

# Clark's All-Washington Academic Team



Julisse Hopmann and Kellie Langston  
Congratulations to Clark College  
students **Julisse Hopmann** and **Kellie Langston**, who were named  
to the 2020 All-Washington Academic Team. The students were  
recognized for their achievement during the June 10 Board of  
Trustees meeting.

Julisse Hopmann is earning her Associate of Applied Science  
degree in Business Administration with a Certificate of  
Proficiency in business management. She expects to graduate  
Winter 2021. Running Start student Kellie Langston graduated  
from Clark College in June with her high school diploma and  
her Associate of Arts degree. *Read more about Julisse and  
Kellie below.*

# Julisse Hopmann

Sometimes we find ourselves in over our heads—treading water and about to go under. But then a stranger comes along at just the right moment and pulls us to safety. Four years ago, when Julisse Hopmann was a 25-year-old diner waitress, a customer pulled her from the brink and changed her life.

Julisse explains, “During that period of my life, I was drinking heavily. I wanted help, but I didn’t feel I could get the help I needed.”

An astute customer approached Julisse, pressed a card into her hand, and told her she had turned her own life around through a 12-step program.

“She probably could smell the liquor coming from my pores,” Julisse recalls. “She gave me her card and said she could help me. Sometime later, [I had] one really bad night when I was drinking so much that I didn’t think I was going to wake up, and I didn’t want to wake up. But I did wake up—so I called her that morning and asked her to help me.”

Julisse says, “My life was one big struggle, but at age 25, I turned my life around. That was my second chance. My redemption. Now I ask myself how I can be a beacon of hope.”

Today she juggles her classes at Clark, cares for her 3-year-old son, and helps others through her involvement with a 12-step recovery program.

“I try to help others the way I was helped,” she says. “Some people just need to get to 12-step meetings. Some people need resources. Alcohol and addiction come with other issues, including mental health issues.”

Before her alcohol addiction and recovery, she ran away from home and joined the carnival when she was 18. She had always wanted to travel. Shortly after earning her high school

diploma via Clark's Running Start program, she told her parents she was joining a friend and going on the road to work at a carnival, Funtastic Traveling Shows.

"My parents told me they'd do anything they could to stop me," Julisse recalls. "So, I left a note on the kitchen counter and left in the middle of the night. I caught up with the carnival at the rest stop near Battle Ground. I left everything behind."

For six seasons she traveled with the carnival to state and county fairs throughout Washington and Oregon. She discovered she enjoyed the work and was good with people and at business management. The carnival owner, Ron Burback, who had earned a business degree at Portland State University, saw something in Julisse and gave her increasing responsibilities. She started out making cotton candy, but by the time she left, she was managing a burger stand and two cotton candy stands.

She recalls the 80-year-old carnival owner telling her, "This carnival is my dream. You need to go back to school and find your own dream."

She doesn't have any regrets about joining the carnival. "I picked up a lot of useful skills: leadership, communication, working with people, learning how to handle stress, working long hours," she says. "When people tell me starting your own company is hard work, I know I can do it."

Five years after leaving the carnival, she's following Burback's advice. She's back at Clark College and pulling straight A's. She's been a Clark student before. She completed her high school diploma as a Running Start student in 2009. After she left the carnival, she enrolled at Clark but didn't stay. "I wasn't in the right mental space to take care of myself," she says. "My drinking picked up. I got depressed. I couldn't do it."

Julisse grew up on Larch Mountain near Hockinson, "way out in

the sticks,” she says. “I was always in the woods. Nature is healing for me.”

After she graduates from Clark, her career goal is to combine her love of nature with her desire to help people struggling with addiction to find connection.

“I get a lot of personal connection from a 12-step program. Everybody needs connection,” she says. “My goal is to start a nonprofit naturopathic clinic to help people with addictions to connect with each other and with nature.”

## **Kellie Langston**

If there’s a volunteer project to be done, Kellie Langston is likely rolling up her sleeves. During COVID-19 quarantine, the 17-year-old volunteer helped distribute meals to the students at Hearthwood Elementary, where her mother is a teacher.

Kellie has faced multiple challenges: coping with her parents’ divorce, abuse, toxic households, and going back and forth between two families. As a result, she struggled with mental health issues. She chose to use that struggle to guide her volunteerism. During her first two years at Mountain View High School, she volunteered with her school’s chapter of Youth Suicide Prevention Program, which trains youth to recognize the signs, risks, and triggers of suicide and how to get help.

“I wanted to use my story to help other students realize that they aren’t alone,” she says. “I know how someone with suicidal thoughts feels. Students pay more attention when it’s a peer speaking rather than an adult.”

Kellie served as the club’s co-president her freshman and sophomore years. She and fellow club members wrote inspirational chalk messages on the school’s walkways and

opened doors for and greeted students when they arrived at school to help them feel welcome and connected.

But what Kellie enjoyed most about being involved in the club was speaking to more than 50 classes and leading discussions about youth suicide, mental illness, stressors, helpful hotlines and how students could find extra support when they needed it. "Presenting helped me deal with my own mental health problems and my trials and tribulations," she says. "It was powerful and rewarding."

Kellie was invited to participate in a KATU News town hall on youth mental health along with other teen volunteers with youth mental health programs. She had her turn on the air answering students' questions.

During her junior year, Kellie became a full-time Running Start student. She joined Phi Theta Kappa and volunteered for service projects including distributing Thanksgiving meals to more than 100 Clark students in need.

In the fall Langston plans to continue her studies at Brigham Young University in Provo, Utah. If the campus isn't open for face-to-face instruction due to COVID-19 restrictions, she says she likely will stay home in Washougal and take her courses online. She plans to pursue a degree in education or perhaps business entrepreneurship.

"My dream job is to be a writer and a public speaker," Kellie says. "I hope to inspire youth to overcome their own obstacles."

## **About the All-Washington Academic Team**

In all, 65 students from Washington's community and technical colleges were named to this year's All-Washington Academic Team. Traditionally, students are honored at a reception at

South Puget Sound Community College in Olympia in late March, but this year, the COVID-19 outbreak canceled the event.

The All-Washington Academic Team is a program of Phi Theta Kappa, the international honor society for two-year college. It recognizes academic achievers in the state's community and technical colleges who have demonstrated a commitment to scholastic achievement and service to their college and community. To qualify for the team, students must participate in PTK and fulfill other competitive criteria.

Each All-Washington Academic member receives a Phi Theta Kappa medallion and a \$250 scholarship from KeyBank. The top-qualifying students also will receive scholarships from Washington State Employees Credit Union and the Washington State Association of College Trustees. Additionally, students who choose to attend Washington State four-year colleges and universities are eligible to receive additional scholarships ranging from \$1,000 to \$12,000.

*Photo: Clark College/Jenny Shadley*

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**When your internship is in  
the middle of a pandemic**





Sofiya Saakyan wears safety gear during her internship at Eurobake. *Photo courtesy of Sofiya Saakyan.*

When Sofiya Saakyan, a student in Clark College's Professional Baking and Pastry Arts program, called Baron Patisserie in

early April to check on her planned spring quarter internship there, the bakery was closed indefinitely due to COVID-19. The owner told her he wasn't sure when the bakery could open again—or when Saakyan could fulfill her internship.

Saakyan is one of nine students graduating in June with an Associate in Applied Technology degree in Clark's Professional Baking and Pastry Arts program. The program's final requirement is to complete a five-week industry internship during spring term. Students work 24 hours a week gaining real-world experience before they graduate. Students cannot graduate without completing an internship.

Department Head Alison Dolder had arranged student internships in bakeries, patisseries, and chocolatiers in Vancouver and Portland. When COVID-19 restrictions shut down most food operations, Dolder had to act quickly to secure new internships for Saakyan and the other students. Because of the COVID-19 shutdown, all internships were pushed to the second half of the quarter while the department figured things out.

That's when Dolder called Josh Svenhard, co-owner and Vice President Operations at Eurobake.

## **Coming up with a Plan B, in a hurry**

Eurobake, a Portland wholesale baker, remained operating as an essential business during the COVID-19 shutdown. Svenhard is a member of Clark's Professional Baking & Pastry Arts Advisory Committee. This is the first quarter Eurobake has provided internship opportunities for Clark students.

"I think we're a perfect fit," Svenhard said. "We can bring in students during COVID-19 because we're not a retail bakery with customers, so students aren't being exposed to the public. It's important for a business to give back to its own



industry, as well as the community.”

Dolder offered all nine of the students the option of an internship at Eurobake, which is near Portland International Airport.

“We left it up to the students to do what’s best for their families,” Dolder said.

Six of the nine Clark students chose to complete an internship at Eurobake spring quarter. One student chose not to do the internship at this time due to family reasons. Two other students had been laid off from their jobs and couldn’t afford to travel to Portland for the internship. Those three students are waiting for an opportunity to do an internship in Vancouver during summer term, when COVID-19 rules allow more bakeries to open.

Two students per week are scheduled to work at Eurobake. The bakery operates from 3:00 a.m. to 10:00 p.m., providing ample opportunity to work around the students’ schedules. It allows students to maintain their other jobs.

Dolder said, “Eurobake is rotating our students through their bakery for their internship and is providing hands-on learning following proper social-distancing protocol. It’s a great opportunity for our students. Some want to finish the program and be available to be hired when everything opens up.”

To accommodate students, Dolder said the baking program is not taking its standard break between spring and summer term to allow students to finish their internships, even if they started later in the quarter.

## **Safety first**

Working in a wholesale bakery during a global pandemic is no different from working in a bakery pre-COVID-19, Svenhard said. Eurobake’s follows strict safety

protocol. "The baking industry has become one of the most careful," he said. "Food safety starts with washing your hands and ends when the product gets into the packing in an unadulterated form. The industry has evolved to require handwashing, not touching your face, wearing hairnets and gloves. These things are common practice every day in a bakery. We can show student interns how these safety measures can be used to safely operate a business."

Svenhard said, "We want to ensure the Clark students aren't just working at Eurobake, but also learning. We're working with only two Clark students at a time so we can give them individual attention."

Dolder said, "It takes time to train students. Bakeries that accept students for internships are training students for the way their business operates, their product line."

Svenhard explained the importance of students getting hands-on experience: "They're learning to use their skills. Learning the repetition and how to become efficient with your movement is a key part in baking, or any manufacturing business. To make hundreds of uniform products. To develop a rhythm."

He added, "The real-world bakery experience is production at speed, keeping up with line and the crew. Teaching students about food safety, R & D [research & development] projects we're working on. We have a cake department, a bread department, and a pastry line. Students are operating different kinds of machinery in each department."

Eurobake staff also talks with interns about the business side of operating a bakery. They work with their interns to do a cost analysis on what to charge for each product in order to make a profit.

# There's always summer

Dolder told her students who chose to intern at Eurobake that she would contact the other shops where they had planned internships before COVID-19 shut everything down, to see if they will allow Clark students to do internships in the summer after more businesses can open.

Dolder and the program's other instructors have worked to build relationships with local bakeries. In previous years, Clark baking students have completed internships at highly respected Portland restaurants and retail bakeries including Papa Haydn, St. Honore Patisserie, and Fleur de Lis Bakery and Cafe.

Dolder said, "The best outcome is if we get a student interning at a bakery or shop where they want to be, and then they get hired. It happens quite a bit."

## Sofiya's Story

During a class Zoom meeting after COVID-19 pushed the pause button on baking internships, Dolder told students about the new internship opportunities at Eurobake. Sofiya Saakyan chose to start the internship as soon as possible so she could graduate from Clark and start working in her chosen field. She works three eight-hour days at Eurobake. One of her favorite tasks is at Eurobake is braiding sweet raisin bread.

"You get to practice it a lot," Saakyan said. "We make hundreds of loaves. There are multiple people making it on the same bench."

She said her classes at Clark prepared her for her internship.

"I built confidence in my classes at Clark," Saakyan said.

“You learn good skills and get to practice so you can be confident that you know how to do certain things and not be afraid of many challenges.”

Saakyan grew up in Ukraine, where she learned home baking from her mother. Her family immigrated to Vancouver five years ago when she was 15. She graduated from Fort Vancouver High School, where she spent three years in that school’s baking program.

Saakyan said she hopes to land a baking job that allows her to stay in Vancouver.

“I’m very thankful for the internship,” she said. “I thank my advisor and Eurobake, who took me in. The opportunities—and the internship opportunities—at Clark College are awesome.”

Those opportunities haven’t ended: With Dolder’s help, Saakyan has landed a summer internship at the Vancouver-based Baron Patisserie, where she had originally planned to intern during spring term.

Saakyan offered advice to future baking students: “Make sure you love what you do. When you’re a baker and you love baking, I think people can taste that.”

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## **A Quick Study**



Supplies for students taking a ceramics class are bagged up in Frost Arts Center, ready for contactless pickup. *Photo: Lucy Winslow*

When Gov. Jay Inslee announced his Stay Home, Stay Healthy order in response to the COVID-19 outbreak, Clark College professors had less than a month to adapt about 2,000 classes' curriculum to be taught online. Now, as spring term is more than halfway over—and the ongoing pandemic has led to most summer and fall classes being offered remotely as well—it's clear that they were more than up for the challenge.

“Our faculty are resilient and dedicated to student success,” said Vice President of Instruction Sachi Horback. “Though there were many reasons to settle for being ‘good enough,’ amidst this pandemic, our faculty pushed ahead, ensuring that our students had equitable opportunities for student learning. As educators, we were made for this, readily adaptable and willing to do whatever is needed in service to our community.”



Professional baking professor Melanie Hendry gets ready for a “Pop and Drop,” where students pop the backs of their cars for her to load lab supplies in. *Photo: Alison Dolder*

“Our motto is ‘we make it work,’” said Baking Professor Alison Dolder of her department’s faculty. “All of us jumped right in to record baking videos, to learn Zoom and Canvas. We are not technology-savvy people. But we are dedicated.”

Faculty and staff worked to create take-home boxes of baking supplies for each student to use, filled with the ingredients and tools of their trade—rolling pins, measuring spoons, etc. They also worked to learn how to produce useful instructional videos, no small feat: It requires a certain amount of choreography to capture the best camera angle for a stand mixer.

## **“Hands-on,” but online**

Indeed, it was a challenge experienced across the college: How does an institution that prides itself on its “hands-on learning” adapt to a virtual educational experience? But over and over, faculty stepped up.

In professional technical and allied health fields, faculty quickly re-organized curriculum so that students’ lecture classes took place during spring term and lab classes could be delayed until summer, providing additional time to set up safe social-distancing protocols for in-person lab work.



Mathematics professors collaborated with the college's Tutoring Services to place tutors right in Zoom classrooms so that students got the one-on-one help they needed to understand material. Tutors also worked to create a Zoom version of their regular English practice chats held for English as a Second Language students. Art professors arranged virtual tours of galleries and museums for their students.

Ceramics professor Lisa Conway drafted her husband, a professional video editor, into helping her create a series of instructional videos for her students. As with baking students, Conway's classes received boxes of supplies and equipment to complete class projects at home.

"For the month before spring classes started, I was working hard and was busier than I've ever been in my 30 years of teaching college," Conway said. "We're all making videos. We're all dealing with how students get their supplies and materials. We're all completely changing how we function in this universe. We're all reinventing our classes from scratch."

## Learning from each other



Bruce Elgort

Professors have been sharing best practices and tips with one another as they develop their skills to deliver education online.

Computer Technology Professor Bruce Elgort has become something of a go-to source for many of his colleagues during this shift. Elgort, a two-time Exceptional Faculty Award winner, has a long professional history in the tech field and already used many online tools, including Slack and videos, in his teaching.

This spring, Elgort taught his classes using the synchronous modality, which means the classes meet the same time online as they would in the classroom. (“Asynchronous” refers to online classes that have no set time.)

“The most difficult part of going online is learning new software and learning to shoot video,” said Elgort, who has provided tips and tricks to faculty on this subject and others.

Faculty also have had a great resource in the college’s eLearning department, which oversees the college’s many online learning offerings. Even before COVID-19, more than a third of Clark College students were taking at least one class with online components.

In fact, several programs are taught entirely online in Business Administration, Network Technology, and Psychology. They provide students the flexibility they need in balancing college, work and family. More eLearning programs come online each year.

“Offering our business programs entirely online will allow our students to successfully complete their desired degrees regardless where they live,” says **Business Administration Professor Adnan Hamideh**. “It will also attract working people who did not think about going to school because their work hours conflict with a school schedule.”

## **A More Flexible Future**

Clark College has already announced that summer and fall classes will be offered primarily online, with some in-person labs conducted in career technical classes that require hands-on learning, using social distancing and safety precautions. But even when it becomes safe to congregate in large groups again, the current move to remote education may leave lasting changes on higher education.

“Moving past COVID-19, I think more programs will go online as professors and students gain confidence,” said Bruce Elgort. “Professors and students enjoy personal interactions with one another. Most would not have chosen this sudden shift to remote learning. But through the process, many have acquired a taste for eLearning. It is a powerful tool. In the future, professors will have opportunities to blend different teaching modalities to include face-to-face and online instruction.”

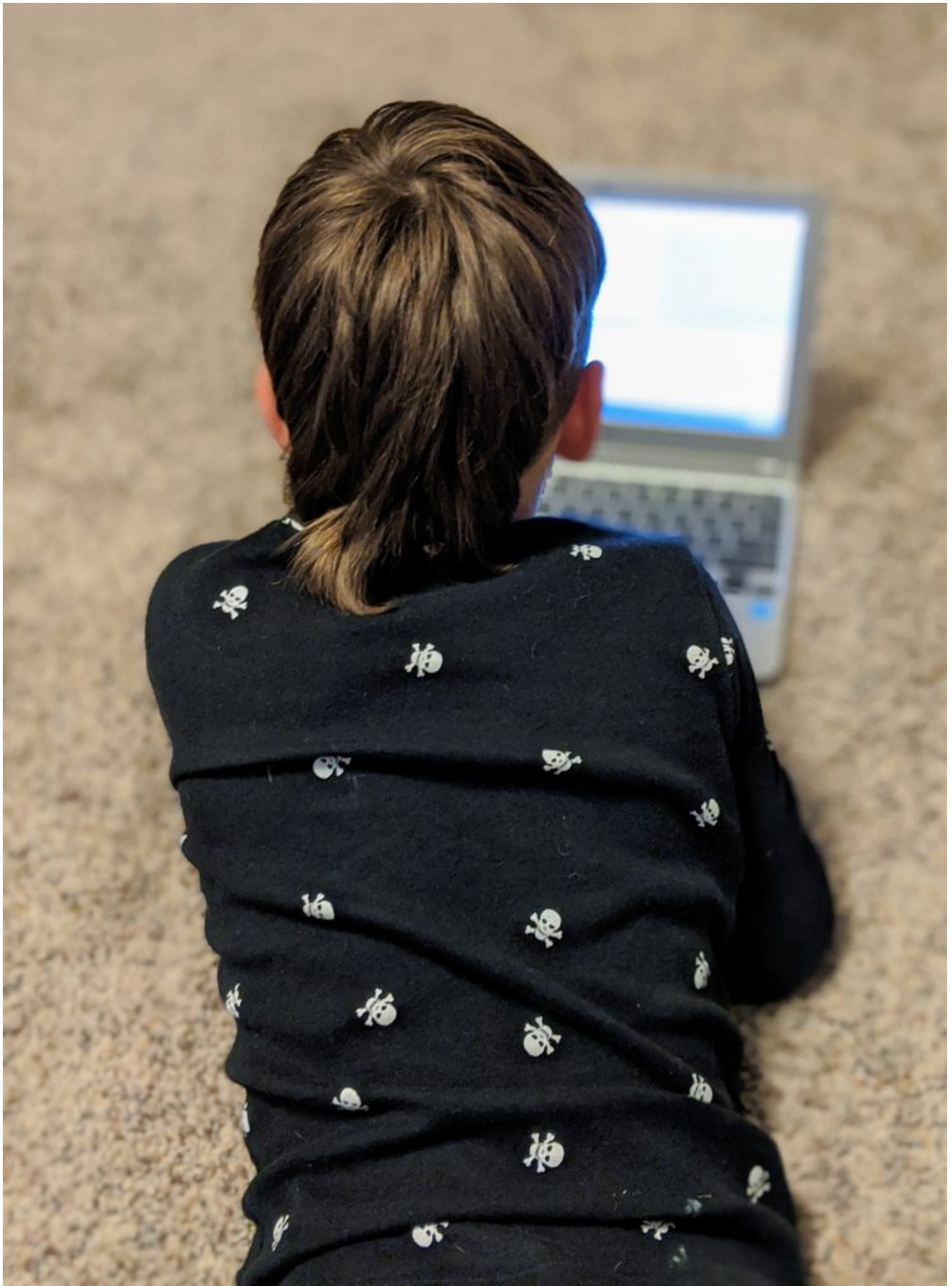
“No one really know what will happen in this next six months and how it impacts what we do at Clark College,” said Alison Dolder. “This experience has taught us that we are highly adaptable and that we can learn new technology. With each adjustment, we decide how to move forward—with our students’ success in mind.”

*Learn more: Watch this YouTube video for more stories about Clark College art faculty adapting to remote teaching.*

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## **A Little Penguin’s view of**

**quarantine**



*Clark 24/7 has been reaching out to members of the college community to learn how they're coping with, and adapting to, life during the COVID-19 pandemic. Here, we share an interview conducted by Dean of Student Affairs Cath Busha and Counseling and Health Center Professor Dr. Bevyn Rowland with Busha's 7-year-old son, Oliver. Busha and Rowland are both still working remotely from home, while Oliver is now completing second grade online.*

*"We appreciated this chance to talk with him about these issues as a check-in," Busha said. Their conversation reflects many of the emotions and logistics being experienced by members of the Clark College family—not just staff and faculty, but also the 25 percent of Clark students who have dependent children.*

**Busha & Rowland:** Why have we been working from home and why have you been learning from home?

**Oliver:** Because of the COVID-19 going on. If we went to work and school, we could get sick and get other people sick, especially older people. and they could die.

**B&R:** How do you feel about COVID-19?

**O:** I feel 'hassed'—like happy and sad together. I'm happy because I get to have more time with my parents, and I'm sad because I don't get time with my friends. I only get time with my friends on Google Hangouts.

**B&R:** How has it been to be home with us?

**O:** Great! Because I get more time with my parents, which is great because my parents are some of the best parents you could ask for, and I get to watch *Star Wars* movies.

**B&R:** What are some things you've done since we've all been working and learning from home together?

**O:** I've put on magic shows, I created an alarm system with a safe that I've turned into a time capsule and buried; I will

open it in one month. I also camped on the trampoline and read *Mr. Wolf's Class* and *New Kid*. I've made apple hand pies, caramel corn, and soft pretzels. Also, some nights at 8 p.m. we howl to show support for first responders.

**B&R:** What are some frustrating things about being home?

**O:** That I don't get to see my friends. I also miss Pizza Day at school. Seesaw [an online learning tool used by elementary schools] can be hard. My teacher posts a bunch of things. I finish one, and then I have like six more to do. It can be tiring.

**B&R:** What advice do you have for other kids who are at home?

**O:** Stay home, stay safe, have fun.

**B&R:** What advice do you have for parents?

**O:** Stay home, stay safe, and spend as much time with your kids as you can.

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**Making business ideas a reality**





Alison Warlitner works to create a custom order for the business she and her husband created with support from Clark Entrepreneurs' Pitch Fest contest.

As the entry deadline approaches for Pitch Fest 2020 at Clark College, last year's winners say participating in the *Shark Tank*-like competition sponsored by Clark Entrepreneurs made an enormous difference in moving their business to the next level.

Teams of Clark College students are invited to apply for an opportunity to pitch their entrepreneurial business ideas at Pitch Fest 2020. The competition is open to any Clark College students enrolled full time from fall 2019 through spring 2020 and who maintain a minimum 2.0 GPA. The deadline to apply is 8:00 p.m. on Friday, January 31. See details and apply online at [clarkpitchfest.com/](http://clarkpitchfest.com/).

Last year, when Clark College students Alison Warlitner and her husband, Scott Warlitner, entered the 2019 Pitch Fest competition, they hoped to glean expert advice from the business-owner judges. The couple recently had begun making CBD-infused bath bombs in their home, marketing them under the business name Cherry River CBD. Ali and Scott

advanced to the competition's final round of top three student businesses—and they won.



Scott and Alison Warlitner met actor Jim Belushi when they were a sponsor at the 2019 Portland Waterfront Blues Festival.

Fast-forward one year after its Pitch Fest success. Cherry River CBD has tripled its gross sales, connected with capital investors, and hired their first employee, who markets their products at vendor trade shows. Emboldened by their Pitch Fest success, Ali pitched their business to a *Shark Tank* producer hearing pitches in Portland. Although they weren't invited to pitch on camera on the TV show, the experience pushed the Warlitners to keep going. Last summer they were invited to be a sponsor of Portland's Waterfront Blues Festival. Actor Jim Belushi, who owns a cannabis farm in southern Oregon's Rogue Valley, hung out in their booth.

Scott, a fine arts student at Clark, will graduate at the end of winter quarter. Ali, a Clark graduate, is pursuing an accounting degree at Washington State University Vancouver and plans to graduate in spring 2021. They live in The Dalles, Oregon, 90 miles from Vancouver. Four days a week, they drive to their classes—90 minutes, each way. Their sons, ages 3 and 5, attend the college's Child and Family Studies program.

The couple met when both were enlisted in the U.S. Navy in Virginia. After completing active-duty service, they moved to the Pacific Northwest, where Ali grew up. But one thing hampered their new life: Scott suffered from chronic pain due to injuries he sustained while in the military. Originally a nonbeliever in CBD, he was treating it with narcotics prescribed by the VA. But after Scott began taking CBD daily to relieve his pain, he realized the cannabinoids worked, and he stopped taking the narcotics.

This experience led the couple to begin thinking about creating their own CBD business. And, as luck would have it, this is when Ali walked by a poster advertising Pitch Fest outside her math class at Clark College. Enrolling in the contest forced the Warlitners to clearly articulate their business plan, refine their marketing materials, and answer tough questions posed by judges. It also provided them with mentorship from successful entrepreneurs that helped them take the next steps in their business.

“We’re absolutely a success story,” says Ali. “While we would have made those steps eventually, Pitch Fest is the reason we were able to move so quickly in establishing ourselves as a viable business. We wouldn’t be where we were today if not for the help we received from Pitch Fest, Clark College and the Clark Entrepreneurs.”

The Warlitners produce their CBD-infused bath, beauty and wellness products in their home. The hemp oil is grown on Ali’s cousin’s farm in Woodburn, Oregon.

Cherry River has been featured twice in *Broccoli*, a Portland-based magazine created by and for women who use cannabis. Ali has spoken on a couple of podcasts about being a veteran, a business owner, a full-time college student and a mother of young children.

“I’ve become a sought-after formulator in the cannabis world,”

Ali says. "I like to bake. It's just with different ingredients."

So far, Ali and Scott have invested all profits back into their company. In 2020, they hope to start paying themselves a salary. They also are considering opening a production facility in Hawaii. Learn more at <https://www.cherryriver.net/>

## **About Pitch Fest**

*January 31 at 8 p.m.:* Deadline for Clark College student teams to apply

*February 21 from 9 a.m. to noon:* Top 24 teams participate in Clark Entrepreneurs trade show at Gaiser Hall Student Center. The free event is open to the public. In the afternoon, the top 12 teams pitch their business ideas to the judges in a format similar to the TV show "Shark Tank."

*March 6 final round:* Top 3 teams polish their pitches and present to judges; closed to the public.

## **About Clark Entrepreneurs**

Founded in 2016, Clark Entrepreneurs is a student program under the Associated Students of Clark College. The club welcomes any student interested in starting a business. Its purpose is to encourage and support students with their entrepreneurial ideas and expose them to the resources to help grow ideas, support real student business ventures, and scale businesses. Program Director is Nathan Webster. Student Rebekah Sharp-Regnier recently became marketing event director. Learn more at <https://clarkpitchfest.com/about-us/>

*Read more about the Warlitners and other student veterans in Clark College Foundation's Partners magazine article.*