

The Pronghorn Pronk

Volume 4, Issue 2

August 1, 2014

Moving forward by
leaps and bounds!!!



Monthly President's Report

John Marrin, President

May 2014



LAMAR
COMMUNITY
COLLEGE

Lamar Community College held its seventy-fifth annual Commencement on Saturday, May 3, 2014 at the LCC Wellness Center. There were 270 degree or certificate-seeking students eligible to walk in this year's commencement, including Fall 2013 graduates as well as Spring and Summer 2014 candidates. As this graduation year's quote, Student Government selected something from the character Haley James Scott on the television show *One Tree Hill*:

Now is the time for us to shine: the time when our dreams are within reach and the possibilities vast. Now is the time for all of us to become the people we have always dreamed of being. This is your world. You're here. You matter. The world is waiting.

As of this writing, three members of the LCC volleyball team had signed with four-year colleges:

- Kira Kirkham with (NCAA D-I) Prairie View A&M University in Prairie View, TX;
- Kandace Cook with (NAIA) Stephens College in Columbia, MO; and
- Morgan Hanson with (NCAA D-III) Aurora University in Aurora, IL.

"Kira and Morgan were 6-rotation players, while Kandace was able to adjust very quickly to the *libero* position in the middle of a match," said head volleyball coach Brandon Stephenson. "All three played important roles in the success of the team."

On April 16, 2014, three LCC women's basketball players signed letters of intent with four-year universities:

- Sophomore Ellie Stevens of Australia, who plans to major in marketing, signed with NCAA Division I San Jose State University (CA).
- Sophomore Keva Raiford of St. Louis, who plans to major in Criminal Justice, signed with NCAA Division II Angelo State University (TX).
- Freshman Alicia Gallagher of England, who has designated Geology as her major, signed with NCAA Division II South Dakota School of Mines (SD).

"Obviously, we're very proud of Ellie, Keva, and Alicia," said head coach Tom Sutherland. "They're very deserving of these opportunities. These are high-quality young ladies, and we're very fortunate that they chose to attend LCC. What they have done for the basketball program cannot be overstated. We wish them success and happiness as they continue their respective journeys."

LCC bull rider Randy Schaapman received a buckle and saddle for winning the Central Rocky Mountain Region bull-riding. Randy also finished in 2nd place in the bull-riding event at the University of Wyoming Rodeo to secure a dramatic regional championship.

Lamar Community College honored its 2014 Outstanding Alumnus of the Year at Antelope Night on Friday, May 2, 2014. Head Baseball Coach Scott Crampton gave an introduction for Wade Parker that had most of the audience in tears. Wade's parents, Danny and Michelle, were present to receive the award in his honor, and Mr. Parker also spoke, telling of Wade's character and his hopes for his future.

Wade attended LCC in 2009-2010 and was a member of the Runnin' Lopes baseball team. At the end of the 2010 spring semester, he returned to Arizona to pursue his dream of becoming a firefighter like his father. Wade completed the Arizona Wildfire and Incident Management Academy and joined the Granite Mountain Hotshots crew in 2012, winning Rookie of the Year in his first season. Last summer, in the Yarnell Hill Fire, Wade passed away with eighteen of his fellow firefighters. He was 22 years old, and engaged to be married in the fall.

Title III

Renewable Energy Technologies (RET)

Susan Frankel, Title III Administrative Assistant

LCC's Renewable Energy Technologies Program (RET), a Title III pilot program, allows students to prepare for employment in the growing field of renewable energy technologies. The program plays to the strengths of students who prefer a hands-on approach to education and employment. These students are more engaged when they have a physically active environment and the ability to put what they learn to immediate practical use.

RET Coordinator Bill Becker reports that enrollment is up from last year, and he is moving forward with improving the program in two important ways. First, the program is purchasing state-of-the-art equipment with Title III grant funds. Second, he is seeking out experiential learning opportunities to help students develop their skill base.

The following are some of the enhancements the program hopes to provide to students in the near future:



Students learn how to do basic residential electrical wiring.

- ❖ **Electrical.** The program is in the process of purchasing a Programmable Logic Controller and state-of-the-art computer software for controlling complex electrical circuitry banks and troubleshooting electrical problems.
- ❖ **Wind.** The program hopes to arrange Climb Training for students at the local wind farm.

- ❖ **Solar.** The program is purchasing a complete residential off-grid system to be installed by the next student cohort.
- ❖ The program is arranging with the Kiowa County Commissioners to have RET students participate in the design and installation of the proposed solar lighting for the new Veteran's Memorial in Eads. Not only is this a great learning opportunity, but it allows us both to assist a neighboring community and to honor our veterans.
- ❖ The program plans to take over the maintenance of the UV-B monitoring system located on the roof of the Wellness Building. This would develop skills and competencies for the students while providing a vital support service for the Pierre Auger North Project, a research effort dedicated to studying ultra-high-energy cosmic rays. (If you are interested in learning more about the Auger Project, go to: http://uvb.nrel.colostate.edu/UVB/uvb_siteinfo.jsf.)



Welcome

TRiO—Director of Learning Support Services Rebecca Babcock

Where are you from, and how did you get to LCC?

I'm from Newton, Massachusetts – that's about ten minutes outside of Boston. In 2010, I moved out to the University of Denver to go to graduate school in clinical psychology, and my fiancé moved out with me then. He had been a college basketball coach in New England; out here he was head coach at Thornton High School, but he wanted to get back to the college level, and when he saw the advertisement for assistant coach at LCC, he decided to apply for the job and he got it. I was still at DU trying to finish up some classes, but when all I had left was my dissertation, I said, "Hey, why don't I come to Lamar?" Then I saw the listing for this job, and it all just came together.

How does Lamar compare with the places you're used to?

Well, it *is* smaller. I grew up outside of Boston, and I went to college at Northeastern, which is inside the city. The other place I've lived is Denver, so this is really my first time living in a small town. But I'm enjoying it. I like the community here – people care to get to know you, and they're really welcoming. Things are convenient, too. There are differences, of course. The climate is *very* different from Boston, and even in comparison with Denver, Lamar is a lot sunnier, and on a typical day seems about ten degrees warmer. And of course it's very dry.

What's your fiancé's name?

Sercan, but people call him Serge – "Coach Serge." He's from Turkey, and that's where his name comes from. People get confused – his name is pronounced "Sir John," and people think he's a knight or something. So he sticks with "Serge."

He was born in Istanbul and spent the first twenty years of his life there. He came to the United States to play basketball. He played at a junior college in Massachusetts – he has an aunt there – and then Division II in St. Angelo, Texas. But we both had Massachusetts roots.

How'd the two of you meet?

At an AFC Championship football party. After he finished school in Texas, he moved back up to Boston, and I had just graduated as well, and his roommate was dating my friend. They had a football party and we met each other there. Our friends are actually married now too.

What does Serge think of it here? Is it like Turkey? When my daughter came to visit, she said it reminded her of a lot of places around the Mediterranean.

That's interesting, because the other night we were driving to Granada, and he said the same thing: he said it reminded him of southern Turkey, near the Mediterranean, except that you can't look over and see water. He said it had the same feel.

Istanbul itself is about as big as New York City, so we're both city people, and this is more peaceful for him too. But he had coached in New Hampshire in some towns that I think are more similar to Lamar. I think he likes Lamar better, just because it's really cold in New Hampshire.

Besides work, what do you like to do?

I like to travel when I can – in college I studied abroad, in Greece, so I've been to Europe, and I enjoyed that. Also, though I know we're in the middle of the state, I do love the beach and being by the water.

I have three dogs, and I like going out with them. One's a Lab mix, and the other two are border collie mixes. Serge and I love going out and walking them. We take them to the middle school park a lot.

I like to work out, and I go to the gym as much as I can. I also registered for the Hay Day 5K. I used to run back in Massachusetts, but it is *different* running out here, I can tell you. In college I was in ROTC, so I was running all the time, but here, at the altitude, the workouts are more challenging. I guess the athletes out here are in the best shape.

What's your academic background?

I went to Northeastern University for my bachelor's in psychology; then I took some time off and worked as a researcher at Massachusetts General Hospital for a few years. But my goal was to come back and be a clinical psychologist, so in 2010 I started in the University of Denver's program. Part of the deal when you're in a doctoral program is that you get a master's along the way, so I have a master's in clinical psychology from DU, and I'm working now to finish up my Ph.D. as well.

Is there a population you really like working with?

Well, my research is in the field of traumatic stress, but it's a child clinical program as well, so I've worked a lot with the prevention of child maltreatment. That's my area. We work with domestic violence survivors as well. Dr. Anne DePrince is my advisor at DU, and she runs the Traumatic Stress Studies Group there, which I'm a part of. We work with domestic violence and sexual assault survivors, but a lot of them have child abuse histories as well, so I'm really working on prevention, early prevention, so we can help kids have good experiences growing up.

...there are things to be appreciative of that can help pull you forward. It's not just about barriers. It's about finding that resilience.

For my dissertation research, I'm looking at young mothers with child abuse histories and how they process or think about that. What are their cognitions about what they've experienced, and how do those relate to how they interact with their child? How does the mother's history influence the child's early adjustment? What are the trouble spots for emerging adults, or emerging parents, in terms of how their pasts affect their children? Some people with abuse histories grow up and become great parents, but with some, they may not be aware of it, but there's a barrier there. What's going on? What are the thought processes that are having an effect? That's what I've been studying.

These are obviously very difficult problems, but we have more understanding and awareness of them than we used to have. I know it can be hard for kids, particularly ones from disadvantaged backgrounds; they may feel like they have barriers, and they definitely do, but there's also a bright side: there are things to be appreciative of that can help pull you forward. It's not just about barriers. It's about finding that resilience.

What's your occupational background?

It's basically all been in the area of psychology. When I got out of school, before going back for my Ph.D., I did some clinical work, first at McLean Hospital and then at the VA Women's Transitional Home. I needed to make myself competitive for my Ph.D. applications, so I did both volunteer and paid work for clinical organizations.

Then, for four years, I was a research assistant in child and adolescent psychology at Mass General. It was good; it was interesting being part of a hospital system. It can be hard to break through a big system and get things done. But Mass General is a great organization.

How do these experiences mesh with your TRiO position?

Well, college students are emerging adults, right? That's a huge period in your development, so I felt it was a population I would want to work with. I also feel that in a lot of ways, the people I've worked with the most – trauma survivors – are another kind of disadvantaged population. I think I have a passion for helping people break down barriers and become successful, especially people from difficult circumstances. Some people are born into privilege, and some are not, but in America, we've made promises that everyone will have the opportunity to be successful if they'll work hard. But there are barriers to that, and I feel that TRiO is intended to try to break down those barriers. I see that as fulfilling the American promise.

There was a time in high school when I was struggling, not so much with the work, but with going to class and doing what I needed to do. I got off track a little bit, and I remember, there was a housemaster and a couple of teachers who just talked to me and mentored me. It would be nice if I could be that person for someone else. I feel it was one of those pivotal times in my development as a teenager, and I still think about it, how you can impact somebody at a critical time and help them make it to the next level.

Even though this job is about education and not just psychology, I feel there's so much overlap in terms of the things I'm passionate about. The mission of TRiO is something I really feel I can get behind. And then the staff here – everyone's been great so far. You can tell they really love their jobs.

What do you think will be the most significant challenges of the job?

We're at a time when we're rewriting the TRiO grant, so we're thinking about goals. There are a lot of great things that have been done, but how can we develop going forward? We're a smaller school without a ton of resources, but it looks as if the TRiO team has been having a wonderful impact, so I see my role – particularly since we're in this grantwriting phase – as saying, Okay, this is what we've done, and we want both to maintain that and to take it to the next level.

I can tell when the staff talks that everybody really knows and cares about the students. It's personal. They know them and have relationships, and I think that's an enormous benefit. A smaller college has that personal touch, and I think it's a huge strength. You're not just a number. Later, when you're done with college, it's those relationships you'll really remember.

What do you think are the biggest potential rewards of the job?

People come in unsure of whether they can do this, whether they can handle college. Seeing them walk down that aisle and receive that diploma – that's the biggest reward. That's TRiO's mission, really. We're there to help this group of students graduate successfully and have the career they want.

What, in your eyes, would success in this job eventually look like?

Well, you can probably never get a 100% graduation rate, or a 100% transfer rate, but I think success would mean getting the highest possible number of TRiO students through Lamar Community College successfully and helping them move on to wherever they want to go. I also hope we get the grant funded again [laughter].

What activities can we mount? How do we get TRiO students engaged in them? I'm excited about the program, and I want our students not only to graduate from Lamar Community College, but also to really enjoy their experience here as TRiO scholars.

The Welding Simulator

By: David Frankel

A missile with wings scrapes across a boat deck and gets yanked to a stop by a hook and cable. An eight-lane suspension bridge buckles but does not break when the ground opens up. A mini-van hits a tree without its doors and side panels flying off. In this world, we subject a lot of metal to a lot of stress, and if you think about it, it's amazing that more of that metal doesn't explode or collapse. When it doesn't, that's because someone did a good job of welding it.

LCC and its lead welding instructor, Doug Cash, train the people who will keep our machines, and ourselves, together. I recently got a chance to play with one of the program's coolest toys, the Welding Simulator. What makes it cool? Well, I could mention all the money it saves: you can practice a difficult craft without chewing through a lot of expensive fuel and metal (what welders call "consumables.") Or I could mention how much safer it is to learn the basics without waving around a live torch near gas tanks and body parts. Both of these considerations make the simulator a Good Thing. But they aren't what makes it cool. What makes it cool is that it feels like a video game.

First, you put on a Darth Vader helmet with Terminator eye-pieces – you know, those lenses that show you the world with red numbers on the side describing the cellular structure of your next victim. Actually, these eye-pieces don't do that. But they do put you inside a virtual world (think *Call of Duty*, but with fewer bullets). When you're wearing the helmet, you see the seam you're supposed to weld, and when you press the button on the handheld gizmo, which looks and feels like a smallish gas pump, you can drag a white, molten-looking inchworm down that gap-line. That's what you want to do: coat the seam, without any gaps or air bubbles. It's like caulking a seam around your bathtub, except when welders mess up, they can't smooth things over with their fingers.

How do you know how well you've done? That's the other video-game-like aspect of the experience: the computer grades you. Right next to your station, a boxy, medium-sized computer – it looks like one of those monitors next to a hospital bed, except with a more dynamic color scheme – will numerically grade your weld. It'll tell you whether you followed the seam or wandered. It'll tell you whether you held the nozzle at

the right angle. It'll tell you whether you maintained the proper distance between the nozzle and the metal. And it'll tell you whether you went at the right speed. For me, the hardest part was to weld *slowly* enough. Doug says a lot of people have that problem: When you're afraid you'll mess something up, you tend to rush through it. A good welder develops a sort of Jedi-like serenity.



Doug Cash giving Anthony LaTour instructions on how to weld using the welding simulator.

I guarantee you that if you try the Welding Simulator, you will develop a hunger to improve. And as every teacher knows, when that hunger happens, learning happens.

The computer shows you your weld (it looks a bit like a dental x-ray, with air bubbles standing in for cavities), grades you on the various parameters, and then gives you an overall score. That's when your competitiveness kicks in. "If someone gets a really good score, everybody else in the shop feels compelled to try to beat it," Doug says. "They just can't help themselves. Especially the guys." I could relate. Some people like to compete with others, and some people like to compete with themselves – I *will* beat my best score: I will, I will, I will – but I guarantee you that if you try the Welding Simulator, you will develop a hunger to improve. And as every teacher knows, when that hunger happens, learning happens.

Doug points out that the simulator can only capture a couple of aspects of the welding experience. "Stage Two, when you get good on the simulator, is to do real welds on real metal. That adds a lot of dimensions. Things sound different. Smell different. It's hot. You're afraid of getting burned. It's more intimidating." No one thinks you can learn welding *only* from a simulator. But it's a good place to start.

I'm not going to tell you how fantastic my scores were, because I don't want to discourage any of the people who are actually in the program. I could tell you my brilliance was such that the computer blew out three circuit-boards and began to spontaneously sing choral music, but modesty forbids. I will say, however, that the next time you're feeling unsure about whether your fighter jet can handle Mach 5, you can reach me in my office in the Bowman Building. And if I'm not available, Doug probably has someone who can hook you up.

Watch the video of Doug Cash instructing David Frankel on how to weld using the welding simulator at <http://www.youtube.com/watch?v=N6cTYZMMfNY>

Welding Program Update

Welding is on campus! Lamar Community College's welding program has made considerable progress since we last communicated with you in the fall. Thanks to \$165,000 in U.S. Department of Education Strengthening Institutions Title III grant funds, we have completed our first round of renovations in LCC's newly-repurposed Construction Trades Building. The building's electrical capacity was tripled, and cross-vent ventilation tables and a cooling system were installed in the expanded floor space. Open House for the newly renovated building was held on April 30, 2014.

Tell me and I forget.
Teach me and I remember.
Involve me and I learn.

—Benjamin Franklin

Thank You Dragon/Ranco!!!

In June, Dragon/Ranco generously donated a significant amount of steel plate for our students to use for training purposes. This donation follows a significant investment in the program last spring by the Huddleston-Butler Trust, whose \$13,000 contribution purchased a 55-ton Ironworker and a Guided Bend Test Machine.



Cash contributions to benefit LCC programs are eligible for an additional 25% Enterprise Zone tax credit, while in-kind contributions may receive a 12% credit. For more information on how to invest in LCC through program development or capital construction, see www.lamarcc.edu/foundation/EZ or call Anne-Marie Crampton at 719.336.1520.

"If you think education is expensive, try ignorance."

—Derek Bok

Finding Satisfaction in Your Work

By: Curtis Turner

Based upon the average retirement age (65) and the typical age to start a career (22), you will likely work at least 43 years, and in many cases more. Let's say you get two weeks of vacation leave each year and work 40 hours per week. With those figures you will spend 86,000 hours, which equates to 10,750 days, at your job. Imagine what that will be like if you don't like it.

“Vocation is the place where our deep gladness meets the world’s deep need.”
—Buechner

I love this quote from Frederick Buechner: “Vocation is the place where our deep gladness meets the world’s deep need.” Buechner is a theologian and likely applied this to what the religious community would refer to as a “calling,” a strong urge toward a certain occupation or way of life. I agree with Buechner and believe that finding true satisfaction in your work is a must. In this article I will focus on the first part of the quote, specifically the “deep gladness” which involves making the right career choice.

While working as a dean at Lamar Community College, I had a lot of opportunities to speak with people about what they wanted to do with their lives. I spoke with everyone from traditional students fresh out of high school to non-traditional students wanting to enter the workforce or make a career change. In many cases they came to me not knowing what they wanted to do. This happened enough to become a bit concerning, although granted this is a difficult decision and shouldn't be made lightly.

The first step in finding satisfaction in your work is to make the right choice. I personally think you were created, if you will, to do something specific. In other words, there are certain aspects of you that line up with what kind of work you should do. Over the course of many student conversations, I developed this list of questions to help those who are searching.

1. What are you naturally good at? If you are in a group of people, what is the thing you do better than anyone else?
2. What are you interested in? What intrigues you to the point that you want to know more about it?
3. What do you enjoy doing? When there are no demands on your time, what do you choose to do?
4. What are you passionate about? What lights a fire inside of you that cannot be extinguished?

Unfortunately, most people have the most difficulty with Question #4.

The answers to these questions will provide you with some insight into your choice of career. Usually the answers don't produce a beacon pointing you clearly in a single direction, but they can set you on a path of introspection.

A great next step is to ask people who know you well how *they* would answer the questions for you. What you find may be intriguing, even surprising, especially in regard to what you feel you are good at. (You will need to find people who you know will be honest with you.)

Back to the quote: within these answers is where I believe you will discover your “deep gladness.” That may be a bit touchy-feely for some of you, but what I believe this means is that if you choose well and your career lines up with your answers, you will look forward to going to work every day. It will be satisfying, and you will feel like you are doing what you were meant to do.

In the next edition of the *Pronk*, I will focus on the second part of Buechner's quote and talk about the benefits of meeting a need.

What lights a fire inside of you that cannot be extinguished?

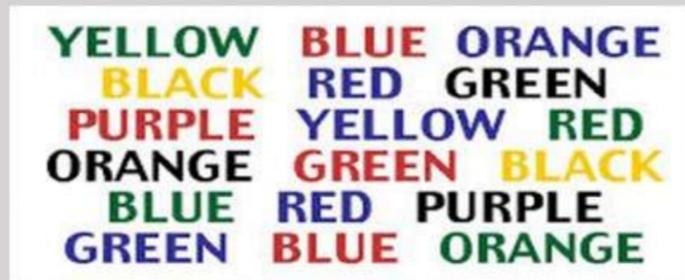
AQIP Quality of Systems Portfolio Summary for Lamar Community College

LCC should be proud of its efforts in writing a comprehensive, honest and self-reflective Portfolio that provided the Systems Appraisal team with evidence of a strong commitment to students and quality. From the report, it was clearly evident that LCC made many significant improvements since the last Feedback Report and makes effective use of Action Projects to drive change and a continuous quality environment.

Categories assessed—positive responses	2009	2013
1. Helping students learn	46%	67%
2. Accomplishing other distinctive objectives	40%	54%
3. Understanding Students' & Other Stakeholders' Needs	31%	50%
4. Valuing People	36%	72%
5. Leading & Communicating	41%	70%
6. Supporting Institutional Operations	29%	58%
7. Measuring Effectiveness	23%	75%
8. Planning Continuous Improvement	33%	53%
9. Building Collaborative Relationships	29%	58%

AQIP work at LCC has been truly a team effort: almost every faculty and staff person on campus serves on an AQIP team, and all of them deserve credit for the improvement that these numbers show. Special credit should be given to Kelly Emick, our AQIP point person, who put in a tremendous amount of work and provided superb leadership.

The Stroop Effect



Say the COLORS not the words as fast as you can

LCC Events Calendar

August

- 01 — Last day to withdraw from July 5-week session
- 08 — Last day of 10-week & July 5 week session
- 15 — Last day of 15-week session
- 22 — 8:00 am 2014 Expo
- New Student Orientation
- 25 — 1st day of classes (standard term courses)

September

- 01 — Labor Day Offices closed—No classes