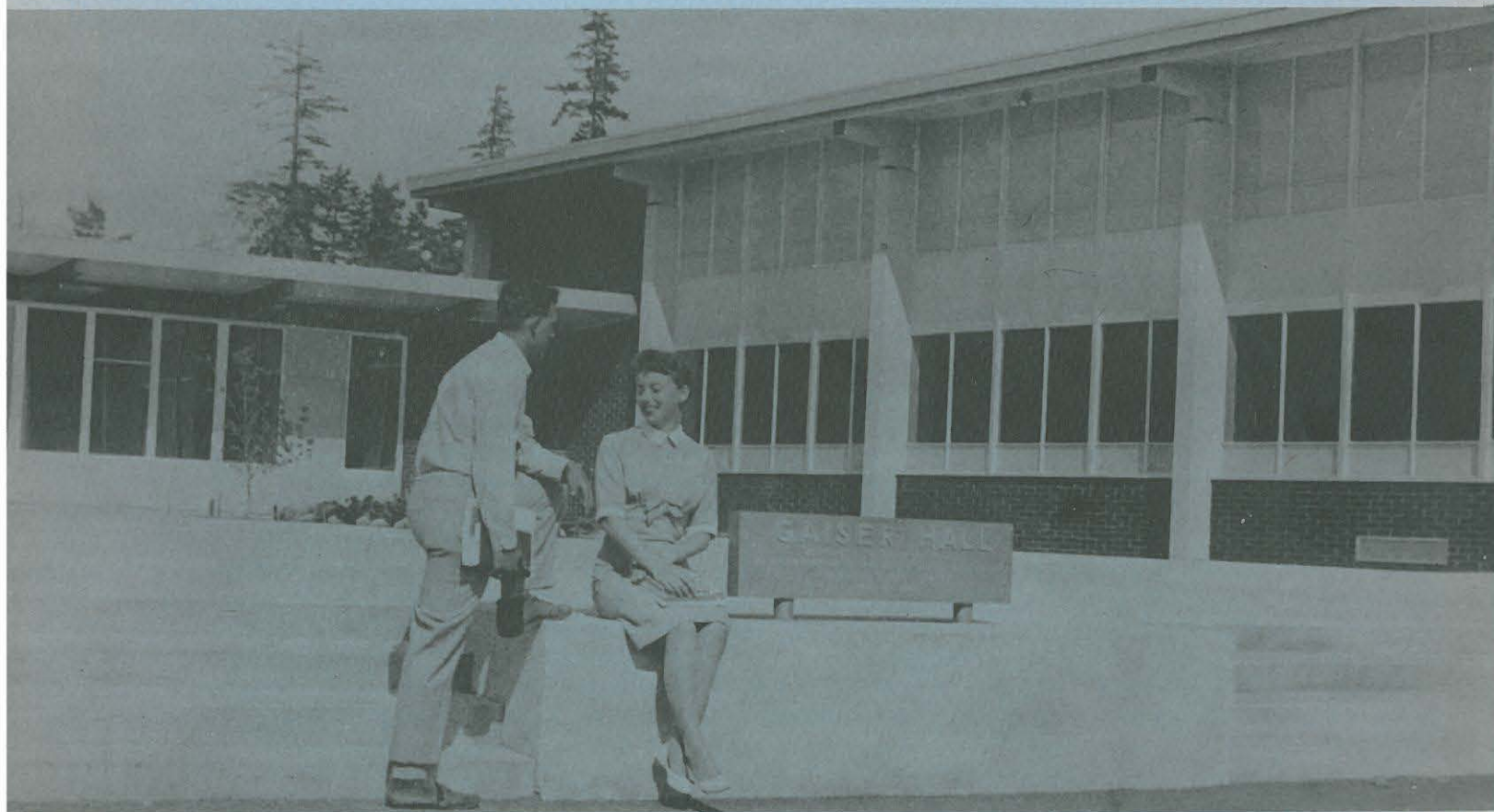


CLARK COLLEGE
Vancouver, Washington

Self-Evaluation Report
MAY, 1960



To The
Northwest Association
of
Secondary and Higher Schools

FOREWORD

Clark College has been engaged in various phases of this self-evaluation study for three years. The move from temporary buildings occupied since 1947 to the new campus in 1958 caused some delay in the study procedure. Faculty and administration committees studied the various areas of the College as the self-evaluation was accomplished for this report. Some of these groups have become permanent organizations since the study for this report was begun. An example of this is the teaching faculty organization.

An administration committee has been responsible for the editing of the material from the various sources in order to keep the size of the report to a minimum. Supplementary materials have been omitted from the report and will be made available to the visitation committee upon their arrival on campus.

TABLE OF CONTENTS

A. Institutional Objectives	1
B. Evidence of Stability	4
C. Finance	6
D. Plant	10
E. Material and Equipment	25
F. The Library	27
G. Registrar's Records and Reports	40
H. Curriculum	44
I. Instructional Staff	47
J. Instruction	56
K. Administration	58
L. The Students	75

PHILOSOPHY AND OBJECTIVES OF CLARK COLLEGE

Clark College serves as a center of learning and cultural endeavor for Clark County, Washington, and surrounding areas. It gives educational service to high school graduates, adults, and other special students who could profit from its offerings. For each of its students, its mission is to perform some of the following services, and preferably all of them.

To help the student find himself and his place in a rapidly changing world;

To increase knowledge and sharpen the desire and the methods of acquiring further knowledge;

To expand interest and to instill respect of learning;

To develop and sharpen skills;

To deepen concern.

The College seeks to increase knowledge not only by furnishing students with an abundance of facts, but by developing their resourcefulness and by motivating a life of continuous learning.

The College assists the student in discovering and increasing his potential as a productive person, a citizen, and a well-rounded intelligent personality.

The College seeks to develop new and sharpen existing skills of many kinds, among them the mental and manual skills of economic production, the skills of critical thinking, of lucid communication, and of efficient cooperation.

The College seeks to deepen the concern of students as social beings in a free society, believing that deepened concern will be reflected in greater individual responsibility--in the family, community, nation, and world. By providing and interpreting social, intellectual, and aesthetic experiences of an inspirational nature, the College tries to arouse appreciation and enjoyment of the noble and the beautiful thoughts and works of humanity and of the design and the orderliness of our physical universe.

The College sets for its students a high standard of purpose, yet endeavors to assist them individually to advance as far as possible and into every direction that is feasible in their quest to become more competent, cooperative, and refined individuals.

A. INSTITUTIONAL OBJECTIVES

1. The foregoing statement of the "Philosophy and Objectives of Clark College" was formulated by a "committee of committees" consisting of the chairmen of several institutional self-study committees; it was then presented to the committee of the whole (the entire faculty, teachers and administrators) who examined it thoroughly in small discussion groups, to one of which each faculty member belonged. Although faculty members did not make equal contributions to the supply of words actually employed, the statement can truly be said to be indigenous to the entire group. It cannot be said to be indigenous to the thinking of the students, except that it underlies all of the representations of the college that are made to prospective students and it is therefore hoped that it is the image of the college which the students elect to enter.

The current official catalog of Clark College makes the following statement of philosophy and purpose:

"As a community institution, Clark College serves as a center of learning and cultural endeavor for Southwestern Washington and the adjacent area. It attempts, through its educational offering, its extra-curricular activities and social opportunities to aid in the development of the whole student. For each of its students, its mission is to provide for broad general education and also for training in the skills demanded by business and industry."

The catalog also contains, of course, the objectives of its individual courses and subjects as well. The Liberal Arts Division aims at all the general objectives set forth in both statements. The Applied Arts Division is largely concerned with a single objective--to develop and sharpen skills. However, the exemplary ideals of its teachers and the requirement of courses outside the division insure that other objectives are not lost sight of.

A new department in the Liberal Arts Division has as its special objective the professional education of nurses. The statement of objectives worked out for this department by an interdepartmental committee is as follows:

I. Philosophy:

- A. The faculty of Clark College believes that nursing is a worthy and necessary profession for which the state recognizes a duty to prepare its citizens. We further

believe that the knowledges, skills, and attitudes necessary to a professional nurse can be most efficiently acquired in an academic setting.

II. Objectives:

A. The objectives of the nursing program are:

1. To provide within the framework of an Associate in Arts program a carefully integrated curriculum for the preparation of nurses;
2. To offer an opportunity for nursing students to develop professionally, culturally, and socially;
3. To assist nursing students in acquiring:
 - a. Knowledge and understanding of the basic principles in the major areas of nursing;
 - b. A breadth of understanding in the humanities which will make them more sensitive persons and more humane nurses;
 - c. Some comprehension of the problems of community health;
 - d. An appreciation of the nurse's role in society; and
 - e. A sense of responsibility for continuing personal and professional development.
2. Faculty members are made acquainted with the institution's purposes, and their sympathy with and understanding of the purposes encouraged, by orientation sessions held at the first of each academic year. The general orientation sessions are attended by the total staff; additional, more specialized sessions are attended by the new staff members. These special sessions, conducted both by the president and by the division deans, are intended to make new faculty members familiar with the philosophy and purpose of the junior college movement and with the attitude of the college toward the whole community in which it exists, as well as toward those special members of the community who become its students.

Moreover, the entire staff has an opportunity to re-examine the purposes of the institution in periodic faculty meetings in which the offerings of the several departments are discussed and in departmental

meetings presided over by the division deans, during which the teachers in those departments hold work sessions, defining and redefining catalog descriptions and statements of objectives.

3. The college attempts in various ways to measure the success with which its purposes are being accomplished. We realize that many of our most important purposes--to expand interest and to instill respect of learning--to sharpen the desire for further knowledge--to deepen concern--are so intangible as to defy any precise measurement. We do, however, try to evaluate by individual interviews whether students believe that these purposes are being accomplished. We talk to students who are withdrawing from college; we talk to students who have transferred to other colleges; we talk to high school teachers who are often able to tell us how some of their ex-students evaluate their Clark College training.

We try to measure how much we have increased the student's knowledge by using standardized national tests in certain courses; by scrutinizing the grade reports of students who have transferred to four-year colleges; and by measuring students' work against norms established both by our faculty and by other colleges.

We try to measure whether we have successfully developed and sharpened skills by many of the methods mentioned above, and also by interviews with the employers of our graduates.

But most important, perhaps, we try to determine whether we are accomplishing our purposes by continuous and conscientious soul-searching by teachers who really believe in the philosophy of the college and are determined to live up to it in their teaching.

B. EVIDENCE OF STABILITY

1. Classes began at Clark College in the fall of 1933. The college has existed continuously since that time, although no classes were conducted between February 1944 and February 1946. During those war years the college records were maintained and correspondence answered.
2. Clark College's Division of Applied Arts was added in the fall of 1946. The junior college as it had previously existed became the Division of Liberal Arts, and the vocational offerings of the Vancouver School District were taken over by the college.
3. No divisions of the college have been discontinued.

4. Yearly enrollment:

<u>Year</u>	<u>Fall Quarter High Actual</u>		<u>Cumulative for Year</u>	
	<u>Full Time</u>	<u>Part Time</u>	<u>Full Time</u>	<u>Part Time</u>
1959-60	1173	1751		
1958-59	1042	1703	1290	3496
1957-58	783	1314	1025	3652
1956-57	852	960	1042	2605
1955-56	746	718	933	1600
1954-55	637	707	761	1545
1953-54	494	626	642	1559
1952-53	525	617	627	1071
1951-52	430	538	528	908
1950-51	552	559	695	916

Graduates:

1959 - 226
 1958 - 189
 1957 - 216

5. Robert T. Oliver was Dean of the College from 1933 to 1935.

Lewis D. Cannell was Dean of the College from 1935 until 1946. When the Division of Applied Arts was added, Doctor Cannell became Dean of the Liberal Arts Division.

Paul F. Gaiser became ex-officio president of the college in 1941, when Clark became a public institution, and became an active administrator at the time of the founding of the two divisions, in 1946. Doctor Gaiser devoted full time to the presidency of the college from 1951 until his retirement in 1958.

Dwight C. Baird has been president since 1958.

6. Fourteen people have left the teaching faculty in the past five years -- four from the Liberal Arts Division and ten from the Applied Arts Division. Seven left to take more rewarding jobs, five left for personal reasons, and two retired. Four of these leave-takings occurred in 1959, two teachers left in 1958, six in 1957, and two in 1956.

C. FINANCE

Clark College is, by authority of the laws of 1945, P. 309, Sec. 3, established as part of Vancouver School District No. 37 and as such derives its revenues from the same sources as the rest of the school district under the formula prescribed by law. In addition to this revenue, a charge of \$3 per credit hour is made to students.

Division of funds is made cooperatively by the college Business Office and the District Business Office working under the established principle that all revenues accruing to the college by virtue of its operation shall be credited to the college.

1. Summary of receipts and expenditures 1958-1959:

Receipts:

A. Tax Revenue	
10. Local Tax Revenue	\$ 89,849.31 - 10.2%
20. Equalized County Support	96,424.08 - 10.9%
30. State Funds	493,100.48 - 56.0%
40. Federal & State Funds (Voc. Ed.)	15,303.85 - 1.7%
50. Federal Funds	2,629.42 - .3%
B. Revenue Receipts	
60. Student Fees	124,181.11 - 14.1%
C. Non-Revenue Receipts	
70. Local (Lunchroom, Sales of Materials, etc.)	58,013.30 - 6.6%
80. Federal (School Lunch & Milk Reimbursement)	<u>1,774.27 - .2%</u>
TOTAL RECEIPTS	\$881,275.82 - 100%

Expenditures:

100.	Administration	\$ 9,092.00 - 1.1%
200.	Instruction	595,432.99 - 72.9%
300-400	Attendance & Health Services	2.34 - neg.
500	Transportation	20.53 - neg.
600	Operation of Plant	79,888.25 - 9.8%
700	Maintenance of Plant & Equipment	44,652.99 - 5.5%

800	Fixed Charges	18,891.65 -	2.3%
900	Food Services	1,273.50 -	.2%
1100	Community Service	376.39 -	neg.
1200	Capital Expenditures	66,820.66 -	8.2%
1400	Non-Warrant Expenditures	<u>84.54 -</u>	<u>neg.</u>

TOTAL EXPENDITURES \$816,535.84 - 100%

2. Budget Summary 1959-1960:

Receipts:

A. Tax Revenue			
10.	Local Tax Revenue	\$ 45,745.74 -	4.0%
20.	Equalized County Support	103,225.56 -	9.1%
30.	State Funds	691,219.86 -	60.8%
40.	Federal & State Funds (Voc. Ed.)	18,844.87 -	1.6%
50.	Federal Funds	7,800.00 -	.7%
B. Revenue Receipts			
60.	Student Fees, Rental, etc.	128,500.00 -	11.3%
C. Non-Revenue Receipts			
70.	Local (Lunchroom, sales of materials, etc.)	77,410.00 -	6.8%
D.	Cash Balance 7/1/59	<u>64,739.98 -</u>	<u>5.7%</u>
TOTAL		\$1,137,485.81 -	100%

Expenditures:

100.	Administration	\$ 19,507.13 -	1.9%
200.	Instruction	697,449.00 -	66.5%
600.	Operation of Plant	103,617.00 -	9.9%
700.	Maintenance of Plant & Equipment	60,930.00 -	5.8%
800.	Fixed Charges	28,777.50 -	2.7%
900.	Food Services	54,100.00 -	5.2%
1100.	Community Services	200.00 -	neg.
1200.	Capital Expenditures	84,000.00 -	8.0%
1400.	Non-Warrant Expenditures	<u>360.00 -</u>	<u>neg.</u>

TOTAL BUDGETED
EXPENDITURES \$1,048,940.63 - 100%

3. Annual Surplus or Deficit:

Fiscal Year Ending:

June 30, 1950	Not segregated from District cash.
June 30, 1951	Not segregated from District cash.
June 30, 1952	Not segregated from District cash.
June 30, 1953	Not segregated from District cash.
June 30, 1954	Not segregated from District cash.
June 30, 1955	Not segregated from District cash.
June 30, 1956	Not segregated from District cash.
June 30, 1957	Not segregated from District cash.
June 30, 1958	Not segregated from District cash.
June 30, 1959	<u>\$64,739.98</u>

Total Accumulated Surplus \$64,739.98

4. Clark College has no endowments.

5. Yearly income from taxes and fees:

1950-1951	Not segregated from District funds.
1951-1952	Not segregated from District funds.
1952-1953	Not segregated from District funds.
1953-1954	Not segregated from District funds.
1954-1955	Not segregated from District funds.
1955-1956	Not segregated from District funds.
1956-1957	Not segregated from District funds.
1957-1958	Not segregated from District funds.
1958-1959	\$ 881,275.82
1959-1960	\$1,072,745.83

6. Clark College has no indebtedness for capital outlay.

7. Clark College has no fund which can be used for future expansion.
Remodeling could be done with accumulated cash surplus if budgeted.

8. Clark College has no current indebtedness except for bills in the
process of payment. These are handled on a regular monthly basis.

9. Student accounts receivable (none have been written off):

June 30, 1950	--
June 30, 1951	--
June 30, 1952	--
June 30, 1953	\$ 10.00
June 30, 1954	588.25
June 30, 1955	1,014.62
June 30, 1956	1,414.08

June 30, 1957	1,889.77
June 30, 1958	1,462.76
June 30, 1959	<u>636.00</u>

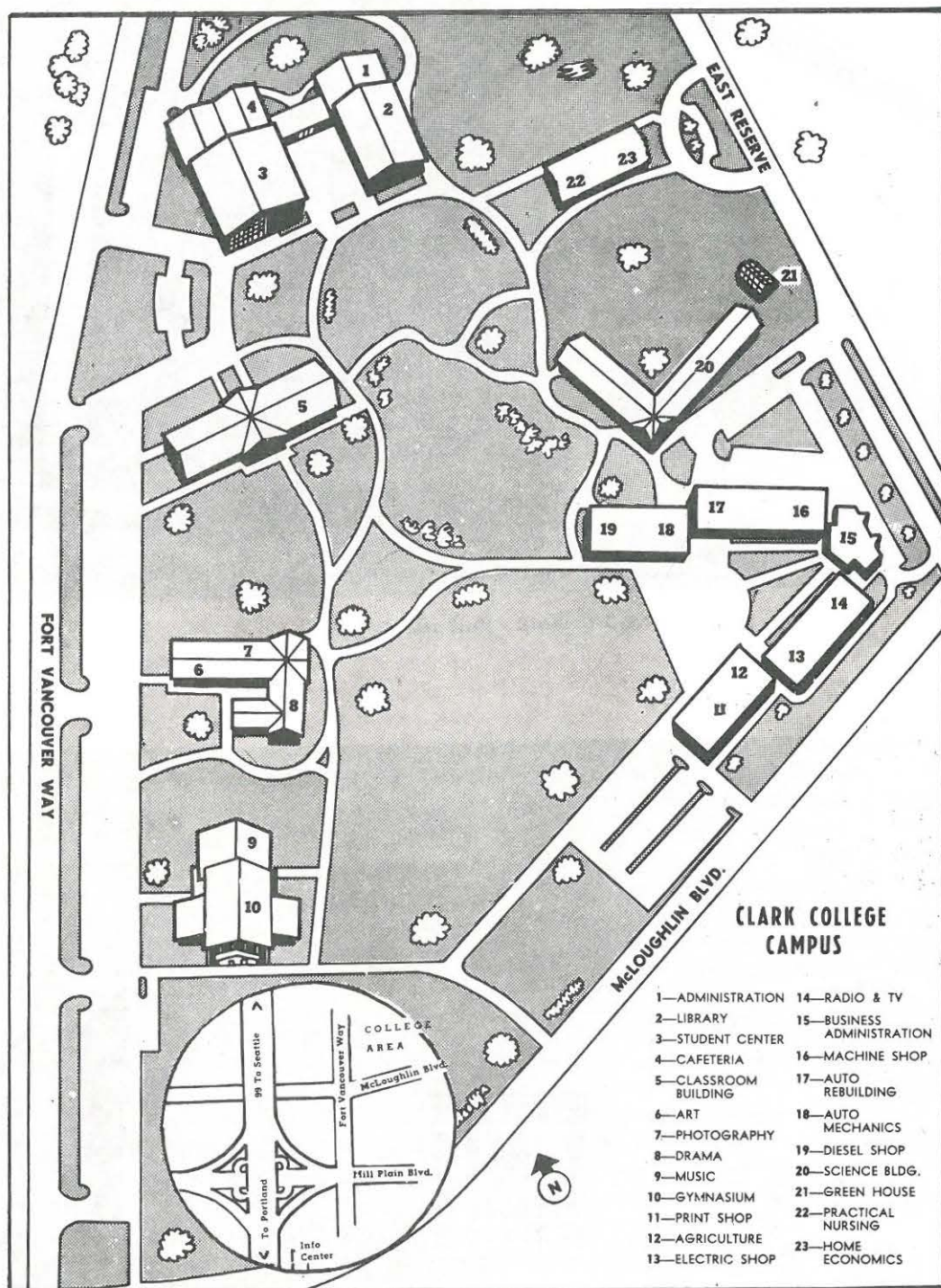
Accumulated Total	
Student Accounts	
Receivable	\$7,015.48

It should be noted here that most of these accounts are technical in nature and that no efforts at collection through legal channels have been made. All grants, records, and transcripts of students owing the college money are held up until their accounts are cleared.

10. Clark is not dependent on any source of income other than fees and tax support and has no program for securing and maintaining corporation or private gifts.
11. Records are maintained in the College Business Office and the School District business office. The college is audited once yearly by the state examiner as part of his regular audit of School District No. 37. Auditor's reports are sent to the secretary of the Board of Directors at the school district business office, and are kept on file in that office.

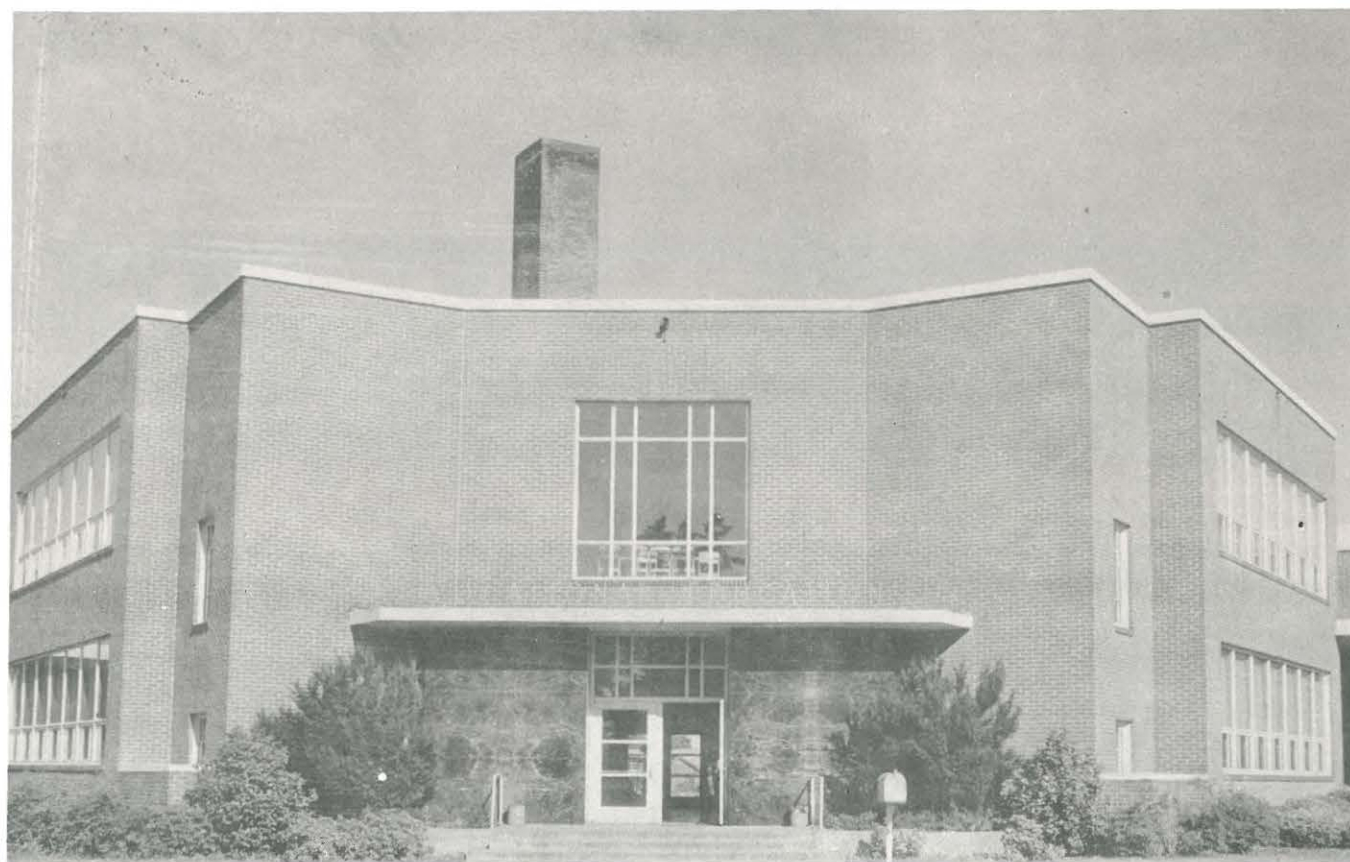
D. PLANT

1. Plan of campus by means of maps and photographs.





Gaiser Hall - Student Center



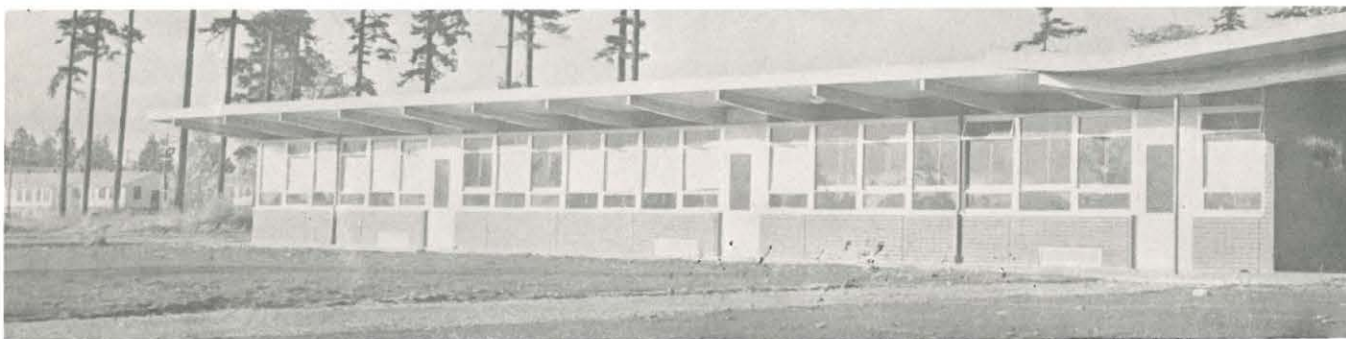
Applied Arts



Home Economics - Nursing



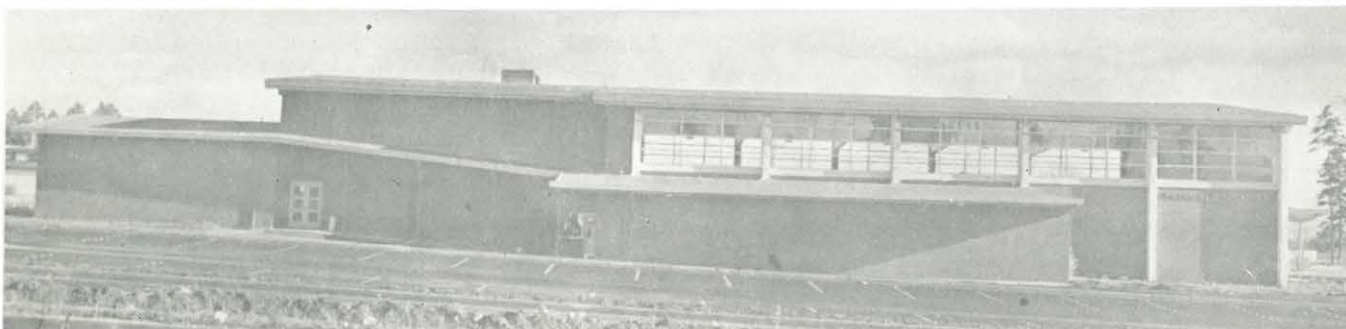
Science



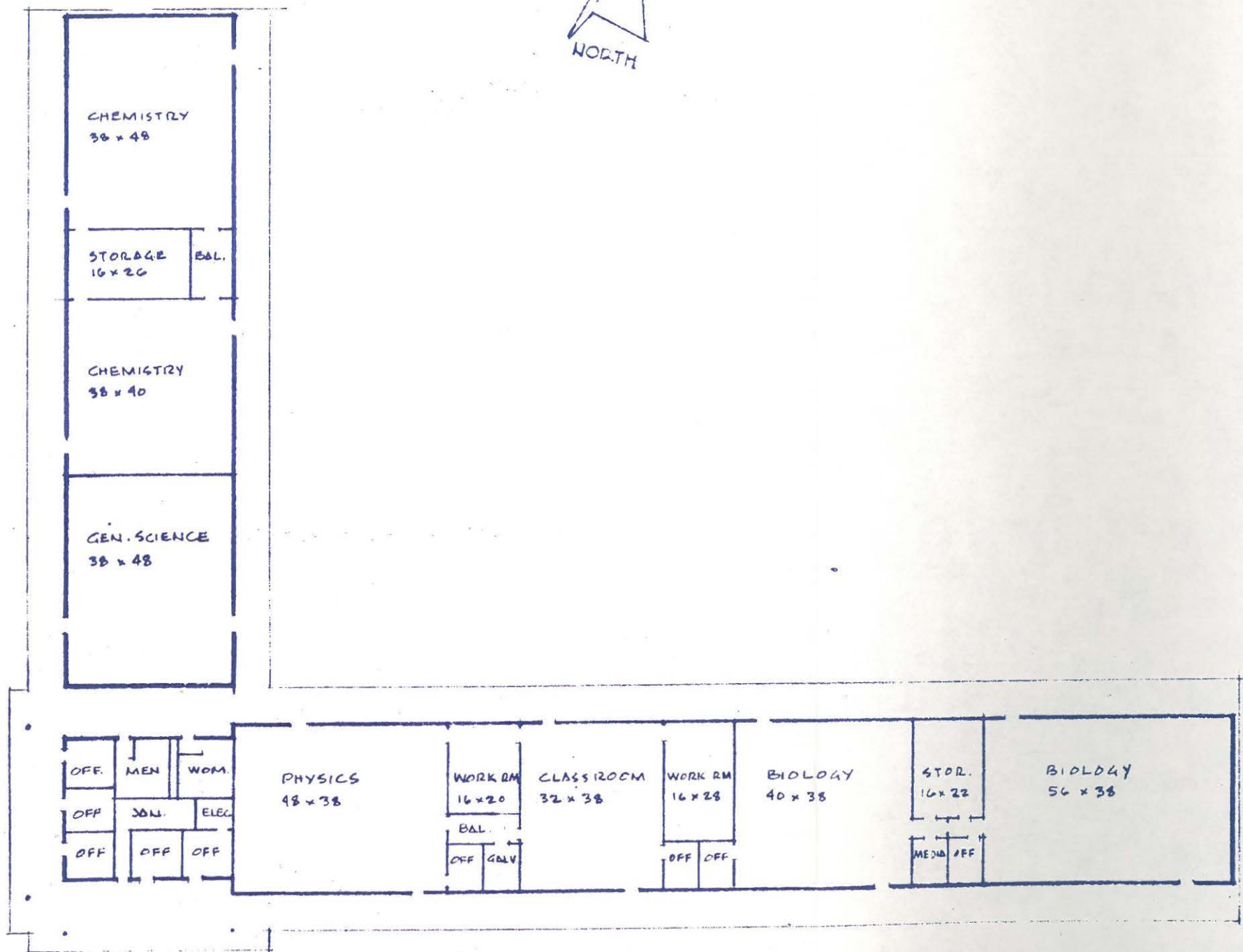
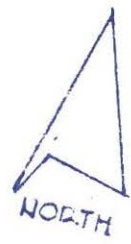
Classrooms



Arts & Drama



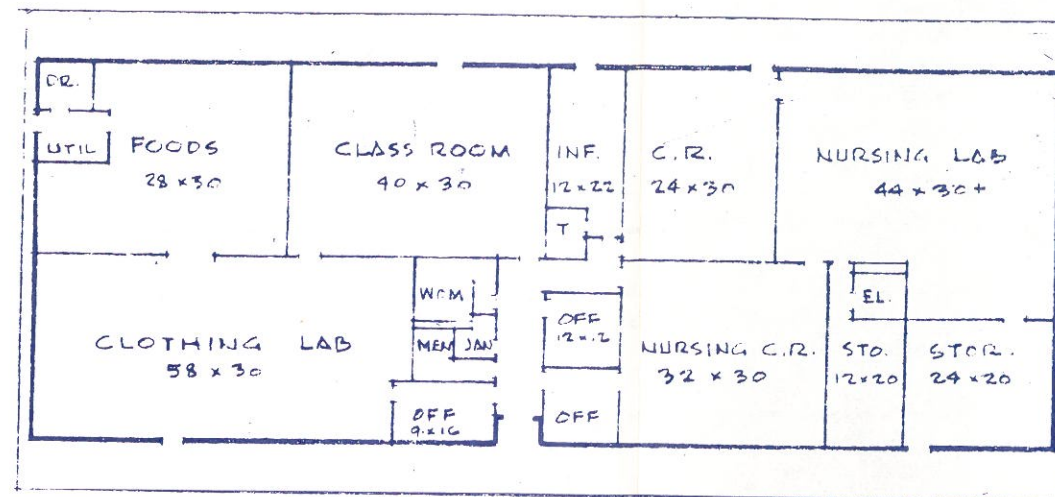
Physical Education



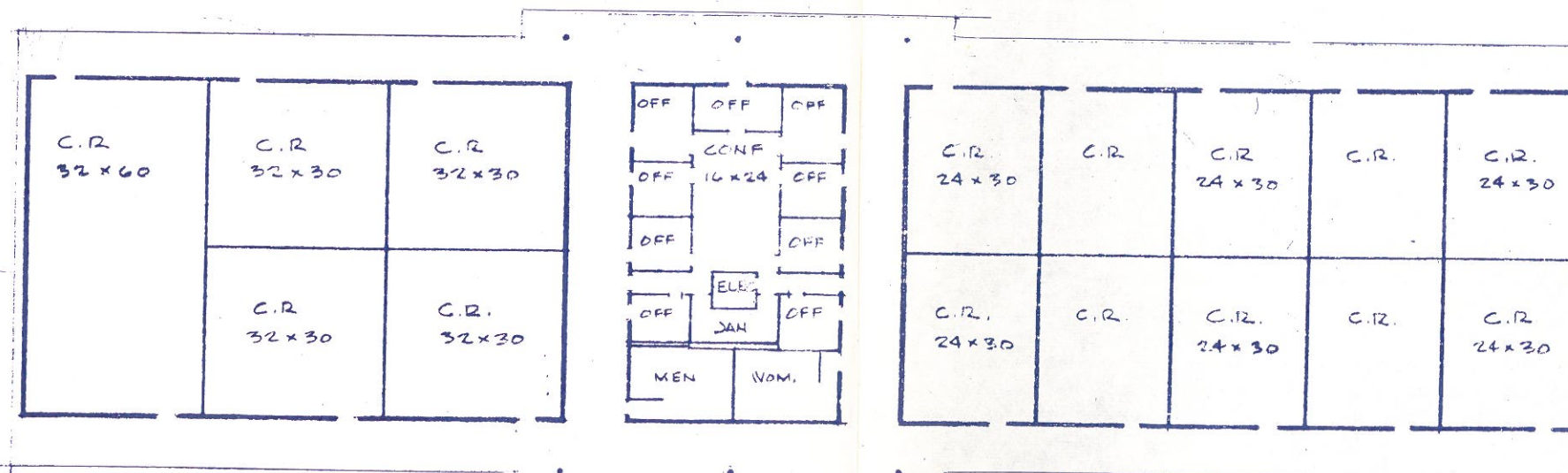
GREENHOUSE
20 x 40

SCALE 1" = 30'-0"

CLARK COLLEGE
SCIENCE BUILDING 4B
McCoy & Bradbury Architects Nov. 1958



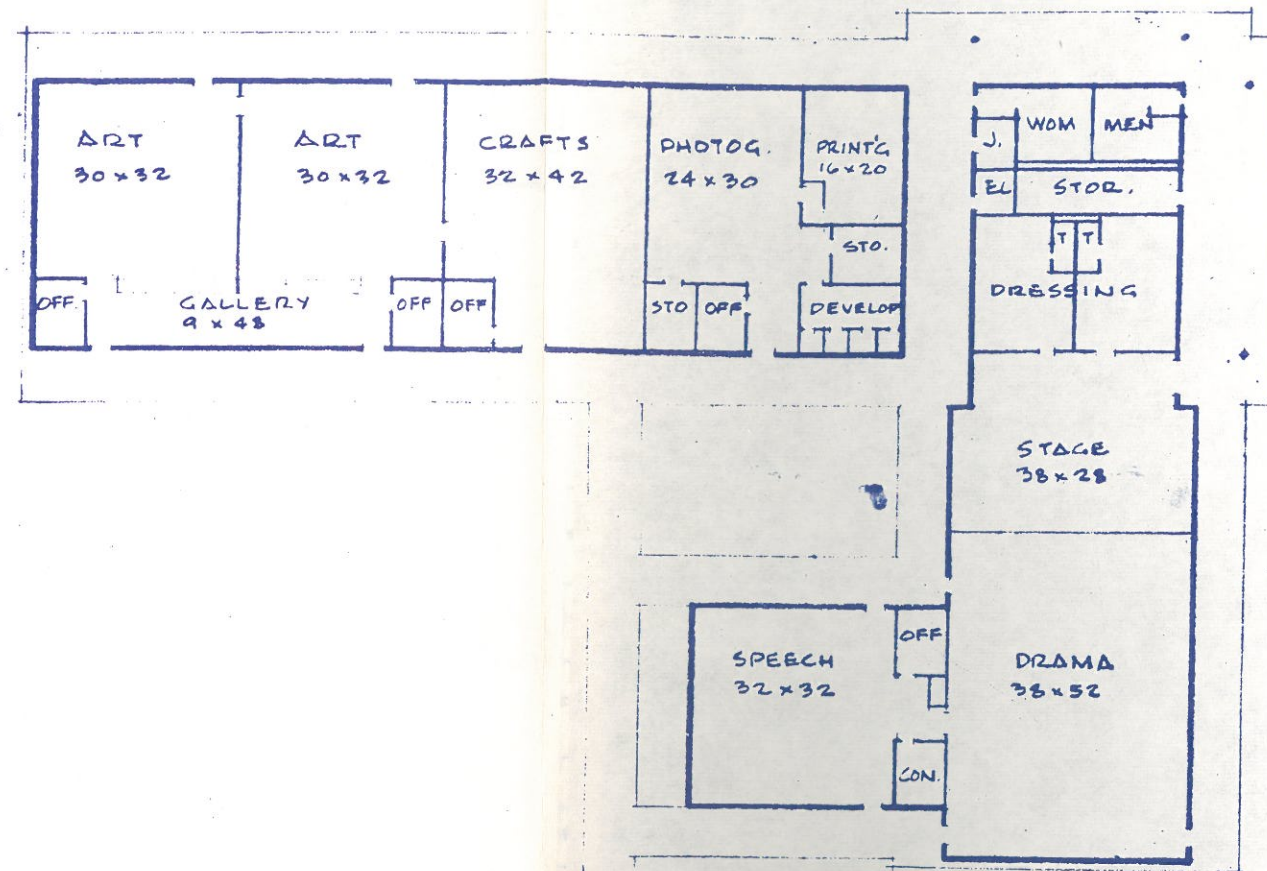
HOME ECONOMICS & NURSING



CLASSROOM BUILDING

SCALE 1 INCH = 30 FEET

CLARK COLLEGE
HOME EC. AND NURSING
CLASSROOM BLDG. 4C
MCCOY & BRADBURY, Architects NOV 1958



SCALE 1 INCH = 30 FEET

CLARK COLLEGE
ART & DRAMA

4D

McCoy & Bradbury Architects

Nov 1958



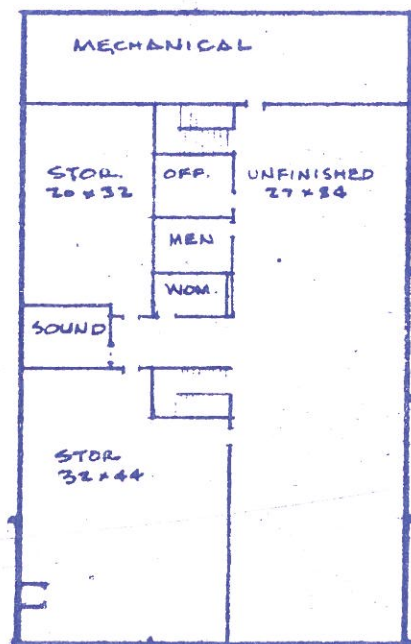
PLAN
SCALE 1" = 20'-0"

CLARK COLLEGE
MUSIC & P.E.

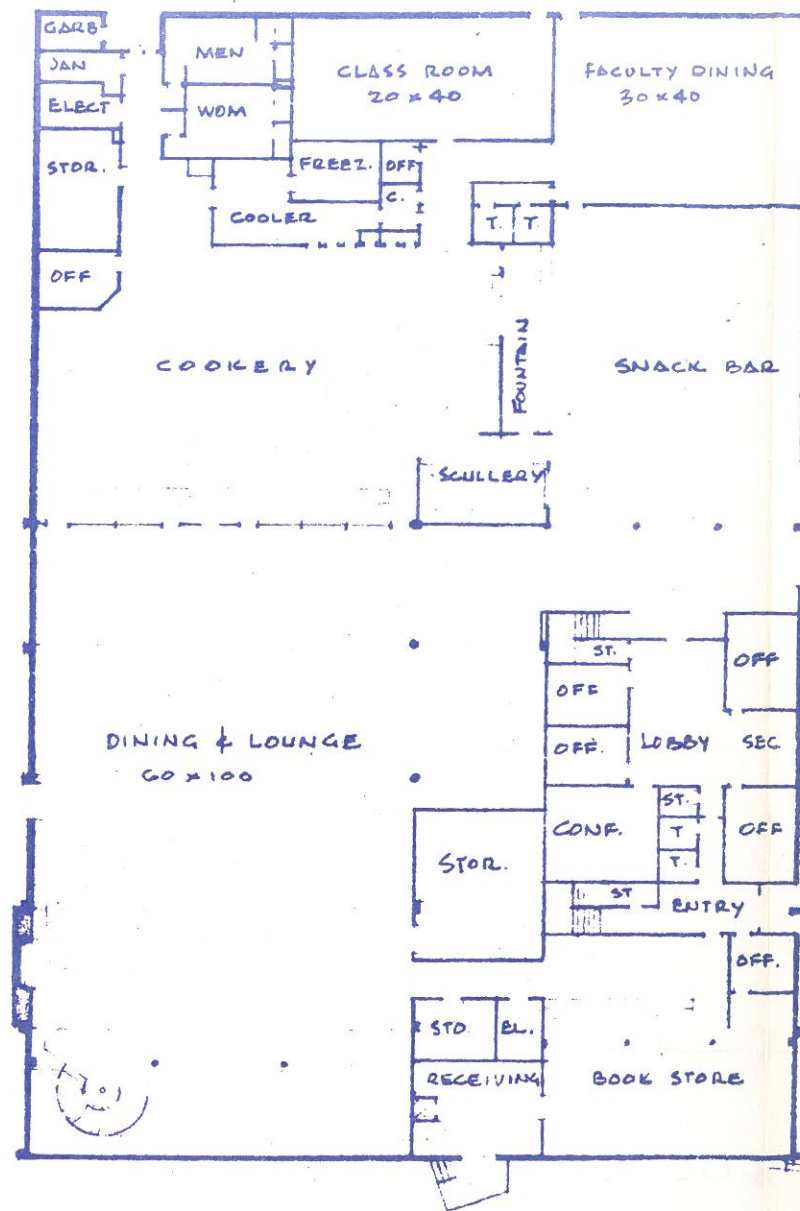
4E

McCoy & BRADBURY Architects

Nov 1958



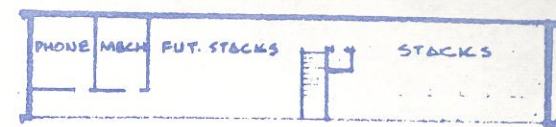
SECOND FLOOR



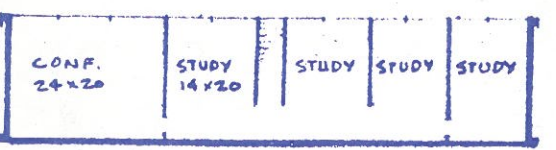
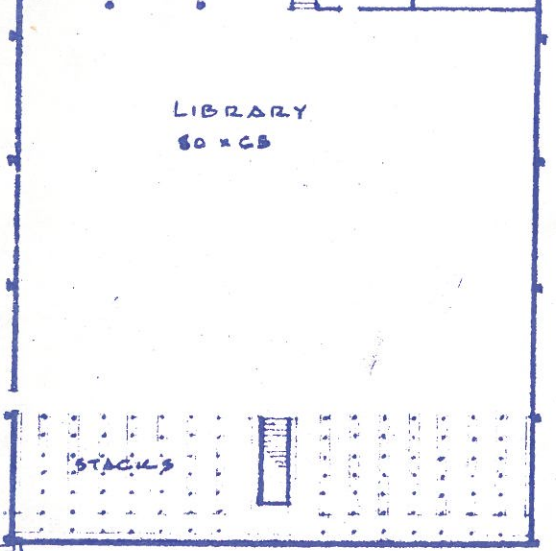
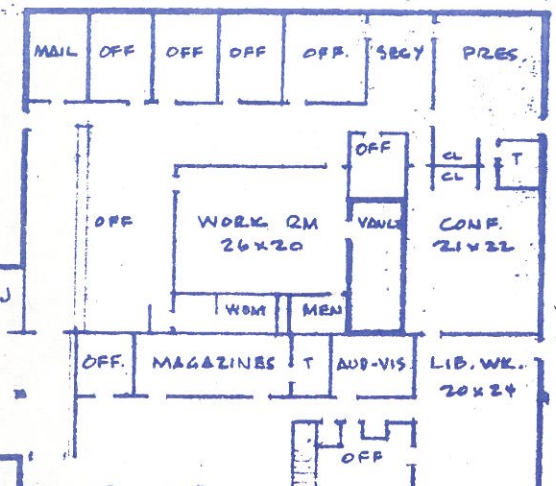
FIRST FLOOR PLAN
SCALE 1" = 30 FT.



SECOND FLOOR



SECOND FLOOR



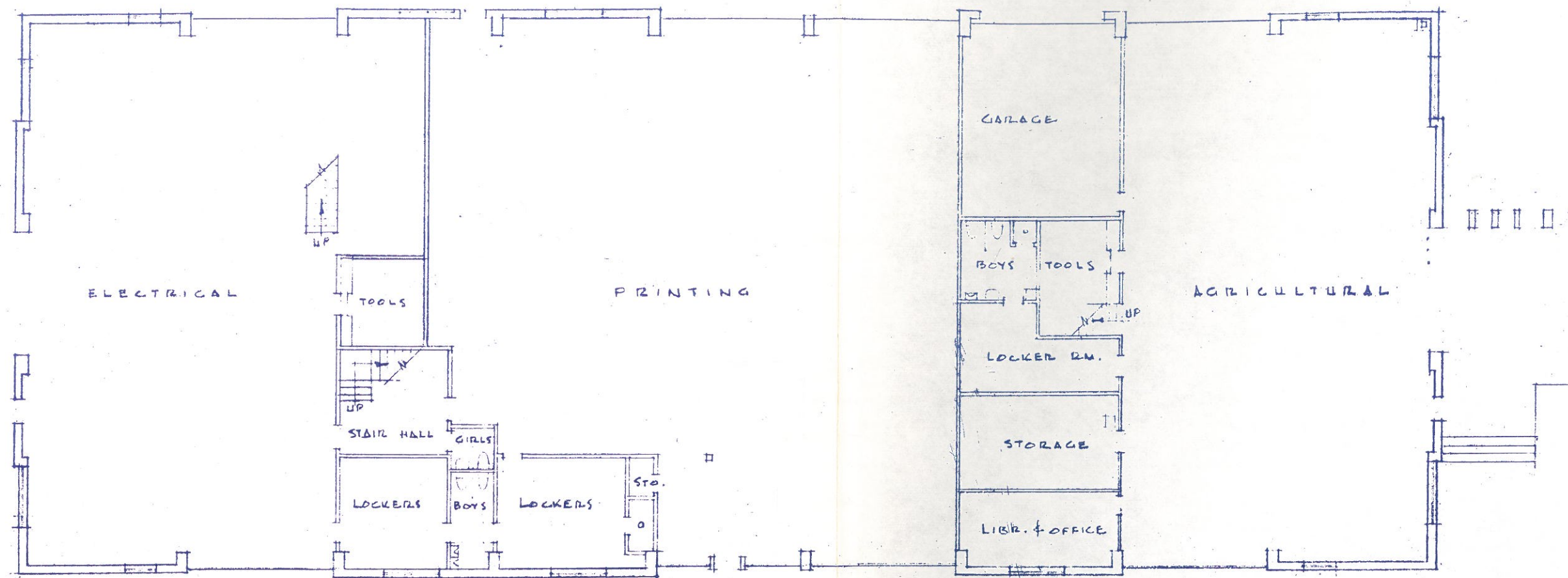
SECOND FLOOR

CLARK COLLEGE
STUDENT CENTER &
LIBRARY

McCoy & Bradbury Architects

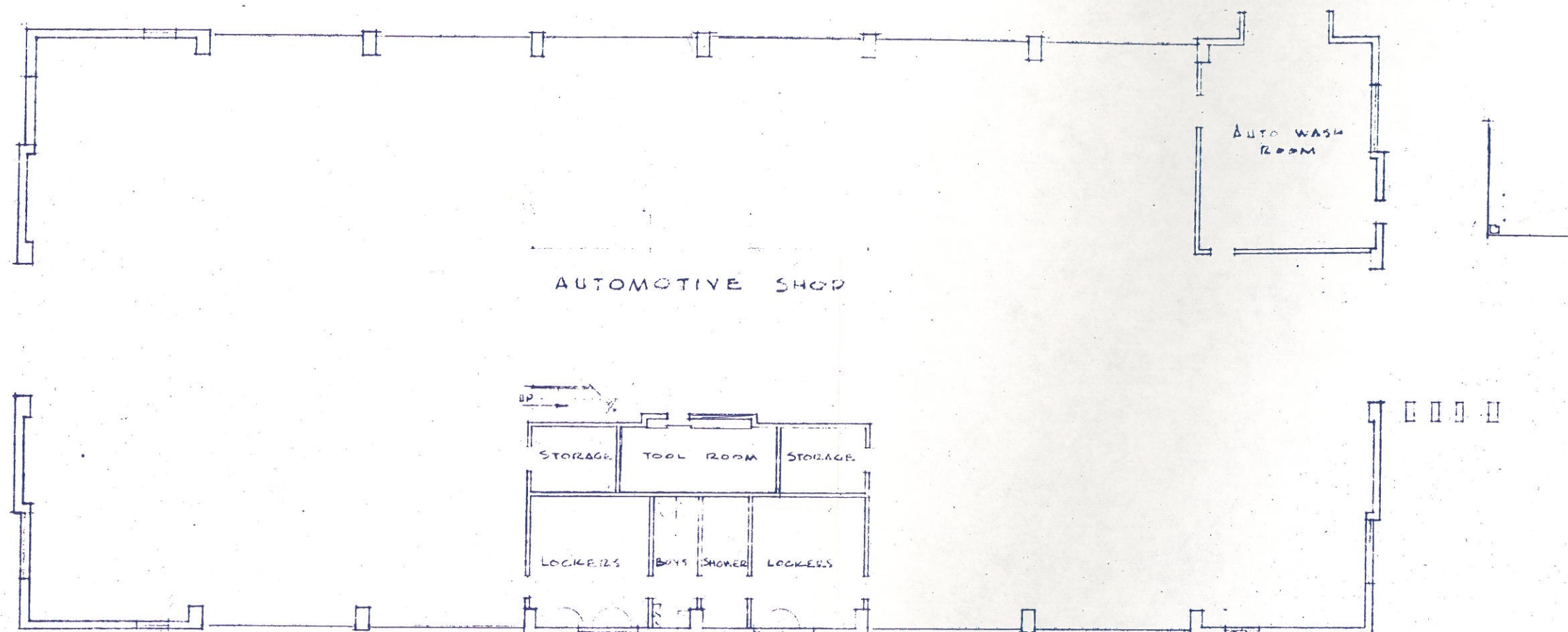
4F

Nov 1958

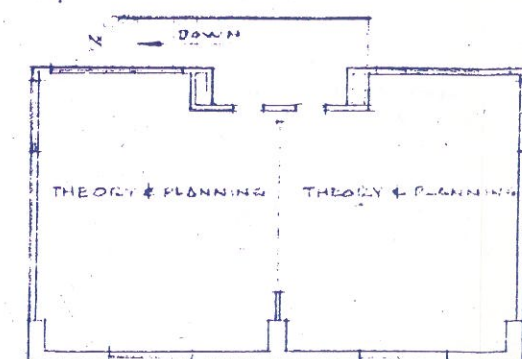


FIRST FLOOR UNIT "C" SEE DWG. Y-7 FOR SECOND FLOOR
 SCALE 1/16" = 1'-0"

UNIT "C"		FILE NO.
ELECTRICAL - PRINTING - AGRICULTURAL		4688
VOCATIONAL SCHOOL		DATE
15TH AND EAST RESERVE STREET		JAN.
VANCOUVER, WASHINGTON		13
DONALD J. STEWART, Architect		1949
VOCATIONAL BUILDING VANCOUVER, WASHINGTON		DWG. NO.
		4-4

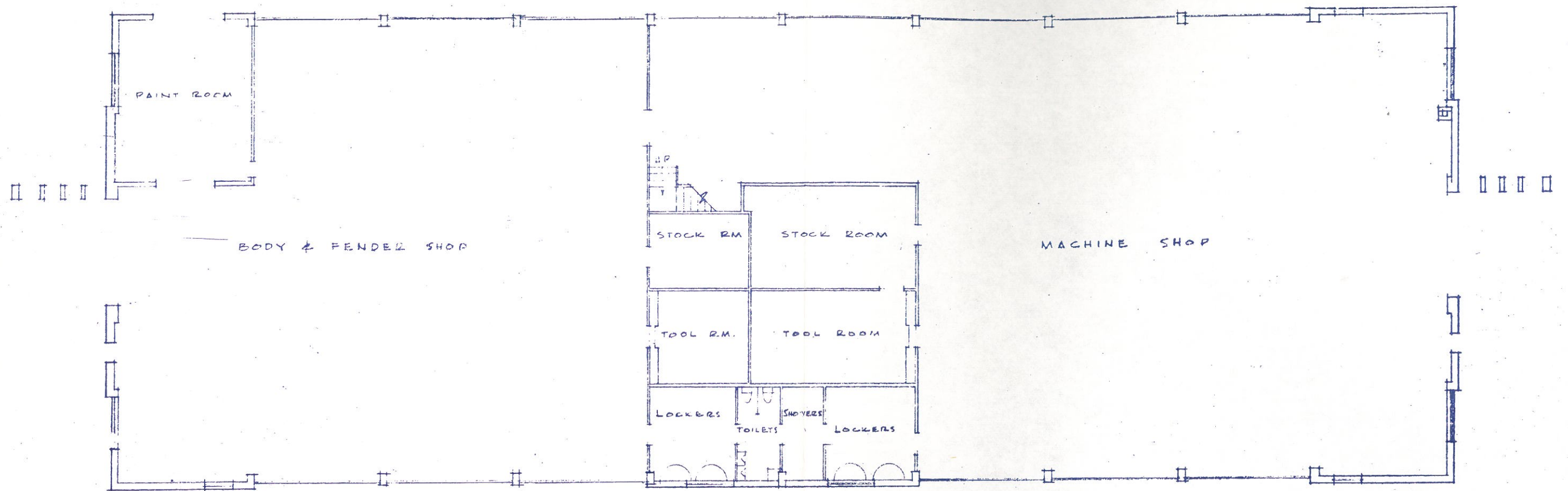


FIRST FLOOR UNIT "A"
SCALE 1/16" = 1'-0"

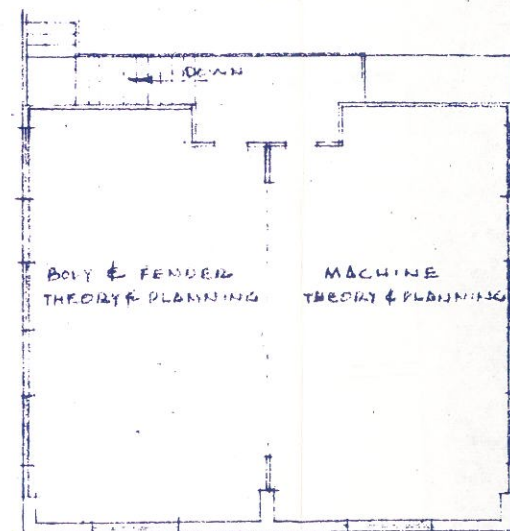


SECOND FLOOR UNIT "A"
SCALE 1/16" = 1'-0"

UNIT "A" AUTOMOTIVE SHOP		FILE NO. 46-88
VOCATIONAL SCHOOL		DATE JAN 13 1949
15TH. AND EAST RESERVE STREET VANCOUVER, WASHINGTON		4-21

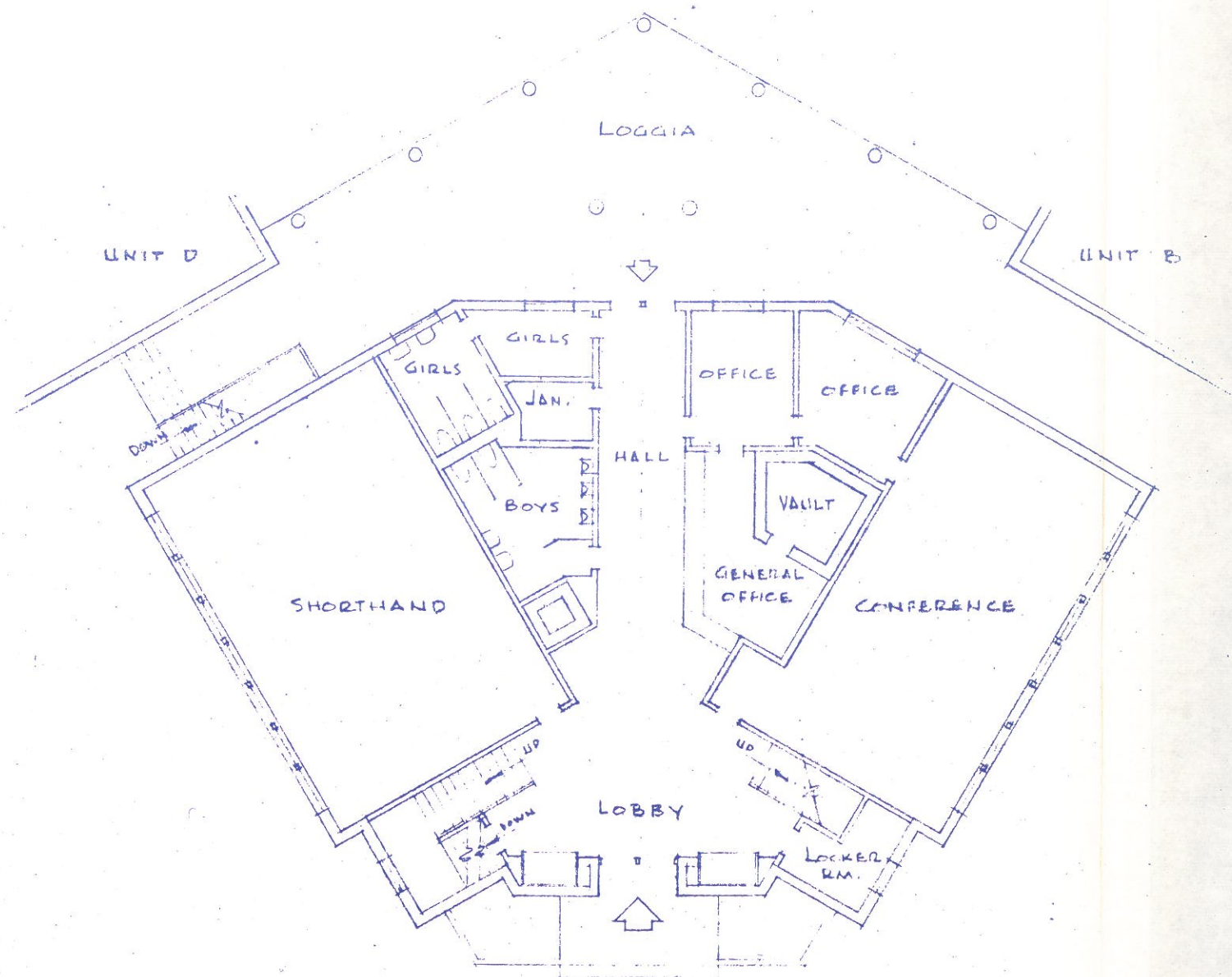


FIRST FLOOR UNIT B
SCALE 1/16" = 1'-0"

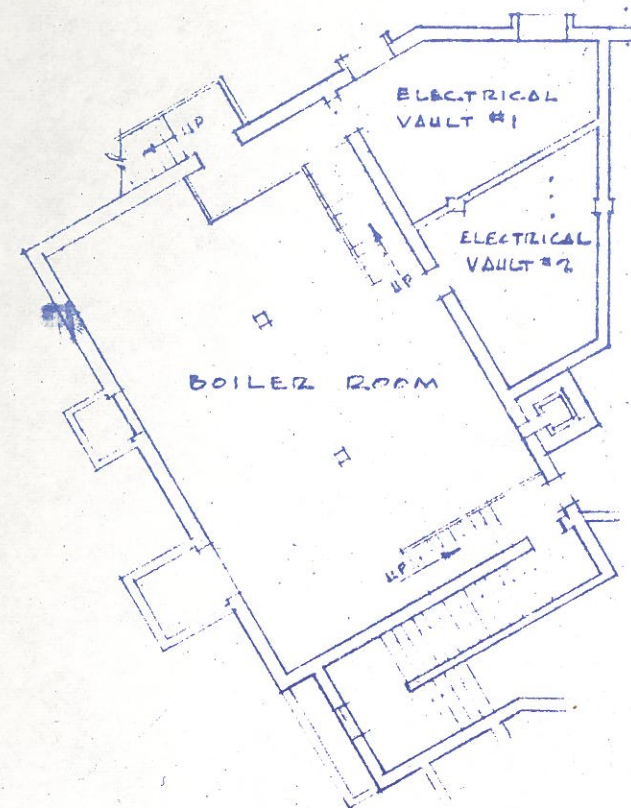


SECOND FLOOR UNIT B
SCALE 1/16" = 1'-0"

UNIT "B"		FILE NO.
BODY & FENDER - MACHINE SHOP		46-88
VOCATIONAL SCHOOL		DATE
		JAN. 13 1949
		DWG. NO.
DONALD J. STEWART, Architect		4-1
212 CENTRAL BUILDING VANCOUVER, WASHINGTON		

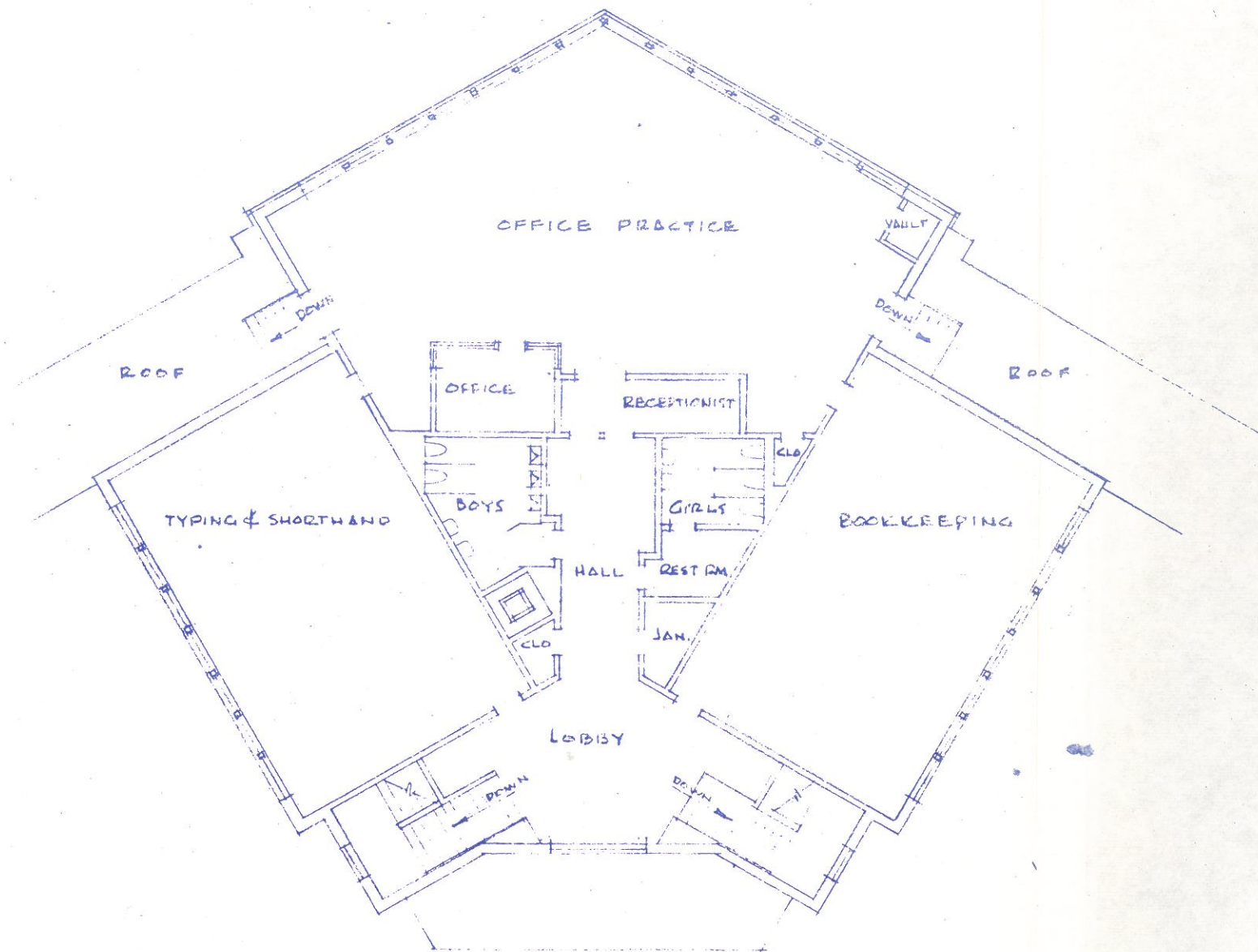


FIRST FLOOR PLAN UNIT "E"
SCALE 1/16" = 1'-0"

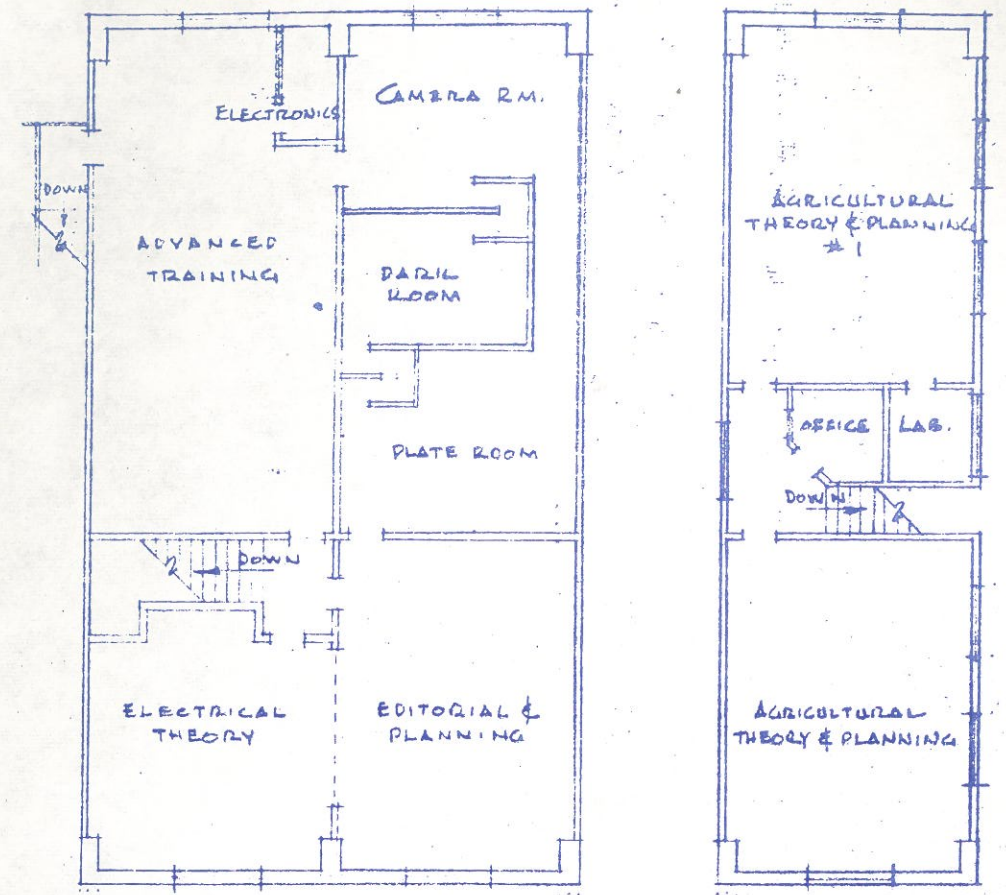


BASEMENT PLAN
SCALE 1/16" = 1'-0"

UNIT "E" ADMINISTRATION BLDG.	FILE NO. 46-88
VOCATIONAL SCHOOL 15TH AND EAST RESERVE STREET VANCOUVER, WASHINGTON	DATE JAN. 13 1949 DESIGN
DONALD J. STEWART, Architect 232 CENTRAL BUILDING - VANCOUVER, WASHINGTON	46



SECOND FLOOR PLAN UNIT "E"
SCALE 1/16" = 1'-0"



SECOND FLOOR UNIT "C"
SCALE 1/16" = 1'-0"

SECOND FLOORS - UNITS "C" & "E"		FILE NO. 46-88
VOCATIONAL SCHOOL		DATE JAN. 13 1949
15 TH AND EAST RESERVE STREET VANCOUVER, WASHINGTON		
DRAWN BY: [Signature] CHECKED BY: [Signature]		4-M

2. The physical plant of Clark College consists of six separate buildings and a group of five connected buildings located on a campus of approximately 60 acres in the heart of Vancouver, Washington.

The connected group, which houses our Applied Arts division, was built in 1949; and the other six buildings were completed in 1958.

Landscaping of the campus is still under way and should be substantially completed by the summer of 1960.

3. There are no particular limitations placed upon the attainment of the institution's purposes by reason of the present physical plant. The physical education program is rounded out by making use of community swimming and bowling facilities which we are fortunate to have in our area.

At present we are rather cramped for faculty and administrative office space, but in general, our existing facilities are adequate for our present enrollment.

4. Clark has been so recently established on its new campus that plans for future expansion or changes have not yet become firm. To keep pace with an ever increasing enrollment it appears that expansion will soon be needed in mathematics, engineering, and physical education facilities as well as certain areas in the vocational-technical field. In addition to this, space will be needed for faculty and administrative offices and for auxiliary enterprises. Maintenance and storage facilities will also be needed in the near future.

5. The college maintenance and custodial program is under the supervision of the Business Manager.

Custodial work is handled by a full-time staff of seven janitors and custodians, assisted by approximately 20 part-time students.

Specialized maintenance jobs such as electrical, plumbing, and painting work are done by School District maintenance personnel.

E. MATERIALS AND EQUIPMENT

1. Estimated present value of science laboratory and other institutional equipment by subject:

Art	\$ 9,439.15
Music	8,532.41
Physical Education	5,081.44
Home Economics	6,531.77
Parent Education	3,090.00
Graphic Arts	83,673.91
Photography	4,929.42
Nursing	6,504.11
Agriculture	12,756.45
Auto Mechanics	26,389.62
Auto Body Rebuilding	18,046.52
Diesel Technology	35,624.32
Welding	18,668.02
Machine Shop	306,713.95
Electric Shop	68,985.08
Electronics	7,900.00
Business	30,618.08
Commercial Cookery	65,500.00
Engineering	3,646.10
Biology	10,879.10
Chemistry	7,785.90
Physics	12,564.30
Mathematics	3,615.96
English	3,722.96
Social Studies	4,456.46
Languages	<u>5,723.46</u>

TOTAL	\$771,378.49
-------	--------------

2. Equipment expenditures have not been segregated to departments or subject fields prior to the current fiscal year. We are, therefore, submitting the following tabulation of total amounts expended for equipment from the general fund for each of the last three fiscal years and, in addition, amounts expended by subject field to date in the present fiscal year.

1956 - 1957	\$12,654.12
1957 - 1958	\$17,400.55
1958 - 1959	\$63,705.12

1959 - 1960 (To February 29, 1960)

Art	\$1,066.00
Music	128.00
Physical Education	3,345.00
Home Economics	267.00
Graphic Arts	14.00
Nursing	47.00
Agriculture	422.00
Auto Mechanics	38.00
Auto Body Rebuilding	24.00
Diesel	541.00
Welding	243.00
Machine Shop	1,300.00
Electrical Shop	200.00
Electronics	259.00
Business	922.00
Commercial Cookery	162.00
Engineering	95.00
Biology	2,156.00
Chemistry	286.00
Physics	5,829.00
Physical Science	637.00
Mathematics	301.00
Languages	<u>2,225.00</u>

TOTAL 1959-1960

\$20,507.00

3. Total expenditures for instructional supplies:

1956 - 1957	\$76,204.35
1957 - 1958	\$70,577.67
1958 - 1959	\$78,916.77

4. Report on visual aids equipment, availability, etc. is covered fully under the library report, Section F-12.

F. THE LIBRARY

Objectives

The major objectives of the Library, closely allied to those of the College, are:

To supply printed and audio-visual materials to supplement the verbal and experimental instruction of the classroom;

To provide other materials, not specifically related to course work, which will stimulate thought, broaden interests, and supply information for all students; and

To encourage reading and thinking by means of current as well as time-tested literature in all fields, an inviting atmosphere for study, exhibits and book lists, informal discussion and guidance, and liberal lending policies.

During the winter of 1958-1959, the Library Committee of the Clark College faculty met to analyze the use made of the Library. It outlined what it felt to be the proper function of the College Library, analyzed the performance of those functions by the Library, and made recommendations for the future performance of those functions.

The tentative list of suggested functions were:

1. Provide facilities and materials for research.
2. Provide facilities and equipment for student study.
3. Teach use of research materials.
4. Encourage use of facilities.
5. Furnish atmosphere conducive to an academic attitude.
6. Provide services for individual students.
7. Provide services for classes.
8. Provide services for instructors.
9. Supply expert guidance to students and instructors.
10. Make provision for obtaining audio-visual materials.
11. Acquire new and pertinent library materials.
12. Furnish incentives for good reading habits.
13. Furnish atmosphere conducive to extended use of the Library by students and faculty.

History

With the relocation of the College after the war years on the Fourth Plain campus in September, 1947, the Library was also brought together and the building of the present collection began. At this time an accession

record indicated that the college library had accessioned 3,784 volumes, but due to many factors only some 1,200-1,500 of these were then available as a nucleus of a Library in the fall of 1947.

The Library, until September 1953, was the work and responsibility of one trained librarian. A half-time circulation assistant was then provided for two years, and then a full-time circulation person was employed during the years September 1955, to June 1958. In the fall of 1958, a second professional librarian was added to the library staff and replaced the earlier help of non-professionals. In 1960, a half-time clerical assistant and half the time of an instructor in audio-visual services were added.

The Collection

1. Total volumes owned, by major subject classifications:

000 General works	305
100 Philosophy, psychology	393
200 Religion	193
300 Social sciences	1440
400 Language	160
500 Science	1137
600 Applied arts	1094
700 Fine arts	955
800 Literature	1855
900 History, biography, and travel	<u>1837</u>
Sub-Total	9369
Bound periodicals	1084
New books in process	<u>560</u>
Total	11,013

2. Volumes accessioned, by classifications, last three years:

<u>Class</u>	<u>1956-57</u>	<u>1957-58</u>	<u>1958-59</u>
000	34	18	70
100	39	63	22
200	36	62	13
300	254	216	200
400	2	12	9
500	112	182	102
600	228	172	110
700	201	123	82
800	140	193	98
900	<u>160</u>	<u>165</u>	<u>135</u>
Totals	1206	1206	841

3. Volumes discarded: No statistics have been kept of withdrawals. However, the Library has now in storage shelves around 500 volumes (estimated) withdrawn from the catalog and currently under review for either reinstatement or discard.
4. Periodicals: The Library currently receives a total, by subscription and gift, of 327 periodicals.

The collection reflects the wide variety of courses offered, but is especially well supplied in the basic sciences, applied arts, and social sciences. It is relatively free of the obsolete and unattractive materials of many older and larger collections. The Library does not maintain any "special collections" but intends simply to provide a balanced general collection in support of the entire teaching program.

Institutional Support

5. Expenditures for Library, last three years:

	<u>1956-57</u>	<u>1957-58</u>	<u>1958-59</u>
Books	\$4,929.60	\$4,566.00	\$2,997.46
Periodicals	1,552.09	1,459.47*	353.74
Binding and repair	292.69	481.94	433.08
Supplies	207.48	145.86	1,085.15
Films and records	420.72	386.00	653.76
Salaries	9,714.00	10,430.00	11,678.65

Wages (student assistants)**

Physical equipment**

*Includes \$841.89 for 1958-59 magazine subscriptions.

**Amounts not segregated.

6. Library staff: The Library is currently served by two professional librarians, an instructor as audio-visual specialist (half-time), and one clerical assistant (half-time), besides an average of eight student assistants.

a. Librarian - Brooks A. Jenkins

- (1) Academic degrees
B.A., Middlebury, Vermont
B.S., Columbia University, School of Library Service,
New York
- (2) Graduate work beyond highest degree
University of California, Berkeley, 1 year
- (3) Experience
Library of Congress, 3 years
Washington State University Library, 5 years
Willamette University librarian, 3 years
Chairman, Northwest College Librarians, 1 year
Librarian, Clark College, 1 year
- (4) Salary
\$6,980 for 231 days
- (5) Duties
Be responsible for the organization of the Library and
its services
Supervise the selection and purchase of all Library
materials and equipment
Supervise freshman Library orientation
Instruct student Library assistants
Perform certain desk duties such as reference and cir-
culation work
Arrange exhibits
Serve as member of Executive Advisory Council

b. Order Librarian - Helen Mitchell

- (1) Academic degrees
B.S., Ohio State University
M.S., Library Science, University of Southern California
- (2) Experience
Librarian, Vancouver Public Schools, 3 years
Librarian, Clark College, 13 years
Currently Chairman, Junior College Section, ACRL,
American Library Association
- (3) Salary
\$6,780 for 185 days
- (4) Duties
To order books and periodicals

To catalog books
To supervise periodical collection
To supervise bindery processing
To assist in supervising student assistants
To assist in ordering and scheduling films

c. Audio-Visual Director - Delmar V. Harris

- (1) Academic degrees
B. S., Arkansas State T. C.
B. A., University of Washington
M. A., (major in Audio-Visual), University of Southern California
- (2) Experience
Teacher, Audio-Visual education, University of Portland, Oregon, 3 years
Audio-Visual director for Vancouver School District, 3 years
Instructor, photography, Clark College, 11 years
Fulbright exchange teacher in Holland, 1953-54
- (3) Salary
\$6780 for 185 days
- (4) Duties
Half-time:
Directs audio-visual program
Hires and trains projectionists
Maintains audio-visual equipment

7. Instruction in Library Use: There are no classes in Library use. All English composition instructors are invited, but not required, to take their classes to the Library for instruction in cooperation with the librarians. A few English instructors in each quarter of the 1959-60 academic year responded to this invitation, a total of perhaps 25 hours of class instruction in the use of the catalog, indexes, and reference books. Other instructors also - in biology, chemistry, practical nursing, and applied arts - have in other years made use of this service.

Mimeographed material extending welcome to the Library and outlining its uses was distributed during student orientation week.

The librarians are available (and consider this their first duty) for consultation and individual instruction.

The Library has been privileged to give "cadet training" to a student from the University of Washington School of Librarianship during the Spring Quarter, 1960. It gives intensive Library practice to ten or a dozen student assistants each year, chosen on the basis of interest, merit, and need.

Extent of Utilization

8. Student use of the Library: Three kinds of evidence of student use of the Library are here employed. First, statistics are given to show circulation of books and periodicals to students. Total circulation and average daily circulation (outside or "free" loans only) are shown, for selected months in 1958-59 and 1959-60. (The same months were chosen, for comparative purposes). Secondly, sample figures are given showing attendance in the Library during morning and evening hours. Thirdly, a summary of return from a questionnaire prepared and completed in the spring and fall of 1959 by the faculty Library Committee is here included.

	<u>Total Circulation</u> (includes reserves)	<u>Average Daily Circulation</u> (outside, "free" loans only)
1958 Oct.	1066	26
Nov.	808	37
Dec.	416	24
1959 Jan.	1336	43
1959 Oct.	824	26
Nov.	739	31
Dec.	490	19
1960 Jan.	767	34

<u>Average Daily Attendance in Library</u>				
1959 Oct.	10:30 a.m.	95	8:30 p.m.	35
1960 Jan.	"	107	"	17
Mar.	"	96	"	32

In an attempt to learn the extent and kinds of library use made by both regular and evening college students, as a guide to better service, the faculty Library Committee in the Spring Quarter, 1959, circulated a questionnaire to all students.

A tabulation of the answers to the questionnaire follows:

	<u>Day Program</u>	<u>Evening Program</u>
Do you use the Library in any manner ?	878 Yes 217 No	95 Yes 175 No
Do you use the Library in the morning?	497	22
afternoon ?	453	30
evening ?	302	76
Do you use the Library as a place to study?	750	47
use Library books?	649	61
use newspapers?	274	21
use pamphlet materials?	253	27
use encyclopedias, dictionaries, and other reference materials?	452	57
use all these materials?	210	22
visit with your friends?	221	10

9. Service to faculty and college administration: Faculty needs are met in a variety of ways: by extended loan (quarter or longer) of books, by routing of many current journals direct to instructors, by borrowing and scheduling films and providing projectionists, and by a policy of inviting book orders and suggestions for magazine subscriptions. A special "faculty shelf" of new books and pamphlets on educational developments is maintained. A reserve book collection is an aid in supplementing textbooks for many courses, and calls for close cooperation with instructors. The occasional lists of new books accessioned is checked for each instructor, to show books ordered by the instructor.

The librarians, in turn, invite faculty participation in special projects; e.g., history and English faculty committees checked book lists for a national survey of junior college libraries; interested faculty met with the librarian to formulate policy regarding purchase of slides; art and music instructors helped prepare two library exhibits.

The librarian is a member of the Executive Advisory Council. He has helped on occasion to find material for speeches and reports being prepared by administrators. He has kept the President informed of Library operations, needs, and policies.

10. Use of Library by faculty and administration: Prior to construction of the new campus, physical separation of the applied arts (vocational) and liberal arts divisions created contrasting habits of use which tend to perpetuate themselves, perhaps unduly. Instructors in the applied arts division frequently expect permanent loan of materials for ready reference and referral of students. The liberal arts faculty tends to use the Library more directly, for personal reading, classroom reference, assignments, and reserve books.

The average daily circulation of books to faculty has remained fairly constant, for the last few years, between four and five titles.

A detailed questionnaire regarding faculty use of the library directed to the faculty in the spring of 1959 is summarized below:

Faculty Use of the Library
Questionnaire

(38 of the faculty responding)

A. <u>Using Library Facilities</u>	<u>Extensive</u>	<u>Occasional</u>	<u>No</u>	<u>Unfeasible</u>
Do you:				
1. Know the Library and its resources, particularly in your field?	22	12	1	0
2. Use the Library resources in teaching?	8	27	0	0
3. Check out Library materials to have for classroom use?	5	18	11	1
4. Maintain a departmental stock of Library books or materials for week, term, or year?	11	16	10	1
5. Go beyond the use of a single textbook and devise some classroom procedures which may involve bringing library books to class or of taking the classes to the library books?	5	19	12	1
6. Individualize teaching whereby students and instructors meet in Library conferences for instruction?	1	6	22	8

	<u>Extensive</u>	<u>Occasional</u>	<u>No</u>	<u>Unfeasible</u>
7. Use of Library as a text-book or laboratory, i. e., organize courses around Library materials?	4	10	18	4
8. Plan Library assignments to help meet needs of students with varying mental abilities and aptitudes?	1	16	17	2
9. Request Library books be put on reserve for short-time circulation to meet class assignments?	1	16	17	2
10. Plan work so that students of various groups will not be needing the same Library materials at the same time?	8	9	16	1
11. Use audio-visual aids?	2	5	20	0
12. Schedule some of your office hours in the Library?	2	6	26	1
13. Continuously look for new materials to supplement teaching and confer with the librarian for its purchase?	17	17	1	1

B. Cooperating with the Librarian

Do you:

14. Call upon the librarian to help in building course outlines and in planning teaching procedures where the Library is involved?	2	10	20	3
--	---	----	----	---

	<u>Extensively</u>	<u>Occasionally</u>	<u>No</u>	<u>Unfeasible</u>
15. Give two or more weeks advance notice of assignments involving the use of Library materials?	2	12	19	4
16. Make certain that Library materials are available in sufficient quantity before making assignments?	12	9	12	4
17. Invite the librarian to report problems which your students have in using Library materials?	7	7	20	2
18. Invite the librarian to participate in departmental meetings and workshops?	0	0	32	3
C. <u>Directing Students to Library Resources</u>				
Do you:				
19. Include Library orientation as part of your course?	9	8	17	2
20. Teach your students to use the specific Library resources needed in your teaching field or in related fields?	11	13	14	0
21. Assign Library work for:				
a. long term papers, 3 or more references?	7	10	19	1
b. short reports, written?	5	16	13	1
c. background for oral reports?	5	12	17	1
d. panel discussion?	2	8	22	1
e. documents or background reports?	2	9	19	1

- | | | | | |
|---|----|----|----|---|
| f. outside reading - books
& magazines? | 6 | 21 | 4 | 1 |
| g. special reports - elected
by students to make up
deficiencies in work? | 2 | 13 | 19 | 1 |
| h. occasional Library assign-
ments? | 2 | 17 | 16 | 1 |
| i. no Library work? | 0 | 5 | 27 | 1 |
| 22. Plan purposeful visits to
the Library with your
entire class? | 1 | 5 | 26 | 4 |
| 23. Encourage pleasure reading
from books related to your
course? | 17 | 12 | 7 | 1 |
11. Inter-Library loans: Access to other libraries in the Portland-Vancouver area, and the non-research nature of the College program, mean that few inter-Library loans are requested. However, five books have been borrowed through inter-Library loan procedures during the current year.
12. Audio-Visual Services: The Library staff formulates policies, which are carried out by the audio-visual director.

Films, filmstrips, recordings, and slides are provided for instructors, who may choose these from catalogs on file.

Active borrowing, scheduling, and previewing of films are carried on in the Library and the entire campus is supplied with equipment from the Library's central location. (Certain course work requires the permanent location of some projectors in some classrooms.)

Projectionists are provided who are students chosen, trained, and scheduled by the audio-visual director and who are paid on a per-showing basis.

The college owns some recordings, filmstrips, tapes, and slides, and believes in the gradual acquirement of films in selected areas. At present the budget is largely used for film rentals and the purchase of equipment.

This equipment now comprises the following:

7-16 mm. motion picture projectors	2 opaque projectors
5-filmstrip projectors	5 tape recorders
1-3 1/4 x 4 1/2" slide projector	2 record players
1-35 mm. slide projector	5 portable projection screens
1-filmstrip record player combination	3 rubber-tired carts/projection stands

Assistance has been given the foreign language program by the setting aside of a listening room in the Library, equipped with a tape recorder with headphones and a supply of tapes made by instructors. (This is preliminary to the installation of a 20-station language laboratory being installed by the College for use in the 1960-1961 academic year.)

Production has been another service, the department having provided slides, recordings, tapes, motion pictures, and still pictures.

Evidence of use is the number of films shown in classrooms during the current (1959-60) school year: 486 films with an average of two showings per film, or 972 showings, September through March.

13. Reserve lists: Reserves are of three kinds: Overnight (two hours until 3:30 p.m., when they may be borrowed for overnight use), two-hour (Library use only), and three-day. Occasional exceptions to these standard loan periods are made by the librarian. The total number of titles on reserve is small, but these volumes are extensively read. Multiple copies of some titles are acquired, either by purchase or by use of instructors' personal copies.

A file of instructors' reserve books is kept at the circulation desk. Special long book cards are used to identify reserve books. Instructors are reminded of the several book services at the beginning of each quarter.

14. The major proportion of the books in the collection have been purchased in response to requests from instructors, division deans, the director of the evening college, and the president. The librarian has continually sought in a number of ways to bring balance into the collection by routing lists and publishers' brochures to faculty and otherwise directing attention to certain books. Special attention is given to new course offerings. General reference books in all areas are selected with faculty consultation by the librarians.
15. Recent improvements in Library housing, facilities, and service: The Library has shared fully in the advantages of a move to a new campus. Stacks for at least double the present collection are already

in place. A generous circulation desk area, reference section, and librarian's office strategically located make for efficient use of these areas. A combination of a large reading room and balcony study-rooms answer fairly well the problem of sufficient, and quiet, study areas.

Special shelving for bound periodicals was constructed and installed in the summer of 1959; it equals in quality the best Library furniture. Expansion of the catalog has been allowed for by the purchase of two fifteen-drawer sections.

A table designed for easy reference use of the several large volumes of the Cumulative Book Index has been acquired.

Large expanses of glass in the Library have been tinted to guard against glare.

New audio-visual equipment has been recently purchased (see Item 12 for complete list).

G. REGISTRAR'S RECORDS AND REPORTS

1. When the student enrolls, a folder of information and records is established. This folder contains the student's official grade records from high school and/or college, other official documents from other agencies having to do with the student, counseling records and test information, an identification photo, correspondence to and from the student, and other documents pertinent to the student's educational history. A permanent and original record is also established for each student. Grades and credits earned are posted to this record each quarter of the school year. Copies of this record are made on request and one copy is mailed to the student at the end of the school year.

All records, both active and inactive, are kept in steel filing cabinets in the fire proof vault located in the main administration building.

2. Institutional transcripts conform in all ways to the recommendations of the American Association of Collegiate Registrars and Admissions Officers.
3. The Office of the Registrar prepares the following reports and studies for use of the administration and faculty.
 - a. A quarterly enrollment report summarizing current enrollment, comparing like quarters each year, and comparing the current quarter with the preceding quarter in the current school year.
 - b. A Fall Quarter enrollment analysis containing distribution of students by men-women, class rank, major, high school, in-state, out-of-state, etc. This report is brought up to date each quarter to include new students.
 - c. Reports of students on scholastic probation or suspension.
 - d. Grade reports for the use of the scholarship committee.
 - e. Grade reports at the end of the first quarter to high schools in our service area.
 - f. A statistical report to the business office for purposes of determining state financial support.
 - g. A report to the U.S. Office of Education.
 - h. A report to the Supervisor of Junior Colleges for the State of Washington.

- i. Enrollment reports as requested by various agencies of the college.
 - j. Quarterly grade reports to counselors.
 - k. Quarterly grade reports to students.
 - l. Quarterly mid-term grade reports to students and counselors.
 - m. Grade reports to various agencies contributing financial aid to students.
 - n. Preparation of quarterly counselee lists for counselors.
4. Printed forms used for admission, registration, and records-keeping will be available to the visiting committee in the conference room in the administration wing of Gaiser Hall.
 5. The Registrar's Office, as a part of student personnel services, provides communication with faculty and students through the following media.
 - a. Sections of information in the college catalog and the student handbook.
 - b. Bulletins to the faculty.
 - c. Announcements in the student newspaper.
 - d. Reports of students on probation.
 - e. Correspondence with students regarding admission, registration, attendance, deficiencies, etc.
 - f. Oral reports and discussion at meetings of the faculty.
 - g. Grade reports and transcripts to and for students.
 6. The following publications are provided prospective and enrolled students.
 - a. The catalog--one hundred and twenty-five pages of information including: (1) the calendar, (2) administration, (3) history, (4) general information concerning regulations, fees, graduation requirements, (5) student services, (6) a section on career planning, (7) the curriculum, (8) the evening college, (9) the faculty and staff.
 - b. Pamphlet material designed to represent the institution pictorially, factually, and concisely.

- c. Student handbook
 - d. Scholarship flier and statement of the financial aid program.
7. Under the administrative plan of the college the Dean of Students serves in the capacity of registrar. Carrying the responsibility of records-keeping and statistical detail is the assistant registrar.

a. Assistant Registrar - Doris Troxel

Education:

Clark College, 1940 to 1942

Washington State University, 1944 to 1946 (B. A. degree)

Experience:

Vocational School, Kaiser, Vancouver, Wn., General Office Work,
1942 (1 mo.)

Barnes General Hospital, General Office Work, 1942 to 1944

Clark College, 1946 to present

- b. Other members of the office of the registrar include: the secretary in charge of admissions records who is also secretary to the Dean of Students; a half-time clerk who helps the assistant registrar with posting, filing, etc.; a student who works two hours per day helping with filing and other routine matters.
8. Since the college moved to its present campus in the fall of 1958, the enrollment has increased considerably and the office facilities have been strained in proportion. Despite limits in space and the handicap of too few staff (a situation which is being remedied), the office of the registrar has been able to function adequately and has up-dated its operation.

Office equipment is modern and in good repair.

The office of the registrar, which is a part of the Dean of Student's responsibility, is located in the administration wing and is readily accessible to both students and faculty. Files are kept in the fire-proof vault. The workroom in the main office houses office equipment and supply storage. The central reception area, the workroom and the vault are conveniently located next to each other.

Office equipment used particularly by the registrar's office includes:

- (1) McBee Keysort registration tub, sorting needle, and groover.
- (2) Bruning Copy Machine -- Model 110

- (3) Standard Rocket ditto machine
- (4) A. B. Dick Mimeograph 445
- (5) Recordak scanner for reading micro-filmed records .
- (6) Marchant Figurematic Calculator
- (7) Two electric Royal typewriters
- (8) One standard Royal typewriter
- (9) Addressograph

H. THE CURRICULUM

1. The length of the academic year is thirty-six weeks (180 days), divided into three quarters. Because we find it more satisfactory for the fall-winter break to coincide with the Christmas holidays and because time is always lost in accustoming the large freshman class to the routine of college work, the fall quarter is usually thirteen weeks long, the winter quarter eleven, and the spring quarter twelve.

Of the 180 days, five, at the beginning of fall quarter, are spent in interviewing, testing, counseling, orienting new students, and in actual registration procedures. At the end of each quarter, three days are set aside for final examinations and registration for the next quarter. That is, the student follows a regular 2-hour examination schedule, but during his free period he completes his registration.

We do not set aside any definite time as a reading period, but, since almost every student has hours during the day in which classes are not scheduled, he is encouraged to spend that time in the necessary reading.

Of the 180 days, therefore, five are spent on what might roughly be called orientation, nine on final examinations, and the remaining 166 on actual classroom work.

2. All regular students are required to take a minimum of:
 - a. Nine credits in communication, selected from courses in English composition and speech.
 - b. Two credits in personal and community hygiene.
 - c. Three credits in physical education activities.

Further, all regular students in the liberal arts division must have had a minimum of ten credits in each of three subject areas to be selected from the humanities, the sciences, the social sciences, and mathematics, and an additional ten credits to be distributed over these four subject areas.

All regular students in the applied arts division must have had a minimum of five credits in each of three subject areas to be selected from the humanities, the sciences, the social sciences, and mathematics, and an additional five credits to be distributed over these four subject areas.

3. Clark grants the following degrees:

Associate in Arts--To qualify for this degree a candidate must have completed 96 credit hours, must have met the distribution requirements listed in the section of (2) above pertaining to liberal arts students, and must have maintained a grade point average of 2.00 or above.

Associate in Applied Science--To qualify for this degree, a candidate must have completed 96 credit hours, must have met the distribution requirements listed in the section of (2) above pertaining to applied arts students, and must have maintained a grade point average of 2.00 or above.

Certificate of Completion--To qualify for a certificate of completion, a candidate must have successfully completed 90 credit hours of work exclusive of physical education.

Certificate of Practical Nursing--To qualify for a practical nursing certificate, the candidate must have completed 64 clock hours in courses in food, nutrition, and home management, and 416 clock hours in nursing arts and related subjects; and further, must have completed 36 weeks of hospital practice and clinical instruction.

4. Clark, as a junior college, offers only lower division courses.

5. Courses are added to the Clark curriculum whenever there is a sufficient need or demand for them or whenever such courses are added to the senior institutions to which some of our students expect to transfer. Courses added on the basis of need during 1959-60 were the English 81-82-83 sequence: a non-transfer English designed for students whose backgrounds or abilities do not qualify them for regular English composition but who do need further training in understanding and evaluating the reading material of ordinary adult life, and in the clear, logical expression of their own ideas.

Courses added on the basis of demand in 1959-60 were beginning Russian and Beginning and Intermediate Spanish.

Courses under consideration for early addition to the curriculum are differential equations, dynamics, and engineering report writing.

Sometimes a course is added when the staff is augmented by an instructor qualified to offer the course. Examples of such additions are, again, Russian and Comparative Religion.

Courses are discontinued, temporarily at least, when the demand for them becomes so slight that it is no longer feasible to offer the course; or when the course no longer seems to fulfill its original function.

Remedial English, for instance, was discontinued in the day school after a three-year trial, when it was found that not many of the students were receiving any measurable help from it.

6. Until the fall of 1959, Clark had no definite list of "required" courses; rather, each student, with the help of his counselor, worked out a program that filled his particular needs. When a list of specific requirements was compiled, it was the result of extended study by a committee of ten faculty members representing various college departments and then reworked and approved by the administrative committee.

The requirements can be diminished or expanded, if they are found impractical, by the same kind of process.

7. A continuous study of the curriculum in his own division is made by each division dean. The dean consults with the faculty involved, and together they work on the improvement of various courses, in content, in requirements, in procedures, and in textbooks.
8. The administration concerns itself with objectives, curriculum content, and instructional outcome by continuous examination of catalogs of other institutions to which our students may transfer, and attendance at workshops and other inter-institutional meetings at which curricular matters are discussed. Further, the administration provides released time and travel allowances for faculty members to attend professional meetings concerned with their subject areas. The division deans also hold informal meetings with the faculty in various departments--meetings which concern themselves primarily with course content, course aims, and realization of those aims.
9. No structured devices for polling student reaction exist, but the teachers are all sensitive to student reaction and adapt their methods, and, to a much lesser extent, the content of their courses, to the expressed needs of class members, within the limits of maintaining reasonable standards for the courses.

I. THE INSTRUCTIONAL STAFF

1. For the last two years, the Clark teaching faculty has had its own organization, its own officers and its own meetings, but not until this spring has it attempted to formulate regulations. A faculty committee has prepared a set of "Rules for Guidance of Activities" which is being considered for adoption. The proposed rules are as follows:

Clark College Teaching Faculty Association Rules for Guidance of Activities

Name: The name of this organization shall be The Clark College Teaching Faculty Association.

Purpose:

1. To assist the college in achieving a quality educational program.
2. To provide opportunity for faculty members to discuss together mutual problems.
3. To maintain a channel of communication between teaching faculty and administrative faculty on problems pertinent to classroom teachers.

Membership:

1. Full time classroom teachers are automatically members of this association.

Officers:

1. The officers of this association shall be president, vice president, secretary, parliamentarian.
2. Term of office shall be for one year and shall begin with the first meeting of the spring quarter.
3. A nominating committee appointed by the president shall present a ballot with two nominees for each office at the third meeting of the winter quarter. Opportunity shall be given for further nominations from the floor.
4. Election shall be by secret ballot at the third meeting of the winter quarter, a majority vote constituting an election.

Duties of Officers:

1. The president shall preside at the meetings and the executive board of the association. He shall carry out the duties usually associated with the office.
2. The vice president shall in the absence of the president perform the duties of that office.
3. The secretary shall keep minutes of meetings and

prepare copies of same for distribution to the members and shall file reports and other data for the association's use.

4. The parliamentarian shall be responsible for proper conduct of business.

Executive Board:

1. The executive board shall consist of the officers of the association and the members of the faculty representative committee.
2. Meetings shall be monthly and/or on special call.

Meetings:

1. Association meetings shall be held monthly.

Quorum:

1. A quorum shall consist of one officer and one-half the total membership.

Committees:

1. There shall be the following standing committees:
Faculty Representative Committee, Personnel Policies Committee, Salary Committee, Committee on Rules.
2. Faculty Representative Committee
 - A. The membership of the committee shall consist of the president of the Clark College Teaching Faculty Association and four elected members, two to be elected each year and for a two year term.
 - B. The functions of this committee shall be
 - (1) To promote faculty unity.
 - (2) To meet regularly with the Executive Advisory Council of the college.
 - (3) To serve in other capacities at the direction of the faculty.
3. Personnel Policies Committee
 - A. This committee shall consist of five members and shall be appointed by the president.
 - B. The functions of this committee shall be to study faculty personnel policies and make recommendations for change or improvement.
4. Salary Committee
 - A. This committee shall consist of five members and shall be appointed by the president.
 - B. The functions of this committee shall be to keep the faculty informed in regard to teacher salary trends and to make recommendations promoting the best interests of the Clark College faculty.
5. Committee on Rules
 - A. This committee shall consist of five members appointed by the president.
 - B. It shall be the function of this committee to prepare revisions of rules for guidance of association activities.

Revision of Rules:

1. Proposed revision of rules must be submitted in writing to the Committee on Rules to be prepared for presentation at a regular meeting. The proposed revision shall be read at a regular meeting one month prior to submission for vote.
2. Rules may be revised by a majority vote.

Order of Business:

1. The order of business shall follow accepted parliamentary procedure.
- b. All teaching faculty members are eligible to vote on any question raised in a teaching faculty meeting.
- c. At present, Clark has no department heads. Instructors are directly responsible to the dean of their division.
- d. General faculty meetings, presided over by the president of the college, or, in his absence, one of the deans, are held on the first Tuesday of each school month. Teaching faculty meetings, presided over by the president of the Teaching Faculty Association, are held every third Tuesday.
- e. Discussions in general faculty meetings are concerned with such matters as the procedures to be followed in counseling and registration; with methods of arriving at a uniform grading procedure; with reports from convention delegates; with the philosophy of junior college education and Clark's practice of that philosophy.

Discussions in teaching faculty meetings deal less with philosophical matters and more with particular problems: the arrangement of examination schedules, the possibility of a new salary scale, the appointment of committees, and sometimes their reports, and the minutiae apparently essential to the operation of any group.

- f. The secretary keeps minutes of the teaching faculty meetings and distributes a copy to each instructor at the beginning of each meeting. No official minutes of general faculty meetings are kept.
- g. Standing committees responsible to the administration are (1) a "scholarship committee" whose chief responsibility is the granting of aid to various students: tuition grants based on grade point averages earned either at high school or at Clark; activity awards based on proficiency in special fields (athletics,

journalism, music, drama); and workshops, based more on need than on special ability; and (2) a "convocation committee" whose members work with a similar student committee to arrange programs for college assemblies.

Standing committees operating under the Teaching Faculty Association are on (1) personnel policies, (2) salaries, and (3) rules, all appointed by the president of the teaching faculty.

In addition there is the five-member faculty representative committee, whose members are elected by vote of the faculty and whose chief duty is to represent the teaching faculty on the Executive Advisory Council of the College.

- h. The implementation of faculty opinion is seldom accomplished by anything so formidable as "legislation". Frequently a faculty member offers a suggestion for change in a conversation with the division dean or with the president. If a group of instructors together wish to recommend changes in college procedures, the method they follow is to introduce the suggestion in a teaching faculty meeting. If the majority of the instructors present at that meeting agree with the suggestion, the faculty representative committee carries it to the next meeting of the Executive Advisory Council, where it is considered further.
- i. Faculty participation in educational policy is shown in several changes made in the last few years. Two years ago a three-day examination period at the end of each quarter was added at the suggestion of a faculty group; and many of the changed graduation and probation requirements embodied in the new catalog were the result of a special ten-member faculty committee representing both divisions, which worked for several months on the changes.

2. Selection, promotion and dismissal

- a. Four percent of our staff members hold Associate in Arts degrees from Clark College; the same staff members, of course, hold bachelor's degrees from four-year institutions.
- b. Regular teaching faculty hold one-year contracts for an academic year of 185 days. These contracts are automatically self-renewing unless the faculty member is given written notice before the fifteenth of April that his services will not be needed for the following year. Clark operates under the Washington state law

governing the employment of secondary school teachers and thus its policy regarding appointment and tenure, as well as its practice, is necessarily bound to the State Manual.

- c. All Clark teachers hold the title of instructor and therefore the problem of promotion from one academic rank to another does not arise.
- d. Careful selection and orientation at the time appointments are made obviates the necessity of all but very infrequent dismissals. When a dismissal is necessary, it is usually accomplished by friendly counsel regarding more rewarding ways in which the faculty member might employ his talents.
- e. Again, careful selection of faculty members and good orientation as to the philosophy and purposes of the college have made it unnecessary, except in very infrequent cases, to put any restriction on the instructor's method of presentation or on the subject matter to be included in his course. In some courses, naturally, there is a need for several instructors, all teaching the same part of a continuation course, to keep fairly close together in order and content of assigned work so that students who may have a different instructor for the second part of the course will have been given the same background material, without either repetition or omission. The college has sufficient confidence in its instructors to suppose that the material covered will be about equivalent to that covered in similar courses in other colleges; and the division deans keep in close enough touch with the textbooks used and the actual work exacted for a passing grade in any course to assure themselves that the teaching is neither too difficult nor too simple for the college level for which it is intended.

The college expects that the teaching in its classes will be within the limits of propriety and good taste, and has never needed to give any precise definition to those terms. Further, the college expects that there will be no undue intrusion of personal biases into class discussions; and that, for the sake of academic honesty, any biases, if they do intrude, will be labelled.

There has been no case in the history of the college in which the question of either abridgement or abuse of academic freedom has arisen.

3. Working conditions

- a. The college seeks to promote faculty growth through an extended

salary schedule offering additional pay to the teachers who have completed a seventh year and to those who have acquired a doctor's degree. Faculty members are encouraged, by being released from classes and by having their expenses paid, to attend professional meetings in the Northwest and sometimes at greater distances, if the farther meeting seems particularly useful.

The college gives each teaching staff member a subscription to the Junior College Journal; and the library subscribes to many professional periodicals, both in particular fields and in college problems in general. The library also maintains a special shelf of books whose appeal is largely to faculty members, books which discuss education from many points of view and books which simply enlarge a mature reader's awareness of worldwide problems.

That the faculty may have time for the reading that will keep them up to date on new ideas, the college also attempts to arrange the teachers' schedules so that the average teaching load in terms of credit hours is about equivalent to the students' load--fifteen or sixteen hours a week. The nature of the instruction in various courses helps to determine their size: classes in English composition are limited to twenty-five students; in mathematics to thirty; in speech to twenty. Courses in the social sciences which depend in considerable part on the lecture method are permitted to reach an enrollment of fifty or slightly more, but social science courses necessitating considerable class discussion are limited to thirty.

The nature of the instruction also helps to determine how many credit hours of teaching an instructor should be given. Teachers of composition have loads of less than fifteen hours in order to allow time for paper correcting and student-teacher conferences. The credit-hour load of mathematics and language instructors, whose courses are repetitive, whose paper load is light, or whose student enrollment is small, may occasionally reach twenty hours. Instructors whose courses all involve laboratory work have comparatively heavier loads in terms of clock hours.

Consideration is given to the spacing of a teacher's load during a given day and during the week. Consideration is also given to the number of separate preparations a teacher must make in any quarter, as well as to new preparations that his schedule may involve.

- b. The use that the faculty makes of the time provided for reading

and study, of course, results in personal growth so intangible that it is impossible to measure. But that the provisions for encouraging graduate study are effective is apparent from the fact that in the 1959-60 catalog Clark added sixteen master's degrees to its faculty listing. Some of these resulted from the hiring of new instructors, but four of them were degrees earned during the year by people already on the Clark staff. Several instructors are now doing work that will lead to master's degrees and five are actively pursuing doctorates. Many others who already have master's degrees are taking graduate evening or summer courses for their personal edification.

During the 1959-60 school year about a third of our staff attended the two-day Washington Junior College Conference, and various staff members have, during the year, attended conferences pertaining to their particular fields in Portland, Seattle, Longview, Ellensburg, Spokane, and Eugene.

Last year Clark sent one of its English instructors to the national conference of college and secondary English teachers in San Francisco, and its photography instructor was given time from classes this year to attend the Rochester Institute of Photography in New York.

- c. Any Clark instructor can apply for leave of absence for one year and theoretically whether or not he receives it will depend on what he wants to do with the time, on his length of service with the school, and on the difficulties of scheduling that will be created by his absence. In actual practice, requests for leave have seldom been refused.

The "Handbook of Personnel Practices" for Vancouver School District No. 37, under whose jurisdiction Clark College operates, provides for leaves of absence without pay not to exceed twelve months, but which may be extended for an additional year upon request. According to the handbook, teachers may be granted leave to bear children, to fulfill their military service, to study or travel, to recover from physical disability, or to accept civil service or related overseas positions. Presumably all of these provisions would apply to college teachers.

Since the war, however, Clark applications for leave have generally fallen under the provisions for sabbatical leave. The handbook's outline of sabbatical leave is:

"To qualify for sabbatical leave employees must:

- a. Have served seven years in the District.
 - b. Be chosen proportionately from the four levels (elementary, junior high, high school, junior college).
 - c. Be paid monthly during leave for the year. Pay is to be one-third of the contracted salary of the person on leave, but in no instance will pay exceed \$2500 annually. If leave should be granted for less than a full year, pay will be determined on a proportionate basis.
 - d. Return to the District, following the sabbatical leave, for a period of service equal to the length of the leave."
- d. During the academic year 1956-57, one of Clark's home economics instructors, Mrs. Rena Roberts, had a year's leave of absence to accept a Fullbright exchange position in Holland.

During 1959-60, a biology instructor, Miss Anna Pechanec, has been on sabbatical leave to complete the work for her doctorate at Oregon State College.

- e. Clark College teachers are not required to retire at the end of the school year during which they become sixty-five years old, as are other employees of District No. 37, but may continue to teach until, in the words of the handbook, "They are declared incompetent to continue a high level of work." In practice, no Clark instructor has been "declared incompetent" but, instead, faculty members who have continued to teach beyond their sixty-fifth year have decided themselves when they wished to stop teaching and, without exception, have reached their decisions before any question of incompetence was even thought of.
- f. All Clark teachers are covered by the Washington State Teachers' Retirement Act, under which teachers receive pensions from the general fund voted by the legislature, consisting at present of \$4.00 a month for each year of teaching service to a maximum of thirty-five years (\$140.00). Teachers also make contributions from their monthly salaries to an annuity fund. The contributions are based on five per cent of the instructor's salary, up to \$4200 a year, with an option of contributing 5% of the total salary. Teachers are also covered under Old Age and Survivors Insurance (social security).
- g. Sick leave is granted on the basis of one day per service month and can be accumulated to a maximum of 180 days.
- h. The present salary schedule is shown on the following page.

CLARK COLLEGE

SALARY SCHEDULE - CLASSROOM INSTRUCTORS

<u>Step</u>	(Class)	5th Year (3)	Masters or 6th Year (4)	7th Year (5)	Doctors (6)
0		\$4,400	\$4,800	\$5,000	\$5,200
1		4,620	5,040	5,250	5,460
2		4,840	5,280	5,500	5,720
3		5,060	5,520	5,750	5,980
4		5,225	5,700	5,940	6,175
5		5,390	5,880	6,130	6,370
6		5,555	6,060	6,310	6,565
7		5,720	6,240	6,500	6,760
8		5,885	6,420	6,690	6,955
9		6,050	6,600	6,875	7,150
10		6,215	6,780	7,060	7,345

J. INSTRUCTION

1. The deans of the two divisions try to determine in various ways the instructional competence of the instructors working under them. The deans occasionally visit classes and observe actual classroom methods; and they interview individual teachers and discuss teaching problems with them. Further, they listen unobtrusively to the comments of the students themselves and, without supposing that the average freshman or sophomore is an adequate judge of teaching competence, can gauge fairly well how good the teaching is by considering the calibre of the student who makes the comment and by building, over a period of time, a composite comment which more or less reveals the quality of the teaching.
2. Study and consideration of better ways to teach and to examine and fairer ways to grade go on ceaselessly, but on a course-by-course and class-by-class basis. Any campus-wide study, or even any divisional study, would be too general to be useful. Members of individual departments, of course, often work very closely together, comparing the success of various kinds of examinations, reporting on presentations that have been especially clear or vivid, and comparing the written work of their students.
3. Clark offers no classes especially designed for gifted students. Their needs are recognized, however, by special counseling when their course schedules are made out, and permitting them to carry heavier than usual course loads. Once in classes, they are encouraged, and sometimes required, to do extra reading; they are allowed to perform additional experiments; they are given heavier responsibility in group performances. A few students have entered with advanced placement in mathematics.
4. Grade reports of students transferring from Clark are sent back to Clark by the Registrars of the University of Washington, Washington State University, and Western Washington College of Education--three institutions to which our graduates transfer in significant numbers. Grades earned at the senior institutions are fairly consistent with those already earned at Clark. At the University of Washington comparisons are drawn over a five-year period with the products of the ten junior colleges in Washington taken as a group. Year in and year out Clark transfers appear to perform very close to the norm.
5. At the end of the 1960 winter quarter 2.25 per cent of Clark's student body was dropped from school for failing to make a 2.00 grade point average, after having earlier been placed on probation or admitted on probation as transfers from other colleges. These students have been denied re-admission to the college for a period of one quarter, after which they may re-apply by petition to the Committee on Admissions.

6. Eleven per cent of Clark's student body was put on probation for failure to make a 1.50 grade point average at the end of 1959 fall fall quarter. Probationary status means that:

- (1) The student is not allowed to participate in organized student activities.
- (2) The student goes through special testing and counseling.
- (3) The student has two quarters in which to prove himself by earning a cumulative G.P.A. for these two quarters of 2.00.

K. ADMINISTRATION

1. The Governing Board

- a. The governing board for Clark College is the Board of Directors for the Vancouver School District. This Board consists of five members elected by the voters of the district for four-year overlapping terms. The Board meets twice each month without compensation. The present membership of the Board is as follows:

Mr. John L. Hagensen, President
Appointed to fill a vacancy: April, 1957
Elected: April, 1958
Occupation: Owner, Vancouver Sign Company

Mr. C. Sanford Thayer
Elected: April, 1958
Occupation: Retired

Mrs. Mildred Phelps
Elected: April, 1958
Occupation: Housewife

Mr. Robert Woodworth
Elected: March, 1960
Occupation: Banker

Dr. John L. Soelling
Elected: March, 1960
Occupation: Physician

- b. The President of the college is not a member of the Board.
- c. The Board of Directors is a board created by the laws of the State of Washington and is subject to the rules and regulations set forth in the laws of the state. The Board meets the first and third Mondays of each month to transact business relative to the operation of the Vancouver School District, including Clark College; and also spends one special meeting per quarter for the transaction of business of primary concern to the College.
- d. The Board of Directors is legally responsible for making decisions relative to the operation of the schools in the district, including Clark College. The State Board of Education, however, has authority to make certain policies and regulations that affect

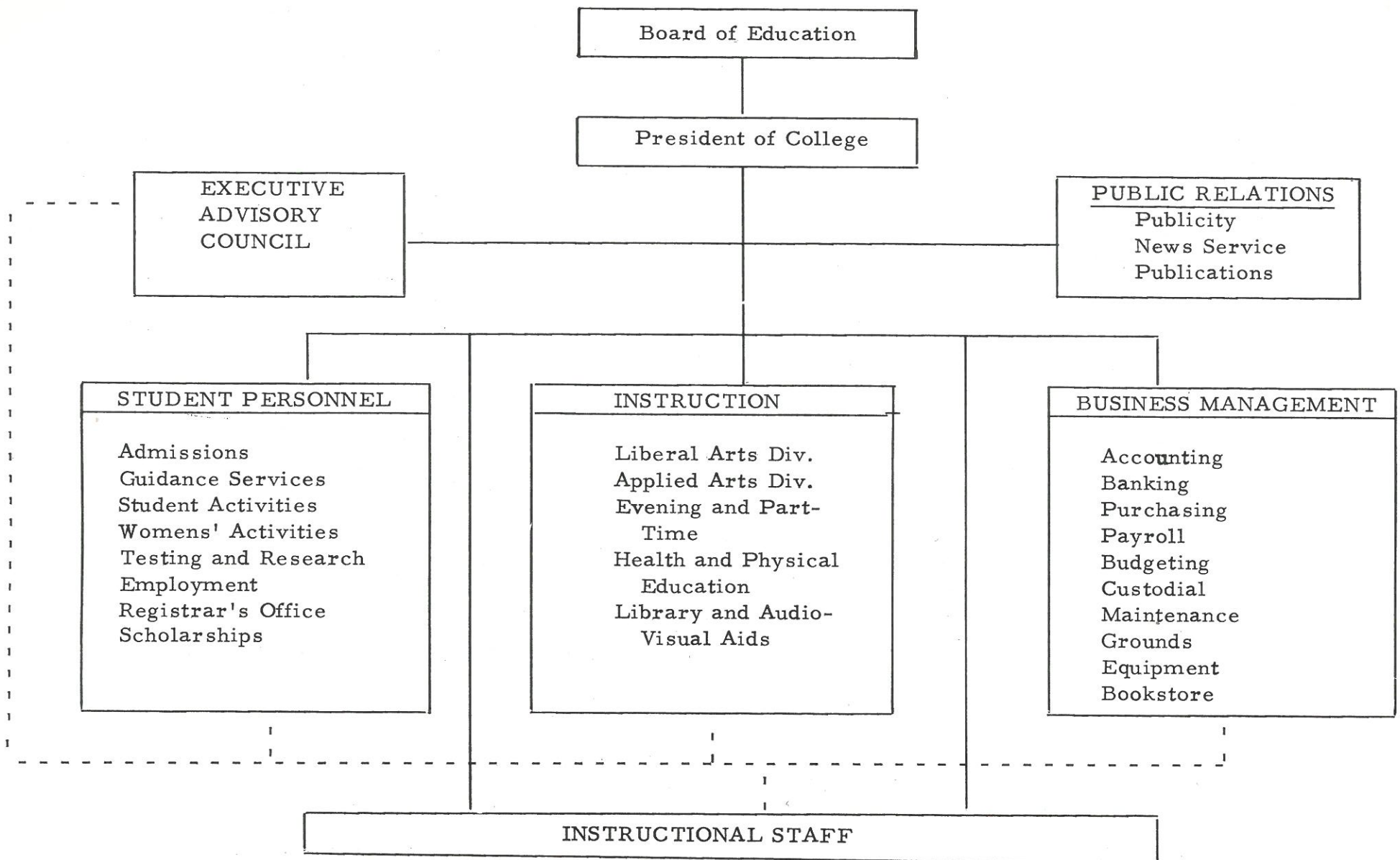
all the schools and junior colleges which receive state monies or which are to be accredited by them.

- e. The President of Clark College is responsible directly to the Board of Directors and meets with the Board along with the Superintendent of Schools.

2. Administrative Organization

- a. The following chart shows the administrative structure of Clark College.

O R G A N I Z A T I O N C H A R T - C L A R K C O L L E G E



b. Principal Officers

(1) President - Dwight C. Baird

(a) Personal Data

1. Degrees

B.S., Colorado A & M College, 1928

M.S., University of Colorado, 1936

Ed.D., University of Colorado, 1958

2. Fields of graduate specialization

Educational administration and psychology

3. Experience

Instructor, Norwood, Colorado, 1928-29

Principal, High School, Merino, Colorado, 1929-31

Principal, High School, Akron, Colorado, 1931-35

Superintendent, Washington County High Schools,
Akron, Colorado, 1935-39

Assistant Director of Student Personnel, Colorado
A & M College, Ft. Collins, Colorado, 1939-40

State and Regional Director of N.Y.A., Denver,
Colorado, 1940-43

State Supervisor of Guidance, Colorado State Board
of Vocational Education, 1943-46

Director of Placement, University of Denver, 1946

President of Trinidad State Junior College, Trinidad,
Colorado, 1946-58

President of Clark College, Vancouver, 1958--

4. Length of service at this institution

Since 1958

(b) Duties and Responsibilities

1. Be responsible for the organization and administration
of the college.

2. Approve policies and activities of groups and organizations
functioning within the college.

3. Recommend to the Board of Directors changes in person-
nel and personnel policies.

4. Prepare budget to meet the needs of the college and in line with the income of the college.
5. Approve recommendations regarding changes in buildings and grounds.
6. Interpret the college to the community through community contacts.
7. Be responsible for a program of training and growth in service for teaching personnel.
8. Exercise broad, discretionary power along lines outlined by the Board of Directors.
9. Participate in the development of local, state, and national educational agencies.
10. Be responsible for the coordination of the entire college program.

(2) Dean of Liberal Arts - Lewis D. Cannell

(a) Personal Data

1. Degrees
B.A., Reed College, Portland, Oregon, 1929
M.A., University of Washington, 1938
Ed.D., Washington State University, Pullman, 1950
2. Field of graduate specialization
Education, Literature
3. Experience
Dean, Clark College, Vancouver, Washington
1935-present, except for two years' leave of
absence (1943-45)
Instructor and Assistant Supervisor of Geography
Program, Air Force Cadet Training, 1943-44
Research Economist, U.S.N., 1944-45

(b) Duties and Responsibilities

1. Be responsible to the President for the instructional program of the Liberal Arts Division.
2. Work with the faculty in developing a well-rounded college program.
3. Work with the President on course offerings and instructor assignments.
4. Participate as a member of the Administrative Committee.
5. Serve as a member of the Executive Advisory Council.
6. Coordinate the development of proper relationships among the curricular offerings within the Liberal Arts Division.
7. Counsel with faculty members relative to instruction.
8. Approve requisitions for instructional supplies.
9. Coordinate faculty offices, assignments, and equipment.

(3) Dean of Applied Arts - Walter S. Johnson

(a) Personal Data

1. Degrees
B.S., Washington State College, 1940
M. Ed., University of Oregon, Eugene, 1957
2. Field of graduate specialization
School Administration, General Education,
Agricultural Education
3. Experience
Teaching, Washington State College, 1939-40
Teaching and coaching, Reardan High School,
Reardan, Washington, 1941-42
United States Navy, Education Officer, 1943-46
Teaching and coaching, Dayton High School,
Dayton, Washington, 1946-47

Teaching and coaching, Reardan High School,
Reardan, Washington, 1947-53
Teaching, Vancouver High School, Vancouver,
Washington, 1953-56
Coordinator of Part-Time and Evening School,
Clark College, Vancouver, Washington, 1953-56
Dean, Applied Arts and Director of Vocational
Education, and Business Manager, Clark College,
1956-59
Dean, Applied Arts, Clark College, 1959--

4. Length of service at this institution
Since 1953

(b) Duties and Responsibilities

1. Be responsible to the President of the college for the over-all directional development of the program of vocational-technical education.
2. Keep the President of the college informed of the progress, development, and needs of the vocational-technical program.
3. Recommend instructors for employment and work with the President on course offerings and instructor assignments.
4. Provide pre-service teacher training and ascertain that all vocational-technical instructors are qualified and certified.
5. Counsel with leaders of industry, commerce, business, labor, agriculture, and home economics concerning the part Clark College can play in educating for their needs.
6. Secure cooperation of the general college faculty in promotion of vocational-technical programs.
7. Organize local advisory committees in the several service fields of vocational education.
8. Keep himself and the President of the college informed about State and Federal financial reimbursement regulations.

9. Provide for in-service teacher training and improve teaching on the job.
10. Complete the required course applications and necessary reports required by the State Board for Vocational Education.
11. Participate as a member of the Administrative Committee.
12. Serve as a member of the Executive Advisory Council.
13. Approve requisitions for instructional supplies and equipment.
14. Coordinate the development of proper relationships among the curricular offerings within the Applied Arts Division.

(4) Dean of Students - J. Manning Nelson

(a) Personal Data

1. Degrees
B.A., Willamette University, Salem, Oregon, 1939
M.A., Northwestern University, Evanston, Illinois, 1947
2. Graduate work beyond highest degree
1 year, University of Oregon (Portland Extension Center)
3. Field of graduate specialization
Education, Guidance and Counseling
4. Experience
Teacher, high school, Coquille, Oregon, 1939-40
Medical Officer, U.S. Army, 1942-46
Counselor, Michigan State University, East Lansing, Michigan, 1947
Instructor, Clark College, Vancouver, Washington, 1947-49
Director of Counseling and Guidance, Clark College, 1949-51

Director of Counseling and Guidance and Dean of
Men, Clark College, 1951-55
Dean of Students, Clark College, 1955--

5. Length of service at this institution
Since 1947

(b) Duties and Responsibilities

1. Be responsible to the President for the organization and administration of student services.
2. Be responsible to the President for the supervision of student conduct and discipline.
3. Participate as a member of the Administrative Committee.
4. Serve as a member of the Executive Advisory Council.
5. Supervise scholarships and student loans and cooperate with the employment service in the full-time and part-time employment of students and graduates.
6. Coordinate the orientation program for new students.
7. Coordinate the work of the registrar's office and the office of the counselors in matters related to admissions, students' records, and student withdrawals.
8. Cooperate with the respective individuals or groups who have an interest in, or responsibility for, public relations and student activities.

(5) Business Manager - Richard Newlean

(a) Personal Data

1. Degrees
B.A., Western Washington College of Education,
Bellingham, 1938
2. Experience
Teacher, Elementary School, Eve Son, Washington,
1937-38
Teacher, Junior High School, Vancouver, Washington,
1938-43
Assistant Business Manager, Vancouver Public
Schools, 1943-59

Business Manager, Clark College, Vancouver,
Washington, 1959--

3. Length of service at this institution
Since 1959

(b) Duties and Responsibilities

1. Supervision of financial accounting.
2. Preparation of financial reports.
3. Assistance to President in budget preparation.
4. Maintenance of budget control.
5. Maintenance of financial relations with students.
6. Responsible for all institutional purchasing.
7. Management of business phases of auxiliary
8. Control of sales and materials.
9. Supervision of clerical, custodial, and maintenance personnel.
10. Assistance to the President in financial and physical plant planning for future instructional development.

(6) Coordinator of Evening and Adult Education- Elmer E. Clausen

(a) Personal Data

1. Degrees
B. S., Stout State College, Menomonie, Wisconsin,
1939
M. S., Stout State College, 1949
2. Field of graduate specialization
Industrial Education
3. Experience
Teacher, Sheboygan, Wisconsin, 1939-41
Civilian Instructor, U. S. Air Force, Chanute Field,
Illinois, 1941-42
Teacher, Thomas Jefferson High School, Council
Bluffs, Iowa, 1946-47
Teacher, Vancouver Public Schools, Vancouver,
Washington, 1947-50

Teacher, Clark College, 1950-56

Coordinator of Evening and Adult Education, 1956--

4. Length of service at this institution
Since 1950

(b) Duties and Responsibilities

1. Be responsible to the President for developing and maintaining within the college a program of continuing education designed to meet the needs of individuals in the community who wish to continue their education on a part-time basis.
2. Represent the college in working with community groups and individuals in the organization of the program.
3. Work with the deans of instruction in the arranging of classes for evening and part-time education.
4. Work with the President and the deans of instruction in the selection, supervision, and welfare of evening and part-time instructors.
5. Work with the Dean of Students and the Registrar in making arrangements for the registration of evening and part-time students and the maintenance of related records.
6. Work with the Dean of Students in arranging counselling and testing facilities to meet the special needs of part-time students.
7. Organize the use of the physical facilities of the college by the adult and part-time education program, and assume responsibility for the campus during the evening hours that classes are in session.
8. Serve as a member of the Administrative Committee and the Executive Advisory Council.
9. Submit an annual report to the President.

(7) Assistant Dean, Applied Arts - Orville E. Everson

(a) Personal Data

1. Degrees

B. A., Ellendale, N. C., 1934

M. A., University of Portland, 1959

2. Field of graduate specialization
Administration

3. Experience

Fellowship, P. E. coach, Ellendale Teachers
College, Ellendale, N. D., 1932-33

Teacher, Elementary, Daly School District,
Columbia, S. D., 1933-35

Principal, Elementary School, Orchards School
District, Orchards, Washington, 1936-42

Teacher and Supervisor, Vancouver Public Schools,
1945-57

Assistant Dean, Applied Arts, Clark College,
Vancouver, Washington, 1957--

4. Length of service at this institution
Since 1957

(b) Duties and Responsibilities

1. Be responsible to the Dean of the Division of Applied
Arts.

2. Develop information which has as its purpose the
improvement of teaching methods and instructional
content.

3. Arrange classes and schedules which will result
in the college meeting more effectively the needs
of the students and the demands of the trade or
occupation which they are preparing to enter.

4. Study the processes, methods, and practice of
industry in order to be able to make sound sug-
gestions for improvement of the local program.

5. Visit employers and workers at their place of
employment to be better able to assist in gearing
training to industrial needs.

6. Meet with and make effective use of trade committees or the Joint Apprenticeship Council.
7. Develop good public relations between the college and employer-and employee-groups in the area.
8. Maintain a complete and careful inventory of all shop equipment and facilities.
9. Be responsible for maintenance and repair of shop equipment and supplies.
10. Inform division dean as to needs for replacement and purchase of new and/or additional instructional equipment and supplies.

(8) Director of Public Relations - Mary Below

(a) Personal data

1. Experience

Reporting, Ashland Daily Press, Ashland, Wisconsin, 1940-42

Office work, Cutler-Hammer, Milwaukee, Wisconsin, 1942-43

Managing editor for employee newspaper; and public relations, Charleston Navy Yard, Charleston, S. C., 1944-46

Reporting, Dunn County News, Menomonie, Wisconsin, 1946-48

Reporting, The Columbian newspaper, Vancouver, Washington, 1949-52; 1955-57

Director of Public Relations, Clark College, Vancouver, 1957--

2. Length of service at this institution

Since 1957

(b) Duties and Responsibilities

1. Work directly under the supervision of the President to formulate, promote, and operate a complete program of public relations for the college.

2. Stimulate all staff members to engage in activities designed to promote sound public relations.
 3. Coordinate the public relations activities of the college.
 4. Have charge of publicity for the college.
 5. Serve as executive secretary for the Clark College Alumni Association.
 6. Submit an annual report to the President.
- c. Clark College has an Administrative Committee which meets at 10 a.m. on the second and fourth Thursdays of each month. The membership consists of: President, Dean of Liberal Arts, Dean of Applied Arts, Dean of Students, Business Manager, and Director of Adult Education. The responsibilities of the Administrative Committee are as follows:
- (1) Develop administrative policy for Clark College.
 - (2) Discuss the overall operation of the college.
 - (3) Discuss with other members of the staff, matters relating to their area of responsibility.
 - (4) Consider recommendations of the Executive Advisory Council.
 - (5) Acquaint all administrative personnel with the philosophy and policies of the total college program.

In addition, Clark College has an Executive Advisory Council which meets at 3:30 p.m. on the fourth Tuesday of each month. The members of the Council consist of: President, Dean of Liberal Arts, Dean of Applied Arts, Dean of Students, Business Manager, Director of Adult Education, Assistant Dean of Applied Arts, Dean of Women, Director of Health and Physical Education, Librarian, Coordinator of Public Information, and five representatives of the teaching

faculty. The responsibilities of the Executive Advisory Council are as follows:

- (1) Discuss the day-to-day operation of Clark College.
- (2) Consider recommendations made to the Council by the teaching faculty organization.
- (3) Serve as a liaison group between the administration and all levels of the faculty and staff.

d. See explanation under Instructional Staff Standing Committees.

3. Budget

- a. Clark College operates on a fiscal year commencing July 1 and ending June 30.
- b. The budget is prepared by the President and the Business Manager in cooperation with the division deans and through the division deans in cooperation with the faculty as a whole. This wide participation by the staff as a whole is necessary to anticipate and meet budget needs.

c.-e. The initial step in preparing the budget is the preparation of a forecast of enrollment for the ensuing year. From this and other data the anticipated income is derived. Next, in a cooperative effort involving the members of the Administrative Committee, the needs of the college in relation to staff, equipment, supplies, maintenance, custodial service, etc. are developed. These needs are then set up in a trial expenditure budget. Expenditures are then balanced with receipts and the preliminary budget is set up in its initial form. This budget is then presented to the Board of Directors by the President in a work session on or before the second day of April. At this meeting the budget is reviewed with the Board and is given their unofficial approval. This tentatively approved budget is then immediately prepared for public distribution and is subjected to a public hearing set by law for the first Friday in May at which time any taxpayer may be heard for or against any portion of the budget. At the conclusion of this hearing the Board of Directors officially adopts the preliminary budget.

Final adoption of the budget is done at a meeting of the Board of Directors on the first Monday in October.

- f.-g. Definite amounts are allocated in the supply category of the budget for each department at the time of preparation. Departments are not strictly limited to these amounts where a justifiable need for additional money can be shown. This is handled by carrying a reserve in the budget which can be used in case of a necessary increase in the expenditures of a department.

- h. The Board of Directors, upon recommendation from the President of the College, has the authority to transfer funds from one area of the budget to another, being limited only by the legal stipulation that total expenditures may not exceed the total budgeted amount.
 - i. Statements of expenditures and budget balances are furnished to the division heads and to the President by the business office monthly.
4. Accounting
- a. The Business Manager is responsible for keeping financial accounts of the institution. This is done in cooperation with the school district business office as state law makes the secretary of the Board of Directors responsible for all financial accounting of the school district of which the college is a part.
 - b. In addition to the financial accounting, the Business Manager is responsible for the maintenance and operation of the plant, operation of auxiliary enterprises, purchasing, and budget preparation and control.
 - c. Inasmuch as Clark College is legally a part of Vancouver School District 37, all accounts are audited by the State Examiner. This is done yearly by an examiner selected by the State Auditor from his staff. The last audit was performed in July of 1959. Copies of all audits are kept on file in the school district business office.
5. Collection of Accounts
- a. The Business Manager is responsible cooperatively with the Dean of Students for the collection of student accounts.
 - b. Accounts are collected by means of statements and follow-up letters to those owing past due accounts. Students' permanent record folders are flagged when a past due account is owed. No transcripts, grades, or other official records are released nor is the student permitted to register for an ensuing quarter until any balance due is cleared up.
6. Purchasing
- a. Purchase orders are required for all purchases.
 - b. Purchase orders are approved on the basis of educational need by the division deans and final approval is given by the Business Manager on a financial basis.

- c. State law requires that a formal call for bids be issued on all purchases in excess of \$1,000.00. In practice, however, written or telephonic quotations are obtained on every purchase in excess of \$25.00 unless there is a very good reason for by-passing this procedure. Reasons generally fall into one of the following three categories:

- (1) Emergency
- (2) General knowledge of the best firm from which to make a given purchase usually due to a recent experience.
- (3) Items which can be obtained only from one supplier.

7. Physical Plant

- a. The Business Manager is directly responsible for management and care of the physical plant.
- b. He is immediately responsible to the President of the College.
- c. Covered under 4-b.
- d. The Business Manager, in this dual role of purchasing agent and M & O Officer, recommends purchase of supplies and repair materials required for maintenance of the physical plant.
- e. The Business Manager is authorized by the President to make direct purchases for items required in the maintenance and operation of the plant. This authorization is limited by the exercise of good judgement. When an item of expenditure is large or of an unusual nature, its purchase is discussed by the Business Manager with the President before processing. Direct approval of the Board of Directors is required on contracts and purchases in excess of \$1,000.00.

L. THE STUDENTS

1. Enrollment data

- a. Consolidated enrollment and first-term enrollment by year classes for current year and for the last three preceding.

(1) Consolidated enrollment

	<u>1956-57</u>	<u>1957-58</u>	<u>1958-59</u>
Freshman	639	617	849
Sophomore	403	408	441
Part time	<u>2605</u>	<u>3652</u>	<u>3496</u>
TOTAL	3647	4677	4786

(2) First term (fall quarter high actual) enrollment by year

	<u>1956-57</u>	<u>1957-58</u>	<u>1958-59</u>	<u>1959-60</u>
Freshman	500	443	673	710
Sophomore	352	340	369	463
Part time	<u>960</u>	<u>1314</u>	<u>1703</u>	<u>1751</u>
TOTAL	1812	2097	2745	2924

- b. Evening class enrollment and summer enrollment are a part of the above report.

- c. Number of graduates for each of the last three years.

1957 -- 216

1958 -- 189

1959 -- 226

2. Orientation, counseling, and testing

- a. All students who wish to enroll at Clark College are required to apply for admission on or before September 1. The application

form is the same as the one used by all higher institutions in the State of Washington. Applying for admission is the first in a series of steps leading to formal registration.

Step two in the admissions process is pre-counseling testing. Each entering student is required to take a battery of four tests, the results of which are used for general counseling and for placement of students according to ability and achievement in courses such as English and mathematics. The testing program for entering students begins in the spring and extends through the summer so that all students will have ample opportunity to take the tests.

The third step in admission procedure is not required, as are the first two steps, but is highly recommended. Counselors are on duty all summer long to talk to prospective students and their parents regarding educational plans and objectives. When sufficient information is available on the entering student, an assignment to program counselor is made. The counselee and the program counselor are matched according to a mutual interest pattern. A letter with instructions concerning registration is directed to the student during the month of August. When the student arrives on campus in September he concludes pre-registration activities by entering into a series of college orientation meetings. These are designed to help the student make the sometimes difficult transition from a high school environment to a college environment. During this period of time the student also begins formal registration by formulating his course of studies, having this course of studies approved, reserving class cards, having an identification photo made, and making an appointment to complete registration and pay fees. A special sheet of instructions is issued to each student to help him follow the registration procedure.

- b. Because the first years in college are a time of career choices and of entrance into adulthood, student guidance is one of the paramount functions of a community college.

Clark College provides a complete testing service to aid students to understand themselves more objectively and to measure themselves against the needs and requirements of vocational and educational groups. In addition to the pre-counseling tests required of all students, the counseling center makes available to the currently enrolled student test services in intelligence, ability, aptitude, achievement, interest, and personality. Counselors are available to interpret test results. At the present time, there is

no charge for these testing and counseling services. The expense of this program is absorbed in the total college budget.

All instructors at Clark College serve as program counselors and in this role assist students with educational and vocational planning. Members of the counseling staff are more specially trained and give professional help to the student with a particular problem, whether this be personal or educational in nature. One member of the counseling staff is particularly experienced and educated in the diagnosis of emotional or personality problems. The Dean of Women is a member of the counseling staff and contributes much to the social guidance of students. In September, 1960, we will add to our staff a counselor having special training and interest in vocational guidance and occupational information.

- c. As has already been indicated, each instructor is also a program counselor and in this role helps to provide a satisfying educational experience for the student. In addition to these program counselors, other members of the staff are assigned to the counseling program in a special way. The Dean of Students has general supervision over the entire guidance and counseling program. The Director of Guidance and Counseling helps to organize and administer the program. In addition, he acts as a consultant to the faculty as well as maintains liaison with outside agencies. At the present time, the Director of Guidance and Counseling teaches a half-time load in the area of Psychology. Next year he will become a full-time guidance worker. The Dean of Women, in addition to her responsibilities to the social and activities program of the student body and in addition to her less than half-time teaching load, is also a specialist in counseling. Next year her counseling responsibilities will be more extensive as her teaching load decreases. This year we have had one staff member who is a half-time teacher and a half-time counselor. It is hoped that again next year the counseling responsibilities of this person will increase as the teaching load decreases.

Over the past several years we have worked diligently to foster the student personnel point of view in all of our program counselors. To a gratifying extent, this has been accomplished. The specialists in the counseling center are well-qualified, both by training and experience, and their counseling skills and interests are diversified enough so that a wide variety of counseling services is available.

The following is a list of professional counselors and their qualifications:

(1) Dean of Students - J. Manning Nelson

Education:

Bachelor of Arts degree - 1939
Willamette University, Salem, Oregon

Master of Arts degree - 1947
Northwestern University, Evanston, Illinois

Graduate study
University of Oregon, Eugene, Oregon

Field of graduate specialization
M.A. in Education with a specialization in Guidance and
Counseling

Experience:

High school teacher
Coquille, Oregon
1939 to 1940

U. S. Army, 1942 to 1946
Attained rank of First Lt. in Medical Administrative Corps

Michigan State University
Counselor
East Lansing, Michigan
1947

Clark College, Vancouver, Washington
Instructor in English and Social Science
1947 to 1949

Director of Counseling and Guidance
1949 to 1951

Director of Counseling and Guidance and Dean of Men
1951 to 1955

Dean of Students
1955 to present

(2) Dean of Women - Marian Wood

Education:

Bachelor of Arts degree
Reed College
1931

Master of Arts degree
Reed College
1959

Graduate work
University of Pennsylvania
Portland State Extension Center

Experience:

Teaching experience at all levels .

Remedial reading and counseling in junior high.

Clark College, Vancouver, Washington
Instructor, counselor, Dean of Women
1958 to present

(3) Counselor - Ray O. Gantz

Education:

Bachelor of Science degree in Psychology
Seattle University
1950

Master of Science degree in Clinical Psychology
University of Portland
1956

Completed course work, internship, written comprehensive
for Ph. D degree
University of Portland
August, 1957

Experience:

Two years clinical experience with the U. S. hospital in
psychiatric service, 1951-53.

Additional clinical experience concomitant with advance
training at the University of Portland
1953 through 1957

Capt. U. S. Army Reserves (at present)
321st General Hospital as a clinical psychologist

Clark College, Vancouver, Washington
Instruction, counseling and guidance
1957 to present

(4) Counselor - Alexander Jaffe

Education:

Bachelor of Arts degree
University of California, Berkeley, California
1943

Master of Arts degree
Stanford University
1951

Experience:

Elementary school teacher
Oakland, California
1949-1951

Elementary school principal
Montara, California
1952-1953

Elementary school teacher
Monterey, California
1954-1955

Director of Education and Principal
Beth Israel Religious School, Portland, Oregon
1955-1957

Oregon State Department of Vocational Rehabilitation
Counselor
1957-1959

Clark College, Vancouver, Washington
Teacher and counselor
1959 to present

- d. Help for the student in scholastic difficulties is available not only in the counseling center, but in other areas in the college as well. The Dean of Students administers the probation policy in order to discover those students who are in academic difficulty. One requirement for the removal of probation is that the student make contact with the counseling center for whatever special help he might need. Parents and teachers of these students are notified so that all parties concerned might lend their help toward the solution of the academic problem. As a part of the instructional program, the college offers two courses in reading. Students who desire help in developing reading skills are placed in one of these courses according to test information derived from the pre-counseling test battery. Special tests in Mathematics are also used to help identify the quantitative weakness of students. Other tests in the counseling center are often useful in solving academic problems. In the instructional program various levels of English and Mathematics are offered and students are placed at the appropriate level according to test diagnosis.
- e. All tests used by the counseling department are standardized tests. The following instruments are used in the pre-counseling test battery:
- (1) A.C.E. Psychological Examination for Entering College Freshman, 1952, College Edition.
 - (2) Cooperative English Usage Test, Form PM (Cooperative Test Division)
 - (3) Differential Aptitude Test, Numerical Ability, Form A (Psychological Corp.)
 - (4) Diagnostic Reading Survey Test, Forms A and D (Science Research Associates)
 - (5) Portland Survey of Mathematics, Dr. Ernest Hayes, (University of Portland). This test is used as a special aid in the placing of students in the various levels of Algebra.

In addition to the pre-counseling test battery, the counseling center has available a wide variety of tests in the areas of intelligence, ability, aptitude, achievement, and personality.

As has been indicated, test results are used for placement. However, the chief use of tests is for counseling and as an aid in the

diagnosis of individual problems. Test results are also used statistically as the college examines and analyzes its student body.

- f. The unadjusted student is given special consideration as soon as his problem becomes known. By the referral system, resources both within the college and through social agencies of the community, are brought to bear upon the problem of lack of adjustment. Conferences of all interested parties are held. Usually, correspondence or records substantiate mobilization of resources. Not all unadjusted students are advised to continue in college. Some are referred to other agencies for help. The Director of Guidance and Counseling assumes the responsibility for maintaining contact with social agencies in the area.

3. Health facilities and services

- a. The college does not require physical or medical examinations except for those students who are participating in varsity athletics.
- b. Not applicable.
- c. All students are required to take one quarter of Personal and Community Health as a part of graduation requirements.
- d. Voluntary student health insurance is made available to students at the beginning of the school year. The college makes no other provisions for medical care, surgery or hospitalization.
- e. No specific provision is made for instruction in mental hygiene. However, reference to mental hygiene occurs in the instructional program through such courses as Psychology, Health, etc.
- f. No health fee is charged and no medical services are provided by the college.
- g. No staff is provided for health purposes; however, all the members of the physical education and athletic staff are trained in first aid. In addition, we have several staff members who are registered nurses and who could be called upon for first aid help.

4. Housing and food service

- a. No dormitory facilities are provided by the college.
- b. Not applicable
- c. Not applicable

- d. Not applicable
 - e. The college has in its instructional program a Department of Commercial Cookery. Students in this program provide a noon food service for students and faculty and in addition operate a snack bar between the hours of 7:00 a.m. and 4:00 p.m. and 7:00 p.m. to 9:00 p.m. This food service is supervised by the instructors in the Commercial Cookery Department. Since the college is located in the City of Vancouver, sanitary inspection is automatic. In addition, the supervisor of the foods program, the Dean of the Applied Arts Division, and the Business Manager are continually aware of sanitary conditions.
 - f. Only limited use is made of housing and boarding facilities as educational and social agencies in carrying out the purposes of the institution.
 - g. All students who must live away from home are required to live in college-approved housing. The Dean of Students and the Dean of Women, through the Office of Student Affairs, supervise off-campus housing. We have no legal responsibilities for off-campus housing, but we feel a moral responsibility and attempt to insist that students live where there is adequate adult supervision. Householders are notified by the office of the Dean of Students concerning their responsibilities in the housing of students and students who are living away from home are instructed as to their responsibilities. The Dean of Women and the Director of Athletics (as a special assignment) make personal visits to off-campus housing for the purpose of issuing college approval. The problem of off-campus housing has not been critical at Clark College until the past two years. In the last two years we have been strengthening the administration of the housing policy. We find the housing problem difficult to attack and control. In some instances, we request parental permission for students who wish to live in off-campus housing not completely college approved.
5. Student loans, scholarships and grants-in-aid

a. - e. Student loans

Tuition loan fund. Money for the tuition loan fund comes from donations and from receipts from vending machines on campus. At the present time, this fund contains approximately \$2,500. This fund is used for the purpose of helping students pay all or part of the registration costs. Usually the student borrows enough to pay the tuition. These funds cannot be used for the purchase of books or supplies. One hundred eighty four students

have made use of the student loan fund during the last year. The average amount borrowed was approximately \$40 per quarter. No rate of interest is charged on this loan fund. Instead, for every loan written, there is a dollar service charge. The loan fund is administered by the Dean of Students. The student must make application and the approved application is sent to the Business Office where a check is drawn against the loan fund. This check is made out to the student, but is unsigned. These checks, when presented for payment of registration costs, are charged against the loan fund and the college bills the loan fund for the total amount of the checks presented. The student has one quarter in which to make payment. He may elect any method of payment within the quarter. All payments are made to the Business Office. A statement is sent to the student during the quarter and in cases of delinquency, letters of reminder are written. No student is allowed to register for the next quarter until his financial obligations are met. In the case of nonpayment, the student's record is tagged and no transcripts, grade reports, or letters of recommendation are sent forward until the financial obligation is met.

Emergency loan fund. This fund has been created through the donation of student body monies plus donations by merchants in the City of Vancouver. The fund at present contains \$328.99 of which \$29.50 is on loan.

The emergency loan fund is used by students who face financial need related to their college education. During the last year twenty-three students availed themselves of the emergency loan fund. The average amount borrowed was approximately \$15. No rate of interest is charged; instead, a service charge of twenty-five cents per each \$10 is assessed. The loan fund is administered by the Dean of Students. Students who qualify for borrowing are given an authorization to draw, in cash, the amount necessary. The loan must be paid during the quarter and if not paid is subject to the same regulations as outlined above.

The National Defense Student Loan Program. The College has a fund of \$4500. The fund is administered by the Dean of Students through the Business Office in accordance with the regulations of the Federal Act. At the present time, no students have made application for these funds.

- f. h. Scholarships and Grants in Aid. The College makes available to graduating high school seniors in the area and to returning college sophomores a number of scholarships and activity awards. No funds are necessary because these awards consist of a waiver of tuition. No more than ten per cent of the student body is allowed these awards at any one time.

Each high school in Clark County is granted one academic scholarship for every fifty students, or fraction thereof, in the graduating class. Students must apply for these scholarship awards, must rank on a grade point average in the upper one-third of the class, and must be recommended by the high school principal. All scholarships are authorized by the college scholarship committee.

Activity awards are granted to those students who can demonstrate proficiency or skill in a performance activity, such as: drama, journalism, music, athletics. Students must apply for these awards, must be recommended by a college activity sponsor, must also be recommended by the high school principal, and must be willing to perform in the student activity according to a mutually agreeable plan. No student with a G.P.A. of 1.50 or less is eligible for an activity award. Field representatives recommend activity awards.

These awards are given for one year but are subject to review by the scholarship committee. Last year 126 students were granted awards. The average waiver of tuition was \$40.

6. Extra-curricular activities

- a. The governing body of the Associated Students of Clark College is an elected executive council, consisting of the president, first vice-president, second vice-president, secretary and treasurer. Acting as consultants to the executive council is a board of directors who also carry out the assigned tasks pertinent to the operation of the student affairs on campus. The various clubs on campus are represented in the student government operation through the Inter-Club Council. This group composed of the presidents of campus groups meets regularly and makes recommendations to the board of directors. All organizations in the student body are by charter officially recognized by the student council. New groups are organized as interest develops. Examples of the types of clubs found on the campus include: Student Education Association, Women's Recreation Association, the Associated Women Students, Beta Chi secretarial honorary, Phi Theta Kappa honorary, Omega Upsilon Alpha women's honorary, and the Junior Collegiate Players.
- b. A series of convocations is planned each school year by a committee of faculty and students. The Dean of Students makes the final arrangements and does the calendaring. Convocations occur during class time and all classes are dismissed. The convocation series is supported financially by the student body. In so far as possible, one convocation each month is planned. The student

body cooperates financially with the Vancouver Community Forum in presenting a number of lecturers as a part of the convocation series. These lecturers make two presentations--one for the student body during the daytime and one for the forum in the evening. Other convocations include speakers, musical events, and student body meetings.

In addition to major convocations, from time to time minor convocations of special interest are presented to various smaller groups and/or classes of students.

- c. Clark College philosophy of student life leaves no place for local or national fraternities or for purely social groups.
- d. Same as in item "c" above.
- e. The college sponsors the Theta Eta chapter of Phi Theta Kappa, national junior college scholastic honorary.
- f. Each year the student body supports the following cultural and social events.
 - (1) Music Artists Series
 - (2) Art and photography displays
 - (3) Concerts by the music department
 - (4) Student recitals
 - (5) Drama--Six three-act plays are presented by the students each year.
 - (6) A program of formal and informal dances
 - (7) Monthly coffee hours for students and faculty
 - (8) Friday night open house parties
 - (9) Group firesides
 - (10) Reading and discussion groups
 - (11) Special interest groups, such as International Relations Club and the Student N.E.A. organization
- g. Every club or organization on campus must have a faculty sponsor. Every social activity must have at least two faculty members in attendance. Sponsors are assigned to organizations on the basis of faculty preference, student preference, type of activity, etc. It is the ambition of the college to involve all faculty members in student activities.
- h. The executive council of the student body with the help of the Dean of Students prepares a tentative budget based upon estimated receipts. Allocations are made to various organizations and activities of the student body. In the fall of the year this budget

is approved by the student council and the college administration. The Dean of Students manages student body funds with the help of a student body bookkeeper. All expenditures must be authorized by the Dean of Students. Checks are signed by the student treasurer and the Dean of Students. No organization is allowed to keep separate accounts even though some funds may accumulate from club earnings. No allocated funds are carried over to the next year. All surpluses are returned to the reserve fund. Major purchases must have the prior approval of the college president.

- i. Clark College belongs to the Washington Junior College Athletic Association and participates in all major varsity sports with the exception of football. The college exercises control over athletic policy through the Director of Physical Education and Athletic Commissioner. These officers are appointed by the college president and are responsible to him. The college has complete control over the financing of athletics. Student body membership funds are allocated to the various sports and all expenditures must be approved by the Dean of Students. All athletic personnel are regular members of the faculty and are paid on the same basis and share the same responsibilities as other faculty members.

j. Basketball:

Anderson, William D.
Barnaski, Walter
Boyer, Joseph F.
Boyle, David W.
Brauner, Harold F.
Chilcutt, Richard D.
Darr, James R.
Downs, Gerald D.
Durdell, Dale R.
Engstrom, Larry R.
Falls, Winston D.
Hollingsworth, James C.
Hughes, James E.
Huston, Burton R.
Jacox, William G.
Jollie, Edward D.
Lahr, David W.
Logan, Ronald L.
Luhrs, John H.

McCoy, Arthur E.
McKnight, Joseph H.
Miller, Lewis Mike
Otos, Larry D.
Perkins, Larry M.
Petersen, Lawrence A.
Porter, S. Dee
Sigler, Leon T.
Skogstad, Jerome J.
Stonelake, Wendell A.
Watson, Glenn E.
Wheatley, John W.
Williams, Glen E.
Wollmuth, Marvin

Track:

Canova, Bruce S.
Boyle, David W.

Beard, Eugene D.
Carey, Patrick

Christensen, Clarence L.
Green, Gary D.
Hatfield, William J.
Knight, Darel W.
Liberatore, Leland F.
McKnight, Joseph
Rakoz, Edward S.

Redditt, Nathan M.
Rhode, Kenneth E.
Seet, Douglas, C.
Shaver, David K.
Stevens, Raymond D.
Tatreau, Durwood, Jr.
Wellman, Donald D.

Tennis:

Anderson, Joseph W.
Carroll, Jim L.
Climenson, Richard M.
McIntosh, J. Howard

Marshall, Richard C.
Polen, Don J.
Reese, Dennis G.
Thompson, Alton

Golf:

Denham, Thomas E.
Farr, George R.
Garrow, Thomas E.
McIntosh, James D.

Rice, Brian A.
Wilcox, Merle E.
Wear, David

Baseball:

Arnold, Raymond C.
Bertrand, Jerome T.
Brauckmiller, Thomas E.
Brazzle, Vernon
Brede, Richard M.
Chambers, James A.
Davis, Ronald K.
Durdal, Dale R.
Geddes, Allan D.
Hergert, Gary E.
Hollingsworth, James C.
Holteen, Samuel D.
Logan, Ronald L.
Larson, Kenneth D.

Luhrs, John
Mattioda, Gerald D.
Miller, L. Mike
Peterson, Lawrence A.
Perkins, Larry M.
Roark, David L.
Sigler, Leon T.
Smithline, Kenneth C.
Snarski, Alan R.
Stewart, Terry G.
Walsh, Thomas E.
Watson, Glenn E.
Winters, Bennett L.
Zervis, Michael P.

- (1) No athletes received academic scholarships although some would have qualified.
- (2) Thirty-seven athletes received activity awards.
- (3) Twenty-three athletes were employed by the college and were paid one dollar per hour up to ten hours per week.

- k. Members of the athletic squad do conform to the same requirements in representing Clark College as do students in other forms of public programs.
- l. The college provides an intra-mural athletic program for men which includes participation in bowling, basketball, volleyball, and softball. The intra-mural program for women is connected with the student organization known as the Women's Recreation Association and provides competition in bowling, basketball, fencing, volleyball, field hockey, and softball. The student body gives financial support to the intra-mural program.

7. Placement

- a. In the Office of Student Affairs the college operates an informal placement service. Lists of students needing jobs and list of jobs are maintained. The secretary to the Office of Student Affairs coordinates this activity and is responsible to the Dean of Students. Campus jobs are also filled from the lists of students requesting work.
- b. It is very difficult to determine how many students are working. Our statistical card asks for this information but we are aware of the fact that students begin jobs and quit jobs after they have filled out the statistical card at registration time. We employ approximately 130 students on campus jobs ranging from student janitor to student secretary. Students earn one dollar per hour and work up to a maximum of ten hours per week.
- c. We have no organized placement service for graduates. However, many students, particularly those in the Applied Arts Division, find work with the help and recommendation of their instructors.
- d. We have no formal method of making follow-up studies of our graduates. We do obtain some reports from employers and also from senior educational institutions.

8. Alumni

- a. Clark College supports the Clark College Alumni Association by providing an executive secretary on a part-time basis and an office on campus. The College public information officer has included the executive secretary duties in her post for the past three years. Service to the Association varies, but has been rather extensive since the organization was reactivated in 1957. The executive secretary is responsible for maintaining membership files as well as the Association's records.

- b. A directory of all former students, graduates as well as those who attended but did not graduate, is maintained in the Alumni office. Graduates as well as those who attend for at least one year are added automatically to the alumni list. The Associated Students organization pays the first year's membership of one dollar for each graduate. Students attending for one year are invited to join the Association, but are not granted free memberships. All former students receive the Clark Alumni Newsletter which is published quarterly. The publication contains information about the College as well as the Alumni Association. Some 3,000 persons were receiving the Newsletter as of December, 1959. Dues-paying members are accorded special privileges by the College and the Association such as reduced prices to certain social and cultural events.
- c. The Alumni Association supported the College in the promotion of a bond issue for new buildings some years ago by contacting voters in person and by letter. Scholarships have been provided college students during the 1959-60 year and this practice is expected to continue. The Association has also recognized outstanding students on campus through special presentations. An example of student recognition was the presentation of a plaque to the student body containing the names of the student-faculty selected "citizens of the month" for the year.
- d. Clark enjoys a close relationship with its Alumni through the efforts of the Alumni Association. Association officers are in contact with college administration and faculty frequently as the organization endeavors to serve the institution. Interest in the college's problems and activities is increasing among the alumni as the Association achieves maturity.

ADDENDUM
to
CLARK COLLEGE
Self-Evaluation Report
Section K - Administration

8. Public Relations

- a. To what particular public or publics the institution directs its appeals.

Clark College considers its primary public to be the young people and adults of Vancouver. Since it is the only Washington institution of higher learning within a radius of 50 miles of Vancouver, Washington, it also feels a responsibility for informing residents of Clark County as well as Southwest Washington of the educational opportunities to be found in this community college. Some of the specific publics in Southwest Washington to which information and appeals are directed are the following:

- (1) Prospective students for both day and evening classes.
- (2) Alumni of the institution.
- (3) High school counselors, principals and coaches.
- (4) The Vancouver Board of Education.
- (5) Lay committees appointed by the Board of Education
- (6) Advisory committees serving the College's vocational-technical departments.
- (7) Civic, service, fraternal, cultural and social organizations.
- (8) Prospective scholarship donors.
- (9) Selected groups of leading citizens, such as: bankers, industrial executives, school administrators, ministers, physicians, heads of community agencies, etc.

Included in the college's internal publics are: the daytime student body, Evening Program students, the instructional staff for the day as well as evening classes, and other employees of the College.

A portion of the information and public relations program is directed to the State Board of Education, American Association of Junior Colleges and to other institutions of higher learning in the State of Washington as well as the nation as a whole.

b. Nature of the public relations program.

Clark College strives to exemplify its high ideals in all its publications and in the public utterances of its officials and representatives. The public relations of the College are under the control and supervision of the President. The Director of Public Relations is directly responsible to the President for the organizing and carrying out of a program designed to benefit the College through better understanding and increased interest and support on the part of the many publics. The graphic arts, art, and photography departments of the College serve the Public Relations Department in accomplishing the program.

The following are some of the public relations activities of the College:

(1) Mass Media (Newspapers, Radio, Television, Magazines)

News articles and photographs about the College and its activities are sent almost daily to The Vancouver Columbian, Vancouver; the Oregonian and Oregon Journal, Portland, Oregon. Some releases are also sent to Radio Station KEY

in Vancouver as well as to some six radio and television stations in Portland. News articles are also sent frequently to five weekly newspapers in Southwest Washington as well as to four neighborhood shoppers in Portland.

A four-page student newspaper is published weekly by college students and is distributed to all students and staff and mailed to high schools and other colleges.

The College presents one half-hour program over Portland KGW TV each year. In addition to this, various students and faculty members are invited to appear on television and radio programs as special events occur. The College has been featured on the Vancouver Chamber of Commerce's radio program aired over Radio Station KEY several times this year.

Articles about the College are written for publication in the American Junior College Association's newsletter, the Northwest Junior College Newsletter and professional magazines such as Western Baker, American Technical Education News, etc. When articles about junior college education appear in national magazines reprints or copies are obtained for mailing to selected groups of citizens.

(2) Direct Communication (Newsletters, Bulletins, Brochures, Letters)

A four-page newsletter published primarily for

alumni of the College is mailed to some 3,000 former students as well as friends of the institution. The publication (Clark Alumni Newsletter) contains news of the Alumni Association's affairs as well as the College program. Various administrative officers issue bulletins to the faculty and staff in regard to forthcoming events.

One brochure designed to appeal to prospective students is published by the College each year. Brochures planned to inform prospective students about specific departments are published as the need arises. One brochure edited by this department this year presented the events planned by the art, drama, music and photography departments for the 1959-60 season.

(3) Other Publications

The College catalog is published every two years and contains general information about the institution as well as its offerings. Copies are available to all enrolled and prospective students upon request and are distributed to members of the staff, high school principals and counselors and others.

The College yearbook, the Galapagon, is published each spring and is distributed to all students and faculty members. High schools in the area are sent complimentary copies.

A student handbook is published at least once every two years for distribution to the students.

Basketball pressbooks are published and distributed to press, radio and television sources and other colleges in Washington and Oregon.

(4) Speeches, Music, Drama, etc.

Division deans and the dean of students represent the College at various high school-college conferences during the year. The President also attends some of these events. The deans visit each high school in Southwest Washington each year to talk with prospective students.

Many faculty members speak or present programs at meetings of organizations in Southwest Washington. Student programs are also presented upon request.

Many faculty members speak or present programs at meetings of organizations in Southwest Washington. Student programs are also presented upon request.

The College's instrumental and vocal groups present numerous concerts on campus and in Southwest Washington during the school year. The Penguin Players present six plays a year. The public is also invited to attend other special programs from time to time. Whenever possible, Clark's cultural program is opened to the public with admission being free or held to a minimum.

(5) Special Programs

Clark hosts several high school student groups each year as every effort is made to bring this segment of the community to the College. Examples of these events would be the high school senior-college dance, student education group picnic, journalism dinner, etc. The Southwest Washington Institute of International Affairs, drawing some 200 high school students, was held on campus this year. The Athletic Department is sponsoring a state high school tennis tournament this spring.

High school teachers and administrators are invited to buffet dinners on the campus each year. These affairs, attended by College instructors as well, are social and bring the two groups closer together.

(6) Other Community Contacts

The facilities of the College are offered to organizations for dinners, conferences, etc. From time to time the College serves dinners to various groups in appreciation of their efforts on behalf of the school.

Qualified individuals from the community are invited to teach evening classes. Each of the vocational-technical areas has an advisory group made up of local citizens. Members of the administration and faculty are represented in various professional and civic groups in the state,

county and city. Clark students take part in many out-of-town events each year such as, athletics, musical performances, and leadership conferences.

(7) Service

Clark College endeavors to serve the community as an educational as well as cultural center. Numerous requests are filled each year for specialized assistance.

Evening classes are frequently offered in answer to specific community requests and in cooperation with local industries and business firms,

The College has an extensive scholarship program designed to help deserving and needy students obtain a college education.

The City of Vancouver's entry in the Portland Rose Festival has been built in the Applied Arts Center for many years. The design for this year's entry was drawn by a college art instructor.

The College's Office of Public Relations as well as other departments answers numerous requests for information on all topics.