



**CLARK COLLEGE**  
**Vancouver, Washington**  
**SELF-EVALUATION REPORT**

*Prepared for the Commission on Higher Schools,  
Northwest Association of Secondary and Higher  
Schools. February 1970*



## FOREWORD

Clark College appreciates the privilege of submitting this Self-Evaluation Report to the Commission on Higher Schools of the Northwest Association of Secondary and Higher Schools. The Report represents an effort at self-study by members of the faculty and staff, directed by a coordinating committee. Planning was started more than a year in advance of the date set for the evaluation team to visit the campus.

We look forward with pleasure to the visit of the Evaluating Committee to our campus and are confident that the College will be strengthened and improved as a result of the re-evaluation. The Committee can be assured of the full cooperation of us at the College while it is on our campus.

Dwight C. Baird  
President



SELF-EVALUATION COORDINATING COMMITTEE

Institutional Objectives - - - - -	Dean Orville Everson
Finance - - - - -	Mr. Richard Newlean
Physical Plant, Equipment - - - - -	Mr. Richard Newlean
	- Mr. Pat Gordon
Library & Audio-visual - - - - -	Mr. Brooks Jenkins
	- Mr. Delmar Harris
Educational Program - - - - -	Dean Lewis Cannell
	- Dean Lynn Degerstedt
	- Dean Orville Everson
	- Division Chairmen
Instructional Staff - - - - -	Dean Lewis Cannell
	- Dean Lynn Degerstedt
	- Dean Orville Everson
Administration - - - - -	President Dwight C. Baird
	- Mr. Robert Moser
Students - - - - -	Dean J. Manning Nelson
	- Mr. Milton McDermott
	- Mr. John Trued
	- Mrs. Phyllis Bettesworth
	- Mrs. Marian Wood
	- Mr. Claude O'Connell
	- Mr. Robert Moser
Special Services - - - - -	Dean Lynn Degerstedt
	- Mr. Ross Brewer
Research - - - - -	Mr. William Sheehan
Editing & Publishing - - - - -	Mr. Robert Moser
	- Dean Lewis Cannell



## TABLE OF CONTENTS

	Page
I. Institutional Objectives . . . . .	1
II. Finance . . . . .	3
III. Physical Plant, Materials, and Equipment . . . . .	21
IV. Library . . . . .	30
V. Educational Program . . . . .	44
VI. Instructional Staff . . . . .	49
VII. Administration . . . . .	61
VIII. Students . . . . .	91
1. Admissions . . . . .	91
2. Registrar . . . . .	97
3. Student Orientation . . . . .	103
4. Counseling and Testing . . . . .	107
5. Financial Aids . . . . .	113
6. Bookstore . . . . .	117
7. Housing and Food Services . . . . .	121
8. Health Services . . . . .	123
9. Extracurricular Activities . . . . .	127
10. Athletics . . . . .	130
11. Placement . . . . .	134
12. Alumni Relations . . . . .	137
IX. Special Services and Activities . . . . .	141
X. Research . . . . .	147



# 1

## STATEMENT OF PURPOSE





## I. Institutional Objectives and Statements of Purpose

- A. Clark College has striven to serve as a center of learning and cultural endeavor for Southwest Washington since its founding as a private institution in 1933. In 1941 it became a state institution. In 1946 it became a district institution and at that time began offerings in occupational fields which have been expanded vigorously from that day to this. In 1967 the College again became a state institution. Throughout its history the ideal of community service has been implicit in all its plans. Under state law it is required to offer thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; and community services of an educational, cultural, and recreational nature.

Clark College expects several things to happen to people because it exists:

1. It 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.
2. It assists the student in discovering and increasing his potential as a productive person, a citizen, and a well-rounded intelligent personality.
3. It 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, the community, the nation, and the world.

As a result of the students' attending Clark College we expect a cultural and educational upgrading which will be reflected in the community. Students with varying levels of abilities, aptitudes, and diverse backgrounds will be helped to develop skills, values, attitudes, and understanding necessary for effective participation in a democratic society.

Because of the various needs of the community college district, the most effective organizational form to meet these needs is believed to be a comprehensive two-year community college.

## B. Description

1. Statement of purposes and methods by which these purposes are made known to the public.

- a. Recognizing its responsibilities to all segments of the community and toward society as a whole, the College seeks to satisfy these responsibilities by directing its efforts toward the attainment of the following purposes:

- |                                    |                                 |
|------------------------------------|---------------------------------|
| (1) General Education              | (5) Guidance & counseling       |
| (2) University-parallel curricula  | (6) Student activities services |
| (3) Vocational-technical education | (7) Developmental services      |
| (4) Continuing adult education     | (8) Community services          |



These purposes are clearly defined and published in the college catalog, the student handbook, the faculty handbook, brochures, the student newspaper, news releases, and district-wide mailing notices of course offerings. In addition, staff members are continually communicating these purposes by visits to other institutions, by visits to district high schools, by participating in professional and civic organizations, and through the use of advisory committees.

### C. Analysis and Appraisal

#### 1. Analyze your institution against the standard for institutional objectives or statements of purpose.

##### a. Is your statement still relevant to your current programs?

The statement of purpose is still relevant to current programs. It was drafted by a staff committee representing members from all divisions of the college, to reflect the institutional philosophy and purposes as conceived and stated.

##### b. How should it be revised, if at all?

It is the feeling of the staff, and Board of Trustees that revision of purpose is not necessary. However, it will be open to re-evaluation and revision as needed.

##### c. Are new faculty hired with direct relationship to this statement of purposes?

The appropriate division chairman, the instructional deans and College president discuss the philosophy and purposes of the College with prospective faculty members to be hired. Faculty members are employed after it is determined that their basic philosophy, skill and training are consistent with the aims of the College.

##### d. Is there evidence that the purposes are/are not being achieved?

Evidence that the College is successfully achieving its objectives is to be seen in the following:

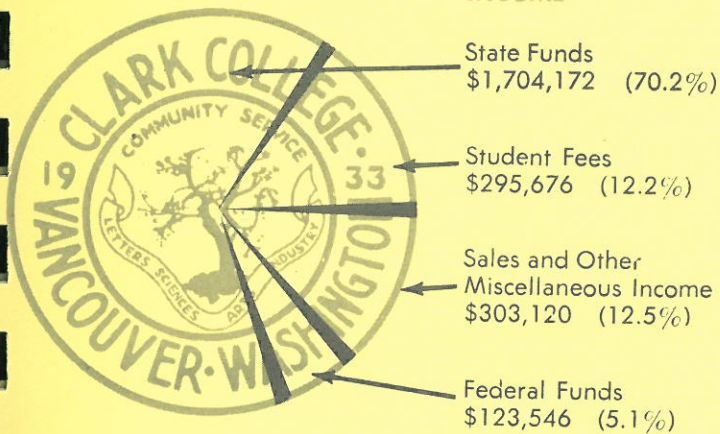
- (1) Continued growth in both the academic and technical areas.
- (2) Success reports of transfer students to four-year institutions.
- (3) Success reports of employed student, by faculty, by students, by management in industry, and by members of advisory committees.
- (4) Continuous requests by business and industry for students completing one-year and two-year programs.
- (5) Constant growth and demand for continuing education classes.
- (6) By requests from secondary schools of the district for college staff members to participate in career days, conferences, and special speaking engagements.
- (7) Enthusiastic reception and support from the community.



# 2

## FINANCE

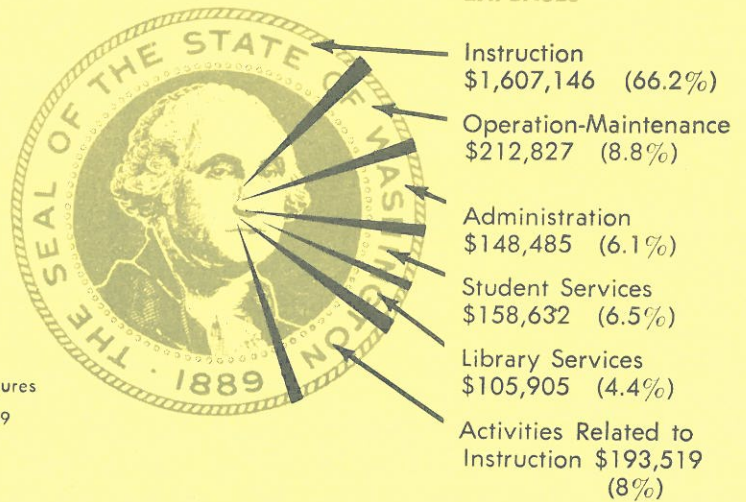
### INCOME



Actual figures  
1968-69

TOTAL INCOME \$2,426,514

### EXPENSES



TOTAL EXPENDITURES \$2,426,514

Clark's budget for 1969-70 is \$2,564,480

## II. Finance

- A. Clark College is the single community college operated by Community College District No. 14, State of Washington. As a state operated community college, approximately 75% of Clark's operating funds are provided through legislative appropriations to the State Board for Community Colleges. This appropriation is then distributed by the State Board to the various community college districts on a formula basis in which the chief variable factor has been student enrollment. Some basic costs which would not vary in direct proportion to size have been covered, in part, by a flat grant to each institution. A deductive adjustment has also been made for non-resident tuition fees collected so that an institution receives the same income for non-resident students as for resident students.

Distribution of basic allocations to Clark College for the past three years on the formula has been as follows:

<u>Year</u>	<u>FTE Allotment</u>	<u>Amount Per FTE</u>	<u>Flat Grant</u>	<u>Deductions</u>	<u>Total</u>
1966-67	2234	562.50	25,000	40,735	1,240,890.99
1967-68	2380	602.00	25,000	--	1,457,760.00
1968-69	2450	642.00	97,500	117,100	1,553,300.00

For the current year (1969-70) a more sophisticated formula was adopted by the State Board. This recognized the previous years' level of expenditure for each college and set the per student amount on this basis plus adding an amount for price and salary increases. Clark's 1969-70 allocation was made under this formula as follows:

1. 1968-1969 FTE level of support	738.00
2. 1969-1970 allotted FTE (2506) x 68-69 level	1,849,428.00
3. Salary & price increases (11%)	198,924.00
4. Basic State support allocation (2 + 3)	2,048,352.00
5. Less estimated non-resident tuition	49,347.00
6. Total adjusted basic state support allocation	1,999,005.00

The remaining approximate 25% of the college's operating funds comes from student fees, federal funds, sales of materials and services and other miscellaneous sources.



B. Description:

1. Report the income for the past three fiscal years in the following general categories:
  - a. Governmental or private appropriations
  - b. Student fees
  - c. Gifts, grants, and contracts
  - d. Sales and services of educational departments
  - e. Extension and public service
  - f. Other sources

(See chart on next page)

# CLARK COLLEGE

Revenues 1966 - 1969

	Actual 1966-67	%	Actual 1967-68	%	Actual 1968-69	%	Budgeted 1969-70	%
a. Governmental Appropriations	1,240,890.44	71	1,577,760.00	76	1,704,171.73	74	2,070,505.00	80
b. Student Fees	365,265.78	21	282,980.74	14	294,193.19	13	231,400.00	9
c. Gifts, grants, contracts	40,855.25	2	41,208.10	2	50,364.95	2	118,000.00	5
d. Sales & Services of Educational Departments	44,197.72	3	42,942.86	2	30,444.94	1	62,000.00	2
e. Extension & Public Service	--	0	--		--		--	
f. Other Sources	54,382.55	3	125,034.40	6	221,316.07	10	107,940.00	4

TOTAL:

1,745,591.74

2,069,926.10

2,300,490.88

2,589,845.00



Actual income for the fiscal years 1966-67, 1967-68, 1968-69 and budgeted revenue for the current year is shown in Table F1. The apparent decrease in tuition revenue in fiscal years 1967-68 and 1968-69 reflects the result of a new law requiring the transfer of 40 percent of the tuition fees collected to the State Community College bond redemption fund. These funds have been restored to the college by an additional allocation of State Funds in the amount of the transfer. A change in the law in 1969 requires a transfer of 60% of tuition fees. Since the initial 40% was included in our basic allocation for 1969-70, only the additional 20% is reimbursed through an increase in the allocation of appropriated funds.

2. Report the operating budgets for the past three fiscal years in the following general categories, when applicable, by salaries, wages, operations, travel, equipment, total, and percent.

Operating budget expenditures for fiscal years 1965-1969 and the current operating budget for 1969-1970 are reported in Table F2. During the period covered, four different accounting systems have been used ranging from the system prescribed by the State Auditor's Office for school districts to the system prescribed by Central Budget Agency (now Office of Program Planning and Fiscal Management) for the community colleges. During the fiscal year 1965-1966, the Business Manager of Clark College and Everett Community College were instrumental in developing a revised accounting manual more in conformity with Volume I of College and University Business Administration than the school district manual then in use. To test the manual, these two colleges ran a dual system for one year. The following year, (1966-1967) all Washington Community Colleges were required by the State Auditor's Office to follow the new system. In July of 1967, with the implementation of the Community Act of 1967, all Washington Community Colleges became state agencies and the authority for establishing accounting procedures passed from the State Auditor's Office to Central Budget Agency. This change resulted in the establishment of a still different accounting system. Because of the many changes involved, some of the figures used in Table F2 were obtained by making the best estimates possible in transferring from one budget program to another to obtain a consistency from one year to the next.

The accounting for non-allotted funds such as associated students, loan funds, scholarship funds, etc., has undergone an even more drastic rearrangement in the past four years for the reasons enumerated in the preceding paragraph. Tables F3, F4, and F5 report these funds as they are currently set up under Central Budget Agency regulations.



## CLARK COLLEGE

TABLE F 2

OPERATING BUDGET EXPENDITURES

	<u>Actual 1966-67</u>	<u>Actual 1967-68</u>	<u>Actual 1968-69</u>	<u>Budget 1969-70</u>
General Administration				
Salaries & Wages	76,115.59	92,299.82	105,326.83	131,768.00
Operations	42,308.63	34,496.18	43,478.16	61,290.00
Travel	1,171.41	3,182.43	4,607.97	3,785.00
Equipment	-0-	733.48	1,308.97	1,600.00
Total	119,595.63	130,711.91	154,721.93	198,443.00
Percent	6.4	6.7	6.7	7.7
Student Services				
Salaries & Wages	119,554.89	135,658.19	140,469.22	159,388.00
Operations	13,070.78	13,359.78	24,275.53	30,486.00
Travel	1,047.75	1,368.57	1,357.55	1,778.00
Equipment	-0-	40.39	405.86	1,058.00
Total	133,673.42	150,426.93	166,508.16	192,710.00
Percent	7.2	7.7	7.2	7.5
Plant Maintenance & Operations				
Salaries & Wages	104,545.33	111,019.94	116,007.67	135,886.00
Operations	98,966.63	72,109.10	78,749.42	79,800.00
Travel	-0-	51.95	63.00	50.00
Equipment	6,823.65	1,954.05	5,938.69	3,250.00
Total	210,335.61	185,135.04	200,758.78	218,986.00
Percent	11.3	9.4	8.7	8.5



## CLARK COLLEGE

TABLE F 2

OPERATING BUDGET EXPENDITURES

	<u>Actual</u> <u>1966-67</u>	<u>Actual</u> <u>1967-68</u>	<u>Actual</u> <u>1968-69</u>	<u>Budget</u> <u>1969-70</u>
<b>Libraries</b>				
Salaries & Wages	61,528.95	58,836.03	66,472.49	74,376.00
Operations	19,051.76	19,565.20	31,778.57	27,316.00
Travel	115.51	287.97	492.70	300.00
Equipment	-0-	242.61	3,727.68	2,500.00
Total	<u>80,696.22</u>	<u>78,931.81</u>	<u>102,471.44</u>	<u>104,492.00</u>
Percent	4.3	4.0	4.4	4.1
<b>Instruction</b>				
Salaries & Wages	1,075,462.49	1,162,687.03	1,329,379.06	1,506,952.00
Operations	102,611.17	104,369.55	129,857.64	144,908.00
Travel	6,736.33	7,898.14	7,149.42	7,875.00
Equipment	58,932.72	57,680.56	127,047.80	73,289.00
Total	<u>1,243,742.71</u>	<u>1,332,635.28</u>	<u>1,593,433.92</u>	<u>1,733,024.00</u>
Percent	66.9	68.0	68.8	67.6
<b>Staff Benefits</b>				
General Admin.		6,660.90	7,972.78	9,997.00
Student Services		8,841.92	9,493.71	11,280.00
Plant		10,532.85	12,067.93	13,463.00
Libraries		3,377.49	4,223.33	5,424.00
Instruction		53,292.52	66,022.11	76,661.00
Total	<u>70,553.95</u>	<u>82,345.68</u>	<u>99,779.86</u>	<u>116,825.00</u>
Percent	3.8	4.2	4.3	4.6
<b>TOTAL</b>	<u><u>1,858,597.54</u></u>	<u><u>1,960,186.65</u></u>	<u><u>2,317,674.09</u></u>	<u><u>2,564,480.00</u></u>

## CLARK COLLEGE

## Local Funds Operations

1968 - 1969

(According to Current (1967-1970) OPPFM Account Structure)

<u>Fund</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Expenditures</u>	<u>Ending Balance</u>
Grants & Contracts		Not used until 1969-1970		
Plant	126,805.96	4,015.83	72,470.94	58,350.85
Motor Pool	(12,431.36)	7,271.44	2,725.51	(7,885.43)
Data Processing		Not used until 1969-1970		
Food Service		Not used until 1969-1970		
Associated Students	42,691.00	65,373.38	73,286.80	34,777.58
Bookstore	14,856.90	162,229.05	169,435.98	7,649.97
Agency	37,781.30	29,380.77	42,272.60	24,889.47
Scholarships & Grants	12,271.15	37,612.19	35,735.21	14,148.13
National Defense Student Loan	1,089.65	7,967.42	7,450.00	1,607.07
Student Loan (Institutional)	6,618.90	21,210.56	22,899.57	4,929.89
Law Enforcement Educational Program		Not used until 1969-1970		



## CLARK COLLEGE

## Local Funds Operations

1967 - 1968

(According to Current (1967-1970) OPPFM Account Structure)

<u>Fund</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Expenditures</u>	<u>Ending Balance</u>
Grants & Contracts	Not used until 1969-1970			
Plant	121,891.18	4,914.78	--	126,805.96
Motor Pool	--	1,796.60	14,227.96	(12,431.36)
Data Processing	Not used until 1969-1970			
Food Service	Not used until 1969-1970			
Associated Students	36,740.32	59,306.24	53,355.56	42,691.00
Bookstore	10,590.32	165,171.41	160,904.83	14,856.90
Agency	38,069.15	36,061.77	36,349.62	37,781.30
Scholarships & Grants	15,017.52	32,475.21	35,221.58	12,271.15
National Defense Student Loan	689.10	6,270.55	5,870.00	1,089.65
Student Loan (Institutional)	7,077.52	16,259.93	16,718.55	6,618.90
Law Enforcement Educational Program	Not used until 1969-1970			

## CLARK COLLEGE

## Local Funds Operations

1966 - 1967

(According to Current (1967-1970) OPPFM Account Structure)

<u>Fund</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Expenditures</u>	<u>Ending Balance</u>
Grants & Contracts		Not used until 1969-1970		
Plant	117,338.63	83,407.08	78,854.53	121,891.18
Motor Pool		Not used until 1968-1969		
Data Processing		Not used until 1969-1970		
Food Service		Not used until 1969-1970		
Associated Students	32,014.01	51,381.03	46,654.72	36,740.32
Bookstore	11,329.63	157,268.04	158,007.35	10,590.32
Agency	39,344.80	67,158.95	68,664.48	38,069.15
Scholarships & Grants	20,145.74	25,201.01	30,329.23	15,017.52
National Defense Student Loan	861.38	7,027.72	7,200.00	689.10
Student Loan (Institutional)	6,936.30	10,573.50	10,432.28	7,077.52
Law Enforcement Educational Program		Not used until 1969-1970		



3. Report the budget for the succeeding fiscal year as required by Question 2.

The above question is answered in Table 2, Column 4

4. Show for the past three academic years the student-credit hour costs by departments indicating those expense items you included in your analysis.

The lack of emphasis on program budgeting in the past has resulted in an accounting system which has not stressed cost accounting by departments, consequently these costs can be shown for the past fiscal year only. Included in the departmental costs shown on Table F4 are instructional salaries, supplies, travel and student help. Costs are approximate and are based on figures extracted last spring for budget preparation information. We are hopeful that shortly a uniform system of detailed cost accounting will be established at the state level which will make possible the development of meaningful cost comparisons in the community college system.

See Table following:

## CLARK COLLEGE

 DIRECT INSTRUCTIONAL COSTS  
 BY DEPARTMENTS  
 1968 - 1969

Department	Instructional Supplies	Student *Help	Travel	Instructional Salaries	Total Cost	Credit Hours Taught	Cost Per Credit Hour	Cost Per FTE
				<u>BUSINESS DIVISION</u>				
Business Admin.	385	471	12	39,895	40,763	5,001	8.15	366.75
Data Processing	** Equipment Rental 34,950 310	654	57	16,789	52,760	1,676	31.48	1,416.60
Sec'y. Science	901	347	21	29,255	30,524	2,211	13.81	621.45
				<u>HEALTH OCCUPATIONS DIVISION</u>				
Associate Degree Nursing	595	148	1,683	72,313	74,739	2,493	29.98	1,349.10
Dental Hygiene	6,643	126	366	22,535	29,670	342	86.75	3,903.75
Lisc. Pract. Nursing	285	148	376	27,570	28,379	1,499	18.93	851.85
Health	236	167	-0-	7,543	7,946	1,575	5.05	227.25

\* Includes work-study

\*\*Prorated on 75% of total Data Processing costs to Program 060



Direct Instructional Costs  
By Departments 1968-1969

Department	Instructional Supplies	Student Help	Travel	Instructional Salaries	Total Cost	Credit Hours Taught	Cost per Credit Hour	Cost Per FTE
<u>HUMANITIES DIVISION</u>								
Art	195	598	33	31,680	37,888	2,262	16.75	753.75
Drama-Speech	103	523	95	27,500	28,221	2,141	13.18	593.10
English	431	505	297	101,611	102,844	10,131	10.15	456.75
Journalism	86	-0-	23	2,809	2,918	185	15.77	709.65
Languages	723	-0-	19	15,765	16,507	1,067	15.47	696.15
Music	994	869	42	33,569	35,474	1,018	34.85	1,568.25
Philosophy	87	198	7	13,885	14,177	1,680	8.44	379.80
Photography	470	-0-	-0-	2,273	2,743	132	20.78	935.10
<u>PHYSICAL EDUCATION</u>								
Physical Ed.	2,252	2,432	257	52,229	57,470	2,958	19.43	874.35
<u>SCIENCE-MATH</u>								
Biological Sci.	3,597	1,586	138	42,240	47,561	3,385	14.05	632.25
Chemistry	3,342	808	10	27,041	31,201	1,822	17.12	770.40
Mathematics	132	530	54	58,594	59,310	7,279	8.15	366.75
Physical Sci. & Geology	410	293	39	10,705	11,447	1,107	10.34	465.30
Physics	689	865	15	16,439	18,008	531	33.91	1,525.95

Direct Instructional Costs  
By Departments 1968-1969

Department	Instructional Supplies	Student Help	Travel	Instructional Salaries	Total Cost	Credit Hours Taught	Cost Per Credit Hour	Cost Per FTE
<u>SOCIAL SCIENCE</u>								
Anthropology	78	-0-	67	3,730	3,875	820	4.72	212.40
Economics	78	-0-	4	10,085	10,167	1,075	9.46	425.70
Geography	78	-0-	-0-	6,481	6,559	1,005	6.53	293.85
History	170	322	31	21,961	22,484	2,745	8.19	368.55
Political Sci.	109	-0-	136	20,536	20,781	1,379	15.07	678.15
Psychology	182	-0-	34	22,070	22,286	3,876	5.75	258.75
Social Science	139	464	16	3,872	4,491	387	11.60	522.00
Police Science	778	916	142	11,927	13,763	534	25.77	1,159.65
Sociology	109	-0-	52	16,145	16,306	2,191	7.44	334.80
<u>TECHNOLOGY DIVISION</u>								
Agriculture & Horticulture	860	1,238	217	7,826	10,141	263	38.56	1,735.20
Auto Mechanics	978	979	-0-	17,854	19,811	993	19.95	897.75
Auto Rebuilding	290	360	-0-	10,045	10,695	544	19.66	884.70
Engineering & Engin. Techn.	1,570	1,538	176	27,790	31,074	1,485	20.93	941.85
Commercial Foods	477	-0-	-0-	24,015	24,492	838	30.13	1,355.85



Direct Instructional Costs  
By Departments 1968-1969

Department	Instructional Supplies	Student Help	Travel	Instructional Salaries	Total Cost	Credit Hours Taught	Cost Per Credit Hour	Cost Per FTE
				<u>TECHNOLOGY DIVISION</u>	(Continued)			
Diesel	696	87	-0-	10,265	11,048	472	23.41	1,053.45
Electronics & Electricity	697	738	157	18,185	19,777	846	23.38	1,052.10
Graphic Arts	1,443	-0-	92	12,561	14,096	444	31.75	1,428.75
Home Economics	149	-0-	-0-	9,895	10,044	800	12.56	565.20
Machine Shop	1,314	684	67	22,113	24,178	947	25.53	1,148.85
Welding	1,303	2,081	-0-	21,816	25,200	966	25.05	1,127.25
				<u>EVENING PROGRAM</u>				
All Classes	1,878	2,277	140	126,169	130,464	13,240	9.84	442.80

### C. Analysis and Appraisal

#### 1. Analyze your institution against the standard for institutional finance.

##### a. How is the budget prepared and approved, and by whom?

Under direction of the President, assisted by the Business Manager, budget requests are submitted by each administrator responsible for a specific operating program or sub-program within the general fund budget. Primary responsibility for preparing these requests is assigned as follows:

##### Administration:

President's Office	President
Business Office & Gen'l Expense	Business Manager
Public Information Office	Director of Public Relations

##### Student Services

Health Services	Dean of Students
Student Personnel Services	Dean of Students

##### Plant Maintenance & Operation

Business Manager

##### Library Services

Library	Dean of Instruction
	Director of Library Services
Audio-Visual Services	Director of Audio-Visual Services

##### Instruction

Dean of Instruction  
Associate Deans, Division  
Chairmen

##### Data Processing

Director of Data Processing

Each administrator works in close cooperation with the staff in his area and with the Business Manager in the development of the budget request. Budget requests are reviewed in a series of hearings by the President and the Administrative Advisory Council. Following these hearings a total budget request is assembled by the Business Office, along with an estimate of funds available. Budget requests invariably exceed funds available. Through a series of review and work sessions with the Board of Trustees, the administrative staff, division chairmen, the faculty representative committee and the faculty salary committee, a balanced budget is finally achieved. This budget is then formally approved by the Board of Trustees and routed through the state board office to the Office of Program Planning and Fiscal Management.



- b. After approval is the control of the expenditures within the institution under the jurisdiction of the governing body?

After final approval of the budget allotments, authority for day-by-day control is delegated to the President and the Business Manager with the Board of Trustees receiving a monthly budget status report for their information. State law also vests an element of control in Central Budget Agency and provides that allotments within programs by fund may not be exceeded.

- c. Is there an organizational plan for assigning responsibilities that insures sound financial practices for the institution? If so, describe the plan.

Generally speaking, sound financial practices revolve around adequate budget planning and programming of expenditures with sufficient controls to ensure that expenditures are being made according to plan and in a manner consistent with getting full value for each dollar expended.

The Clark College Business Office is organized with the accomplishment of these objectives in mind and recognizes its role as a supportive function to other activities on campus. Its organization provides sound procedures for accounting, cashiering, payroll, purchasing and classified personnel administration.

The Business Manager is the chief fiscal officer of the institution and reports directly to the President. Working directly under the Business Manager is an assistant business manager who has specific responsibilities in the areas of classified staff administration, purchasing and auxiliary services administration. Since the assistant business manager is trained and experienced in the field of planning, his services are being utilized in the establishment of long range campus facility planning.

The accountant is responsible to the Business Manager for accounting procedures, internal audit and for making all reports to Central Budget Agency. In addition, she is responsible for the on-going coordination necessary with the data processing center to enable the production of the institutional financial reports.

Accounts payable and the cashiering operation are handled by a voucher clerk and a cashier responsible to the Business Manager.

The payroll clerk is directly responsible to the Business Manager. It is her function to supply all necessary payroll information to the State Data Processing Center and to prepare all required reports for social security, industrial insurance, retirement, health insurance and other payroll deductions.



Procedural manuals for each area of the Business Office function are being developed and will be completed as soon as time permits.

Fiscal audits are performed on an annual basis by examiners from the State Auditor's Office as required by statute. Our first audit under the new system was conducted during June and July of 1969. A copy of the audit report is available for examination.

- d. If the accounting system follows a set of principles other than those outlined under College and University Business Administration, what is your system? Please explain.

Under Washington law the authority to establish community college accounting systems rests with Central Budget Agency. The system established by this agency, in cooperation with the State Board Staff and various college business offices follows, in general, the accounting principles set forth in Vol. I of College and University Business Administration.

Presently, a sub-committee from the Business Affairs Commission, made up of the chief finance officers from the twenty-two community colleges is reviewing the accounting system and will make recommendation to further standardize the system.

- e. What are the strengths and weaknesses of the institution's financial structure?

The greatest strength in our financial support system lies in the strong commitment and the traditionally powerful sense of obligation of the State of Washington to its educational system. Generally speaking, the state has embraced the philosophy of taxing the wealth, wherever it may be, to support the education of the individual, wherever he may be. This philosophy means we have the resources of the entire state supporting us rather than those of a single district or other small segment of the state. This has resulted in a stable and reasonably adequate level of support over the years.

The greatest weakness probably lies in the method and timing used in the distribution of state appropriations by the State Board to the various community colleges. A great deal of work remains to be done in the area of program budgeting to allow the distribution formula to support programs of widely varying costs. This will require that the system develop uniform comparative cost information as well as standards or models on which to base cost evaluations. Much work is under way on this at the present time, but in a relatively new system more time will be required to achieve the necessary uniformity.

The problem of timing is less serious, but we do, nevertheless, work under a handicap due to the short period each year between the time our state allocation is known and the time our budget



must be finalized. This problem would probably be solved by development of a realistic program budgeting system and the refinement of long range budget planning.

- f. Is financial planning for the future adequate to meet the projected needs of the institution?

Due to the fact that the bulk of Clark College's funding, both for operations and capital projects originates at the state level, little direct financial planning for the future can be done on an independent basis at the local level. This planning needs to be done as a coordinated statewide effort involving all state community colleges and the State Board for Community College Education. The Business Affairs Commission made up of the college business managers in the system and the state board staff has been addressing themselves to this problem of future financial planning which closely ties in with a program budgeting system.

The need for coordinated statewide planning obviously does not negate the local planning function. Educational program planning for the near and distant future can be of substantial assistance in financial planning and is presently under way at Clark College.

# 3

## **PHYSICAL PLANT, MATERIALS AND EQUIPMENT**





### III. Physical Plant, Materials, and Equipment

- A. The comprehensive nature of Clark College's primary educational program for all persons within District 14 includes fulfilling needs of the first two years of higher education academic training, occupational and technical education, continuing education, community service efforts, counseling and guidance, and student personnel services. The campus, buildings, materials, parking, and equipment are designed and maintained to serve the above stated purposes.

The campus, generally, is adequate for present educational programs. Presently in-progress campus planning is expected to provide a rationale for establishing adequate land area needed to accommodate future programs and a physical plan for the location of needed facilities to meet future and certain present needs.

Sufficient rooms of adequate size, generally, exist as is demonstrated by recent space utilization studies. Proper scheduling of adequately lighted and equipped rooms, labs, and other facilities is presently practiced. Heating of all facilities is efficiently and economically accomplished by a modern steam system shared jointly with a local school district.

It is standard practice at Clark College for administration to be closely advised by a standing committee of faculty, students, board of trustee members, and members of the community at large when a new building is being planned.

Plant and campus maintenance is clearly defined and assigned to a stable and competent staff which is guided, in part, by an established maintenance program.

#### B. Description:

1. Supply a schedule of the buildings and grounds which are an integral part of the main campus of your institution, listing total usable square footage in each building, dates of construction or acquisition, initial cost, estimated replacement cost, and the estimated value of equipment on each building.

See Table IIIA for the above requested information. The attached maps of all campus buildings are provided as an additional aid to understanding the physical plant.

2. Provide a copy of the latest available Master Plan for the further development of your institution. Indicate when it was last revised.

Further development of the campus has always been preceded by careful planning by faculty and administration as assisted by architects.

A program for long range educational and facilities planning has

been instituted which is expected to provide substantial information on future campus development prospects.

Development of a long-range campus plan is assisted by a standing committee composed of students, faculty, trustees, community representatives, and administration. A copy of the latest available Master Plan for the campus is provided under separate cover.



## CLARK COLLEGE

TABLE IIIA

## Physical Plant and Equipment

<u>Buildings</u>	<u>Total Useable Sq. Footage</u>	<u>Date of Construction or Acquisition</u>	<u>Estimated Replacement Cost</u>	<u>Estimated Value of Equipment</u>
Science	15,897	1958	371,306	122,396
Health Sciences	7,510	1958	215,659	154,720
Hannah Hall )	13,891	1958	535,987	43,872
Foster Hall )	6,779	1966		
Art & Drama	16,893	1958-1966	424,133	29,388
Physical Education & Music	30,108	1958-1966	598,395	35,203
Gaiser Hall	46,545	1958-1966	1,094,037	71,202
Green House	860	1958	10,564	--
Engineering-Technology	17,656	1967	435,119	70,033
Administration	13,440	1966	335,794	250,781
Applied Arts				
Unit 1 (Business)	10,840	1950	235,090	47,189
Unit 2 (Auto Rebdg.-Mach.Shop)	16,415	1950	299,892	325,991
Unit 3 (Automotive-Diesel)	13,000	1950	230,537	73,814
Unit 4 (Elec.-Eng.Tech.)	16,863	1950	303,830	31,976
Unit 5 (Welding-Printing-H.S.Auto)	15,870	1950	324,041	128,504
Parent Education Center	7,400	1949	101,261	4,003
			<hr/> 5,515,645	<hr/> 1,389,072

C. Analysis and Appraisal:

1. Analyze your institution and your master plan against the institutional standard for physical plant materials and equipment.

Note: This is a request for analysis with a minimum of description. Your careful judgment is expected. Please consider, but do not limit yourself to, the following questions in your analysis:

- a. Does your physical plant adequately serve the needs of the students and staff?

Our physical plant, generally, adequately serves the needs of students and staff.

- b. Is your physical plant particularly well suited to the achievement of our published institutional purposes?

Our physical plant is adequately suited for the achievement of our published institutional purposes with the exceptions noted in "c" below.

- c. What, in your judgment, are the special excellences of your physical plant, and what are the principal deficiencies?

The special excellences of our physical plant are:

- (1) the central location in the community and close proximity to major transportation routes.
- (2) recent construction and substantial remaining useful life
- (3) parking problems are not anticipated
- (4) building - land relationships lend an air of spaciousness and allows additional expansions easily

The principal deficiencies of our physical plant are:

- (1) In the health sciences area there is a need for additional space for parent education programs. Our present program is in an outmoded building off campus and this need should be corrected.
- (2) It would be helpful if the Dental Hygiene Lab were in the same building with the Dental Hygiene Program rather than in a different building.
- (3) There is a need for additional faculty office space in some departments, and this deficiency should be remedied.
- (4) There is a need for a modern warehouse with central receiving shop, and maintenance facilities.
- (5) Some additional vocational-technical space is needed, particularly in the diesel-automotive area.



(6) Landscaping needs to be improved.

- d. What improvements are presently being made, and what construction is contemplated in the next five years?

There are no major structural improvements to the campus being made at the time this report is being prepared.

Construction contemplated in the next five years consists of an addition to the vocational-technical building and physical educational facilities to replace physical education facilities presently shared with the adjacent high school.

- e. How effectively is your physical plant being used? Are special efforts made to assure maximum utilization?

Our physical plant is presently being used reasonably effectively; but, in some areas there is room for additional scheduling of activities without additional expansion of facilities. Regular periodic review of schedules helps assure maximum utilization.

- f. Are maintenance standards adequate? How do you determine this?

Painting, roof maintenance and heating system maintenance are carried out on a planned schedule, and are generally current. Other maintenance is done on an "as needed basis" as funds and manpower are available. Standards are subjective and are primarily based on comparisons with other campuses of the same approximate age as ours.

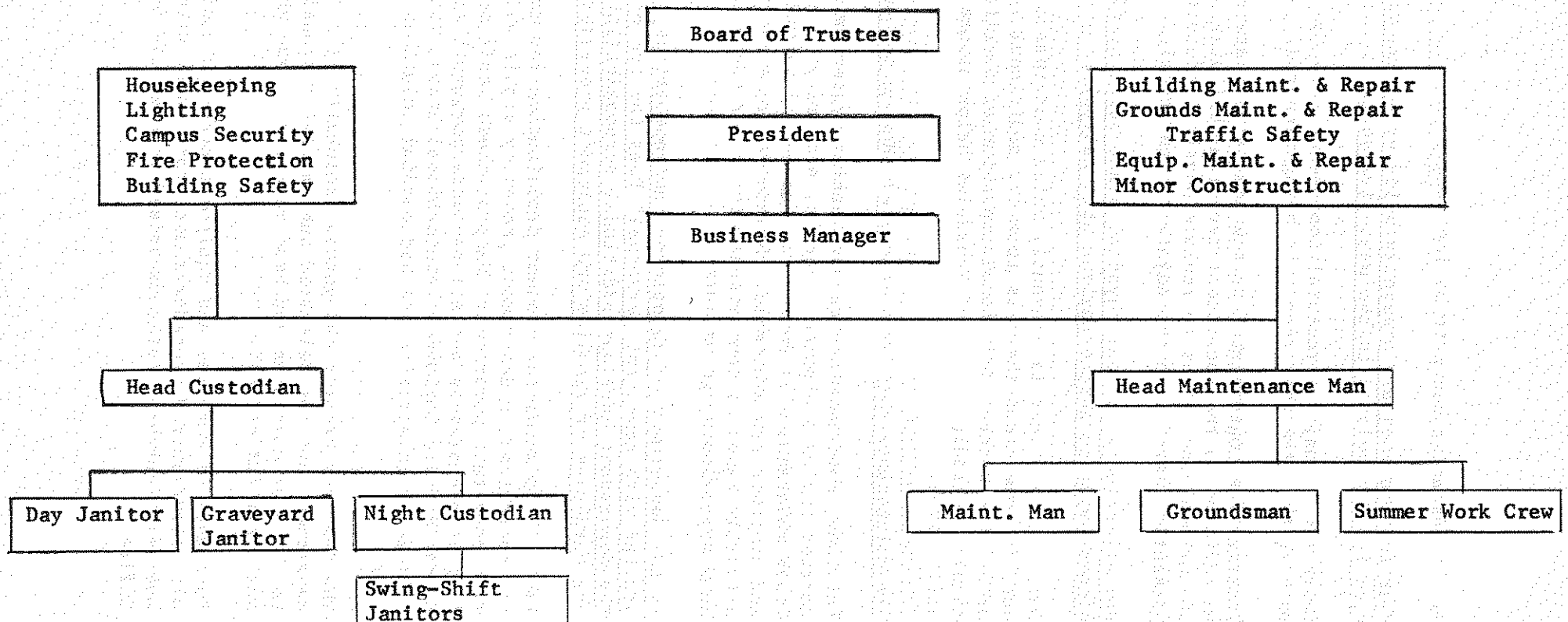
- g. Is the department of maintenance and operations stable and staffed with competent personnel? Does the top official in the department have any additional responsibilities? How are purchases of supplies and equipment processed?

Table III-B shows the present organization for maintenance and operations, a department presently stable and staffed with competent personnel. Many of these staff members are long-term employees and all of these personnel are members of the Service Employees International Union, with whom college administration has had cordial relations for many years.

The Business Manager has general responsibility for this department but has delegated substantial responsibilities to the head custodian and head maintenance man who carry out their duties well.

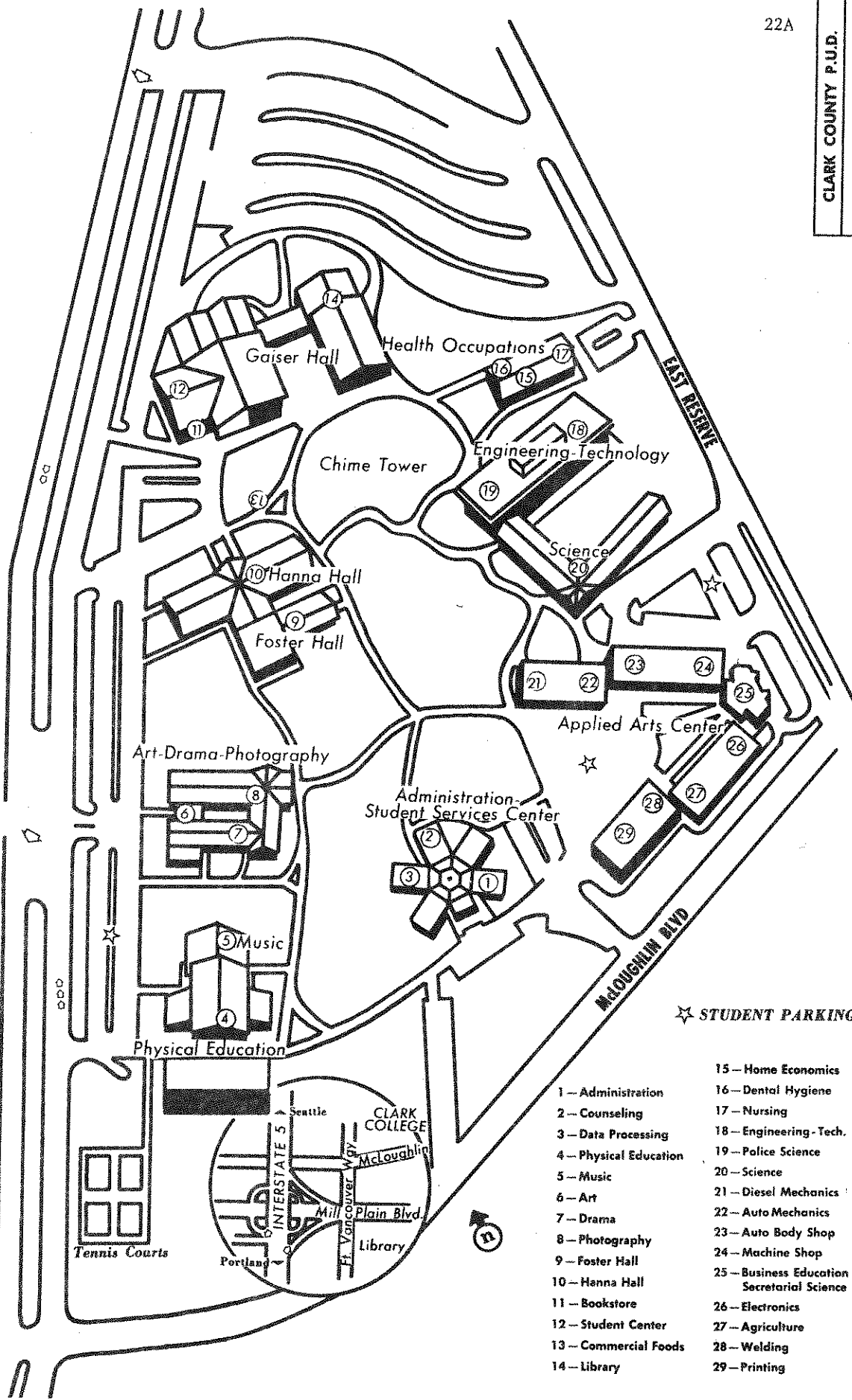
Purchases of supplies and equipment occur in conformance with standardized procedures and state laws, with control over each purchase being exercised through the Business Office.

CLARK COLLEGE  
Organizational Chart  
Building Maintenance & Operating Staff





Drawn By	Scale
Date	Serial No.
Clad. By	File No.
Apr'd.	E. R. No.



☆ STUDENT PARKING

- |                        |                                                |
|------------------------|------------------------------------------------|
| 1 - Administration     | 15 - Home Economics                            |
| 2 - Counseling         | 16 - Dental Hygiene                            |
| 3 - Data Processing    | 17 - Nursing                                   |
| 4 - Physical Education | 18 - Engineering - Tech.                       |
| 5 - Music              | 19 - Police Science                            |
| 6 - Art                | 20 - Science                                   |
| 7 - Drama              | 21 - Diesel Mechanics                          |
| 8 - Photography        | 22 - Auto Mechanics                            |
| 9 - Foster Hall        | 23 - Auto Body Shop                            |
| 10 - Hanna Hall        | 24 - Machine Shop                              |
| 11 - Bookstore         | 25 - Business Education<br>Secretarial Science |
| 12 - Student Center    | 26 - Electronics                               |
| 13 - Commercial Foods  | 27 - Agriculture                               |
| 14 - Library           | 28 - Welding                                   |
|                        | 29 - Printing                                  |

- h. How do you envision your physical plant twenty years from this date?

We envision our physical plant twenty years from this date to consist of additional buildings and to be located on approximately double the acreage at the present site.

- i. What is the estimated value of science laboratory and other institutional equipment by subject matter areas (physical sciences, biological sciences, social sciences, etc.)?

Table IIIB shows the estimated value of science laboratory and other institutional equipment.

(See Table IIIB on the following page)



## TABLE III B

## CLARK COLLEGE

## DEPARTMENTAL EQUIPMENT

Art	\$ 12,981.00
Music	12,144.00
Physical Education	13,138.00
Parent Education	4,003.00
Graphic Arts	95,030.00
Photography	5,113.00
Nursing	7,199.00
Auto Mechanics	40,484.00
Auto Body	17,762.00
Diesel	33,330.00
Welding	23,574.00
Machine Shop	308,229.00
Electronics	19,976.00
Business	47,189.00
Commercial Cookery	59,202.00
Engineering	19,709.00
Biology	26,565.00
Chemistry	13,508.00
Physics	24,427.00
Mathematics	7,952.00
English	3,922.00
Social Studies	4,010.00
Languages	6,296.00
Police Science	12,654.00
Dental Hygiene	131,620.00
Physical Science	5,618.00
Data Processing	<u>225,781.00</u>
Total	1,181,416.00

- j. What audio-visual equipment is available to support the instructional program?

The audio-visual equipment available to support the instructional program is fully discussed in Section IV, Library.

- k. What, in your judgment, are the especially noteworthy and deficient aspects of the institution's materials and equipment?

The especially noteworthy aspects of our institution's materials and equipment are as follows:

- (1) new Dental Hygiene laboratory
- (2) up-to-date computer system (IBM System 360)

While there is definitely room for improvement in our material and equipment inventory, present shortcomings are not of a magnitude sufficient to prevent adequate instruction. The college does have in operation a procedure which encourages early communication of material and equipment needs and provides for the setting of priorities so that purchases may be made as funds become available.

**4**

**THE LIBRARY**





#### IV. LIBRARY

- A. Through 1967, the library consisted of a spacious reading room, balcony study areas, a compact stack and staff work-areas, totaling about 8,000 square feet. The library completed for use in the Fall of 1968 an annex of about 4,000 square feet, integrated with the former facility and permitting a centralized circulation area, an entrance foyer, and consisting of a carpeted periodicals-reading area, study rooms, library offices, and a central area for planned stack expansion. Additional reference area shelving and catalog cabinets, machine-charging of books, student-use typewriters, two microfilm readers, a copying machine, are also provided to serve students and faculty.

The audio-visual services, formerly in the library area, have been located since August of 1966 in the same building but in larger quarters. The extent of these facilities and services is more fully described in Section L. below.

#### B. Description:

1. Supply a printed leaflet or brochure that describes the campus library facilities and services provided.

A leaflet on the library is available to students and will be made available to the committee at the time of its visit.

2. Describe the extent and method of instruction given students regarding the library.

The basic instruction is that of reference help given by each of the three experienced professional librarians on the staff.

The Fall quarter orientation days provide an initial acquaintance with the library, as does the Library section of the Student Handbook. The Library gives all new students a leaflet describing library services and regulations. English composition instructors are regularly invited to bring classes to the library for instructor-librarian instruction; 9 classes had such orientation in the Fall of 1968. In recent years other instructors in other disciplines have also brought classes to the library: e.g., dental hygiene, welding, nursing and college counseling. Secretarial, data processing, welding and automotive students (among others) have library-based assignments.

In its program in Library Technology, begun in 1966, a small number of students are trained intensively for positions as library aides or technicians for the libraries of the district. They get a thorough acquaintance with the Clark Library, of course, as well as neighboring libraries through a well-established program of field trips and directed work experience. Enrollment in the two-year program (Fall 1969) is 23. The three librarians and the audio-visual director provide the instruction in the evening program.

C. Analysis and Appraisal:1. Analyze the institution against the library standard.a. How does the book and periodical collection compare with recent bibliographies and standard college library guides?

An objective comparison of Clark's collection both with respect to standard lists and other community colleges in the state is available in An Inventory of Library Services of the State of Washington, 1965 (Olympia, Washington State Library, 1968). In the section (by Mr. George Douglas) on "The Community Colleges of Washington" the 20 colleges (in 1965) are "ranked according to holdings of certain standard lists" (Inventory, pp. 286-288) with the following showing for Clark:

	<u>Median %</u>	<u>Clark %</u>	<u>Clark Rank</u>
REFERENCE (264 titles)	55	39	18
NOTABLE BOOKS (90)	46.5	52	8
PERIODICALS (301)	40	44	6
SPACE SCIENCE (54)	16	13	11
PACIFIC N.W. (101)	51	40	16
BEHAVIORAL & SOCIAL SCIENCE (5)	60	60	6
ASIA (49)	39	37	11
EUROPE (74)	53	53	8
LATIN AM. (33)	52	27	14
NO. AMERICA (82)	71	65	13
SOCIOLOGY (108)	51	56	7
ECONOMICS (58)	52	52	9
EDUCATION (60)	38.5	33	14
HISTORY (17)	53	53	10
ANCIENT HIST. (31)	39	42	9
AFRICA (33)	30	24	14

Since 1945, the Reference collection has been so improved that reference to an up-to-date list designed for "every junior or four-year college" (Opening Day Collection, Revised Edition, Choice, October, 1969) shows that Clark has 221 of 312 titles, or 70.8% of those recommended.

In June 1969, the library was receiving regularly 597 periodical titles, 150 more than at the same time a year earlier. A large number of standard, indexed titles are in bound form, some dating from the 1930's. In addition, the library has 124 reels of microfilm of periodicals and is receiving currently around 38 subscriptions on microfilm.

b. Is the training, experience and performance of the professional and non-professional library staff satisfactory?

Following are vitae of the four professional staff members.

Brooks A. Jenkins, Head Librarian 1958-

Degrees: B.A. Middlebury College, 1939  
B.L.S. Columbia University, 1947  
M.A.T. Reed College, 1963  
Additional work U. of Calif., 1 year

Experience:

Library of Congress, 3 years  
Washington State University Library, 5 years  
Willamette University Librarian, 3 years  
Clark College Librarian, 11 years and  
Director of program in Library Technology

Dolores Fay Laners, Circulation Librarian 1963-

Degrees: B.A. Linfield College, McMinnville, Oregon, 1957  
M.L.S. University of Washington, Seattle, Wash. 1963  
Other graduate work: 2 quarters, Reed College

Experience:

Library Clerk-Typist, Portland Library, 1958-59; 1961-62  
Circulation Librarian, Clark College, 1963-  
and Instructor, Library Technology, 1966-date

Other: Summer travel to eleven African countries and four southern European countries to survey libraries (and to visit archeological and historic sites) June-August 1969

Joan Stout, Technical Services Librarian 1966-

Degrees: B.S. Western Illinois University, 1954  
M.S. in L.S. University of Washington, 1968

Experience:

Secondary school teaching, 3 years  
Library work, pre-prof., 3 1/2 years  
Clark College Library 3 1/2 years  
and Instructor, Library Technology, 1968-



Delmar V. Harris, Director, Audio-Visual Services 1953-

Degrees: B.S. Arkansas State Teachers' College, 1936-1937  
 B.S. University of Washington, 1938-1939  
 M.A. University of Southern California (Major in Audio-Visual Instruction), Summers to 1955  
 45 credit hours beyond M.A., mainly in Audio-Visual 1955 to date

## Experience:

Teacher - A/V Education - University of Portland, 3 years  
 A/V Director for Vancouver School District, 3 years  
 Instructor in Photography - Clark College, 22 years  
 Fulbright Exchange Teacher to Holland - 1953-54  
 A/V Director - Clark, 16 years; and Instructor, Library Technology, 1966-

Three clerk-typists, with a total of 15 years of experience serving the Clark College Library, support the professional work in the following areas:

Audio-Visual Services, Willa Shervey, 7 years.

Technical Services (order, cataloging) Vernette Halgren, 6 years.

Library Office, Periodicals, and Circulation, Ruth Haines, 2 years.

Each of these assistants has learned the specialized and varied duties of her work and performs these duties efficiently.

c. How does the faculty participate in book selection, library usage, and improvement of library service?

Following a 1960 recommendation of the Commission on Higher Schools, in 1962 the library began allocating book funds (and film rental funds) to instructional divisions. The allocations are reviewed and revised annually by the Instructional Advisory Council, including all division chairmen and the head librarian.

The allocations for 1969-70 books are as follows:

<u>DIVISION</u>	<u>ALLOCATION</u>
BUSINESS	\$ 500.00
HEALTH OCC.	1,800.00
HUMANITIES	2,500.00
PHYSICAL ED.	400.00
SCIENCE-MATH	2,500.00
SOCIAL SCI.	3,300.00
TECHNOLOGY	1,300.00

ADMIN. & PROF.	200.00
STUDENT PERS.	450.00
EVENING PRO.	500.00
ALL & RES.	1,200.00
HANDLING & TAX	250.00
 TOTAL ALLOTTED FUNDS	 \$14,900.00
 LIBRARY (BOOKS)	 3,730.00
(from non-allocated funds-Title II)	

At regular intervals, the library publishes a list of recent acquisitions, and notifies faculty of the availability of books ordered by them. Some aspect of library services is regularly part of the faculty orientation week.

In 1967, 40 instructors responded to a list of 16 questions about their use, their students' use, and their estimation of the library's services. A summary of these responses mentions a tendency to "order and to borrow at the extremes," and continues, "For example, 8 say they borrow from 0-5 books a year, 8 borrow over 25 titles, while 17 others estimate their borrowings at between 6 and 25 a year. Fifteen instructors requested 0-5 books for library purchase in a year, 8 say they requested over 25 titles, and 9 others requested between 6 and 20 new books during the year." A library study at the same time showed that 20% of the total faculty requested as many as 25 book purchases a year, with another 70% requesting less than 10 items each for purchase by the library. The survey of the faculty indicated extensive and appreciative use of all types of audio-visual materials and services in the classroom, and a large percentage of those replying indicated satisfaction with the library services.

The publicity attending a Title II grant from the U.S. Office of Education, in 1968-69, and again in 1969-70, stimulated some divisional purchasing, particularly specialized periodical subscriptions and film-loops, as well as some substantial reference sets.

Increased faculty use of the library is indicated in part by the expansion of reserve-book service. In 1959-60, at the time of our previous report, the circulation department placed 323 titles on reserve for about 20 instructors. At the present time, 57 instructors and 15 department, to serve students in 91 courses, have placed on reserve 890 books, 136 vertical file items, and over 1,000 off-prints of periodical material. Instead of reserve lists, the library has a convenient card-file of instructors and authors and titles.

While the library remodeling was being planned, a faculty committee helped the library staff and administration with suggestions and support for various features of this special effort.

- d. Do the library facilities with respect to housing, lighting, seating, hours of operation, and so forth, adequately serve the needs of the students and faculty?

The library is open 65 hours per week, beginning at 7:30 a.m. and including evenings (Monday-Thursday) 6:30-10:00 p.m. and Sunday 5:00-9:00 p.m.. A professional librarian is on duty at all hours when the library is open. Lower attendance in the evening, and limited supervisory staff, do not permit opening of the annex in the evening.

The addition and remodeling of the library annex and centralizing of the circulation area (1968) were instrumental in bringing about quieter, more varied and attractive study areas in the library. The lower ceilings and new fixtures, as well as large window areas, make the lighting here especially good. Two areas in the annex have so far served a double function - most of the time for group study, and for occasional library-centered meetings and one Library Technology (evening) class. One room now serves 3 instructors as a faculty office.

The library can seat 225 readers, and has room for 75 carrels. Attendance has ranged from full to one third full (during heavily class-scheduled daytime hours), 15-25% full in the evenings, and about 10% full late afternoons and Sunday evenings. The evident crowding at peak-attendance hours has been somewhat relieved by the additional space. (See also Section M. below, under "planned improvements.")

- e. How many volumes are owned by major classifications?

For purposes of comparison, the figures for 1960 are given as well as those for Fall 1969. Sources for the 1969 count give titles, rather than number of volumes. Duplicates, volumes in sets (e.g., encyclopedias), and bound periodicals account for the difference in the total given below and that reported to U.S. Office of Education of "Total number of volumes held at end of year, 1968-69" which was 26,507.

	1960	1969 (Fall)
000 General works	305	600
100 Philosophy, psychology	393	950
200 Religion	193	700
300 Social Sciences	1440	4600
400 Languages	160	600
500 Science	1137	3150
600 Applied arts	1094	3350
700 Fine Arts	955	2150
800 Literature	1855	2400
900 History, Geography, and Travel	1837	3950



## Fiction

TOTAL

9,369

1300

23,750

- f. How many volumes have been accessioned, by classifications for each of the last three years?

	<u>1966/67</u>	<u>1967/68</u>	<u>1968/69</u>
000 General & Biblio.	68	79	105
100 Philosophy, Psychology	78	46	69
200 Religion	53	29	71
300 Soc. Sciences	362	294	470
400 Language	35	10	20
500 Science	243	166	179
600 Applied Science	281	174	297
700 Arts	188	139	120
800 Literature	164	120	136
900 Hist., Biog., Travel	194	240	261
Fiction	42	49	54
TOTAL	<u>1,708</u>	<u>1,346</u>	<u>1,782</u>

- g. What procedures are followed for routinely discarding obsolete library materials?

The library annually discards between 100 and 300 volumes. In 1968-69, for example, about 200 older titles, some not fully cataloged, after re-evaluation for current library use were either discarded or sent to an appropriate department. About 60 others (duplicates or obsolete volumes) were contributed to the annual faculty book-sale to support a scholarship.

Gifts of books and magazines are carefully considered, and of necessity kept only if appropriate; an effort is made to dispose of these to the sale or to charitable organizations. One hundred and thirty six (136) gift volumes were accessioned in 1968-69. Periodical sets and individual issues to help complete volumes were also welcomed.

Besides continuing to bind some periodicals (as well as obtaining a substantial number on microfilm) the library regularly rebinds useful but worn volumes: 73 volumes were rebound in 1968-69.

- h. Is the library budget adequate to provide the necessary services and to keep pace with the growth of the institution?

Institutional support of the library and the tendency of the library budget to reflect and keep pace with the growth of the college are indicated by the following table.

LIBRARY BUDGET AND PERCENTAGE OF COLLEGE OPERATING BUDGET, LAST 3 YEARS

	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Library Services	\$65,087.00	\$ 78,289.00	\$ 79,794.00
Audio-Visual Services	23,780.00	27,754.00	30,692.00
Total Libraries	\$88,867.00	*\$106,043.00	\$110,486.00
Add from non-allocated funds (Federal Grant)			\$ 7,037.00
% of College Operating Budget	3.97%	4.25%	4.26%

\* Includes \$5,000.00 Title II. grant from U.S. Office of Education

- i. In the daily operations of the library, is the atmosphere one which attracts students, and is it conducive to excellence in academic performance?

In assessing the library under this head, subjective impressions must count the most - whether they be those of students, faculty, librarians, or visiting accrediting committee members!

Something has already been said (Section F. above) as to the improvement in atmosphere created by the additional library space. This more informal reading area, the relocated circulation desk, and the library foyer have relieved the library of much of the problem of noise which a few years ago was a nagging one.

The location of the library, connected to but well separated from the student center, combines the advantage of convenience with relative freedom from noise and distractions of traffic.

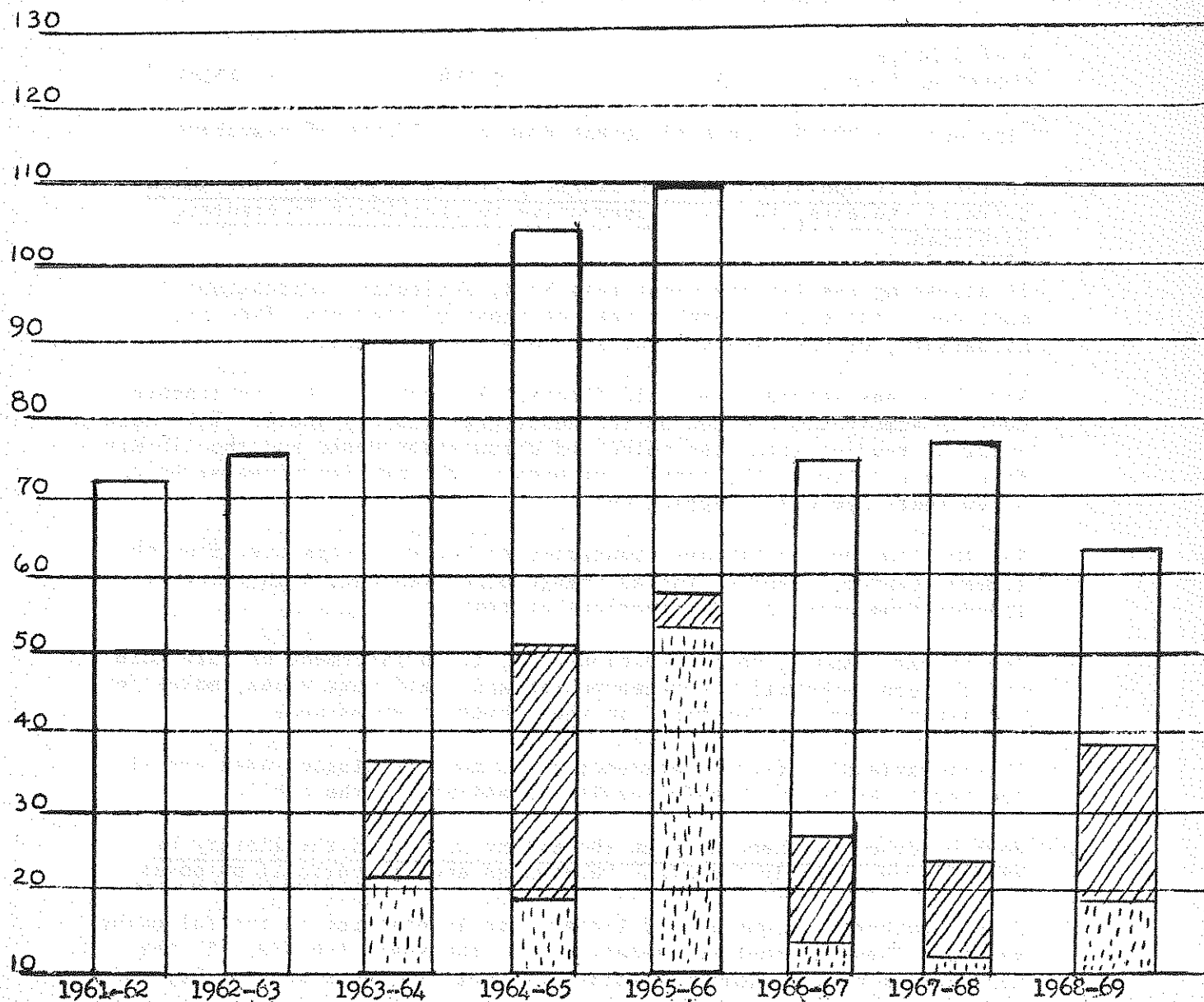
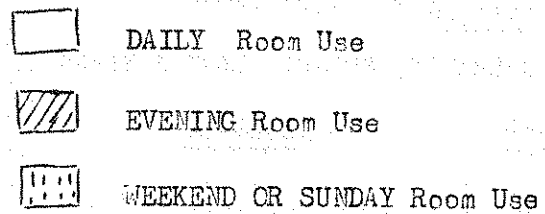
The library reading room's spaciousness, its arrangement of furniture, and the good separation between public and staff work areas, makes for a desirable lack of "clutter" in the library's appearance.

The librarians' offices, reference desk, and circulation area are all located so as to make staff readily accessible to the public.

- j. What evidence is there to show the extent of use of the library by students and faculty for class references and for personal purposes?

Extent rather than quality of library use is measured in the following graphs. These attempt to summarize, for the years 1961-69, (1) the circulation of all library materials to both students and faculty and

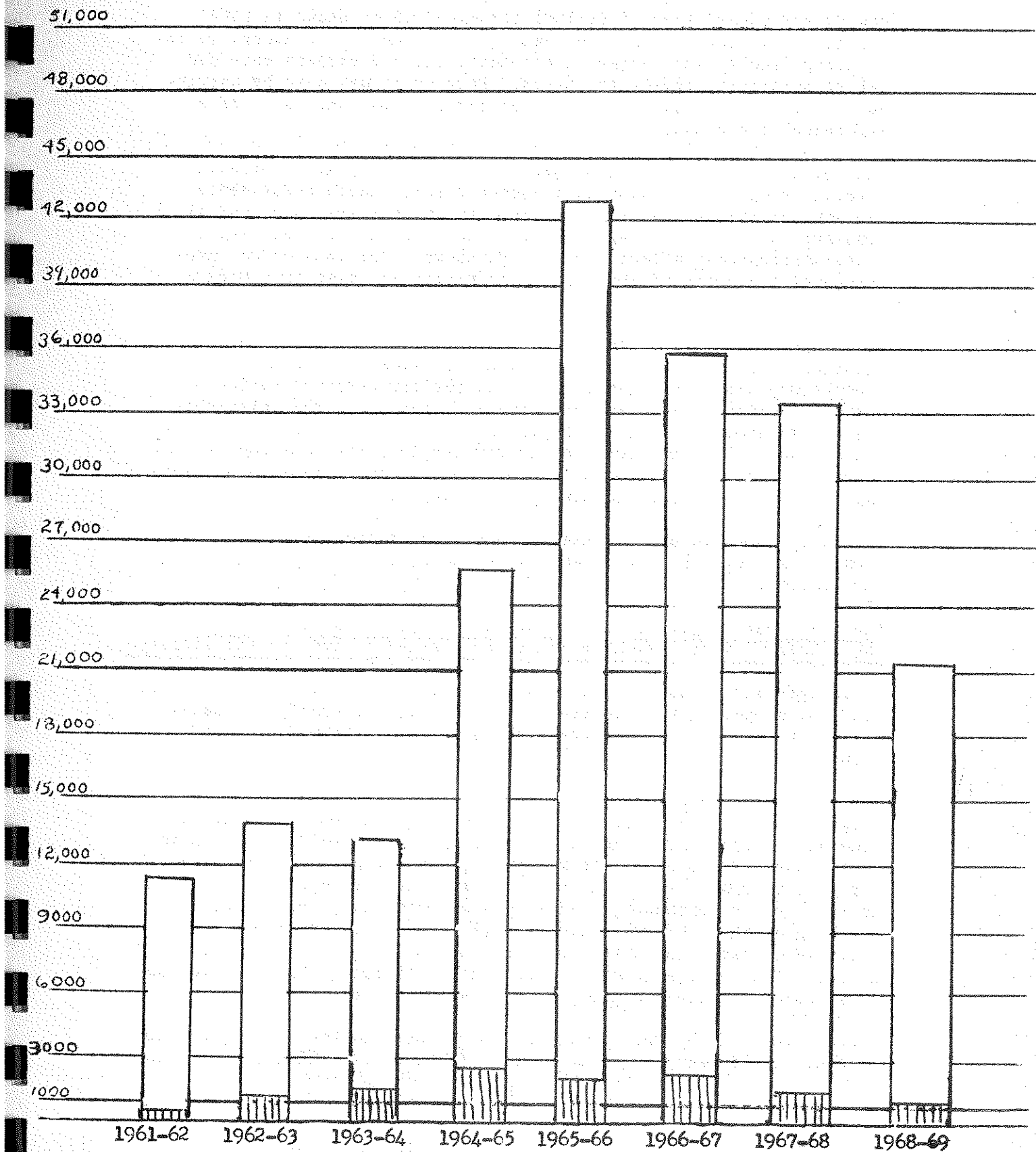
## " ROOM USE "





CLARK COLLEGE LIBRARY  
" CIRCULATION STATISTICS "

GENERAL  
FACULTY



(2) the average daily use of seating in the library. (Mention of the variation in use throughout the day and week has been made in Section F. above.)

How is the upward trend from 1961 through 1965-66 shown in both counts to be interpreted? Increasing enrollments, and hopefully increasing faculty and library-staff emphasis, and perhaps more and better materials, affect the trend. Part of it may also be ascribed to the addition of a professional circulation (and later of a reference) librarian.

The downward trend after the "peak year" (1965-66) also reflects several things. The first is a somewhat more stable enrollment. The move of the audio-visual services to another area and gradual transfer of tape-listening (formerly included in the circulation count) undoubtedly affect the figures shown. The loss of one professional library position during the period may also have been a factor.

It is even harder to evaluate room-use figures than those for circulation. In the 1961-65 period room-use reflected the need for group-study areas, and theseating required for users of audio-visual services (i.e., tape and record listening). The relatively lesser use shown for the period after 1965 reflects the move of the audio-visual services from the library complex, the addition of study alcoves in the expanded Student Center, and expansion of seating in the "study area" adjoining the snack-bar.

A greatly expanded use of reserve books, described elsewhere (Section E., above), is also a measurable indication of improved use of the library.

- k. What, in your judgment, are the major strengths and weaknesses of the library? What immediate steps are planned to improve the library?

Advantages and disadvantages of an older institutional library: initial low support for collections, facilities, and staff, gradually offset by careful and deliberate planning rather than "mushroom" growth.

The successful "pioneering" introduction of a Library Technology program (one of the first two in Washington) has been valuable to students seeking this kind of training and to the college's need to serve another segment of the community, the libraries of the area. Its continued acceptance and even continuance may depend on provision of some relief personnel, either full or part-time, for either the teaching or the library reference work, in addition to the present staff which has planned and now conducts the program. (See Section B. above.) The college needs to lead out in utilizing the L.T. program as a source for trained pre-professional personnel.

Three needs felt by the librarians to be most logical and urgent are related to the newly-acquired space. We have not followed up the ad--

vantage of this attractive annex by completing its furnishing and most effective utilization. For whatever reason, - - and perhaps it is simply that the expense of remodeling the area, followed by "lean years" for equipment purchase, put the library at some disadvantage in its requests, - - the needs are still to be met. The first is for study carrels, which will improve the main study area and balconies as well as the annex area, meet any increased demand by larger student bodies, and prevent the tendency for one or two individuals to monopolize our few study-rooms which are more appropriate for several students.

The second need is for periodical stack-shelving, which will free shelving in the main bookstack (now housing bound periodicals) for a rapidly-growing book collection.

In addition, the room now employed as office-space for three instructors should be converted into a faculty reading room which will serve also as a Library Technology classroom, one or two evenings weekly.

1. What audio-visual facilities and services are provided?

The Audio-Visual Department is a part of the Library, although it is under the direction of a person who carries the title "Audio-Visual Director." The entire library staff formulates the policies which are carried out by the Audio-Visual Director.

The Audio-Visual Department:

- (1) Obtains and projects classroom instructional films. During the 1968-69 school year, 1,528 film titles were used in classrooms, some for multiple showing.
- (2) Hires projectionists so that at least one is on duty each hour from 8:00 a.m. until 5:00 p.m. and from 6:30 p.m. until 9:00 p.m.. Student projectionists are trained to set up and operate all audio and visual equipment. In addition a student technician is retained for 10 hours per week to help in repair and maintenance of equipment. Additional students are retained to operate the auxiliary listening room.
- (3) Assists the Foreign Language Department by preparing, cataloging, duplicating and circulating audio tapes. The present holding is approximately 240 tapes in French, Spanish, Russian and German. An auxiliary listening facility is maintained within the department headquarters by which students may listen to currently used foreign language tapes. Attendants take care of the requests, give out head sets and play the tapes.

It is the responsibility of the Audio-Visual Department to take care of the maintenance of the foreign language laboratory located in Hanna Hall. During selected periods Secretarial Science students make use of the auxiliary listening room in the Audio-Visual Department. The Music



Department requires that its students listen to selected compositions. This also is done in the auxiliary listening room. There are 22 listening stations in the facility.

- (4) Tapes convocations and makes the tapes available to instructors and students.
- (5) Prepares visuals needed by instructors, including overhead projector transparencies, charts, and maps. About 400 overhead transparencies were made in 1968-69. The student artist works only two hours per day; however, the volume of demands has increased to the point that additional hours will be required. The artist is employed part time during the summer months also.
- (6) Prepares hundreds of 2 x 2 color slides. Approximately 1100 were made in 1958-69. These are mainly copies of illustrations from books, pamphlets, etc., although a considerable number of "live" shots are made. A comprehensive library of history and art slides is maintained in the Audio-Visual Department. Instructors and students may check out slides for classroom or study use. The slide titles are carried in the main catalog.
- (7) Purchases and maintains all audio-visual equipment on the campus.
- (8) Produces closed circuit and video-taped educational programs, which are being used in greater amounts each year. Currently departments using Clark's television equipment are: Speech, Automotive, Psychology, Physical Education, Athletics, Dental Hygiene, Nursing, History, Counseling, M.D.T.A., Drama, Music, Business Administration, Health, Law Enforcement and Engineering. About 250 audio tapes were duplicated and a considerable number of "live" taped productions were made.

It is the policy of the college to rent most of the classroom films. A very few have been purchased. Filmstrips that are likely to have several showings are usually purchased. A small circulating phonograph collection is kept in the main library.

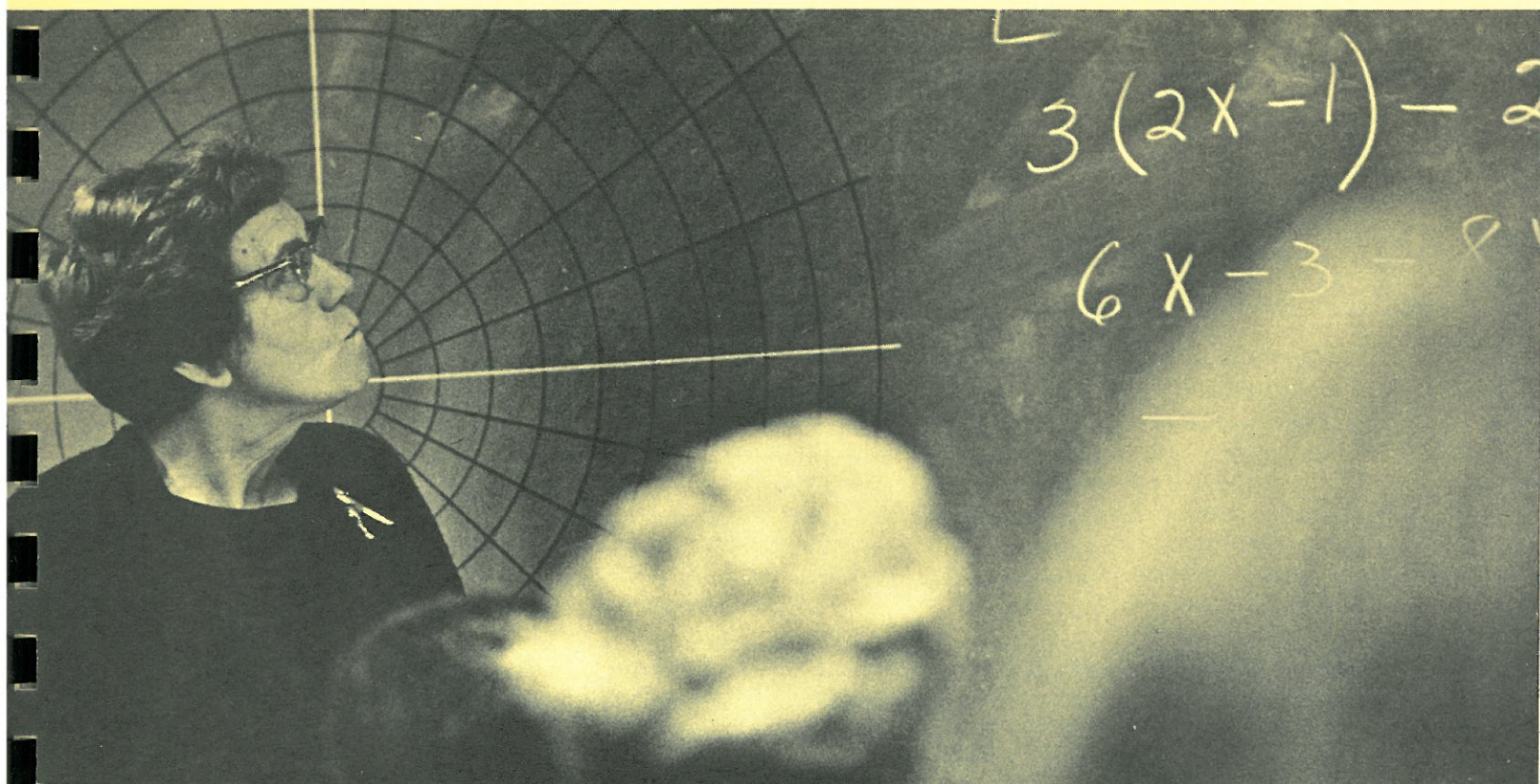
The budgeted amount for film rentals is divided among the various divisions. Each division chairman is notified as to his division's portion and is expected to see that his division does not overspend.

The audio-visual equipment now owned by the college is as follows:

- |    |                                       |
|----|---------------------------------------|
| 10 | 16 mm sound motion picture projectors |
| 5  | super 8 mm loop projectors            |
| 20 | overhead projectors                   |
| 5  | filmstrip projectors                  |
| 8  | 2 x 2 slide projectors                |
| 2  | filmstrip/record player combination   |
| 5  | record players                        |
| 14 | tape records - mono                   |

# 5

## EDUCATIONAL PROGRAM





## V. Educational Program

A. Clark College undertakes to be the prime educational resource for all citizens of its district who are above high school age. Its doors are open. The College affords adult basic education for persons with meager computational and communicative skills; it affords avenues to the high school diploma (and it can confer the diploma if no high school is in a position to do so); it affords training to the level of job competency in a variety of vocational and technical skills; it affords solid lower-division courses in all the standard disciplines comparable to those in four-year colleges and universities, and it affords general education--both through the courses just mentioned and through other special courses. The College offers community service through special classes, workshops and conferences, through the availability of its library, through the testing and counseling of persons other than registered students, and through the extension of classes to off-campus sites.

### B. Description

1. Provide a copy of the current college catalogue.
2. Provide a copy of the current class schedule.

College catalogue and class schedule will be submitted to members of the accreditation team at the time of their visit.

### C. Analysis and Appraisal

1. Analyze the educational program against the standard.

- (a) How long is the academic year, in weeks and in actual instructional days?

The academic year consists of three terms of eleven weeks each. There are 165 instructional days in the academic year, divided almost equally among the three terms. The last three days of each term are scheduled to make possible the giving of two-hour examinations. The College also operates during a summer term of eight weeks, during which classes meet for lengthened sessions or for more sessions per week.

- (b) What specific courses and/or groups of courses, if any, are required of all regular students?

There are no courses which are required of all "regular" students. By catalog definition a regular student is one who graduates from an accredited high school, was admitted without restriction, and is carrying nine or more credits. However, all regular students who are candidates for the Associate in Arts or the Associate in Applied Science are required to have three terms of physical education, a two-credit course in personal and community health, and a minimum of eight credits in communications courses (eight or nine in writing, or six in writing and three in speech) plus



distributed hours, and major requirements as set forth on page 21 of the catalog.

- (c) Have substantially all the courses included in the current catalog been offered during the last two years? If not, please indicate the courses not offered and give the reasons.

Substantially all the courses in the current catalog have been taught during the past two years. This year Mathematics 11 and Mathematics 104X have been omitted on an experimental basis.

- (d) What are the procedures for adding and deleting courses from the curriculum?

The proposal to add or to delete a course from the catalog originates in almost all cases with the department or with the individual faculty member. It is discussed in the division meeting and, if approved, taken to the dean of instruction for review by his advisory council. If it is approved at this level it goes for ultimate approval to the president and the Board. More important than the machinery for actually adding or deleting a course title from the catalog is the maintenance of an academic climate which is conducive to change and which encourages constant up-dating and freshening of standard offerings.

- (e) What are the policies for dropping and placing on probation students who do unsatisfactory academic work? Please indicate the percentages for each of the past three years.

Students who do not prosper are placed on probation and are made the subject of further careful counseling. Description of the probation procedures and the percentage of students on probation are contained in the report on student personnel services under Section A-1-b-(1), and Probation Statistics Chart #1.

- (f) What special provisions, if any, are provided for gifted students?

Gifted students are provided for in several ways at Clark College. Gifted students, like others, are given careful counseling and encouraged to take courses and combinations of courses which will be sufficiently challenging. They are permitted to pass over preparatory courses which are demonstrably unnecessary. The College affords honors seminars in social science, humanities, literature, creative writing, and management decision making. The seminars are planned by groups of instructors and capable students are admitted by invitation. While addressed to "earnest" students and not necessarily the gifted, the freshman colloquia have an appeal which gifted students are not unmindful of. In a colloquium, the same twenty-five students take three discrete subjects en bloc. Students become more articulate as they become more

familiar with each other, and faculty are able to interrelate the subjects by visiting each other's classes. Out-of-class seminars on the meaning of college are an added feature.

- (g) How is continuous evaluation in order to improve the curriculum provided for?

Continuous evaluation of the curriculum--as distinct from evaluation of the faculty--is carried on through such follow-up as the College is able to do. Reports of admissions and of performance of our transfers come to us regularly from several major institutions. These compare favorably with reports of norms of all transfers.

The adequacy of the curriculum in occupational fields is attested by the complete placement and continuous demand for graduates in almost all fields. Advisory committees are important in helping the College shape the curriculum to the technical changes within industry. The College has an unusually active alumni association and many first-hand reports of alumni success come through that organization.

Classes in continuing education are responsive to almost immediate feed-back. They also afford a testing ground for courses which may be added later to the day curriculum.

During 1968-1969 an ad hoc committee, appointed by the Dean of Instruction, undertook an objective overview of the entire curriculum. Its report is available for inspection.

- (h) What use is made of student initiative and reaction in effecting curricular modifications?

All curricular modification is effected with student reaction in mind, and each teacher assesses his won course largely by the responses of students to it. Unfavorable response to the teacher himself can be registered indirectly through a faculty-student committee. Inability of an inordinate number of students to meet the standards of a given course has led in several instances to the establishment of a new course in the same field at a less sophisticated level.

Students are free to petition for the offering of new courses, and some courses for day students--Negro history, ice skating, fall-quarter calculus, psychology seminar--have been set up in response to petition. However, most new day courses have been set up in anticipation of student demand and not in response to explicit request.

A long-standing offer to the community in our continuing education program provides that the College will sponsor a class in any appropriate instructional area in which twelve students are interested and for which the College can find adequate instruction and facilities.



- (i) What evidence is there to show that students admitted to the institution or to particular programs have a reasonable chance of being successful?

Clark College is an open-door college--which means essentially that everyone has the right to try. In certain fields where space is limited and success depends markedly on certain measurable attributes, it can be said only that everyone has the right to be considered. These fields are: professional nursing, dental hygiene, data processing, and police science. In dental hygiene, the original entering class is still intact after five terms. In nursing, there is an attrition of about one-third over a period of seven quarters. Some of those dropping out are married women whose husbands have been transferred. In both police science and data processing there is a high rate of completion and high rate of placement.

In the College in general there is a ratio of graduates to total enrollment which compares fairly closely with that at other institutions, but which, if one takes graduation as the sole criterion of success, is regrettably low. Many, of course, get what they came for without graduating. And many are quickly attracted to other pursuits at an age when they are naturally maturing very rapidly and when the campus may be only a small part of their total environment. There is a volatility among college-age young people and it cannot be said that callous teachers drive away the scores of registrants who withdraw before the very first class session.

In mathematics and English, instructors are satisfied that after placement according to test results any student can perform satisfactorily. The Guidance Center is the key to success for many students, and it is heavily used.

- (j) What proportion of the budget is allocated directly to instruction?

In the current budget, 67.6% of the total is allocated directly to instruction.

- (k) What are considered to be the major strengths and weaknesses of the educational program? What immediate additions or changes are planned?

The major strengths of the College are a dynamic faculty, a thirty-six year history of growth and accomplishment, and a broad range of offerings to suit students with a variety of needs and abilities. The major weakness is a want of funds. While the budget is impressive in absolute terms this College, like all others, faces infinite challenge with finite resources.

One physical addition which is in the planning stage is a new segment of the vocational-technical complex. Besides additional classroom and office space it will afford storage space for vehicles and equipment so that classes in diesel mechanics and



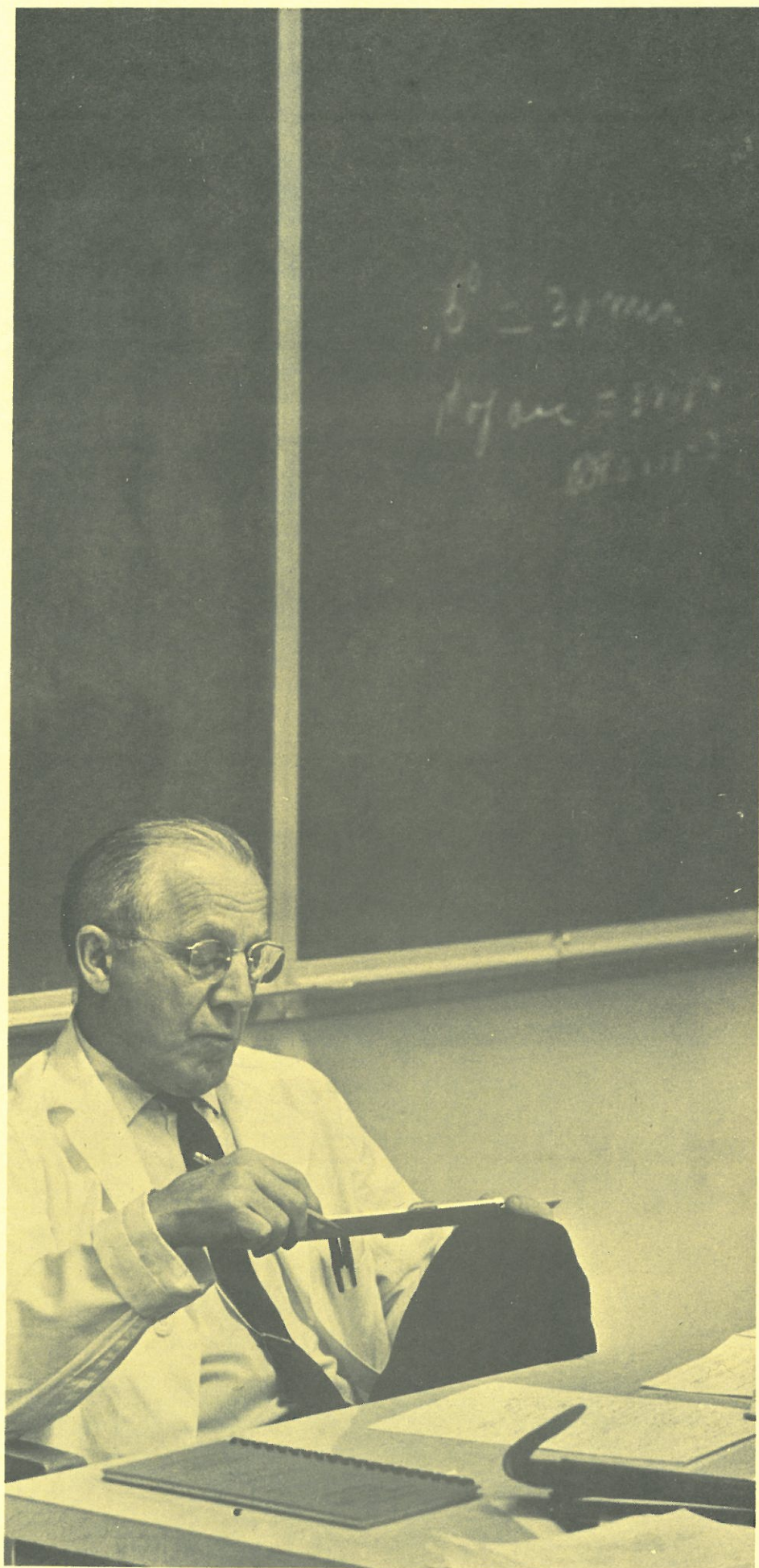
auto mechanics may be increased in size and in number.

Among additions which are being planned and which will be made at the earliest opportunity are the following (not listed in order of priority):

- (1) A course for dental assistants, using the facilities already installed for dental hygienists.
- (2) The increase of a part-time instrumental music instructor to full-time so that a full complement of courses can be offered both to the serious music majors and to general students.
- (3) The establishment of a study skills center providing abundant human help with reading problems, self-tutoring materials in many fields, and personalized encouragement to overcome scholastic weaknesses by taking advantage of readily available learning resources.
- (4) Extension of adult education programs to all communities in our 2 1/2 county community college district, a responsibility conferred upon the college by 1969 amendments to the Community College Act. Beginnings have been made in this effort in the immediate campus vicinity and an adult education coordinator from the Stevenson School District is coordinating this program in Skamania and Klickitat counties for the College under an adult education agreement.
- (5) Strengthening of community service programming on an "equal emphasis" basis as provided in the Community College Act.
- (6) A curriculum in cosmetology.

6

**INSTRUCTIONAL STAFF**





VI. Instructional Staff

- A. In a most important sense the faculty at Clark College is the curriculum. The Clark College story in the community is in large part the story of long-term great teachers.

Even in its earliest beginnings the College was not an adjunct of the high school, but was an individual institution with a dedicated corps of full-time teachers and a strong sense of purpose. The faculty today make a proud college because they are proud of each other. There is strength in their diversity; counting first degrees as well as terminal degrees, they have background in seventy-five different institutions.

B. Description

1. See Chart #1 and Chart #2 on following pages.



Chart #1 - INSTITUTIONAL STAFF PROFILE CHART

Rank or Class	Number		FULL TIME FACULTY																	
			Number of Terminal Degrees					Salary--9 mo. Equivalent			Years of Experience at Insti.			Total Years of Teaching Experience			Previous Fall Term Credit Hour Load			
			Dr.	M.	B.	Prof. Li-cense	Less Than Bach.	Min.	Med.	Max.	Min	Med	Max	Min	Med	Max	Min	Med	Max.	
Instructor	114	79	6	73	18	1	16	7760	10480	14240	1	5	23	1	8	40	2	13	20	

Chart #2 - NUMBER AND SOURCE OF TERMINAL DEGREES

Institution Granting Terminal Degree	Number of Degrees		
	Doctor	Master	Bachelor
University of Oregon	1	13	2
Oregon State University	1	12	3
University of Washington		11	
Washington State University		5	1
University of Portland	2	5	
Reed		6	
Portland State University		1	2
University of Vienna	2		
University of Southern California		2	
American University		2	
University of Hawaii		2	
University of Michigan		2	

One Master's each from the following:

Massachusetts Institute of Technology  
 Northwestern University  
 University of Idaho  
 Central Washington State College  
 California College of Arts & Crafts  
 Whitman  
 San Francisco State College  
 Indiana University  
 University of North Carolina  
 Duquesne University  
 Vanderbilt University  
 Adams State College

One Bachelor's each from the following:

College of Wooster  
 Arizona State  
 North Carolina State  
 Utah State  
 Western Illinois State College  
 Le Tourneau University  
 Walla Walla College  
 Western Washington State College  
 Idaho State College



### C. Analysis and Appraisal

#### 1. Analyze your institution against the standard for the instructional staff.

##### (a) Specific assignments of responsibility for identifying, appraising, negotiating with, and selecting new faculty members are set forth in the faculty handbook as follows:

- (1) The Division Chairman and the Dean of Instruction will determine the need for certificated personnel to fill vacancies or to meet changing enrollments or changing demands within each area of instruction and will develop qualification requirements for these positions. The Dean of Students will determine the need for non-teaching certificated personnel to fill vacancies or to meet changing demands within each area of student personnel services and will develop qualification requirements for these positions. The president, in consultation with the Division Chairman and the appropriate dean, shall determine the feasibility of the vacancies to be filled.
- (2) The president of the college will communicate with the placement officers of colleges and universities and other professional placement officers specifying criteria required for the positions to be filled.
- (3) The Division Chairman in consultation with the appropriate instruction people will screen applications and refer the best qualified candidates to the president and appropriate deans with a request for authority to invite the candidate for an interview visit.
- (4) The candidate will then be invited to visit the campus, where the appropriate dean and the division chairman and/or faculty in the same teaching area will serve as a further screening committee.
- (5) At least two names for each position should be submitted to the president by the appropriate dean and the division chairman; and arrangements for a final and personal interview with the president shall be made.
- (6) In the event that neither the division chairman nor other members of the division are available for consultation and recommendation, the president shall fill staffing requirements by such procedures as he may deem best to secure competent, progressive, and dedicated personnel for the college. In those cases where it has not been feasible or possible to involve department or division personnel in the selection process, the Board shall be so advised.



(7) The president shall determine the final appointment.

(8) Written notice of selection will be given by the appropriate dean to the nominee as soon as possible after the president makes an appointment decision.

(b) What are the criteria used in evaluating prospective faculty members?

In evaluating prospective faculty members the college uses both professional and personal criteria. The breadth and sufficiency of training are considered in terms of degrees, sources of degrees, and majors, as well as varied living experience, teaching experience, and experience as a practitioner of some art or skill to be taught. But more important than the man's pedigree is the man himself. Will he naturally teach by example as well as by precept? Is he sufficiently different from the instructors already present to add another facet of human-ness to the total faculty? And is he at the same time sufficiently like the others to work in harmony with them.

Is he looking for a subsidy to support his creative endeavors, or a supplement to an insufficient pension, or a lucrative hiatus in a doctoral program, or does he want above all else to teach?

(c) How has the institution periodically evaluated its faculty recruitment and selection policies and procedures?

The formalities of faculty recruitment and selection are detailed in the faculty handbook, and the handbook itself is a subject of biennial review. The important word is "involvement". Almost never is a faculty candidate hired after a single off-campus interview. Pains are taken to bring him to the campus for his own sake and also so that as many as possible of those who would work with him have an opportunity to talk with him.

The part-time Continuing Education faculty, under new procedure initiated this year, normally are recommended or endorsed by division chairmen.

(d) What provisions are made for faculty involvement in the formulation of fundamental academic policies?

There are two principal ways in which faculty can be involved in the formulation of fundamental academic policies. The more formal and more likely way--particularly with respect to curricular change-- is for a faculty member to make a proposal in his division. If the proposal is endorsed by the division, it is carried by the division chairman to the Instructional Advisory Council for further discussion and endorsement by the dean.

The faculty member may, of course, first broach the matter directly with the dean or with the president, either of whom would test it against the thinking of his advisory council.

The faculty can also be involved in the formulation of academic policy through the Faculty Association. The Faculty Association includes in its membership automatically all certificated personnel except the president. It is in essence a voluntary association for faculty welfare, but is in fact much more and has definite linkage to the machinery of college governance. The Faculty Association can study any problem through its standing committees or ad hoc committees and can through its representative committee make proposals to the president or to the Board.

- (e) Is there evidence to show that adequate teacher security is provided through competitive salaries and benefits, and retention of faculty members? Please provide sufficient detailed information as a basis for your answer.

Faculty salaries compare roughly with those for assistant professorships on national reports and are competitive with those of other community colleges of the Northwest. The current salary schedules appear on the adjoining pages. By legislative mandate salaries for 1970-71 will show an average increase of at least 4%. Any increase in excess of this average--and the pattern of the increase--will be the subject of negotiations between a faculty committee and the Board of Trustees according to agreed-on procedures.

(Salary schedules appear on next two pages)



# CLARK COLLEGE "ACADEMIC" AND "TECHNICAL" PERSONNEL SALARY SCHEDULE

CLASS	1	2	3	4	5	6	7	8	9	10	11	
S	Less	Bach	B+15	B+30	Master's	M+20	M+40	M+60	DR.	DR+15*	DR+30*	Technical
T	Than											Instructors
E	Bachelor's											
P	Less	Master's	M+15	M+30	M+45	M+60	M+75	M+90	DR.	DR+15*	DR+30*	Academic
S	Than											Instructors
	Master's											
0	7,760	8,000	8,240	8,480	8,720	8,960	9,200	9,440	9,680	-----	-----	
1	8,160	8,400	8,640	8,880	9,120	9,360	9,600	9,840	10,080	10,320	10,560	
2	8,560	8,800	9,040	9,280	9,520	9,760	10,000	10,240	10,480	10,720	10,960	
3	8,960	9,200	9,440	9,680	9,920	10,160	10,400	10,640	10,880	11,120	11,360	
4	9,360	9,600	9,840	10,080	10,320	10,560	10,800	11,040	11,280	11,520	11,760	
5	9,760	10,000	10,240	10,480	10,720	10,960	11,200	11,440	11,680	11,920	12,160	
6	10,000	10,240	10,480	10,720	10,960	11,200	11,440	11,680	11,920	12,160	12,400	
7	10,240	10,480	10,720	10,960	11,200	11,440	11,680	11,920	12,160	12,400	12,640	
8	10,480	10,720	10,960	11,200	11,440	11,680	11,920	12,160	12,400	12,640	12,880	
9		10,960	11,200	11,440	11,680	11,920	12,160	12,400	12,640	12,880	13,120	
10		11,200	11,440	11,680	11,920	12,160	12,400	12,640	12,880	13,120	13,360	
11					12,160	12,400	12,640	12,880	13,120	13,360	13,600	
12	1. "Base Point" (Column 2, Step 0)				12,400	12,640	12,880	13,120	13,360	13,600	13,840	
13	of \$8,000				12,640	12,880	13,120	13,360	13,600	13,840	14,080	
14					12,880	13,120	13,360	13,600	13,840	14,080	14,320	
15	2. Column intervals a uniform 3%				13,120	13,360	13,600	13,840	14,080	14,320	14,560	
16	(\$240) of Base Point							14,000	14,240	14,480	14,720	
17								14,160	14,400	14,640	14,880	
18	3. Increment Steps uniform for all							14,320	14,560	14,800	15,040	
19	columns as follows:							14,480	14,720	14,960	15,200	
20	a. #1 - 5 - 5% (\$400) of Base Point							14,640	14,880	15,120	15,360	
	b. #6 - 15 - 3% (240) of Base Point											
	c. #16 - 20 - 2% (\$160) of Base Point											

\*Earned after employment at Clark

(Revised July 1969)



## CLARK COLLEGE VOCATIONAL PERSONNEL SALARY SCHEDULE

56

Steps	College Credits	Less Than 90	90 Credits	120 Credits	150 Credits	Bachelor's Degree
0		7,760	8,000	8,240	----	----
1		8,160	8,400	8,640	8,880	9,120
2	9	8,560	8,800	9,040	9,280	9,520
3	18	8,960	9,200	9,440	9,680	9,920
4	27	9,360	9,600	9,840	10,080	10,320
5	36	9,760	10,000	10,240	10,480	10,720
6	45	10,000	10,240	10,480	10,720	10,960
7	54	10,240	10,480	10,720	10,960	11,200
8	63	10,480	10,720	10,960	11,200	11,440
9	72	10,720	10,960	11,200	11,440	11,680
10	81	10,960	11,200	11,440	11,680	11,920
11	Senior * Faculty	11,200	11,440	11,680	11,920	12,160
12	"	11,440		11,920	12,160	12,400
13	"	11,680		12,160	12,400	12,640
14	"	11,920			12,640	12,880
15	"	12,160			12,880	13,120

\*Employed 1961 or prior requires 9 credits to advance

- Increment step progression on Column 1, Step 2 and beyond, requires both a year's service and the accumulation of at least 9 college credits per step. "Senior Faculty" may achieve increment step progression in part with "credit equivalents."
- Movement to column 3 and 4 may be achieved in part with credit equivalents.
- Columns 4 and 5 not for initial placement. Incoming Vocational instructors with 150 college credits or more are placed on the "Technical" Salary Schedule.
- Increment steps uniform for all columns as follows:
  - #1 - 5 - 5% (\$400) of "Base Point" (Col. 2, Step 0 - \$8,000)
  - #6 -15 - 3% (\$240) of "Base Point"
- Column intervals a uniform 3% (\$240) of "Base Point"

Faculty members accumulate fifteen days of sick leave for illness, injuries, bereavement, and emergencies a year up to a maximum of 180 days. They may also have up to two days of personal affairs leave per college year. The college contributes the cost of health insurance up to ten dollars per month. Faculty members are privileged to have salary deductions made for tax-sheltered annuities, both fixed and variable. They participate in both social security and the Washington State Teachers' Retirement System. Faculty members hired after January 1, 1970 will be members of TIAA/CREF, and faculty members hired before that date may individually opt to convert to TIAA/CREF or to remain members of the Washington State Teachers' Retirement System.

Provisions are made for three percent of the faculty to be on sabbatical leave in any year. The leave may be one quarter at full pay, two quarters at three-fourths pay, or an academic year at half pay. This year one instructor has been off a quarter to take additional work in a specialty, and two are off for the entire year to work on advanced degrees.

Up to the present, any certifiable instructor given a full-time appointment--other than as a substitute--has enjoyed immediate tenure. Under newly enacted state-wide regulations, new instructors are placed on a probationary status for not longer than three years.

Faculty turn-over is low. During the past three years, faculty members have left the institution from the following departments for the following reasons:

	<u>Department</u>	<u>Reason</u>
1967	Nursing	Move to California to accompany husband
	English	Attractive offer at bigger center with opportunity to write and travel
	Secretarial	Counseled to resign in face of student dissatisfaction
	Science	Discontinuance of program
	Vocational	
	Electricity	
	Counseling	Need to return to home region of family
	Biology	Attractive fellowship in doctoral program
	English	Attractive offer at bigger center with opportunity to write and travel
	Printing	Retirement
	Librarianship	Retirement
	Counseling	Attractive fellowship in doctoral program
	Nursing	Commission as officer in U. S. Navy Nurses' Corps
1968	Sociology	Retirement
	Nursing	Return to graduate work
	Chemistry	Retirement
	Nursing	Need to be near ailing parents



	<u>Department</u>	<u>Reason</u>
	Data Processing	Opportunity to head new computer center
	Electronics	Attractive offer in private industry
	English	Disagreement on philosophy
	Engineering	Department headship at a four-year college
	History	Failure to meet certification standards (completion of master's thesis)
	Mathematics	Retirement
	Art	Assistant Professorship in four-year college
	Counseling	Opportunity to develop program in newly-founded college
	Nursing	Birth of child and new home responsibilities
	Biology	Assistant professorship in private college of own religious faith
1969	Philosophy	Retirement
	English	Marriage. Desire to give more time to writing (still teaching evenings)
	Counseling & half-time	Opportunity to concentrate in single field at another college on shorter contract
	Evening Supervision	
	Dental Hygiene	Failure to meet certification standards (license in dentistry)
	Physical Science	Wanderlust
	Nursing	Retirement
	Nursing	Disagreement on Philosophy
	Art	Assistant professorship at four-year college
	Counseling	Assistant professorship in University

- (f) Has the institution adopted a statement of principles of academic freedom to insure freedom of teaching and investigation by faculty members? If not, what is the official position of the institution?

Clark College subscribes to the 1940 Statement on Academic Freedom, issued by the Association of American Colleges and the American Association of University Professors.

- (g) Is there evidence to show that teaching loads are equitably and reasonably determined? Please provide sufficient detailed information as a basis for your answer.

Teaching loads are an on-going concern of the dean of instruction. They are planned according to certain principles, are analyzed when actual enrollment data becomes a factor, and are compared with loads of other community colleges in an information-sharing system. The first and simplest criterion is that a teacher's load should equal a student's load--fifteen or sixteen credit hours. But if too many of the credit hours represent lecture-laboratory, or lecture-studio, or straight laboratory or straight shop courses or portions of courses, then clock hours become a controlling criterion. At the present and on the average natural science and secretarial science instructors have twenty clock hours, engineering



instructors twenty-four clock hours, physical education and art instructors twenty-two clock hours, and shop instructors twenty-five clock hours--or in a few cases thirty when no lecture assignments at all are involved; foreign language instructors handle twenty credit hours, English instructors vary from twelve to fourteen credit hours, but the controlling consideration is the paper load. The mode is three writing sections (25 students each) and one literature section (up to 35).

Other considerations in planning loads are the number of preparations (not more than three, preferably two), the number of new preparations, not having more than two lectures without a break, not having both early and late classes the same day, and allowing a reasonable lunch hour. Still other considerations are the actual student load in heavily patronized classes, the amount of time involved in preparation of demonstrations and experiments, the amount of time involved in equipment maintenance, and the availability and usefulness of student help.

Each instructor is expected to maintain posted office hours for conferring with students of his own classes and with assigned advisees.

- (h) How is the teaching performance of the individual faculty member evaluated? What evidence is there to show that the criteria used are known and accepted by both the evaluating officials and the faculty?

During each of his first three years on the faculty, each instructor is the subject of evaluations made by the students in two of his classes. The classes are chosen by the Dean of Instruction as most fairly representative of the instructor's expected field of competence. The evaluation procedure is administered by some member of the Faculty Association's Professional Placement and Advancement Committee of which the Dean is an ex-officio member. A summary of the results of the evaluations is discussed with the instructor by the chairman of the committee before it is turned over to the Dean for filing.

In his third year an instructor is also evaluated by the Dean on a form designed for the purpose and is evaluated by his peers on yet another form. The committee presents the instructor with a list of twelve peers deemed likeliest to be aware of his effectiveness. From this list the instructor chooses any eight and adds to it two choices of his own.

The Dean has general responsibility for on-going evaluation, but the details are, according to the handbook, left to the several divisions. In one division instructors are video-taping



class sessions and then inviting commentary from mixed groups of colleagues and students after later play-backs.

- (i) If faculty rank is employed, what criteria have been adopted and are used for promotion? Is there evidence to show that the promotion system has a positive influence upon the morale and professional development of the faculty?

Rather than ask if the promotion system affects morale, it would be well to reverse the question. Does morale affect the promotion system? It is fair to say that morale is high and the mutual respect for high ability leads the faculty to reject almost unanimously a ranking system.

It has lately been possible to hold an instructor with a poor evaluation at his attained level on the salary schedule, but there has been no occasion to employ this tactic.

- (j) What procedures are followed in selecting department and/or division chairmen? Do the procedures produce department and/or division harmony?

As stated in the Faculty Handbook - page 29, 2c...

"Each division will elect two qualified nominees for Division Chairman and will submit them to the President during the Spring Quarter prior to the term of office. An individual has the right to withdraw his name from the nominating election. The President will then appoint the Division Chairman from the names submitted. The term of office will be two years with renomination and reappointment possible. A chairman may resign, or be removed from office by the President with the approval of two-thirds of the division members excluding the chairman."

As stated in the Faculty Handbook - page 34, d...

"Department members will recommend a candidate for Department Head to the President only after all elements, such as special qualifications, experience, and personality factors, have been considered. Except for the most compelling reasons, which he will explain to the department, the President will accept this recommendation. The Department Head does not have tenure in his office. He will serve for a two-year term, but may be reappointed by the procedures outlined above."

In almost all cases these procedures do effect divisional or departmental harmony. In a division where it is necessary to have a vocationally qualified supervisor there has been some confusion over whether the supervisor is ex officio the chairman or whether it would be possible to have a supervisor plus a chairman. Department headships tend to fall to the senior member by common consent or to be rotated among the members by election.



# 7

## ADMINISTRATION





## VII. Administration

- A. The Board of Trustees recognizes the Community College Act of 1967 and the rules and regulations of the State Board for Community Colleges as the sources of its authority to establish and conduct a program of education within Community College District No. 14 of the State of Washington.

The Board of Trustees also recognizes its responsibility to provide a comprehensive program of community college education and to maintain an open-door policy in accordance with the provisions of the Act.

In conformity with its interpretation of its powers and duties under the law, the Board of Trustees assumes full responsibility for the general control and direction of the affairs of the District.

Clark College serves as a center of learning, community service, and cultural endeavor for a two and one-half portion of Southwestern Washington. It attempts through its educational offerings, its counseling program, its extra-curricular activities and social opportunities to aid students of all ages in developing and achieving appropriate educational and occupational goals and in establishing warm human relationships. Clark's mission is to meet the educational needs of its community college district by providing students a wide and meaningful variety of occupational, academic, and community service educational programs.

### B. Description

#### 1. The governing board

##### a. Give information as indicated:

- (1) Names of board members, how selected and for what terms, occupations represented and compensation, if any.

Clark College is governed by a five-member Board of Trustees. This Board is appointed by the governor for overlapping five-year terms. With the passage of the Community College Act of 1967, the college was officially separated from the Vancouver School District #37 and became a component of a new statewide system of community college education which, by legal definition, is a system of higher education. The first Board of Trustees under the new Act was appointed by Governor Daniel J. Evans from a list of nominees submitted by the state legislators--two senators and four representatives--from Community College District No. 14.

Trustees serve without salary. Expenses incurred in connection with board functions and membership in selected trustee organizations are paid from district funds.

Current members of the Board of Trustees of Community College District No. 14 are as follows:

<u>MEMBER</u>	<u>OCCUPATION</u>	<u>RESIDENCE</u>	<u>TERM EXPIRES</u>
Mrs. Betty Mage, Chm.	Executive Director, Clark County Health & Welfare Planning Council	Vancouver	1973
Mr. Richard Lawton, Vice Chm.	Director of Industrial & Community Relations, Crown Zellerbach, Corporation	Camas	1970
Mr. Loyd Hinds	Millwright, Labor Leader, Aluminum Company of America	Vancouver	1972
Mr. Clarence Irwin	Retired Educator & Manager, Klickitat County Port District	White Salmon	1971
Mr. Ron Keil	Grocery Chain Executive, President, Keil's Food Stores	Vancouver	1974

- (2) The relation of the president of the institution to the board, i.e., is he an ex-officio member and does he have voting power on the board?

The president of Clark College is, by statute, the secretary of the Board of Trustees. He is not a voting member of the Board.

- (3) The constitutional organization of the board. How frequent are the meetings? What are recent activities and significant accomplishments of the board?

The Board of Trustees derives its authority from the Community College Act of 1967, which says, "There is hereby created a community college board of trustees for each community college district as set forth in this act. Each community college board of trustees shall be composed of five trustees, who shall be appointed from a list of nominees submitted by the nominating committee in accordance with Section 11 of this act..."

The board has followed the practice of meeting monthly, on the third Thursday of the month. On many occasions the board has scheduled special meetings to expedite urgent needs and requests. Study and executive sessions have also been held frequently.

The Board has participated in many important decisions pertaining to the college, many with long-range implications:

- (a) An in-depth study of the college's mission was carried on by the board and the administrative staff. The board declared itself as recognizing its responsibility to provide



a comprehensive program of community college education and to maintain an open-door policy in accordance with the provisions of the Community College Act. The board participated in studying ways and means of extending the services of the college to the outlying parts of the district.

(b) The development of an administrative reorganization of the college was accomplished that would centralize the responsibility for the instructional program in a Dean of Instruction and two associate deans--one for occupational education, and one for continuing education. An important effect here was to make the growing adult education program of the college an integral part of the overall instructional program.

(c) The development of important policy statements, the most recent one being a definition of the kinds of meetings held by the board.

(d) The development of position descriptions for all administrative-supervisory personnel, definitive statements outlining the role of the Administrative Advisory Council, the Instructional Advisory Council, the Student Personnel Advisory Council, and the Division Chairmen; and a statement defining the role of the board itself in the operation of the college; and the development of a comprehensive faculty handbook.

(e) Has demonstrated in many ways its interest in working with faculty, administration, and students to achieve involvement of all groups in the forward thrust of the institution.

(f) Has indicated its interest in establishing satisfactory means for on-going communication between the board and the faculty by cooperating with officers of the Clark College Faculty Association in the establishment of a five-member faculty liaison committee.

(g) Has shown its interest in the community college movement at state and national levels by participating in the establishment of the Trustees Association for Community Colleges of Washington State by sending representatives to meetings of the Council of Community College Boards sponsored by the National School Boards Association, and to the annual meeting of the American Association of Junior Colleges.

- (4) To what higher administrative authority the board is responsible, and what its power is to review and reverse the actions of the board?

The Community College Act of 1967 created a State Board for Community College Education consisting of seven members--one from each congressional district--appointed



by the governor, with the consent of the senate. The State Board is charged with the following responsibilities: (1) Review the budgets. (2) Establish guidelines for the disbursement of funds, and receive and disburse such funds for maintenance and operation and capital support of community college districts. (3) Exercise any other powers, duties, and responsibilities necessary to carry out the purposes of this act.

Although the State Board would appear to have ultimate authority, the Law also gives the district boards broad powers and responsibilities. Since the establishment of the system in 1967, the operations of the local boards, as well as of the State board, indicate that there is a strong feeling throughout the State to retain as much local autonomy as possible.

- (5) Any important details of administrative controls not included in the above information.

None

2. The Administrative Organization

- a. Provide an organization chart which shows the complete administrative structure of the institution.

(See next 2 pages)

STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

CLARK COLLEGE BOARD OF TRUSTEES-DISTRICT #14

PRESIDENT OF THE COLLEGE

Baird

FACULTY REPRESENTATIVE COMMITTEE

Iverson, Hudson, Wanless, Aldinger  
Sims, Milnor, Langlois

ADMINISTRATIVE ADVISORY COUNCIL

Baird, Cannell, Degerstedt, Everson  
Nelson, Moser, Newlean

PUBLIC RELATIONS

Director of Public Relations

Moser

BUSINESS MANAGEMENT

Business Manager

Newlean

Asst. Business Mgr.

Gordon

Accounting

Aux. Enterprises

Bldg. & Grounds

Purchasing

Classified Staff

INSTRUCTION

Dean of Instruction

Cannell

ASSOC. DEAN  
FOR CONTINUING  
EDUCATION

Degerstedt

ASST. DIR. OF  
CONTINUING  
EDUCATION

Brewer

ASSOC. DEAN FOR  
OCCUPATIONAL  
EDUCATION

Everson

STUDENT PERSONNEL SERVICE

Dean of Students

J.M. Nelson

Admissions

Counseling

Dir. of Guidance Serv.-McDermott

Student Activities

Dir. of Student Activities - Wood

Placement & Follow-up

Placement/Fin.Aids Coord. - Trued

Records

Recorder - Troxel

Student Center Manager - Gibbons

Health Center Coordinator-Bettesworth

DIVISION CHAIRMEN

Chairmen of the Seven Instructional Divisions

INSTRUCTIONAL ADVISORY COUNCIL

Division Chairman

Business - Scarpelli

Health Occup. - Hamilton

Humanities - Hawkins

P.E. & Ath. - O'Connell

Science & Math. - Pechanec

Social Science - Easter

Technology - Crowder

Dean of Instruction - Cannell

Assoc. Dean for Occupational Ed. - Everson

Assoc. Dean for Continuing Ed. - Degerstedt

Director of Library Services - Jenkins

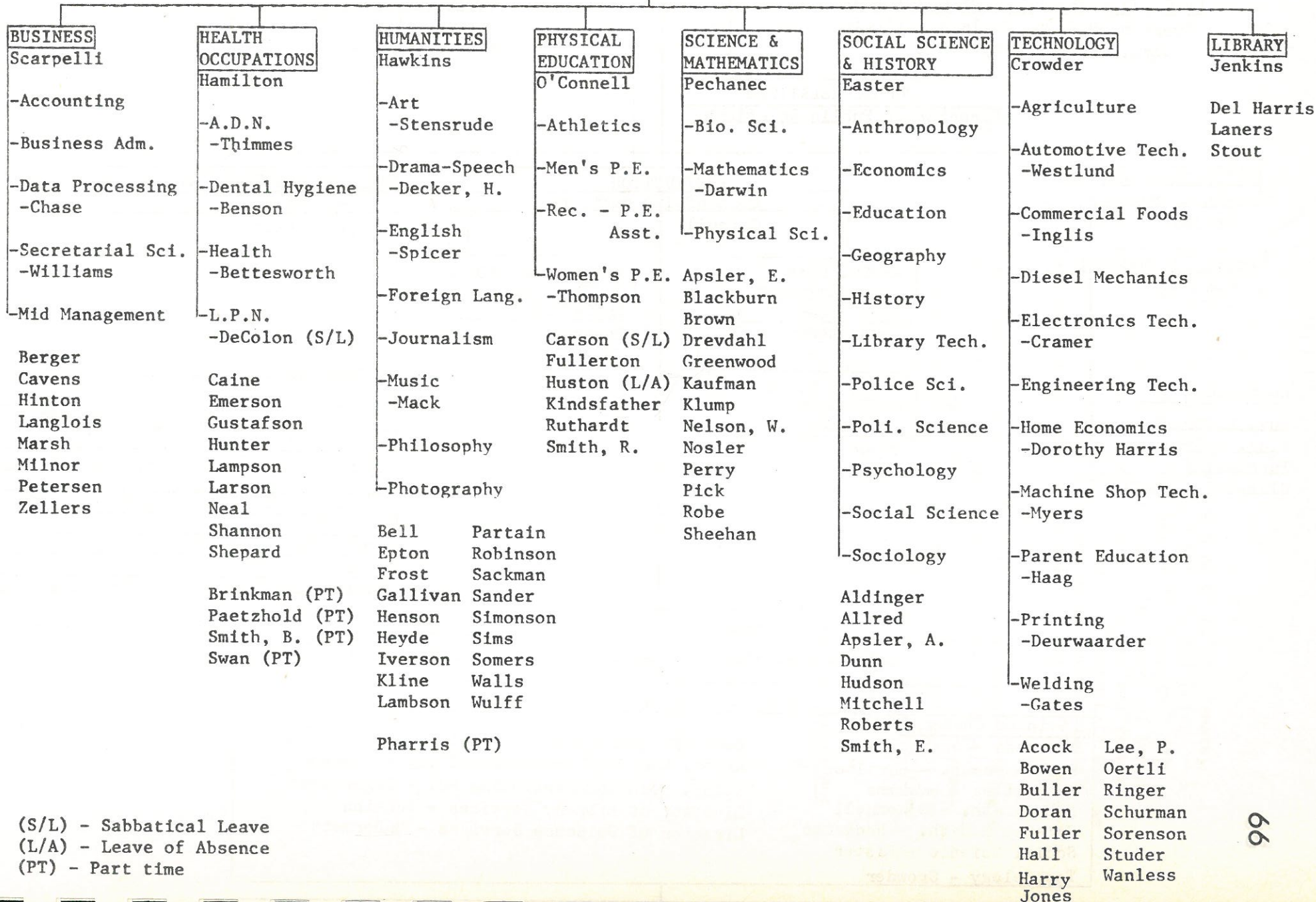
Director of Guidance Services - McDermott



## ORGANIZATIONAL CHART FOR INSTRUCTIONAL PROGRAM

## DEAN OF INSTRUCTION

## Library Services &amp; Seven Instructional Divisions



(S/L) - Sabbatical Leave  
 (L/A) - Leave of Absence  
 (PT) - Part time

b. Give names, titles, professional training, experience, length of service, duties and authority of the principal administrative officers.

(1) DR. DWIGHT C. BAIRD, PRESIDENT

B.S., Colorado A & M College, 1928  
M.S., University of Colorado, 1936  
Ed. D., University of Colorado, 1958

1928-29 High School Instructor, Norwood, Colorado  
1929-31 Principal, High School, Merino, Colorado  
1931-35 Principal, High School, Akron, Colorado  
1935-39 Superintendent, Washington County High Schools,  
Akron, Colorado  
1939-40 Asst. Director of Student Personnel, Colorado  
A & M College  
1940-43 State and Regional Director of N.Y.A., Denver,  
Colorado  
1943-46 State Supervisor of Guidance, Colorado State  
Board of Vocational Education  
1946 Director of Placement, University of Denver  
1946-58 President of Trinidad State Junior College,  
Trinidad, Colorado  
Serving as President at Clark College since 1958

(a) Duties and authority of the President

1. To assume responsibility for the organization and administration of the College.
2. To submit policy recommendations to the Board of Trustees concerning any matters that affect the College.
3. To recommend changes in personnel and personnel policies including the appointment, placement, suspension, promotion or dismissal of any or all employees of the District.
4. To submit an annual budget to the Board and make any recommendations for budget changes.
5. To be responsible for initiating programs of training and growth in service for all District employees.
6. To exercise broad discretionary powers along policy lines established by the Board.
7. To assume responsibility for establishing and maintaining an adequate public relations program.
8. To be responsible for the formulation of all reports required by the Board and by State and National agencies.



9. To serve as secretary or designate another person to serve as secretary to the Board, such person not to be a member of the Board. Attend all Board meetings.
10. To develop and present long-range planning recommendations relative to facilities, buildings, grounds and curricular development for periodic review by the Board.
11. To recommend establishment of citizens' and trade-advisory committees, and assist the Board in proposing names of members to be appointed by the Board to such committees.
12. To attend important professional meetings and such conventions and conferences as deemed necessary by the Board.
13. To prepare annually a College calendar for review by the Board.
14. To be responsible for the preparation and up-to-date maintenance of the following separate Handbooks:
  - Administration
  - Faculty
  - Students
  - Classified Personnel

These Handbooks shall outline the duties, responsibilities and procedures pertinent to the particular group. As adopted by the Board, they, together with necessary approved revisions, shall have the full force of other rules, regulations, and policies of the Board.
15. To administer the rules, regulations, policies, and programs adopted by the Board.
16. To perform other duties as assigned or delegated by the Board.

(2) DR. LEWIS D. CANNELL, DEAN OF INSTRUCTION

B.A., Reed College, Portland, Oregon, 1929  
 M.A., University of Washington, 1938  
 Ed.D., Washington State University, Pullman, 1950

Experience

- 1935 - Present, except for two years' leave of absence  
(1943-45) - Dean, Clark College
- 1943-44 Instructor and Assistant Supervisor of  
Geography Program, Air Force Cadet Training,  
Washington State University
- 1944-45 Research Economist, Washington State University

(a) Duties and authority of the Dean of Instruction

1. To assist the President as directed in administration of the College and serve as administrative head in absence of the President.
2. To delegate specific areas of authority to associate deans, coordinating their efforts and his own.
3. Working through the division chairmen, to be responsible for upgrading course content and instructional procedures.
4. To work with division chairmen in determination of staffing needs and make recommendations for faculty appointments in accordance with District policy.
5. To coordinate preparation of the College catalog and of the schedule of classes.
6. To supervise preparation of reports on teaching load, class size, and class attrition.
7. With aid of division chairmen to plan for orientation of new teachers and to make recommendations for in-service opportunities for all instructors when deemed in best interest of the College.
8. To recommend to the President and the Board qualified candidates for the Associate Degrees and Certificates.
9. To investigate and make recommendations, if needed, relative to articulation of instruction with that in four-year institutions, particularly in this State.
10. To assume leadership in proposing feasible articulation between college programs and programs in the secondary schools of Community College District No. 14. (The intent is to propose and to seek to develop, but not to impose.)



11. To supervise division chairmen, review their budget proposals with them, and submit budget requests to the President with recommendations after review by the Instructional Advisory Council.
12. To approve or disapprove instructional purchase requisitions unless authority has been specifically delegated.
13. To maintain rapport with--and help to develop rapport within the entire faculty.
14. To make necessary adjustments in courses, methods, and requirements to enable the College to fulfill successfully its obligation for a sound and student-oriented comprehensive program under an open-door policy; and to keep the President and the Board advised of progressive action in this area.
15. To make recommendations involving policy, budgets, major changes in programs and procedures, facilities, staffing, relations with other schools, etc. in writing to the President of the College with a copy to be sent to the Chairman of the Board.
16. To be responsible for an on-going process of instructor evaluation and for maintaining records of instructor evaluations.
17. To perform such other duties as may be assigned by the President.

(3) J. MANNING NELSON - DEAN OF STUDENTS

B.A., Willamette University, Salem, Oregon 1939

M.A., Northwestern University, Evanston, Illinois, 1947

Experience

1939-40 Teacher, High School, Coquille, Oregon

1942-46 Medical Office, U.S. Army

1947 Counselor, Michigan State University, East Lansing

1947-49 Instructor, Clark College, Vancouver, Washington

1949-51 Director of Counseling and Guidance, Clark College

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

Serving as Dean of Students since 1955 at Clark College

(a) Duties and authority of the Dean of Students

1. To meet frequently with the various directors of Student Services.

2. To meet weekly as a member of the Administrative Advisory Council.
3. To meet as needed with faculty and/or student standing committees on student finance, scholarships, publications, and student government.
4. To consult with faculty and staff as requested.
5. To counsel with students regarding admissions, probation, financial aid, student activities, etc.
6. To organize and administer the admissions program and act as the admissions officer for the College.
7. To organize and administer the registration procedure and act in the capacity of Registrar.
8. To prepare enrollment reports for local, state, and federal distribution.
9. To establish and maintain a system of records for each student.
10. To maintain liaison with other educational institutions and agencies.
11. To supervise the scholarship program and maintain proper records.
12. To supervise the financial aid program--loans, grants, and employment.
13. To direct the development of the student.
14. To develop and administer the budget for the Associated Students of Clark College.
15. To work with the Director of Public Relations in developing promotional material.
16. To work with the appropriate people in developing a follow-up program.
17. To work with directors of the various sections of student personnel services to determine staff needs and make recommendations for appointments in accordance with district policy.



18. To supervise student publications and their advisers.
19. To serve as administrative head of the College in the absence of the President and the Dean of Instruction.
20. To perform such other duties as may be assigned by the President of the College.

(4) RICHARD M. NEWLEAN - BUSINESS MANAGER

B.A., Western Washington College of Education, Bellingham, 1938

Experience

1937-38 Teacher, Elementary School, Everson, Washington  
 1938-43 Teacher, Junior High School, Vancouver, Washington  
 1943-59 Assistant Business Manager, Vancouver Public Schools  
 Serving as Business Manager at Clark College since 1959

(a) Duties and authority of the Business Manager

1. To assist the President in the preparation of the institutional budget for submission to the Board of Trustees.
2. To keep the President informed of budgetary problems and to provide necessary information and advice as requested.
3. To provide information and exercise budget control.
4. To assist in the formulation of broad institutional budget policies.
5. To establish and maintain accounting records consistent with accepted accounting practices and applicable rules established by law.
6. To be responsible for the operation of the payroll system.
7. To furnish timely financial reports on the financial condition of the College.
8. To maintain liaison with the Central Budget Agency.
9. To establish and supervise a system to collect all cash owed the College including, but not limited to, student fees, sales, service charges, and loan repayments.

10. To see that all cash collected is placed in depositories approved by the governing Board.
11. To establish adequate safeguards relating to the handling of cash receipts.
12. To establish and supervise a system of disbursing all funds consistent with law and accepted accounting practices.
13. To supervise and coordinate staff responsible for plant operation and maintenance.
14. To assume responsibility for formulation and control of the budget covering operation and maintenance.
15. To plan and execute a program of physical plant maintenance.
16. To be responsible for establishment and maintenance of physical plant inventory.
17. To assist in the planning of new facilities.
18. To manage the financial and related aspects of new construction and physical plant expansion.
19. To supervise and coordinate all College purchases for operating and instructional supplies.
20. To handle the mechanical aspects of equipment purchases after budgetary and administrative approval.
21. To provide assistance to staff members in the development of specifications for instructional equipment.
22. To maintain liaison with the State Division of Purchasing to assure that all purchasing is done in accordance with the purchasing statutes and the applicable rules of the Division of Purchasing.
23. To maintain adequate records of bids and quotations.
24. To supervise the investment of surplus college funds in accordance with the laws relating to such investments.



25. To maintain adequate records of investment activity.
26. To supervise the operation of the College Bookstore.
27. To assist in the management of the food service program.
28. To maintain the financial records of the auxiliary enterprises and provide financial reports on these activities.
29. To act as Director of Non-Academic Personnel subject to the pleasures of the Permanent Personnel Committee of the Board of Trustees.
30. To assist the Permanent Personnel Committee in carrying out the provisions of the law relating to the establishment of a personnel system for classified staff.
31. To carry out the duties of the Director of Non-Academic Personnel as specified in RCW 41.06.050 and 41.06.130.
32. To perform such other duties as may be assigned by the President of the College.

(5) LYNN M. DEGERSTEDT - ASSOCIATE DEAN FOR CONTINUING EDUCATION

B.A., University of Portland, 1950

M.S., University of Portland, 1951

Experience

1951-52 Assistant Public Relations Manager, Aluminum Co. of America, Vancouver

1952-54 Assistant to Manager, Community Relations and Employee Relations and Employee Publications Section, Aluminum Co. of America, Pittsburgh, Penn.

1954-66 Community Relations Manager, Aluminum Co. of America, Vancouver

1966 Coordinator of Business and Industrial Programs, Portland Continuation Center, Oregon System of Higher Education

Serving as Associate Dean for Continuing Education at Clark College since 1967.

- (a) Duties and authority of Associate Dean for Continuing Education

1. Working in conjunction with the Dean of Instruction and division chairmen, to develop and maintain an adult instructional program of continuing education classes, principally in the evening, including academic transfer, vocational-technical, and community service courses.
2. To obtain maximum cooperation and assistance from division chairmen in recommending suitable instructors and evening classes parallel to day offerings and those special offerings closely related to their instructional responsibility areas.
3. To assume responsibility for working with community groups in developing classes to serve specialized community adult instructional needs for upgrading and retraining purposes, for personal enrichment, and for community service activities.
4. To develop and maintain active contacts with leaders in a broad range of business and civic areas to assure adequate liaison with adult community and sensitivity to any unmet educational needs.
5. To enlist and recommend part-time evening program instructors. To complete proper certification procedures for each instructor and supervise preparation of payroll data and employment memoranda each quarter for evening program instructors in keeping with college payroll and budget policy.
6. To prepare on a quarterly basis a printed general schedule and special direct mail flyers to advertise individual classes to special interest groups. To coordinate development and maintenance of a general mailing list, along with specialized mailing lists (industry, schools, printing firms, etc.) for direct-mail information on special-interest classes.
7. To take such means as necessary and advisable, such as advertising programs and providing the Director of Public Relations with adequate and timely information for publicity development, to insure adequate knowledge in the adult community of evening classes and registration information.
8. To serve as Director of Adult Basic Education with respect to the State Superintendent of Public Instruction. To coordinate establishment of Instructional programs for adults with below-eighth-grade education as State funds permit and in cooperation with Public Assistance and other State and Federal agencies.



9. To coordinate adult high school completion counseling programs with director of counseling, arranging classes in the Evening Program to make possible a high school completion program for adults in the community.
10. To supervise and coordinate the activities of staff and instructors assigned to carry out Evening Program functions and objectives.
11. To approve or disapprove purchase requisitions as delegated by Dean of Instruction.
12. To provide an administrative framework in the Evening Program through which apprenticeship and other programs may operate, even though they are the direct instructional responsibility of others.
13. To arrange special workshops, short courses and conferences as community interest requests and as available time and College resources permit.
14. To administer the extension of Clark College credit classes to other parts of Community College District No. 14.
15. To coordinate special extension classes from four-year colleges and universities on the Clark College campus.
16. To maintain rapport with and help to develop understanding within the entire faculty.
17. To make recommendations involving policy, budgets, major changes in programs and procedures, facilities, staffing, relations with other schools, etc. in writing to the President of the College, through the Dean of Instruction, with a copy to be sent to the Chairman of the Board of Trustees.
18. To perform such other duties as may be assigned by the Dean of Instruction.

(6) ORVILLE E. EVERSON - ASSOCIATE DEAN FOR OCCUPATIONAL EDUCATION

B.S., State Normal and Industrial College, Ellendale, N.C., 1934  
M.Ed., University of Portland, 1959

### Experience

- 1932-33 Fellowship, P.E. coach, Ellendale Teachers College, N. Dakota
- 1933-35 Teacher, Elementary, Daly School District, Columbia, S. Dakota
- 1936-42 Principal, Elementary School, Orchards School District, Orchards, Washington
- 1945-57 Teacher and Supervisor, Vancouver Public Schools  
Serving as Assistant Dean, Applied Arts; Supervisor of Trade and Industrial Education; and Associate Dean for Occupational Education, respectively, since 1957. (Has served in the latter position since July 1, 1969).

#### (a) Duties and authority of Associate Dean for Occupational Education

1. To assist the Dean of Instruction in administration of the occupational programs of the College.
2. Working through the Dean of Instruction, to be responsible for leadership in upgrading content, instructional procedures, and facilities, and for recommendations for improvement of occupational programs.
3. To act in the capacity of Local Director of Vocational-Technical Education with respect to the State Division of Vocational Education.
4. To plan for orientation of new occupational instructors and make recommendations for in-service opportunities for occupational instructors. In-service programs should keep instructors knowledgeable in new methods, equipment, and procedures used in industry.
5. To work with Dean of Instruction in determination of staffing needs and recommendations for faculty appointment in accordance with District policy.
6. To investigate and make recommendations to Dean of Instruction relative to articulation of occupational instruction with that in the four-year institutions (particularly in this State).
7. To assume leadership in proposing feasible articulation between college occupational programs and programs in the secondary schools of Community College District No. 14. (The intent is to propose and to seek to develop jointly but not to impose).



8. To approve or disapprove instructional purchase requisitions eligible for vocational reimbursement as delegated by the Dean of Instruction.
9. To maintain rapport with and help to develop understanding within the entire faculty.
10. To recommend to the Dean of Instruction the establishment of local advisory committees in various service fields.
11. To keep informed about State and Federal financial reimbursement regulations as they relate to occupational education and be prepared to advise the President and Board of Trustees thereon.
12. To determine that the local programs conform to the requirements of the State Plan for Vocational-Technical Education and to complete the necessary applications and reports.
13. To recommend to the Dean of Instruction introduction of new courses and programs when investigation shows they are needed.
14. To confer with leaders in business, industry, labor, commerce, agriculture, and home economics relative to College programs and procedures.
15. To recommend to the Dean of Instruction necessary adjustments in occupational courses, methods, and requirements to enable the College to fulfill successfully its obligation for a sound and student-oriented comprehensive program under an open-door policy.
16. To make recommendations involving policy, budgets, major changes in programs and procedures, facilities, staffing, relations with other schools, etc. in writing to the President of the College, through the Dean of Instruction, a copy being sent to the Chairman of the Board of Trustees.
17. To perform such other duties as may be assigned by the Dean of Instruction.

(7) ROBERT MOSER - DIRECTOR OF PUBLIC RELATIONS

B.A., Oklahoma State University, 1953

M.S., Oklahoma State University, 1956

Experience

1954-55 Information Officer and Division Historian,  
24th Infantry Division, Korea  
 1957 General Assignment Reporter, the Portland  
Oregonian  
 1957-59 Area Salesman, Standard Oil Co. of California,  
Hood River, Oregon; Vancouver, Washington  
 1959-60 Assistant Editor, Marketing Publications,  
Standard Oil, San Francisco  
 1956-69 Free lance article writer and (since 1962)  
part-time writing teacher  
 Serving as Director of Public Relations at Clark College  
since 1960

## (a) Duties and authority of Director of Public Relations

1. To maintain liaison with representatives of area press, radio, and TV, and to provide college news and photo service to these media.
2. To operate the college speakers bureau.
3. To serve as chairman of the Publications Committee.
4. To serve as community relations consultant to the President, other staff members, and student leaders, and to carry out special assignments relating to college community relations.
5. To maintain files of press releases, photos, clippings, brochures, and faculty biographies.
6. To assist with the production and distribution of all official college publications, including the catalog, athletic pressbooks, student directory and handbooks, and curricular brochures.
7. To coordinate on-campus and off-campus printing and photographic services other than audio-visual.
8. To serve as Executive Secretary for the Clark College Alumni Association and edit its news letter.
9. To be alert to needs and opportunities for more effective college-community relationships and to make recommendations to the President for improvement in this area.



10. To serve as a member of the Administrative Advisory Council.

c. List the faculty committees, indicating which are appointed administratively and which elected.

- (1) Faculty Representative Committee - Chosen by the Faculty.
- (2) Professional Placement and Advancement Committee - Chosen by the Faculty.
- (3) Salary Committee - Chosen by the Faculty.
- (4) Facilities Planning Committee - Chosen by the Administration
- (5) Professional Practices and Ethics Committee - Chosen by the Faculty.
- (6) Convocation Committee - Chosen by the Administration and Student Body.
- (7) Agenda Committee (Faculty Association) - Chosen by the Faculty.
- (8) Personnel Policies Committee - Chosen by the Faculty.
- (9) Rules Committee - Chosen by the Faculty.
- (10) Extended Professional Growth Committee - Chosen by the Administration and the Faculty.
- (11) Faculty Panel of the Student-Faculty Communications Committee - Chosen by the Administration, Faculty, and Student Body.

d. Explain any provisions made for administrative councils or an advisory council if not included in c.

(See Faculty Handbook, pages 104-105)

- (1) The Administrative Advisory Council, consisting of the Dean of Instruction, Dean of Students, Business Manager, Associate Dean for Occupational Education, Associate Dean for Continuing Education, Director of Public Relations, and the President of the College meets once each week. The Committee serves:
  - (a) As an advisory committee to the president.
  - (b) In an advisory capacity to one another.
  - (c) As a means through which members of the Council may keep each other informed about activities in their respective areas of responsibility.
  - (d) As a coordinating agency in the development of institutional policies and administrative procedures.
  - (e) As a coordinating agency for institutional planning, i.e., long-range planning in the areas of instruction, curriculum, facilities, and community services.

- e. Are administrative officers given academic status? If so, explain the plan.

There is no system of faculty rank at Clark College. All administrative officers of the college are considered to be members of the faculty.

The state professional negotiations law provides that all administrative officers in community colleges, except the president, are eligible for membership in the organization designated by the faculty to be its negotiating agency.

3. Administration of the financial program

a. Give information as indicated:

- (1) Is there a chief finance or budget officer and to whom is he responsible? What are his duties? His authority?

The chief finance officer is the Business Manager, who reports to the President. His duties and authority are outlined in Section VII. B. 2. b. of this report.

- (2) By whom are plans for increasing institutional income initiated, developed and finally approved?

Washington law sets the amount which can be charged students for tuition and incidental fees. Under the law there is, however, some local discretion in the assessment of certain other fees--parking, laboratory fees, shop fees, etc. Recommendations are made by the administration for the assessment of such fees, with final approval resting with the Board of Trustees.

- (3) Is there an organizational plan for assigning responsibilities that insures sound financial practices for the institution? If so, what is the plan?

Yes. Please refer to Section C. of the Finance report.

- (4) By whom and when is the budget prepared?

The mechanics of the budget preparation is the responsibility of the Business Manager.

- (5) What are the successive steps in preparing the budget?

The instructional budget originates at the division and/or department level, progresses to the division chairman; from there the data goes to the Dean of Instruction--in some instances through the Associate Dean of Occupational Education or the Associate Dean for Continuing Education--and finally to the college president.



Budget requests for other areas, such as student personnel services, the library, and maintenance and operation of the plant come to the college president from the responsible official in each of these areas.

When the allocation of state funds to the college is known, a final estimate of the total income (including local funds) is made--generally about May 1. During this whole process of balancing estimated income against proposed expenditures, the Faculty Representative Committee is actively involved with administrative officers and the Board of Trustees in arriving at agreements as to what the level of expenditure should be in such major areas as salaries, instructional supplies, and equipment.

- (6) By whom and when is the budget presented to the governing board?

The budget in its final form is presented by the president of the college to the Board of Trustees usually at the June meeting in order that the approved budget may be transmitted to the State Board for Community College Education prior to the beginning of the fiscal year beginning July 1.

- (7) Are the allocations for each division made in the form of line items or is greater flexibility provided for expenditures?

The budget format used in Washington provides for a detailed breakdown of the budget by line items. There is no provision for a contingency fund; therefore, very little flexibility exists.

- (8) Are the various departments limited strictly to these amounts?

As a general rule, departments are limited to amounts budgeted.

- (9) Who has authority to transfer funds from one departmental budget to another?

The authority to transfer funds from one section of the budget to another rests with the president of the college. This is done in cooperation with the Dean of Instruction, who, in turn, works closely with the associate deans and members of the Instructional Advisory Council in determining the need for fund transfers.

- (10) What controls over expenditures are operative, within or without the institution?

Controls over expenditures internally are exercised by division-level officials, by the various deans, by the Business Manager, and by the president. External control rests with the State Board for Community College Education and the Office of Program Planning and Fiscal Management.

- (11) How frequently are statements of expenditures and balances furnished to heads of divisions or departments?

Monthly.

4. Administration of the Physical plant

a. Give information as indicated:

- (1) Is the control and maintenance of the physical plant concentrated in one person and to whom is he responsible?

The Business Manager is responsible for the control and maintenance of the physical plant. He is responsible directly to the President.

- (2) Does he have full responsibility for plant maintenance, including repairs? Does he have other responsibilities? If so, what?

The Business Manager has the overall responsibility for plant maintenance and operation, including repairs. His other responsibilities are set forth in Section VII, B. 2. b. of this report.

- (3) Is he authorized to make direct purchases of supplies and repair materials required for maintenance of the physical plant? If so, are there any limitations? If not, what approval is required for authorizing purchases recommended by him?

Within the limits of the budget, up to \$100. However, purchases amounting to \$100 - \$500 must be made on a written or quotation basis; purchases amounting to over \$500 must be made on a bid basis. Additionally, there are certain items which must be purchased through a State contract, regardless of price (a list of these is furnished us by the State Department).



- (4) Who is responsible for the selection and supervision of workers in the physical plant?

The Business Manager is responsible for the selection and supervision of workers in the physical plant. The selection of personnel is made according to State Civil Service Regulations and in cooperation with the Business Agent of the Service Employees International Union, Local No. 92.

- (5) Explain procedures in planning further developments in the physical plant.

Plans for further development of the physical plant are formulated cooperatively by representatives of the faculty and administration, working through a Facilities Planning Committee.

- b. Include an organization chart to show the assignment of duties in the administration of the plant.

Please refer to chart III. B. of this report.

## 5. Public relations

- a. Give information indicated:

- (1) To what particular public or publics does the institution direct its appeal?

The public relations program is concerned with many 'publics' in Community College District No. 14. The priority of concern among these 'publics' changes frequently as various tasks are completed, and as feedback indicates that attention is needed in a certain area more than in another area. These publics are:

- (a) the 'general' public
- (b) the Clark College faculty and staff
- (c) former students of Clark College (see section on alumni relations under student personnel services)
- (d) the board of trustees
- (e) prospective adult students
- (f) high school juniors and seniors
- (g) members of advisory committees
- (h) high school counselors and principals
- (i) persons with special interests in music, drama, art, various sports, vocational education, preschool education
- (j) other specific groups as the need arises

- (2) Explain briefly the personnel and the procedures included in the program.

Clark has a director of public relations, a full-time public relations secretary, and occasional help from student clerical workers, photographers, artists (one each maximum).

Because of the availability of professional time in a 'one-man shop', institutional objectives are given priority over departmental objectives as a broad general guideline for selection of tasks.

A publication about Clark College in general would be considered as taking precedence over one about the electronics program, a basketball pressbook, etc. Again, circumstances dictate needs when planning proves inaccurate. Several recent publications are submitted to give members of the accreditation team a chance to see how they relate to the statement above describing the PR program, and how they relate to institutional objectives.

#### C. Analysis and Appraisal:

1. Analyze the administration against the standard.

- a. Is there any feeling on the part of your faculty that they are operating under a hierarchy of power?

No. During the past decade there has been a steady growth in the involvement of the faculty in the governance of the institution. There are a number of active faculty committees which carry heavy responsibility in the management of the institution:

- (1) Professional Placement and Advancement Committee

The PPAC is a seven-member committee, elected by the Clark College Faculty Association, with the Dean of Instruction as an ex-officio non-voting member. The Committee makes recommendations to the president concerning applications from members of the faculty for sabbatical leave and for evaluation of credit equivalents for advancement on the salary schedule (see appendix D of Faculty Handbook). The Committee also is charged with the responsibility of evaluating the classroom performance of new instructors during each of the first three years at the college.



## (2) Faculty Representative Committee

The Faculty Representative Committee consists of the President and the President-Elect of the Faculty Association, and two members elected by the Faculty Association. A fifth member is appointed by the President of the Faculty Association from among the chairmen of the Salary Committee, the Personnel Policies Committee, and the Professional Placement and Advancement Committee, depending upon the nature of the matter under discussion. This Committee meets with the President of the College each month and with the Board of Trustees from time to time, and acts as liaison among the Board, the President, and the faculty. This Committee is the legally recognized representative body of the Faculty Association to the Board of Trustees in matters subject to negotiation under the terms of the Community College Act of 1967.

- b. Are adequate measures taken to acquaint all faculty members with the overall organization plan and the provisions which affect them?

A two-week in-service workshop is held each Fall prior to the opening of the Fall Quarter. The program for these workshops is planned cooperatively by the faculty and administration to bring about a better understanding on the part of all college personnel of the purposes and functions of the college, to acquaint each with the organization of the institution, and to help all members of the professional family better discharge their duties and responsibilities. We feel that this period has been used effectively most of the time; occasionally it has not.

A minimum of six General Faculty Meetings per year are scheduled, and the Clark College Faculty Association has a meeting each month.

A comprehensive faculty Handbook is kept current by an annual review and updating by an ad hoc committee appointed by the president of the college.

A weekly in-house publication--Run of the Mill--edited by the Director of Public Relations, reports activities of various campus groups (Administrative Advisory Council, Instructional Advisory Council, Student Personnel Services Advisory Council, Clark College Faculty Association, Association Students, etc.) as well as a calendar of campus activities and news items of interest to the faculty and staff.

- c. What weak points, if any, do you or others find in the administrative organization?

The present administrative organization at this institution seems to be working effectively. However, there is a feeling on campus that there should be an on-going study of ways and means to improve working relationships between various campus groups, i.e., Board-faculty, Board-students, Board-administration, administration-faculty, administration-students, evening students-day students, evening faculty-day faculty, and students-faculty. Also, there is a weakness in the organizational structure because adequate provision for personnel with the time and qualifications to do needed facilities planning have not been made--either on a long-range or a short-range basis.

- d. Are budgetary allocations based upon objective data?

Yes. Allocations are based upon past cost data, on specific plans, and upon ascertained need.

- e. Are the existing controls over purchases and expenditures considered unduly restrictive by those involved?

State regulations governing purchasing and expenditures are often quite restrictive. However, local controls are not viewed as unduly restrictive.

- f. What are weak points, if any, in your budgetary procedures?

If there is a weakness in our budgetary procedures, it is the fact that we have not been able to get sufficient data together early enough so that all interested groups can have ample opportunity to understand the total needs of the institution in relation to the funds available.

- g. Is the operating staff for the physical plant competent and stable?

The maintenance staff is a competent and efficient group--many of whom have been with the college for a long time.

- h. Are adequate comparative studies made of costs of building and maintenance?

We do make an effort to compare costs of building and maintenance with other community college districts based on total costs, per-student cost, and square-foot costs, but these studies are not wholly adequate inasmuch as sufficient comparable data is not readily available.



The community college system in Washington is moving in the direction of developing standards and models as well as a uniform method of reporting costs so that, in the future, such data will be available.

i. How frequently are plant utilization studies made?

Annually.

j. How do you determine the success of your public relations program?

In terms of the traditional PR function, the public relations office uses informal questionnaires to gather information from: evening students, veterans, honor students, students over age 30, entering freshmen, etc. The questionnaires are used as the basis for articles in the local press, the Alumni Newsletter, and in determining factors that influenced persons to attend Clark College.

The fact that Clark has had a steady growth and continues to receive active and enthusiastic support from the community for its activities, and because it enjoys a fine reputation in the community and throughout the region would seem to indicate that the college's public information program has been effective.

k. In what respects, if any, do you think the board of control might be strengthened or its activities made more constructive in the development of the institution?

An effort should be made, in concert with other community college boards in the State to better define the relationships which should exist between the local boards of trustees and the State Board for Community College Education and other State agencies.

The community college system in Washington is relatively new. Local boards of trustees as now constituted have been in existence only since 1967. The Board of Trustees will become more effective in its activities as it becomes more knowledgeable about community college affairs. The efforts of the board can be made more productive when faculty members become more productive when faculty members become more aware of the trustees and their legal responsibilities.

It is recognized that the roles of the State Board for Community College Education and the State Director most certainly affect the role of the local boards of trustees. The degree of autonomy assigned to each district is dependent upon the State Board. Some policy and procedural guidelines have

been established and more will undoubtedly evolve as this process develops. When this process is completed, trustees of districts will be able to define more clearly their functions, duties, and responsibilities.

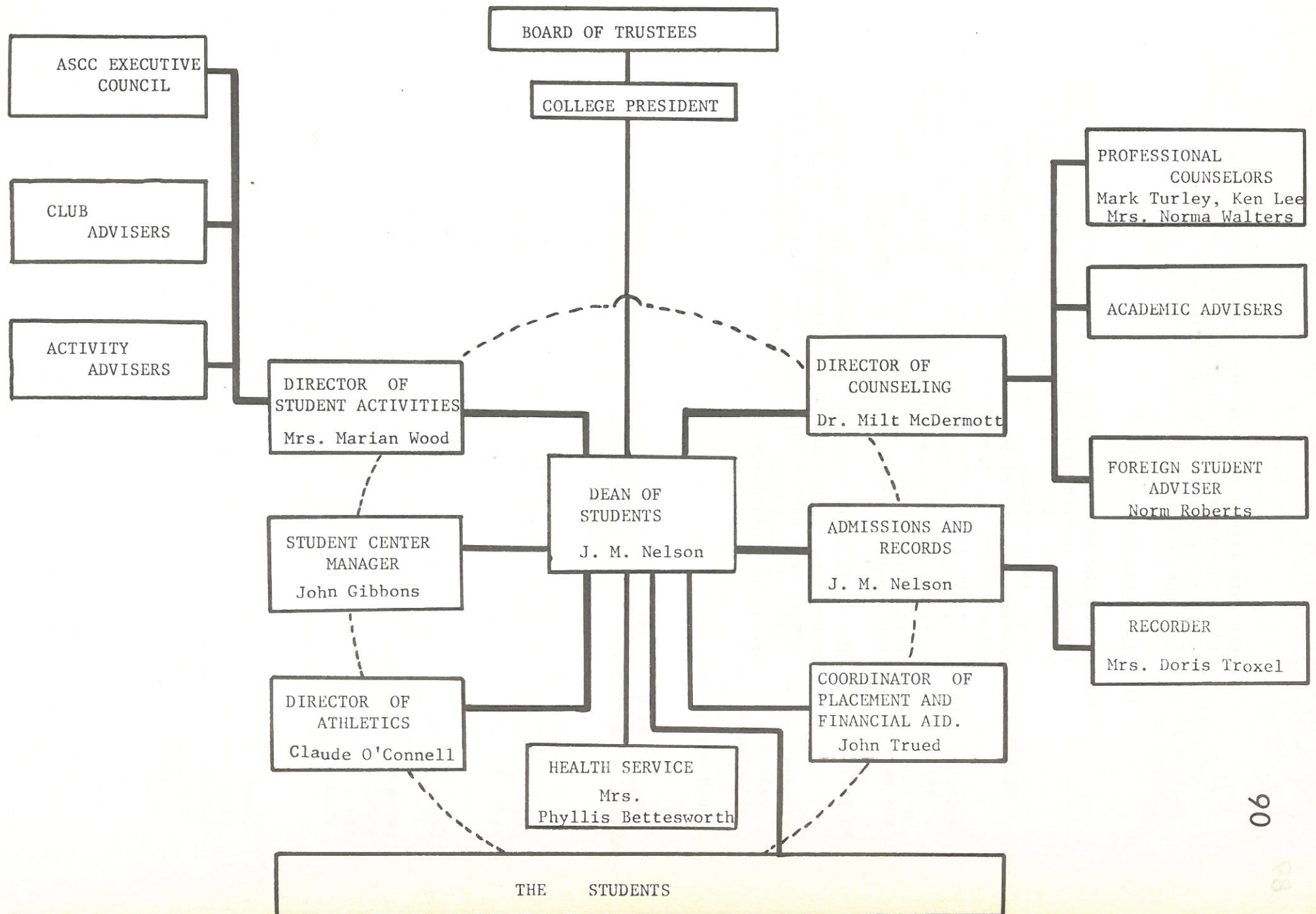
1. Additional Information

During the brief history of the State system, there have been many unanticipated and unscheduled reports requested by the State Board for Community College Education and by other State agencies. These demands have created real problems for the college administration. Undoubtedly these reports are required for sound and appropriate decisions at the State level; thus, they have been given first priority at the campus level. The result, however, is that normal college operations are frequently disrupted to the point where local projects are not completed when they should be nor in the manner one would wish.

When State Board policies, procedures, and regulations become more refined and various operational models are formed, this demand for reports should diminish and the resulting disruption in local college administrative operations should cease.



CLARK COLLEGE  
STUDENT PERSONNEL SERVICES



8

**STUDENTS**





## VIII. Students

- A. The student personnel services of Clark College are dedicated to the task of helping all students to help themselves to reach their individual educational and personal goals. In this endeavor we are concerned with the student as a whole person having talents to be developed, vocational and educational goals to be achieved, physical and mental needs to be satisfied, and social relationships to be explored.

Although counseling is the fundamental element in our program of student services, this skill is augmented by the specialized talents of a well-trained and experienced team of professionals. In this group we include those who work with financial aids, health services, academic advising, student activities, records, placement, orientation, counseling, and testing.

The student personnel services are not set apart but are conceived to be an integral and vital part of the total college. Our constant challenge is to evaluate this relationship to the end that our purposes will be served.

### 1. Admissions

- a. The admissions policy of our institution is the responsibility of the faculty, the administration, and the governing board. Our admissions policy begins with the "open door" concept which is philosophically and pragmatically appropriate to the comprehensive community college. All those who are at least eighteen years of age, or are graduates of an accredited high school, or who have earned the equivalent of a high school diploma are eligible to enroll. This policy is clearly stated in the college catalog, by the news media and in the various announcements, pamphlets, and brochures freely available to all. Although we employ the "open door" admission policy there are certain select programs (Professional nursing, dental hygiene, police science, data processing) which have special admission requirements.

### b. Description

- (1) Relate student admission and retention programs to the institution's purposes.

All students must be admitted before they can register. For those who plan to register for one to eight credits the process is relatively simple and is accomplished as a part of the routine registration procedure. Those who plan to register for nine or more credits and who expect to graduate are asked to file in the admissions office an official record of all previous educational work, high school and college.

At the time of acceptance a student number is assigned, a counseling folder is produced, and a letter of acceptance is mailed. This letter includes the student's admission status, classification, and registration instructions.



The admissions process is not purely mechanical and is not accomplished in isolation. Every effort is expended to aid the student in making a successful transition from his previous activities to the college environment. Admission, therefore, is only the first step on the path to the classroom.

In an effort to motivate students to make educational progress the college has established probation and suspension policies governing the terms under which the student may stay in the educational environment.

The purpose of placing a student on academic probation is not punitive but is rather to warn the student of his scholarship standing, to help him improve by restricting activities which may interfere with his studies, and to help him select a program in which he may be more successful. When a student's GPA for fewer than 45 credits is less than 1.75 he is placed on scholastic probation. Beyond 45 credits he is on probation if he has less than a 2.0 GPA.

Any student who has demonstrated that he is not capable of profiting from college courses may be refused admission for the ensuing quarter without a period of probation. All factors having a bearing upon the academic work of the student is reviewed by the Committee on Admissions before such refusal is made.

Suspension occurs when the student has been unable to show satisfactory scholastic progress. The transfer student is subject to suspension at the end of the first quarter of probation at Clark College if he is unable to earn at least a 2.0 for hours attempted that quarter. However, in cases meriting special consideration, the period of probation may be extended for one more quarter, provided that the student is making substantial scholastic progress and provided that a special petition in writing is submitted to the Dean of Students for action by the Committee on Admissions. See Chart #1 for probation statistics.

- (2) Outline the functions of the Admissions Office and include the high school-college relations program and the junior college articulation program, if applicable.

Articulation with the high schools in our community college district is another important aspect of admission. We attempt to work closely with this educational constituency through informal meetings with high school personnel, structured sessions with high school seniors, evening meetings with parent groups, career days in various high schools, open



## CHART #1

## PROBATION STATISTICS

## Day Students

	Men	Women	Total	% of Total Day Enrollment
1966-67				
Fall	180	43	223	11.6
Winter	245	86	331	19.4
Spring	231	92	323	20.7
1967-68				
Fall	197	65	262	14.2
Winter	239	77	316	17.8
Spring	262	76	338	20.5
1968-69				
Fall	188	54	242	12.5
Winter	252	78	330	18.9
Spring	202	70	272	16.5

This table represents the number and percentage of individuals enrolled on scholastic probation each quarter. Those on probation are usually allowed to continue on probation for several quarters before action to disqualify takes place. Additionally, those students entering the institution in the fall go on probation for the first time in the winter. These two situations help to explain the increase in probation as the academic year progresses.

invitations to high school seniors to visit our campus, and the college conference of the Washington Council on High School-College Relations where we talk to high school juniors.

- (3) Provide sufficient statistical information for measurement of student progress toward desired goals.

Statistical information measuring the flow of students through the institution as they progress toward their goals is reflected in attached chart #2.

- (4) Indicate measures of success of students transferring to other accredited institutions and for students entering graduate and professional programs in other college and universities.

All information from colleges and universities which receive our students indicates a high rate of scholastic success. Although we do not have a formalized follow-up on all transfers, we do make an annual visit to the University of Washington to talk with our students and we do receive regular reports from that institution as well as from Washington State University, Western Washington State College, and Central Washington State College. Reports come occasionally from other institutions.

#### c. Analysis and Appraisal

- (1) Analyze your institution against the standards for admission.

- (a) Are your admission requirements firmly administered?

We have successfully established the fact that there is one central admissions office for the college. Currently, the Dean of Students is the admissions officer. Our policies are firmly administered. Exceptions are handled by the Dean of Students and the Committee on Admissions.

- (b) Is your preregistration orientation program meeting the needs of your new students?

Our preregistration orientation program is not perfect, by any means, but we do feel we are successful in meeting the needs of new students. Each new student to Clark College makes his first contact, after being admitted, in the Counseling Center. There he meets with one of our counselors, sometimes in a group situation with other students and also individually, to learn about the college, its



## CHART #2

ENROLLMENT STUDY BY  
NEW, TRANSFER, CONTINUING, RETURNING

	<u>Total New Students-Day</u>	<u>Total Students New to Clark Evening</u>	<u>Transfer Students Day</u>	<u>Returning &amp; Continuing-Day</u>	<u>Returning &amp; Continuing-Evening</u>
1966-67					
Fall	945	665	95	875	884
Winter	59	423	27	1620	958
Spring	46	361	18	1495	962
1967-68					
Fall	882	576	79	888	895
Winter	44	292	19	1710	915
Spring	42	315	15	1588	839
1968-69					
Fall	888	906	103	941	1153
Winter	88	411	20	1632	1079
Spring	55	448	29	1565	898
1969-70					
Fall	832	749	167	1121	1194

This table represents one measure of the flow of students through the institution. Most of those attending day classes are full-time students who go through the regular matriculation process. The statistics for this group, therefore, show a fairly stable pattern. The figures for the evening students, on the other hand, show quite a variation. For example, the striking growth from Fall, 1967 to Fall, 1968, especially in the total of evening students new to Clark, demonstrates this variability. Knowing, in addition, of the concerted campaign to attract more people to our evening program for Fall, 1968 gives more support to our assumption that evening program enrollment is very fluid.

educational offerings, its rules and regulations, its social side, its many opportunities. The student also learns about himself--his strengths and weaknesses, his interests and his ambitions. These activities are a part of the registration process.

Once each year just preceding the opening of the fall quarter there is an open house for new students. This program is planned largely by the student leaders and involves all personnel of the college. This activity is evaluated each year by the students themselves and appropriate changes are made.

- (c) What measures of student progress do you have that indicate success or failure of your admission requirement when applied to the purposes of your institution?

By state law any person who is at least eighteen years of age or is a graduate of an accredited high school or the equivalent is eligible to enroll in any community college in Washington. This provides the base for our non-selective admissions policy which is appropriate to the purposes and policies of the comprehensive community college and allows ample opportunity for students to succeed.

- (d) Is there institution-wide coordination of all admission policies?

Admission policies are coordinated within the institution by the Dean of Students.

- (e) What procedures are in effect to insure the transmission of pertinent documents to counselors and in particular to the academic advisers?

When each student who plans to register for nine or more credits is accepted, a folder is prepared for transmittal to the Counseling Center. This folder contains a copy of the student's high school record, test information, and any other pertinent records which were accumulated in the admissions process.

Each student is assigned an academic adviser and is issued a planning record and summary booklet in which his class scheduling is done, his grades kept, and his progress toward graduation noted. This booklet is presented to



the academic adviser each time the student registers. Additional information about students is available to the adviser from the Counseling Center and the records office. Samples of this planning record will be made available to the committee.

Although there is no formalized procedure for advising those students who register for 8 or fewer credits, counseling is available and recommended.

- (f) Is there provision in the educational program for the superior student? If so, explain briefly.

Clark College grants advanced placement to entering students who present acceptable evidence of their ability to do satisfactory work in advanced courses. Credit for by-passed courses is not ordinarily given and is a separate matter.

The college will record credit in appropriate amounts for college level courses taken in high school when the quality of this work is attested by scores of 5, 4, or 3 on Advanced Placement Examinations of the College Entrance Examination Board. College registration in subsequent courses in the same subjects is not necessary to validate this credit.

Honors seminars in the social sciences and humanities are offered each year to a select group of students.

The superior student is permitted to take a heavier course load as long as he maintains a satisfactory cumulative grade point average.

## 2. Registrar

- a. The Dean of Students acts as the registrar and is responsible for establishing and maintaining a system of records for each student, for organizing and administering the registration procedure, and for preparing enrollment reports for local, state and federal distribution, for interpreting the academic rules and regulations, for certifying student rating for Selective Service, for honor lists, athletic eligibility and student offices. He is also custodian of the college seal.

Minutes of faculty meetings, policy committee meetings, preparation of the final examination schedule and the class schedule, editing of the college catalog and preparation of the room schedule are responsibilities which have been assigned elsewhere. The faculty association keeps its own minutes. Minutes of policy committee meetings are kept by the various committees. The class schedule is organized by the division chairmen, and the instructional deans, and is facilitated by the Dean of Students. The final examination schedule is written by the Dean of Instruction in consultation with the associate deans and the division chairmen. The room schedule is handled in like manner with additional help from the business manager. The catalog is a joint effort and is edited in its final stage by the Director of Public Information.

b. Description

- (1) Enrollment analysis (see Charts III, IV, V)



ENROLLMENT ANALYSIS CHART #3

	Total Head Count	Total Enrollment Day	Total Enrollment Evening	Full Time Enrollment	Part Time Enrollment	Academic Credit Hours	Vocational Credit Hours	Total Credit Hours	FTE Day	FTE Evening	FTE Total
1966-67 Summer	454					1,552	581	2,133			142
Fall	3464	1915	1549	1642	1822	23,718	8267	31,985	1801	329	2130
Winter	3087	1706	1381	1468	1621	21,512	7185	28,760	1611	307	1918
Spring	2882	1559	1323	1308	1574	19,467	6339	25,834	1436	286	1722
1967-68 Summer	426					1,010	1253	2,263			150
Fall	3320	1849	1470	1610	1710	22,918	8040	30,972	1788	282	2070
Winter	2980	1773	1207	1314	1666	20,641	7698	28,364	1654	236	1890
Spring	2799	1645	1154	1323	1476	18,717	7106	25,842	1492	231	1723
1968-69 Summer	541	231	310	58	483	1,762	1104	2,866	111	80	191
Fall	3997	1935	2062	1665	2332	25,084	8423	33,566	1857	382	2239
Winter	3230	1740	1490	1485	1745	20,720	8042	28,801	1596	259	1855
Spring	2997	1649	1348	1286	1711	18,764	6857	25,676	1480	230	1710
1969-70 Summer						1,786	1023	2,809			187
Fall	4014	2120	1894	1722	2292	26,357	8399	34,796	1915	404	2319

CHART #4  
GRADUATES

	1967	1968	1969
Total	251	286	271
Male	143	166	157
Female	108	120	114
Associate in Arts			
Total	183	216	202
Male	89	108	100
Female	94	108	102
Associate in Applied Science			
Total	68	70	69
Male	54	58	57
Female	14	12	12
Business Division	47	47	50
Engr-Tech Division	58	56	57
Health Occup Division	36	49	45
Humanities Division	27	25	12
Phys Educ Division	2	6	8
Science-Math Division	7	20	10
Social Science Division	26	24	29
General, Undecided, Education	48	59	60
Certificate Proficiency Practical Nursing	29	22	30
Certificate Proficiency Prof. Nursing	29	40	36
Certificate Proficiency Police Science	4	5	18
Certificate Proficiency Automotive		1	7
Certificate Proficiency Machine Shop	1	5	4
Certificate Proficiency Commercial Foods			7



## CHART V

## PROJECTED ENROLLMENT

This table represents the projected enrollment in unweighted FTE for Fall Quarter for each of the years from 1969 through 1979.

<u>Year</u>	<u>District 14 Population</u>	<u>Index</u>	<u>Fall Quarter FTE</u>
1969	138,100	1.75	2417
1970	141,700	1.80	2551
1971	144,300	1.85	2670
1972	146,850	1.90	2790
1973	149,400	1.95	2913
1974	152,000	2.00	3040
1975	154,550	2.05	3167
1976	157,571	2.10	3309
1977	160,790	2.15	3457
1978	164,181	2.20	3612
1979	167,733	2.25	3774

Information from the State of Washington Planning and Community Affairs Agency indicates the population growth of Community College District 14 through 1975. By interpolation the growth rate has been extended to 1979. The index is based upon previous enrollment history and is a percentage of the district population.

Therefore, weighing past enrollment growth, future population growth, increased educational offerings, increased interest in higher education, and favorable financial support it is conservatively estimated that the proportion of students enrolled compared to the population will increase as represented in the index column.

c. Analysis and Appraisal

(1) What provisions are made for the Registrar's communication with faculty and students?

- (a) faculty meetings
- (b) committee meetings
- (c) student newspaper
- (d) faculty bulletin
- (e) faculty handbook
- (f) printed pamphlets and brochures
- (g) student handbook
- (h) college catalog
- (i) mimeographed instructions
- (j) individual mailings

(2) What term and annual reports are made for the administration, faculty, and students?

- (a) Quarterly enrollment statistics
- (b) Comparative enrollment studies by quarter and year
- (c) Course enrollment report
- (d) Grade distribution report
- (e) Registration tally sheets during registration periods
- (f) High scholarship reports
- (g) Low scholarship reports
- (h) Admissions reports
- (i) Class rosters
- (j) State and federal reports
- (k) Credit hour summaries by quarter
- (l) Mid-term and final grade reports
- (m) Lists of students by advisor

Other reports such as select groupings of students and special studies are prepared as needed.

(3) Explain the academic recording system with emphasis on provisions for protection against fire and vandalism, including provision for use of the records for research.

Records are kept on every student who enrolls. These records include the permanent record, which contains the cumulative grades, credits and subject history of the student, and a master file, which contains all the other pertinent information about the student. All records which are at least five years old are micro-filmed. In addition, all transcripts are duplicated and the duplicate set is kept in the vault in the basement level of the Administration Building. The original records are stored in the records room in



the student personnel offices in the Administration Building. As of this year a third set of records on each student will be stored on tape as a part of the data processing system. Other records such as class rosters, historical documents, and graduation materials are stored in the records room. These record-keeping activities, particularly the tape storage, allow many opportunities for research.

The original records do not leave the student personnel office. Copies are made for authorized use.

The records and registration system makes use of the data processing center which is conveniently located in the lower level of the Administration Building.

- (4) Do you use the various publications of AACRAO as a guide in the maintenance of your records?

The college does use various AACRAO publications as a guide in the maintenance of records.

- (5) Is your equipment and space adequate for efficient operation?

Space and equipment are adequate although we will soon need a new micro-filming machine and a larger copying machine.

- (6) Is the office accessible to students and faculty?

The registration and records section is accessible to students and faculty. The offices are open Monday through Thursday from 8:15 a.m. until 9:00 p.m. and on Friday from 8:15 until 5:00 p.m.

### 3. Student Orientation

- a. It is the intent of the college to help each student make a successful transition from his previous environment to the college environment. Students, faculty, counselors, and administrators are involved in this process.

Student leaders are much involved in the planning of the orientation program and through annual student evaluation changes are made which are designed to keep this activity current, flexible, and meaningful.

#### b. Description

- (1) Report the preregistration orientation program.

For many the process of preregistration orientation

begins while the student is still in high school. Meetings, both group and individual, are held with high school juniors and seniors. Students, faculty, counselors, and administrators often participate.

During the summer college counselors are available to talk with prospective students. Both group meetings and individual induction counseling sessions are employed.

On the Friday prior to the beginning of fall classes all new students are invited to an open house, which is planned by the student leaders and generally includes the following activities:

- (a) A brunch for out-of-town students to meet student officers.
- (b) A general assembly for all new students. The program introduces services and personnel which are important to the student such as health service, financial aids, job placement, personal counseling.
- (c) Tours of the campus with handbook and class schedule.
- (d) Meetings with academic adviser and instructors.
- (e) Dance for Clark students only.

(2) Report the system of academic advising.

Academic advising is considered to be a responsibility of each Clark College faculty member. Coordination and supervision of the advising system is the responsibility of the Director of Guidance Services.

Academic advising and registration procedures in operation during summer months preceding fall term are essentially different from the advising and registration during other terms.

(a) Fall term registration and advisement

New students are requested after admission to make an appointment at the Counseling Center. During peak registration periods the regular work day is divided into four time blocks. The time blocks allow a counselor to meet with groups of approximately fifteen to discuss procedures and provide information common to all new students. Following the small group orientation the student meets individually with a counselor or academic advisor to plan a schedule. At this time the student is assigned an advisor representing an educational area related to the student's interest and, where possible, is assigned to an instructor scheduled as one



of his teachers during fall term. The assigned academic advisor may or may not be permanent, depending on the wishes of the student. During this same interview the student is provided a planning guide which is to be updated each quarter and available during times of advisement. Original information includes suggested English and math placement levels, major or pre-major, assigned advisor and dated signature of the college interviewer.

Returning students also schedule individual appointments at the Counseling Center to receive fall term advisement. These appointments are scheduled throughout the day according to staff availability. Following the individual session the student may register on that day or at a later date.

(b) Winter and spring term advising and registration

Prior to winter and spring terms students schedule appointments with advisors for schedule planning. When the scheduling session is completed, the advisor signs the recorded schedule in the student's planning guide book. The signed schedule entitles the student to receive a registration pass, dated and with a time specification. The passes are dispersed in order of request.

(3) Outline the system of vocational, personal, and social guidance.

Faculty members knowledgeable in specified vocational areas serve as advisors to students and as resource persons to other faculty. Students undecided about vocational choice are urged to talk to these faculty members concerning vocational opportunities.

The Counseling Center has the formally assigned responsibility of providing vocational, personal, and social guidance. Faculty and student groups share in this responsibility.

(4) Indicate the nature and extent of your testing and counseling program.

Testing and counseling will be considered in detail in the next section.

c. Analysis and Appraisal

(1) Analyze your institution against the standards for student orientation.

- (a) Does your preregistration orientation program provide the basis for orientation to institutional life and continue throughout the student's college career, and perhaps even subsequent to graduation?

It is the intent of our preregistration program to provide students with the opportunity to establish a sound base for educational and social development. We are fairly successful in this endeavor. However, Clark College can improve its orientation program working more closely with the high schools in our district.

- (b) Does the counseling program, vocational, personal, social, as well as the academic counseling, provide the means for assisting students to attain goals commensurate with their aptitudes and abilities?

Our counseling program contains the necessary ingredients to provide vocational, personal, social and academic counseling. Our problem is lack of personnel. Attempts to make the small groups orientation and induction counseling a beneficial and pleasant experience are limited by inadequate staffing, both clerical and professional. Present methods of bringing faculty advisors and students together are not as successful as they should be.

- (c) Are counselors qualified for and interested in their advising functions?

Counselors are interested and well-qualified to do advising. It should be understood, however, that much of the academic advising is handled by the faculty after the students have had their initial contact with the counselors in the counseling center. Counselors, therefore, are responsible at the time of registration for induction counseling, probation counseling, and academic advising of the weaker students.

The limited counseling staff, the pressure of numbers of students seeking advising, and the counselor's predilection to maintain his own schedule of group and individual counseling appointments is the source of real frustration at registration time.



- (d) Is there a clear designation of the responsibility for advising students?

No! The role of the faculty adviser needs to be clarified and the responsibility understood and accepted. At registration time counselors need relief from advising duties which should be assumed by faculty.

- (e) Is your program periodically evaluated?

Self-evaluation is a continuing process among counseling personnel. There is no organized method of program evaluation other than that which results from frequent meetings and communication.

#### 4. Counseling and Testing

- a. The philosophy of Clark College embraces guidance and counseling services. We recognize the right of each student to have individualized assistance in educational and vocational planning. We also recognize the need for more personal counseling, including verification of courses for academic difficulty, study skills improvement, and coping with personal and social problems. We desire to have professional counselors available in a confidential setting to discuss any type of problem a student feels is of importance.

Testing services are available on request. Assistance is offered in determining interests and aptitudes for various occupational areas. Also the Counseling Center cooperates with the English and math departments in sectioning students into the most appropriate classes. Clark offers a continuing GED testing program and services the area district on most standardized testing.

#### b. Description

- (1) Describe the facilities at your institution for conducting the counseling and testing programs.

Facilities: The counseling center occupies one complete wing of the main administration building. Each counselor has a private office and additional space is available for staff growth. The lobby of the counseling center is comfortable and adequate. A testing room is also located conveniently in the counseling center. A "satellite" office located in the student center is staffed three days a week by the counselors on a rotating basis.

- (2) Describe the formal advisory services to assist students with registration, curriculum development, academic standards, and degree requirements.

The advising of students is the responsibility of all faculty. Planning and implementation are the responsibilities of the Director of Guidance Services, Dean of Students, and Dean of Instruction. Assignment of academic advisors is made by the counseling staff, using the student's indicated major as a guide.

The Director of Guidance Services is a member of the Instructional Council. Membership on the council constitutes a communication channel helpful to students because the effects of curriculum or policy on the student are generally known by guidance personnel.

- (3) List the duties and functions for each of the professional staff persons involved in the counseling and testing program.

All those who work in student personnel services are counseling oriented and trained. All professional members have earned at least the master's degree, and the Director of Guidance Services has the doctorate.

There are three full-time professional counselors in the counseling center plus the Director of Guidance Services who spends approximately one-third of his time in counseling. The rest of his time is devoted to other administrative responsibilities. Counseling duties common to these professional counselors include: induction counseling, academic advising, occupational advising, personal counseling (one to one), group counseling, information giving, probation counseling, consulting with faculty and staff, staff and faculty meetings, articulating with high schools and colleges, high school completion counseling, public relations and service, correspondence and reports, telephone advising, consulting, and information giving as a resource person, planning, veterans advising, counseling of evening students, testing and test interpretation, reading and evaluating professional materials, making referrals to appropriate agencies, evaluation, attending state and regional meetings, membership in professional organizations, and curriculum development.

An analysis of the 1967 National Advisory Committee for Appraisal and Development of Junior College Student Personnel Programs report concerned with student personnel discloses that Clark College is under-staffed in counseling. If the ratio of full-time professional counselors were one for every three hundred students, we would need to double our counseling staff. Statements of philosophy and objectives in community colleges support counseling, but the essential factor in providing this service is the commitment which those in positions of ultimate power actually make to these programs.



The Director of Guidance Services is responsible to the Dean of Students for the overall college guidance program. His duties and responsibilities include: To plan and promote the guidance and counseling program; to develop and supervise the counseling center; to supervise the staff of counselors and related personnel; to cooperate with faculty and administration in the development of and supervision of the testing program for the college and develop a library of test materials; to develop and supervise the advising program; to coordinate and cooperate with high school counselors to facilitate the articulation of students from high school to college; to develop those programs which will aid the faculty and administration of the college to better understand the role and function of guidance services; to develop contacts and cooperate with related community agencies; to develop and maintain contact with senior institutions for the purpose of facilitating the articulation of transfer students; to develop appropriate in-service training programs; to develop and maintain an adequate library of occupational materials; to supervise the counseling program related to high school completion; to serve as a member of the Instructional Advisory Council; to consult with faculty on problems related to students' needs; to assist with the employment of counselors and office clerical staff; to serve on statewide committees; to counsel and advise students; to help plan and develop institutional research; to report frequently to the Dean of Students and serve as his advisor; to supervise the program of counseling for part-time and evening students; to cooperate with all other segments of Student Personnel Services; to develop and maintain those routine procedures which will provide collection and storage of information, efficiency of operation, and evaluation; to know the regulations and curricula of the College and be prepared to interpret these to students; to perform such other duties as may be assigned by the Dean of Students.

Others who relate to the counseling function and are a part of guidance services include:

- (a) Director of Student Activities whose duties and functions are: to advise student government organizations; to help with the organization, supervision, and coordination of activities put on by students without paid advisers; to assist the Manager of the Student Center in supervising

Gaiser Hall; to refer individual students to the Health Center, the Counseling Center, the Placement or Financial Aids Office, or elsewhere for special assistance; to cooperate with the Coordinating Secretary in her work with students using ASCC funds, student property and office supplies; to serve as a member of faculty and administrative committees, such as the Scholarship and Financial Aids Committee.

- (b) Coordinator of Placement Services and Financial Aid whose duties include: to develop placement procedures, and to supervise placement personnel and offices; to make provision for vocational counseling and information, on-campus interviews, and vocational follow-up studies; to maintain a referral center for all students seeking part-time jobs on-and-off campus; to maintain a referral center for Clark College students, former students, and graduates for full-time jobs; to supervise Work Study programs--Federal and Vocational; to screen candidates for Economic Opportunity grants and financial aid "packages" at Clark; to collect information about available jobs in business and industry Clark County and the Portland area; to conduct periodic follow-up studies of former Clark College students; to counsel with students regarding financial aid; to supervise the financial aid program--loans, grants, and employment.
- (c) Health Counselor whose duties include: to organize and manage the health services facility; to maintain an appropriate inventory of necessary supplies and equipment; to maintain a health inventory on every daytime student registered for nine or more credits; to be responsible for security and confidentiality of records; to develop and maintain communication with legal supporting agencies such as Vocational Rehabilitation; to develop and maintain communication with community agencies such as Public Health Service, Mental Health Agency, Medical Association, etc; to be alert to the health needs of the College community; to serve as a liaison between faculty and students.
- (d) Assistant Director of Student Activities and Student Center Manager whose duties and functions include: to maintain a facility use calendar; to arrange for all set-ups for activities to be held in the student center; to be responsible for care and maintenance of



student center equipment; to be alert to equipment and facility needs and make recommendations for acquisition; to maintain a student center inventory of equipment and supplies; to organize and operate a distribution center for tickets, stamps, lost and found, annuals, newspapers, etc.; to understand and implement fire ordinances; to share with the Director of Student Activities supervision of student behavior in Gaiser Hall (exclusive of the library) and to refer discipline cases to the Dean of Students; to act as consultant to planners of conferences, conventions, workshops, etc., which are held on our campus; to recommend to the administration, by way of the Dean of Students, statements of policy regarding use of the student center, its facilities and equipment; to share with the Director of Student Activities supervision of Friday and Saturday night dances and social activities.

- (e) Foreign Student Adviser whose duties and functions include: receiving and orienting foreign students; arranging for special testing and recommending placement; checking visas, work permits, and other official documents; upon referral from Dean of Students interviewing and counseling applicants for admission; maintaining liaison with special programs pertaining to foreign students.

c. Analysis and Appraisal:

- (1) Analyze your institution against the standard for counseling and testing.

- (a) How is the institution organized to provide for a well-coordinated program of academic advising by faculty members?

Academic advising is a responsibility of all full-time faculty members and is considered to be a part of the instructional load. The Director of Guidance Services functions as a coordinator, as a resource person, and as a disseminator of advising information. In addition professional counselors employed by the college serve as both referral and resource personnel to faculty advisors.

- (b) What is the range and mean number of advisees assigned to faculty members?

The range of advisees assigned to teaching faculty is from 1 to 35, averaging approximately 16.

Counselors have as many as 90 assigned advises.

- (c) How is the evaluation of your counseling, testing, and academic advising program periodically accomplished? What changes, if any, were made as a result of the last evaluation?

Evaluation of the counseling, testing and advising programs is a function of Student Personnel Services and the Instructional Council working cooperatively with the Director of Guidance.

Interviews with former students and those presently enrolled provide important data and reveal problem areas. A frustrating occurrence for counselors exists when they are confronted by student problems but are not included in planning for improvement.

Counseling staff meetings usually reveal weak student personnel service areas. Often improvement is directly related to the number of personnel available. Inadequate numbers of personnel result in (1) assigning priorities and not performing services with lower priority, or (2) trying to provide all needed services but reaching physical limits and frustration because of the enormity of the task.

- (d) What are especially noteworthy and deficient aspects?

Counselors are experienced, professional, and well-trained. Facilities and equipment are adequate. Staff is loyal and has an understanding of what their role ought to be in the community college setting. There are not enough counselors or clerical workers to do the expected job. There is no common understanding on the part of administration, faculty, and students of the role and function of the counseling program. There needs to be time and personnel to plan and implement the program of articulation and admissions within our community college district. There needs to be a clarification of the responsibility of the Director of Guidance Services with relation to the total guidance function. This is particularly true of the advising function.



## 5. Financial Aids

- a. Although it is relatively inexpensive to attend a community college, there are still many students who need financial aid. In an effort to help these students solve their financial worries the college administers a financial aids program offering scholarships, grants, loans, and employment. The financial aids program is centralized, with two exceptions, and is supervised by the Coordinator of Placement and Financial Aid who has authority to use all the various forms of student assistance. The two exceptions are the tuition loan program and the scholarship program. These are administered directly by the Dean of Students.

Ours is a modest program of financial aid. We administer the four federal programs--Work Study, Educational Opportunity Grants, Law Enforcement Education Program, and the National Defense Student Loan Program. In addition we offer tuition loans, book loans, academic scholarships, activity grants, part-time work both on campus and off campus, and help in full-time placement.

We attempt to package financial aid, but since our funds are so limited we are somewhat handicapped. Information concerning the financial aid program is disseminated through the college newspaper, bulletins, a mimeographed information sheet, the college catalog, and contact with high school counselors.

- b. Description

- (1) The catalog has a comprehensive summary of our financial aid program. Other informative materials are available to the evaluating team.
- (2) The program is administered as a part of student personnel services and is under the leadership of the Coordinator of Placement and Financial Aids who is responsible to the Dean of Students. Policy is formulated in the Administrative Advisory Council upon the recommendation of the Dean of Students. Leadership in initiating change is provided by the Coordinator. Consultation with student and faculty groups, such as the scholarship committee, is a part of the process in developing policy.

- c. Analysis and Appraisal

- (1) Analyze your institution against the standard for financial aids.
  - (a) How do you maintain business-like supervision of the funds and follow-up on financial aid recipients?

Financial aid is assigned through the financial aids office and the Dean of Students' office.

Comprehensive records are kept. Financial accounting is done in the business office. Follow-up on financial aid recipients is accomplished by the Coordinator and the Dean of Students.

- (b) How is a student's financial need accurately determined?

Student financial needs are determined on the basis of the student's own resources, the parents' resources, and any financial aid the student is receiving in the way of Social Security, veterans' benefits, etc. The Parents' Confidential Statement or the Student's Confidential Statement give the information necessary for the Educational Opportunity Grant. The National Defense Student Loan forms are screened by a committee of three for approval. Work Study at Clark has its own form, and the Law Enforcement Education Program has its own forms. Scholarships are screened by the college scholarship committee.

- (c) Are there students in special categories receiving financial assistance in excess of their demonstrated needs?

There are no students in special categories receiving financial assistance in excess of their demonstrated needs.

- (d) What percentage of the students work part-time on or off the campus? On the average, how many hours does the employed student work per week when school is in session? What is the average weekly wage of the working student during the academic year? What percentage of the students are unable to work because of insufficient jobs?

Our best estimate is that 70% of the students in the day program work sometime during the year. Some students prefer to work during the summer months. Some students go from a full-time job to a part-time during the academic year. Some work a part-time job the year around.

The full-time student on the campus is limited to ten hours per week on the institutionally funded budget and is limited to fifteen hours per week on the Work Study funded budget. Off-campus jobs seem to run according to the season of the year. In the fall, four to six hours seems common; in the winter, it drops to about two to four per day; and in the spring, four hours is about average.



The students working on the campus earn \$14.50 per week on a regular institutional fund basis and \$16.75 for the Work Study students. Students working off-campus average around \$20 per week.

There is always a certain percent of students for whom no suitable employment can be found. This figure would probably be around five percent of those seeking employment.

- (e) What percentage of undergraduates receive scholarships from the institution? What is the average undergraduate scholarship stipend provided by the institution? What percentage of qualified students are denied scholarship assistance because of insufficient funds? What are the major institutional sources of scholarship funds?

Only full-time students are eligible to receive scholarships from the institution. Of the full-time enrollment approximately 30 tuition scholarships are provided each quarter. This averages approximately 1.7% per quarter. In addition some 80 students receive scholarship help provided by outside groups and organizations.

The average undergraduate stipend provided by the institution is fifty dollars per quarter.

We have never been able to provide institutional scholarships to all who qualify. An estimate of those denied would be five to ten percent.

The major institutional sources of scholarship funds include receipts from admissions to athletic and drama events, bookstore profits, vending machines, and transfer of student funds to the scholarship and grants account. At present the scholarship and grants costs \$7500 per year.

- (f) How many students during the last academic or fiscal year received help from the short-term and long-term loan programs? What was the range and mean of the long-term loans granted? If a participant in the National Defense Loan Program, what percent of the students that have received loans are delinquent in their payments? What percentage of the students that have received long-term loans from institutional funds are delinquent in their payment?

The college provides short-term loans for books and tuition. Generally, such loans must be repaid within one quarter. During the 1968-69 academic year 257 students received help from these short-term loan funds. The college has no long-term loan program other than the National Defense Student Loan program. We do cooperate with approved lending institutions in the area on the federally insured loan program. However, this is a very limited program and very few of our students are able to qualify.

In the NDSL program we are able to help ten to fifteen students each year. We restrict these loans to \$200 per term and no more than six terms. Most students borrow over three terms on the average. Since we issued our first loan in the fall of 1961 we have helped 80 students. Of these, four (5%) are currently delinquent.

- (g) What, in your judgment, are the especially noteworthy and deficient aspects of your financial aid program? What improvement, if any, are under way, or are being contemplated?

All financial aids should be centralized in one office. We are gradually moving in this direction.

We need additional clerical help, both in the financial aids office and in the business office. At present, the financial aids office shares a clerk with the student center manager. Most of the accounting is done in the business office but the secretary in the Engineering-Tech Building handles the collections for the NDSL program.

Whether or not the combining of placement and financial aids in one office is the best arrangement is currently under discussion.

Security of records is another critical problem. A locking file cabinet is on order.

In spite of the many problems, the financial aids program is filling a most important need. Many students who would otherwise not be able to attend college are given the opportunity because of a loan, scholarship, a grant, or a job.



6. Bookstore

- a. The College operates the bookstore as a service to the faculty and students. Prices are reasonable and students receive a five percent discount on all purchases. The store is adequately stocked. Primary emphasis is on classroom supplies and textbooks.

The bookstore is a college-operated business enterprise and is self-supporting. The manager is responsible to the assistant business manager of the college. All accounting and auditing is done by the business office. Policy is established through the administrative advisory council. There is presently no representative policy board but this is being planned. The planned board will have faculty and student representation.

b. Description:

- (1) Provide a description of the bookstore facilities.

The bookstore is housed in ample quarters, well-lighted, and arranged for self-service. Stocks are adequate and attractively displayed. Variety in stock runs from textbooks to specialty items but no attempt is made to compete with merchants in the area.

c. Analysis and Appraisal:

- (1) Analyze your institution against the standard for a bookstore.

- (a) Who is represented on the board that sets the policies for your bookstore?

At present the college does not have a representative advisory board. Policies are presently set by the Administrative Advisory Council.

- (b) What are the net losses or profits for your bookstore operations during each of the last three fiscal years? If there were profits, how were they used?

Profit and loss statements for the fiscal years 1968-1969, 1967-1968, 1966-1967 follow. The profits shown have been invested in part in improving and expanding the facility to better serve the students and staff. The remainder of the profits have been donated to the Clark College scholarship and grants fund.

## COLLEGE BOOK STORE

1967-1968

## Sales:

Cash sales	\$156,217.52	
Beginning Acts. Rec.	- 288.04	
Ending Acts. Rec.	<u>2,091.84</u>	
Total Sales		\$158,021.32

## Cost of Goods:

Stock purchases	132,041.32	
Beginning Acts Payable	- 749.23	
Ending Acts. Payable	<u>5,239.77</u>	
	136,531.86	
Beginning CM & books trans.	9,476.56	
Ending CM & books in trans.	<u>- 10,235.99</u>	
	135,772.43	
Beginning Inventory	44,508.92	
Ending Inventory	<u>- 51,324.67</u>	
Cost of goods sold		<u>128,956.68</u>

## Gross Profit

29,064.65

## Expenses

Payroll	18,837.79
Supplies & misc. expense	930.53
General expense	141.30
Rent	600.00
Accounting & administration	<u>900.00</u>

## Total Expenses

-21,409.62

## NET PROFIT

7,655.03

% of Gross Sales 4.8



CLARK COLLEGE  
Special Services Fund  
College Book Store  
Profit & Loss Statement  
1966-1967

## SALES:

Cash Sales	\$ 149,868.02
Beginning Accounts Receivable	<u>- 1,375.37</u>
	148,492.65
Ending Accounts Receivable	<u>+ 288.04</u>

TOTAL SALES

\$ 148,780.69

## COST OF GOODS:

Stock Purchased	127,173.62
Stock, Accounts Payable	749.23
Beginning CM & Books in Transit	<u>+12,906.27</u>
	140,829.12
Ending CM & Books in Transit	<u>- 9,476.56</u>
	131,352.56
Beginning Inventory	<u>+33,699.44</u>
	165,052.00
Ending Inventory	<u>-44,508.92</u>

COST OF GOODS SOLD:

\$ 120,543.08

## GROSS PROFIT:

\$ 28,237.61

## Expenses:

Payroll	18,257.80
Rent	600.00
Miscellaneous	827.61
Accounting & Administrative Charges	900.00
Equipment	<u>2,848.30</u>

\$ 23,433.71

## NET PROFIT:

\$ 4,803.90

% of gross sales 3.2

Clark College  
COLLEGE BOOK STORE  
Profit & Loss Statement  
1968-1969

## SALES:

Cash Sales	\$152,828.51
Less beginning accounts receivable	<u>2,091.84</u>
	150,736.67
Plus ending accounts receivable	<u>2,990.68</u>

## TOTAL SALES

\$153,727.35

## COST OF GOODS:

Stock purchased	\$136,778.42
Plus ending accounts payable	\$ 731.67
Begin CM & in transit	10235.99
Begin inventory	<u>51324.67</u>
	62,292.33
	<u>\$199,070.75</u>

Less begin accounts payable	5,239.77
ending CM & in transit	11,570.33
ending inventory	<u>56,965.02</u>

73,775.12

## Cost of goods

\$125,295.63

## GROSS PROFIT

28,431.72

## EXPENSES

Payroll	18,182.45
Supplies	478.18
General expense	1,596.39
Rent	600.00
Administrative & accounting charges	<u>900.00</u>

21,757.02

## NET PROFIT

6,674.70

% of Gross Sales 4.3



- (c) What firm or firms have been employed to officially audit the bookstore accounts for each of the last three years?

Internal auditing is done on a continuing basis by the College Business Office. An annual outside audit is performed by auditors from the State Auditor's Office as is required by Washington Law. Copies of the latest audit report will be made available to the committee.

- (d) What, in your judgment, are the especially noteworthy and deficient aspects of your bookstore? What improvements, if any, are under way, or are being considered?

The store is adequately stocked, well-appointed, well-lighted, and has ample room. The staff is experienced.

The most important deficiency is the lack of a representative advisory board. Plans are being developed to correct this problem by the organization of a board representing students, faculty, and administration.

## 7. Housing and Food Services

- a. The college does not own or operate dormitories and because of staff limitations is unable to inspect or supervise off-campus housing. The college does attempt to maintain an up-to-date file of available housing in the community. This list is usually unsolicited and is therefore incomplete. Those householders wishing to list are expected to complete a housing card which describes the facilities and which requires the householder's signature attesting to anti-discrimination.

The college operates a cafeteria in connection with our commercial foods instructional program, and also operates additional food service through vending machines.

### b. Description:

- (1) List all housing and food facilities.

No list of housing facilities is available.

- (2) Provide a copy of the menus served.

Food served in the cafeteria is the product of the instructional program. Menus are available to the visiting team.

- (3) If you contract for food services, outline key provisions.

c. Analysis and Appraisal:

- (1) Analyze your institution against the standard for housing and food services.

- (a) Have you a reputation for excellent quality in your food services?

The college enjoys a fine reputation for its food service partially because of its relationship to the instructional program in commercial food preparation and baking.

- (b) Are the dining halls bright and pleasant?

Our own dining hall is pleasant and usually clean. However, this room is also used as a study hall and a meeting room. The multi-purpose function is a complicating factor. We also operate a coffee shop and a faculty dining room. Both areas are attractive and pleasant.

- (c) What proportion of your total enrolled student body is in residence on the campus?

No students are in residence on the campus.

- (d) What provisions are made for adequate safety and supervision in the housing and food service facilities?

No provisions are made with regard to student housing.

Food service facilities are regularly inspected. All those who work in food services must have a valid food handler's card. First aid materials are located conspicuously in the kitchen. Supervision is provided by three full-time employees, two of whom are instructors in the educational program.

- (e) What, in your judgment, are the especially noteworthy and deficient aspects of housing and feeding operations? What improvements, if any, are under way or are being contemplated?

Food served is varied and daily selection is plentiful.

Kitchen facilities are geared to the instructional program so they are more than ample for the cafeteria function.

Coordination of the instructional program with the cafeteria function is difficult.



## 8. Health Services

- a. The Health Service aims to help the student maintain optimum health (insofar as this is possible) in order that the student may pursue academic excellence. It is the purpose of the health service to improve attitudes toward physical and mental care and provide for emotional needs as well as physical needs. Every visit to the Health Service should be a learning experience thus complementing the other areas of educational pursuit. The Director of the Health Services is directly responsible to the Dean of Students and indirectly responsible to the Director of Counseling. This is a desirable position in a community college where the nurse directs, supervises, and coordinates health services.

- b. Description:

- (1) Report the nature of the physical or medical examinations required for enrollment and the follow-up procedures.

A medical examination and personal health history is required of athletes, nursing students, police science students, and dental hygiene students. This examination is given by the family physician and recorded on the Clark College Health Examination form. All other full-time day students are asked to complete a Health Inventory Card.

The health record supplies the information needed to classify the athlete as to his physical activity program. It also reveals data upon which to base vocational guidance. It provides data that indicates need for correction of defects or modification of one's program.

- (2) Report the provisions for medical care, surgery, and hospitalization. Students are encouraged to utilize health service facilities for early detection of illness. First aid is administered, and students with emotional problems and acute illnesses are referred to appropriate physician, counselor, or community agency.

Provisions are made for instruction in personal health and hygiene. A two-credit required course in Health for Adult Living is offered quarterly. Additional health instruction is done informally with each student's visit to the health service. First aid and a course in alcoholism are offered on an optional basis.

The Health Counselor coordinates health education and instructs four sections of health classes quarterly. An occasional convocation program (one each quarter) is devoted to some aspect of health.

- (3) Submit actual fees charged for all students and fees for additional services, if any.

No actual fees or additional fees are charged. Voluntary accident insurance is made available for those who wish to subscribe to it.

- (4) Indicate the services and staff provided for the health program of the students.

- (a) One full-time staff member acts as the director of the student health service, health counselor, co-ordinator of health education, and teaches four health classes.
- (b) A reference physician (on a contractual basis) writes standing orders, assists in writing policies and procedures, provides liaison between college and medical profession, accepts emergency referrals, and acts as consultant to the Health Counselor.
- (c) A limited contractual arrangement with the Mental Health Clinic allows consulting services for the diagnostic evaluation of students.
- (d) Student health assistants work in the Health Service during the time the Health Counselor is teaching, attending meetings, etc.
- (e) Health Service is open from 8:30 a.m. to 4:30 p.m. on school days.
- (f) Health Inventory cards are kept on file and are updated.
- (g) Evaluation and follow-up are done on physical and medical needs as indicated on the health inventory card.
- (h) Students are guided to seek medical aid through the right source for their health problems.
- (i) Health counseling is provided or arranged for those seeking it.
- (j) First aid is given.
- (k) Minor treatments and nursing care are provided, including hot packs and ice packs where condition may indicate this. Under medical direction some medication may be dispensed for sudden or minor illness.
- (l) Source of material and information on subjects of health is provided.



- (m) The health counselor is alert to environmental health hazards which may cause disease, accidents, or injuries, and when noted reports such hazards to proper authority.

c. Analysis and Appraisal:

(1) Analyze your institution against the standard for health services.

(a) Does your health program include instruction in personal health hygiene?

Clark's health program does include both formal and informal instruction in personal health hygiene; however, freeing the individual who directs the health service and coordinates health instruction from some of the formal classroom teaching would allow time for more efficient care of students seeking care at the health service.

(b) Do student fees cover a reasonable cost of the health program?

Student fees cover the cost of first aid and minor treatments; however, implementation of a group health insurance for a considerable number of emancipated students without such coverage is needed.

(c) Is the health staff competent and professionally trained?

The nurse who directs the Health Service has had adequate formal education in both public health nursing and nursing education as well as having completed New Perspectives in College Health Nursing. At present she is enrolled in a master's program in general education and minor courses in counseling. The Health assistants (students of nursing, pharmacy, and business) have had instruction in first aid.

(d) Are student health records kept up-to-date?

Student health records for the most part are kept up-to-date. Heavy teaching load, conducting workshops for faculty, resource teaching, etc., limits the time that can be used for recording.

The Health Inventory card is effective for only a limited amount of health counseling. A health history and a health statement signed by a medical doctor attesting to the health of all entering students would provide information for more adequate counseling.

- (e) What percentage of your students use the health services available?

1,627 calls were made to the health service during the school year 1968-69; in addition 501 students received tuberculin tests. Approximately 25 to 30% of the day students made contact with the Health Service during the school year.

- (f) Are the facilities adequate to maintain ample health services for your student body?

- (1) The facilities for the most part are adequate to maintain ample health services for the student body with the exception of a need for improved transportation facilities for emergency situations.
- (2) A contractual agreement with a reference physician has provided legal protection to the institution; however, some protection should be provided in cases of emergency treatment to minors.



## 9. Extracurricular Activities

a. A wide range of extracurricular activities is offered Clark College students. The college encourages many types of programs--social, cultural and athletic--in the hope that each student's interest may be developed to the fullest. The center of all student organizations and activities, except interscholastic athletics, is in the Office of Student Activities.

### b. Description:

#### (1) Provide a list of the active honorary fraternities and sororities.

Clark has no sororities or fraternities.

- (a) Agriculture Club
- (b) Art Club
- (c) Beta Chi (Secretarial Science)
- (d) Clark College Association of Nursing Students
- (e) Data Processing Club
- (f) Dental Hygiene Club
- (g) Fencing Club
- (h) Forum on Everything
- (i) Games Club
- (j) Ham Operators Radio Club of Clark College
- (k) Omega Upsilon Alpha (Womens' Service Club)
- (l) Physical Education Majors and Minors Club
- (m) Ski Club
- (n) Student Washington Education Association
- (o) Welding Club
- (p) Veterans Club

Other active organizations:

- (a) Associate Collegiate Players
- (b) Clark College Honorary
- (c) Kappa Sigma Chi (Honorary for commercial foods majors)

#### (2) Describe the financing and management of the extra-curricular activities program.

In order to establish realistic lines of responsibility and for the purpose of clarity, the student body budget is divided into two separate sections. The first of these sections is the Student Activities Budget. The second section is the Co-Curricular Student Activities Budget.

The Student Activities budget includes the following: social activities, chartered club activities, student government and special services (limited to the Student Center and the Office of Student Activities).

The Co-Curricular Student Activities budget includes: athletic teams and related activities, cultural activities, student publications, student travel, honoraries, and student organizations other than chartered clubs.

Although the Student Council has an interest in both sections of the ASCC budget, it has direct responsibility only for fiscal planning of the Student Activities budget. Conversely, the Student Council has no direct responsibility for the management of the Co-Curricular Activities budget but does have an opportunity to recommend and influence.

Both sections of the budget are administered by the Dean of Students who is answerable to the President of the College.

c. Analysis and Appraisal:

(1) Analyze your institution against the standard for extracurricular activities.

(a) What is the nature and purpose of the student body organization?

Governing body of Associated Students of Clark College is comprised of the president, first and second vice-presidents, secretary, and treasurer. This elected executive council appoints various directors. Together they make up the Student Council which is the self-governing group for the student body.

There is also the Inter-Club Council chaired by the first vice-president. Each chartered club sends a representative to Inter-Club Council which body plans the activity calendar and acts as a communication link with club members.

(b) Other than intercollegiate and intramural athletics, what percentage of the student body participates in extracurricular activities?

About 25% attend dances and about 12% belong to clubs.

(c) What controls, if any, are exercised over student publications, radio, television?

The adviser allows freedom of the press but alerts students concerning libel laws. Instruction in good journalistic practices, consultation on writing techniques, and news-



paper make-up are all part of the advisers responsibility. Clark has no radio or television programs.

- (d) What, in your judgment, are the especially noteworthy and deficient aspects of the extracurricular activities program? What improvements, if any, are under way or are being contemplated?

Noteworthy: Activity planned for every Friday night. Free to those with ASB cards. Free spouse activity cards. Varied activities offered--about half are dances and the rest are plays, basketball, movies, folk singing, all-school picnic, co-recs.

Deficiencies: Still not enough variety to serve interest of all groups who pay into activity budget. For example: the over-25, Vets, vocational and night school students. Physical arrangements make many activities difficult (multi-purpose student center). Class schedule does not allow even one hour a week from 8:00 a.m. to 4:00 p.m. free for activities or meetings.

Improvements: Plans are underway to reorganize student government structure to allow broader representation. Working on larger areas for games and ping pong is being planned.

## 10. Athletics

- a. The Clark College Physical Education Department seeks to deepend the concern of its students toward the development of better living in the world today. Athletics, as a segment of the physical education department, is an integral part of the total educational curriculum of the college.

### (1) Intercollegiate Athletics

- (a) The college is a member of the Washington Community College Athletic Association and abides by its conference rules. Funds to support all athletic programs are appropriated by the college through funds collected as incidental fees and are budgeted by the Associated Student Body under the supervision of the Dean of Students and the Athletic Director, approved by the President.

### (b) Description

- (1) Describe briefly the intercollegiate athletics program.

The college is a member of the Washington Community College Athletic Association and engages in intercollegiate competition in basketball, baseball, track, tennis, golf, wrestling and cross country. League or conference competition is with other community colleges within the WAACC. Non-conference and inter-sectional contests are scheduled to complete a full program. Women's athletics offer opportunities for intercollegiate participation in field hockey, basketball, tennis, volley ball and other sports.

- (2) Explain the status of athletic personnel as to sources of salary, faculty membership, and responsibility to faculty.

All coaches with one exception are faculty members with classroom responsibilities. These faculty members are reimbursed on the same basis as other faculty members, i.e., education and length of service. They are then paid additional compensation for extra duties concerning the sport which they coach. The one exception referred to above is an individual employed by the college who holds a bachelor's degree and who is employed to coach wrestling for the 1969-70 year only.



Each coach has the same responsibility to the faculty as any other faculty member.

- (3) Describe briefly the academic standards, the scholarship work, grant-in-aid programs of the athletic conference of which the institution is a member.

The conference standards regarding grades for other than transfer students hinge on current quarter and previous quarter performance. The grade point average for a minimum of 10 hours must be 1.5 or better.

As coordinated by the College Scholarship and Grants Committee, activity scholarships are awarded by the coaches in consultation with the Director of Athletics and are based on the need of the athletes who participate. There are twenty of these awards available quarterly. A small number of scholarships donated by private individuals are available for athletes. Athletes apply for campus jobs on the same basis as any other college students.

(c) Analysis and Appraisal

- (1) Analyze your institution against the standard for Intercollegiate athletics.

- (a) Do all members of the intercollegiate athletic squads conform to some academic requirements in representing the institution as do students in other forms of public programs?

Members of athletic squads must maintain a GPA minimum requirement of 1.5, but otherwise the same rules apply as to all other students in regard to continuation of low scholarship to the point of probation and drop for low scholarship.

- (b) Are all coaches members of the faculty of the institution:

All coaches are members of the faculty; however, one has no classroom assignments. He teaches this year on a substitute basis and coaches wrestling.

- (c) Is the control of the athletic policy and the control of funds that support intercollegiate athletics under the supervision of the faculty of the institution:

The Director of Athletics is responsible to the President for implementing athletic policy and to the Dean of Students for coordinating and

supervising all athletic activities. The budget for athletics is prepared by the Director of Athletics, submitted to the Dean of Students who reviews it and includes it in the total student body budget. The budget is then reviewed by student leaders and the administrative advisory council. Upon approval the budget for athletics is administered by the Director of Athletics and individual coaches are responsible to him for expenditures.

(d) In regard to financial assistance for participants in the intercollegiate athletics program:

Since athletes are not singled out for any special help as a group, other than through the activity grant program, it is difficult to know how many were helped financially during the last academic year.

We estimate that of the 100 or so athletes about 10 - 15 were helped through campus jobs. Thirty-five were given activity grants. These amount to fifty dollars per quarter. More than half of the athletes use our tuition loan program each quarter.

The average campus job pays approximately \$180.00 per quarter. The average grant is \$50.00 per quarter. The average loan is approximately \$50.00 per quarter. Our estimate of the coverage is \$63.00 per quarter.

No athlete received gift aid while on scholastic probation with the possible exception of one who might be working at a campus job.

The range of grade point averages runs from 1.5 to 3.75. The estimated mean is 2.25. Since no gift aid, exclusive of campus work, was given, to athletes on probation, the g.p.a. range would be from 2.00 to 3.75 with the mean estimated to be 2.40

According to present policies governing the scholarships and grants program, 20 fifty dollar activity awards are available each quarter as financial aid to athletes. The source of money for these funds comes from donations from the bookstore, revenue from vending machines, gate receipts from athletic and drama events and approximately \$1600 from student activity fees.



(2) Intramural Athletics

- (a) The intramural program at Clark Community College is organized to give all students the opportunity to participate in a sports activity. The program is under the direct supervision of a faculty member from the Physical Education Department. The programs offered are those where the most interest is shown. Lettered and non lettered varsity athletes may participate in activities in which they are not currently involved.

(b) Description

- (1) Describe the nature and scope of the intramural program.

A varied number of activities are offered to provide students with the opportunity to participate in both team and individual competition. In certain activities faculty members are also included. In selecting activities interest is the prime factor. Areas of current interest are; touch football, volleyball, basketball, and softball. Tournaments in table tennis, tennis and bowling are also held if enough interest is shown.

(c) Analysis and Appraisal

- (1) Analyze your institution against the standard for intramural athletics.

The intramural program is organized under faculty supervision and is open to all students, except varsity athletes, who wish to participate. We attempt to offer the program in relation to our type of institution.

- (a) Are facilities and faculty supervision adequate to meet the needs and demands of the students?

Facilities and supervision are adequate at this time to meet the interest and needs of the students. As enrollment or interests grow, new programs are initiated.

- (b) Is the intramural program part of the total educational process?

Time is a great factor in what can be done and what interest is shown in any intramural program. Clark College being a commuter college leaves little if no time at the end of the school day for activities. The programs are conducted twice a week during noon hour to afford time

and to incorporate the program in the total educational process.

(c) Is the program under faculty supervision?

The program is under the direct supervision of a faculty member from the Physical Education Department. Student help is utilized, both voluntary and paid.

11. Placement

- a. Clark College recognizes its obligation to assist students in securing part-time employment on campus, off campus during the school term and the summer, as well as for appropriate employment of graduates. By various means the college maintains continuing contact with prospective employers in those professions and other occupations for which it offers preparation.

b. Description

(1) Describe the placement program.

The Placement Office and the Financial Aids Office are housed together in the Student Center, which is a part of Gaiser Hall. Both functions are supervised by the Coordinator of Placement and Financial Aid, who shares a secretary with the Student Center manager. One student helper is employed for one hour per day. The offices are easily accessible to students.

The placement service includes vocational counseling, business and industry visitation, part-time on-campus job placement, off-campus job placement, supervision of the Work Study program, referrals for full-time employment, local and state and federal reports and applications, and cooperation with various related agencies.

On-campus employment is limited to student attending school on a full-time basis (12 credit hours), but the off-campus program is not limited to any number of credit hours. The placement program has grown from 375 off-campus referrals for the year of 1966 to 402 referrals fall quarter 1969. On-campus employment runs approximately 200 to 220 jobs at any given time during the year, and approximately 350 students will have worked on campus during this period.

The routine consists of referring students to jobs on or off-campus. Teachers notify the Placement Office of jobs open for students on-campus. Local community business establishments contact the Placement Office offering



employment to students who would like to work off-campus. All employment opportunities are posted on the employment bulletin board with a number assigned to each job. If the student is interested in a particular job, he comes to the Placement Office to inquire further. Should he be interested in being interviewed for the job, he is given an interview-introduction card with his name, date, job offered, who to see, and the name and address of the firm.

The card is a post card on the other side, with space for comments, whether or not the student was hired, and address space.

When the student is hired for an on-campus job, he is given a W-4, a time sheet, address card for the business office, and the work card with the application card for the Placement Office. The business office material is transmitted to the Business Office and the Placement Office material is placed in the files in our office.

An evaluation sheet is given to each instructor who has supervised a student employed on campus during the year. The evaluation sheet is placed in the student permanent records for job referral information and references.

Pay checks for student workers are distributed from the Placement Office.

#### c. Analysis and Appraisal

##### (1) Analyze the institution against the standard for student placement.

##### (a) What percentage of your graduates use the institution's Placement Service?

We have no figures on the percentage of graduates that use the Placement Office services. We estimate that between 30% and 40% of our former students use our placement services at one time or another. We do not keep records as to whether the student gets his first job through us or not.

##### (b) Is the placement function a life-time service?

The placement services are available to all former students of Clark College. Unfortunately, this fact is not as widely known as it should be.

##### (c) Are follow-up studies made of the success of your graduates?

Follow-up studies have been made from time to time. For two years Clark has participated in the state

follow-up of vocational students, but the student response has been so low that the value of the information is in doubt. This study will probably be abandoned for lack of response.

(d) What do you consider as the two or three basic aims of the Placement Office?

The primary aim of the Placement Office is to help the student make his educational opportunity financially possible. Additionally, it is important for the student to learn something about his relationship to the world of work. Another basic aim is to aid the student to move from the educational environment to satisfactory and successful work experience.

(e) Noteworthy and deficient aspects

A major thrust of the program has been to help students find part-time employment. In this we have been quite successful. As a matter of fact, we sometimes have more jobs than takers.

A major deficiency is the fact that we have been largely unsuccessful in establishing a credentials system for full-time off-campus employment.

We are understaffed and the physical facilities are inadequate. More equipment, such as locking filing cabinets, is needed.

There is some question as to the advisability of combining placement as a function with the financial aid program. If budget would permit, it would probably be more appropriate to operate these two functions separately.



12. Alumni Relations

- a. Clark College has an active alumni association. At the time it was reorganized in 1959, and for several years following that, the CCAA was one of only a handful of public junior college former student organizations. In 1968-69, 15 colleges in 11 states wrote to the alumni executive secretary for information about alumni organization, publications, fund-raising, etc. They were referred to Clark by the American Association of Junior Colleges.

b. Description

- (1) Describe the organization serving the alumni of your institution, identifying by chart or narrative the paid and the voluntary personnel.

The Alumni Association operates in a 'low key' to serve the college in ways its board of directors feel is appropriate. Perhaps a series of statements can most concisely describe the organization. (Also see Chart VI)

The college administration and faculty believe in maintaining a tie with former students, both informally and through an alumni association.

The alumni executive secretary (who is the college's public relations director) and his secretary work very hard to keep the alumni association alive and functioning.

The board of directors meets monthly from Sept. to May. An annual meeting and election of directors is held in January. Election of officers is usually held at the first board meeting following the annual meeting. Membership dues of "not less than \$2" are used for a student aid fund to help persons who want to attend college, either daytime or evening, but who do not have enough money to do so--regardless of past academic achievement. Amounts raised range from \$350 to \$1,000 per year (the latter figure includes funds raised in other ways too--raffles, etc.)

- (2) Provide evidence of the continued alumni support of the institution.

In 1962 and 1963 the Association raised \$10,600 to build the Alumni Chime Tower. The general contractor said the structure was worth approximately \$21,000 when it was completed--because of a significant amount of donated labor and materials.

c. Analysis and Appraisal:

(1) Analyze your institution against the standard for alumni relations.

(a) What records of alumni are kept? Are the records current? How often are the records up-dated?

All graduates of the institution are put on the mailing list; so are some persons who attend two years but do not graduate; former students, day or evening, who request to be on the list; and active (dues paying) members of the Association. Records are maintained regularly by the Alumni Office.

(b) What follow-up contacts with alumni are maintained?

An Alumni Newsletter is published two or three times each year informing the 6,000 persons on the mailing list of college and alumni association activity. Only residents of the state of Washington and the Portland metropolitan area are on the mailing list. Persons living outside this area receive the Newsletter if they are active members.

(c) Are any efforts being made to serve the alumni with programs of continuing education?

Yes, although Clark uses other methods to do this job more thoroughly. The Newsletter does encourage former students to be aware of current curricular offerings.

(d) Do the alumni offer financial support to certain institutional activities without direct participation of the institution?

Yes. The Chime Tower was one example. The student aid fund another. However, the college has not stressed the fund-raising aspect in terms of an annual fund or something of this nature as much as do many senior colleges. The organization is looked on more as a pool of persons who know something about Clark and who are willing to be kept informed about it NOW. That's what we try to do--keep them informed so each interested alumnus on the mailing list can be an extension of the college's public relations program when the opportunity presents itself.

(e) Do Alumni have any voice in the selection of the college president?

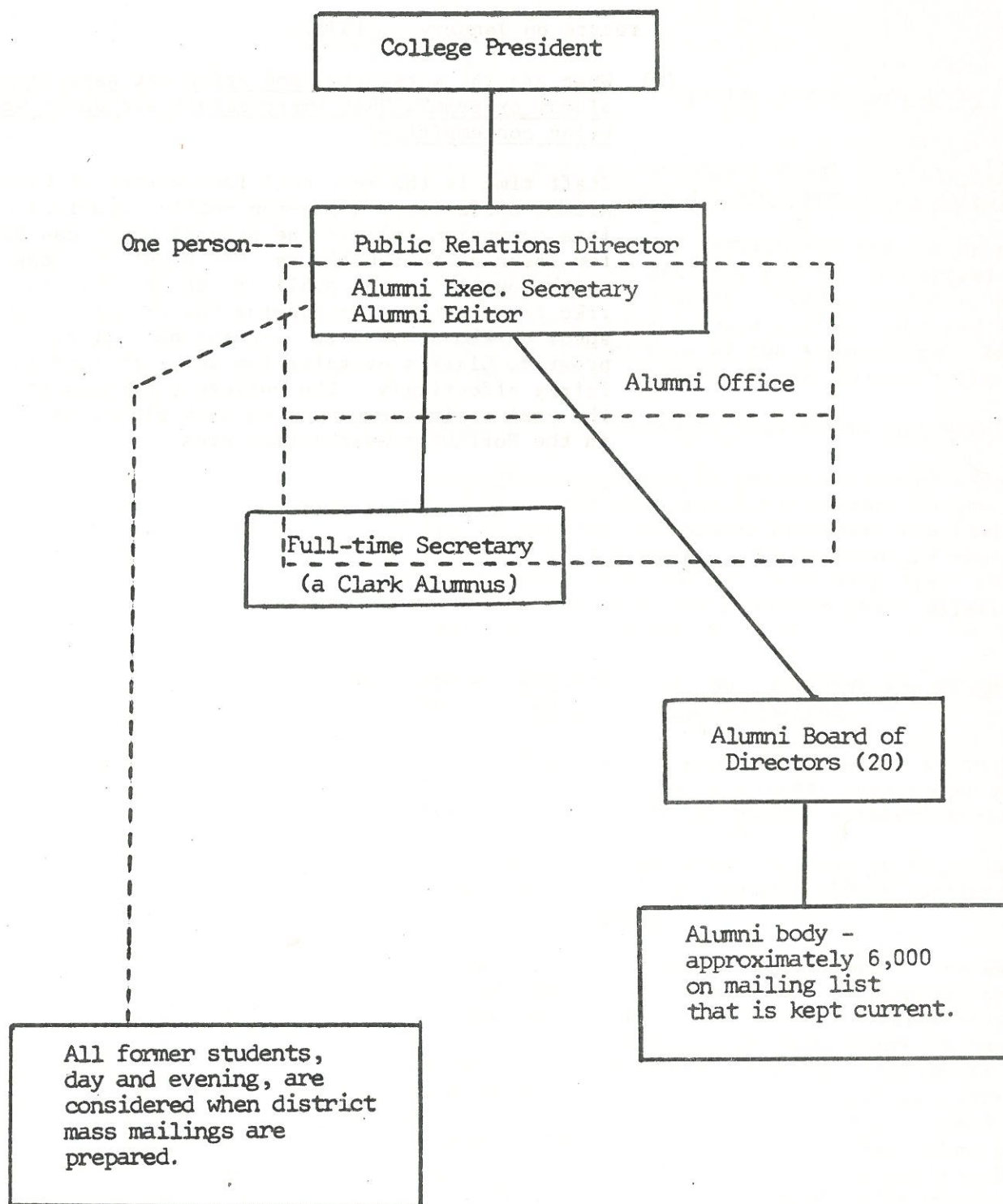
Yes. The president and vice president of the association are on the 16-person screening committee established by the college trustees to help select a successor for Clark's current president who is scheduled to



retire on January 1, 1971.

- (f) What are the noteworthy and deficient aspects of the alumni program? What improvements are under way or being contemplated?

Staff time is the most deficient aspect of Clark's alumni operation. A one-man public relations shop in a community college the size of Clark can do very few tasks as thoroughly as they should be done or as thoroughly as the public relations director would like to do them. Considering the amount of time spent on alumni affairs, and the objectives of the program, Clark's organization seems to function fairly effectively. The college continues to have the most active community college alumni association in the Northwest Association area.





# 9

## SPECIAL SERVICES AND ACTIVITIES



## IX. Special Services and Activities

- A. Conferred upon Clark College by the 1969 Washington State Legislature was the responsibility to conduct high quality educational programs in academic, occupational and community service areas, with equal emphasis; to conduct special workshops and conferences of a non-credit or credit nature to meet community educational needs, and adult education programs, both on-campus and off-campus, throughout its community college district.

Although the official responsibility for community service was refined and conferred by the 1967 and 1969 laws on Clark College, it actually gave reality to a concept held and implemented by the College as long ago as 1947, when the College's Evening Program was initiated.

This program had its beginning as a vehicle for the College to meet community educational needs and requests for educational programs to be offered during evening hours -- convenient times for adults who were employed or otherwise engaged during daytime hours when classes were normally offered. Beginning with only a few classes to meet special needs of the adult community, it has flourished with (1) the national phenomenon of exploding interest and necessity among adults for continuing education during convenient hours and (2) under a flexible college policy which provided that the college would sponsor a class in any proper instructional area in which at least 12 students were interested, and for which it could find adequate facilities and instruction.

Within the framework of these policies, a large program of regular offerings has evolved, in academic and occupational parallel classes, occupational upgrading programs, and general interest or community need areas. As they are needed, other classes are devised to meet specialized interests among adults in areas in which the College has facilities and instructional expertise. Where the College does not have direct expertise, community resources are drawn upon for instruction and facilities, with the College retaining instructional quality control.

### B. Description:

1. Supply a description of the special services and activities of the institution, and provide printed materials currently available on these programs.

The Clark College Continuing Education Program includes approximately 110 credit classes per quarter. Supplementing these are non-credit Adult Basic Education classes, special workshops and conferences to meet specialized community needs, and occasional contract classes to meet vocational upgrading purposes, as well as adult high school completion programs. Approximately 2000 students are served each quarter.

Individual classes are extended to approximately 10 off-campus locations on a regular basis, principally in high school facilities, to bring them closer to students and to supplement campus facilities. Normally, these are in business skill areas and home life curricula where equipment is involved. Classes are also extended on occasion to business firms to meet group employee needs.



During the past year, a new dimension was added when the College was given district-wide responsibility for adult education over its 2½-county area. This is currently being conducted in the Skamania-Klickitat County area under an adult education agreement with the Stevenson school district which provides for the services of a part-time adult education coordinator on the Stevenson district staff. The College approves classes and provides reimbursement for adult education classes in that area.

Continuing Education classes are listed in a special schedule issued approximately one month before each quarter. The schedule information is carried to the community audience through an informational advertisement in the Vancouver Columbian and mailings to the homes of the year's previous students and current students, as well as special request mailings to industries and schools. Special classes are publicized through news stories and flyers to specialized audiences.

Copies of Spring, Fall and Winter 1969 schedules, high school completion brochure, and sample flyers for special programs, such as publicity seminar, will be made available to the committee.

#### C. Analysis and Appraisal:

##### 1. Analyze your institution against the standard for special services and activities.

In its initial administrative design, the Evening Program was devised to give maximum flexibility to the evening program director to innovate and develop educational programs to meet adult community education requests on a need basis -- without the normal academic restrictions of an ongoing college-transfer-oriented program. Initially, the concept worked well. But the program's constant growth in size, breadth of offerings and community acceptance made necessary a slight shift in administrative emphasis with college administration changes made in 1968.

As mentioned in the section "Administration", the former "Evening Program" concept was changed to one of "Continuing Education", and the evening instructional program was made a more integral part of overall College instructional programming.

Overall responsibility for the Continuing Education program (as with all instructional effort) was vested with the Dean of Instruction, with direct responsibility for the continuing education program delegated to an Associate Dean for Continuing Education. At the same time, position descriptions for Division Chairmen were changed to include direct responsibility for Continuing Education (evening program) offerings where only "helpful cooperation" existed before.

Where this shift to greater Division Chairman responsibility has meant a slight sacrifice in program flexibility, it has paid dividends in (1) internal acceptance of program offerings and (2) greater assurance of program quality and greater assurance of adhering to the central purposes of the institution.

The Continuing Education program has shown spectacular enrollment jumps (almost 40% in Fall 1968 with 600 new students identified). New dimensions of responsibility have been added for off-campus, district-wide adult education classes, as well as new community service emphasis.

This new administrative design, while still in need of positive strengthening and refinement at the division chairman level, should provide a basis for further growth and college acceptance of these new responsibilities, while protecting instructional quality of the program.

- (a) Do your off-campus programs have staffs, financial resources, library, and physical facilities needed to accomplish the purposes for which they are intended? Please provide sufficient detailed information as a basis for your answer.

Off-campus classes presently extended by the College in the western (Clark County) portion of its district are close enough to the campus that effective instructional control can be exerted. Most of these western locations are within commuting distance of the campus for specialized student needs that arise, such as use of library facilities, etc.

Off-campus programs in the east portion (Skamania-Klickitat counties) of the College district are principally non-credit adult education classes conducted under an adult education agreement with the Stevenson school district. Supervision and coordination of the program is provided by a part-time coordinator responsible to the College for approval of instructional programs and with a budget limitation. Occasional college credit classes have been offered in White Salmon, approximately 70 miles away. This off-campus extension program is new, but meeting with success. Current staff time, however, permits little direct supervision at such distances, but the program shows great initial demand by isolated communities that have previously been denied opportunity for adult education. An effective system must be devised to provide occasional released time and travel for division chairmen and others to give instructional guidance to this off-campus activity if the College is to meet this new responsibility in adequate fashion. This need will be particularly true as college parallel programs are extended off-campus.

- (b) What is the specific amount of degree credit which may be earned by each of the special services programs?

The normal College guidelines for the granting of credit are extended to the special services and continuing education programs. Most classes have been offered on a credit basis to meet the requirements of state reimbursement, although occasional non-credit workshops, special classes, and adult education classes are offered without credit.



- (c) What portion of the credits required for a certificate or degree must be earned in residence at home or at a branch of the institution?

"Requirements for students seeking a degree or certificate are as follows:

- (1) At least 30 quarter hours in residence, including the last 15 hours prior to completing graduation requirements.

In the case of an Adult High School Diploma conferred by the College, credit may be allowed for military, work and civic experience, and/or test performance, but at least five hours of credit must be earned in approved Clark College classes.

- (d) Based on current information available, prepare a short narrative justifying the special services and activities of your institution in terms of the institution's central purposes.

In both the purposes set forth in the Clark College catalog, and in responsibilities conferred upon Community College District 14 by the Community College Act of 1967, the special services and activities of the College are within the institution's central purposes.

Particularly through its Continuing Education program (within the limitations of staff and finances) the College attempts to meet the objectives of the Community Colleges Act, which provides that the College shall "offer an open door to every citizen, regardless of his academic background or experience, at a cost normally within his economic means."

In addition, it helps fulfill the general legal requirement that "each community college district shall offer thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; and community services of an educational, cultural, and recreational nature. . ."

- (e) Is there evidence that the programs of special services and activities are achieving the purposes for which intended? Please provide sufficient detailed information as a basis for your answer.

The Continuing Education program is need-oriented, with classes offered on a tentative basis dependent upon sufficient enrollment -- a measure in itself of community acceptance, student interest, and achievement of the purpose intended.

Continuous attention is paid to instructional quality, instruction in time periods convenient to the adult student, relevance to student and community need, and instructional purpose intended. Student enrollment and community acceptance has responded with

continued increase in enrollment.

Programs and classes which do not meet these tests do not survive.

- (f) What additional special services and activities are needed, if any, to more effectively achieve the purposes of the institution? If there are any, what efforts are being made to provide these programs?

The College's new administrative design, as described previously, and if implemented properly, should more effectively enable the College to extend the special services and activities for which it has been made responsible: (1) community services and (2) district-wide adult education responsibilities.

Strengthening of division chairman responsibilities to the Continuing Education program should have a twofold effect: (1) greater assurance of the continuing quality of the adult education and evening offerings, and (2) permit the limited Continuing Education administrative staff to give fuller attention to the development of non-credit workshops and conferences and its district-wide adult education responsibilities. The demands of the present large on-campus Continuing Education program limit these activities to a second priority position, while the requirements of the Community College Act elevate them to an "equal-emphasis" priority -- a difficult contradiction to contend with.

Constant efforts are being made by the College to extend special activities into shorter-term educational workshops and seminars. Notable among these have been a series of Great Decisions public forums, a special publicity seminar, co-sponsored by the Public Relations Society of America, and special occupational up-grading programs in cooperation with area labor and industry groups.

Of immeasurable help to Continuing Education program efforts would be the strengthening of evening counseling for employed adults and others who cannot utilize current College counseling provided on a daytime basis.

Current evening counseling, provided only two evenings a week from Continuing Education funds, is meeting with unusual demand and is highly inadequate. Added evening counseling planned for the year ahead, will be a strong community service, as well as a strong force in identifying program needs and channeling adults into current programs at all levels, from adult basic education through GED testing, high school completion programs, college transfer and specialized occupational classes.

Certain classes, such as adult basic education and high school completion programs, are offered on an almost completely independent basis from College instructional divisions with use of part-time personnel. Efforts through the coming year will be directed toward bringing them under closer supervision by appropriate instructional divisions to insure their quality as well



as their ties to the central purposes of the institution.

Summer programs, in turn, are planned for expansion and strengthening. Necessarily limited in the past, they will be expanded in the future to provide opportunity for occupational courses, particularly, to continue through summer months. This will provide fuller usage of existing facilities as well as meeting increasing demands for training opportunity by the industrial community.

Cooperative programs have been undertaken with area high school officials to provide enrichment classes and other make-up classes for special students in evening hours and the summer session.

Other efforts under way or contemplated are: adult education advisory committees representing various satellite communities; reinstitution of district-wide occupant mailing of evening schedule; an on-going evaluation process for continuing education/ evening program offerings, including studies of drop-out rates, attendance (holding) rate, and surveys of students for new offerings.

Registration procedures for adults and special students attending evening classes are being analyzed with the Dean of Students to see if they can be simplified, both at a cost saving to the college and time savings for students. Possibilities are mail registration, abbreviated registration forms for adult classes, easier registration for audit or no credit, and other streamlined registration procedures. Solution to some of these matters could become an important factor in greater community acceptance of continuing education programs for employed adults.

X. Research

- A. Clark College is a member of the Washington Association of Community Colleges and has an institutional representative appointed to the Association's research commission.

It is not the major function of the commission to actually conduct research, but to serve as a screening body for recommending proposals regarding community college research; to serve as a reference source for those colleges conducting individual research; and to remain informed of research progress being conducted within the state and throughout the nation.

The commission also is to cooperate with other agencies to inventory research in the state's community colleges, to search for sponsors and financial assistance for proposed research projects which appear worthwhile. The commission was instrumental in recommending the establishment of an office of community college research at the Center for Development of Community College Education at the University of Washington.

Clark College does not have an office or personnel for institutional research, nor is there provision in the budget for funding one. There is no significant research in instruction being carried on at Clark College; however, there is considerable experimentation in instructional methods being carried on by various segments of the faculty.