes that my parents made all the arrangements to move to the United States. The plan was that my father would travel first and get himself situated and would then send for the rest of us. Not one month passed before my mother was unable to wait and went in search of my father. To this day, I cannot express the amount of respect that I have for my mother for what she did. She single-handedly migrated thousands of miles, with her two young children, with the hope of reuniting our family.

We entered this great country with the mentality that opportunity was around every corner, so it was bit of a shock to see where my journey took me next. At five, my family and I moved to south-central Los Angeles. Once my family was reunited we began to build a life from scratch. Again, working extremely hard, both of my parents struggled to make a living, especially after now having two more children, Charlye López and Cindy López. I quickly understood that although this land is filled with great opportunity, it came at a very high price. As I grew up in L.A., I was introduced to many other Latinos, primarily Mexicans who were also undergoing a similar
journey. Some were already developing into premature delinquents, others were slackers barely getting by, and then some were like me, driven to do well in school and better their lives. There was a common theme amongst the latter of the three; that is, we had supportive and motivating parents and a strong familial structure. My parents always stressed the importance of an education, even though they themselves were deprived that right. They reinforced the notion that to move up in life one must be educated. It was this motivation and constant reminder that instilled the idea that college was not an option: it was a necessity.

Growing up in some of the worst neighborhoods of southern California did not prepare me for the shock that I would undergo when I turned 13. At 13 my father was offered job relocation with better established job security. Having my family’s best interest in mind my parents decided to relocate and my journey would take me to a completely new environment: Columbus, Ohio.

Relocating from a primarily Latino and African American environment to Columbus, a primarily Caucasian environment, was one of the biggest culture shocks of my life. Along with the new environment, I began feeling a new sense of identity. I was no longer part of the norm; I was an outsider coming in. It was during this time that my personal identification with my heritage became clear, even though I had always been proud to be Mexican. This new environment reinforced that fact. My parents continued to work hard and soon we purchased our own home. I would have never thought, based on where I began my journey, that we would finally own our own home.

Our new home was located in Newark, Ohio, and with no delay we moved once again. Attending high school in Newark was a very interesting experience, primarily because I was one of three Latinos, the others being my brother and an exchange student from Mexico. Four years came and went surprisingly fast and before I knew it I had graduated high school. I graduated from Newark High School in 2004 with honors placing 6th in my class and with a 4.1 GPA.

Soon after graduating I began to get ready to attend the biggest college campus in the nation, The Ohio State University. As I entered OSU I was filled with excitement and anticipation. Being the first college attendee of my family, there was enormous pressure on me to do well and be a role model to my younger siblings. As freshmen year went on, I soon found out that college was very different from high school, and quickly found it very hard to adjust. At the end of freshman year my grades were slightly above average but completely below my personal standards. It became such an issue that I began questioning whether I truly belonged in college.

Although my sophomore year went significantly better I still felt that I was missing something in my college life. That year I found what was missing, my Alpha Psi Lambda familia. Alpha Psi Lambda is the nation’s first and largest co-ed Latino fraternity, established here at Ohio State. I had finally found a group of Latinos on campus that was dedicated to academics, community service, leadership and cultural awareness. Joining Alpha Psi Lambda taught me time management, leadership skills and gave me a support system at OSU as well as demonstrating to me my true potential. College is a very complicated time in a young person’s life. Having a strong support network like Alpha Psi Lambda allowed me to become comfortable in my new environment so that I could fully appreciate college life. My Alpha Psi Lambda brothers and sisters shared invaluable guidance about navigating through college. They taught me how to be successful and always pushed me to do my best. Since becoming a member I have been able to become more involved at OSU fully completing my college experience.

Similar to high school, these undergraduate years have come and gone very quickly. By the time this magazine is in your hands, I will have graduated with two degrees: a bachelor of science in Microbiology and a bachelor of arts in Spanish. After graduation I plan to acquire more real world research experience and then return to school for my master’s, leading to a Ph.D. I also plan to stay active with Alpha Psi Lambda and continue to give back to the Latino community in Columbus, Ohio.

I can honestly say that I would not have been able to be here if it weren’t for my family, “A mi Familia, quiero dedicarles este articulo, porque sin ustedes, no estuviera aqui. Los quiero mucho” (I want to dedicate this article to my family because without you, I would not be here. I love you!).

http://quepsa.osu.edu
Al escribir sobre mi trayecto por la Universidad Estatal de Ohio, viene a mi mente un día en específico. Era en el invierno del 2004 cuando caminaba sola a través del Ohio State Columbus campus; en ese entonces, era una estudiante de bachillerato de 21 años de edad. La tormenta de nieve no me molestó mientras caminaba desde el área suroeste del campus al área bien oeste de la misma, donde está la Facultad de Medicina Veterinaria. Mis pies se hundían en las cinco pulgadas de nieve, pero estaba tan entusiasmada que no recuerdo haber sentido frío esa noche; lo cual es algo raro ya que usualmente me agobiaba el invierno de Ohio.

La razón por la cual me dirigía a la Facultad de Veterinaria era para completar la investigación para mi tesis de honor que relacionaba mis estudios de bachillerato en manejo de vida silvestre y la medicina veterinaria. Pero había otra razón para esta visita...

Ya había solicitado ingreso a esta facultad, pero no sabía si había sido aceptada. Aun así, estaba llena de seguridad y felicidad, y creo que es que mi subconsciente sabía que habrían por delante muchas noches frías que tolerar y obstáculos por conquistar. Sea cierto o no esta hipótesis subconsciente, lo que sí puedo decir es que fueron muchos obstáculos los que encontré tanto en lo académico como en lo personal.

Académicamente, los primeros dos años estuvieron llenos de noches de estudios interminables. El significado de los viernes y fines de semana cambió. Estos días que simbolizaban ocio se convirtieron en horas de más estudios intensos. Las hojas de estudio parecían ser infinitas. Por ejemplo, lo mínimo que debía estudiar para una clase son 100 páginas y los exámenes los días uno tras otro en la misma semana. Eso no es todo. Muchas noches de semana las pasas con cuerpos de animales muertos en el laboratorio de anatomía. Las mismas noches donde otros jóvenes salen a disfrutar con sus amigos.

En lo personal también hubo retos y problemas. Se sabe y hasta se advierte en la escuela de veterinaria que durante los primeros dos años de la carrera, algunos divorcios ocurren y hasta son inevitables. La carrera de medicina veterinaria consume mucho de tu tiempo. Algunos de nosotros además de estudiar más de 60 horas a la semana, también tuvimos que trabajar durante noches y fines de semana. Por esto, hasta me atreviera a decir que la carrera no es para todo el mundo: pues requiere mucha disciplina y la disposición de sacrificar otros aspectos personales para dedicarse a los estudios.

Para darte una mejor idea de lo que conlleva esta carrera, durante el segundo y tercer año de la carrera, también trabajé como asistente para un veterinario durante los fines de semana. Estaba estudiando cinco días a la semana de 8 a.m. a 2 a.m., y trabajando los fines de semana de 9 a.m. a 7 p.m. Era agotador, pero de este trabajo aprendí muchas técnicas de veterinaria; además me ayudó a cubrir algunos de mis gastos personales.

Los primeros dos años de veterinaria estuvieron llenos de retos y frustraciones que a veces nos hacía cuestionar el porqué habíamos escogido esta carrera; sin embargo, el significado de esta carrera fue evolucionando mientras nuestros estudios avanzaban. Algunas veces tuvimos que congelar nuestros sentimientos para poder llevar a cabo nuestros deberes. Debo reconocer el apoyo moral de algunos estudiantes de grados más avanzados que nos decían: “No se preocupen, esto pasa rápido y se pone mejor con el tiempo.”

Continúe en la página 31
Luis Pompa: An Inspiring Experience of Family Support and Personal Achievement

By Carlos Castillo

When your family history includes a father whose childhood was spent picking crops during the course of the year — ranging from lettuce and onions in Texas and Arizona in the spring, to tomatoes, figs, cotton, grapes and citrus fruits throughout California, finally ending with apples and cherries in Washington and Oregon in the fall — some would believe that your future would consist of economic struggle and unfulfilled needs. But the reality is that a strong work ethic and the drive to better oneself everyday can lead to a successful journey and the achievement of seemingly impossible heights.

R. Luis Pompa, M.D., currently a Clinical Assistant Professor in Gastroenterology at The Ohio State University Medical Center (OSUMC), knows this truth firsthand. His father, born on an Indian reservation in New Mexico, was a migrant farm worker as a kid, never graduated from high school, and did not speak English until his teenage years. But through perseverance and determination Pompa’s father accessed a stable job. “My father’s life story, beginning as a disadvantaged and poor farm worker without opportunity and education and now a retired teacher, making a better life for his sons, is truly the American Dream,” Pompa said.

Pompa grew up in a small town outside Chico, California “with two great parents and an even better older brother.” He attended California State University, Chico, majoring in microbiology with a minor in chemistry. He then worked as a pre-doctoral research fellow at the National Institutes of Health in Bethesda, Maryland. He researched cell-signaling pathways before applying to medical school at Ohio State University.

“My parents are remarkable people and instilled the strong work ethic I live by today, but Ohio State has also been instrumental in my achieving success in medicine,” Pompa affirmed. For him, the experience and training received in medical school matched, if not exceeded, the training received by others at more prestigious institutions. By providing Pompa with a strong theoretical background during his first two years and then encouraging a very hands-on approach with a variety of patients during the clinical experience, Ohio State made Pompa’s transition to internship and residency much smoother. “During my medical residency at the University of Michigan, I found my breadth of clinical experience and my ability to do procedures to exceed my counterparts during my training. The education and experience I received at OSU has been the solid foundation from which I have built a successful practice,” Pompa recalled.

Pompa believes that health care in the Latino community does not achieve its full potential as a result of cultural and language barriers, socioeconomics, access to education and employment and insurance issues. “Gastrointestinal disorders relating to colorectal cancer screening, pancreatic cancer and peptic ulcer disease are issues that disproportionately affect the Latino community,” He added, “I feel a special responsibility to the Latino community, because of my upbringing and father’s experience, to deliver the best health care I can provide in an area that I feel I can have a significant impact.” Some of the services and procedures that Pompa is able to provide were not available prior to his arrival at the OSUMC.

Pompa believes that time spent in school is an investment, just like money in the bank, that will grow into a better life for you, your family and the patients you take care of. Students sometimes fail to realize that the road to achieving goals, whether in healthcare or in other fields, can be long and sometimes discouraging, requiring personal sacrifice and delayed gratification. As a physician and a professor, Pompa offered some advice: “There are many careers in health care other than physicians and nurses where you can impact the health of your community,” he suggested. “Whenever your interest lies, remember your goal takes commitment and discipline; your background and life experience will always be an asset that will set you apart from others.”

Ohio State opens a huge door of opportunity for those who decide to attend a world-class university. “As in my case, OSU is ready to equip students with the education and skills that will not only lead to a career of their choice, but will allow them to compete with the best. I am thrilled to return to OSU to help provide those same opportunities to others,” Pompa concluded.

For more information about The Ohio State University College of Medicine, visit the College’s website at http://medicine.osu.edu, or if you would like to learn more about Luis Pompa’s career, please contact him at robert.pompa@osumc.edu.
Levy Reyes: From Near Academic Probation to a Ph.D.

By Carlos Castillo

Those who are familiar with comedian George Lopez already know a little bit about Levy Reyes' family. For Reyes, third year Ph.D. candidate in the Integrated Biomedical Science Program, "whenever I get homesick I listen to Lopez, and it makes me laugh and reminisce about silly times in my family and childhood. I swear at times it's as if he was watching my family and drawing from that in his commentary."

Born and raised in Phoenix, Ariz. in a predominantly immigrant family — three of Reyes' grandparents emigrated from Mexico — Reyes never thought Ohio State would be in his future. "Being a boy from the desert, the Ohio winters were quite the shock," Reyes said. "With all the snow I had to find a way to pass the time, I quickly picked up snowboarding as a way to get through those cold winters! he added. Reyes obtained his bachelor's degree in Psychology from the University of Arizona and is currently a third-year Ph.D. candidate in the Integrated Biomedical Science Program and a graduate research assistant for Dr. Jay L. Zweier at the Davis Heart and Lung Research Institute.

During the process of choosing a school, Reyes was drawn to Ohio State because of the financial aid provided and its unique program design, which trains students to be good scientists, but also allows them to have exposure to the clinical aspect of the disease they are researching, thus facilitating the translation of discoveries in the laboratory into treatments in the clinics. "Before I discovered the Integrated Biomedical Science program and its Translational Physiology track I was in a very frustrating position," Reyes recalls. "I had this tremendous interest for research; however, I felt that the part I was initially exposed to was removed from making an immediate impact on human healthcare. I found the treatments for diseases extremely fascinating but I did not have the calling which drives many into medicine; thus when I found the OSU program it was as if someone had created the exact thing that I wanted to do."

Reyes' research is focused on ischemia/reperfusion injury — a phenomenon that occurs after someone experiences a heart attack. Coronary bypass surgery or angioplasty was developed to restore the lost blood flow resulting from a heart attack. However, upon restoration, it is possible for there to be a burst of free radicals that can severely damage the heart tissue. This damage is known as ischemia/reperfusion injury and limits the benefits of current surgical intervention. Specifically, Reyes' studies aim to eliminate or correct the damage that oxygen radicals cause in ischemia/reperfusion injury and improve the prognosis of patients experiencing heart attacks.

"There has been recent data to link Type-II diabetes to an increased risk of heart disease," Reyes explains. "In this regard our research becomes especially important to the Latin@ community and their improved prognosis post-heart failure as a result of diabetes."

The road to graduate school and to a program that perfectly matched his needs was not an easy one for Reyes. As an undergrad student, he was one point away from academic probation, with a GPA of 1.8, and just one semester from being kicked out of school. "No matter what your situation is in your high school or college, do not let it discourage you from attaining your ultimate goal, whether it be graduate school, medical school or law school," Reyes advises. "Despite my poor initial performance in undergraduate, through persistence and help from others I am just a few years from realizing my dream, so if you are in a similar situation it does not mean your dream is unattainable, it just means it's going to be challenging."
Johamy Morales:
Exploring Her Identity through Theater
By Johamy Morales

My name is Johamy Morales and I am a third-year graduate student in the Theatre Department at The Ohio State University. As part of our training we are required to write, direct, and perform a newly devised solo piece at the end of our third year. Right from the beginning I knew that I wanted to write a piece about the beauty and complexity of the Mexican culture in the United States. I am from San Diego, Calif. and my parents are from Tijuana, Baja California, Mexico. When I visit my family in Mexico, I am not considered fully Mexican and here in the United States I am not considered fully an American. So the question is, “Who am I?” Am I Mexican or am I an American? These are the questions that I wanted to explore throughout my solo piece.

As I began my research a year ago I came across a book called It’s All in the Frijoles by Yolanda Nava. It’s a wonderful book about the Latin@ experience that is expressed through poems, songs, stories, and dichos (popular sayings). This book inspired me to research the true meaning of “beans” and the importance it has on the Mexican culture. In May, I premièred my bilingual solo piece called Frijoles and it was successful in many ways. Frijoles tells the story of the voyage of a young woman named Maria that is in search of her identity. As a Mexican-American woman she explores her internal struggle through memories and discovers the true meaning of beans. Having the opportunity to explore my artistry and create a newly devised work taught me how privileged I am to be the communication bridge between my Mexican heritage and the American culture. Frijoles is a celebration of that bridge, my identity, and the beauty of diversity that I am privileged to share.

As the first generation in my family to go to graduate school I have been faced with many challenges. At many times I felt alone and became homesick, but the graduate program made sure that I didn’t have much time to dwell on it. The acting graduate program schedule looks like this: Monday through Friday with classes and teaching from 8:30 a.m. to 5:18 p.m. Then in the evenings we have rehearsals for shows from 6:30 p.m. to 10:30 p.m. and, of course, once we get home, we have homework. Our classes consist of acting, movement, voice, directing, devising, video, and research methods. We are trained for three years to become masters of our craft, unique individual artists, and educators. It’s amazing to look back now and realize how much I have learned from different methodologies and the faculty at Ohio State. Today as I approach graduation I know that this is only the beginning of my career, but I can say without a doubt that the Theatre Department has prepared me as a strong and unique artist. For those who might be interested in this career or any other career my advice is sueña and dream big because that’s extremely powerful and no one can ever take that away from you. Sí se pudo (Yes, we did it)!
Latin@s Making a Difference:
The Greyhound Health and Wellness Program at Ohio State
By Carlos Castillo

In a large and diverse university like Ohio State there are many projects of great magnitude in which Latin@s are involved. In fact, the presence of Latin@s in various aspects of the university’s life is rather common but it may go unnoticed. One example is the Greyhound Health and Wellness/Transfusion Medicine Service (GHWTMS) instituted in 2004 at the College of Veterinary Medicine, which stands as one of the few programs in the United States in this field.

The members of the GHWTMS team include (front row left to right): Sara Zaldivar, DVM, OSU Veterinary Clinical Sciences graduate student, from Spain; Cristina Lazbik, DVM, OSU Animal Blood Bank Managing Director, from Argentina; Lilliana Marin, DVM, OSU Greyhound Health and Wellness Program Coordinator, and OSU Veterinary Clinical Sciences graduate student, from Colombia. Back row, left to right: Paulo Vilar, DVM, OSU house staff, from Spain; Jose L. Mendez, DVM, OSU Equine Medicine & Surgery intern, from Spain; Guillermo Couto, DVM, Professor and Head of the Oncology/Hematology, and Greyhound Health and Wellness Program, from Argentina. Not pictured: Dawn Hudson, Veterinary Technician and Ashley DeFelice, Veterinary Technician, from the United States.

In fact, the presence of Latin@s in various aspects of the university’s life is rather common but it may go unnoticed. One example is the Greyhound Health and Wellness/Transfusion Medicine Service (GHWTMS) instituted in 2004 at the College of Veterinary Medicine, which stands as one of the few programs in the United States in this field.

According to Couto, the Greyhound Program was developed because this type of dog has unique physiological features that distinguish it from other types. “We often jokingly say that greyhounds are not really dogs,” since they develop different diseases or respond differently to infectious agents than other dogs. The availability of free consultations and of a newly launched bilingual website has significantly enhanced our ability to provide support to greyhound owners, adopters, and veterinarians, and to train future veterinarians in the care of retired racers,” Couto said.

Created to address the need that veterinary students, health-related professionals, rescue organizations, and owners recognize as the physiological peculiarities of this breed, the GHWTMS encompasses two different clinical services: Greyhound Health and Wellness Program (GHWP) and the Transfusion Medicine and Animal Blood Bank (TMS/OSUABB).

As an area within the Oncology/Hematology Service of the Veterinary Teaching Hospital, the GHWTMS responds to increasing numbers of greyhounds whose numbers, according to the National Greyhound Association, reach approximately 120,000 living in homes as pets and about 55,000 in racetracks. In addition, adoption efforts have been made to reduce the number of greyhounds that are killed every year due to poor performance on the racetrack.

Although each portion of GHWTMS functions somewhat autonomously during daily activities, their functions are closely interrelated and have common goals. The GHWTMS is primarily an outreach and teaching service, and not a revenue-generating service.

The GHWP
The GHWP provides a free consultation service for owners of retired racers and their veterinarians. The Greyhound Health and Wellness website provides additional information to owners, veterinarians, and greyhound adoption groups, in both English and Spanish.

In collaboration with the Greyhound Adoption of Ohio (GAO) in Chagrin Falls, Ohio, the GHWP established a successful spay, neuter, and dental clinic for retired racers in 2004. In this program, third-year veterinary students under the direct supervision of Small Animal Surgery faculty and residents perform routine spays, neuter, and dental
prophylaxis in 50-75 greyhounds per year. In addition to directly improving the health of the dogs and the expertise of veterinary students involved in the clinic, it provides the opportunity to evaluate other health issues in the breed.

In January of 2004, Dr. Couto founded Veterinarians for Retired Racing Greyhounds; the group currently has approximately 75 members, and has established a list server to discuss health-related issues of the breed. Additionally, the GHWP provides chemotherapy at no charge for retired racers with cancer. Drugs are purchased with development funds (donations) and shipped to the families of the affected dogs, in return for receiving the drugs, owners and veterinarians provide clinical information and follow up on cancer-bearing greyhounds, and submit a blood sample for genetic testing. In 2006, the GHWP established a greyhound serum, plasma, blood, DNA, and urine repository, from normal and sick greyhounds for future testing. Currently the GHWP sees 20 to 25 greyhounds per month, and receives five to 30 consults on greyhound health issues per day.

**GHWP in Spain**

Couto has been volunteering at a *galgo* (Spanish greyhound) shelter in Medina del Campo, Spain (Scooby Medina) for several years, and since early 2007, he travels with a group of OSU students and clinicians to Scooby Medina, where they perform spays and neuters, as well as preventive health care (population medicine) under the supervision of Ohio State clinicians. In 2008, the University of Zaragoza became a partner in this project, and this summer, the University Alfonso X in Madrid and the University of California at Davis will join in the partnership.

While Couto and part of his team sacrifice their vacation to be part of the Scooby Medina project, the Spain experience has proved invaluable for students. For veterinary medicine student Jenn Hansell, "Scooby is truly an amazing place. Everyone I met, no matter what their role at the shelter, had such a love of animals that motivated their work. It didn't matter what country they were from, or how they were trained. Even through a language barrier, the commitment was obvious — the goal of every person at Scooby was to care for whatever walked, crawled, flew, or somehow made it to the shelter. The trip to Scooby was the best experience that I have had in vet school."

Rachel Homeny is another student who had the opportunity to volunteer in Spain thanks to the program. She mentioned that "to play an active role in saving a life reminds you that you are exactly where you want to be. Watching a patient that could not stand up several days ago now stand up and playfully tug at a toy because of the care you and your colleagues provided is an amazing feeling. Beyond that, knowing that the same dog, who was left in a field to die, would later be placed in a loving home is extremely gratifying."

**The TMS/OSUABB**

Created in 1997 by Couto, the Transfusion Medicine Service/OSU Animal Blood Bank (TMS/OSUABB) has saved greyhound lives by providing blood components to expand the greyhound blood donor pool, increasing the number of adoptions off the racetrack, and reducing cases of euthanasia in poor performers. The program currently has over 70 blood donor dogs (mainly retired racers) and 60 donor cats.

Prior to the inception of the TMS/OSUABB about 20 retired racing greyhounds and adopted cats were kept in cages for 3-4 years as in-house blood donors, and blood was collected on demand. Under the new OSUABB, retired racers are adopted or fostered by students, faculty, or staff and donate blood four to six times per year. Additionally, most of the greyhounds in the blood donor program are placed in homes by the GHWP in cooperation with GAO and other adoption groups.

The program fosters a win-win situation in which, through corporate sponsorship, donors receive free food and flea, tick and heartworm preventive medication, and free vaccinations for the time they are enrolled as blood donors (typically 3-4 years). In addition, they receive free blood products for life. "Working at the TMS/OSUABB is very rewarding. It is great to see these gentle greyhounds save so many lives, while knowing that they also have a forever home through this program. Our greyhound families are a very special group of people, with an unusual commitment to the program," said Cristina Izbik, Blood Bank managing director. "Many of the Greyhound blood donors' owners are blood donors themselves, and they feel great about their own dogs donating blood to those in need."

Due to the success of the program, blood components have been made available to local and regional veterinarians since 2003 and to veterinarians throughout the United States since 2005.

Our purpose is to present the work that is being done by organizations like this one and the people behind the scenes. We hope that students who are interested in this field can learn something and will contact Guillermo Couto to learn more about the program.

For more information please visit the GHWP website at http://www.vet.ohio-state.edu/1872.htm or contact Guillermo Couto at couto.1@osu.edu.

The GHWP program consists of:

- Free consultation for greyhound owners and veterinarians
- A website with current greyhound health information
- Student-driven spay/neuter/dental clinic for unwanted retired racers
- A listserv for veterinarians for retired racers, and a scientific conference on this area
- Educational/extension programs for Greyhound owners and veterinarians
- Free chemotherapy for retired racers with cancer
- Financial assistance (through development funds and research grants) for greyhound medical and surgical care at the OSU Veterinary Teaching Hospital (VTH)
- Greyhound blood, serum, plasma, DNA, and urine repository, from healthy and sick greyhounds
- National Greyhound Database

The greyhound is a breed of hunting dog that has been primarily bred for coursing game and racing. Greyhounds are extremely fast and athletic but they are not high-energy dogs and are usually referred to as "Forty-five mile per hour couch potatoes."
### Bachelor's Degrees

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**Spring 2009 Graduates**

http://quepasa.osu.edu
**Taste of OSU**

On Jan. 30, the Office of International Affairs with more than 30 Ohio State student organizations and the Campus Dining Services chefs presented an evening of international food and performances.

**Eyes Wide Open**

On Feb. 23, the Department of Latino/a Studies presented "Eyes Wide Open, New Work on Latino/a Visual Culture." Two authors discussed their new books at the Grand Lounge in the Faculty Club.

Guísela Latorre from the Department of Women's Studies presents her new book, "Walls of Empowerment."

Guest speaker, William Nericcio (first from left), from San Diego State University, poses with members of SUR at the signing and reading of his new book, "Text(t)-Mex."
Hispanic Awareness Week 2009

The Hispanic Awareness Week (HAW) 2009 took place from April 19–25. The event, organized by the Multicultural Center in collaboration with several organizations, included a series of workshops, discussion tables, lectures, movies, music and dancing celebrating and reviving the Hispanic culture.

Indra Leyva-Santiago, Intercultural Specialist from the Multicultural Center, speaks at the Formal Opening of the Annual Hispanic Awareness Week.

A panel of students in higher education at Ohio State addresses questions at the event "Graduate & Professional School 101."

Adrian Huerta, graduate student in Higher Education & Student Affairs, leads a discussion about racism in today's world at the "¿Y Tú Quién Eres? Is Racism Over?" luncheon.

Professor Saskia Sassen from Columbia University lectures on "Neither Global nor National: Novel Assemblages of Territory, Authority and Rights."

Students show off their different talents during the Noche Latina/Late Night show.

Ohio State's President E. Gordon Gee meets students from Canto Latino at the Noche Latina/Late Night show.

For more information about the HAW 2009, please visit http://quepasa.osu.edu/issues/sp09/sp10.html.

http://quepasa.osu.edu
Life at Ohio State Far From Home:
A Parent and Student Perspective
By Maria Sanchez, Academic Studies Coordinator, Office of Minority Affairs

Candace Anderson and her parents back at home during Memorial Day Weekend 2009

The recipe for a successful college career is made up of numerous ingredients. When those ingredients are readily available, it is a lot easier to achieve the final objective. Candace Anderson is an example of how taking advantage of the opportunities offered by Ohio State and putting all the ingredients together led to a successful college experience. This article looks at how her journey to Ohio State began as a senior in high school. She is now well on her way toward achieving goals once thought to be impossible to reach.

September 20, 2006 was a big day in Candace's life — her first day of college. The summer of her senior year, Candace stepped onto Ohio State's campus during the Go Buckeye Day event and fell in love with this university. That day she announced to her mom, “This is where I’m going to school.” Looking back, Candace, now a junior, says, “The look of the campus and the fact that everyone was smiling was what I fell in love with.” Of course her mom and dad wanted her to stay closer to home and attend a college in state, but after coming to Ohio State her mom admits that the visit was a real eye-opener. “When we went to visit I could tell there was no convincing her to stay in North Carolina. You could see the Buckeye pride in her.” Candace and her mom were featured in the 2006 Summer issue of ¿Qué Pasa,OSU?, where they expressed in detail why Ohio State was such a special choice (http://quepasa.osu.edu/issues/su06/challenges.htm).

Fast-forward to the following fall as Candace and her parents are moving her into a dorm room. Candace described her emotions as “excited and scared because I didn’t have any family here, everything and everyone I had known were going to be a 12-hour drive away.” For her parents leaving her was hard, but they also felt excited and proud of her acceptance to a prestigious school. “Whether a school is 20 miles or 2,000 miles away you get a sort of feeling that she’s growing up and you can’t look out for her like you used to,” her dad said. “We have to trust that what we have done as parents is enough. That
we've taught her right from wrong and hope she makes the right choices," her parents agree.

"That first night was hard, both of my parents were crying, which made me cry and my dad kept telling me how proud of me he was, which made me cry harder. I felt a little panicked, almost like I had jumped into the deep end of the pool and realized too late that I didn't know how to swim. But the next day everything was fine, I regained my balance and kept reminding myself of the basic lessons my parents had taught me growing up — if you don't know the answer to a question then ask, look both ways before you cross the street, eat your vegetables, and so on," said Candace.

How to be successful?

Taking advantage of the resources and support networks offered by Ohio State made the difference for Candace. She participated in Buckeye Bound, a program specifically offered to out-of-state students. It serves as a network and support group for out-of-state students by allowing them to meet people from their home state. Candace was able to meet other students, staff and professors from North Carolina.

"It was comforting to connect with people you could relate to and to talk about stuff only people from North Carolina would understand — Highway 70, the best places to eat."

Candace and her mom also took advantage of the services provided by the Office of Minority Affairs (OMA). Candace's mom reflects and says that, "It was really nice that OMA was filled with positive and encouraging people. No question we asked was considered dumb and we always got a response back quickly." Once on campus, Candace took advantage of OMA tutoring for her English and math courses. "English tutoring helped me to develop my ideas in a better way and my math tutor was amazing; if I didn't understand something he would find a way to explain it in a way which worked best for me. He's really the reason I got an A-."

Additionally, Candace got involved with Alpha Psi Lambda, a co-ed Latin@ fraternity here at Ohio State. "Joining Alpha Psi Lambda is the best decision I've made since I've been here. They gave me a support network; sometimes you just want a hug from mom and dad and my fraternity brothers and sisters comfort me just the same. Getting involved in an organization and meeting other people who have similar interests make it easier to be successful."

What is the impact on the parent-daughter relationship?

Candace reflects on the situation and believes that, "The experience has made the relationship with my parents mature just like any other parent-child relationship will once the child starts to really grow up and live on their own." According to her, what helps the most in this situation is communication and maintaining some of the routines from home. She remembers, "My freshman year living in the dorms, my dad would call at eight in the morning three times a week just to tell me good morning and that he loved me, just like he did when he would come in my room in the mornings and wake me up for school and kiss me goodbye before he left for work. Both parents agree that keeping in touch with Candace has helped with the distance, but they also understand that, "They can't fight every battle for her, when she really needs help she knows she can ask."

Change is inevitable, and for college students the transformation is more pronounced when they live far from home. She reflects that, "Coming here and being on my own made me mature faster than if I attended a school where home was only minutes away."

"It's important for the students to remember that they need to be prepared for a lot of changes, but it's exciting," Candace said. "You're becoming who you are and if you use the resources provided to you by Ohio State it's really hard not to succeed." Her mother adds, "When you drop them off in that fall get them settled in, take them out to dinner and remind them that they can always call/email," she adds. "When they call you they're not always wanting advice, sometimes they just want you to listen." For her dad, students arriving to Ohio State are in good hands. "There are so many programs the kids can use and OSU will look out for them. You really have to trust that you've taught them to do the right thing and when they don't, try to be understanding."

Candace majors in History and plans to graduate in the spring of 2010. "After graduation I plan on spending two years with the Peace Corps working on HIV/AIDS awareness and assisting people infected with HIV/AIDS in either Uganda, Rwanda, or Malawi. Eventually I plan on attending graduate school and seeking my Ph.D. in History with a focus on ancient Greece," she said.

"It's important for the students to remember that they need to be prepared for a lot of changes, but it's exciting. You're becoming who you are and if you use the resources provided to you by Ohio State, it's really hard not to succeed."

— Candace Anderson, senior majoring in History
The Motivation to Change

By Douglas Eck, Hall Director, University Housing

The transition from home to college is a change unlike many others. Within the collegiate environment the new-found sense of freedom, independence and autonomy is a temptation that can trip up some students, bringing them to bend to the pressures of newly acquainted peers or push the proverbial envelope to see just how much the university is willing to tolerate. One question that deserves further examination is, "What exactly happens if a student finds him or herself in a bit of hot water?"

Students are quick to find that life at Ohio State can feel as though it exists in a bubble, wherein the notion of a city within a city is not far from the truth. Some students will experience alcohol before their 21st birthday; others may find themselves in a physical confrontation; others will simply not grasp the notion of designated quiet hours. Whatever the case — students will experience situations that challenge what they know and lead them to explore areas they have yet to discover.

Students arriving to campus will quickly familiarize themselves with both the Code of Student Conduct and the Residence Hall Handbook — two documents that lay forth the expectations for student behavior. Outcomes for student behavior range in application and are tailored to the student's best interests. After all, as educators, we are the first to acknowledge that student behavior is a learning process.

Motivational Interviewing

My colleagues across campus and I have found great value in the skill of motivational interviewing (MI), a counseling practice of focusing on a student’s behavior and attitude to elicit a positive change for the future. As a Hall Director at OSU, I have the regular opportunity to engage students with respect to their behavior. Recently, I had the opportunity to meet with a student documented for a pattern of regular and excessive alcohol consumption. The student cited "little wrong" with how often he drinks and demonstrated little desire to change. Through our many discussions, we talked about the impact of his social life on his academic performance, relationships with family and friends and the strain on his finances. When bringing these areas into focus, the "A-Ha" moment arrived! Through subsequent conversations, the student and I were able to agree on changes in his social behavior, the student demonstrating the motivation to make the change.

Understanding compounding factors that can be attributed to a student's behavior is important when making outcome decisions. Time and time again, being able to point out behavior patterns to a student is key in helping him gain ownership of their actions and, more importantly, motivating them to find alternative choices for the future. Over the years, I have had the pleasure of seeing similar students move from a state of ambivalence to ownership over all aspects of their life. The processes of self-reflection and establishing commitment remain constant in MI.

Beyond University Housing, a host of other departments rely on this practice of helping students to identify the "why" and "when" to ensure that the future picture shows a road beyond the first year. After identifying contributing factors to a particular behavior, we can establish steps, goals and milestones for curbing that behavior. These may be a gradual reduction of behavior or connecting a student with Counseling and Consultation Services (CCS) to talk with a trained professional. A student's ability to engage with staff only magnifies the potential outcomes we can have in achieving success and developing better choices for the years ahead. There are few rewards more satisfying than helping students find the motivation for their actions, behaviors and words — helping students to find success is what it's all about!

For more information on motivational interviewing at Ohio State please visit CCS's website at http://www.ccs.ohio-state.edu, or for general information about MI visit http://www.motivationalinterview.org.
The Importance of Being Involved:
Why Parents Matter in the College Search Process

By Jefferson Blackburn Smith, Associate Director, Enrollment Services

There is one source that students turn to for advice, support, and information more than any other during their college search process. In survey after survey, students say they turn to their parents more than to their high school counselors, university admissions staff, college websites or any other source. This is true whether or not the student’s parents have attended college. The paradox, of course, is that the parents of first-generation students rely on their children to provide them with information on the college search process.

So what are families to do? There really is only one answer: Get involved in the process so that you can help your children to the best of your ability. Your willingness to be supportive of their participation in higher education is the single most important factor in getting them to college.

There are several things you can do as a parent to learn about the college search process and be a resource for your children.

1) Talk with your student about going to college. Let them know you support them in that effort. Find out what their career and major interests are, and what their biggest concerns are.

2) Contact your child’s high school counselor and ask if they do parent programs about the college search process. Many schools do, and in a very short time you can get comfortable with the admission and financial timeline.

3) Get on the internet and check out several websites that support the college search process. Although there are hundreds of sites, here are a few that can make a difference: www.act.org or www.collegeboard.com. Both of these sites can help with test preparation, but also have great search engines to allow you to explore various colleges and link to the college websites.

A great scholarship site is www.fastweb.com. Your students may have to create a profile on the sites to see all the information that is important, but they are great resources. Another great resource is www.osu.edu/access. Listen to college preparation tips, watch videos of first generation students talking about their journey to college and learn about the process. Even if you have to go to your local library to get online, you can learn a lot in just one evening.

4) Visit colleges with your student! Visit a local college first, just to take a campus tour and hear about college life. Talk with the admissions counselors who give the presentation. They want your student to pick their school, so they will answer all of your questions about the application and admissions timeline. Many colleges have online video tours, which can be a good way to look at colleges that are far from home, but don’t stop there. You should visit any school your child is seriously considering.

5) Read the college mail that gets sent to your student. Take a few minutes every day to review the information that is mailed to your home. Many of these brochures and booklets have very important information, including deadlines, scholarship information, and information about fields of study and other opportunities the school may offer such as internships, work and study abroad programs.

6) Don’t let price alone stop you from considering a school. Although you should talk with your student about how much you can help pay for college, many schools have grants and scholarships that can significantly reduce the actual cost to attend. If you are a low income family, you may qualify for an application fee waiver for the ACT, the SAT and the colleges to which your child is applying.

7) Don’t worry about being the expert. Let your student know you are willing to learn about the process along with him or her. Be willing to ask questions at the high school and at the colleges you are considering. And always keep in mind the wonderful, life changing opportunities that will open up for your children through higher education.
In most homes, senior year in high school is a time of preparation, celebration and consternation. As high schoolers prepare for SATs and ACTs and contemplate their choice of colleges, their attention is also centered on graduation parties and prom. A limo rental and the right outfit can sometimes involve an entire committee to resolve. Parents and other family members often watch, carefully monitoring their emotions—excitement, joy, and a lot of dismay. This means, joy, excitement, anxiety and dread all in one breath.

When parents think of their almost-adult children going away to college, sometimes several hundred miles away and others across several states, images of a recent speeding ticket in the mail, violations of curfew, and bickering over household chores and homework quickly materialize. These often come in the form of flashbacks, intrusive thoughts they feel unable to shake up. They are jolts to the mind and worries in the souls.

While grandpa and grandma encourage their grandchildren to go as far away as life may allow them, parents cannot say enough rosarios to make sure God keeps their children in a local state college; preferably, a short bus ride from home.

A lot of these fears are appropriate concerns about letting daughters and sons fly off the nest. However, these fears are often exacerbated, unjustifiably so, by the ever-present array of fear-inducing media coverage. As parents and other adults involved in the upbringing of these young men and women attempt to ascertain fact from myth, they will do well in trusting that the education they provided their sons and daughters at home has prepared them for college life.

Social scientists tell us that there is really no generation gap—i.e., a difference between the values and beliefs of parents and their children. Differences are most likely to be around the type of clothes and how to wear them rather than political or religious values. So parents can trust that their daughters and sons will experiment with some new things (e.g., a new hair style, new music, or become interested in cultures other than their own) as part of forming their own identities. However, they will largely remain the same (e.g., likely to maintain the same religious or political values). When parents trust themselves and the values they instilled in their children, it will translate in their children feeling trusted about the decisions they make. This, in turn, is most likely to contribute to their children becoming healthy, responsible and confident adults.

Now, the issue of how to remain involved remains unresolved. Nowadays, it is quite common to hear the phrase helicopter parent—usually defined as an over-involved parent, hovering within a short distance via text or phone. We suggest trying a different type of machine, a watercraft to be exact: a submarine. Yes, a submarine parent remains involved, can still hover around while invisible to his or her child’s parent radar (parent radar). A submarine goes up to surface only when absolutely necessary (e.g., a call from a son or daughter in distress because their partner broke up with them unexpectedly or a planned visit to campus).

The submarine parent remains present and alert to his or her child's needs. He or she remains aware of his/her child's strengths and trusts they will use them to be successful.

If the idea of being a submarine parent sounds great but you aren't sure how to go about it, read on for suggestions to help your children have a successful college career.

Spend time saying goodbye and discussing the change in your relationship. No
matter how often you talk to your child or what your current relationship is, your relationship will change. This can be a positive thing and a relationship can deepen with distance. Talk about the positive ways that your relationship will change and emphasize the idea that you are always there for them and rooting for them.

Pick your battles. You want your child to be successful and to have fun, but there are some lessons your child must learn on their own. Fussing at your child for not doing their laundry or for keeping a messy room will just increase the possibility of a deaf ear when you have something really important to share. If you don’t like the partner your son or daughter has chosen, you may want to be careful of how much you say and what you choose to say.

Make the phone calls and time you get with your son or daughter meaningful and enjoyable for both of you. Ask your child about classes, things they are involved in, and show a genuine interest in what they talk about. Also, share updates about yourself and use that time to get to know each other as adults. Your child will spend more time of their life as an adult than as a kid, so spend time working on your adult-to-adult relationship.

Always be willing to listen. Sometimes students choose not to tell their parent(s) something because they believe that the parent will just fuss at them or try to fix the problem. Let your student child know that you trust their judgment by sometimes just listening without offering suggestions and passing judgment. You will be surprised at how useful just listening can be.

Develop your own identity. Often parents become so involved in their children’s lives and helping them get to college that they feel lonely and lost when the child goes away to college. Use this as a time to do something you’ve always wanted to do or to try something new. This is a time to reward yourself for all of the hard work you’ve put into raising that child.

Helpful links:
http://parent.osu.edu/links.asp
http://www.ccs.ohio-state.edu/page/crisis-services/

“Your child will spend more time of their life as an adult than as a kid, so spend time working on your adult-to-adult relationship.”

Trust your child and the lessons you’ve given them. Sure, you will tell yourself that you weren’t a perfect parent or that you hope your child has learned what they need from you. However, you would be surprised at how much your child has learned. Reminding yourself of the strengths you have seen your child exhibit throughout their childhood will help you relax and enjoy your child’s time in college.

Most importantly, your child’s going away to college is new and exciting. Help your child see that and show your child that you are excited for them. Although things may sometimes be rocky or scary, remember that you and your child have the skills and tools to overcome obstacles.

Una Pasión que me Mantuvo en el Camino Correcto

Quiero mencionar que hubo dos grandes recursos humanos en la universidad que tuve el honor de conocer por medio de la Oficina de Servicios a la Minoria. Ellos fueron la Dra. Odemarys Irizarry y el Dr. Noramdo Caban. Ambos me proveyeron apoyo moral y me ayudaron a conseguir asistencia económica por medio de becas y empleo en la universidad. Esto me ayudó en gran forma a solventar los gastos de mis estudios que pueden ascender a $130,000, ya que las becas en la carrera de veterinaria son escasas. En mi opinión, en el futuro, la Oficina de Servicios a la Minoria debería proveyer más apoyo moral y económico a los estudiantes de minoria en la escuela de veterinaria ya que es en este tipo de carrera donde tenemos poca representación (~95 por ciento son Anglo-Americanos). Es necesario hacerles saber a estos estudiantes que hay un grupo cerca que cree en sus capacidades como profesionales y como seres humanos.

Entre muchos de los retos que tuve que afrontar hay uno que tuvo un impacto muy profundo. Fue la muerte de mi padre que ocurrió el fin de semana antes de la ceremonia de entrega de las batas blancas y que nos inicia para comenzar las rotaciones clinicas del último año. La pérdida de mi padre fue una experiencia devastadora y que cambió mi vida. Me encontraba en Ohio. Mi madre me llamó en la noche para decirme que mi padre estaba grave en el hospital y necesitaban que yo fuera para Puerto Rico a verlos. Cuando llegué a casa, encontré a mi tía sentada en la esquina izquierda del sofá. Me arrodillé frente a ella y le pregunté: “Papi está vivo, verdad. Tía? ¿Papi está vivo?” Ella me abrazo y me dijo: “tu papa está ahora en mejores manos.” Todavía al día de hoy no he podido superar este sentimiento; lo cual ha dificultado mi capacidad de concentrarme en mis estudios y trabajo. Aun así, pude terminar mis estudios. Tuve momentos de debilidad donde fui tentada a perder el tiempo en pubs y clubes nocturnos; pero la pasión y el gran deseo de obtener un título de veterinaria me mantuvo en el camino correcto. Además, el apoyo incondicional de mi madre fue clave para mantenerme conectada con mis raíces y para mantener vivo el sueño de esa niña con ojos risueños y alma sensible que vino a Ohio por primera vez en el 2001. Fueron ocho años largos que con disciplina y lecciones difíciles me hicieron crecer en el aspecto profesional y personal; además de enseñarme el gran valor de la familia en nuestras vidas.

Antes de partir hacia la próxima etapa de mi carrera, quisiera ofrecer mis servicios como consejera para ayudar a cualquier estudiante minoritario que desee completar estudios en medicina veterinaria. Estoy muy agradecida a Ohio State y su equipo por contribuir en mi desarrollo y la oportunidad que me ofrecieron para lograr mi sueño, la carrera de medicina veterinaria, ya que no hay mejor forma de vivir que haciendo lo que a uno le gusta mientras provee un servicio que beneficia a la sociedad.

La autora, Iris Vales, puede ser contactada a vales4@osu.edu para más información.

http://quepasa.osu.edu

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The Bridge to Academic Success: How to Jump-Start Your College Career

By Normand Cabán, Director, OMA Recruitment

For a number of years, I've been hearing about a program that has been very successful in assisting new freshmen get a jump-start in their academic careers. Through the years this not-so-well-known program has experienced continued success in guiding students with their transition and integration into The Ohio State University. Called the Bridge Program, this program serves to prepare students to acclimate to the college environment three weeks prior to the beginning of the academic year by providing a number of courses, programs and activities created specifically for this purpose. But what is more astounding is that it seems that this program must be a well kept secret since very few of our incoming Hispanic freshmen even know of its existence, let alone actually take advantage of this exceptional opportunity. In order to get a better understanding of how this program works, I interviewed two individuals who have direct personal experience with the Bridge Program: Rodrigo Trejo, student, and Chila Thomas, the Bridge Program Coordinator.

Rodrigo Trejo
Edinburg, Texas – Freshman

What did you know about Ohio State and how did you end up here?

"Until Ricardo, who worked with the College Assistance Migrant Program (CAMP), came to my school in Gibsonburg and gave a presentation, I really did not know very much about OSU. Then when I was a senior, Dr. José Villa, the CAMP Director, came and spoke to my class and encouraged me to apply."

How did you find about the Bridge Program and how has it helped you?

"I received a letter and an email letting me know about the program and inviting me to sign up. Afterwards, I spoke to Dr. Villa and Sam Saldivar, the Office of Minority Affairs recruiter, and they both highly recommended the program and encouraged me to take advantage of it. My only concern was that when I started, I saw I was the only Hispanic in the program."

Would you recommend the Bridge Program to others and why?

"Yes, the Bridge Program really helped me adjust to OSU, and especially helped me with my homesickness. It helped me to interact with students of many different backgrounds, and greatly helped me to be ahead of the other new freshmen because I was on campus three weeks before the regular fall quarter started. I really got a lot of good information about the OSU campus, academic planning, the academic rules and where to get help when I needed it. It especially helped me with math and English."

What advice do you have for future Hispanic freshmen about the Bridge Program?

"If they are invited to it, they should certainly take advantage of it. They should not be afraid about coming to campus by themselves or about leaving their families. The program offered a great deal of support and information about academic rules, careers, preparing for graduation, preparing for graduate school, and even how to study abroad. I learned a great deal and it helped me."

Chila Thomas
Bridge Program Coordinator

Can you tell me a little about the mission of the program?

"The mission of the Bridge Program is primarily to help students facilitate an almost seamless transition from high school to college so they can be successful in their new college careers. During the three-week summer program component of the Bridge Program, students are exposed to a number of activities, workshops, and freshmen courses in math, English, economics, and
Hispanic/Latin@ Organizations at Ohio State: Get involved!

By Carlos Castillo

With more than 800 registered student organizations, Ohio State offers students great opportunities to get involved in a wide variety of areas of interest including academic, social, religious, and many more. Since this magazine focuses on Hispanic/Latin@ community, we present to our readers information on some Hispanic/Latin@ student organizations that fall under the umbrella of the University-wide Council of Hispanic Organizations (UCHO).

To see the full directory of student organizations, please visit http://ohiounion.osu.edu/studentorgs!orgs_directory.asp.

The University-wide Council of Hispanic Organizations (UCHO)

UCHO is the umbrella organization for all Hispanic organizations at The Ohio State University. Its main goals are to foster communications among various social, professional, and educational Latin@/Hispanic organizations and to advocate for the continuing developmental, social, and cultural programming for Latin@/Hispanic students, faculty, and staff at The Ohio State University.

Among other events, UCHO sponsors the Hispanics in Higher Education Conference to provide Latin@/Hispanic undergraduate students with the tools to successfully prepare for graduate school. Please visit http://quepasa.osu.edu/issues/sp09/sp12.html for an article on this topic in our recent spring issue.

For more information on UCHO or any other organization, please contact Alex Flores, UCHO President, at flores.95@osu.edu.

Alpha Psi Lambda, Inc. — Alpha Chapter

Alpha Psi Lambda is the nation's first and largest co-ed Latino interest fraternity. We pride ourselves in being active members in the Latino community at Ohio State and promoting and advocating for Latino interests. Our purpose at Ohio State and throughout the nation is to enrich the lives of anyone interested in the Latino cultures throughout their undergraduate career and on and to provide a family away from home, something that can't be found in just any organization. At Ohio State, Alpha Psi Lambda is known for its annual programs, such as International Day for the Elimination of Violence Against Women, Unas Palabras (a poetry session which has featured student, local, and famous poets such as Saul Williams and La Bruja), and Cesar Chavez' week.

Alpha Psi Lambda has a long-standing tradition of bearing very successful alumni. To see what some Alpha Psi Lambda alumni are doing for their community, please visit the article in our last Winter issue at http://quepasa.osu.edu/issues/wi09/w2.html.

For more information, please visit http://apl.org.ohio-state.edu or contact Jennifer Caceres at caceres.9@osu.edu

Society of Hispanic Professional Engineers (SHPE)

SHPE welcomes students who are majoring in engineering and science and who are interested in learning what takes place beyond the classroom. Each year, several guest speakers from various companies share their knowledge at our meetings to help members gain insight into the engineering workplace and the options that are available after graduation. During the fall quarter SHPE attends a national convention that includes multiple educational seminars and a career fair. The career fair provides students with interviews with all types of companies throughout America and is a great opportunity to find an internship. All chapters of SHPE from around the country attend this event which allows students to network with other future Latin@ engineers. The goals of SHPE are best embodied by its mission statement, "SHPE promotes the development of Hispanics in engineering, science and other technical professions to achieve educational excellence, economic opportunity and social equity."

Among other events, SHPE shows its commitment to support nationwide initiatives to increase the number of college students in the areas of Science, Technology,
Engineering and Mathematics through its yearly STEM Challenge. To learn about last year’s STEM challenge, visit http://quepasa.osu.edu/issues/wi09/w1.html.

For more information, please contact Jonathan Gomez at gomez.51@osu.edu or visit SHPE website: http://shpe.org.com.state.edu.

**Phi Iota Alpha**

Phi Iota Alpha is the oldest Latino fraternity in existence, established on Dec. 26, 1931. We dedicate ourselves to empowering the Latino community through intensive social and cultural programs geared toward the appreciation, promotion and preservation of the Latin American culture.

We cherish and live by the ideals set forth by our forefathers (our Five Pillars). Our organization prides itself in the ability to motivate people, develop leaders, build a strong network, and create new ways to unite our community. To this end, each member swears loyalty not only to himself but also to a greater cause, his people and Latin America.

Become a legacy and a brother. Four presidents in Latin America were born from this. There is no reason why you should not become a leader.

For more information, please contact OSU-chapter founding member, Nick Brown "Ramirez", at ramirez@midwestphiotas.org.

**Latino Law Students Association (LLSA)**

The Latino Law Student Association (LLSA) is an organization dedicated to preparing its members for their professional roles in society and to promoting awareness of Latino and minority interests in the legal profession. LLSA objectives include advancing the interests and welfare of its members, the law school, and community as a whole.

LLSA strives to join Latino students with lawyers to build awareness and promote community activism related to legal and social issues that minority groups face. The organization promotes scholarship among Latino students, provides leadership by sponsoring conferences related to Latino and minority legal and policy issues, and organizes community projects benefiting minority communities. LLSA actively collaborates with other organizations in the Moritz College of Law, The Ohio State University, as well as other minority organizations within the state and nation.

In 2006, LLSA presented the Latino Law Summit to discuss such topics as immigration policy, guest worker programs, and educational, housing, and wage disparities between Latinos and non-Hispanic whites. In 2008, seven LLSA delegates represented The Ohio State University at the National Latino Law Student Association (NLLSA) conference in New Mexico. For additional information about the NLLSA experience, please visit http://quepasa.osu.edu/issues/sp09/sp5.html.
For more information, please contact Gina Bennett at bennett.547@buckeyemail.osu.edu.

Latino Graduate & Professional Student Association (LGPSA)

The Latino Graduate & Professional Student Association (LGPSA) formerly recognized as Hispanic Graduate Organization (HGO) was created for Hispanic/Latino graduate and professional students as a means of promoting personal and professional development, providing support in the goal of academic success for our community. Simultaneously, LGPSA is committed to promoting social activities and gatherings that give students the opportunity to interact with other Latino students. Our activities include but are not limited to movie nights, quarterly trips, and faculty presentations. We are also committed to providing students with outreach opportunities both within the university community and beyond.

For more information, please contact President Desiree Vega at vega.48@osu.edu.

Hispanic Business Student Association (HBSA)

HBSA is an organization targeting students who embrace the Hispanic culture within Fisher College of Business, or with a general interest in business. The organization seeks to help students hone business skills, increase professionalism, and create a competitive advantage when entering the workforce.

Throughout the year HBSA hosts a number of events that help students acquire leadership and teambuilding skills that will be essential to their success. Businesses such as Abbott Laboratories, Abercrombie & Fitch, American Greetings and Limited Brands present internships and full-time opportunities to our members at meetings and teach students the importance and value of networking skills. HBSA also presents a university-wide event called Thanksgiving Dinner with a Salsa Twist, and the HBSA Soccer Classic.

For more information, please contact Simone Delerme at delerme.1@osu.edu.

Fisher Latino Graduate Association (FLGA)

FLGA serves to increase the profile and opportunities for Latino students at the Fisher College of Business. FLGA’s main goal is to encourage personal and professional development, provide support and assist its members in their academic development at the Fisher College of Business. In particular, the organization will focus on identifying and networking with Latino leaders, building fellowship among its members and addressing issues that face the Latino community. FLGA is also dedicated to promoting and coordinating social and cultural awareness and activities. The organization will be used as a platform to develop future leaders in the Latino community.

For more information, please contact Lori Guzman at guzman.48@osu.edu.

Lambda Theta Phi, Latin Fraternity, Inc.

Lambda Theta Phi is a social/service Latino fraternity that emphasizes Latin unity and the celebration of the Latin culture. Established nationally on Dec. 1, 1975, Lambda theta Phi is the first nationally recognized Latino-Greek Letter fraternity and it is one of the largest Latino fraternities in the country, expanding throughout the United States in over 100 institutions. The fraternity’s goals are to promote scholarship, Latin unity, respect for all cultures and brotherhood. The organization strives to make an impact on not just undergraduate students, but also their surrounding community at large through positive social actions. With a 95 percent national graduation rate, brothers of Lambda Theta Phi have gone on to become doctors, lawyers, scientists, accountants, engineers, recording artists, entrepreneurs, politicians and prominent leaders in various areas of the country. Although Lambda Theta Phi is Latino by tradition, membership is open to all college males, as there are brothers from very diverse cultural backgrounds.

Two of the main events hosted by Lambda Theta Phi are the National Brotherhood Convention, which is held every other year, and the National Conference, held in between those years. These national events bring Brothers together from different regions of the country, both undergraduate and alumni members; they also allow older and new members to congregate, network, and share the bond held by all Brothers of Lambda Theta Phi.

Lambda Theta Phi is new at Ohio State. In this issue, we also present an article about the founding brothers of this Latino organization (see page 37).
For more information, please visit www.lambda1975.org or contact David Bueno at osulambdas@gmail.com.

Strength, Unity, & Respect — Latino Group

The purpose of Strength, Unity, & Respect (SUR) is to increase the retention and graduation rates of Latino males in higher education. The tenets of SUR are to create a network of students, staff, and faculty that share a philosophy of support and brotherhood. Our ambitions are to challenge the status quo of apathy and disconnect, establish an academic community, provide support to promote Latino academic success, and the use of mentorship to promote community.

SUR events include monthly general meetings, cultural awareness, and social events with peer organizations. Members have the opportunity to engage with undergraduate, graduate, and professional students, faculty, and staff through monthly presentations. In addition, the Multicultural Center provides active support of SUR and the membership.

For more information, please contact Levy Reyes at Levy.Reyes@osumc.edu.

Organization of Hispanic Faculty and Staff (OHFS)

The Organization of Hispanic Faculty and Staff (OHFS) is the organization of all Latin@ faculty and staff at The Ohio State University. Our mission is to support the success and well being of Latin@ students, faculty and staff of the university. The OHFS promotes a sense of community by addressing issues of relevance for faculty and staff at Ohio State. We meet monthly to discuss issues of general concern to the member-ship, and often work in collaboration with the Hispanic Oversight Committee.

OHFS plays an important role in providing educational, social and cultural opportunities for faculty and staff at Ohio State. In the past, OHFS co-sponsored the national premiere of the Costa Rican film Caribe and the Ecuador Cultural Ambassadors Program, helping to bring artists, film makers, and musicians from Costa Rica and Ecuador to our campus. In addition, OHFS sponsors socials for faculty and staff to get to know each other, and supports academic events such as the first ever conference on graduate education led by the University-Wide Council of Hispanic Organizations.

Students should not hesitate to contact us about what is on their mind and what kind of support we can provide for Latin@ students. We hope to see you on Ohio State's campus soon!

Jesus Lara
Co-Chair, Organization of Hispanic Faculty and Staff lara.13@osu.edu

Cyndi Freeman
Co-Chair, Organization of Hispanic Faculty and Staff freeman-fail.1@osu.edu

Please don’t hesitate to contact me if I can be of any help, and we hope to see you on campus someday!

José Castro
Chair, Hispanic Oversight Committee castro.38@osu.edu

This is just a small sample of the different organizations available at Ohio State. To find more information on other organizations, including Folclor Hispano, College Assistant Migrant Program Alumni Association (CAMPAA), Canto Latino, Puerto Rican Students Association (PRSA), Oi Brasil, Asociación de Estudiantes Mexicanos (AEM), and Club Tropical, please visit http://www.ohiouion. osu.edu/studentorgs/orgs.asp.

Hispanic Oversight Committee (HOC)

The Hispanic Oversight Committee (HOC) is pleased to know you are considering the Ohio State University as an option in your college search. At Ohio State, diversity is very important and the university leadership has shown strong support for Hispanic/Latin@ issues. Appointed by the Provost, the HOC’s main function is to serve as a voice for the OSU Hispanic/Latin@ community to the university administration. The HOC focuses its energies on the recruitment and retention of Latin@ faculty, staff and students, and Hispanic/Latin@ cultural and academic enrichment. Specific initiatives the HOC is currently working on include supporting the continued development of the Latino/a Studies program, enhancing graduate student recruitment, and obtaining increased funds for Hispanics related activities.

The HOC is a body to represent the Hispanic/Latin@ community at Ohio State, so I encourage everyone to become involved and support our efforts.

Please don’t hesitate to contact me if I can be of any help, and we hope to see you on campus someday!

José Castro
Chair, Hispanic Oversight Committee castro.38@osu.edu

This is just a small sample of the different organizations available at Ohio State. To find more information on other organizations, including Folclor Hispano, College Assistant Migrant Program Alumni Association (CAMPAA), Canto Latino, Puerto Rican Students Association (PRSA), Oi Brasil, Asociación de Estudiantes Mexicanos (AEM), and Club Tropical, please visit http://www.ohiouion. osu.edu/studentorgs/orgs.asp.
OSU is home to diversity and affiliation, and here is where five culturally diverse men found a common goal establishing a chapter of Lambda Theta Phi Latin Fraternity, Inc. Lambda Theta Phi is an organization that provides the Latino college student the opportunity to be part of a family with a mission to cultivate a spirit of brotherhood, to value an education, to promote unity among all Latinos, to be proud of and cherish Latino heritage, to assert roles of leadership, to develop character, to practice chivalry, and to serve mankind. With the ideals of raising the social and cultural conscience of the Latino male college student, they have become "The Founding Brothers of Lambda Theta Phi Latin Fraternity, Inc. at The Ohio State University" and these are their stories:

- **Tayron Suarez** is a non-traditional student at OSU. He is pursuing a B.A. in Psychology with plans on pursuing his master's in Organizational Psychology. "As a senior, it has not been easy to participate in many of the activities and events sponsored by the university," said Tayron. "Being part of the fraternity's interest group has given me the opportunity to be part of something meaningful—a brotherhood—and has allowed me to participate in the OSU Greek society." Tayron is Puerto Rican (Boricua) by birth but his family resides in Cleveland, Ohio. He hopes to bring knowledge and experience, pride and perseverance, and loyalty and respect to help lead the next generation of Latino leaders at OSU.

- **Miguel Guevara** is a freshman majoring in Political Science. He is originally from Houston, Texas and back home he is used to a very strong Latino presence, culture, and customs. When he arrived at OSU, the first thing he looked for was a Latino community that could give him the identity, passion, and motivation to serve others. All he really desired was that reconnection to his Latino culture so he could share it with others here at OSU. Luckily, he found his connection through Lambda Theta Phi and was able to overcome the difficulty of being homesick despite being far away from home for the first time.

- **Kevin Turner** is an Architecture student from Colombia with a heightened sense of style and a penchant for the controversial. Now in his second year at OSU he has recently moved to the Short North area and confessed that during his time here he has "lost touch with his culture" somewhat. "There isn't an immense population of Latinos at OSU," he says, and admits that "it's difficult to find those you have something in common with besides a loosely similar cultural background." Much like the rest of the founding brothers of Lambda Theta Phi, he's happy to have found a group of admirable men that can provide him with the brotherhood that he needed. He quotes, "I am an only child, and I couldn't have asked for anything better than to have four other brothers who support me at all times."

- **David Bueno** is a freshman Engineering Physics major of Dominican descent. He was born and raised in the most diverse country in the world, Queens, New York. His family played an important role in preserving the Spanish language and culture throughout his life. When David arrived at Ohio State, there was a missing link to his cultural side that influenced him so much since birth. Looking for a Latino connection in a predominantly white (2 percent Hispanic) university was extremely difficult, but he then found a Lambda Theta Phi brother, David Rodriguez, a medical student at OSU, who informed him of the opportunity to establish the first Latino male fraternity on this campus. Since then he has been extremely interested in helping construct the first all-male Latino fraternity at Ohio State.

- **Christian Rivera** is Puerto Rican and a senior in Criminology from Westerville, Ohio. He was born in Rochester, New York and has two brothers, David and Cameron. He plans to attend law school after graduating from Ohio State. What originally got him interested in Lambda Theta Phi was meeting another brother of Lambda Theta Phi, Renzo Manay, who was a graduate student at the School of Educational Policy and Leadership. Christian was fascinated with the fact that Lambda Theta Phi was the first Latino fraternity to be established in the United States, the first to have been acknowledged in a Congressional Resolution, and the first to have ever documented and published its history. Furthermore, Christian was motivated by the fact that he would help establish the first chapter in the State of Ohio. What he hopes to gain from this fraternity is brotherhood, identity, and the promotion of Latino culture and diversity throughout the university.

Lambda Theta Phi Latin Fraternity, Inc. at The Ohio State University is composed of a diverse group of Latino students; each individual possesses distinctive backgrounds, experiences and aspirations, yet they each share the same enthusiasm for fostering Latino brotherhood, unity, culture, and pride. Renato Manay, also a member of Lambda Theta Phi and currently a law student at Ohio State, states that "Lambda Theta Phi is a Latino fraternity that instills members with the desire to become leaders, to serve their respective communities, and to strive for academic success in order to become role models for future generations."

For more information about Lambda Theta Phi Latin Fraternity Inc., visit the national website at www.lambda1975.org or contact osulambdas@gmail.com for membership information at OSU.
OSU is a big campus, both in size and in the number of people who study and work here every year. The key to an easier start is to make the campus a smaller place. To do this, you could join a club or organization where you can make friends and become involved within the university. ¿Qué Pasa, OSU? has also, over the years, collected tips and advise to help you get better acquainted with the university. To see a list of student organizations visit (Para una lista de organizaciones estudiantiles en OSU, visita): http://ohiounion.osu.edu/studentorgs/orgs_directory.asp.

1. Use the resources that OSU provides. There are many! Visit http://studentaffairs.osu.edu/departments to get information about academic programs, financial aid, health and safety issues, help with technology, etc.

2. Never walk alone at night on campus. Call Student Safety and Escort Service. They can take you where you need to go for free. All you need is your Buck ID. Call 614-292-3322 or for more information, visit: http://www.ps.ohio-state.edu/ and click on Student Safety Services.

3. When purchasing new or used textbooks, compare and evaluate your options from on-campus bookstores to the Internet. Keep in mind that it is difficult to price compare before the quarter begins, so look for your professors' email-addresses and ask them for the title of the books, or even better, the ISBN (http://www.osu.edu/academics/index.php).

4. Your first quarter it may be a good idea to only take 12-15 credit hours until you establish a routine you will be able to handle.

5. There is always the risk of getting sick, especially if you live in the dormitories. It may be a good idea to have with you a watch ful hand sanitizer.

6. Take into account your body's natural rhythm when scheduling your classes. If you are an early riser, take morning classes. If instead you are more alert at night, scheduling afternoon classes may be more convenient for you.

OSU es un campus grande tanto en su área y edificios como en el número de personas que estudian, trabajan o visitan. La clave está en convertirlo en un lugar más pequeño. Para hacer esto únete a una organización o club para hacer amigos e involucrarte en la universidad. ¿Qué Pasa, OSU? también a través de los arios ha acumulado sugerencias y consejos para ayudarlos a acoplarser mejor.


En tu primer trimestre podrás llevar sólo de 12 a 15 horas de créditos hasta establecer una rutina que puedas manejar.

Toma en consideración el ritmo natural de tu cuerpo para programar tu horario de clases. Si eres una persona que está alerta desde muy temprano, aprovecha la mañana para tomar clases. Si por el contrario estás más activo(a) por las noches, un horario por la tarde o noche sería más conveniente para ti.
Thoughts about Graduate School in a Tough Job Market
By Cindy Freeman, Director, Graduate Student Recruitment and Diversity Initiatives

Entering the job market in the summer of 2009 is tough during this economic downturn. Whenever the economy is slow, enrollment in graduate programs swells. Education is important, essential, and while a cliché, it is true that a good education is something that, once earned, cannot be taken away. However, graduate school should not be a default decision because you are afraid of the job search or hiding from the economy.

Approximately 25 percent of the population of the United States has a bachelor's degree. Only 10 percent of the U.S. population over 25 has a master's degree or higher. According to U.S. Census data, only 8.8 percent of Latinos 25 and over had obtained a bachelor's degree and 3.6 percent had earned an advanced degree. 18.6 percent of white Americans had earned bachelor's degrees and 9.8 percent had an advanced degree.

Your education level impacts your earning potential. Over a lifetime, on average, the holder of a high school degree will earn $1.2 million; the holder of a B.A./B.S. $2.1 million; the holder of a master's or professional degree can expect $2.5 million; and the holder of a doctorate $3.4 million. However, significant debt can be incurred on the way to an advanced degree.

Graduate school is competitive and expensive, but there are strong reasons to earn an advanced degree. For example, if your career path is to teach at a two-year college, you'll need at least a master's degree; to teach and conduct research at a four-year college or university, a doctorate will be required. In many professional fields, such as social workers, psychologists, therapists, and educational administrators, licensing requirements dictate graduate education. Another strong reason is career and salary advancement. You may require a master's degree in engineering for the industry position you are interested in. A master's degree may be required to move into a supervisory or management position.

One of the best reasons for graduate study is for the passion: you love the discipline, the field of study and the intellectual stimulation provided by graduate work. Graduate work will push you to your limits. In most cases, it is that passion that sustains you.

The decision is personal and different for everyone but consider these realities:
- If you receive complete financial support (a fellowship) and you want a graduate degree, go for at least one year.
- If you're sure about your career path and require a graduate degree, then grad school is the right choice. This is especially true for those who want to be lawyers, doctors, professors and other degree requiring careers.
- If you're worried about massive student loans, particularly in the current economy, explore ways of financing your graduate degree. Or take some time to work and save and then go to grad school in a few years.
- If you don't want to go, don't go. Many students feel that they are obligated to go to graduate school. Others are pursuing an advanced degree to “keep their options open.” Graduate school requires a huge investment of time and money, so don't go if you're not committed.
- If you have no idea what you'll do after graduate school, seek more information.
- While you are still in college, take the GRE, GMAT, LSAT or any other test that you think you might need. Your scores will be good for five years.

Talk to people you trust before making this decision, including faculty, current graduate students, your friends, and family. There are a variety of paths to reach your goal, so explore them all. Finding the right graduate program and getting in can be as difficult as finding that first job. A graduate degree can be very beneficial, but you have to be willing to commit.

For more information on graduate school, please visit http://www.gradsch.osu.edu.

http://quepasa.osu.edu
Whether you are a first-year student coming to college or a senior job searching in this tight job market, chances are that you may be feeling challenged by this changing economy. You may be concerned about your education and where it can take you. Nationally, more jobs were eliminated in January 2009 than in any year since 1974. Almost 2.6 million people have been out of work for more than six months, the largest number of long-term unemployed since 1983. The unemployment rate in Ohio is at its highest level (almost 10 percent) since 1992. Most people have seen retirement accounts and other investments decline in value by 40 percent or more.

Although the economic news seems discouraging, the following ideas, along with a positive attitude, could assist you while in college and/or if ready to transition to the world of work.

**Be Proactive:** Being proactive about your career and the decisions you make through your college experience can pay off, if you also factor in what you are really interested in and are capable of offering to yourself, an employer, and larger community. Visit Career Services and/or take EduPaes 270.02 to learn more about how to make decisions, understand OSU majors and minors, how to job search, write résumés, cover letters, and interview as well as how to apply to graduate and professional schools. These are skills that you can learn, the earlier the better. If you think that responding to job ads will get you a job, you certainly need to understand that there are multiple job search strategies and that you need to be using all of them, particularly in this changing economy.

**Engage in Early Experiences:** Your ability to engage in early experiences will be critical to develop the skills needed to join the job market. Because internships may be limited in your field, do not underestimate the power of volunteering for a company and/or even job shadowing. Involvement in extracurricular activities is also a viable way not only to stay connected to OSU, but also to develop transferable skills that employers really value. For example, you can develop leadership, budget, teamwork and even organizational skills while joining a student organization, a service learning program, or participating in civic engagement activities.

**Learn how to Network:** This is not about who you know but rather who knows you. It is well known that almost 70 percent of the jobs are the result of a network. Don't be afraid of joining a student and/or professional organizations. Get to know your faculty and staff starting day one and attend and participate in departmental meetings. (They also become your future letters of recommendation.) Learn how to conduct informational interviews and make cold calls to employers. For those who are transitioning out, cities have young professionals groups that provide recent college graduates with opportunities to socially and professionally network. You can search for the groups on the Internet, call the career services office at your local college, or check with the local Chamber of Commerce.

**Know How to Job Search:** If you are a first-year student and think you do not need to be thinking about skills, such as learning how to approach and talk to employers, how to make the most of job fairs, how to network, how to respond to ads, and how to prepare yourself in writing and for the interviewing process, these are all critical skills that need to be acquired. It may be too late to learn how to write a résumé properly the quarter you are graduating.

**Know Where to Look for Jobs:** For those who are job searching, according to the Bureau of Labor Statistics, you may want to consider moving to an industry where some jobs are more in demand. These areas are healthcare, education, law, energy, etc.
government, and public work. For example, if applying for finance jobs, you may want to consider applying for finance jobs in the healthcare or educational settings. Similarly, if relocating is something that you have been considering, North and South Dakota, Iowa, Idaho and West Virginia are among the states with the lowest unemployment rates.

Explore Part-time Jobs and Other Options: The ideal situation after graduation is finding full-time employment. But today's job market doesn't present as many ideal situations. A part-time position avoids and helps pay the bills. In addition, working the evening shift keeps your days open for job searching, networking meetings, and job interviews. Consider joining Corps, resorts, and summer camp opportunities as seasonal prospects as well. Finding a job is a full-time job. Develop a plan and stick with it. The job isn't going to find you. Know you'll have days that are more productive than others. The key is to keep searching.

Use Temporary and Employment Agencies: Companies use employment agencies to complete the initial screening of applicants for a job opening. Companies may use employees sent from temp agencies to determine if a person is capable of doing the job on a permanent basis. If you consider using a temp agency, do your homework. Avoid any agencies that charge fees. Additionally, know that if you take a job through an employment agency, you technically work for the agency and not the company. It means: No benefits.

Learn how to Manage your Finances and Take Care of Yourself: In this economic time it could be stressful to be a college student. However, you need to know that this crisis is temporary. Thinking about how to manage your finances, pay for school, and how to secure future employment could be challenging. You may be feeling overwhelmed and perhaps may be experiencing thoughts about skipping classes, exhaustion, or loss of appetite. The Wellness Center can teach you how to manage your finances and Career Connection can assist you with managing your stress regarding career, employment decisions, and concerns related to lay-offs, and life after college in general.

Visit Career Connection and your College Career Services Office: Whether it's your first time visiting the office or you're a repeat visitor, your campus career services office is a great resource to assist with your major and career exploration as well as your internships and job search process. For more information about career services at OSU visit www.careers.osu.edu

The Bridge to Academic Success

psychology; which provide the participants with a realistic introduction to the demands of college life and its academic work. In your experience, what types of students have benefited from the Bridge Program?

"All students who participate and fully commit to the Bridge Program benefit greatly. Those who choose to participate in the program do so for a variety of reasons: some students are attracted to the opportunities offered to them because this is their first time away from home alone, and they like the camaraderie of the program; others because the program will provide them with a unique head start on how to navigate the rigorous new college life. Regardless of their reason, the Bridge Program is a great place for freshmen to gain an understanding of their academic strengths and their personal limitations."

From your perspective, what are some of the advantages the program provides students?

"Participants tend to have very successful first years at Ohio State. This positive experience greatly increases the student's probability of being retained for subsequent undergraduate years. Additionally, the student learns how to navigate the campus prior to the first day of school and before the entire student body arrives. Peer Leaders (previous year participants) live amongst the new Bridge cohort and serve as mentors and information liaisons to the new students. Since there are only 60 Bridge participants each year, this small cohort allows the students more time to work closely with university administrative staff, professors, lecturers, and tutors. It also allows students to build a sense of camaraderie amongst one another and a strong sense of belonging on the Ohio State campus."

What are some of the highlights that make the program unique?

"The summer pre-collegiate Bridge Program is an academic based program, where students are in class from 8 a.m.-5 p.m. during the week. Given that the courses taught in the program are actual autumn quarter freshmen courses, the Bridge participant has the great advantage of being provided an additional three weeks to work with their course instructors. Also, participants continue to benefit from the program through their involvement throughout their entire undergraduate academic career at Ohio State."

Could you tell Latin@/Hispanic freshmen why they should participate in the Bridge Program?

"I believe the Bridge Program is an excellent opportunity for incoming Ohio State Latin@ freshmen because they will have the opportunity to work with a staff eager to help with their transition to campus, meet new friends, and work with Peer Leaders who will introduce them to the ways of college life before the entire student population arrives. On the first day of classes, Bridge Program participants' demeanor is different—they carry a sense of pride, they know people, they know where their classes are, they know their professors, and they aren't nervous about what to expect on the first day of classes... they've been there, done that."

To learn more about the wonderful opportunities the Bridge Program can provide new freshmen, please call (614) 292-8732 or visit http://www.oma.osu.edu/bridge.

http://quepas.asu.edu
In our former article, published in Spring of 2009, we were able to establish that education trends among the Hispanic population are improving for second and third generations of immigrant families (2007 Economic Report of the President). Although Hispanics have made dramatic educational gains overall, this population remains underrepresented in higher education. If Hispanics are to continue making improvements in their socio-economic contributions to American society, new policies and measures are needed to continue spurring their educational achievement.

According to the Minorities in Higher Education 2008 Twenty-third Status Report, the most current educational statistics from the U.S. Census show significant gains in high school completion and college enrollment rates for young Hispanics between the ages of 18 to 24 (Ryu, 2008). High school completion rates improved from 59 percent to 68 percent between 1995 and 2005. There is a large presence of Hispanic students in higher-education institutions, mostly community colleges, like never before. In 2006, 25 percent of Hispanics aged 18 to 24 enrolled in college. College enrollment was up by 66 percent to more than 1.7 million students. Although most Hispanic college students are enrolled in two-year community colleges, Hispanic enrollment grew faster at four-year institutions than at two-year institutions (Ryu, 2008). Enrollment in postsecondary education is higher among Hispanic high school students than any other racial/ethnic group.

Part of the problem could be associated with part-time enrollment. Statistics show that Hispanic students tend to enroll part-time in higher numbers than their white peers (Ryu, 2008). Researchers have associated part-time enrollment with certain behaviors (e.g., interrupting enrollment, working excessively) that may hinder students ability to finish their degree (O'Toole, Stratton, and Wetzel 2003). While part-time enrollment is beneficial because it lowers the costs of education, thereby increasing accessibility, and offers them more flexibility, it provides no guarantee of academic success (NCES).

It is clear that if Hispanics are to continue to make strides and inroads into corporate America and increase our significant contributions to society, we must find ways to continue improving their educational attainment (Chapa & De la Rosa, 2004). Scholars have suggested a number of solutions to the retention and graduation rate crisis going on in the Hispanic college community addressing the importance of improving the campus climate for racial/ethnic diversity. These solutions include the creation of educational and financial programs tailored to Hispanics to make them feel comfortable on campuses with little minority representation, and the implementation of orientation programs that promote cultural resources to minority students (Hurtado, Milem, Clayton-Pedersen, 1999).

Hispanic/Latino Educational Attainment: 2006

![Graph showing Hispanic/Latino educational attainment: 2006](image)

According to Ryu's report (2008), "Hispanics nearly doubled the number of bachelor's degrees received over the last decade to more than 105,000. Hispanics also made dramatic gains in doctoral degrees earned, rising from 950 in 1995 to more than 1,700 in 2005, an increase of 83 percent." Despite outstanding academic improvements, the educational attainment of Hispanics remains lower than any other racial/ethnic group in this country.
Students looking at their college options have different things in mind that play a role in their selection process. The preference of some is a college located in a big city; for others a small college town is better; others prefer tropical climates and some the Midwest.

Columbus, the capital of the state of Ohio, is appealing to a large number of students from all over the United States because it offers the benefits of a diversified economic base, entertainment, sports, cultural diversity and the friendliness of a Midwestern city.

There are a lot of things to be excited about in Columbus. This wonderful city has truly become my second home since I've lived here for half of my life. Originally from Lubbock, Texas, I moved here in 1992 and little did I know that I would discover more of my Latin@ heritage here than I ever expected.

Back in the early '90s...

In order to really appreciate the transformation that Columbus has experienced, it would be helpful to know just a little about what the city was like back in the early 1990s. For those of you who don't know me, I have been performing as a DJ and Latin events promoter since 1997. I was an OSU student who was influenced by the brothers and sisters of Alpha Psi Lambda to start my own version of entertainment.

As a native of Texas, I grew up seeing and living the Mexican culture. The music, food, and traditions were all a huge part of who I was. Prior to attending Ohio State and joining the fraternity, I had the chance to really explore Columbus and see what was out there. I was introduced to the entire spectrum of Latin@ cultures ranging from Puerto Rican, Cuban, Dominican, Honduran, Salvadoran, Spanish, and Nicaraguan cultures and customs. It was an exciting time for me.

For starters, nightlife was a joke. There was only one Latin night (notice that I said a Latin night). It was a Sunday night at a place called Spinners. The place has changed a lot. It used to be a dance floor. The crowd was a wide mix of Latin@s, Americans, and Europeans. It was definitely different from anything I had ever seen. There were two Latin@ grocery stores and maybe a dozen Mexican-style restaurants and no Latin@ publications in the entire Franklin County area. The Latin@ festival was just getting its start downtown, and it was the only city-sponsored event held in mid-June.

How the times have changed...

Today there is so much more to appreciate in relation to the Hispanic/Latin@ presence. According to the last estimates by the Census Bureau, the Hispanic population in Franklin County, Ohio increased from 24,279 in 2000 to 45,428 in 2008. The city has hundreds of businesses that include: grocery, music, clothing, money exchanges, travel agencies, legal services, employment agencies, hair salons, cable TV networks, AM and FM radio stations, two television stations (one launched in early June), five weekly newspapers, three magazines, several large Mexican nightclubs, with at least half a dozen other Latin-themed nightclubs in very trendy parts of the city. If you enjoy sports, you've got one of the best college football teams in the country not to mention Columbus is the home of the Columbus Crew — 2008 MLS Champions. You also have pro hockey, minor league baseball, and pro arena football teams. If sports aren't your thing, then explore the world-class zoo, museums, water parks and shopping centers in just about every corner of the city.

Additionally, Columbus has become an important industry center. It houses the headquarters of companies such as Limited Brands, Nationwide and Wendy's and other Fortune 500 companies. These companies target their recruiting efforts to Ohio State students which puts the young Buckeyes in the advantage when looking for an internship or full-time job.

As with any major city, you take the good with the bad but mainstream America has embraced the growing population and cultural influences we have long enjoyed. Latin dancing is hot! There are several places to learn and dance in the city throughout the week. There used to be only a couple of Hispanic student organizations on campus but now there are over a dozen with new ones forming every year.

Get out there...

I would start by visiting a local market and picking up a newspaper. If you don't have transportation, go online and check out these sites:
http://FronterasColumbus.com
http://ColumbusLatino.com
http://QuePasa.osu.edu
http://MidwestLatino.com
http://EscapeLatino.com
http://FestivalLatino.net

Bottom line, the university and the city of Columbus have undergone a drastic social and economic facelift. The country may be experiencing a recession but life for Latin@s is definitely looking great here. Christopher Columbus may have been credited for discovering America but it's your turn to discover Columbus.
¿Qué Pasa, OSU?
c/a Office of Undergraduate Admissions and First Year Experience
Attn: Victor Mora, Associate Director
Fawcett Center, 8th Floor
2400 Olentangy River Rd.
Columbus, OH 43210

Columbus, Ohio
A Vibrant Midwestern City

Home of the Columbus Crew — 2008 MLS Champions

German Village
Photo by Jill Levere/Experience Columbus

Home of the Blue Jackets

COSI: Children involvement in science

Photo provided by COSI