Pilots in Command
C OCC's Aviation Program

Major Grant Funding
Wickiup Hall Move-In Day
Dr. Betsy Julian
contents

features

4  Pilots in Command
Aviation program on a mission to change the industry.
By Angela Reid

8  COCC to Stir Up Success with Major Grant Funding
STIR — Strengthening Transitions, Increasing Retention — will help students get started.
By Cathy Carroll

14 Smooth Move
It’s move-in day at Wickiup Hall.
By Mark R. Johnson

departments

2  Letter from the President

3  New Vice President for Instruction Rocks
Getting to know Dr. Betsy Julian.

12 Calendar of Events

16 Rising to the Challenge
Foundation scholarship recipients share their stories.

18 Student Success

19 Donors Investing in Community
Letter From the President

I am looking forward to the upcoming year here at Central Oregon Community College as we build on past successes and fully implement programs that will help us better meet the needs of our students and our community. I continue to be extremely proud of this College and our work.

I am particularly excited about us receiving and beginning to implement the federal Title III grant (see pages 8-11). This $2.25 million grant will help us with new programs and strategies in areas of critical importance for student success. As you read the article, by local writer Cathy Carroll, you will learn more about our work with entry-level courses in writing and math and about our fully implementing the First-Year Experience (FYE) program for new students.

This past year, we were able to test the FYE program, primarily with students who received the Oregon Promise grant. The Oregon Legislature funded Oregon Promise to provide financial assistance to recent Oregon high school graduates who attended community college beginning last fall. We had nearly 600 Oregon Promise students that year. As the Title III article points out, students who fully participated in FYE had considerably higher success rates than others.

This fall, we welcomed our second set of Oregon Promise students, most of them recent graduates of high schools here in Central Oregon, but also many from elsewhere in the state. Wickiup Hall, our new residence hall, opened at full capacity for the second straight year.

In the upcoming months, we will host three outstanding Nancy R. Chandler Visiting Scholars — New York Times best-selling author Beth Macy, documentary filmmaker and social activist Sophia Cruz and marine ecologist and environmental scientist Dr. Lubchenco, a professor of marine science at Oregon State University. This program, through the COCC Foundation, continues to provide stimulating events for our community.

I am pleased to report that many of our instructional programs are continuing to do an outstanding job serving students. On pages 4-7, you’ll read about our aviation program, training future pilots of fixed-wing aircraft, helicopters and unmanned aerial vehicles.

I have enjoyed meeting so many of you, at events such as The Feast at The Old Mill, President’s Scholarship Luncheon, Taste of the Town and Meal of the Year. I look forward to our continued conversations in the months and years to come!
These are turbulent times for the airline industry— "a perfect storm," in fact, according to Dave Campbell, chief executive for Seattle-based Horizon Air. This summer, Horizon cancelled hundreds of flights, not because of inclement weather or mechanical issues, but because of empty cockpits. According to many analysts, this is just the start of a looming worldwide pilot shortage.

Karl Baldessari, COCC Aviation Program director, points to several possible factors. The military, formerly a pipeline for commercial pilots, is turning out fewer pilots for a few reasons, including some pretty attractive government benefits and pensions. Coincidentally, an earlier wave of military-turned-commercial pilots will soon turn 65, the FAA’s mandatory retirement age, which spells a mass exodus of experienced pilots. At the same time, aspiring transport pilots climbing the ladder have been presented with a lot more rungs to climb—while a pilot in command, or captain, previously needed 250 flight hours, now they need 1,500 flight hours, thanks to legislation that was intended to make flying safer. Those hours take time, obviously, but they also take money, which is hard to justify if starting salaries...
Tourism brochures, but Central Oregon is
You may not see it promoted in the
A BRIGHTER
become a pilot.
COCC’s flight training partner at Bend
mentorship and a guaranteed job interview
(Baldessari) answered our questions
copter) and fixed-wing (airplane) pilots
Aeronautical University.
be a pilot couldn’t have imagined
A STUDENT SUCCESS
the industry's
promising excellent pay, benefits and “the best quality of
life.” It's looking like a good time to become a pilot.

FOCUSED ON

The COCC Aviation Program is attractive because of the opportunities for scholarships and financial aid (including Veterans education benefits), as well as the structure of the degree program and the camaraderie of the college experience.

Flying, while the military is an attractive career for some, it’s certainly not a shortcut to the cockpit; pilots must first have a four-year degree, then complete officer training, and then commit to the military for six years. Another option for aspiring pilots is a for-profit flight school, but that requires family money or a lucky lottery ticket, since banks consider it a high-risk loan, given those historically low starting salaries.

On the other hand, the COCC Aviation Program is attractive because of the opportunities for scholarships and financial aid (including Veterans education benefits), as well as the structure of the degree program and the camaraderie of the college experience. Most of the students are in their mid- to late-20s with some life experience and the maturity that comes with it, and many are from outside Oregon—they are here with a purpose. This mental readiness translates to a retention rate of 70 percent completion rate for the program. And the other 30 percent? There’s a military term describing someone with a personality not suited to flying: “Not aeronautically adaptable.”

Turns out, not everything can be taught.

THE EVOLUTION OF AVIATION

For those of us fascinated with flight but more comfortable on terra firma, COCC is also building a popular program in Unmanned Aerial Systems (UAS), or drones. Baldessari sees the industry growing beyond relatively simple flights for aerial photography to more complex uses, such as structural inspections, wildland fire mapping, map and model generation, search and rescue, and even delivery services. (Alexa, bring me my groceries.)

The UAS degree program includes spatial data collection, analysis and remote sensing, as well as the political, legal and ethical issues surrounding this evolving technology—“way more than how to fly a quad copter,” says Baldessari.

Flying anything may be exciting enough for the students enrolled in COCC Aviation Youth Camps each summer. At the UAS camp, kids ages 10-14 can learn about safety, photography, communication, weather and more. At the Aviation Exploration Camp, they can learn basic aerodynamic, meteorology and safety principles, and even get their hands on helicopter and airplane simulators at local airports.

In the COCC Aviation Program, there is no shortage of potential.

If you have a child wondering when they’ll ever need the math and science they’re learning in school, here’s your answer. And if you’re planning to book an airline ticket in the future, but you’re now wondering if your flight will be cancelled for lack of experienced pilots—or worse, if it won’t—well, here’s your hope. In the COCC Aviation Program, there is no shortage of potential.

Angela Reid is a freelance writer living in Bend.
Central Oregon Community College's (COCC) first major federal grant, a $2.25 million U.S. Department of Education Title III award, is funding new programs to powerfully affect student success rates. The victory in securing the competitive award — just two percent of America's higher education institutions are eligible — allows the College to make a wide-spread, fundamental shift in focus, from one of college access to college success. The five-year effort will tackle everything from course placement to orientation, with the goals of increasing student success and increasing retention by five percent by 2021.

A college team devoted to implementing the grant, secured last fall, has wrapped up intense planning efforts around the initiative. New strategies include overhauling the course placement process and curricula for developmental writing and math courses (for students who aren’t ready for college-level courses), and offering extra academic support for first-year students.

The team is also examining potential changes to several areas of the First-Year Experience program for students: academic advising, orientation and a college success course — which teaches skills such as study and time-management. These would be implemented at all four campuses, with some designed for specific needs of Native American and Latino students.

COCC President Dr. Shirley Metcalf says that the grant will allow the College to turn up the focus on being effective. “I feel this is a game-changer,” she says. “As a community college, we do very well with access — we have an open-door policy — but what we do not do well is measuring their outcomes. How many didn’t do well in Math 010 (a low-level remedial course) and what happened to them? This grant forces us to look at the data, change policies and practices to more strongly support this population, and continually monitor our progress. Such financial support is critical in helping us better serve our students.”

The Magnitude of the Challenge COCC’s demographics made it a strong candidate for the Title III grant. A primary factor is the percentage of students who qualify for Federal Pell grants, which represents students with the greatest level of financial need. Most have a family income at or below 150 percent of the federal poverty line. At COCC, 54 percent of students fall into this category. Among COCC’s low-income, rural, first-generation students are Native American students from The Confederated Tribes of Warm Springs and a rapidly growing Latino population, particularly in the northern parts of the College’s 10,000-square-mile district.

Few of COCC’s first-time students arrive ready for college courses. Placement tests land about 68 percent of students in both developmental writing and math courses (for students who aren’t ready for college-level courses), and offering extra academic support for first-year students.

During the past five academic years, about one third of students in developmental math and writing classes do not complete the class or do not progress to college-level classes, or if they progress, they do not succeed. Only about half of first-time students seeking a credential stay for a second year.

Dr. Alicia Moore, dean of Student and Enrollment Services, said that to address this, the College has begun to reexamine its view of its mission. “In the last five years, COCC, as well as community colleges across the country, has been more focused on student success as opposed to solely access,” she says. “We get them in the door, but now that there is greater focus on success, the goal is to have students persist at greater rates and that’s a shift. It has always been a part of our thinking, but not always at the forefront, because we were formed and founded on an access-driven mission.”

Building on Oregon Promise Results COCC applied for the Title III grant in 2015, but was denied. At the same time, the Oregon Legislature approved Oregon Promise, providing tuition support at Oregon community colleges for recent high school graduates or GED recipients. Oregon Promise also required colleges
Dr. Brian R. Gutiérrez, COCC’s new project coordinator for the grant. “Often (a placement test score) is not an accurate representation of what a student can do,” he adds. “If you’re a first-time student, no one in your family has gone to college, you have no friends in college, you’re in a developmental class, with three classes to go before you’re in a college-level course, you’re paying for those classes, it’s easy to get disillusioned. That’s why there’s such an emphasis on placement exams and processes.”

Instead of relying on the results of just one placement test, the College is piloting a much more detailed, analytical “multiple measures assessment,” taking more factors into account to determine how students can progress faster with varying types of support.

“They will meet with faculty members to discuss their abilities,” says Dr. Julian. “Maybe it has been a year since they took a math course and they need a refresher on the quadratic formula, but are capable for a higher-level class. If we start them at the highest possible class, they are reasonably more likely to be successful. We are putting a lot of energy into getting them started at the right place.”

A 94 percent retention rate is pretty huge,” says Julian. (She acknowledges, though, that the results could be influenced by the tuition assistance that those students received.) The Title III grant allows the college to expand on the positive results.

Moore adds, “The exciting piece for me is that the grant allows us to revamp existing services and create greater alignment between activities, all with the goal of increasing student success even more than what we have achieved to date.”

Shortening the Path to Success

Redesigning the placement process for students is another major component of the grant. For instance, some students may have to take five terms of remedial math before they can take a college credit class. “Some get tired and drop out — and it’s not just our problem, it’s a national problem,” Dr. Metcalf says.

Research on this issue during the last decade prompted California state universities to end remedial education this year, following the lead of community colleges in New York and Tennessee, says Moore. “We are a great community college that has served the area for 68 years. However, like any great institution, we are always looking for ways to serve our students better.”

One new solution is to offer a “corequisite” class for such students. “If you put students in a college-level class, along with a simultaneous mini-class, side-extra tutoring and instructional support, they get the necessary support needed to be successful,” Dr. Julian says. Dr. Gutiérrez says the College has had great results with a corequisite pilot and that bears out higher education research studies in the last 10 years. The grant money helps train faculty to offer more corequisite classes.

The grant also helps increase student access to technology. This helps meet a state mandate for information literacy, and the grant allows the College to buy laptops for the corequisite courses.

The federal funding also covers the launch of DegreeWorks Planner, an online academic-planning tool for students and advisors. “Right now, students and advisors write out a short- and long-term academic plan with paper and pencil,” says Moore. “The new online tool will allow this to happen electronically. The benefit is that a student can work with multiple advisors who can access the same plan, interfaced with the COCC online degree audit system. This helps a student monitor their progress toward a certificate or degree, and can serve as a course-forecasting tool, allowing the College to better predict which courses are needed and when, track whether students are taking courses in alignment with their plan and monitor their progress to a certificate or degree. “This is a critical component of a First-Year Experience program as it allows the student and advisor to have a more intentional and directed discussion about a student’s career plan — and then build an academic plan to help reach those goals,” says Moore.

Dr. Metcalf sums it up thusly: “We are a great community college that has served the area for 68 years. However, like any great institution, we are always looking for ways to serve our students better.”

Cathy Carroll is a freelance writer living in Bend.
October October 1- December 1
Douglas Campbell Smith
Enjoy artwork from one of COCC’s previous art professors at the Rotunda Gallery in the Barber Library and the Health Careers Center on the Bend Campus.

October 10- October 30
Helen Lessick
Enjoy Lessick’s Canopy art show at the Pence Pinckney Gallery and The Arbor Ballet installation in the campus arboretum on the Bend Campus.

October 19
Not In Our Town
The film Not In Our Town: Class Actions profiles students and community members who are creating change in the wake of racism, antisemitism and the traumatic consequences of bullying. Boyle Education Center 155 at 4 p.m. on the Bend Campus. Also shown at the Prineville Campus October 23 at noon and at the Redmond Campus October 25 at noon.

November
November 2- December 1
Chris Cole
Enjoy Cole’s When Things Work art show at the Pence Pinckney Gallery on the COCC Bend Campus. Opening reception and artist talk, Thursday, November 2 at 4:30 p.m.

November 3
Changing Culture with Culture
Join Emmy Award-winning filmmaker Sophia Kruz, as she discusses her film Little Stones and how to become an agent of social change. Liberty Theater at 4 p.m. Little Stones will screen at the Tower Theatre Thursday, November 2 at 7 p.m. Go to littlestoneproject.org for more information about the film and the weekend programs.

November 7
First Generation Film and Discussion
Join us for a screening and discussion of the film First Generation about four students’ journey to be the first in their families to attend college. Boyle Education Center 155 at 6 p.m.

November 10
Veterans Day Observed
Thank you to all of those who have and are serving our country. COCC closed, no classes.

November 14
Hope for the Ocean
Join Dr. Jane Lubchenco, distinguished professor at OSU, former administrator of NOAA and First U.S. Science Envoy for the Ocean as she answers how we can use the ocean without using it up. Tower Theatre at 6:30 p.m.

November 23-24
Thanksgiving Break
Happy Thanksgiving! COCC closed, no classes.

December
December 8
COCC Preview Day
Join students as they tour campus and learn about COCC’s programs. 10 a.m. to 1 p.m. Please RSVP at 541.383.7500.

December 15
COCC Foundation Scholarship Application Opens
Accepting applications for 2018-2019 COCC Foundation Scholarships. See the Foundation’s webpage for requirements: cocc.edu/foundation.

For more information and a full event schedule for the Nancy R. Chandler Visiting Scholar Program, visit: cocc.edu/foundation/vsp

For more information on all campus-wide events, visit: cocc.edu/whats-new-calendar

For more information and a full event schedule for the Nancy R. Chandler Visiting Scholar Program, visit: cocc.edu/foundation/vsp

For more information on all campus-wide events, visit: cocc.edu/whats-new-calendar

NOVEMBER

DECEMBER

Central Oregon Community College Foundation Magazine
Balancing a mini-fridge on your shoulder is an art form. And Joshua Garrett, a squat-looking member of COCC’s rugby team, has downright perfected it. "Twenty fridges so far," he says, almost disappointed in his tally, confiding that’s it down from 29 last year. Then he brightens, spying another one, and strides off: “I’m going for 21.”

Move-in day at Wickiup Hall is at first glance like the scene at a busy airport — but with a lively vibe and a 20-person rugby team volunteering to help you haul your luggage. As cars unload and students and their parents try to make sense of the situation, they find a small army of friendly, green-shirted COCC staff fanned out — greeters, directors and movers — helping things flow, keeping the beat.

The song Walking on Sunshine booms from a speaker, offsetting the overcast September day. Balloon clusters bob. Students and parents and their newfound helpers pour in and out of the building with armloads of stuff: skateboards, chessboards, keyboards. Director of Student Life Andrew Davis, a.k.a. “Daddy-O of the Patio,” is stationed outside the entrance, dispensing Wickiup wisdom, keeping active on his walkie-talkie.

Inside, the halls, elevators and stairwells have become a parade of possessions. “Everything feels so real right now,” one female student says to another in a busy stairwell, her excitement scored with a hint of uncertainty. That’s a reality that Stephanie Bilbrey, housing marketing coordinator and the day’s choreographer-in-chief, is well aware of. “We’re setting a tone that they’re not alone,” she says of the show of support on move-in day.

With room for 320 students, Wickiup, which opened in 2015, is for the second time filled to capacity for fall term. Students hail from near and…not so near. Dominic Barron, from Portland, is a first-year student and is interested in the art class offerings. Ryan Schwartz, whose family is in Morocco, is a returning resident of Wickiup (approximately 10 percent are returning residents) and is studying business. “Tons of new faces and newfound relationships,” he says of the move-in experience. “The rooms are perfect.”

Studies that have looked at college retention rates draw this in their conclusions: Students who live on campus achieve higher GPAs and hold better retention and graduation rates than those who don’t. It’s like having firmer footing on a challenging trail.

Classes will start in another few days, life will accelerate, but in the meantime, parents are hugging their kids, vehicles are pulling away. The energy in the air is filled with newfound freedom, newly sparked friendships and, of course, plenty of questions. But these students are now fully aware — from day one — that their college has their back.

Mark R. Johnson is the staff writer in COCC’s College Relations department.
Foundation Scholarships:

Rising to the Challenge

by Mark R. Johnson

“Thriving, not just surviving.” That’s the wonderful distinction Victoria Pearce makes when describing her COCC experience, thanks in part to the Foundation scholarship she has received.

Raised by her single father in Bend, Victoria knew college would one day be in her orbit. It was ingrained, something she was “supposed to do.” But the reality of it played out differently — it was more of an abstract idea without a fully-fledged sense of purpose.

“I was never sure what I was supposed to do to gain a higher education, just that I was supposed to do it,” she explains. “My dad didn’t know either. After he died in 2008, I found out he obtained his GED the same year I graduated high school.”

She tried college — it didn’t take. So she entered the workforce in Portland, holding a variety of jobs. “These life experiences helped inform her decision, at age 30, to move back to Bend and give school a fresh start.

“I realized what I really wanted to do with my life,” she says. “I started classes at COCC with the plan that I would finish my AAOT and then, ultimately, obtain my Masters in Library Science.”

She continued working in the meantime, and kept a busy schedule while earning good grades and closing in on her degree. Then, six months before she was to walk the stage at commencement, she learned she was pregnant.

“I was tired of feeling sorry for myself and being unhappy all the time,” he says. “I realized life is too short to walk around unhappy all the time.” This turnaround triggered a new destiny. His attitude changed. He “let people in.” Jacob fell in love, got married. He found a rewarding job as a caregiver for adults with developmental disabilities. That’s when something clicked again, leading him to COCC.

“Helping to care for other people…has truly been one of the most amazing experiences of my life,” he shares of his path to the nursing program. He enrolled at COCC and completed his prerequisites while carrying a solid 4.0 GPA. He then applied to the College’s competitive nursing program and was floored when he was accepted.

Now in his second year in the program, Jacob is a determined student. While his weekly schedule has proved challenging — a full load of classes coupled with exams and a two-day period at his job in which he needs to log 36 hours of work — his positivity has kept him focused.

“T"rue help.” That’s how Victoria Pearce describes her COCC experience, thanks in part to the Foundation scholarship she has received.

Raised by her single father in Bend, Victoria knew college would one day be in her orbit. It was ingrained, something she was “supposed to do.” But the reality of it played out differently — it was more of an abstract idea without a fully-fledged sense of purpose.

“I was never sure what I was supposed to do to gain a higher education, just that I was supposed to do it,” she explains. “My dad didn’t know either. After he died in 2008, I found out he obtained his GED the same year I graduated high school.”

She tried college — it didn’t take. So she entered the workforce in Portland, holding a variety of jobs. These life experiences helped inform her decision, at age 30, to move back to Bend and give school a fresh start.

“I realized what I really wanted to do with my life,” she says. “I started classes at COCC with the plan that I would finish my AAOT and then, ultimately, obtain my Masters in Library Science.”

She continued working in the meantime, and kept a busy schedule while earning good grades and closing in on her degree. Then, six months before she was to walk the stage at commencement, she learned she was pregnant.

“Helping to care for other people…has truly been one of the most amazing experiences of my life,” he shares of his path to the nursing program. He enrolled at COCC and completed his prerequisites while carrying a solid 4.0 GPA. He then applied to the College’s competitive nursing program and was floored when he was accepted.

Now in his second year in the program, Jacob is a determined student. While his weekly schedule has proved challenging — a full load of classes coupled with exams and a two-day period at his job in which he needs to log 36 hours of work — his positivity has kept him focused.

A big share of that formula, he acknowledges, is the support from his Foundation scholarship and the relief it has provided him when it comes time to pay the bills. “I have gotten the opportunity to see, firsthand, how much this community cares about this institution and its students,” he says. “I hope that one day I can help someone else in the way they have helped me.”

Mark R. Johnson is the staff writer in COCC’s College Relations department.
EMILY WARCHOL

Associate of Applied Science, Veterinary Technician

“Becoming a veterinary technician has always intrigued me as I have a love for both animals and science.

“The best part of the Vet Tech program at COCC was taking the knowledge I learned in the program and being able to apply it in practice at our externships. I was able to go to a small animal practice and use skills that I had learned about in class. I was fortunate to also be able to do a six-week externship at The Marine Mammal Center in Sausalito, California. This center rescues, rehabilitates and releases injured seals and sea lions.

“The program works hard to give those that are motivated and that have a love for veterinary medicine a chance to take the Veterinary Technician National Board Exam. It is a full-time, very intensive program.”

STUDENT SUCCESS

“I was able to go to a small animal practice and use skills that I had learned about in class.”

EMILY WARCHOL

Donors INVESTING IN OUR COMMUNITY

The following individuals, businesses and foundations are generous friends of Central Oregon Community College, who gave cash gifts to the COCC Foundation between July 1, 2016 and June 30, 2017. We have worked diligently to have an accurate list, but encourage you to call the Foundation if you find an error: 541.383.7225. Most of all, to those who give – Thank you!

INDIVIDUALS

Bruce Abraham and Dr. Mary Meador
Cora Ageluczi
Dan and Gloria Ahern
Leonard and Renee Alexander
Eric and Marlene Alexander
Shara and Todd Andreasen
Harold and Peggy Ashford
John Baehr
Lawrence and Rachel Baker
Talena and Kurt Barker
Jeffrey Barlin and Jill Jolly
Jerald and Christine Barnes
Thomas and Seana Barry
Bob and Christine Bartell
Brady Bedsworth and Katherine Smith
William and Linda Bein
Matt Bentz
David and Lisa Bermudez
Hi-Leon and Nandini Biggerman
Jim and Ramona Bishop
Din Bishop
Nanette and Mick Bittler
Roger and Linda Byrkvik
Molly Black-Hissong and Nathan Blacking
George Blackman and Margene Gregory
Larry and Linda Banton
Michael Bloom
Daniel and Lisa Blyer
Emily Bonavia
Zak and Jennifer Boone
Dr. Jim Bouknight and Lisa Goetz-Bouknight
Renee Brazeau-Asher and Mike Asher
John Branden
Bob and Defoe Brelf
Patrick and Lottie Brown
Stevie Breyant
Roxanne Burger-Wilson
Stephan and Johnnie Caffin
Mary Carlson
Peter and Patti Carlson
Maryjean Carmen
Dr. Christopher and Sandra Carmany
Dr. Ron and Mary Carver
John and Joan Casey* Donald and Heidi Castileman Carl and Marina Cavall Fred Chomion and Caroli Nakton
James and June Chressman
Gerald and Sharron Church
Mark and Melinda Clark
Michael and Jacqueline Cox
Paul and Carrie Col
Wanda Col
Jeffrey and Diane Cole
Anna Cole
Elizabeth Coleman
Dr. Thomas Comerford and Pamela DiDonato*
Scott Cooper and Laura Crask
Crisco Cooper
Mark and Gigi Copeland
Dr. Pearce and Wilma Cornelius
John and Helen Crow
Robert Currie
Elyane Logan-Currie
Peggy and Greg Cushman
Deborah Davies
Michele Decker
Jane Denson-Fumuses
Lisa Dobey and Deborah Cole
Catherine Donohue
Scott and Danielle Donnell
Ed Donohue
Dr. Stacey Donohue and Michael Van Meter
Bill Douglass
Beverly Doxon
Mary Doyle
William and Norma Dubuis
Bob Elberhard
Dr. Mark and Brenda Eberle
Jake Egle
Michael and Linda Eisele
Garth Glason and Linda Cling
Tim and Jennifer Elliott
James and Debbie Ellis
Bruce and Dawn Emerson
Douglas Ertner
Wayne and Shirley Eshelman
Van Evans and Janet M. Bailey*
Dr. Patrick and Leslie Etske
Ted Evans
Dr. Ronald and Sandra Federperial
Jennifer Fields
Dr. Harvey V. Eisenberg and Mary Wilson
Catherine Fioney
Susan Fischer
David and Kiki Ford
Jonah W. Francis
Kris and Theresa Freshoheo
David and Carol Friedle
Lester and Kellin Friedman
Pal and Bob Fulton
Dr. John and Teresa Gallagher
Robert Garber
Joanne Gehlert
Tim and Martha Garigity
Anthony and Jessica Goglio
Scott and Charlotte Gibbide
Candace Gilbert
Warren and Diana Glenn
Murray Godfrey
Stephanie Goetzsch
Anne Goldiner
Naal and Gertrude Goldsmith
Jeffrey and Nancy Greene
Bobi and Fran Greenlee
Julie Gregory
Jody and Davos Griffin
Donald and Darbi Gunn
Thomas and Margaret Gunn
Bradley Gust
Glen and Marie Hackbahr
David and Ginger Hackett
Viki Havel
deborah and Edward Hagen
Annemarie Hambin
Peter and Frederick Hammert
Michael and Colette Hansen
Travis Hansen
Amy Harper
Dean Harris
Suzanne Haluch
Sylvia Halton
Janice and Charles Halton
Peter Halton
Gary and Judy Hack
Dr. France and Chan Lee Hallelsten
Joe Hendricks and Haelle Reavers
Joe Hendricks and Haelle Reaves
Jim and Ramona Bishop
Din Bishop
Nanette and Mick Bittler
Roger and Linda Byrkvik
Molly Black-Hissong and Nathan Blacking
George Blackman and Margene Gregory
Larry and Linda Banton
Michael Bloom
Daniel and Lisa Blyer
Emily Bonavia
Zak and Jennifer Boone
Dr. Jim Bouknight and Lisa Goetz-Bouknight
Renee Brazeau-Asher and Mike Asher
John Branden
Bob and Defoe Brelf
Patrick and Lottie Brown
Stevie Breyant
Roxanne Burger-Wilson
Stephan and Johnnie Caffin
Mary Carlson
Peter and Patti Carlson
Maryjean Carmen
Dr. Christopher and Sandra Carmany
Dr. Ron and Mary Carver
John and Joan Casey* Donald and Heidi Castileman Carl and Marina Cavall Fred Chomion and Caroli Nakton
James and June Chressman
Gerald and Sharron Church
Mark and Melinda Clark
Michael and Jacqueline Cox
Paul and Carrie Col
Wanda Col
Jeffrey and Diane Cole
Anna Cole
Elizabeth Coleman
Dr. Thomas Comerford and Pamela DiDonato*
Scott Cooper and Laura Crask
Crisco Cooper
Mark and Gigi Copeland
Dr. Pearce and Wilma Cornelius
John and Helen Crow
Robert Currie
Elyane Logan-Currie
Peggy and Greg Cushman
Deborah Davies
Michele Decker
Jane Denson-Fumuses
Lisa Dobey and Deborah Cole
Catherine Donohue
Scott and Danielle Donnell
Ed Donohue
Dr. Stacey Donohue and Michael Van Meter
Bill Douglass
Beverly Doxon
Mary Doyle
William and Norma Dubuis
Bob Elberhard
Dr. Mark and Brenda Eberle
Jake Egle
Michael and Linda Eisele
Garth Glason and Linda Cling
Tim and Jennifer Elliott
James and Debbie Ellis
Bruce and Dawn Emerson
Douglas Ertner
Wayne and Shirley Eshelman
Van Evans and Janet M. Bailey*
Dr. Patrick and Leslie Etske
Ted Evans
Dr. Ronald and Sandra Federperial
Jennifer Fields
Dr. Harvey V. Eisenberg and Mary Wilson
Catherine Fioney
Susan Fischer
David and Kiki Ford
Jonah W. Francis
Kris and Theresa Freshoheo
David and Carol Friedle
Lester and Kellin Friedman
Pal and Bob Fulton
Dr. John and Teresa Gallagher
Robert Garber
Joanne Gehlert
Tim and Martha Garigity
Anthony and Jessica Goglio
Scott and Charlotte Gibbide
Candace Gilbert
Warren and Diana Glenn
Murray Godfrey
Stephanie Goetzsch
Anne Goldiner
Naal and Gertrude Goldsmith
Jeffrey and Nancy Greene
Bobi and Fran Greenlee
Julie Gregory
Jody and Davos Griffin
Donald and Darbi Gunn
Thomas and Margaret Gunn
Bradley Gust
Glen and Marie Hackbahr
David and Ginger Hackett
Viki Havel
deborah and Edward Hagen
Annemarie Hambin
Peter and Frederick Hammert
Michael and Colette Hansen
Travis Hansen
Amy Harper
Dean Harris
Suzanne Haluch
Sylvia Halton
Janice and Charles Halton
Peter Halton
Gary and Judy Hack
Dr. France and Chan Lee Hallelsten
Joe Hendricks and Haelle Reaves
Joe Hendricks and Haelle Reaves
19
Central Oregon Community College Foundation Magazine
Central Oregon Community College Foundation
Cordially Invites You to the
40th Annual
Taste of the Town & Meal of the Year
February 23rd & 24th, 2018

For more information, please call: 541.383.7225 or visit
cocc.edu/foundation/cocc-foundation-events