

# The Pronghorn Pronk

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September 2015



## Moving forward by leaps and bounds...

### PRESIDENT'S MONTHLY REPORT

PRESIDENT JOHN MARRIN

August 2015

#### Transform the student experience

- Lamar Community College's Booster Club kicked off its fourth year of the Adopt an Athlete Program this fall. The organization invited the community at large and anyone interested in participating in the program to attend the Community Block Party on August 22 from 5-7:00 p.m. in downtown Lamar. Families and individuals may adopt specific athletes or request that players be assigned to them.
- The Lamar Community College volleyball program recently earned the American Volleyball Coaches Association (AVCA) Team Academic Award for the 2014-2015 season. This is the second time in program history the team has received this award. The Lady Lopes are one of a record-breaking 754 teams nationwide and across all levels of collegiate and high school competition. This number sets a new all-time high for this award after last year's total of 676 teams. LCC Volleyball is also one of only 24 two-year colleges honored with this award and the only one in Colorado. LCC volleyball worked hard in the classroom this past year, resulting in a 3.31 GPA for the team. This includes two perfect 4.0 GPAs from freshmen Carly Feuerstein and Tanya Campbell.
- The summer semester wrapped up at Lamar Community College, which means Cosmetology students finished their Nail Technician and Cosmetology certificates. Many of these students completed the last component of their Associate of Applied Science degree in Cosmetology and will begin their careers.
- August 10, LCC and CCCS provided Office 365 ProPlus and Microsoft OneDrive to every student free of charge. Through Office 365 ProPlus, LCC students will receive the full Office productivity suite, including Word, Excel, PowerPoint, and OneNote. With OneDrive LCC students will be able to store and retrieve their documents from any computer, mobile device or tablet. Students may even install these programs on up to five PCs, Macs, or other mobile devices. This means all Lamar Community College students will have the programs and storage space necessary to succeed.

#### Transform our own workforce Experience

- Lamar Community College welcomes Dr. Annessa Stagner as the new Dean of Academic Services. Dr. Stagner is a Lamar native, who recently returned and is excited to once again call Lamar home. She is a graduate of Lamar High School where she took concurrent enrollment courses with LCC and was involved in the community. Annessa began her new position at LCC on August 10. Her education and work experience has prepared her for the role she now holds at LCC. Dr. Stagner has over six years' experience in management in higher education including oversight of tutoring services, faculty, and instruction. She most recently assisted in the oversight of a large first-year program at the University of California, Irvine including curriculum design, instructor evaluations, and program assessment. (see article on page 4)

Lamar Community College was visible again this year at the 2015 Lamar Sand & Sage Fair. It was a great opportunity for LCC to be involved in the community as well as help make the fair a success. Many LCC students and staff members helped serve hamburgers and hotdogs for Family Night at the Sand & Sage Rodeo.

#### Create education without barriers through transformational partnerships

- The entire community was invited to the first annual Back-to-School Community Block Party which took place on Main Street in downtown Lamar on August 22. The event was free and open to the public. There was free food provided by Brew Unto Others, a DJ, dancing, free face painting and drawings for prizes including two \$250 scholarships to Lamar Community College. Because it was a back-to-school party, families, students, staff, and community members were welcomed to attend and put a positive spin on the beginning of a new academic year for Lamar and surrounding communities. The event also served as an informal meet and greet for those interested in participating in the LCC Runnin' Lopes Booster Club Adopt-an-Athlete program. It gave returning and potential host families an opportunity to learn more, express an interest in hosting students in the 2015-2016 year, and a chance to meet students prior to the adoption date.
- President John Marrin attended the Kane Family Foundation Scholarship award reception to honor deserving young students. LCC freshmen Brittany Gonzales and her parents Manual and Stephanie Gonzales (former LCC Advisory Council chair) attended the prestigious event. Brittany, Kane Family Foundation Scholarship recipient, was recognized at the event.

#### Other News

- Lamar Community College named Kristen Silva as the new Head Coach for the Softball team. This is Coach Silva's first opportunity as a Head Coach and she is excited to take on the challenge. She has a clear vision for the program which includes success both on and off the field. Originally from Hawaii, Coach Silva played for Maui High School at third base, helping her school to the conference title her freshman year. She continued her athletic career at Mesa State College in Grand Junction, Colorado, where she lettered four years on the Mesa State Softball team, starting in centerfield and left field. Mesa State won the NCAA II Rocky Mountain Athletic Conference her sophomore season and advanced to the Super-Regionals her senior year.
- Lamar Community College hosted an all-campus student orientation on Friday, August 21. Everyone on campus was involved in welcoming the new and returning students. LCC employees wore blue shirts to be helpful and encourage students and family members as well as ease new student and parent anxiety. Over 116 students along with their parents attended the various seminars scheduled throughout the day. Community members and businesses were invited to set-up booths at a Community Expo in the Bowman Building to introduce parents and students to offerings in Lamar.



Photo of Jessica Medina

## Getting to Know LCC's Academic Services Coordinator Jessica Medina

**This is part two of a four-part interview**

**By David Frankel**

D: I want to ask about what school was like for you.

J: Elementary school? High school?

D: All of the above.

J: Well, my family didn't move at all, unlike my husband, who was a military brat and moved all over the place when he was in school. I went through all my K-12 years in the same house. For high school I went to Arvada West. I see the small class sizes down here and think, "Wow, they know *everybody*." While I went to my tenth-year reunion, I had to sit next to somebody and keep asking, "Who's that? We went to high school together?" My graduating class probably had four or five hundred people, and it's even bigger now. No part of my high school still exists, because they had to build this massive new building. But I enjoyed it. I got to do what I wanted to do.

Right before I started high school, they changed to a long-block schedule, which is more similar to college. Instead of having a class every day for an hour, you'd have it every *other* day for *two* hours. That allowed the teacher to delve deeper. Your science teachers were able to actually complete labs, and your English or humanities classes were able to get into really good discussions. But part of the deal was, because you didn't have every class every day, it allowed you some extra freedom, especially when you got to be a junior or senior and you were done with a lot of your requirements. Some days you either didn't have to go in until noon, or were done by noon, so you could work, or do whatever else you needed to do. I liked that freedom.

D: Do you feel you got a good education?

J: Well—not too bad for a public school. But after the first four kids, when it was time for my two younger brothers to go, my parents learned a bit about charter schools, and what a difference *that* made.

D: What do you think made the difference?

J: Well, to get their kids into the school, the parents had to work there, had to volunteer time, so you tended to get parents who put an emphasis on education. It's like that with the charter school here too, which is why I put my children in it. Also, there's a waiting list, so they're able to be selective about who they take in.

D: It's not just done by lottery? There are other criteria?

J: There are. And especially in a small town like this, if your siblings are enrolled, you get kind of first choice over some of the rest, because parents don't want to be driving their kids all over the place to different schools. My youngest got put on the waiting list when she was born. And I appreciate that. I appreciate the education, and that they can do so much more because they have kind of the perfect class size. And because the parents *do* have to be involved—

D: They're coming from academically-ambitious families.

J: It makes a big difference.

D: It makes a *huge* difference. We had a charter school on Cape Cod that did an International Baccalaureate program, which is hard, and *sounds* hard. So even though they admitted kids through a lottery system, it was a self-selected lottery, because if you weren't in an academically-ambitious family—

J: You wouldn't even sign your kid up.

D: Right. You get a lot of self-selection at a school like that. And for the faculty and staff, that means there's all kinds of stuff you can do.

J: And because the students and the parents are that way, it holds the teachers to a higher standard as well. I've liked that as a parent. I'm not saying my own education was totally horrible, but there wasn't a lot to challenge me.

"Kelly Emick—you can't go wrong with her, right? Cheryl Sanchez was my instructor and I *loved* her. Aubrie Humburg taught accounting when I was taking it. Jennie Dooley taught me jewelry and metal working. Ian Blacker taught me ethics. So when I came to work here, I was so excited, because I loved and respected these people already."

One class did. I took Humanities, which was a combination of English and history. You got credit for both of those classes, and it took up both time slots, so with block scheduling, it was like three or four hours long. There were two teachers, one with a doctorate in history, and one with a doctorate in English, and they taught you both the history and the literature of the time. You put the two of them together and got both their perspectives, and there was a lot of discussion, and you really had to think. I *really* enjoyed that course, and I'm still to this day in touch with both of those teachers. That was one I enjoyed. If there was nothing else, I was glad that I had that.

But there were other classes—I remember my mom getting a call from a teacher who said, "You know, I'm really worried about your daughter, she's not showing up to my class. I noticed she's going to *school*, but she just seems to be missing a lot of *my* class." That class was right after lunch, and I was, well, not so motivated about going back into the building. My mom said, "What's her grade in your class?" And the teacher said, "It's an A." So my mother said, "Well, then I don't see what the problem is."

That was probably not the greatest thing my mother ever told me, but if I was able to skip all those classes and still get an A, what does that tell you about the education you're getting? I mean, at the time I liked it, because as a teenager I wanted things easy. I'm finding that very much now with *my* children. Whatever's the easiest way, that's what they want.

So I got married right out of high school, and had four children, and then I was like, "You need to get an education now, or these kids will suck your brains out through your ears." (both laughing) At that time my father-in-law had come down to Lamar to live with us. His health was failing, and I said, "If I can have something like that

thrown into my life, to take up my time, then surely I can get an education." Maybe it wasn't the *perfect* timing, but—then I heard about LCC's hybrid business program. The classes were about five weeks long; we had to push some of them to six because there was a lot of material to cover. Most of it was online, but you met with the class one night a week.

I was able to CLEP out of a lot of courses, so I didn't have to do some of the *basic* basic stuff. And I thought, "I can handle one class at a time." The classes were always in the evening, so they didn't interfere with work. I was raising four small children, working full-time, going to school, and taking care of a father-in-law who was failing healthwise. It kept me busy.

D: I bet.

J: It kept me very, very busy. But I plugged along one class at a time and got my associate's. There towards the end of my associate's, my father-in-law's health had failed to the point where he wasn't going to make it, and we were in the ICU, and I was taking finals in the waiting room of the ICU. It got a little overwhelming, so after that class I said, "I need a break. I need to stop worrying about homework and finals and deal with this." Also at that time, while my father-in-law was in hospice, my husband, in trying to care for his dad, herniated his lower back. So then I had to take care of my husband, because he was completely unable to take care of himself.

D: Wow.

J: That put a halt to all things but him and the kids. And I was still working full-time. But after a while, my husband said, "You've got to get back to school, you've got to finish it now. If you take *too* much time off, you'll enjoy it too much, and you won't finish." So *he* was the one who actually pushed me to finish.

Those five or six week courses were perfect for me, because when it comes to learning, if I don't like the subject, I don't want it for fifteen weeks. And I liked the flexibility of being online. And I *loved* some of my instructors. I had really incredible instructors when I was here. Kelly Emick—you can't go wrong with her, right? Cheryl Sanchez was my instructor and I *loved* her. Aubrie Humburg taught accounting when I was taking it. Jennie Dooley taught me jewelry and metal working. Ian Blacker taught me ethics. So when I came to work here, I was so excited, because I loved and respected these people already. And if you could impress me as a teacher, that was saying a lot, because in high school I was always thinking, "How hard is it? They aren't even challenging me." I had a stoner for a high school science teacher. He rode his Harley every day and had long hair—(both laughing)

D: Did he just *look* like a stoner?

J: No, he really was, I know he was. I look back and think, "Oh my gosh, why did they entrust that guy with students?" But it was the nineties. What're you gonna do.

Anyway, when I finished my associate's, I was trying to figure out, "Do I want to get my bachelor's? *Where* do I want to get it? Do I want to do it online? *Can* I do it all online? What do I want to get it in?" My associate's was

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**(Jessica Medina Interview -continued from page 2)**

in business, which was good, because a business associate's is something you can use for anything. It gives you knowledge to be a good consumer, or an entrepreneur if that's what you want; it gives you basic knowledge of all sorts of things you need. But I wasn't sure it was what I wanted to continue with.

For my bachelor's, I wanted the school I thought was going to give me the best bang for my buck. In my research I came across Baker College out of Flint, Michigan. They had an online program where the classes were short, about six weeks, which is what I was used to. And one course at a time, I was able to get my bachelor's degree online. Once I took two, and that was not a very good idea. But one by one, I made it through. I majored in psychology, because that was something that absolutely fascinated me. And it still does to this day.

D: What attracted you to psychology in particular?

J: The issue of change, probably. Behavior and change. Especially when it comes to the medical field. The thing is, nobody likes change. We all sit here, and we have the brains and the knowledge to know what is good for us. Healthy eating. Active living. For the most part, we all know that, right?

D: Theoretically.

J: It is not generally a lack of knowledge that stops us. The problem is to change behavior. And the question is, why don't we make those changes?

D: That's a really good question. I mean, everyone has *some* behavior they should change. "Cigarettes aren't good for me, but—"

J: "Look at how much money I spend on cigarettes every month." But the change has to come from *you*. All this plays in when it comes to Motivational Interviewing. That's a method that's taught in the medical field. Motivational Interviewing uses different techniques to help people change their behavior.

Say you need to stop smoking. You go to the doctor, and he says it's seriously affecting your health. Do you really care? Most of the time, no. You've probably known for quite a while that it was affecting your health—that's nothing new. You don't like being reliant on cigarettes, but you can't imagine life without them. The question is, what stage are you at in the change process? There are

**"Come what may and love it" means that no matter what comes our way, we'll find a way to love it."**

several stages—Contemplation, Pre-Contemplation, there are several—but where are you? Suppose you're ready to try. You've got your Quit Date set. There are a lot of factors that'll play into whether you're successful or not. So instead of me telling you, "You need to quit," Motivational Interviewing means working with you until *you're* the one coming up with the reasons why.

Instead of you, the smoker, talking about all the reasons you want to *continue* smoking, the interviewer asks open-ended questions, like "What would your life be like if you gave up smoking?" Now all of a sudden your mind's going to the positive aspects of making that change. Instead of *me* telling you how wonderful it'll be, and you not really believing me because I don't know *your* life, we're acknowledging that *you* are the expert on your life; we're making *you* the 'Change Talk' expert. In the end, *you* have to be the champion for change. We're trying to help you get to 'Ambivalence,' where at least *part* of you wants to change.

There's a lady up in the Denver area who is incredible at this. She teaches it all the time, and she does an incredible job. Her full-time job is with substance-abusers who are court-ordered to meet with her. And that's really hard, because *they* don't see a problem with their behavior.

D: "It's not *my* problem. It's everyone *else's* problem."

J: Right. "*They're* over-reacting. I don't have a problem. *I'm* only here because someone's forcing me to be." She's not having lots of people walk into her office saying, "I'm ready to change! Can you help me?" So it's a tough gig. And helping them find that ambivalence—find reasons *they* would like to change—

D: —"It would be nice if my siblings still talked to me—"

J: The motivational interviewer helps with other things as well. "Okay, so you've got your quit date set. What sort of hurdles can you foresee?" The average person, when it comes to quitting tobacco, it takes them seven times to be successful.

D: My wife was like that. She quit, but it took a number of attempts.

J: The thing is, with each attempt, you learn something about yourself. And just because you had a setback doesn't mean you throw it all away.

You can apply that to anything in life, right? Here's one almost everyone can relate to: a diet or eating change. You have one bad day, or one bad meal, or your weight is not doing what you want it to, and it's easy to just throw that diet out the window and go back to what you're used to.

D: And when you feel like a failure, eating can be so consoling.

J: Right. "I deserve it. I had a really tough day. I need chocolate to get through this." We give ourselves reasons and excuses. That's what fascinates me about psychology: the complexity of changing behavior. And—here's my favorite part: seeing how somebody grew up, and how that made them into who they are.

One of the ideas I love from my religion is, "Come what may and love it." It's one of those sayings I took a while to embrace, because you can be thankful that you do not have a trial. You see somebody who suffers from a physical ailment, and you're thankful you don't have that ailment. You see someone lose somebody dear to them, and you're thankful you don't have to endure that. But can we be thankful for the trials we *do* have to endure? Can we not only be thankful for them, but, in some way, love them? Do we love the challenges that come our way? The opportunities God has given us to grow into the person He wants us to be? Not always. Not always.

D: That can be a pretty tall order.

J: We don't take every opportunity to say, "What can I learn from this? This is great that God's given me an opportunity to learn something here." No. Even the most optimistic people will have moments when they're not very appreciative of the trials they're going through. It's easier to be thankful when things are going well. And it's easier to get down on your knees and pray when things are *only* going wrong. "Come what may and love it" means that no matter what comes our way, we'll find a way to love it.

D: There's a philosopher, Nietzsche, who was not very Christian—actually about 180 degrees the opposite—but he had this phrase: *amor fati*, the love of fate. It was something like what you're saying. He wanted to be able to fall in love with every moment of his life. That was a *really* tall order, and I don't think he got there. But he set it as a goal.

J: I try my hardest. There're times I fail. But this is an essential part of who I am. In every situation, there's always something to learn. There're different people from all walks of life who you can learn something from.

I don't know if you've ever read the Bible. You're a well-read person, so I would assume you've at least flipped through some of it. But even if you just read the same story over and over again, in different parts of your life,

each time you're going to gain something from it. Hearing stories repeated, or reading a book again that moved you at some point in your life—think of a book that *really* had an influence on you. If you were to pick up that book again, especially if you'd highlighted or made comments along the side, you'd probably be amazed by what you were thinking, and you might be amazed by how you think about the same things now. Because of who you've become since then. The different people you've interacted with.

D: My father used to talk about that. It's a different book when you're twenty than it is when you're forty.

J: It is. And that's also one of the things religion talks about. You need to read Scripture every year. You will gain something from it every year. When you are reading from it daily, you will gain—even if you're not getting something new from that story, you're developing your relationship with God by putting Him in your life.

**"...if you had one thing that your kids had to walk away, lesson learned, from you, what would it be? To me, that's self-worth."**

D: A friend of mine was talking that way to me. She says her faith is a relationship, like one of your really central human relationships. But since He can't talk to you directly, out loud, the way another person can, you've got the Book as an intermediary.

J: The way I think about it, in your relationship with God, He's always in the same spot. You're the one who chooses either to get closer to Him or to move further away. With family or friends, you're both making that choice, but with God, He's always there for you.

D: The fixed leg of the compass.

J: The fixed leg, and you get to choose how close. You can choose only to speak *to* Him, or *at* Him, and have it be a one-sided relationship, like that friend who only calls you up when they have trouble, and talks your ear off, and doesn't really ask how *you're* doing. It's not like God is going to bend your ear. But I think He speaks to you in different ways, at different times. Sometimes it's reading the right thing at the right time. And sometimes it's just an impression in your mind.

D: Can you give an example?

J: Walking out of the house: "You should grab an umbrella." "I don't *want* to grab an umbrella, it's not even calling for rain." "Just grab an umbrella." "I don't want to grab an umbrella. I'd have to stick it in the car, and the car's cluttered, and I'm not going to be that long." So I don't grab an umbrella. There was an impression in my mind, and I ignored it.

Or, "You should call your mom." "I don't even know where she is. What time of day is it?" "You should call your mom." I'm about ready to go do something, and I hear, "You should call your mom." An impression in my mind.

A person in my life who's not very keen on religion at all, he called me at one of the lowest times in my life. This person, I can count on one hand the number of times he's called me. But he called and said, "Hey, just wanted to see how you were doing." That was all it took. I was bawling so hard I couldn't even tell him what was wrong.

Sometimes it's just small impressions. "You should stop by." Maybe somebody mentions something, or brings something up, or asks a question that makes you think. Sometimes it's in the middle of a prayer when I'm thinking, "I don't understand how to solve this." And then, clear as day, in my mind, the solution's right there. Sometimes it's finding the solution in the Scriptures. Other times, answers will come to questions I didn't even realize I should be asking.

(continued on page 5)

## LCC Announces Dr. Stagner as Dean

*By: Kristin Lubbers, Director of Marketing*

(Lamar, Colorado; August 13, 2015) After an extensive search, Lamar Community College welcomes Dr. Annessa Stagner as the new Dean of Academic Services. Dr. Stagner is a Lamar native, who has recently returned and is excited to once again call Lamar home. She is a graduate of Lamar High School where she took concurrent enrollment courses with LCC and has been very involved in the community. She began her new position at LCC on August 10.

“I am happy to announce LCC has hired a Dean of Academic Services,” said Cheryl Sanchez, Vice President of Administrative Services and Student Services. “Dr. Stagner comes to LCC with great references working in higher education as a history instructor; program manager of a resource center; instructional development associate for a teaching, learning, and technology center; and most recently visiting assistant professor and pedagogical fellow for the University of California.”

Dr. Stagner began her college career at West Texas A & M University (WT) where she was part of the University Honors Program, served as Student Body President and was recognized as WT’s Woman of the Year, the school’s highest student award. She graduated summa cum laude with a BA in History and a minor in English.

She continued her education at Ohio University where she earned her MA in US Foreign Relations along with a certificate in Contemporary History. During this time she helped organize a well-known lecture series, was involved in the governance of graduate education, and organized conferences.

Dr. Stagner most recently attended the University of California Irvine (UCI) where she was awarded her PhD in History with distinction. During this time she completed a wealth of research on the history of post-traumatic stress disorder (PTSD). Her academic work received grants and has been published in several forms. She presented her research on PTSD of the World War I era in two well-known venues including a TEDx Talk and CSPAN2, the History News Network. She has served on the Governing Council for the Society of Historians of US Foreign Relations, regularly presents at the American Historical Association Annual Meeting, and is a member of the National Association for Developmental Education.

Her education and work experience has prepared her for the role she now holds at LCC. Dr. Stagner has over six years’ experience in management in higher education including oversight of tutoring services, faculty, and instruction. She most recently assisted in the oversight of a large first-year program at the University of California, Irvine including curriculum design, instructor evaluations, and program assessment.

“Lamar Community College appealed to me as an institution because of its vision to provide the highest quality education in an environment of service excellence,” remarked Dr. Stagner. “LCC has high quality faculty and I plan to build on our strengths to make the institution even stronger. I want students who graduate from LCC – whether with a program certificate or with an Associate degree – to have received an education on par with anywhere they could’ve gone in the state or in the nation.”

“Dr. Stagner is a special find,” commented LCC President John Marrin. “She is someone who has superior skills and credentials as well as a love for the area, since this is her home. She is going to be a great support for our faculty and will be able to help us with our future grant needs. We are proud to welcome her to the LCC family.”

Dr. Stagner can be contacted by phone at 719.336.1519 or email at [annessa.stagner@lamarcc.edu](mailto:annessa.stagner@lamarcc.edu). For further information about LCC, please visit [www.lamarcc.edu](http://www.lamarcc.edu).

Photo Caption: LCC President John Marrin welcomes Dr. Annessa Stagner as the new Dean of Academic Services.



## LCC Appoints New Softball Head Coach

By: Kristin Lubbers, Director of Marketing

(Lamar, Colorado; August 18, 2015) Lamar Community College has named Kristen Silva as the new Head Coach for the Softball team. This is Coach Silva's first opportunity as a Head Coach and she is excited to take on that challenge. She has a clear vision for the program that includes success both on and off the field.

"Of course the ultimate goal is to work hard, compete well, and reach tournament play," said Coach Silva. "However, I also want to push these students athletically and academically so that they can go on and succeed anywhere and at any school they wish to attend."

On her plans for the team, she commented, "I truly want to make this an experience of family. LCC really appealed to me as a place to coach because of the small-town atmosphere. Everyone knows each other and it helps to make you feel at home. I want these young ladies to feel at home in Lamar, on campus, and on the team. I want these to be the best two years of their lives – to really create lasting bonds with their teammates and create that family atmosphere – before they move on to other endeavors."

Before taking the helm for LCC's Softball program, Coach Silva most recently served as an assistant softball coach for the University of Puget Sound as well as the head coach of the 18U Royals, an ASA Club team located in Tacoma, Washington. Prior to that, she served as the assistant coach at 5A Fruita Monument High School in Fruita, Colorado, and as the head coach at St. Anthony Junior & Senior High School in Maui, Hawaii. She also organized the Maui Mavericks Softball camps for 2010 and 2011.

LCC Athletic Director Scott Crampton commented, "We are very excited to have Kristen Silva on board in the Softball program. She is a young, knowledgeable, and energetic first-time head coach who is going to do great things for the program."

Originally from Hawaii, Coach Silva played for Maui High School at third base, helping her school to the conference title her freshman year. She continued her athletic career at Mesa State College in Grand Junction, Colorado, where she lettered four years on the Mesa State Softball team, starting in centerfield and left field. Mesa State won the NCAA II Rocky Mountain Athletic Conference her sophomore season and advanced to the Super-Regionals her senior year.

During her years at Mesa State, Coach Silva excelled on and off the field. She earned two Bachelor's degrees in Kinesiology with concentrations in Exercise Science and Adapted Physical Education. She is currently finishing her Masters in Strength and Conditioning from Southern Utah University.

"Coach Silva has some great coaching skills, many of them honed to perfection in Colorado," praised LCC President John Marrin. "Her past players have great things to say about her and we are excited to start the season with our new coach."

For more information on the Softball program, contact Kristen Silva at 719.336.1674 or by email at [kristen.silva@lamarcc.edu](mailto:kristen.silva@lamarcc.edu).

(Jessica Medina continued from page 3)

There're times when I'm stubborn and say "No." And then something happens, and I think, "Well, I was *told* I should grab that umbrella." And hopefully I'll be smarter next time. For me, the relationship is not just one way, and it's not just one time: it's constantly throughout the day. "I should check on that person."

D: Do you ever go through dry spells? When you feel like the communication isn't there?

J: Yes: when I choose not to communicate, when I think I can handle things on my own. Or when I say an empty prayer, when I kneel down and I'm praying *at* Him, like He's not a real person, and I don't wait for an answer. When I'm without sincere prayer. But that's *my* doing, never His.

D: Do you feel that the dry spells correspond to what's going on between you and other people?

J: Sometimes, sometimes not. I think that when you're on your knees every night, and thinking about your day, and when you're on your knees every morning, before you go out into the world, and you're trying throughout your day to remember your Heavenly Father and what He wants you to do, at the end of the day I guarantee—because I've tested this myself and found it to be true—He will find ways to put important things in your life. Things to be thankful for. People He's put in your path. Opportunities.

D: Have you ever had what you would call a crisis of faith?

J: Most definitely. Most definitely. I've never really doubted that there *was* a God, but with "come what may and love it," the questions of why, and what to do—I'm a woman, so I tend to be an emotional being, and there are times when the tears don't stop. But whether I have an answer or not, just the peace of knowing I'm going to be okay, that I'll get through it, and that this too shall pass, sometimes that's all I need to keep pushing forward. The 'why' is really hard, though. Because you want to know why. Instead of just saying, "This is an opportunity for me to grow as a person—"

D: That's easier to say in the abstract than in the specific.

J: It's easier when the trial comes to *you*. But when you're a parent—that's probably been my hardest thing to let go. When one of them has to go through something, and find their own way, and you can't help them, and your hands are completely tied.

D: My mother talked about that. I guess I was in my late teens or something, and I asked her what it was like to watch young people grow up. I don't know what I expected her to say, but what she *did* say surprised me: she said "It's frustrating." Because you know exactly how they're messing up, and you can't stop them. You can tell them, but they don't hear you.

J: You can say it a hundred different ways, but they have to learn on their own. I relate that to how my Father in Heaven feels about me. He's probably very frustrated with me, because He's told me more than once what I need to do. But sometimes you've got to let them live with those choices they make, and realize that that's how *they're* going to grow. If you're constantly making the choices for them, they do not grow the characteristics *they* need to handle it all.

I'll feel I've been successful as a mother if I can give them self-worth. If they realize they are children of God, and God is real, and loves them no matter what, and that they're worth something—as long as they have that to cling to, I will have done at least part of my job.

I mean, if you had one thing that your kids had to walk away, lesson learned, from you, what would it be? To me, that's self-worth.

D: Hmm. When I think about my granddaughter—I'm a grandfather without ever having been a father.

J: That's the perfect way. My mother always wanted that. She'd say, "I don't want to be a mother, I just want to be a grandma." (both laughing) Don't tell my mother you pulled it off. She'll hate you.

(to be continued in the October 2015 edition)

### LCC Events Calendar —September 2015

The wealth of activities and events are too numerous to share in this space.

Please view our full calendar of events at <http://www.lamarcc.edu/calendar/>

### LCC Sports: Volleyball, Golf, Baseball, Rodeo, and Basketball

17th & 18th—Runnin' Lopes Golf in Lamar

7th— Labor Day— Offices Closed/No Classes

11th & 12th & 25th at 8AM GED Testing

16th—8AM Adams State University Recruiter

18th at 10 AM Conversation Day (most offices closed)

22nd 9AM —FFA Meeting (West Betz Conference Room)

#### October Preview

4th—Runnin' Lopes Stampede Rodeo (Prowers County Fair Grounds)

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## Runnin' Lopes Host Little Caesar Classic Volleyball Tournament

*By: Kristin Lubbers, Director of Marketing*

(Lamar, Colorado; August 24, 2015) This past weekend, August 21-22, the LCC Runnin' Lopes Volleyball team hosted the annual Little Caesar Classic tournament. Twelve teams competed in the tournament including teams from Kansas, Texas, Nebraska, Wyoming, and Colorado. Teams played at the Lamar Community Building and the LCC Wellness Center.

This tournament started the Lopes volleyball season with a high level of competition and kicked off the start of the 3 month long season. "I wanted to play Texas schools right off the bat," commented Coach Brandon Stephenson about the tough competition. "I wanted to see what this team could do starting off with competition that they aren't normally used to."

Coach Stephenson also talked about the team's performance stating, "Against Barton County we showed fans what this team can do, when everyone is on the same page. However, game play against Pratt showed us just what the team needs to work on for this week's upcoming tournament at McCook."

The Little Caesar Classic is just one example of a considerably tougher volleyball season than previously played. Coach Stephenson said, "We are headed to two tournaments in Texas, which means longer hours on the road but better competition. We haven't traveled to Texas much, but historically eastern Texas is a more competitive region that what we typically play. By playing against more competitive teams than we have in the past, we hope to be better prepared to win in our region."

The volleyball team travels to McCook, Nebraska, for tournament play on August 28-29.

For more information regarding the Lamar Community College Volleyball program, contact Coach Stephenson at 719.336.1673 or [brandon.stephenson@lamarcc.edu](mailto:brandon.stephenson@lamarcc.edu).



*LCC defensive specialist Andreia Bomfin (Brazil) dives for a ball in action against Cisco College*



*The team celebrates a successful kill during the Little Caesar Classic volleyball tournament.*

## Frontier History Encampment Returns to LCC

*By: Kristin Lubbers, Director of Marketing*

(Lamar, Colorado; August 28, 2015) On October 2-3, the biannual Frontier History Encampment will return to Lamar Community College. The Encampment brings history to life through expert first-person historic interpreters who create a walk-through immersion into the 19th century.

Visitors to the Encampment can meet and experience camps of Native Americans, fur trappers and traders, Mormon pioneers, a Mexican vaquero, chuck wagon cooks, buffalo hunters, soiled doves, and more. Civil War cavalry, artillery, and infantry are some of the most popular historians of the event. The Encampment features live cavalry, artillery, and firing demonstrations.

This is a one-of-a-kind celebration of the many different groups and cultures who called this part of the country home for one hundred years. Admission to the event is free and all ages are welcome. The Encampment will be open to the public on Friday, October 2, from 12:00-5:00pm and Saturday, October 3, from 9:00am-5:00pm.

For more information, contact Kelly Emick at (719) 336-1532 and visit the Frontier History Encampment Facebook page.



Caption: Historic interpreters from the most recent Frontier History Encampment held on the LCC campus in October 2013



# Microsoft OneDrive for Business

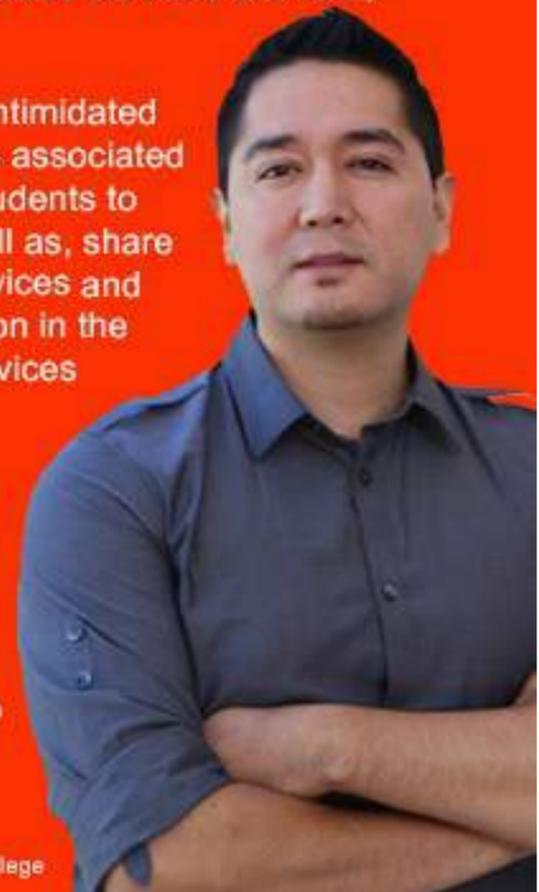
Microsoft OneDrive for Business, a component of Microsoft Office 365, is built on cloud technology. No, this is not a vapor cloud floating in the sky or some weird phenomenon. The technology related term "Cloud" is a metaphor used in the computing industry, which refers to, among other things, data being stored in different locations on the web.

While the term "Cloud Computing" is a relatively new catch phrase, the technology has been around for quite some time now. Although, there remain concerns over data security and user privacy, many cloud service providers such as Microsoft are spending a great deal of time, money, and resources ensuring that their cloud services are safe, secure, and reliable.

As you begin to explore the use of this technology, don't be intimidated by the concept itself. Rather, learn to appreciate the benefits associated with this type of service. The capability of employees and students to securely store and access their data on cloud storage, as well as, share and collaborate on files, tasks, and projects from multiple devices and platforms doesn't just change the way we perform and function in the workplace, it transforms the way we work and deliver our services outside of the traditional classroom environment.

As we continue to promote and integrate the use of cloud services within our own learning community at Lamar Community College, understand this technology is being used across all industries (Government, Finance, Healthcare, etc.) on an ever increasing scale. Ensuring that our students acquire 21st century skills that will allow them to compete in the workplace should remain at the forefront of our mission.

by: Robert Vazquez  
Technology Specialist at Lamar Community College



#### DOL Disclaimer

This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites, and including, but not limited to accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability or ownership.