

Central Oregon Community College

# COCC

magazine

2022



## STUDIES IN ACTION

COCC students put their education to work while impacting the neighborhoods and environments around them

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## Letter From the President

Greetings and welcome to our 2022 edition of *COCC Magazine*, a place for us to share some of the many inspiring stories, helpful services and impactful programs that help define your community college.

COCC helps Central Oregonians find their new horizon. In October 2021, a national Harris Poll survey found that half of working Americans want to make a career change. We offer something for all learners, including those at a career crossroads. We're a place for fresh starts, providing in-depth studies and the most current certifications in many fields, orienting our graduates toward high-demand industries where they already live.

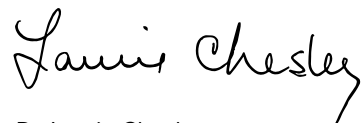
Among our students are those known as "first generation," individuals who are first in their own families to embark on an education beyond high school. Last fall, some 46% of our new credit-seeking students identified as such. Each first-generation student arrives with a unique story; occasionally, those stories intertwine. One impressive student I met last year, now earning an associate degree in our Business Administration program, isn't the first in her family to attend college—her daughter was, though, and that encouraged her to further her own learning. What a powerful testament to education's potential.

At COCC, we're here to support all individual student stories, from the first day of classes through to commencement—and beyond. That focus on supporting all—moreover, providing access to all—is at the heart of "Taking Strides Toward Equity," where you'll read about new initiatives at the College, efforts that deepen a culture of equity across our campuses. You'll also read about the many ways in which our students can engage in dynamic, hands-on learning, earning credit while serving the people and places around them.

We're pleased to share the work of one of COCC's own faculty members on the cover. Venus Nguyen, assistant professor of Art, created this incredible digital painting, and we're excited that under her direction the College plans to begin offering a new one-year certificate in graphic design.

As COCC approaches its 75th year of service to Central Oregon (in 2024), our Redmond campus is now reaching its 25-year milestone and the Madras and Prineville campuses are turning 10. It's a moment of commemorating our connection to our strong communities and of looking ahead as the region experiences continued growth and takes new shape.

Be well and take good care of each other,



Dr. Laurie Chesley  
COCC President



# Central Oregon Community College COCC magazine 2022 Volume 4

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# Inside The Broadside

## COCC's source for news continues to evolve

Gripping a welding torch and tilted slightly to her task, the student in the black-and-white photos seems spellbound. The images appeared in the Oct. 22, 1976, edition of *The Broadside*, beneath the headline "First Woman Attends Welding Class," and show a student named Justine Gordon making COCC history. It was the news of the day for the student-run paper—a headline for a different time.

Today, a female in the welding trade doesn't exactly trigger news coverage—at COCC, or anywhere. (In fact, two or three welding students each term at COCC are women, according to the Welding program.) Times have evolved. But the story was certainly an inspiring one in the mid-70s, coming amid the (continuing) fight for workplace equality. The student reporter, Brenda McClure, made this frank assessment: "Automobiles are interesting to her, and that's why she is studying them."

Covering the news—and indeed the eras—of COCC has long been the charge of *The Broadside*. The College's paper began as a humble, unnamed one-pager, first emerging from an inky-drummed mimeograph machine on Oct. 15, 1953, back when COCC operated as a night school in Bend High's downtown classrooms. A naming contest soon selected "The Broadside" as its winner, a term once used for leaflets posted to walls in Colonial times.

**The paper has been an important First Amendment platform for students, a place for voices and perspectives to find bearing, promoting both personal and professional growth.**

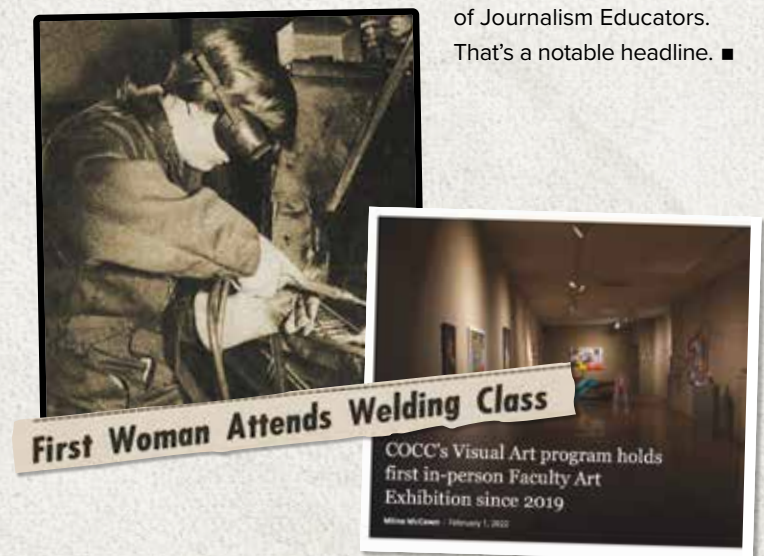
Over the decades, COCC's paper has covered all the college-life staples, from student government activities and campus concerns to faculty interviews and club happenings. It has cast a wider net as well, including state legislature coverage and matters of social justice. A piece from the Sept. 26, 1969, edition lobbied passionately for a student Bill of Rights.

Throughout, the paper has been an important First Amendment platform for students, a place for voices and perspectives to find bearing, promoting both personal and professional growth. Many former staffers have gone on to work in media, communications



and related fields. In recent times, Junelle Hogen ('15) earned a Charles Snowden internship at the University of Oregon, reported for the *Statesman Journal* and now works as a technical editor at the University of California San Diego. Keri Donovan ('08) became an English instructor at COCC. A *Broadside* story by Scott Greenstone ('14) involved interviewing a COCC student who lived in a tent—Greenstone now covers homeless issues for *The Seattle Times*.

Waning readership and staffing shortages led the paper to shutter in 2018, but a College taskforce convened and recommended an online-only format and a built-in publications course. Following a two-year trial period led by an advisor with a digital news background, *The Broadside* officially returned last year with a bigger readership, scooping up eight awards (best website and second place for portrait photography among them) from the Pacific Northwest Association of Journalism Educators. That's a notable headline. ■



Got a *Broadside* memory to share?



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# STUDIES IN ACTION

Practicums and research projects help COCC students put their education to work while impacting the neighborhoods and environments around them

**M**ilky blue just below the surface, then dimming into a blackish cobalt in the depths, a cavernous ice shaft — big enough to swallow a city bus — disappears into the glacier. The sight is stunning, but to scientists, including COCC Geology student Carmyn Fortier, it's also quite distressing.

It's an early September day in Central Oregon's Cascades and a small team is being led by the Oregon Glaciers Institute across the Collier Glacier, a once-vast saddle of ice that bridged much of the western slope between Middle Sister and North Sister a century ago. The seven-person team, including Fortier and faculty from both COCC and the University of Oregon, is eager to study this particular glacier — now a gaunt version of its former self. Fortier's participation is part of an independent research project for which she'll earn college credit.

In addition to the typical crevasses that appear in late summer, the glacier is bored with a number of moulins, deep tubes that funnel surface meltwater straight down, a process that can weaken and erode a glacier from beneath. This moulin is immense, one of the largest in the state. With winter's potency not being what it used to be—a continuing trend of climate change—the glacier's surface has less

instrument—fitting into several camera cases—the laser is aimed into the glacier and light reflected by the ice sheet is measured by a photon-counting detector.

It's an exciting day—but attached to a sobering reality. At the conclusion of its statewide glacier monitoring project this past fall, the Oregon Glaciers Institute found that of the 50 glaciers that existed

**“Exposing the next generation of scientists to real-world fieldwork of documenting glacier change is just as crucial as the science itself.”**

and less ice accumulation, so the melt-off exceeds the ice production and the moulin expands. The group skirts the deep openings, peering in. In a white climbing helmet and gripping a trekking pole in one hand and an ice ax in the other, Fortier stares into the abyss of the large moulin, listening to the heavy meltwater. It sounds like water pouring through a colossal drainpipe. Later, the team will deploy a new portable laser that was recently developed at the U of O to gauge ice depth. A compact

in the southern Cascades in the 1950s, only 27 still persist. Glaciers provide late-season cold water for streams and rivers, and that resource is vanishing fast.

While eye-opening to climate change, for Fortier the three-day research trip was incredibly enriching as well. She saw mountainous rock formations up close, learned from experts about glacial and volcanic science, even slept on a windswept glacial forefield.

“Staring into a deep moulin was absolutely mind-blowing,” she says. “It felt like something out of the BBC’s ‘Planet Earth.’” Being on a glacier for this inquisitive student (who also serves as a science tutor for other students at COCC) was huge. “I was able to collect my own ‘data’ by taking hundreds of pictures and asking hundreds of questions to those around me,” says the Bend resident.

The experience has better primed Fortier for continued studies, too. “I’m hoping to complete COCC’s Geology sequence and finish up my transfer degree so I can complete my bachelor’s at another university in Oregon,” she says.

Trip leader Anders Carlson, Ph.D., president of the Oregon Glaciers Institute, sees the student’s involvement as having other implications as well. “Exposing the next generation of scientists to real-world fieldwork of documenting glacier change is just as crucial as the science itself,” he says. “Young scientists will not only carry on the torch of discovery and the research but will also act as force-multiplying messengers about the impacts global warming is having on our world.”



Carmyn Fortier on a COCC Geology field trip and at left below

**ENGAGING OPPORTUNITIES**

Beyond independent studies and working internships—which students might initiate on their own for college credit—plentiful applied learning opportunities exist at COCC. They connect students to the greater good of the community they serve.

Some are optional, such as an internship recently completed by a Public Health student with the Jefferson County Health Department’s community health program. Many others are required for degree or certificate attainment. These co-op work experiences, or “CWEs” as they’re known at COCC, are diverse and immersive. They’re coordinated by individual programs and range from a Nursing student receiving in-hospital training at St. Charles (a clinical, designed for health care fields) to a Forestry student conducting bumblebee research with the U.S. Forest Service in the Ochocos (a practicum, designed for specific studies).

Of the 78 Career and Technical programs available at COCC, 32 require this kind of outside-the-classroom learning experience. “These facilitate incredible learning moments and enhance skills for our students, while connecting them with potential employers and providing a glimpse of what it’s like to work in that career,” says Betsy Julian, vice president for instruction. “These experiences can inspire students by providing context for their classroom learning.”

**“These co-op work experiences facilitate incredible learning moments and enhance skills for our students.”**

Sometimes that context involves pure play. Yoko Godlove, a student with the Early Childhood Education program, began a CWE field placement in October with the

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Little Beavs Child Care center, a new joint project of Oregon State University-Cascades and COCC. The center is helping address the severe lack of child care services in Central Oregon while prepping educators-in-training at both institutions.

Godlove spent 12 hours a week playing, singing, dancing and engaging in hands-on activities with toddlers and preschoolers as she worked toward her college goals. “Children develop their imagination and thinking skills through play,” she says. “Our role is to support them by providing a safe environment.”

Though still in its initial phases, Little Beavs, based for now in OSU-Cascades’ off-campus Graduate & Research Center, will soon shift into a larger, standalone operation: the Little Kits Early Learning Center, to be based in a modular building at the OSU-Cascades campus. (“Kits” is derived from the term denoting young bobcats and beavers, animals that serve as the mascots of COCC and OSU.)

Headed by Amy Howell, Ph.D., director of COCC’s Early Childhood Education program, and Kelly Sparks, associate vice

young children and employers in our community,” Sparks summarizes. Godlove helped to launch a much-needed

**“The Little Kits Early Learning Center is a great example of students and faculty at OSU-Cascades and COCC coming together to address a challenge facing families.”**

president at OSU-Cascades, the center anticipates it will initially enroll 28 children, from infants to six-year-olds, and will ultimately serve 75 to 100 local families, providing high-quality child care and freeing parents for the workforce.

“The Little Kits Early Learning Center is a great example of students and faculty at OSU-Cascades and COCC coming together to address a challenge facing families,

resource in her community while simultaneously achieving her academic dream with a paid position. “I am pursuing the Developmentally Appropriate Learning Environments certificate,” she says of her 21-credit training program. “I would be honored if I could use my experience in early childhood education to help nurture the children who will be our future.”



Yoko Godlove teaching at Little Beavs Child Care

**FIELD PROVEN**

Responding to a 911 call this past summer in Salem, paramedic intern Logan Noble rushed into a residence as part of an ambulance crew to help a patient suffering cardiac arrest. “I was able to perform an endotracheal intubation so that we could give him the best possible breaths while performing CPR,” says Noble, recalling his first real-world application of the delicate breathing tube procedure.

As an intern and under the direct observation of his preceptor, Noble, a trained emergency medical technician, got the chance to perform lifesaving measures that otherwise fall under a certified paramedic’s scope of practice. The goal of the

graduate of COCC’s Paramedicine program (and a graduate of the Structural Fire Science program as well) works as an EMT while proving himself ready for a paramedic position, a common practice for brand-new graduates. Looking back on last summer’s hands-on training, he feels gratified for having had the opportunity to serve an Oregon community while putting his education to work.

“It was hard, even grueling at times,” he says. “But being able to live out the concepts I had been learning about since I was in high school, and took my first anatomy and physiology class, was an experience I will cherish for life.” ■

**“Being able to live out the concepts I had been learning about since I was in high school...was an experience I will cherish for life.”**



Logan Noble at Redmond Fire & Rescue

weeks-long CWE is for the student to be able to implement all the trauma skills and medical treatments normally rendered by a paramedic, without the assistance of the supervisor.

Working a busy schedule (either two or three 12-hour shifts in a row), Noble immersed himself quickly. “I would hop on an ambulance with my preceptor and his partner for 12 hours a day and learned how to work in one of the busiest 911 systems in the Pacific Northwest,” he says. From utilizing his Spanish language skills with patients to working among Salem’s extensive homeless population—all during a pandemic—Noble calls the full measure of his internship “the most valuable experience that I received from my time as a paramedic student.”

Now one of the newer members of Redmond Fire & Rescue, the recent

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# TAKING STRIDES TOWARD EQUITY



Cat Finney in the Children's Literature & Equity Resource Center (CLERC)

Focused on access and opportunity, a number of new initiatives are expanding the College's commitment to serving all

Last summer, having backpacked across a long, hot stretch of trail through the boulder-strewn San Jacinto Mountains east of Los Angeles, Cat Finney, on her 1,400-mile Pacific Crest Trail (PCT) section-hike, headed into the small town of Idyllwild with a curious mission: to read children's books.

Specifically, the COCC librarian was eager to meet with the Idyllwild Public Library's director and conduct a study of the library's children's literature collection. It was all part of her sabbatical project of surveying children's equity collections in rural libraries. "I'd spend about two or three hours analyzing a 20-volume sample of their children's books," says Finney, recalling her unique "rest" days along the PCT.

Her goal was to see how an assortment of rural libraries—she visited seven over the span of more than 1,000 trail miles—were serving the equity needs of their given community, "to see whether that representation meets the demographics of that



service district." (A connected goal: to hike an average of 18 miles a day toward completing the entire PCT, which she hopes to finish sometime this year.)

Finney's project involved interviewing the director of each library to learn about its children's collection and the library's general role in the community. Then she'd pull a sample of books from the shelves, find a seat and read. "I kept a spreadsheet of who was the center of the narrative, whether they were a person of color, the identity demographics within the story, who wrote the book," she explains. "I broke it down into different identities, races, cultures." She then researched local population demographics online, adding those to her case studies.

Her plan is to share those assessment methodologies and discoveries—her collection analysis strategies—with different library organizations to help bolster equity collections, particularly in rural areas. The focus is on making libraries a place for all users.

Finney, who has dedicated her 30-year career at COCC to helping develop the Barber Library's collections, is something of an equity specialist when it comes to children's books. In 2017, in collaboration

**Her plan is to share those assessment methodologies and discoveries — her collection analysis strategies — with different library organizations.**

with the inspired initiative of the College's Early Childhood Education program and the Office of Diversity and Inclusion, Finney helped develop and launch the Children's Literature & Equity Resource Center, or CLERC. The space offers a comfy reading room in COCC's Barber Library with access to an extensive range of books, some 2,200 titles in all. "I think we're the only diversity-

equity- and inclusion-focused children's literature collection in the state," she shares.

Beyond its main purpose of presenting a culturally responsive book collection for students of the Early Childhood Education program, COCC students in a range of other programs, from Nursing to Fire Science, also utilize CLERC. Entire classes will come in and read children's books as a group, delving into topics of culture and perspective, even grief and death, discussing the content afterward. The literary lens helps shape new mindfulness and community awareness for future health care and front-line workers. Educators, professional associations and even families from throughout Central Oregon use the CLERC space too. "In fact, a mom and her toddler daughter were reading in here just yesterday and checking out books," says Finney, smiling. Next on the librarian's list: to guide an expansion of the STEM-themed (Science, Technology, Engineering and Math) children's collection, also through an equity lens. Each stride taken is part of a greater, essential journey.



## INVESTING IN NEW PATHS

In the presence of a framed historic photo of tribal fishermen perched at Oregon's Celilo Falls, a vibrant painting of Dr. Martin Luther King Jr. and a display of Chinese paper lanterns, Christy Walker sits on a couch in the College's Multicultural Center and plans for the future. It's a sunny October morning and the director of COCC's Office of Diversity and Inclusion, pausing between back-to-back meetings, just received news that her program has been awarded a transformative grant.



The COCC Multicultural Center

The \$185,000 Meyer Memorial Trust grant, she explains, will greatly amplify her office's efforts—some established, some in the making—of advancing equity in education and reaching underrepresented populations, from people of color to low-income residents. It will directly support the established Latinx and Native American college prep programs, which embed with regional high schools to teach leadership and cultural classes for college credit, as well as provide weeklong, college-sampler summer symposiums to those same groups. A similarly designed Afrocentric program, now in the making, will likewise benefit from the grant dollars.

Among specific earmarks, the funding will supply almost 100 laptops for high school students, free to participants of the college prep programs. This technology will enhance educational access for many (see sidebar: "Closer to College").

The Meyer Memorial Trust grant is also helping grow more opportunities for staff equity trainings. This includes the introduction of an "Equity Box" program at COCC, modeled after a similar program developed by Chemeketa Community College. Enrolled participants receive a box containing items—such as articles and

### The \$185,000 Meyer Memorial Trust grant will greatly amplify the office's efforts.

discussion guides—meant to spur thoughts and conversations around equity topics for monthly trainings. The take-home design of the program will allow more staffers to join in.

Walker is proud of the equity-centered programs already in place at COCC, from Allies for Equity, which provides extensive cultural training, to the Safe Zone program, which teaches participants how to better support members of the LGBTQ+ community. Beginning last year, the department began offering a workshop on cultural appropriation awareness—the training filled up immediately, so Walker doubled the capacity and that filled, too.

The College also offers a Culturally Respectful Hiring Practices training for employees. "The larger effort of equity at COCC is to meet the needs of a growing and diversifying region," Walker says. "We're able to look at the demographic statistics of Central Oregon and compare those to the demographics of COCC." While Walker's department continues to develop paths of equity, it's happening from within classrooms as well.



ALLIES FOR EQUITY



## Culturally Respectful HIRING PRACTICES



CLERC  
Children's Literature & Equity Resource Center

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HOUSING AND  
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## CLOSER TO COLLEGE

### Granted laptops are opening access for Native American high schoolers

By Samiakin Redbear Allen  
COCC student & STRIVE graduate/mentor

Dedicated to improving access and equity to Native American high school students, COCC's Good Road and STRIVE (Summer Training to Revive Indigenous Vision and Empowerment) college prep programs are furthering educational opportunities by distributing laptops to those participating in them.

Last summer, every student in STRIVE, 18 in all, received a laptop to keep thanks to a grant that COCC was awarded from Oregon's Higher Education Coordinating Commission. It came at a vital time when almost all learning was virtual. "Having a laptop was essential in college before, and now, in light of COVID-19 and virtual learning, this technology is even more essential," says Kelsey Freeman, the coordinator who leads the STRIVE and Good Road programs. "I've worked with a lot of students who haven't been able to start college because they don't have a laptop and they were trying to do things on a phone, which is really hard."

### "I can virtually do school wherever I am, and it makes things more accessible to me."

The STRIVE program itself has students coming from all over the state to stay on campus for four days to explore the college experience through several workshops on different careers—everything from business, fire science, writing, mathematics and more. It also includes a few lessons on basket weaving and first foods. Participation in STRIVE earns the students a college credit. (The Good Road



A student from The Good Road receives her laptop

takes place in high schools, teaching leadership classes that honor culture.)

"I learned a lot about how people are advocating for Indigenous issues and education even outside of other Native American tribes," says Caroline Hintsatake, who was in the program during the summer of 2021 and who seeks to attend COCC with a Sociology degree in mind. When asked what it meant to her to receive a laptop for her own education, Hintsatake replies, "It really shows how much COCC likes to support Native students, because previously I had to share a laptop with my mom."

Another student who participated in STRIVE, Bailey Pettie, also received a laptop to advance her education. "Having the opportunities to delve into other careers and majors has been a bright experience, and it's amazing to have my own personal laptop," she says. "I can virtually do school wherever I am, and it makes things more accessible to me." Pettie is looking forward to attending COCC and studying Art and Psychology as potential majors and later transferring to a four-year university.

Freeman is excited for how the technology has made a difference so far—and excited that the programs have recently received another grant to purchase more laptops, which will be distributed in the future. That's possible due to key support from the Portland-based foundation, Meyer Memorial Trust, which, like many others, supports equity work at COCC. ■

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## CLASSROOMS IN FOCUS

The biology labs in the Bend campus's Science Center are places of analysis and discovery, where microscopes, petri dishes and test tubes help put a fixed lens to the world. Lately, a new lens has become part of the discipline—applied to the very act of instruction itself. From reviewing content to classroom discussions to course titles, the intention is to broaden opportunity and representation in the sciences.

“We started having these conversations of how to bring in equity ideas with curriculum and inclusion of different people and different voices into our classroom,” explains assistant professor of Biology Teresa De Sitter of the Science department’s aim. Soon, they forged the ‘SCI-DEI’ group, or diversity, equity and inclusion in science group. Building on some prior ideas and individual efforts, the team sought a more unified approach across their disciplines. Instructors representing all departments, from Chemistry to Physics, began meeting monthly in the fall of 2020.

De Sitter had recognized, for instance, that her own dermatology lecture—like most dermatology lectures in colleges across the country—was predominantly using photos

of white skin to represent skin conditions. She volunteered it as the first study for the group. Now renamed “Skin Colors and Dermatology,” the class includes diverse photos, even highlights a new app designed by a medical student that displays conditions on different skin colors.

The update brings an awareness to inequities in the health fields, where most of De Sitter’s students intend to pursue careers. As part of the class, the students confront inequities through an online discussion board, a method of prompting dialogue. Additionally, for students who identify with an underrepresented population, the modified classwork provides a way for learning to be more inclusive and to support those individuals.



Other updates weave in facts and perspective. A discussion on cells now includes a reference to Henrietta Lacks, the Black woman who was an unwitting tissue donor to some of the most extensive cellular research in history. A discussion of water in the body now expands to incorporate community water issues, such as the clean water crisis at Warm Springs. Conversations around implicit bias are now part of the Geology curriculum—an important consideration in a predominantly male field.

The SCI-DEI team has sought ways to support younger students of underserved populations as well, presenting science fields as welcoming and attainable. This past January, the team partnered up with the Central Oregon STEM Hub to host a group of eighth grade students from Jefferson County Middle School for its outreach program’s inaugural session. The day combined a fun chemistry lab with

“They appreciate having a platform where they can engage with equity issues.”

a casual lunch where students mingled with faculty. Building on that open-door concept, SCI-DEI has plans for a two-week “bridge program” next summer, where high schoolers will dive into a science project amid an encouraging college atmosphere.

The group has grown and other departments, from Math to Art, are now involved, merging focuses from across the College. “A lot of the students want to learn about how this material interacts with the rest of the world,” De Sitter says of the efforts so far. “They appreciate having a platform where they can engage with equity issues. It’s a cool place to be—in a classroom—where there’s a lot of ability to encourage and expand views.” ■



# THE FULL STUDENT VIEW

Clubs, culture, sports and campus living — finding community at COCC is easy to do

**B**uckling down with homework in COCC’s on-campus residence hall has certain perks. On the southwest side of Wickiup Hall, mountain-facing study rooms offer no shortage of inspiring views: miles of evergreen treetops that spool out to snow-glazed Cascades.

But there’s more to COCC than academics—a lot more. Residence life affords plenty of connection for Nicole Sharp, a second-year student who serves as a community assistant and provides peer leadership to hall mates in exchange for room, board and a basic meal plan. “I really enjoy the sense of community that we have built within Wickiup, one that has been lacking due to Covid,” she adds. “Everyone is so nice and friendly, and it’s been amazing to get to know so many people.”

After a year and a half of remote-based education, finding community feels overdue. And while the College’s COVID-19 protocols remain in place, many in-person campus opportunities are helping students discover the full extent of the COCC experience.

Clubs are convening again, providing opportunities to try something new or gather with a joined purpose. Their wide-ranging focuses include rock climbing, gaming, gardening, Latinx culture, LGBTQ+ togetherness—the list is extensive, numbering more than 20 clubs in all. Paintings, sculptures and other art exhibitions are returning to gallery spaces. The office of student government is active once more, cultivating

leadership and teamwork skills for its members—Sharp joined and serves as the director of student affairs. “It’s amazing how many different things we have going on around campus,” she adds.

“I really enjoy the sense of community that we have built within Wickiup.”

Dodgeball, tennis, volleyball and basketball are equally popular among the intramural offerings. Students craving sports with training and competition can try out for rugby, soccer and baseball. For Carson Anderson, who earned all-conference team accolades playing left field for Bend’s Mountain View High School, being able to suit up and take to the diamond at COCC has been incredible. “Having played baseball my entire life, and then

getting to junior and senior year of high school without any offers to play in college, I felt like my baseball career might be coming to an end,” says the Accounting major. “Having a baseball team to play on at COCC means a lot.”

Bobcat baseball (which ranked 25th in the country back in 2015) competes in the National Club Baseball Association league, with games typically held at Mountain View High School’s field. Upcoming homestands are against the University of Oregon (April 2-3) and Oregon State University (April 16-17). Visit [cocc.edu](http://cocc.edu) for all club game schedules.

The student experience at COCC packs in a ton, from inspiring Chandler Lecture Series presentations to ski & ride club powder outings to Asian American and Pacific Islander Heritage Month activities. It’s a busy life being a Bobcat. ■



# Q&A

## BECOMING A BOBCAT

Save this resource page with tips from members of the Admissions and Records team on how to enroll as a COCC credit student



Kayleen Schweitzer



Sofia Stranieri

Kayleen Schweitzer, assistant director of Recruitment and Outreach, and Sofia Stranieri, admissions coordinator, have fielded many admissions questions from prospective students. Below, they provide answers to a few of the most common ones.

**Q:** I'm not sure what I want to study or eventually do career-wise. Should I wait until I figure those things out to enroll?

**KAYLEEN:** You don't need to know this before you start classes. COCC's Exploratory program allows you to work on core classes (such as writing and mathematics) while taking the time to figure out your major. Plus, studies show that up to 80% of students change their major at some point—so it's normal to be unsure! Students may also meet with our Career Services coordinator for help.

**Q:** It's been a long time since I've been in school. Is it too late to come back?

**SOFIA:** It's never too late! We have students of all ages at COCC. Some are attending college for the first time as an adult, and some already have college classes or degree(s) under their belt! We have fantastic support services if you need help. Tutoring, personal counseling, computer labs and more are free for current students.

**Q:** Do I have to be a full-time student?

**KAYLEEN:** You have the flexibility to choose the number of classes that is right for you, from one to 19 credits per term. Keep in mind your financial aid offer might be affected if you drop below the full-time student status of 12 credits. Additionally, there are a few specific programs that are on a cohort schedule. Students in those programs, such as Nursing, might not have the same flexibility.

**Q:** How do I pay for school?

**SOFIA:** COCC offers an incredible value for the tuition price, but we understand paying for school can feel overwhelming. We encourage you to file a Free Application for Federal Student Aid (FAFSA) or Oregon Student Aid Application (ORSAA) to see what type of financial aid you might be eligible to receive. Just reach out at 541.383.7260 or [cocc.edu/financial-aid](http://cocc.edu/financial-aid). The COCC Foundation Scholarship is also an amazing opportunity for our students, offering nearly 400 scholarships totaling \$1.72 million to students each year. Visit [cocc.edu/foundation](http://cocc.edu/foundation). ■



I'm ready to enroll — what now?

Just apply online!

Visit the COCC website to learn more:

[cocc.edu/apply-now](http://cocc.edu/apply-now)

Each month, the Admissions and Records team offers friendly Getting Started sessions (by appointment) for assistance. If you need additional support, connect with the Admissions and Records team at [welcome@cocc.edu](mailto:welcome@cocc.edu) or 541.383.7500.



2022 Important Dates

**SUMMER TERM**

- Application deadline: **June 12**
- Classes begin: **June 21**

**FALL TERM**

- Application deadline: **Sept. 11**
- Classes begin: **Sept. 19**

## MAKING A NEW WAY

With COCC Foundation scholarship support, students turn passions into careers



David Marquez

Exercise Science

There's a clarity that comes with being in the mixed martial arts fighting cage: a sole, steadfast focus. For David Marquez, life after high school didn't present an obvious path. College didn't seem attainable, even though he'd been a good student—no one in his family had been, and an unsteady home life left him lacking support.

So Marquez, a self-described scrappy athlete, learned how to fight MMA-style, competing on the regional circuit. He liked the training; it provided direction, a purpose. That focus later evolved into marathon running, and lately, he's been on the path to becoming a triathlete. Meanwhile, his dedication to training has sustained him through jobs he never felt very connected to. But he's always been appreciative of how sports can help a person find their way.

As the single parent to a six-year-old daughter, Marquez, a widower, recently

decided to show his child a new way forward. He set out to become the first member of his family to graduate college.

"Exercise science was the perfect opportunity for me to dive into for my natural nerdiness regarding sport," he says. "I'll find the most up-to-date ways to improve my performance while helping others reach theirs."

**“Helping people is the most rewarding path I can think of.”**

Marquez plans to transfer to OSU-Cascades for a bachelor's degree in kinesiology, maybe work for an MMA team. "The COCC Foundation scholarship is giving me the opportunity to invest my time more thoroughly into my studies so I can reach my educational goals faster," he says. "Helping people is the most rewarding path I can think of."

In an era of quickly discarded things and unnecessary waste, Allison Murphy is on a mission to bring sustainability and self-reliance more into the mainstream of education. The seamstress, who runs Utilitu Sewing and Design from a yurt outside of Sisters, and who co-founded the Rubbish Renewed Eco Fashion Show school fundraiser, has long been devoted to fixing problems with thread. She's been doing it since the third grade.

**“I hope to build programs to encourage creative thinking.”**

But crafting custom wedding dresses or stitching new life into a pair of beleaguered jeans represents more than seamstress work for Murphy. It signals an approach to life, on finding creative, sustainable solutions to things, with resourcefulness at the core. Having taught sewing workshops and classes for more than a decade to local schools and libraries, she's now pursuing

a degree with an emphasis on secondary education—with plans to ultimately transfer to OSU—so that she can work from within education to kindle those can-do skills.

"I hope to build programs that schools can offer to their students to encourage creative thinking, thoughtful engagement with consumption, and maybe a future in the sewing and design worlds that so desperately need innovative thinkers," she says. "I love teaching," she adds, "and collectively, we have a responsibility to nurture our students into capable and resilient humans."

As a business owner, busy parent and devoted chicken and hog farmer, Murphy feels cheered by her scholarship support. "I want to come out of my final classes feeling empowered to put my boots on the ground, not drained at the challenge of paying for it all myself," she says, "so thank you to the COCC Foundation for your support of my educational dreams."



Allison Murphy  
Education

# NOTEBOOK

A quick glance at some of the latest initiatives and offerings at the College

## Training Health Advocates

A new Public Health class, certified by the Oregon Health Authority, is bringing state-registered community health workers (CHW) into the workforce. **The six-credit training, which launched last fall at COCC's Redmond campus, teaches students how to connect people with social support systems, advocate for health needs and provide culturally appropriate health education.** Working closely with community partners, together with tuition grant support from Central Oregon Health Council, **the class is helping fill an in-demand need for OHA-trained community health workers.** Studies have shown that community health workers, while advancing health equity, also improve health outcomes and reduce costs. "They connect residents with social supports and advocate for health needs," explains Dr. Sarah Baron, assistant professor of Public Health. "This course provides in-depth training to cover the varied roles of a CHW, while training students in local agency and resource offerings," adds Sarah Mahnke, executive director of Thrive Central Oregon. The class will run again this fall at COCC Madras; no prerequisites required.



## Baked Goodness from Cascade Culinary Institute

The freshly baked goods created by classes in the Cascade Culinary Institute's Baking and Pastry course—row upon row of things like Marionberry scones, pecan bear claws and flaky, chocolate-filled croissants—are now available for purchase through a student-run bakery kiosk, open Friday mornings beginning in late March. **A glass display case, funded by a grant from the Perkins Foundation, has turned the corner entrance of the CCI into a bakery counter-like atmosphere.** "My students had this great idea to expand their merchandising and retail practices," says assistant professor Laura Hagen, recalling how, about four years ago, students yearned for a training ground to practice more of the business side of running a bakery. **What began as an under-the-radar bakery (with sales mostly to employees), now officially extends to the community.** Most items are \$2 each, or \$20 per dozen. And they go fast. "The last two times, we've sold out by 9:30 a.m.," says Hagen. For hours and all the sweet details, visit [cascadeculinary.com/bakery-kiosk](http://cascadeculinary.com/bakery-kiosk).



## New Degree Maps Path to OSU

Teaching principles of data collection and cartography, a new Geographic Information Systems degree in geospatial science is giving students a fresh career map. The degree prepares bachelor's-seeking students to transfer directly to Oregon State University's Bachelor of Science in Geography and Geospatial Science. Students learn how maps and datasets can represent natural and social sciences, such as environmental sustainability and social justice. Recent graduates of the OSU program have become city planners, engineering technicians and social policy researchers, among other careers. A remote design makes the program attainable from anywhere. **"Students are welcome to complete this degree program on campus in Corvallis, but are also able to complete it fully online through OSU's Ecampus,"** explains Andrea Nelson, academic advisor at OSU's College of Earth, Ocean, and Atmospheric Sciences.



## Virtual Learning the Perfect Fit

At the height of the pandemic lockdown, when remote learning was the only mode available, Continuing Education students had no choice but to take the virtual plunge. Cameron Fischer admits that while she had some reservations about taking her Spanish lessons remotely, she was **"just grateful for the opportunity to be able to take the classes and have an eye on my kids at the same time. Also, the price is so reasonable I was willing to take the risk."** In the end, Fischer was quite pleased. "I was really happy to be able to take the classes virtually." Now, many of those same learning programs, roughly 60%, are continuing in a remote format—the convenience factor has proved incredibly popular with COCC's Continuing Education students. "It's fun to take a class in the comfort of my own kitchen," raves culinary student Heidi Franz Tremblay. Visit [cocc.edu/continuinged](http://cocc.edu/continuinged) for the full spring schedule.

Karen Cammack  
Timothy Park

## Excelling Investment

**"I wish there were the right words to express the true gratitude I feel for being awarded this scholarship. I will continue to show my appreciation through getting good grades and excelling in school."** Those words, from a current student in the Natural Resources department, are more than best intentions—they represent a reality for the 364 COCC Foundation scholarship recipients this past year, who earned a collective 3.34 average GPA (surpassing the 3.06 GPA of their peers) and took 1.71 more credits per term. The personal endorsement factor that comes with a scholarship is more than encouraging, it leads to success. Full scholarships (\$4,500) are based on financial need and academic perseverance. The \$1.72 million that filled those scholarships comes from individual donations of every size, an endowment supported by many acts of community generosity.



## Nurturing New Child Care Businesses

Responding to the severe shortage of child care openings in the region, COCC's Small Business Development Center (SBDC) has partnered with NeighborImpact to help meet the need. Propelled by funding assistance from the city of Bend, Deschutes County and others, **the "Early Child Education Business Accelerator" is a cohort-style training program that produces licensed-and-ready child care owners in three months.** The first wave launched last fall. Not only is the program free to participants, but licensed graduates receive both a minimum of \$5,000 for their business as well as continued wraparound services. "The curriculum supports growing a high-quality, licensed program, taught by NeighborImpact, with business topics covered by SBDC instructors," explains Karen Prow, director of child care resources at NeighborImpact. The goal is to establish 30 new Oregon registered or certified home-based businesses, including 250 new slots for children in those businesses in Central Oregon. The next cohort starts in April. Contact: [deniseh@neighborimpact.org](mailto:deniseh@neighborimpact.org) or 541.323.6518.





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*"I've found my purpose at COCC and am even on the Dean's List, but I couldn't do any of this without you!"*

**Hector**, COCC Cybersecurity student & COCC Foundation scholarship recipient