Clark College Self Study

Clark Community College District # 14
1800 E. McLoughlin Blvd.
Vancouver, Washington 98663
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**CLARK COLLEGE**  
**ACCREDITATION SELF STUDY**

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Richard A. Jones, President  
Ellis F. Dunn, Dean of Faculty

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**MARCH 1980**  
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Dictionary of Abbreviations
Used By
Clark College Accreditation Self-Study
March, 1980

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<td>Clark College Administrative Advisory Council</td>
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<tr>
<td>AACC</td>
<td>Washington Athletic Association of Community Colleges</td>
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<tr>
<td>AACJC</td>
<td>American Association of Community and Junior Colleges</td>
</tr>
<tr>
<td>AACRAO</td>
<td>American Association of Collegiate Registrars and Admissions Officers</td>
</tr>
<tr>
<td>ABE</td>
<td>Adult Basic Education</td>
</tr>
<tr>
<td>A/C/A/C</td>
<td>Admissions Career Advising Center</td>
</tr>
<tr>
<td>ADN</td>
<td>Associate Degree Nursing</td>
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<tr>
<td>AE</td>
<td>Adult Education (Community Service)</td>
</tr>
<tr>
<td>AECT</td>
<td>Association for Educational Communications and Technology</td>
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<tr>
<td>AFLA</td>
<td>Amateur Fencers' League of America</td>
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<td>AGRI</td>
<td>Agriculture/Horticulture</td>
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<tr>
<td>AHE</td>
<td>Association of Higher Education</td>
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<td>AIB</td>
<td>American Institute of Banking</td>
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<td>AJ</td>
<td>Administration of Justice</td>
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<td>ALA</td>
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<td>ALC</td>
<td>Alcoholism Counselor</td>
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<td>ANA</td>
<td>American Nurses Association</td>
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<td>ANTH</td>
<td>Anthropology</td>
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<tr>
<td>ASCC</td>
<td>Associated Students of Clark College</td>
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<td>ASH</td>
<td>Adult Student Housing Apartment Complex</td>
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<tr>
<td>AVT</td>
<td>Audio-Visual-Tutorial</td>
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<td>AWS</td>
<td>American Welding Society</td>
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<td>BAK</td>
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<td>BIOL</td>
<td>Biology</td>
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<td>BUS</td>
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EPA  Federal Environmental Protection Agency
ESD  Clark County Educational Service District
ET  Engineering Technology
FL  Family Life
FLCL  Family Life - Clothing
FLFN  Family Life - Food and Nutrition
FLG  Family Life - General
FLHA  Family Life - Home Arts
FLHE  Family Life - Home Economics
FLHN  Family Life - Home Nutrition
FLPC  Family Life - Parent/Child
PTE  Full-Time Equivalent
PTEF  Full-Time Equivalent Faculty
GED  General Education Degree
GEOG  Geography
GEOL  Geology
GERM  German
GIS  General Interdisciplinary Studies
GRAR  Graphic Arts
GRRP  Graphic Reproduction
GSCI  General Science
HDEV  Human Development
HEGIS  Higher Education General Information Survey
HEOC  Health Occupations
HIST  History
HLTH  Health
HP-97  Hewlett-Packard Model 97 Calculator
HS  High School
HUM  Humanities
IAC  Clark College Instructional Advisory Council
ICET  Institute for the Certification of Engineering Technicians
IPM  Individual Progress Method
IT  Industrial Technology
<table>
<thead>
<tr>
<th>Acronym</th>
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<tr>
<td>PSU</td>
<td>Portland State University</td>
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<tr>
<td>RBLD</td>
<td>Rebuilding (auto body)</td>
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<tr>
<td>RE</td>
<td>Real Estate</td>
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<tr>
<td>RIF</td>
<td>Reduction in Force</td>
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<tr>
<td>RUSS</td>
<td>Russian</td>
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<tr>
<td>SBCCE</td>
<td>State Board for Community College Education</td>
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<td>SBTPE</td>
<td>State Board Test Pool Examination (registered nursing)</td>
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<tr>
<td>SCI</td>
<td>Science</td>
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<tr>
<td>SECTION 504</td>
<td>Section 504 of the Rehabilitation Act of 1973</td>
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<td>SIS</td>
<td>State Student Information System</td>
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<tr>
<td>SOC</td>
<td>Sociology</td>
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<tr>
<td>SOSC</td>
<td>Social Science</td>
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<td>SPAN</td>
<td>Spanish</td>
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<tr>
<td>SPEE</td>
<td>Speech</td>
</tr>
<tr>
<td>THEA</td>
<td>Theatre</td>
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<tr>
<td>TITLE IX</td>
<td>Title IX of the Education Amendments of 1972</td>
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<tr>
<td>TRAN</td>
<td>Transportation</td>
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<tr>
<td>TUTR</td>
<td>Tutoring</td>
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<tr>
<td>UV</td>
<td>Ultra Violet Spectrometer</td>
</tr>
<tr>
<td>VAN MALL</td>
<td>Vancouver Mall Shopping Center</td>
</tr>
<tr>
<td>VICA</td>
<td>Vocational Industrial Clubs of America</td>
</tr>
<tr>
<td>VTR</td>
<td>Video Tape Recording</td>
</tr>
<tr>
<td>WAC</td>
<td>Washington Administrative Code</td>
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<tr>
<td>WELD</td>
<td>Welding</td>
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<tr>
<td>WISHA</td>
<td>Washington Industrial Safety and Health Act</td>
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<tr>
<td>WPEA</td>
<td>Washington Public Employees Association</td>
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<tr>
<td>WS</td>
<td>Women's Studies</td>
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<tr>
<td>WSDHA</td>
<td>Washington State Dental Hygiene Association</td>
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<td>WSU</td>
<td>Washington State University</td>
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INTRODUCTION

This report of the Clark College institutional self-study conducted in preparation for the accreditation visit by a committee of the Northwest Association of Schools and Colleges' Commission on Colleges is the end result of more than a year's work involving most of the faculty, administrative and civil service staff, the Board of Trustees and a number of students.

In the fall of 1978, an accreditation liaison officer was appointed to oversee the self-study. A steering committee was selected and met in January of 1979, and again in April with the executive director of the Commission on Colleges. Each member of the steering committee except for the representatives of the faculty bargaining unit (AHE) and the associated students (ASCC) was asked to chair one or more working committees charged with preparing draft chapters of the study, conducting campus-wide hearings to receive comments on the draft, and revising the draft in terms of the comments made at the hearings.

The reader of this self-study should not be misled by the extensive range of problems cited. The more we learn about a subject, the more we find that we have yet to learn; the more deeply we examine Clark College for problems and for areas in need of improvement, the more critical we become. Hence, in its open criticism, the following self-study is not comparing Clark against other colleges, but rather our own ideal of its best potential. Clark, of course, rates much higher in the former comparison than in the latter. We believe Clark is an excellent college; its organization is sound and its procedures are effective. However, we also believe that higher excellence is best achieved by a critical self-analysis. By our design, then, relatively little mention is made in the report of praiseworthy accomplishments, policy, procedure and practice; instead, much of the report is devoted to problems, which, if properly attended and resolved, will make college operations and programs even more effective.

Except for minor editing for organization and style, the various sections of the report are printed just as they were submitted by the working committees. We have tried to ensure that the report reflects the analysis of a cross-section of the college community. All members of the college who participated in preparing the draft, or who made comments and suggestions for change at the hearings, deserve recognition for their work. However, space will only allow specific mention of those who had some official role in the preparation of the report.

The chairperson of each working committee along with Richard Hawkins and Stanley Spicer, AHE representatives, and Michael McGraw, ASCC representative, served on the steering committee chaired by Ellis Dunn, accreditation liaison officer.
Kathryn Mann exercised infinite patience and great skill as general editor for the report. Connie Parenti either typed or supervised the typing of each draft of the report. Annette Chipman was responsible for the art work, and Lynn Degerstedt and Robert Moser for the printing of the final report. The roster of members of each committee appears at the beginning of each chapter of the report.

The report follows the topical organization outlined in the Accreditation Handbook as modified for community colleges in the State of Washington to satisfy PL 94-482 except for Chapter X, Research, and XI, Graduate Program, which are not applicable to community colleges.

This study has provided Clark College with the opportunity to examine itself and to make plans for continuing improvement. We welcome the further opportunity to have the Northwest Association of Schools and Colleges visit the campus, appraise our operations, and make recommendations to assist us in the pursuit of institutional excellence.
Section I

Institutional Objectives & Statement of Purposes
INSTITUTIONAL OBJECTIVES AND STATEMENT OF PURPOSES

COMMITTEE MEMBERS

James Caley, Chairman
Member, Board of Trustees

Richard Jones
President

Kathryn Mann
Associate Dean of Instruction

Marcine Miles
Member, Board of Trustees

Yvonne Montchalin
Member, Board of Trustees

Gary Olson
Member, Board of Trustees

Richard Schwary
Member, Board of Trustees
DESCRIPTION

STATEMENT OF PURPOSE

Clark College's statements of philosophy, purpose and goals are reprinted below. The college catalog is the primary means of making these statements known to the public.

Clark College's philosophy is confirmed by the Community College Act of 1967 and the State Board for Community College Education's Master Plan which states:

"Mission of the Community College": The community colleges will offer an open door to every citizen regardless of his or her background and experience at a cost normally within his economic needs, 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 the academic transfer courses, realistic practical courses in occupational education, both graded and ungraded; and community services of an educational, cultural, and recreational nature.

PHILOSOPHY

As a state community college Clark College serves as a center of learning and cultural endeavor for a portion of southwestern Washington. The college has an Affirmative Action Resolution that states that policies and procedures governing faculty, administration, staff, and persons who contract to provide goods and services to the college will comply with laws and regulations regarding non-discrimination and civil rights. It attempts, through its educational offerings, its counseling program, its extracurricular activities and social opportunities, to aid students in developing and achieving appropriate educational and occupational goals and in establishing warm human relationships. Clark's mission is to meet the occupational, academic and social needs of its students.

STATEMENT OF PURPOSE

Under the authority of the State of Washington Community College Act of 1967, the purpose of Clark College is to serve as a learning center for the diverse groups of persons in Community College District No. 14, and by means of selecting programs:

1. To meet the needs of students who wish to continue their formal education;

2. To provide vocational education for those wishing to enter the work force or upgrade their proficiency; and
3. To provide educational opportunities for those in search of personal growth and enrichment.

GOALS

1. To offer opportunities for students to pursue courses of study that prepare them for:
   - Transfer to four-year colleges and universities
   - Employment in technical or vocational areas
   - Personal growth and educational development

2. To provide continuing education including:
   - Adult Basic Education
   - High School Completion
   - Programs and classes to upgrade occupational skills and career qualifications
   - Community Service programs and classes for individual, cultural and civic improvement

3. To facilitate growth and development of students during their college experience by providing services in admission, registration, advising, counseling, health, placement, and financial aid.

4. To develop and support curricular and extra-curricular activities of social, cultural, and recreational interest for students and to the broader community.

5. To encourage an open door admissions policy and to establish programs which are relevant to and feasible for today's students, including the utilization of cooperative programs with secondary schools and apprenticeship programs.

6. To reach out from the campus to the communities of District No. 14 to meet needs for those educational services which are compatible with the purposes of Clark College.

ANALYSIS AND APPRAISAL

RELEVANCE TO CURRENT PROGRAMS

The statements of philosophy, purpose and goals, although relevant to current programs, are reviewed annually and revisions are made as needed.
FACULTY HIRING RELATED TO INSTITUTIONAL PURPOSE

New faculty applicants are screened by three-person committees, appointed by the appropriate dean. Each committee develops its own screening criteria, which are approved by the affirmative action/equal opportunity officer and the personnel director. These committees recommend three candidates to the dean who recommends one candidate to the president. Authority to hire new faculty has been delegated to the president by the Board of Trustees.

Although there are no required screening criteria, in practice, most screening committees place some emphasis on the candidates' statements of community college philosophy. Considerable weight is usually given to the candidate's education and experience in areas related to Clark's educational goals. In personal interviews with the deans and the president, candidates are asked to explain their philosophy of community college education and to describe their education and experience as it relates to college goals. The extent to which candidates' statements and qualifications are consistent with the college statement of purpose and goals is a consideration in final selection.

ACHIEVEMENT OF PURPOSES

The extent to which the purposes of the college are being achieved is analyzed below by each goal area.

1. **Goal:** To offer opportunities for students to pursue courses of study that prepare them for:

   Transfer to four-year colleges and universities
   Employment in technical or vocational areas
   Personal growth and educational development

**Academic/Vocational Mix**

In 1978-79, the college served 4,178 full-time equivalent students, an increase of 54 percent over the 1972-73 academic year. During that same period, the population in Clark County increased by approximately 31 percent.

The academic/vocational mix during 1978-79 was 57/43 percent; the system average for the same year was 51/49 percent. The college's academic/vocational mix is considered to be generally in line with that of the Washington system and with the objectives of the college. However, the college's assessment of district needs indicates that the academic/vocational mix could approach 50/50 percent during the coming decade, assuming availability of funds and facilities with which to expand occupational programs.
Transfer Program

Clark courses numbered 100 and above generally are accepted for transfer by senior institutions. Courses numbered below 100 may be accepted by senior institutions offering similar courses. Students who complete the Associate in Arts and Sciences degree are generally granted junior status by senior institutions. Follow-up studies of students who transferred to Washington State colleges and universities indicate that Clark students did as well as native students.

Vocational Program

Vocational follow-up studies are done annually to assess the college's effectiveness in meeting its vocational education goal. Results of the 1978-79 follow-up study are cited in several sections of this report. The following statistics from the 1978-79 study give an indication of follow-up results:

- 81% of respondents leaving with a marketable skill and who were available for employment, were employed in the field in which they were trained;
- 9% of respondents were continuing education at a higher level;
- 93% would recommend Clark College to friends or relatives.

Personal Growth

Although 1,400 students in 1978-79 indicated personal interest and growth as their goal, there are no data available to determine whether they achieve those goals. This data would be difficult to collect as student expectations may vary significantly. According to informal faculty report (see Chapter V), most students seeking personal growth find their expectations satisfied in Clark courses.

2. Goal: To provide continuing education including:

Adult Basic Education
High School Completion
Programs and classes to upgrade occupational skills and career qualifications
Community Service programs and classes for individual, cultural and civic improvement

General

Clark has traditionally offered a relatively large continuing education program. From 1972 through 1979, the proportion of college FTE attending evening classes on campus remained at 23 to 26 percent. The Washington system average evening on campus enrollment ranged between 14 to 18 percent during the same period. Summer quarter, 1978, Clark served 336 annualized FTE, or seven percent of total 1978-79 FTE.
ACHIEVEMENT OF PURPOSES (CONT.)

Adult Basic Education

Adult Basic Education enrollments for 1978-79 were 1,715. According to a sample, completion rate was 68 percent, a satisfactory rate for this population. For the past several years, Clark has supplemented ABE grants with state and local funds in order to meet the basic education needs of its districts. In 1978-79, total expenditures for ABE (including indirect overhead) exceeded grants by 44 percent. Total expenditures are expected to exceed grants by 72 percent in 1979-80.

High School Completion

High School completion courses are offered in cooperation with Clark County high schools. In 1978-79, 851 students were enrolled in High School Completion courses, an increase of 38 percent over 1972-73. According to a sample, completion rate was 69 percent, which is considered satisfactory for this population. Clark also offers an Adult High School Diploma. One hundred two students completed this diploma during 1978-79.

Programs and Classes to Upgrade Occupational Skills and Career Qualifications: Occupational Supplementary

Approximately 700 students indicated occupational supplementary as their academic intent during 1978-79. Five hundred indicated home and family life supplementary as their intent. These programs are evaluated by citizen advisory committees. Evaluations are documented in advisory committee minutes and curricular modifications are made as indicated.

Community Service Programs and Classes for Individual, Cultural, and Civic Improvement

Community Service classes are offered according to community interest. Enrollment in Community Service courses for which the college paid an instructor's salary during 1978-79 was 2,437. Many courses are taught by volunteer instructors and enrollments for these courses are not reported in State Community Service program. However, the college is committed to providing a basic program of those offerings with greatest community demand.

3. Goal: To facilitate growth and development of students during their college experience by providing services in admission, registration, advising, counseling, health, placement, and financial aid.

General

The college provides a comprehensive program of student services. In general, these services are rated as adequate; however, some improvements are indicated to better serve the student population.
ACHIEVEMENT OF PURPOSES (CONT.)

Admissions

The Admissions Office provides effective processing of admissions materials and records including transcripts. The college has a developing high school relations program. Communications between the Admissions Office and academic areas requiring special admissions standards or procedures need improvement. Because the Office of Admissions is housed in a facility remote from that in which transcripts and related records are kept, records retrieval is somewhat inconvenient.

Registration

Registration is generally well-organized, and staffed to advise and register students efficiently and effectively. Communication between the registrar and faculty and staff is timely and effective. Security and confidentiality of student records is consistently maintained. Changes in the registration process are being made to reduce the time students spend waiting in line. Problems have been encountered in obtaining accurate grade records from the Washington Student Information System. Past grade errors are still being corrected.

Advising

Academic advising by faculty is rated good. Most faculty are willing and competent advisors. Training programs for new and current faculty would improve advising quality, however.

Counseling

Counseling services conform to Accreditation Handbook standards. However, more adequate facilities and more staffing would improve services. An evaluation plan is being developed to assess the quality of counseling and testing.

Health Services

The college provides comprehensive health services which emphasize health maintenance, prevention, education, and self-care. Over 6,000 contacts were recorded by Health Services during 1978-79. Further integration of Health Services with educational programs both on- and off-campus and greater participation in planning health systems with community agencies and groups are future objectives of the program.

Placement

The college offers both part-time and full-time placement services to students and alumni. More emphasis is needed on full-time career placement and follow-up. A number of offices, faculty and staff engage in some aspect of placement. More coordination of these efforts is needed. (See proposed solutions in Chapter IX)
Financial Aids

The Financial Aids Office administers student scholarships, grants, loans, and work study.

Approximately two percent of Clark students receive scholarship assistance and approximately five percent receive loans. All available state and federal work study monies have been allocated to qualified students in the past several years. Financial aids exceeding $600,000 were awarded to approximately 800 students during 1978-79. A recent audit indicated that the Financial Aids Office operates within all applicable federal, state and local regulations.

4. Goal: To develop and support curricular and extra-curricular activities of social, cultural, and recreational interest for students and to the broader community.

General

Co-curricular activities of social, cultural, and recreational nature are provided by Physical Education, Humanities, Science and Social Science. Community participation has been greatest in music and athletic programs. For example, the annual Jazz Festival, sponsored by the Music Department, attracted over 800 entrants and a similar number of spectators in 1979. Community participation in athletic events has been directly related to the success of the team. A renewed theatre program is beginning to attract community interest in spite of an inadequate auditorium facility.

The student services and activities fee portion of student fees is used to support the Associated Students of Clark College (ASCC) organization. ASCC funds are used to support a variety of athletic, cultural, and entertainment activities for students. These activities are managed by the officers of ASCC. Greater participation in campus activities would be desirable in order to increase students' feelings of belonging to a campus community.

Faculty and staff involvement in community social, cultural, and recreational groups is excellent.

The college has received several grants from the Washington State Humanities Commission to support community cultural activities.

Funding of a state capital request to build a performing arts center and development of a planned 23-acre recreation-physical education site would help the college to fulfill its commitment to providing a social, cultural, and recreational center for its district.
5. Goal: To encourage an open-door admissions policy and to establish programs which are relevant to and feasible for today's students, including the utilization of cooperative programs with secondary schools and apprenticeship programs.

Open Door Policy

Clark College accepts for enrollment anyone who is at least 18 years of age or who is a graduate of an accredited high school. Special consideration is given to applicants not meeting these criteria. There are no entrance tests; however, students wishing to take certain classes or enter certain programs (Nursing and Dental Hygiene) are required to take placement tests.

Admission of foreign students is limited to one percent of the full-time student body, and certain admission requirements must be met.

Nursing and Dental Hygiene applicants must meet program admission requirements. In certain occupational programs, there are more applicants than openings. Applicants are admitted on a first-come, first-served basis, and unsuccessful applicants are placed on a waiting list.

Relevance to Today's Student

A number of services and programs have been added to make Clark's programs more relevant and feasible for today's student. A Women's program serves disadvantaged women, adults returning to school, and women entering non-traditional occupations. This program now reaches approximately 450 persons per month.

"Focus on Mature Learning" provides educational, social, cultural, and recreational opportunities for older citizens. This program enrolled 521 persons during 1978-79, and enrollment is expected to increase by one-third during 1979-80.

A counselor is designated to assist handicapped students and to assist faculty and staff in working with handicapped students. This counselor served 45 handicapped students during 1978-79, in addition to serving as handicapped coordinator for the state system.

Disadvantaged students are served in a number of ways. The Learning Resource Center provides developmental education and tutoring services for students in need. A Learning Satellite Center serves the specialized needs of occupational students. Developmental Education enrolled 1,530 students during 1978-79 and the Learning Satellite made 4,553 contacts with students during the same period.
ACHIEVEMENT OF PURPOSES (CONT.)

A clinical psychologist is available in the Wellness Resource Center to assist students with mental and emotional difficulties and to assist faculty in working effectively with these students. This psychologist received 132 visits during 1978-79 in addition to conducting a number of training sessions for faculty and staff.

An Office of Special Programs coordinates services to students on government programs such as CETA and DVR. The office maintains liaison with agency counselors and personnel and provides personal and career counseling, general information, community referral, monitoring of progress, and registration assistance to special programs students. Approximately 300 students were on special programs in fall quarter, 1979.

The Office of Veterans Affairs certifies veterans for degree programs, ensures that they are enrolled in degree courses, and monitors their progress. The office also provides counseling, advising, and information services for veterans. Fall quarter veteran headcount for seven years is listed below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Headcount</th>
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<tbody>
<tr>
<td>1973</td>
<td>567</td>
</tr>
<tr>
<td>1974</td>
<td>923</td>
</tr>
<tr>
<td>1975</td>
<td>1032</td>
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<td>1976</td>
<td>396</td>
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<td>1977</td>
<td>571</td>
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<tr>
<td>1978</td>
<td>570</td>
</tr>
<tr>
<td>1979</td>
<td>587</td>
</tr>
</tbody>
</table>

A Minority Affairs Office was established in fall, 1979.

A faculty committee is designing an honors degree for interested students.

Cooperative Programs

The college offers occupational programs for high school students in cooperation with the Educational Services District. Programs offered include machine shop, automotive technology, cabinet-making, and key-punch operator. During 1978-79, 80 high school students were served in these programs.

In summer quarter, 1979, the college offered enrichment programs for Clark County elementary students. Six hundred seventy four students were served in these programs. Because of the success of these programs, they are planned to continue in the summer of 1980.

College staff is working with Vancouver School District staff to develop courses in which qualified juniors and seniors can earn Clark credit while meeting high school graduation requirements.
Apprenticeship Programs

Apprenticeship programs are offered in the following trades: Northwest Linemen, Machinist, Carpentry, Auto Mechanics, Auto Body.

Clark maintains a close working relationship with the Joint Apprenticeship Training Councils to ensure that apprenticeship programs meet industry needs.

6. Goal: To reach out from the campus to the communities of District No. 14 to meet needs for those educational services which are compatible with the purposes of Clark College.

General

Clark provides outreach programs in several ways. An Adult Learning Center in Bingen serves the Mid-Columbia River Region of the college district. This center provided services to an average of 385 enrollments each quarter or to 48 annualized FTE students for the 1978-79 academic year.

A center was established at the Vancouver Mall Shopping Center in spring of 1979. During spring, summer, and fall quarters of 1979, the center enrolled 1,440 students and provided counseling, advising, registration, and/or general information services to 6,821 persons.

The college works through six community schools to provide credit and non-credit courses. During 1978-79, enrollments in community schools credit courses totalled 1,059. Enrollments in non-credit courses totalled over 2,500.

A few courses are sponsored by academic divisions in off-campus locations other than those indicated above.

In 1972, off-campus classes accounted for seven percent of Clark's FTE students compared to 18 percent average for the Washington system. Clark's off-campus FTE students increased to ten percent in 1978, while the system increased to 20 percent. Several educational needs assessments of Clark's district have been recently completed. The college is analyzing these in planning for future off-campus programs. Emphasis in planning is being placed on expanding services to the Mid-Columbia Region.

CONCLUSION

There is general evidence that Clark is achieving its stated purposes. There is, however, a need to continue evaluation of programs and services in order to respond to the changing educational needs of the district. In the Student Services area, an evaluation plan is being developed for counseling, testing and advising. In Instruction, a comprehensive evaluation of occupational programs is being conducted and this process will be revised for use in evaluating academic programs.
Section II

Finance
FINANCE

COMMITTEE MEMBERS

Patricia Wirth, Chairman
Dean of Administrative Services

Marshall Hudson
Division Chairperson
Social Sciences and Social Services

Dorothy Krzyzanowski
Director of Financial Aid and Student Programs

Craig Milnor
Business Instructor

Douglas Morrison
Business Instructor
DESCRIPTION

OPERATING REVENUE

Sources of operating revenue according to HEGIS definition for the past three fiscal years and estimated operating revenues for 1979-80 are included in Chart II-1.

OPERATING EXPENSES

Operating expenses according to HEGIS definitions and estimated operating expenses for 1979-80 are included in Chart II-2.

COST PER FTE

The direct instructional cost per full-time equivalent student by academic division for 1976-79 follows. Summer session is excluded. One FTE student equals 45 credit hours per year.

<table>
<thead>
<tr>
<th></th>
<th>Cost Per FTE 1976-77</th>
<th>% Change '76-'77 to '77-'78</th>
<th>Cost Per FTE 1977-78</th>
<th>% Change '77-'78 to '78-'79</th>
<th>Cost Per FTE 1978-79</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>$499.76</td>
<td>28.2</td>
<td>$640.92</td>
<td>18.9</td>
<td>$762.21</td>
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<tr>
<td>Health Occupations</td>
<td>1307.11</td>
<td>53.9</td>
<td>2012.20</td>
<td>12.7</td>
<td>2267.24</td>
</tr>
<tr>
<td>Humanities</td>
<td>690.13</td>
<td>19.4</td>
<td>823.84</td>
<td>16.3</td>
<td>958.26</td>
</tr>
<tr>
<td>Science, Math, Enginee</td>
<td>786.71</td>
<td>5.6</td>
<td>830.66</td>
<td>12.6</td>
<td>935.49</td>
</tr>
<tr>
<td>Engineering, Data Proce</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Agriculture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>546.01</td>
<td>40.9</td>
<td>769.58</td>
<td>4.5</td>
<td>804.54</td>
</tr>
<tr>
<td>Mechanical Industrial</td>
<td>986.78</td>
<td>20.1</td>
<td>1185.45</td>
<td>13.5</td>
<td>1345.51</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Educ.</td>
<td>341.07</td>
<td>(6.6)</td>
<td>318.67</td>
<td>(12.0)</td>
<td>280.44</td>
</tr>
<tr>
<td>Human Dev., Health,</td>
<td>815.10</td>
<td>50.1</td>
<td>1223.73</td>
<td>7.3</td>
<td>1312.61</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing Education</td>
<td>N/A</td>
<td>N/A</td>
<td>178.91</td>
<td>25.7</td>
<td>224.95</td>
</tr>
<tr>
<td>College Totals</td>
<td>$735.92</td>
<td>15.3</td>
<td>$848.24</td>
<td>12.4</td>
<td>$953.43</td>
</tr>
</tbody>
</table>
BUDGET PROCESS

Division/Department Units

Deans/Directors

College Budget Committee

The President/The Executive Team
Establish Overall Priorities.

The President

Clark College Board of Trustees
Approves Final Budget.

The extent of staff/faculty involvement at the division/department level varies from division to division and within a division.

Budgetary requests invariably exceed anticipated available funds. The president and the Executive Team seem to have the most influence on priorities.

EXPENDITURE CONTROL

The responsibility for the control of expenditures is a shared function of the Business Office and the deans and/or their designees. The budget of the institution is developed from the objectives submitted by each administrative unit, based on goals established by the Board of Trustees. Once funding has been approved for the stated objectives, it is the responsibility of each dean to allocate funds to programs based on these objectives. Authority to make exceptions to the expenditure of funds for the purposes approved by the Board is assigned to the dean of the program.

Monthly financial status reports are submitted to each dean and designees to allow for financial control and planning. An overall budget report is also submitted to the Clark College Board of Trustees.
EXPENDITURES CONTROL (CONT.)

The State of Washington and the Office of Fiscal Management have developed rules and regulations controlling the expenditure of state funds. All funds received by the institution are under the jurisdiction of these rules and regulations. It is the direct responsibility of the controller to insure that all funds are expended according to proper procedures.

The State of Washington requires a biennial audit of the financial records of the institution. This prevents the illegal expenditure of funds and ensures compliance with all policies and regulations of the State of Washington and the State Board for Community College Education, the administrative unit responsible for the community college system.

SUMMARY OF THE LATEST CLARK COLLEGE AUDIT

The latest audit of Clark Community College District #14 was conducted in 1978, and covered the period from July 1, 1975, through June 30, 1977. The college was found to be in conformance with generally accepted governmental accounting principles.

It was found that:

1. Revenues were properly accounted for.

2. Expenditures were in accordance with the terms of all authorized allotments and appropriations.

3. In the audit of conformance with policy and regulations of the Office of Financial Management, attention was called to some procedural questions which have either been answered or corrected to the satisfaction of the State Auditor.

4. College reports to the Office of Financial Management were in agreement with college accounting records.

5. The college complied with statutes, rules, and regulations governing it.

A copy of the complete audit report is available upon request in the college Business Office.

HEGIS REPORTS FOR THE PAST THREE YEARS

Hegis reports for the past three years may be obtained in the college Business Office upon request.
ANALYSIS AND APPRAISAL

BUDGET PREPARATION AND APPROVAL

The strengths and weaknesses of the system for budget preparation and approval are indicated below.

Weaknesses

(1) Consultation with all involved persons at the initial request stage varies greatly within divisions/departments. This appears to be because some unit heads do not seek input or in some cases do not receive responses.

(2) The deans in Instruction do not always get feedback from the chairperson before recommending budget priorities to the next level.

(3) Some faculty and staff do not understand the budget preparation and allocation process.

(4) The lateness of the final allocation of state funds makes it difficult to plan ahead for rational spending.

(5) There is as yet no provision in the monthly budget reports for the Budget Committee to know whether this year's spending is really following last year's budget priorities. This information would be very helpful in planning next year's priorities. The committee presently holds an annual review of expenditures compared to planned budget by requesting departmental statements of adjustment.

Strengths

(1) The college Budget Committee provides representation for students and for major categories of personnel on campus.

(2) The budget hearings provide all faculty and staff an opportunity to see the details of the budget requests and to possibly influence the budget priorities.

(3) The consultation between the college Budget Committee and the president and his Executive Team provides a good opportunity for discussion and compromise between knowledgeable people.

(4) While usually resulting in the presentation of one proposed budget to the Board of Trustees, it makes mandatory the airing of major disagreements before the Trustees if such arise.

EVALUATION OF THE ACCOUNTING SYSTEM

The Accounting Office follows the state accounting guidelines so that the accounting system for Clark College is consistent with that of the state.
EVALUATION OF THE ACCOUNTING SYSTEM (CONT.)

Internal control of the fiscal operations is maintained by the organizational structure which separates the budget, accounting, payroll, and purchasing functions. Each operates as a check and balance to the other and insures the fiscal integrity of the system. The 1975-77 audit indicates that the system was being followed. According to the district's controller, any exceptions that were noted in the audit have since been corrected. Strengths and weaknesses of the system are as follows:

Weaknesses

(1) The Clark Community College District #14 does not have an internal auditor.

(2) Some budget managers have complained that budget status report formats are not useful, that expenditure coding and other errors occur and that information provided is not sufficiently up-to-date.

Strengths

(1) The system of accounts and reports insures full disclosure of the results of the operations and financial position of the institution.

(2) Information to aid in making decisions for effective management and control is available.

REVENUES

The primary source of revenue for the college (91.4% in 1978-79) is state appropriations, with the remainder coming primarily from government grants and from sales and services. By law, all tuition receipts accrue to the state general fund rather than to the individual institution.

As with the other community colleges in this state, Clark is budgeted less per FTE (full-time-equivalent student) than is appropriated to the four-year institutions for the teaching of their first and second year students. The institution is hard pressed for enough financial resources to serve adequately its allocated FTEs. Complicating this, Clark's enrollment consistently exceeds its allocated FTEs, frequently resulting in the institution's teaching these students for no additional revenue. While the college tries to maintain adherence, as much as possible, to the "Open Door Policy", it periodically runs short of institutional funds for instruction and must curtail class offerings, and therefore level of service to its constituency.
Consistently, the institution is into the fiscal year before knowing with certainty its budgetary allocation from the state. Also, there is great uncertainty from one legislative session to the next as to how the legislature will provide additional dollars for growth and inflation for the community colleges (and then how the allocation will be made to the various institutions since these ground rules seem vulnerable to being changed at the last minute). Thus the institution's budgeting process and long-range planning is made less effective.

Trends in primary sources of income are:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Income</th>
<th>Percentage from State Appropriations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976-77</td>
<td>$4,005,516</td>
<td>77.1%</td>
</tr>
<tr>
<td>1977-78</td>
<td>$5,941,963</td>
<td>*88.1%</td>
</tr>
<tr>
<td>1978-79</td>
<td>$6,663,175</td>
<td>*91.4%</td>
</tr>
</tbody>
</table>

As can be seen in the above exhibit, an increasing percentage of the income is from state appropriations, thereby making Clark increasingly vulnerable financially to the actions of the state legislative process and less capable of reacting to immediate local situations.

Changes needed to improve the financial position of the institution follow:

1. It is unrealistic to consider changing the legislative budgetary process. Legislative passage of the budget earlier than the sometimes mid-June dates of the past would help. Ideally the legislature would fund the community colleges (a) more proportionate per FTE to the lower division programs of four-year institutions, and (b) sufficiently to cover all FTEs generated.

2. The budgetary process for the institution would be facilitated if the fiscal year were to run from September 1 through August 31, with the summer quarter being the fourth quarter of the year rather than the first, and thus the expenses of the quarter allocated over one rather than two fiscal years.

3. State Board staff needs to maintain a constant effort to provide for equal treatment in distribution of finances.

TREND IN NET ASSETS

Trends in the net assets of the institution are described below by types of funds.

* Beginning in 1977-78, student fees were remitted to the State Treasurer rather than being retained locally for use in the operating budget.
TREND IN NET ASSETS (CONT.)

Operating Fund

The major source of funds for the college operating budget is provided by legislative appropriation. Tuition revenues are remitted back to the Washington State Treasurer.

Revenues for support of federal vocational programs are not remitted to the college until program objectives have been met. Consequently, the college must support those program costs out of other current assets for short periods of time.

Plant Fund

The major source of funds for capital additions and remodeling is legislative appropriation.

Deposit of a portion of student tuitions in the college local plant fund was discontinued by legislative action in 1977 so the local plant fund has no significant source of revenue. However, for consistency in accounting, when capital additions or remodeling projects are supported by funds other than legislative capital appropriations, costs are recorded in the plant fund and supporting revenues are transferred to that fund accordingly.

Book value of plant assets by fiscal year were:

<table>
<thead>
<tr>
<th></th>
<th>1977</th>
<th>1978</th>
<th>1979</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>$4,976,951</td>
<td>$4,976,951</td>
<td>$4,976,951</td>
</tr>
<tr>
<td>Buildings</td>
<td>$6,556,303</td>
<td>$7,203,557</td>
<td>$12,518,605</td>
</tr>
<tr>
<td>*Equipment</td>
<td>$5,362,076</td>
<td>$5,657,528</td>
<td>$5,913,775</td>
</tr>
</tbody>
</table>

*The equipment total includes $3,238,311 of instructional equipment. Refer to Chapter III.

1All figures are reported at historical cost. No depreciation and no debt are recorded.

Endowment Funds

The college has no endowment funds.

Loan Funds

Student loan funds have remained stable over the past several years.

Quasi-Endowment Funds

Quasi-endowment funds are defined by Hay and Mikesell in the book Governmental Accounting, 1974, as . . . "funds established by the
Quasi-Endowment Funds (CONT.)

governing board of the institution to account for assets which are to be retained and invested." Clark College does not have any quasi-endowment funds.

DIRECT INSTRUCTIONAL COSTS PER FULL-TIME EQUIVALENT STUDENT

Instructional expenditures per F.T.E. in current and constant dollars for Clark College, 1975 through 1979, are shown below:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional cost per F.T.E. in current dollars</td>
<td>$894.74</td>
<td>$949.08</td>
<td>$1,010.74</td>
<td>$1,037.50</td>
</tr>
<tr>
<td>Instructional cost per F.T.E. in constant dollars</td>
<td>$894.74</td>
<td>$889.48</td>
<td>$878.14</td>
<td>$815.64</td>
</tr>
</tbody>
</table>

The increases in instructional dollars per F.T.E. have not kept pace with inflation during the past three years. Student/faculty ratios during the same period are shown below:

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/faculty ratio (college as a whole)</td>
<td>24.67</td>
<td>20</td>
<td>18.54</td>
<td>22.04</td>
</tr>
</tbody>
</table>

INSTRUCTIONAL VERSUS NONINSTRUCTIONAL EXPENSE

Comparative budgets by area of expenditure for 1975-76 and 1978-79 are included as Chart II-3.

FINANCIAL PLANNING

Clark College is one of 27 community colleges in the State of Washington. The college receives its financial support from funds appropriated by the legislature. These funds for the community college system are then assigned to each institution according to an allocation model developed by the State Board for Community College Education. This funding formula is based in part on enrollment projections and program needs of the institution.

To ensure that the financial support for the institution meets the projected needs of the institution, Clark College has conducted studies to determine the needs of the district it serves. The needs have then been developed into goal statements approved by the Board of Trustees. The budget of the institution is developed based on these goals and objectives. This assessment of district needs through research and the development of long-range goals allows the institution to accurately project the financial support needed to meet the educational needs of the district. This base of information is essential to the development of documentation to SBCCE when requesting the funds necessary to support the institution.
FINANCIAL PLANNING (CONT.)

Clark College has recognized the limitations placed on it by being a member of a system and obtaining its support primarily through a single source. The college also has come to realize that it is a community based college, with strong support by community members who are willing to donate resources to college support. The Clark College Foundation has been established to provide some financial support for students in the form of scholarships, and it is anticipated that the foundation will eventually contribute some support to college programs. Increased efforts are being made to develop local revenue sources through the Clark College Foundation.

Recognizing that state funding all too often is insufficient to allow Clark to adequately meet the service needs of the district, Clark College needs to develop closer contacts with those constituents who determine the funding for the institution, i.e., local legislators, community leaders, etc. The college should find the ways and means to better interpret its projected needs to outside constituents.

Clark College should continue research to update the data base on which goals are developed. The budget process should be reviewed annually to insure that the funds are being allocated appropriately to meet the goals of the institution.

LONG AND SHORT-TERM INDEBTEDNESS

Clark College has incurred no long- or short-term indebtedness.
## CLARK COLLEGE

### OPERATING REVENUES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$1,020,962</td>
<td>$1,145,442</td>
<td>$1,342,442</td>
<td>$321,480 31.5</td>
<td>$1,487,800 16.4</td>
</tr>
<tr>
<td><strong>Government Appropriation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Government Grants/Contracts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Unrestricted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Restricted</td>
<td>239,279</td>
<td>147,559</td>
<td>175,931</td>
<td>(117,348)</td>
<td>137,246 1.5</td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Unrestricted</td>
<td>44,300</td>
<td>211,902</td>
<td>190,094</td>
<td>145,794 329.1</td>
<td>155,821 1.7</td>
</tr>
<tr>
<td>Local</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Unrestricted</td>
<td>56,981</td>
<td>76,377</td>
<td>50,285</td>
<td>(6,696)</td>
<td>60,000 0.7</td>
</tr>
<tr>
<td>- Restricted</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Private Gifts - Grants/Contracts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Endowment Income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales/Services Educ. Activities</td>
<td>71,244</td>
<td>71,963</td>
<td>75,220</td>
<td>3,976 5.6</td>
<td>73,500 0.8</td>
</tr>
<tr>
<td>Sales/Services Auxiliary Entrpr.</td>
<td>497,299</td>
<td>598,919</td>
<td>614,374</td>
<td>117,075 23.5</td>
<td>650,000 7.1</td>
</tr>
<tr>
<td>Other Sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Independent Operations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL Current Fund Revenues</strong></td>
<td>$5,989,581</td>
<td>$7,239,888</td>
<td>$8,251,225</td>
<td>$2,261,644 37.8</td>
<td>$9,079,446 100.0</td>
</tr>
</tbody>
</table>

Source HEGIS Financial Statistics of Higher Education Annual Reports
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Education and General</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>3,307,244</td>
<td>3,814,321</td>
<td>4,207,110</td>
<td>889,886 (27.2)</td>
<td>4,856,378 (53.1)</td>
</tr>
<tr>
<td>Research</td>
<td>23,599</td>
<td>43,978</td>
<td>22,173</td>
<td>(1,426)</td>
<td>40,000 (0.4)</td>
</tr>
<tr>
<td>Public Service</td>
<td>675,740</td>
<td>701,131</td>
<td>682,098</td>
<td>6,358 (0.9)</td>
<td>747,945 (8.2)</td>
</tr>
<tr>
<td>Academic (incl. libraries)</td>
<td>479,398</td>
<td>560,715</td>
<td>600,863</td>
<td>121,465 (25.3)</td>
<td>724,411 (7.9)</td>
</tr>
<tr>
<td>Student Services</td>
<td>595,960</td>
<td>863,242</td>
<td>1,034,068</td>
<td>438,108 (73.5)</td>
<td>1,147,835 (12.5)</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>482,059</td>
<td>616,353</td>
<td>786,103</td>
<td>304,044 (63.1)</td>
<td>916,877 (10.0)</td>
</tr>
<tr>
<td>Operation &amp; Maintenance Plant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships and Fellowships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awards - Restricted</td>
<td>39,965</td>
<td>43,814</td>
<td>45,626</td>
<td>45,626 (100.0)</td>
<td>50,000 (0.6)</td>
</tr>
<tr>
<td>Educ. &amp; General Transfers</td>
<td>423,448</td>
<td>19,327</td>
<td>14,463</td>
<td>(25,502)</td>
<td>15,000 (0.2)</td>
</tr>
<tr>
<td>Total Educational &amp; General Expenditures &amp; Transfers</td>
<td>6,027,413</td>
<td>6,670,881</td>
<td>7,392,504</td>
<td>1,365,091 (22.6)</td>
<td>8,498,446 (92.9)</td>
</tr>
<tr>
<td>Auxiliary Enterprises (Including Transfers)</td>
<td>522,471</td>
<td>629,691</td>
<td>568,285</td>
<td>45,814 (8.8)</td>
<td>650,000 (7.1)</td>
</tr>
<tr>
<td>Independent Operations (Incl. Trans.)</td>
<td>31,887</td>
<td>--</td>
<td>--</td>
<td>(31,887)</td>
<td></td>
</tr>
<tr>
<td>TOTAL Current Funds Expenditures and Mandatory Transfers</td>
<td>$6,581,771</td>
<td>$7,300,572</td>
<td>$7,960,789</td>
<td>$1,379,018 (21.0)</td>
<td>$9,148,446 (100.0)</td>
</tr>
</tbody>
</table>

Source HEGIS Financial Statistics of Higher Education Annual Report
CLARK COLLEGE

COMPARATIVE BUDGETS BY AREA OF EXPENDITURE

1978-79 and 1975-76

<table>
<thead>
<tr>
<th>Account Title</th>
<th>Budget 1978-79</th>
<th>% of Total 1978-79</th>
<th>Budget 1975-76</th>
<th>% of Total 1975-76</th>
<th>3 Year Dollar Increase</th>
<th>3 Year % Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Support</td>
<td>$921,278</td>
<td>13.3</td>
<td>$579,704</td>
<td>11.9</td>
<td>$341,574</td>
<td>58.9</td>
</tr>
<tr>
<td>Plant Operation &amp; Maintenance</td>
<td>786,130</td>
<td>11.4</td>
<td>442,582</td>
<td>9.1</td>
<td>343,548</td>
<td>77.6</td>
</tr>
<tr>
<td>Student Services</td>
<td>605,863</td>
<td>8.8</td>
<td>439,106</td>
<td>9.1</td>
<td>166,757</td>
<td>38.0</td>
</tr>
<tr>
<td>Libraries</td>
<td>355,512</td>
<td>5.2</td>
<td>232,029</td>
<td>4.8</td>
<td>123,483</td>
<td>53.2</td>
</tr>
<tr>
<td>Instruction &amp; Academic</td>
<td>4,230,348</td>
<td>61.3</td>
<td>3,160,396</td>
<td>65.1</td>
<td>1,069,952</td>
<td>33.9</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$6,899,131</td>
<td>100.0</td>
<td>$4,853,817</td>
<td>100.0</td>
<td>$2,045,314</td>
<td>42.1</td>
</tr>
</tbody>
</table>
Section III

Physical Plant, Materials & Equipment
PHYSICAL PLANT, MATERIALS AND EQUIPMENT

COMMITTEE MEMBERS

Patricia Wirth
Chairman

James Brenner
MIT Program Coordinator

Robin DeBuhr
Instructor
Chemistry/Physical Science

Clifford Murphy
Supervisor
Building and Grounds

Richard Stensrude
Instructor
Art Department
DESCRIPTION

SCHEDULE OF BUILDINGS AND GROUNDS

The following is a schedule of buildings and grounds, usable square footage by building, dates of construction or acquisition, initial cost estimated replacement cost, and value of equipment.

<table>
<thead>
<tr>
<th>Dates</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Usable</td>
<td>Constructed</td>
<td>Remodel or Renovation</td>
<td>1 Cost</td>
</tr>
<tr>
<td></td>
<td>Sq.Ft.</td>
<td>or Acquired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration Building</td>
<td>14,006</td>
<td>1966</td>
<td>1979</td>
<td>695,813</td>
</tr>
<tr>
<td>Applied Arts AA1 Automotive</td>
<td>11,070</td>
<td>1950</td>
<td>1979</td>
<td>549,768</td>
</tr>
<tr>
<td>Applied Arts AA2 Machine Shop</td>
<td>15,106</td>
<td>1950</td>
<td></td>
<td>160,000</td>
</tr>
<tr>
<td>Applied Arts AA3 Business</td>
<td>10,135</td>
<td>1950</td>
<td>1975</td>
<td>343,261</td>
</tr>
<tr>
<td>Applied Arts AA4 Electronics</td>
<td>15,643</td>
<td>1950</td>
<td>1976</td>
<td>862,648</td>
</tr>
<tr>
<td>Applied Arts AA5 Welding</td>
<td>12,489</td>
<td>1950</td>
<td>1976</td>
<td>721,281</td>
</tr>
<tr>
<td>Arts Building</td>
<td>11,551</td>
<td>1958</td>
<td></td>
<td>313,000</td>
</tr>
<tr>
<td>Diesel</td>
<td>11,046</td>
<td>1971</td>
<td></td>
<td>225,000</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>16,230</td>
<td>1966</td>
<td></td>
<td>435,000</td>
</tr>
<tr>
<td>Foster Hall</td>
<td>7,359</td>
<td>1966</td>
<td></td>
<td>194,000</td>
</tr>
<tr>
<td>Gaiser Hall</td>
<td>48,000</td>
<td>1958</td>
<td>1978</td>
<td>1,720,492</td>
</tr>
<tr>
<td>Hanna Hall</td>
<td>13,355</td>
<td>1958</td>
<td></td>
<td>13,355</td>
</tr>
<tr>
<td>Health</td>
<td>7,548</td>
<td>1958</td>
<td></td>
<td>234,255</td>
</tr>
<tr>
<td>Music</td>
<td>4,113</td>
<td>1958</td>
<td></td>
<td>59,358</td>
</tr>
<tr>
<td>Parent Education</td>
<td>4,070</td>
<td>1975</td>
<td></td>
<td>235,211</td>
</tr>
<tr>
<td>Physical Education</td>
<td>25,793</td>
<td>1958</td>
<td></td>
<td>405,642</td>
</tr>
</tbody>
</table>
### SCHEDULE OF BUILDINGS AND GROUNDS (CONT.)

<table>
<thead>
<tr>
<th></th>
<th>Dates</th>
<th>Date of Remodel or Renovation</th>
<th>1 Cost</th>
<th>2 Replacement Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Usable Sq.Ft. or Acquired</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC I Chemistry</td>
<td>5,253</td>
<td>1958</td>
<td>$118,000</td>
<td>$478,023</td>
</tr>
<tr>
<td>SC II Science</td>
<td>10,249</td>
<td>1958</td>
<td>123,000</td>
<td>1,049,048</td>
</tr>
<tr>
<td>Warehouse</td>
<td>25,075</td>
<td>1946</td>
<td>1978</td>
<td>109,521</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>268,091</td>
<td></td>
<td>$12,518,605</td>
<td>$31,755,360</td>
</tr>
</tbody>
</table>

1 Cost includes original cost of construction plus cost of renovation or remodel in addition to original equipment and furnishings.

2 Percentage for replacement cost increase obtained from the average cost per square foot to replace facilities represented in the State of Washington Community College System 1979-81 Capital Budget Request in 1979 dollars.

### MASTER PLAN FOR FURTHER DEVELOPMENT

New facilities and facility remodel included in the college master plan for construction after 1981 are:

<table>
<thead>
<tr>
<th>New Gross Square Feet</th>
<th>Remodeled Square Feet</th>
<th>Use of Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Occupations</td>
<td>26,000</td>
<td>Vocational lab, General classroom, Support space</td>
</tr>
<tr>
<td>Building Plans</td>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>Music, Speech and</td>
<td>29,750</td>
<td>General classroom, Performance labs, Theatre, support space</td>
</tr>
<tr>
<td>Drama Preplan</td>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td>----</td>
<td>Support space, offices, General classrooms, Labs</td>
</tr>
<tr>
<td>Preplan</td>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>Remodel Physical</td>
<td>14,300</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Education</td>
<td>12,075</td>
<td></td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>12,800</td>
<td>Vocational lab, General classroom</td>
</tr>
<tr>
<td>Building</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III - 2
MASTERC PLAN FOR FURTHER DEVELOPMENT (CONT.)

The College owns ample acreage for the location of the facilities listed above on the campus.

Phase I of the Physical Education Facility under construction will provide two or four tennis courts (depending upon availability of funds), baseball diamond, track and soccer field. The college master plan includes finishing the track and field, an additional four tennis courts, lighting and restroom facilities.

Current and Future Construction

See Insert A

PHYSICAL PLANT, AUDIO-VISUAL EQUIPMENT, OTHER EQUIPMENT

The equipment inventory is maintained on a computer file and items are identified by a State of Washington inventory tag number.

The following is the replacement value of instructional equipment assigned to each division as of June 30, 1979.

<table>
<thead>
<tr>
<th>Division</th>
<th>Audio Visual</th>
<th>Other Equipment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health, Physical Education and Human Development</td>
<td>$10,727</td>
<td>$23,556</td>
<td>$34,283</td>
</tr>
<tr>
<td>Humanities</td>
<td>29,811</td>
<td>155,506</td>
<td>185,317</td>
</tr>
<tr>
<td>Mechanical and Industrial Technology</td>
<td>76,217</td>
<td>1,649,436</td>
<td>1,725,653</td>
</tr>
<tr>
<td>Business and Office Occupations</td>
<td>51,002</td>
<td>166,231</td>
<td>217,233</td>
</tr>
<tr>
<td>Social Sciences and Social Services</td>
<td>14,182</td>
<td>45,571</td>
<td>59,753</td>
</tr>
<tr>
<td>Science, Math, Engineering, Data Processing and Agriculture</td>
<td>40,541</td>
<td>776,852</td>
<td>817,393</td>
</tr>
<tr>
<td>Health Sciences and Occupations</td>
<td>43,486</td>
<td>132,218</td>
<td>175,704</td>
</tr>
<tr>
<td>Sub Totals</td>
<td>$265,966</td>
<td>$2,949,370</td>
<td>$3,215,336</td>
</tr>
</tbody>
</table>

Audio Visual Department (Media Services)
(1978-79 acquisitions—other years are included in instructional divisions above)

<table>
<thead>
<tr>
<th>Total</th>
<th>Audio Visual</th>
<th>Other Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>$22,975</td>
<td>0</td>
<td>22,975</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audio Visual Department (Media Services) (1978-79 acquisitions—other years are included in instructional divisions above)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$288,941</td>
<td>$2,949,370</td>
</tr>
</tbody>
</table>

III - 3
INSERT A

Current and Future Construction

Improvements presently being made, and construction contemplated in the next five years are as follows:

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Estimated Cost</th>
<th>Estimated Completion Date</th>
<th>New Gross Square Ft.</th>
<th>Remodeled/ Renovation of Use</th>
<th>Date of Original Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical Storage/ Animal Shelter</td>
<td>$551,200</td>
<td>1980</td>
<td>5,939</td>
<td>Science Labs</td>
<td>1958</td>
</tr>
<tr>
<td>Commercial Foods Additional/Remodel</td>
<td>1,284,600</td>
<td>1980</td>
<td>6,000</td>
<td>General Classroom/Vocational Lab</td>
<td>1958</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Support Space</td>
<td>1950</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vocational Labs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>As Required</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Various</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine Shop Renovation</td>
<td>372,700</td>
<td>1979</td>
<td>11,860</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handicapped Access</td>
<td>454,300</td>
<td>1980</td>
<td>As Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roof Reconstruction (Emergency)</td>
<td>599,900</td>
<td>1980</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair P. E. Shower Area (Minor Project)</td>
<td>29,700</td>
<td>1979</td>
<td></td>
<td>P. E.</td>
<td>1958</td>
</tr>
<tr>
<td>Install Outdoor Lighting (Minor Project)</td>
<td>57,900</td>
<td>1980</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 Acre Site Development</td>
<td>299,500</td>
<td>1980</td>
<td></td>
<td>P. E., Recreation</td>
<td></td>
</tr>
<tr>
<td>Remodel Science Building</td>
<td>158,000</td>
<td>1980</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heat/Utility System Analysis/Feasibility Study</td>
<td>40,000</td>
<td>1980</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heat/Utility Replacement Plan</td>
<td>120,000</td>
<td>1982</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update/Replace Heat/Utility System</td>
<td>2,352,000</td>
<td>1984</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CURRENT AND FUTURE CONSTRUCTION

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Estimated Cost</th>
<th>Estimated Completion Date</th>
<th>New Gross Sq. Ft.</th>
<th>Remodeled/ Renovation of Use</th>
<th>Date of Original Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major New Projects</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Business Occupations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>12,491,100</td>
<td>1981</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Music, Speech and Drama</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preplan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>13,402,000</td>
<td>1980</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preplan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>13,052,955</td>
<td>1982</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Remodel P. E.</td>
<td>667,800</td>
<td>1985</td>
<td>14,300</td>
<td>12,075</td>
<td>F. E. 1958</td>
</tr>
<tr>
<td><strong>Renovation, Remodel and Minor Projects</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Remodel Theater</td>
<td>567,000</td>
<td>1983</td>
<td>1,600</td>
<td>15,290</td>
<td>Theater 1958</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Music and Art Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Classroom 1966</td>
</tr>
<tr>
<td>- Remodel Auditorium</td>
<td>157,500</td>
<td>1983</td>
<td></td>
<td></td>
<td>Vocational Lab</td>
</tr>
<tr>
<td>- Tool Room</td>
<td>184,000</td>
<td>1984</td>
<td>2,025</td>
<td></td>
<td>General Classroom</td>
</tr>
<tr>
<td>- Auto/Diesel Support</td>
<td>198,000</td>
<td>1984</td>
<td>1,500</td>
<td></td>
<td>Vocational Lab</td>
</tr>
<tr>
<td>- Steam Clean/ Dynomometer Facility</td>
<td></td>
<td></td>
<td>1,500</td>
<td>280</td>
<td>Vocational Lab</td>
</tr>
<tr>
<td>- Storage Building for Auto Materials</td>
<td></td>
<td>1985</td>
<td></td>
<td>4,800</td>
<td>Storage</td>
</tr>
</tbody>
</table>

1979 Dollars
ANALYSIS AND APPRAISAL

THE PHYSICAL PLANT IN RELATION TO INSTITUTIONAL PURPOSES

The purpose of Clark College is to serve as a learning center for the diverse groups of persons in Community College District 14 and by means of selecting programs: (1) to meet the needs of students who wish to continue their formal education, (2) to provide vocational education for those wishing to enter the work force or upgrade their proficiency, and (3) to provide educational opportunities for those in search of personal growth and enrichment.

The greatest proportion of college facilities were constructed in the 1950's. Major renovation projects funded for completion in 1980 will provide for changes in facilities to meet institutional purposes.

Remodeling of the Science Building and the addition of an Animal Shelter/Chemical Storage Building will result in excellent basic general and support laboratory areas, with seating capacity of 200 and classrooms, laboratories, and study areas available. A lecture room in Gaiser Hall will be replaced with three rooms, of which one will seat 60 and two will seat 40.

A large lecture hall in Foster Hall is presently being used by the drama program. Long-term plans include remodeling of the theater, which is presently being used as classroom space, and for the addition of a Music/Arts and Drama Building.

There is a shortage of office space, however, eight offices will be added with the remodeling of Gaiser Hall in 1980, which will alleviate a portion of that problem.

The Administration Building has been remodeled to provide excellent classroom space for data processing programs, handicapped access and registration space.

The Learning Resource Center is an outstanding facility in helping to meet the general goals of the institution in providing spaces for media, testing, library, study, and classroom use. However, there is need for additional space.

The college master plan includes a study of the heating, lighting, and locking systems on the campus in 1980. College faculty, staff, and administration are involved each biennium in assessing the adequacy of facilities in meeting institutional goals and in setting priorities for replacement, renovation, and additions.
EVALUATION OF PHYSICAL PLANT

The physical plant of Clark College functions well except as noted in the "Departmental Analysis" section of Chapter V.

Some facilities, such as the Administration Building, have been remodeled for accessibility to the handicapped. The balance of that remodeling will be completed in 1980. It was suggested that more storage space be provided for the agriculture/horticulture programs, and that the courtyard behind Applied Arts-3 section is in a deteriorating condition.

MAINTENANCE, HOUSEKEEPING AND GROUNDS

Buildings

The housekeeping or custodial maintenance of the buildings is rated good as follows:

All the buildings are waxed and shampooed each vacation.

1. Health Science
2. Engineering Technology
3. Science
4. Applied Arts-3
5. Applied Arts-4
6. Administration
7. Warehouse
8. Hanna Hall
9. Foster Hall
10. Applied Arts-5

The above buildings are swept, spot mopped, trash dumped, vacuumed, restrooms cleaned and supplies put in, and drinking fountains cleaned nightly. We also totally mop high-traffic areas weekly as time permits. We dust, replace bulbs, wash entrance windows, and clean desk tops in classrooms as time permits.

In the following buildings, all of the above is done plus:

1. Gym - showers cleaned nightly
2. Parent Education - totally wet mopped nightly
3. Art - spray mudroom out every Thursday night
4. ASH - totally wet mopped nightly
5. Gaiser Hall - totally wet mop all hallways nightly

Work schedules are planned well in advance as a part of the college plant operation maintenance eight-year plan, which is updated annually. The facilities are not new and thus require extra time and care in cleaning. Cleaning in shower rooms needs improvement. Custodial staff devote full time to cleaning, and all building repairs are carried out by the maintenance staff.

Maintenance staff follow a comprehensive annual plan for care of steam lines, changing filters, electrical and lock repair. The maintenance budget was increased in 1978 to implement annual preventative maintenance programs.

Grounds

The campus consists of 90 acres, of which 23 acres remain to be developed as a physical education facility to serve the college and community.

The Plant Maintenance Department and Horticultural Program students are cooperating on a tree planting project and arboretum. The campus currently has 400 trees, most of which are labeled with the classification and year of planting. An additional 100 trees and shrubs will be planted in 1980. Additional lighting will be provided as a part of a 1979 capital renovation project.

New grounds equipment was purchased in 1979 for use by the one full-time gardner and the equivalent of 2.8 full-time annual part-time staff.

Generally, the grounds are very attractive including berms and park benches for outdoor study or relaxation.

**PLANT UTILIZATION**

The most current room utilization report is included as Insert B.
<table>
<thead>
<tr>
<th>Room Type</th>
<th># of Rooms</th>
<th>Student Capacity</th>
<th>% Hourly Room Use</th>
<th>% Student Station Use (c)</th>
<th>Evening (b) % Hourly Room Use</th>
<th>% Student Station Use (c)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Classrooms</strong></td>
<td>43</td>
<td>1789</td>
<td>37.9</td>
<td>58.4</td>
<td>24.4</td>
<td>61.9</td>
</tr>
<tr>
<td><strong>Class Laboratories</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td>8</td>
<td>280</td>
<td>21.4</td>
<td>65.3</td>
<td>13.1</td>
<td>66.9</td>
</tr>
<tr>
<td>Vocational</td>
<td>27</td>
<td>667</td>
<td>36.3</td>
<td>62.3</td>
<td>22.3</td>
<td>76.3</td>
</tr>
<tr>
<td>Biological</td>
<td>3</td>
<td>100</td>
<td>35.6</td>
<td>60.6</td>
<td>29.4</td>
<td>67.2</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>100</td>
<td>57.8</td>
<td>52.2</td>
<td>26.7</td>
<td>33.5</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>2</td>
<td>74</td>
<td>53.3</td>
<td>49.7</td>
<td>30.0</td>
<td>52.7</td>
</tr>
</tbody>
</table>

**NOTE:**
(a) Day = 6:46 a.m. - 4:15 p.m.
(b) Evening = 4:16 p.m. - 11:00 p.m.
(c) % student station use is of rooms used
PLANT UTILIZATION (CONT.)

It has been found that students resist registering in afternoon classes between the hours of 2 p.m. and 6 p.m. The room utilization report provided on the previous page indicates classroom space available. Clark College is in a growth posture; it appears that current remodeling, renovation, and master plan development should relieve inadequacy of classroom space for most Clark College programs.

EVALUATION OF THE ADMINISTRATION AND STAFF

Plant Maintenance and Operations is a department under the Administrative Services Division of the college employing a full-time staff of 24. An organizational chart follows:

Dean of Administrative Services

   General Supervision

   Building and Grounds Supervisor  1
   Secretary  1

Maintenance of Facilities and Grounds  Custodial Services

   Maintenance Mechanics Lead  1  Custodian Supervisor  1
   Maintenance Mechanics  2  Custodian Lead  1
   Carpenter  1  Custodians  14
   Gardener  1
   Painter  1

Administration and General Supervision

The administration and supervision of the Plant Operations Maintenance division is very good. Systematic and organized methods for planning are used, and the organization is effective. The building and grounds supervisor is experienced and knowledgeable in the technical aspects of maintaining plant.

Maintenance of Facilities and Grounds

A maintenance mechanics lead is responsible for assigning and reviewing work including structural and utilities maintenance and grounds care on a day schedule from 7 a.m. to 3:30 p.m. During the summer months each maintenance employee becomes a lead person over a crew to accomplish preventative maintenance projects.

Maintenance staff are entry level and skilled tradesmen who do good work, however, there is a need for added skilled staff.
Custodial Services
Each Custodian is assigned to clean an average of 26,980 square feet. A custodial lead and two custodians work from 3:30 p.m. to midnight on rotating days to provide coverage seven days each week, September through June. Eleven custodians work from 10:30 p.m. to 7 a.m., five days each week, while one custodian works from 7 a.m. to 3:30 p.m. to cover emergency requests and special task assignments.

It is difficult to retain highly qualified custodial staff because pay rates, which are regulated by the Higher Education Personnel Board, are $1.84 per hour lower than local school district pay for comparable work.

Efforts are made to promote employees from within department ranks, and a maintenance training program for custodial staff was implemented in 1979.

In conclusion, Plant Operations Maintenance is well organized. Planning, accounting, and supervision are of high quality, and the staff is generally dedicated to responsibilities as assigned; however, there is a need for more skilled maintenance and custodial people and the means to retain their services. Temporary problems in plant operations may be related to problems in retaining staff.

Audiovisual Department Organization, Procedures, Competency, and Stability, and the Equipment Available

Organization of the Audio-Visual Department:

```
Director of LRC

Graphic Designer | Media Maintenance Engineer | Electronic Media Producer | AV Supervisor

CETA Equip. Operator
```

Procedures Staff wishing service contact the appropriate department staff. Requests for films and tapes are made well in advance of use. Requests for AV equipment are made at least 24 hours prior to use. Equipment may be delivered to a variety of sites on campus. Production requests are made directly to the graphic designer or the electronic media producer who works with television and photography. Most audio taping is the responsibility of the media maintenance engineer.
Audiovisual Department Organization, Procedures, Competency, and Stability, and the Equipment Available (CONT.)

Competency  Regarding competence, the film ordering service is excellent. The dispatch service is increasing its competency in getting the right equipment and films to the right room on time. However, service is somewhat hurt by the dependency on student dispatchers and by the challenge of delivering heavy machines to a variety of locations on campus when many of the machines may be needed at the same time. The production and maintenance staff are competent although faculty occasionally complain that projects are not finished on time.

Stability  The stability of the staff is good except for some student helpers who may not take their responsibilities seriously.

Equipment  Equipment available includes:

   I.  Instructional design

   II. Graphic design
      A. original materials
      B. printed materials

   III. Film
      A. 16mm rental
      B. purchase
      C. super-8 production
      D. black and white photos
      E. color slides
         1. original
         2. duplication
      F. slide/tape presentations
      G. do-it-yourself

   IV. Video
      A. 3/4" color
      B. 1/2" color
      C. 1/2" black and white
      D. off-air taping
      E. studio production
      F. location production

   V. Audio
      A. original recording
      B. duplication

   VI. Media dispatch equipment
      A. overhead projector
      B. super-8 projector
      C. 16mm film projector
      D. audio cassette recorder
      E. audio cassette player
      F. audio cassette synchronizer
      G. opaque projector
Audiovisual Department Organization, Procedures, Competency, and Stability, and the Equipment Available (CONT.)

H. Dukane cassette filmstrip projector
I. Dukane filmstrip projector
J. screens (standing)
K. record player
L. 1/2" video tape player
M. 3/4" video tape player

Noteworthy Aspects and Deficiencies  Noteworthy aspects of the department include a motivated service-oriented audio visual supervisor/film clerk who is gradually teaching faculty how to run equipment and a productive graphics lab which completes large numbers of projects per quarter and which gives student graphic artists on-the-job experience.

Deficiencies include a limited inventory of equipment and funds for replacement and negative perceptions by some college staff of dispatch and production services.

Noteworthy and Deficient Aspects of the Science Laboratories and Other Instructional Equipment

Please refer to Chapter V, Educational Program, Departmental Analyses, Evaluation of Physical Facilities and Equipment.
Section IV

Library
LIBRARY

COMMITTEE MEMBERS

Annette Lambson, Chairman
Director of Learning Resource Center

Delores Laners
Librarian, Public Services

Joan Stout
Librarian, Technical Services, ABE Coordinator
DESCRIPTION

FACILITIES AND SERVICES

Learning Center. Adults can improve or develop basic educational skills in the new Learning Center, located in the southeast addition of Gaiser Hall. Students may enroll in developmental education courses to boost their learning skills in reading, math, English grammar, usage, paragraph writing and composition, study methods, library use, and other skill areas. Students begin their study at their present level and learn at their own speed. They may enroll anytime as a part-time or full-time student. In addition, an assessment of current reading speed and comprehension, writing skills, and math skills is available to all students on request.

Free tutoring is also available to students who want or need additional instruction in a subject or skill. Student tutors, recommended by faculty, provide this help. Tutors earn credit by registering in Tutoring 285.

Library. The library provides comfortable facilities and multimedia materials and equipment for student research or individual study. The collection of print and non-print materials approximates 37,000 volumes and 900 periodical titles, (500 are current subscriptions) with about 50 titles available on microforms. Pamphlets in vertical files and some Washington state documents are also available.

Open Monday through Friday, the library provides reference service, interlibrary loan assistance, career information, reserve materials, rental typewriters, and study space. Students may also use the centrally located Listening Center to listen to assigned material in music and other subjects, to work on remedial or regular theory assignments, and to listen for general enjoyment.

Copies of the 1980-81 Clark College Library Handbook are available upon request in the library.

Learning Satellite. The Learning Satellite, located in Diesel 102, 104, offers vocational students opportunities to make the most of their college experience. The Satellite services include developmental education classes with a vocational emphasis, filmstrips, video tapes, and cassettes on a variety of vocational topics, and individual assistance to students with specific learning problems.

INSTRUCTION IN USE OF LIBRARY

Library instruction regarding its function and use is given Clark College students by formal and informal means. Formal methods are initiated in one of three ways:
INSTRUCTION IN USE OF LIBRARY continued

1. By the registration and attendance on the part of individual students in a library skills class as listed in the college catalog.

2. By class instruction as requested by instructors or department heads (as many as 40 a year).

3. By orientation tours assigned new students, faculty and staff during the beginning weeks of academic quarters.

Informal methods are initiated by student inquiries to the library staff concerning the use of the card catalog, specific reference materials and the use of various periodical indexes. Queries are answered through informal means of instruction regarding the use of media equipment—the microfilm reader, coin-operated photo-copier, and the Visual-Tek for students with visual impairment.

The methods and extent of instruction to Clark College students in the use of the library range from a brief demonstration in an informal session to a lecture-demonstration supplemented by audio visual materials in a formal session. Formal instructional sessions also include the use of 16mm films, worksheets, class discussions, bibliographies of supplementary and/or required readings, and field trips to appropriate libraries. Students may be given an "inventory test" and may be required to:

1. Provide reports of supplementary readings and/or observations.

2. Maintain a notebook for future needs.

3. Evaluate the course and librarian instructor upon completion of a final at the end of sessions of more than two hours.

Clark College librarians are also instructors for library technology courses as required on demand for the continuing education of staff from various school districts in Community College District #14.

ANALYSIS AND APPRAISAL

COMPARISON OF LIBRARY HOLDINGS

Although no one current bibliography for community colleges now exists, specific collection areas are evaluated by checking against the best standardized tools available for that area. The second edition of Books for College Libraries, cl975, is one of the tools checked against our holdings. Findings are
sent to the faculty and their cooperation elicited in evaluating present holdings and ordering additional materials. Other tools used in a percentage check against the collections are:


2. Books for occupational educational programs; a list for community colleges, technical institutes and vocational schools, c1971.


Results are reported in Figures IV-1-4.
Analysis and Appraisal (Cont.)

Figure IV-1.

REFERENCE BOOKS FOR SMALL AND MEDIUM-SIZED LIBRARIES, c1973.

(Numbers in parentheses indicate number of citations checked. Unbracketed number represents the number of those citations we have in our collection.)

<table>
<thead>
<tr>
<th>Areas checked</th>
<th>33 (46)</th>
<th>8 (11)</th>
<th>13 (43)</th>
<th>5 (10)</th>
<th>9 (41)</th>
<th>45 (74)</th>
<th>18 (38)</th>
<th>45 (100)</th>
</tr>
</thead>
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<tr>
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<tr>
<td>Encyclopedias</td>
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<td></td>
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<td>Philosophy and religion</td>
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<td>Business and economics</td>
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<tr>
<td>Science and technology</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes Dental Hygiene and Nursing under term</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Theatre</td>
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<td></td>
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<td></td>
</tr>
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IV-4
Analysis and Appraisal (Cont.)

Figure IV-2.

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<th>*Have/checked</th>
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<td>134</td>
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<tr>
<td>French Literature</td>
<td>64</td>
<td>1/7</td>
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<tr>
<td><strong>FINE ARTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art - Architecture</td>
<td>99</td>
<td>4/14</td>
</tr>
<tr>
<td>Music</td>
<td>103</td>
<td>9/20</td>
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<td><strong>SOCIAL SCIENCES</strong></td>
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<td></td>
<td>684</td>
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<td></td>
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<tr>
<td>Mathematics</td>
<td>595</td>
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</table>

* Items indicated in the "Listed" column represent the total number of those citations given in the references. The "Have/checked" column indicates the number of titles the library has against those items actually checked as a sample.
VOCATIONAL-TECHNICAL LEARNING MATERIALS, BOOKS AND MANUALS FOR COMMUNITY COLLEGES AND SCHOOLS, c1974.

<table>
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<tr>
<td>Business/Office Occupations</td>
<td>422</td>
<td>5/52</td>
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<tr>
<td>Data Processing</td>
<td>225</td>
<td>4/50</td>
</tr>
<tr>
<td>Drafting</td>
<td>42</td>
<td>0/4</td>
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<tr>
<td>Graphic Arts</td>
<td>111</td>
<td>4/14</td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>20</td>
<td>1/2</td>
</tr>
<tr>
<td>Metallurgy/Machine Shop</td>
<td>157</td>
<td>9/19</td>
</tr>
<tr>
<td>Agriculture</td>
<td>240</td>
<td>6/63</td>
</tr>
<tr>
<td>Horticulture</td>
<td>29</td>
<td>3/6</td>
</tr>
<tr>
<td>Business</td>
<td>113</td>
<td>2/16</td>
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<tr>
<td>Police Science</td>
<td>184</td>
<td>10/21</td>
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</tbody>
</table>

(Did not check electronics/electricity as it is a very weak area in the library)

BOOKS FOR OCCUPATIONAL EDUCATION PROGRAMS: A LIST FOR COMMUNITY COLLEGES, TECHNICAL INSTITUTES AND VOCATIONAL SCHOOLS, c1971.

| Commercial Foods                | 543     | 3/53          |

* Items indicated in the "Listed" column represent the total numbers of those citations given in the references. The "Have/checked" column indicates the number of titles we have against those items actually checked, as a sampler.
Periodical materials checked for the self-accreditation study were done with the use of *Magazines for Libraries*, c1978 by Bill Katz.

<table>
<thead>
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<tr>
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<tr>
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<td>-Management, Administration, and Personnel, (no basic list)</td>
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<tr>
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<td>Electronics</td>
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<td>Engineering &amp; technology-general(no basic list)</td>
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<td>Food and nutrition</td>
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<td>(7)</td>
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<td>Law</td>
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<td>Literature</td>
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<td>(10)</td>
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<tr>
<td>Mathematics</td>
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<td>(4)</td>
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<tr>
<td>Medicine and Health Science</td>
<td>8</td>
<td>(15)</td>
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<td>-Dental Hygiene</td>
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<td>(2)</td>
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<tr>
<td>-Nursing</td>
<td>6</td>
<td>(13)</td>
</tr>
<tr>
<td>Music-general (no basic list)</td>
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<td>(36)</td>
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<td>(17)</td>
</tr>
<tr>
<td>Political Science</td>
<td>3</td>
<td>(8)</td>
</tr>
<tr>
<td>Psychology, psychiatry and Mental Health</td>
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<td>(6)</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>(7)</td>
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<tr>
<td>Sociology</td>
<td>4</td>
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<td>Sports</td>
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<td>(1)</td>
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<tr>
<td>-Physical Education &amp; school sports</td>
<td>1</td>
<td>(2)</td>
</tr>
<tr>
<td>Theatre</td>
<td>1</td>
<td>(5)</td>
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</tbody>
</table>

In all of the subject entries listed, the Basic List of recommended publications at the academic audience level (defined as including the community colleges) were checked. When there was no Basic List given, a check was made against each title in the general section. Those areas are noted. Numbers in the parentheses indicate the number of titles given in the Basic List or in the general section.
ANALYSIS AND APPRAISAL continued

LIBRARY STAFF

Faculty

Dolores Fay Laners, Librarian, B.A., Linfield College; M.L.A., University of Washington, additional courses toward M.A.L.A. at Reed College. On staff at Clark College since 1963.

Joan Stout, Librarian, B.A., Western Illinois University; M.L.S. University of Washington; M.A.T., Portland State University. On staff at Clark College since 1967.

Support Staff

Beverly Elser, Office Assistant II, 4 years at Prairie College; office occupations skills courses at Clackamas Community College; 7 years general office experience; *6 months with Clark's library.

Carol Golliher, Library Technician II, B.A., Alma College, 3 years library technology experience; 1 year collections supervisor; *3 months with Clark's library.

Diana Graham, Library Supervisor I, A.A.S., Clark College, B.A., Central Washington University; 1 year general office experience; 2 years library technology training; *18 months with Clark's library.

Vernette Halgren, Library Technician III, Metropolitan Business College, and Everett Business College; 5½ years ordering and receiving experience; 10 years bookkeeping experience; 15½ years with Clark's library.

Donna Jones, Library Technician II, office occupations courses at Clark College; 5 years general office experience; 5½ years with Clark's library.

Pam Smith, Library Specialist I, B.A., University of California at Los Angeles; M.L.S., University of Southern California; 7 years library experience; *3 months with Clark's library.

In addition to the permanent staff, a student assistant library staff of 12 to 16 students supports the library operations with an average of ten hours per week each. Student staff members are interviewed and hired on a basis of availability, desire to work with people, and technical skills.

Evaluation of library support staff occurs annually. The librarians performance is evaluated by two formal procedures:

*Length of time worked as of October, 1979.
LIBRARY STAFF continued

1. As tenured faculty undergoing review.

2. As supervisors within their departments.

The Learning Resources Center director has the results of the above on file. Staff development has wide-spread support, and all staff are encouraged to upgrade their skills. The librarians have worked on a variety of committees: state and local committees, governor's advisory committees, and state library advisory committees. They have held state library offices, served and held offices on faculty committees, held memberships and have held offices in professional library organizations and educational organizations. They have participated in the promotion, planning and initiation of intra-library cooperation in the community and across state lines.

FACULTY PARTICIPATION

To encourage collection development by the faculty:

1. The library materials budget includes recommended allocations to departments.

2. Reviews of materials in their fields are routed to instructors on a continuing basis.

3. Librarians consult with faculty frequently on collection balance.

As further inducement to faculty to use the library and to participate in materials selection, new acquisitions lists are printed and distributed regularly.

Participation of faculty is also encouraged as follows:

1. By their consulting formally and informally with the librarians.

2. By their sending approved requests to the library's acquisitions division.

3. By their reviewing new materials displayed at workshops, continuation courses, and conferences.

Faculty are involved with the improvement of library services by means of inter-departmental meetings, informal contacts with librarians, and by serving on library advisory committees when requested. Open communication facilitates sharing of ideas and their immediate implementation which has an impact on continuing improved services.
Faculty in some divisions routinely tell their students to use the Portland State University Library. This may be a satisfactory answer to a short-term need, but for the longer range, those faculty could help strengthen the library collections by working with their division chairperson to request additional library support and by working with the librarians to utilize most effectively present library resources.

**LIBRARY FACILITIES**

Located in the east wing of the Student Center Building, the library is accessible to student and faculty use from every other building. Clearly marked signs define the location of the library.

Present library facilities have been improved by adhering to specifications for handicapped compliance, by improving ceiling lights, and by installing wall-to-wall carpet to lower noise level in the main reading area. The addition of individual carrels, lounge furnishings, small tables, a new circulation desk, a divider of assorted plants and free-standing book stacks has improved the efficiency and beauty of the library.

A variety of seating arrangements is available to accommodate comfortable seating for 132 to 140 patrons in the main reading area. An additional seating for 20 to 35 people is available in the media-viewing area located in the north wing of the Learning Resources Center. The mentioned figures include seating for 18 persons in the music and listening study area on the north balcony.

The temporary housing of Student Services programs in the north wing of the LRC results in the loss of more than 4,000 square feet. Previously it was used for reference and study space. Loss of space has reduced the seating capacity in the library to about half of the amount reported in the 1969 accreditation report. Further, student enrollment has more than doubled since the 1969 accreditation report.

As a result, the present amount of floor space does not provide enough seating for peak study periods on convocation hours, nor for small group study of 4 to 6 persons, or for class instruction. The present reference area provides seating for only 7 to 10 persons and no growth for an overcrowded reference collection.

The multi-media viewing area is located in the north wing of the LRC. Students from instructional programs view films, filmstrips, video tapes and other media in direct support of
BUDGET

The 1978 Draft of AACJC-AECT-ALA guidelines for two-year College Learning Resources programs states that "...five percent of the collection size should be the minimum annual acquisition for each program..." (excluding) "...replacements..." (and start-up) "...materials for new programs." Clark's collection size last year, 35,476 plus a theoretical five percent or 1,173 would total 37,249 this year. Actually, we added 1,541 titles which included all replacements and start-up items, a sizeable number.

The same Draft states that "a fully-developed Learning Resources program will usually require from seven to 12 percent of the Educational and General Budget..." The January 1979 encumbrance report for Clark College gave the total institutional budget at $7,105,734. The Learning Resources Center total was $360,692 or five percent, compared with a theoretical $497,401 for seven percent or $852,688 for 12 percent. Another source of budget inadequacy rests in the state's allocation formula which is based on F.T.E.'s. Headcount, a much more significant factor in community colleges than in four-year institutions, does not influence the allocation formula. Nor, does the formula recognize program start-up costs or replacement costs, a serious shortcoming for older libraries such as Clark's, where currency is a standard just beyond reach. (See Figure IV-7).

ATMOSPHERE

Staff assignments and location of staff work stations are arranged to facilitate patron accessibility to library staff by proximity to or visibility of the library main reading/study/research area. Noise functions are separated from quiet functions, and placed away from the main reading/study research area. Circulation functions are located near the entrance and exit area of the library to shorten the traffic flow for return of library materials and to lessen distraction caused by patron/staff queries for information or reference assistance. Typewriters and media equipment are located in the separate media/viewing area or in offices which bound the outside perimeter of the main reading/study/research area. A row of planters borders the traffic flow to the upstairs developmental instruction areas and to the downstairs media/graphics/television area. This creates a pleasant visual barrier and an aesthetic noise buffer to the library.

LIBRARY USE

Faculty refer students to the library for class assignments and frequently place items on reserve for specific required readings. The circulation records demonstrate the high use of the library for class assignments, research and personal growth. (See Figure IV-6). Circulation, of course, fluctuates as the
**CLARK COLLEGE LIBRARY BUDGET STATISTICS**

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<td>2.87%</td>
<td>2.88%</td>
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<td>% of total Institutional Budget for Library Materials</td>
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<td>800 Literature</td>
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<td><strong>12,103</strong></td>
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<td>PAMPHLETS (Reserves)</td>
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<td>(Incomplete)</td>
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<td>COLLEGE BULLETINS</td>
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<td><strong>GRAND TOTAL</strong></td>
<td><strong>17,379</strong></td>
<td><strong>24,172</strong></td>
<td><strong>44,281</strong></td>
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</table>
LIBRARY USE

enrollment figures vary, but statistics show a major drop in use during the periods of remodeling in 1976 and 1977, as illustrated in Figure IV-9.

MAJOR STRENGTHS AND WEAKNESSES

A strength of the library today lies in its administration as a central unit of the Learning Resources Center. Since the reorganization was effected, the LRC has attracted more support, the library facilities have been remodeled and a more progressive leadership has created a healthier, livelier climate. Further strength lies in the commitment and experience of present staff.

Weaknesses may be the other side of the coin. With expansion of services and limited funds, the library materials budget has not been sufficient to meet the increasing demands of new faculty or new programs, nor to reflect the inflated economy. Two professional librarians, compared with the three of 10 years ago, and four of 15 years ago, are hard-pressed to adequately serve a student body almost three times as large as 10 years earlier. Finally, space allocation to the library has decreased, with a resultant loss of seating capacity as well as shelving space.

Although the facilities have been remodeled for an atmosphere that is conducive to proper study and research needs, the placement of doorways, stairways, and the elevator provides open access to Media Services and the Learning Center from the library causing security problems.

In addition, students viewing media in the north wing of the LRC are distracted by the dense traffic flow and noise. Far too many programs are placed in the available space. With more students assigned to view media each year, it will be necessary to make this space more conducive to student learning.
Analysis and Appraisal (Cont.)

Figure IV-9.

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<tr>
<th>YEAR</th>
<th>TOTAL CIRCULATIONS</th>
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<tr>
<td>1969</td>
<td>22,094</td>
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<tr>
<td>1970</td>
<td>22,503</td>
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<td>1971</td>
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<td>1972</td>
<td>26,916</td>
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<td>1973</td>
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<td>1974</td>
<td>29,115</td>
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<td>1975</td>
<td>48,674</td>
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<td>*1976</td>
<td>17,379</td>
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<tr>
<td>*1977</td>
<td>24,172</td>
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<tr>
<td>1978</td>
<td>44,281</td>
</tr>
</tbody>
</table>

*Remodeling of facilities, incomplete statistics.
Section V

Educational Program
EDUCATIONAL PROGRAM

INSTITUTIONAL DESCRIPTION

CATALOG AND CLASS SCHEDULE

Copies of the current catalog and class schedule will be available in the Board Room.

ACADEMIC YEAR

The 1979-80 academic year calendar is included as Figure V-1.

REQUIRED COURSES

Clark College awards three degrees: the Associate in Arts and Sciences degree for completion of a program of study designed for transfer to a senior institution; the Associate in Applied Science degree for completion of a course of study in a technical program; and the Associate in Arts in General Studies for the completion of a program of study in general education. Certificates of proficiency are granted upon the recommendation of the faculty for completion of a program of specialized occupational training.

The student may earn a degree in two different curricular programs by completing all requirements for the first degree and completing, in residence, all specific program requirements for the additional degree.

Requirements for degrees and certificates are listed in the college catalog. There are no courses or groups of courses which are required to attain all certificates. Communications and health are required courses to obtain all degrees.

PROCEDURES FOR NEW DEGREES AND CERTIFICATES

Vocational Programs

Vocational programs that contain the appropriate number of skill and general education courses qualify students for certificates of proficiency or an Associate in Applied Science degree in the occupational major. New programs are recommended to the Instruction Office by faculty, administrators, advisory committee members, or other citizens. Planning then proceeds as follows:

1. Survey and assess local and state employment needs to support graduates of the new program;

2. Obtain institutional and state approval and support to proceed;

3. Establish an advisory committee;

4. Determine budget factors, cost feasibility, and availability of instructional personnel, supplies, equipment, and facilities;
Vocational Programs (CONT.)

5. Obtain or develop an occupational task analysis, develop curriculum material, obtain equipment and supplies, and arrange for facilities and personnel;

6. Advertise and provide program each quarter, and by evaluating the first year, arrange for program revisions.

Academic Programs

There are no written procedures for preparing for new degrees at Clark College. As a community college, authorized only to award associate's degrees, this lack of procedures has not been a problem. In 1971, as a result of requests from students who had returned to school to pursue specific educational goals which were not being met by the Associate in Arts and the Associate in Applied Arts degree programs, a general studies degree was proposed which would allow students to plan an individualized program of study. The proposal was then submitted to the Instructional Advisory Council where it was revised and refined. The proposal was then submitted to the Administrative Advisory Council with a recommendation that it be presented to the Board of Trustees for approval. The proposal called for changing the name of the Associate in Arts to the Associate in Arts and Sciences and adding the Associate in Arts in General Studies degree. The proposal was adopted and the 1972 catalog listed the three degrees.

The college does not offer majors but instead focuses its concern on the scope of lower-division courses required by the state's four-year colleges and universities. Each year the divisions are asked to recommend to the Instructional Advisory Council changes which are needed in the distribution (general education) requirements for an associate degree.

CONTROL OF CURRICULUM

The Board of Trustees and the administration, although responsible for approving all educational programs, do not play an active role in the actual design of curricula. The faculty of the various departments of the college are responsible for designing new courses and modifying or deleting existing ones to assure that the content of their offerings remains current.

Curricular changes are made as follows:

1. Individual faculty members, administrators or members of lay advisory committees may suggest a change. The faculty of the relevant department will, if the suggestion seems feasible and desirable, develop a course syllabus (or curriculum outline in the case of a new program) and submit it to the division chairperson.
CONTROL OF CURRICULUM (CONT.)

2. The proposed change is presented to the divisional faculty for review. The division accepts the proposed change, modifies it, or rejects it.

3. After the division approves the change, it is submitted to the Instructional Advisory Council for approval and insertion in the college catalog. A division may, however, offer a new course on an experimental basis after consulting with chairpersons of any division whose programs may be directly affected by the change. The dean of faculty may be asked to adjudicate when two divisions cannot reach agreement on proposed changes.

EVALUATION OF CURRICULUM

Vocational Programs

Continuous evaluation of vocational classes and programs is conducted by program instructors, division chairpersons, and the director of occupational education, with the assistance of program advisory committees. Student attendance at advisory committees is encouraged. Follow-up studies of vocational students result in comment and reaction effecting curricular modification. A comprehensive evaluation of each program was started this year. The evaluation instrument is available upon request in the Office of Instruction.

Academic Programs

Division chairpersons, the faculty development officer, faculty peers and instructional administrators work directly with the faculty to promote curricular improvement as a result of evaluations conducted by review committees for probationary as well as tenured faculty.

Students may suggest curricular changes through their representatives on review committees and on the Instructional Advisory Council as well as through contacts with their instructors and college administrators.

The primary responsibility for implementing continuous evaluation of the curriculum has rested with the faculty. Each instructor is expected to study the results of the courses that instructor teaches and to make changes to assure that course content is appropriate to the level at which the course is offered (i.e., transfer, terminal, developmental), and also to ensure that the course is organized and presented effectively and efficiently, and reflects current developments in the discipline.

The standard evaluation instrument now being used for vocational curriculum will be refined and applied to the academic curriculum.
PROVISIONS FOR SPECIAL STUDENT GROUPS

Special student groups are generally served through Learning Resources programs. Students who require remedial work in reading, writing, math, and other learning skills enroll in Developmental Education classes. Tutorial assistance is available free of charge to students who need or desire additional help in a variety of subjects taught on campus. Students with learning disabilities are taught in the Learning Resources Satellite located in Diesel 102, by a learning disability teacher.

The college offers many opportunities for gifted students but no formal programs. Gifted students may do special projects for credit in which they pursue subject matter interests in depth. They may also tutor college or public school students on the recommendation of an instructor. A faculty committee is now designing an honors degree.

The college also provides special programs and services for women, handicapped students, minorities, veterans, foreign students, senior citizens, and students referred by agencies such as CETA and DVR.

INSTITUTIONAL ANALYSIS AND APPRAISAL

ANALYSIS OF CURRICULAR OFFERINGS

Clark College has attempted to carry out the legislative mandate to provide a balance between transfer, vocational and community service offerings. Since the state no longer provides funding for community service offerings, the college has cooperated in the development of community schools throughout the district to offer courses for personal interest and enrichment. This effort has been successful and the community schools have been strengthened by their association with the college.

The college has attempted for the past ten years to establish and maintain a balance of vocational and transfer (academic) offerings with approximately 50 percent of the college enrollment in each category. The college has been only partially successful in this attempt. Facility and equipment requirements have naturally limited enrollments in shop-type programs where enrollment pressures have been greatest (automotive, cabinetmaking, diesel, welding, machine shop). New vocational programs have been limited largely to those which require only classroom facilities. Supervisory management, real estate, medical records, a nurse's aide program, a continuing education program for nurses, floristry, and a land surveying program have been added to the curriculum during the past five years. In addition, an agriculture/horticulture program was reinstated after having not been offered for several years. A two-year alcoholism counselor program was instituted in 1979. Follow-up studies of students leaving Clark's vocational programs are available for review in the Office of Instruction.
ANALYSIS OF CURRICULAR OFFERINGS (CONT.)

Academic transfer enrollments at Clark have grown despite the fact that new offerings have been limited. Major growth has been concentrated in business related courses and in art. The humanities, other than art, and the social sciences have been characterized by fluctuating enrollments. Because many of the science offerings are support courses for vocational programs, their enrollment has remained stable and strong. In the humanities, some traditional literature courses have been offered only once each year rather than quarterly. Science fiction and detective fiction have been added. A basic foreign language program of Spanish, French, and German is supplemented on demand by courses in Mandarin Chinese, Italian, and Russian.

The social science enrollment seems to have stabilized and the curriculum includes offerings in anthropology, economics, history, political science, psychology and sociology. A new course in social psychology is offered annually. A limited program of interdisciplinary courses in women's studies has been added.

In summer, 1979, a new effort, called Clark II, was initiated to generate 400 annualized FTE's at a cost not to exceed $200,000. The Clark II Task Force, composed of administrators and faculty, evaluates and takes action on proposals for funding program offerings throughout the district. While this is being achieved, existing offerings and enrollments are to be maintained.

The Clark II mission is twofold:

1. To organize and promote present program offerings through:
   a. More efficient scheduling,
   b. Increased offerings in selected programs,
   c. New methods of presentation,
   d. Revisions, and
   e. Redesigning.

2. To develop innovative and experimental responses to identified learner needs by:
   a. Removing barriers to traditional approaches; i.e., time, place, methods, etc.;
   b. Expanding opportunities to specific target populations; i.e., business, community, specific groups, inclusive communities, etc.;
   c. Introducing organizational renewal and development approaches to meeting identified needs of specific communities via seminars, workshops, and conferences, and
   d. Encouraging Clark College faculty and staff to submit ideas, proposals, and plans which will contribute to the Clark II mission.
ANALYSIS OF CURRICULAR OFFERINGS (CONT.)

Proposals for funding courses may come from any source, however, most proposals have been generated by faculty. The task force informs the appropriate division chairperson of proposals which fall within the division's curriculum. All offerings approved by the Clark II Task Force require completion of the regular curriculum development process prior to any permanent status.

The college has received reports that students who satisfy the Associate in Arts and Sciences requirements have not experienced any problems in transferring to four-year schools; consequently, the college feels it has been successful in providing lower-division course work for students in its district.

GENERAL EDUCATION REQUIREMENT

Clark College has adopted the guidelines of the InterCollege Relations Commission which specify minimum credit hour requirements for the Associate degree which is designed for transfer students. Consequently, Clark has negotiated agreements with each of the public and most of the independent four-year institutions in Washington to allow the student who earns an Associate in Arts and Sciences degree to gain acceptance at those institutions with junior standing.

The specific general education requirements at Clark College are developed and revised regularly through an orderly process of consensus. Assumptions are challenged within the various reviewing groups as a means of assuring that the requirements are valid. While we have no objective evidence of the effectiveness of the requirement, we believe that the inclusion of general education requirements in the degree requirements is in the best interest of both the academic transfer and the terminal vocational student. Our objective is to promote a well-rounded educational experience for our students.

Further analysis of the general education requirement is contained in the "Departmental Analysis" section of this chapter.

PROLIFERATION AND DUPLICATION

The procedures described earlier for introducing new courses, programs are generally effective in preventing proliferation or unnecessary duplication of courses. The divisions are zealous in protecting their areas of the curriculum and resist the introduction of courses by other divisions which might duplicate their own offerings.

There is a certain amount of duplication on the surface. However, different objectives make two courses dealing with the same subject matter quite dissimilar in actual content and outcomes. For example, a course in interpersonal communications is offered by the Speech Department, by the Psychology Department, and by the Human Development Department. One focuses attention on the principles of communication, a second on the dynamics of interpersonal relations,
and the third on self-analysis and understanding of one's relations with others. Clearly the subject matter in each course is the same, but the different ways of approaching its analysis legitimate having three different courses.

Proliferation has not been a serious problem at Clark. In academic areas, the range of courses which might be proposed is restricted by their acceptability for transfer to four-year institutions. In most departments offerings have been limited to the traditional introductory-level courses found in university curricula. Availability of resources also restricts proliferation.

In vocational programs, courses are offered on the advice of the advisory committees or on the request of business/industry or labor groups in the area. These courses are usually aimed at satisfying a special need and are offered as "supplementary," i.e., courses for individuals already employed who need to either upgrade or refresh their skills. Such courses are usually taught on demand and when the need for them no longer exists, they are dropped for lack of enrollment.

Clark has no system for automatically reviewing each course to determine that it is still vital to the curriculum; however, when enrollment drops below the usual minimum of 15, the Office of Instruction requests a divisional review of the course.

ANALYSIS OF MAJOR INSTRUCTIONAL AREAS

Graduation from Clark College with any of the three associate degree programs requires 93 credit hours. Students in all degree programs are required to complete nine credits in communication skills, two credits in health, and three credits in physical education activities. The Associate in Arts and Sciences degree requires 51 credits, Applied Science degree 20 credits, and the General Studies degree 30 credits in general education courses distributed among the humanities, social sciences, and math-sciences and in the latter two degrees, business and applied sciences other than in the major are included.

Provision is made for electives in most degree programs, (exceptions are some science transfer programs, dental hygiene, and some applied arts programs). The commitment to the philosophy of lifelong learning leads to placing heavy emphasis in vocational programs on the acquisition of knowledge and skills which are directly related to making graduates employable while attempting to develop a respect for education and the desire to pursue learning throughout life.

Certificate programs in vocational areas vary in length depending on the amount of technical subject matter involved. These programs are composed of a technical specialty and supporting courses and do not have any general education requirement.
Prerequisites are approved along with the course at the time it is added to the catalog. Prerequisites are authorized when prior mastery of particular skills or knowledge is thought necessary to assure successful completion of the requirements of a course. Provision is generally made for students who can demonstrate their mastery of the prior learning to avoid taking the prerequisite courses; otherwise, the prerequisites are uniformly required.

EFFECTIVENESS OF EDUCATIONAL PROGRAM

Vocational

Yearly follow-up studies, available for review in the Office of Instruction, are conducted to ascertain employment, continuing education, and students' opinions of training effectiveness. As noted above, a comprehensive evaluation was started this year, involving program advisory committees.

Academic

No formal follow-up has been done to assess the effectiveness of the educational program college-wide. Evaluations, if any, done by individual departments are noted in the "Departmental Analysis" section of this chapter. The evaluation begun for vocational programs will be modified and extended to transfer courses.

EFFECTIVENESS OF VOCATIONAL EDUCATION REQUIREMENT

For existing vocational programs, the follow-up studies indicate (1976-77 students):

1. Eighty-one percent of respondents leaving with a marketable skill, and who were available for employment, were employed in the field in which they were trained;

2. Nine percent of respondents were continuing education at a higher level;

3. Ninety-three percent would recommend Clark College to friends or relatives;

4. One-half or more respondents rated instructors and instructional programs as excellent.

Positive and negative student comments are conveyed to program instructors and to advisory committees.

Advisory committee minutes reflect continuing review and consideration of program effectiveness. Student follow-up studies contain personal opinions concerning programs and documentation of employment. Ex-students participate in advisory committee functions. As noted above, a comprehensive evaluation was started this year.
COMPREHENSIVENESS OF PROGRAM

The academic/vocational mix during 1978-79 was 57/43 percent; the system average for the same year was 51/49 percent. The college's academic/vocational mix is considered to be generally in line with that of the Washington system and with the objectives of the college. However, the college's assessment of district needs indicates that the academic/vocational mix could approach 50/50 percent during the coming decade, assuming availability of funds and facilities with which to expand occupational programs.

Fourteen hundred students indicated personal interest as their academic intent during 1978-79.

Approximately 700 students indicated occupational supplementary as their academic intent during 1978-79. Five hundred indicated home and family life supplementary as their intent. These programs are evaluated by citizen advisory committees. Evaluations are documented in advisory committee minutes and curricular modifications are made as indicated.

Apprenticeship programs are offered in the following trades: Northwest linemen, machinist, carpentry, auto mechanic, auto body.

Community Service classes are offered according to community interest. Enrollment in Community Service courses for which the college paid an instructor's salary during 1973-79 was 2,437. Many courses are taught by volunteer instructors and enrollments for these courses are not reported to the state. Community Service courses are required to be self-supporting (including overhead) by state law. This requirement limits the scope of the Community Service program. However, the college is committed to providing a basic program of those offerings with greatest community demand.

Clark has traditionally offered a relatively large continuing education program. From 1972 through 1979, the proportion of college FTE attending evening classes on campus remained at 25-26 percent. The Washington system average evening on campus enrollment ranged from 16 to 18 percent during the same period.

Summer quarter, 1978, Clark served 336 annualized FTE, or seven percent of total 1978-79 FTE.

Adult Basic Education enrollments for 1978-79 were 1,715. High School Completion courses are offered in cooperation with Clark County high schools. In 1978-79, 851 students were enrolled in High School Completion courses, an increase of 38 percent over 1972-73. Clark also offers an Adult High School Diploma. One hundred-two students completed this diploma during 1978-79.

The college offers occupational programs for high school students in cooperation with the Educational Services District. Programs offered include machine shop, automotive technology, cabinetmaking, and keypunch operator. During 1978-79, 80 high school students were served in these programs.
In summer quarter, 1979, the college offered enrichment programs for Clark County elementary students. Six hundred seventy-four students were served in these programs. Because of the success of these programs, they are planned to continue in the summer of 1980.

College staff is working with Vancouver School District staff to develop courses in which qualified juniors and seniors can earn Clark credit while meeting high school graduation requirements.

DEPARTMENTAL ANALYSIS

INTRODUCTION

The committee charged with guiding the preparation of the self-study report for Educational Programs decided that the study would have maximum value only if there were broad-based involvement in the activity. To gain the needed involvement, the committee asked each department to follow the Accreditation Handbook in making a Departmental Analysis. We recognize that the resulting report is unusually lengthy and that the visitation committee will not be able to give equal attention to all sections of this chapter. In order to assist the committee in its task we have prepared an index of departmental analyses which should facilitate locating a particular department more readily.

STUDENT MAJORS BY YEAR

Because the college does not offer terminal degrees in academic departments, it does not collect information on academic majors. Numbers of students completing associate degrees by year are listed below:

<table>
<thead>
<tr>
<th>Year</th>
<th>1974-75</th>
<th>1976-77</th>
<th>1977-78</th>
<th>1978-79</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>268</td>
<td>296</td>
<td>350</td>
<td>371</td>
</tr>
</tbody>
</table>

These figures do not reflect those students who continue their education at a higher level without completing an associate degree.

Information on students by vocational intent has been collected. During the past five years, several methodologies for collecting this data have been tried. Subsequent verification of the data has revealed gross inaccuracies in the data collected. Currently, data on students by vocational intent is collected by identifying "key" courses in each vocational program, collecting student rosters for these courses, and having the rosters verified by course instructors. This appears to give a relatively accurate count of students by intent. However, because of the changes in methodology in collecting student intent, a valid comparison of student intent by year is not possible.
STUDENT MAJORS BY YEAR (CONT.)

In each vocational program departmental analysis, student completions by year are given. It should be noted that these figures do not take into account those students who exited prior to completion with a marketable skill or those who attended with supplementary intent.

COURSE APPRAISAL

Each department completed an evaluation of all courses listed in the current college catalog and major courses added after publication of the catalog. These evaluations are available for review in the Office of Instruction. Comments on the course appraisals are included in each departmental analysis.

MEDIA AND SPECIAL TEACHING AIDS

Much of the media and special teaching aids available for the improvement of teaching is managed centrally in the Media Center. Departments were asked to limit their evaluation of media and special teaching aids to those which are managed by the department or division. A list of media and special teaching aids available to all departments through the Media Center is included as Figure V-2. An evaluation of the Media Center resources and services is included in Chapter III.

EVALUATION OF PHYSICAL FACILITIES

The "Clark College Plan for Capital Construction, Renovation and Remodel," included as Figure V-3, describes inadequacies in campus facilities and estimated costs and completion dates for correcting these inadequacies.

Facilities requirements which have not reached the stage of pre-planning, as well as equipment requirements, and miscellaneous and minor renovation or repair needs are included in individual departmental analyses.

EVALUATION OF EFFECTIVENESS OF EMPLOYER PARTICIPATION IN COOPERATIVE WORK EXPERIENCE

Although some departments have offered cooperative work experience for a number of years, a coordinator for all co-op programs was not hired until 1978. Some individual departments, including Office Occupations, have conducted their own evaluations of co-op. Such evaluations have shown employer participation to be good to excellent.

Employer's effectiveness is improved when students have agreed upon learning goals and coordinators provide continuing personal contact. Coordinators are recommended to provide a minimum of three employer visits per quarter. A yearly follow-up study to confirm coordinator visits and to elicit employer evaluations is nearing completion. Preliminary responses indicate a wide range of employer participation. The co-op coordinator will assist departments in improving employer participation as indicated by the follow-up study. The follow-up study will be available for review in the Office of Instruction.
Figure V-I

1979-80 CALENDAR

Summer Session 1979

Classes Begin
Independence Day Holiday
Last Day of Session

June 20 (W)
July 4 (W)
August 15 (W)

Fall Session 1979

Faculty Report
Workshop/Registration
Classes Begin
Veterans' Day Holiday
Faculty Workday
Thanksgiving Day Holidays
Exam Schedule
Last Day of Classes
Winter Recess

September 12 (W)
September 12-21 (W-F)
September 24 (M)
November 12 (M)
November 13 (T)
November 22, 23 (TH,F)
December 11, 12, 13 (T,W,TH)
December 13 (TH)
December 14-January 1 (F-T)

Winter Session 1980

Faculty Workday
Classes Begin
Washington's Birthday Holiday
Faculty Workday
Exam Schedule
Last Day of Classes
Spring Recess

January 2 (W)
January 3 (TH)
February 18 (M)
February 19 (T)
March 19, 20, 21 (W,TH,F)
March 21 (F)
March 24-28 (M-F)

Spring Session 1980

Classes Begin
Memorial Day Holiday
Exam Schedule
Last Day of Classes/Commencement

March 31 (M)
May 26 (M)
June 11, 12, 13 (W,TH,F)
June 13 (F)

SUMMARY

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Days</td>
<td>52</td>
<td>52</td>
<td>51</td>
</tr>
<tr>
<td>Exam Days</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Faculty Workdays/Registration</td>
<td>9</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Contracted Days</td>
<td>64</td>
<td>57</td>
<td>54</td>
</tr>
</tbody>
</table>

= 175 Total

Revised and approved 2/8/79 - IAC
Revised 3/13/79 - AAC
Revised 3/20/79
Figure V-2

MEDIA AND SPECIAL AIDS AVAILABLE FOR THE IMPROVEMENT OF TEACHING

I. Instructional design

II. Graphic design
   A. original materials
   B. printed materials

III. Film
   A. 16mm rental
   B. purchase
   C. super8 production
   D. black and white photos
   E. color slides
      1. original
      2. duplication
   F. slide/tape presentations
   G. do it yourself

IV. Video
   A. 3/4" color
   B. 1/2" color
   C. 1/2" black and white
   D. off-air taping
   E. studio production
   F. location production

V. Audio
   A. original recording
   B. duplication
VI. Media dispatch equipment
   overhead projector
   super-8 projector
   audio cassette recorder
   audio cassette player
   audio cassette synchronizer
   opaque projector
   Dukane cassette filmstrip projector
   Dukane filmstrip projector
   screens (standing)
   record player
   1/2" video tape player
   3/4" video tape player
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Estimated Cost</th>
<th>Estimated Completion Date</th>
<th>New Gross Square Feet</th>
<th>New Net Assignable</th>
<th>Remodeled/ Renovation Square Feet</th>
<th>Use of Space</th>
<th>Date of Original Construction</th>
<th>Project Objectives</th>
<th>Architect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical Storage/ Animal Shelter</td>
<td>$551,200</td>
<td>1980</td>
<td>5,939</td>
<td>4,905</td>
<td>Science Labs 1958</td>
<td>(1) Provide flammable liquid and organic chemical storage. (2) Provide for isolation and care of animals.</td>
<td>Matthew Thompson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Foods Addition/Remodel</td>
<td>$1,284,600</td>
<td>1980</td>
<td>6,000</td>
<td>4,682</td>
<td>General Class- 1958 room/Vocational Lab</td>
<td>(1) Correct health standards problems. (2) Provide alarm and sprinkler system. (3) Provide handicapped access to restrooms.</td>
<td>Balzhizer, Longwood, Smith, Paul &amp; Anderson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine Shop Renovation</td>
<td>$372,700</td>
<td>1980</td>
<td>11,860</td>
<td></td>
<td>Vocational Labs 1950</td>
<td>(1) Upgrade heating and ventilation system. (2) Provide classroom space to correct fire code, WISHA, and handicapped access problems. (3) Provide handicapped and female access to restrooms.</td>
<td>Nelson, Walla, &amp; Dolle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handicapped Access</td>
<td>$454,345</td>
<td>1981</td>
<td>As required</td>
<td></td>
<td></td>
<td>(1) Access to classroom/office and services areas for handicapped public.</td>
<td>To Be Selected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roof Reconstruction (Emergency)</td>
<td>$599,900</td>
<td>1980</td>
<td>Various</td>
<td></td>
<td></td>
<td>(1) Provide for adequate ventilation and roof slope. (2) Replace old and deteriorating roofs.</td>
<td>To Be Selected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair P. E. Shower Area (Minor Project)</td>
<td>$29,700</td>
<td>1979</td>
<td>P. E.</td>
<td></td>
<td></td>
<td>(1) To halt deterioration of the facility. (2) Provide for the safety of occupants.</td>
<td>To Be Selected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Title</td>
<td>Estimated Cost</td>
<td>Estimated Completion Date</td>
<td>New Gross Square Feet</td>
<td>New Net Assignable Square Feet</td>
<td>Remodeled/ Renovation of Space</td>
<td>Date of Original Construction</td>
<td>Project Objectives</td>
<td>Architect</td>
<td></td>
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<tr>
<td>Install Outdoor Lighting (Minor Project)</td>
<td>$57,900</td>
<td>1980</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(1) Provide adequate lighting for parking lots and pedestrian paths for personal and physical safety.</td>
<td>To Be Selected</td>
<td></td>
</tr>
<tr>
<td>23 Acre Site Development</td>
<td>$190,000</td>
<td>1980</td>
<td>$109,000 (State)</td>
<td></td>
<td></td>
<td></td>
<td>(1) Minimal outdoor recreational facilities for Clark College students.</td>
<td>T. Platebo Engineer</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>(2) Further development by external funding sources for community recreation facilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remodel Science Building</td>
<td>$158,000</td>
<td>1980</td>
<td>5,900</td>
<td>Science Labs</td>
<td>1958</td>
<td></td>
<td>(1) Correct ventilation problems.</td>
<td>To Be Selected</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>(2) Correct structural problems in floor.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(3) Correct fire code deficiencies.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>(4) Provide handicapped access to toilets.</td>
<td></td>
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</tr>
<tr>
<td>Heat/Utility System Analysis Feasibility Study</td>
<td>$40,000</td>
<td>1979</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(1) Design effective, efficient heating and ventilating system.</td>
<td>To Be Selected</td>
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<td></td>
<td>(2) Investigate economic feasibility of automation system including temperature control, optimization, fire alarm, security, closed circuit T.V., door access control center, clock system and communications.</td>
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</tr>
<tr>
<td>Project Title</td>
<td>Estimated Cost</td>
<td>Estimated Completion Date</td>
<td>New Gross Square Feet</td>
<td>New NetAssignable</td>
<td>Remodeled/Removal of Square Feet</td>
<td>Use of Space</td>
<td>Date of Original Construction</td>
<td>Project Objectives</td>
<td>Architect</td>
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</tr>
</tbody>
</table>
| Heat/Utility Replacement Plan | $120,000       | 1982                      |                       |                  |                                  |              |                             | (1) Correct ventilation problems.  
(2) Correct structural problems in floor.  
(3) Correct fire code deficiencies.  
(4) Provide handicapped access to toilets.                                                                                                           | Selected  |
| Update/Replace Heat/Utility System | $2,352,000     | 1984                      |                       |                  |                                  |              |                             | See Above                                                                                                                                                                                                      | Selected  |

Major
Local New Priority Project
Approved
1978

1 Business Occupations Building Plans Construction $2,491,100 1982 28,000
Vocational Lab 1950 General Classroom Support Space
(1) Provide vocational labs for individualized learning laboratories for accounting training.  
(2) Provide classrooms for occupational programs in distribution management.                                                                                                                     | Selected  |

$1979 Dollars
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Estimated Cost (1979)</th>
<th>Estimated Completion Date</th>
<th>New Gross Square Feet</th>
<th>New Net Assignable Square Feet</th>
<th>Remodeled/ Renovated Square Feet</th>
<th>Use</th>
<th>Date of Original Construction</th>
<th>Project Objectives</th>
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<tbody>
<tr>
<td>Major Local New Priority Project</td>
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<tr>
<td>Approved 1978</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Music, Speech and Drama</td>
<td>quad$3,502,000</td>
<td>1982</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(1) Provide adequate consolidated space for all phases of performing arts program.</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>(2) Provide a facility to help meet the community's cultural and recreational needs.</td>
</tr>
<tr>
<td>3 Student Services</td>
<td>quad$3,052,955</td>
<td>1982</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>To Be Selected</td>
</tr>
<tr>
<td>4 Remodel P. E.</td>
<td>$657,800</td>
<td>1985</td>
<td>14,300</td>
<td>12,075</td>
<td></td>
<td>P. E.</td>
<td>1958</td>
<td>(1) Utilize space previously occupied by music and drama to accommodate existing and new programs.</td>
</tr>
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<td></td>
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<td></td>
<td>(2) Remodel second floor to provide classroom and accommodate new activities.</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>(3) Meet Title IX compliance requirements.</td>
</tr>
</tbody>
</table>

(1) 1979 Dollars
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Estimated Cost</th>
<th>Estimated Completion Date</th>
<th>New Gross Square Feet</th>
<th>New Net Assignable</th>
<th>Remodeled/ Renovated Square Feet</th>
<th>Use of Space</th>
<th>Date of Original Construction</th>
<th>Project Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major New Priority Project</strong></td>
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<tr>
<td>Approved 1978</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>5 Industrial Technology Building</td>
<td>$809,000</td>
<td>1985</td>
<td>12,800</td>
<td></td>
<td>Vocational Lab/ General Classroom</td>
<td></td>
<td></td>
<td>(1) Carpenter training in fire code and WISHA acceptable environment. (2) Provide vocational labs to house demonstration materials and concrete block machines.</td>
</tr>
<tr>
<td><strong>Renovation, Remodel and Minor Projects</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1 Refer to 23 Acre Site Development</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2 Refer to Heat Utility System Replacement</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3 Refer to Remodel Science Building</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Remodel Theater</td>
<td>$567,000</td>
<td>1983</td>
<td>1,600</td>
<td>8,136</td>
<td>15,290</td>
<td>Theater, Music 1958 and Art</td>
<td>(1) Theater closed by fire marshal. Fire code compliance. (2) Handicapped code compliance.</td>
<td></td>
</tr>
<tr>
<td>Project Title</td>
<td>Estimated Cost</td>
<td>Estimated Completion Date</td>
<td>New Gross Square Feet</td>
<td>New Net Assignable</td>
<td>Remodeled/ Renovation Square Feet</td>
<td>Use</td>
<td>Date of Original Construction</td>
<td>Project Objectives</td>
</tr>
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</tr>
<tr>
<td>Renovation, Remodel and Minor Projects</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Remodel Auditorium</td>
<td>$157,500</td>
<td>1983</td>
<td>3,969</td>
<td></td>
<td>Classroom</td>
<td>1966</td>
<td></td>
<td>(1) Provide light and sound trap within lobby.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>(2) Provide projection booth and redesign light and sound controls.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>(3) Provide aisle carpeting and sound isolation.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(4) Remodel stage platform.</td>
</tr>
<tr>
<td>6A Tool Room</td>
<td>$184,000</td>
<td>1984</td>
<td>2,025</td>
<td></td>
<td>Vocational Lab</td>
<td></td>
<td></td>
<td>(1) Provide a training session for tool room management.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>General Classroom</td>
<td></td>
<td></td>
<td>(2) Provide security for tools, supplies, and equipment.</td>
</tr>
<tr>
<td>6B Auto/Diesel Support</td>
<td>$198,000</td>
<td>1984</td>
<td>1,500</td>
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<td></td>
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<td>(1) Provide vocational labs for student training in dynamometer use.</td>
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<td>(2) Provide space for installation of presently owned (donated) dynamometer.</td>
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<td>7 Steam Clean/Dynamometer Facility</td>
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<td>1,500</td>
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<td>(1) Provide training stations for automotive and diesel students in dynamometer use and testing.</td>
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<td>1985</td>
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<td>(1) Provide storage space for uncompleted projects.</td>
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- Costs are estimated at 1979 dollars.
- Completion date estimates are based on the SBCCE 1979-81 Capital Budget Request.
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<td>Social Science and Social Services</td>
<td>Alcoholism Counselor</td>
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<td>Women's Studies</td>
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**BUSINESS AND OFFICE OCCUPATIONS DIVISION**

**A. F. Scarpelli, Chairperson**

**Divisional Staff**

**Georgia Rosa, Secretary**

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<thead>
<tr>
<th>Department</th>
<th>Contracted Faculty</th>
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<tr>
<td>Business Administration</td>
<td>Khalil Hamide</td>
<td>Vi Roth</td>
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<td>Supervisory Management</td>
<td>Nicholas J. Macchione</td>
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V-23
BUSINESS ADMINISTRATION

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. To offer courses in the fields of accounting, general business, marketing, and management which provide opportunity for students to transfer to a four-year institution, for employment in a technical or vocational area, or for personal growth;

2. To meet the student demand for course offerings (as resources permit) by:
   a. Flexible scheduling—having back-up sections which may be opened if existing offerings fill;
   b. Constantly re-examining enrollment trends in an effort to predict enrollment demand;
   c. Offering sufficient evening courses to reach students who work days;
   d. Offering workshops, seminars and mini-courses to meet the needs of working students;
   e. Supporting an outreach program which provides instruction at sites away from the main campus;
   f. Making available open-entry/open-exit individualized courses;

3. To provide student advising including: career guidance, placement, transfer, completion of degree and certificate requirements, and entry-level job preparation;

4. To offer a cooperative work program for students, and classes including Basic Accounting Procedures and Business Math which are offered tutorially allowing maximum scheduling flexibility to students;

5. To offer outreach programs at remote locations (i.e. Vancouver Mall, Bingen, etc.) in an attempt to reach a maximum number of students.

ACHIEVEMENT OF OBJECTIVES

Presently, the department's objectives are being realized. All courses listed in the catalog have been offered within the past two years. In addition, the department is experimenting with an individualized approach to the Basic Accounting Procedures course. To assure quality instruction, student evaluations of instruction are taken frequently.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

This department shares in the awarding of the three degrees offered by Clark College. Each degree allows adequate coverage and flexibility for the department's transfer, vocational, and continuing education students.
BUSINESS ADMINISTRATION

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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<td>8</td>
<td>8</td>
<td>13</td>
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QUALITY OF STUDENTS

There has been a marked change in the quality of students, especially over the past ten years. A larger proportion of females and retirees is entering college for the first time with more experience than ever before. They are motivated and goal-directed. They bring with them enthusiasm and determination. In spite of this new breed of students, there is an awareness of an apparent decline in student reading levels, writing and mathematics skills as evidenced by placement tests at registration and pretests administered in class.

Clark College can be proud of the quality and achievements of former students. Seventeen faculty members and two administrators are graduates of Clark College. Two alumni have recently served on the Board of Trustees at Clark College. A congressman, members of the state legislature, professional people, corporation managers and accountants, independent businessmen, engineers, city officials, and high-achieving transferees to four-year institutions have their education rooted at Clark College. Perhaps the best evidence of these achievements is the overwhelming willingness of former students to recommend Clark's business offerings to relatives and friends.

Students are reaching a higher level of achievement because of the tutorial and modular classes which have removed the time-pressure of course completion. Students can earn better grades by mastering the material at their own pace.

Students are encouraged to do good work and are challenged by the assignment of case problems, outside reading reports, independent projects, and research term papers.

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

To better serve the greatest number of students and to meet the needs of certain certificate programs, BUS 201 is being replaced by: BUS 203, Descriptive Statistics and BUS 204, Inferential Statistics.

V-25
BUSINESS ADMINISTRATION

COMMENTS ON COURSE APPRAISALS (CONT.)

The reasons for this change are:

1. BUS 203/204 satisfies the statistics requirements and facilitates transfer to four-year schools;

2. BUS 203 meets the needs of management and other non-transfer students;

3. BUS 203 also accommodates some secretarial science students; and

4. These offerings spread the heavy student work load over two terms.

UPGRADING COURSE CONTENT

The following methods are used to upgrade course content:

1. Departmental meetings;

2. Student course evaluations;

3. Student instructor evaluations;

4. Faculty performance evaluations;

5. Advisory committee meetings;

6. Coordinators attend workshops and conferences;

7. Professional improvement program;

8. Ongoing appraisal of new textbook offerings by publishers;

9. Faculty teaching the same courses are rotated to allow input for changes from as many sources as possible;

10. Coordinators are in constant contact with instructors and offer assistance in materials selection;

11. The division chairman requires copies of syllabi and approval of changes to the course content;

12. Materials announcing new texts and other instructional aids and related publications are routed to the appropriate instructors by the division chairman;

13. Instructors are vocationally certified and required to complete personal improvement units;

14. Instructors are provided "credit equivalents" for meaningful activities for which academic credits are not available. Upon approval by the Professional Placement and Advancement Committee (PPAC), these credits are applicable to salary schedule progression and vocational certification requirements.
BUSINESS ADMINISTRATION

MEDIA AND SPECIAL TEACHING AIDS

In addition to the equipment available through the media department, this department has these media and special aids available for the improvement of teaching:

- 60 individualized slide-tape modules for the basic accounting procedures course
- 14 audio-viewing units for AVT modules
- 40 headsets for use with AVT modules
- 1 DuKane audio film-strip projector
- 20 film strips used in business law, personal finance, and introduction to business classes
- 2 film strip audio-viewers
- 1 16-mm film projector
- 1 35-mm slide projector

Two wide-angle overhead projectors used in the accounting classes enable students to envision complete problems at one time.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

A large percentage of regularly scheduled classes (excluding out-reach locations) are conducted in rental facilities because the campus location has outgrown its physical requirements. There is also a need to complete the installation of a heat pump to accommodate the first floor of Building AA-3. Should the capital projects plan for a new building become a reality, the requirements for physical facilities could be met.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

1. Provide temporary full-time contracts to part-time instructors. This change could ensure continuity of programs;

2. Decrease the number of class preparations per instructor. In some instances some full-time faculty have had as many as four or five preps;

3. Create an adequate information system so that relevant, accurate, and timely data can be provided to the department to improve the basis for decision;

4. Provide compensation or sufficient release time for program coordinators to function efficiently. A great deal of time is needed to coordinate activities of part-timers;
5. Assure that departments are consulted regarding course and program plans before a decision is made to implement them. To the faculty it appears that more emphasis is placed on quantity rather than quality of offerings. The effectiveness of the faculty depends on mutual agreement on course and program offerings. The faculty agrees unanimously that the focus should be on quality of traditional and current programs. Moreover, the effectiveness of the faculty could be improved by conducting start-up and cost analyses for new offerings and cost/benefit analyses for on-going programs;

6. Create and maintain a perpetual calendar of activities and administrative tasks assigned to the department.

PROGRAM PLANS

The department will continue its practice of upgrading and modifying its offerings to meet the needs of its several publics within the limitations of available human resources, capital resources, and physical facilities as dictated by the changing nature of employment opportunities in the college's service area and the requirements of four-year institutions with whom the college maintains articulation.

The department foresees the use of computer-augmented games in certain courses as well as a special room equipped with a bank of tapes for those students needing supplemental instruction in key concepts.

RESOURCE REQUIREMENTS

Physical Facilities

A new building for the Business Division which would include sufficient, unified office space for faculty and support staff, adequate classroom space, and a conference room.

Personnel

Increase the number of full-time faculty and correspondingly decrease part-timers, particularly in the day program.

Goods and Services

As needed.

Contracted Services

As needed.

Equipment

As needed
Faculty Evaluation:

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b. Faculty Strengths:

Because of the response above, the faculty makes the best use of the age, skills, background and experience, and talents of its members. It is able to compensate for the disproportionate ratio of regular and part-time instructors, although part-timers provide a genuine support function.

c. Faculty Weaknesses:

1. Though certainly not by intent, the department has neither female nor minority staff members.
2. The faculty is often forced to act on budget requests, enrollment predictions, class scheduling, etc. on the basis of inadequate, incomplete, or incorrect data provided to them.
3. The faculty also lacks student information regarding demographics and employment which should be furnished through an appropriate information system.
ECONOMICS
ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

Economics is primarily a "service" department with few majors at the two-year school level. Most of the department's enrollees take economics to meet the requirements of their major (primarily business administration), to meet the graduation distribution requirements in social science, or for personal enrichment. With this in mind, the departmental objectives include:

1. Providing sufficient offerings and sections in economics to maximize opportunity for students, within the limitations of the resources of the institution, to prepare themselves for transfer to a four-year institution; to meet the requirements of their degree or major; to prepare themselves for a career, or to achieve personal growth;

2. Modifying the format of day offerings to facilitate achievement of objective 1 by evening students;

3. Providing meaningful, effective advising for students;

4. Periodically evaluating departmental offerings and recommending changes in the curriculum where justified.

ACHIEVEMENT OF OBJECTIVES

Presently the department's objectives are being realized. The department has offered every course listed in the catalog within the last two years. To assure quality instruction, student evaluations of instruction were taken frequently. Perhaps most significant is that graduates who transfer to four-year institutions report that, in their advanced economics courses, they perceive themselves to be better prepared than most of their classmates.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

All the courses taught by the Economics Department meet the social science distribution requirements for the three degrees offered at Clark College. Possibly because of its reputation as a rigorous subject, relatively few students take economics, other than those whose major requires its completion. It is not realistic to expect this to change drastically other than through student's increased awareness of today's needs for a background in economics, or through word-of-mouth advertising by former students of the worth of these offerings.
ECONOMICS

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

There has been a marked change in the quality of students, especially over the last ten years, in terms of their maturity. A larger proportion of females and retirees are enrolling in the departmental offerings, and these students tend to be more experienced and highly motivated; they bring with them enthusiasm, and they are goal-directed. Unfortunately, however, the decade also has witnessed a decline in reading levels, as well as a lessened skill-level in writing and mathematics.

Clark College can be proud of the quality and achievement of former students. Seventeen faculty members and two administrators are graduates of Clark College. Two alumni have recently served on the Board of Trustees at Clark College. A congressman, members of the State Legislature, professional people, corporation managers, accountants, engineers, city officials, and high-achieving transfers to four-year institutions started their education at Clark College. Perhaps the best evidence is the overwhelming willingness of former students to advocate that others come to Clark.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

1. The department maintains ongoing appraisal of the new textbook offerings of the various publishers to assure that the best text available for the needs of our students is being provided and, as warranted, change is made;

2. Periodic student evaluation of both instructor and course provides helpful feedback that, if called for, precipitates upgrading;

3. The division chairperson requires current copies of course syllabi, which are verified for meeting the needs of students, and approval of the department is required for the individual instructor to make significant changes in course content and approach;

4. Instructors are encouraged to attend appropriate workshops and conferences and the salary schedule encourages instructors to return periodically to take additional course work appropriate to their teaching assignment at Clark, plus perhaps uniquely, Clark has a program for providing instructors "credit equivalents" for meaningful activity for which academic credits are not available. Upon approval by the Professional Placement and Advancement Committee, these credits also are applicable to salary schedule progression.
ECONOMICS

MEDIA AND SPECIAL TEACHING AIDS

In addition to the equipment available through the media department, the Economics Department, as part of the business division, has its own 16 millimeter movie projector, 35 millimeter slide projector, and DuKane film strip viewing/listening units, one or more overhead projectors in each classroom in Building AA-3, and a special bulletin board reserved for economics exhibits in AA-3-103 (the room in which the ECON 201-202 sections are taught). We also have a limited number of film strip sets pertaining to economics for in-class use and are endeavoring to enlarge our inventory. We are taking steps to set up a program of supplemental film strips explaining key economics points and having these available in a separate room for individual use.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

The department has adequate equipment, given limitations of physical facilities. Although the physical facilities available are generally adequate in terms of their physical condition, they are quite inadequate in terms of sufficient classrooms, both day and night; rooms for individual student study of filmstrips and cassettes; a faculty conference room; and faculty offices. Should the college's request for legislative funding of the proposed new Business Building be forthcoming, there is a prospect that within five years or so these physical inadequacies will be ameliorated.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

1. Decrease the number of class preparations per instructor. Each quarter two instructors have four class preparations each, and one instructor, spring quarter, 1979, had five preparations;

2. Create an adequate information system so that relevant, accurate and timely data can be provided to the department to improve the basis of decisions. By state edict, Clark is a member of the statewide Student Information System which provides less access to meaningful internal date than when its own computer was used;

3. Decrease the perceived lack of empathy by the administration for the faculty and the administrative tasks being assigned to the faculty without compensating power and time to exercise the same.
ECONOMICS

PROGRAM PLANS

The department will continue its practice of upgrading and modifying departmental offerings wherever called for to meet the needs of its service constituency, within the limitations of available resources and physical facilities, as dictated by the changing nature of employment opportunities in the college's service area and the requirements of the four-year institutions with which the college maintains articulation.

When physical facilities allow, the department wishes to implement a program of computer-augmented games in certain courses as well as maintain a special room with necessary equipment and a bank of tapes for those students needing supplemental instruction on key concepts.

RESOURCE REQUIREMENTS

Physical Facilities

A new building for the Business Division which would include adequate, unified office space for faculty and support staff, adequate classrooms and a conference room.

Personnel

Increase the number of full-time faculty and correspondingly decrease part-time faculty, particularly in our day programs.

Supplies and Equipment

As needed.
Faculty Evaluation:

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</table>

b. Faculty Strengths:

Students taking economics courses at Clark have a choice of five instructors. Unlike some two-year institutions, however, Clark does not utilize instructors whose sole teaching responsibility is economics and thus get "burned out" repeatedly teaching the same limited offerings. Rather, these five instructors, all full-time, teach the majority of their load in other departments. Thus, instead of being limited to only one or two instructors, Clark students have a beneficially wide choice of instructors with a diversity of backgrounds and preparation.

The enrollees in Econ 101 tend to be social science students, and that instructor is chairman of the Social Science Division as well as an instructor in political science. By contrast, about 80 percent of the students taking either the Econ 201-202 or Econ 203-204-205 sequences are business majors, taking the course as a requirement. These sequences are taught by instructors from the Business Department. The consensus is that this provides considerable benefit to these students, providing them instructors better able to relate to their particular needs.

Clark's economics instructors are not doctrinaire; rather than preaching a particular "school" of economics, they provide students with a helpful introduction to the various generally accepted alternative economic approaches.

c. Faculty Weaknesses:

Though certainly not by intent, the department has neither female nor minority staff members.

Though all five economics instructors have Master's Degrees or better and have taken considerable undergraduate and graduate work in economics, and two of the instructors have undergraduate degrees in economics, none of the economics instructors has an advanced degree in economics. Given the basic level subject matter being taught, and the nature of the enrollees, it is debatable whether this is a weakness. Teaching a diverse and heavy load, the instructors in economics are hard-put to provide the concentration and development of economics that they would wish.
PROGRAM OBJECTIVES

1. To prepare graduates for employment in a technical area of the printing-publishing industry, who also may pursue a four-year degree;

2. To provide continuing education for adults, including upgrading of skills;

3. To prepare students for job-entry level training in apprenticable trades.

ACHIEVEMENT OF OBJECTIVES

In the five years, 1974-75 to 1978-79, 80 percent of students desired and obtained employment in the printing trades or continued their education at a higher level. Students are made aware of the work-a-day world because of the strong emphasis on "hands-on" training.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

At the present time, the general college requirements are more than sufficient to serve the needs of 90 percent of the students in the program.

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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QUALITY OF STUDENTS

Upon completion of the course, one student was accepted as a technical representative for the 3-M Company with minimal additional training; another was hired to do research for a large paper manufacturing company in Longview; another, after two years of employment in the trades, now operates a successful printing business doing over $100,000 business annually and has employed a number of other graduates.
UPGRADING COURSE CONTENT

The following methods are used to upgrade course content:

1. Advisory committee input;
2. Student feedback;
3. Staff development program;
4. Follow-up studies;
5. Workshops/seminars;
6. Tours of modern printing plants.

MEDIA AND SPECIAL TEACHING AIDS

The PICA Foundation visual program is utilized throughout the instructional program, plus related movies and technical hand-outs and publications, and the normal lecture materials.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

In the opinion of the instructors, present facilities in the Graphic Reproduction program are far too small to carry on class functions safely. We could enroll an increased number of students, but with the present space available, the department is limited to the current number of students. Due to crowded conditions around running machinery, there is a possibility of student injury.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

None

PROGRAM PLANS

Constant updating of present equipment which, in turn, will update the instructional program with more modern concepts. Plans are being made to use the model-type form of self-study to supplement instruction.

RESOURCE REQUIREMENTS

Physical Facilities

More floor space to carry on an effective program without possible injury to students.
Contracted Services

More training needed to keep pace with modern equipment developments.

Equipment

Purchase equipment necessary to initiate the modern type of program.
Faculty Evaluation:

<table>
<thead>
<tr>
<th>Major Improvement Needed</th>
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</table>

b. Faculty Strengths:

Instructors have had over 60 years experience in the printing field and have college degrees.

c. Faculty Weaknesses:
OFFICE OCCUPATIONS

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

The Office Occupations Department follows closely the institutional goals of Clark College in the following ways:

1. Providing courses which enable the student to:
   a. Transfer to a four-year college or university;
   b. Complete a two-year degree program in vocational education;
   c. Complete a certificate of proficiency program in a vocational area;
   d. Take classes for personal growth and educational development;

2. Providing continuing education by:
   a. Offering classes that can be applied to high school completion;
   b. Workshops and classes that upgrade occupational skills and provide an opportunity for civic and individual improvement;

3. Facilitating growth and development of students during their college experience by:
   a. Career advisement to all departmental majors as well as aiding part-time students in the selection of appropriate courses;
   b. Job placement by cooperating with campus placement office through student referrals; also direct placements through liaison with the business community;

4. Supporting curricular and extra-curricular activities of social, cultural and recreational interest for students by encouraging students to participate in these functions;

5. Encouraging open-door admission policy by:
   a. Providing classes which are open-entry, open-exit and variable credit;
   b. Maintaining communications with high schools through visitations by members of the faculty designed to inform students, teachers, and counselors about the programs available at Clark;

6. Ensuring that the educational services offered at Clark College are compatible with the needs of the business community by:
   a. Maintaining close ties with three vocational advisory committees;
   b. Operating Cooperative Work Experience and Directed Practice programs;
   c. Providing speakers and workshops.

ACHIEVEMENT OF OBJECTIVES

The Office Occupations Department is meeting the departmental objectives through the following programs:
OFFICE OCCUPATIONS

ACHIEVEMENT OF OBJECTIVES (CONT.)

1. Transfer programs individually designed to meet requirements of four-year institutions of student's choice;

2. Two-year degree programs offered in:
   a. Professional Secretary
   b. Legal Secretary
   c. Medical Secretary
   d. Clerical Specialist
   e. Educational Secretary

3. Certificates of proficiency in:
   a. Medical transcriber
   b. Bookkeeper/Typist
   c. Medical Record Clerk
   d. Receptionist
   e. Clerk-Typist
   f. Stenographer
   g. Financial Clerk

4. Cooperative Work Experience, Directed Practice, seminars, workshops and high school visitations.

GENERAL EDUCATION REQUIREMENTS RELATED TO DEPARTMENT

The Office Occupations Department believes general education requirements are beneficial to students' personal and educational development. Communication skills are considered to be of particular value to Office Occupations students.

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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</table>

QUALITY OF STUDENTS

Due to the growing awareness of the availability of nontraditional careers for women, many of the high-ability students that formerly chose office occupations are electing to enter management, administration, or other fields. Many of our present students are average and below average in their ability level on admission. This may also reflect the trend toward increased governmental funding for the socially and economically disadvantaged.
OFFICE OCCUPATIONS

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

A follow-up study was done for Cooperative Work Experience students for the past five years. Results are available for review in the Business Division.

Both Typing and Shorthand have established criterion-referenced tests. Standards for those tests are listed on the syllabi for these classes. Other classes in the department use combination norm-referenced/and criterion-referenced measures. Results are available upon request.

Other evidence of student achievement includes:
1. Completion of degree or certificate programs;
2. Employment in area of training;
3. Successful completion of Cooperative Work Experience program;

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

OFOC 212--Secretarial Procedures, a sophomore level class, has not been offered in the past two years. During that period, the majority of students enrolled have taken one-year certificate programs. The department is taking an optimistic view that this trend will change and is very hesitant to drop the class.

UPGRADING COURSE CONTENT

The course content of classes in our area is continually reviewed by all full-time faculty members of the Office Occupations Department and by members of the advisory committees.

Within our department, teaching faculty are encouraged to participate in staff development activities and to attend classes, workshops, and professional meetings pertaining to their teaching area.

Instructors are required to hold and renew vocational certificates. They are also encouraged to have current work experience in their vocational teaching area.
OFFICE OCCUPATIONS

MEDIA AND SPECIAL TEACHING AIDS

The Office Occupations department utilizes the following purchased media programs:

1. AVT Typing System (Audio-Visual Tutorial)
   A recently developed teaching-learning method that provides self-paced instruction adapted to a student's individual needs and abilities. Each lesson is presented through a combination of printed materials (student handbook), recorded tapes (audio), sets of slides (visual), and the individual attention of a skilled instructor (tutorial);

2. IPM Shorthand System (Individual Progress Method)
   IPM is a teaching-learning method that provides self-paced instruction in Gregg Shorthand adapted to the student's individual needs and abilities. Each lesson is presented through a combination of printed materials (student handbook) with self-tests, recorded tapes, video tape presentations, and the individual attention of a skilled instructor;

3. Sony and Chevy Chase Medical Transcription Tapes;

4. Office Machines: calculating, transcribing, and duplicating;

5. Video Tape - used for medical and shorthand instruction;

6. Films, and filmstrips utilized by various courses;

7. Overhead projectors and chalkboards in all the classrooms.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

The Office Occupations Department believes a need exists for:

Physical Facilities

1. Additional classrooms;

2. Improvement of air conditioning system (one-half of summer enrollment in typing did not complete the course because the room was too hot);

3. More office space.

Equipment

The Office Occupations Department is entering the stage when purchase of CRT word processing equipment will be necessary. Also, replacement of other older equipment will be necessary as the need arises.
OFFICE OCCUPATIONS

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

The College is reluctant to hire one full-time faculty member when two or more less expensive part-time instructors can be hired. Part-time teachers continue to seek full-time employment causing high turnover and less continuity in the program. Full-time instructors are responsible for program development, advising, ordering textbooks, ordering equipment and supplies, maintaining equipment repair, serving on committees and serving as department chairpersons. As part-time instructors are not obligated to assume any of these duties, this puts an overload on the full-time employees.

College policy does not give release time to department heads. The department head in our area, who teaches a full load, is expected to prepare all quarterly schedules, revise and update college catalog, secure and interview part-time instructors (orienting and assisting with their problems), prepare and monitor budgets, and has the ultimate responsibility for ordering supplies and equipment as well as maintaining inventory control. The Office Occupations Department believes release time for the department head would improve teaching effectiveness and the efficiency of the department overall.

FUTURE PLANS

The entire scope of office education will change with the advent of word processing.

A curriculum for word processing personnel should be designed. Our department will need to purchase word processing equipment--CRT's that interface with data processing and typesetting equipment. The Office Occupations Department is also aware of the need to explore curriculum in the areas of records and supervisory office management.

RESOURCE REQUIREMENTS

Projected changes will require the acquisition of word processing equipment, additional physical facilities and staff, as well as increased usage of goods and services.
### Faculty Evaluation:

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### b. Faculty Strengths:

All full-time faculty members have Masters Degrees in their teaching fields and also have job-related work experience. All members of the department are highly motivated individuals who are interested in the continual improvement of curriculum, responsive to student needs, and alert to the constant changes in the business world. In addition, they are members of their respective professional organizations and attend the meetings. They also take classes and visit business installations to keep up to date in their field. The members are a cohesive group and work together for the common good of the department.

### c. Faculty Weaknesses:

1. Lack of recent work experience for some instructors.
2. Need for more familiarity with the various techniques and teaching methods for one instructor.
REAL ESTATE

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. Offer a comprehensive array of real estate training, including pre-licensing examination classes for salesmen or broker, courses necessary to meet the Washington State requirements for real estate, and a two-year curriculum leading to an Associate in Applied Science Degree in Real Estate. Many courses provide excellent preparation for other real estate fields, i.e., appraising, lending, title and escrow services;

2. Meet the student demand for course offerings within available resources by:
   a. Flexible scheduling - having backup sections which may be opened if existing offerings fill;
   b. Constantly reexamining enrollment trends in an effort to predict enrollment demand;
   c. Offering evening courses to reach students who work days;
   d. Offering workshops, seminars and mini-courses to meet the needs of working students; and
   e. Supporting an outreach program;

3. Advise students including (a) career guidance, (b) placement, (c) transfer, (d) completion of degree and certificate requirements, and (e) entry-level job preparation; and

4. Offer courses through outreach programs at remote locations (i.e., Vancouver Mall, Bingen, etc.) in an attempt to reach a maximum number of students.

ACHIEVEMENT OF OBJECTIVES

Presently, the department's objectives are being realized. All courses listed in the catalog have been offered within the past two years. In addition, the department is experimenting with a cooperative program with the Washington Real Estate Educational Foundation to offer various seminars and workshops for the local real estate industry. To assure quality instruction, student evaluations of instruction are taken frequently.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

This department shares in the awarding of the three degrees offered by Clark College. Each degree allows adequate coverage and flexibility for the department's transfer, vocational, and continuing education students.
REAL ESTATE

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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QUALITY OF STUDENTS

Same as noted in Business Administration.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

The methods used to upgrade course content are the same as those listed under Business Administration.

MEDIA AND SPECIAL TEACHING AIDS

This department has no special media aids permanently assigned to it but makes use of the equipment available through the Media Center and the traditional classroom equipment.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

All regularly scheduled real estate classes (in addition to outreach locations) are conducted in rental facilities because the campus location has outgrown its physical requirements. No faculty offices are available for real estate instructors. Should the capital projects plan for a new building become a reality, the requirements for physical facilities could be met.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

Same as listed in Business Administration.

PROGRAM PLANS

Same as listed in Business Administration.

RESOURCE REQUIREMENTS

Same as listed in Business Administration.
Insert A

Faculty Evaluation:

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b. Faculty Strengths:

Each instructor brings to the classroom knowledge and skills of his/her specialized field learned through many years of successful experience and training.

c. Faculty Weaknesses:
SUPERVISORY MANAGEMENT
ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. To offer courses in the fields of accounting, general business, marketing, and management which provide opportunity for students to transfer to a four-year institution; for employment in a technical or vocational area; or for personal growth;

2. To meet student demand for course offerings by:
   a. Flexible scheduling - having back-up sections which may be opened if existing offerings fill;
   b. Constantly re-examining enrollment trends in an effort to predict enrollment demand;
   c. Offering sufficient evening courses to reach students who work days;
   d. Offering workshops, seminars and mini-courses to meet the needs of working students;
   e. Supporting an outreach program which provides instruction at sites away from the main campus;
   f. Making available open-entry/open-exit individualized courses;

3. To provide advising including:
   a. Career guidance;
   b. Placement;
   c. Transfer;
   d. Competition of degree and certificate requirements;
   e. Entry-level job preparation;

4. To offer a cooperative work experience program for students, and tutorial classes including basic accounting procedures and business math to allow maximum scheduling flexibility for students;

5. To offer courses at remote locations (i.e., Vancouver Mall, Bingen, etc.) in an attempt to reach a maximum number of students.

ACHIEVEMENT OF OBJECTIVES

Presently, the department's objectives are being realized. All courses listed in the catalog have been offered within the past two years. In addition, the department is experimenting with an individualized approach to the basic accounting procedures course. To assure quality instruction, student evaluations of instruction are taken frequently.
SUPERVISORY MANAGEMENT

GENERAL EDUCATIONAL REQUIREMENT RELATED TO DEPARTMENT

This department shares in the awarding of the three degrees offered by Clark College. Each degree allows adequate coverage and flexibility for the department's transfer, vocational and continuing education students.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

The comments in the Business Administration departmental analysis also apply to supervisory management students.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

The methods used to upgrade course content are the same as those noted in the Business Administration section.

MEDIA AND SPECIAL TEACHING AIDS

Same as those for Business Administration.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Same as for Business Administration.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

Same as those listed under Business Administration.

PROGRAM PLANS

Same as for Business Administration.

RESOURCE REQUIREMENTS

Same as for Business Administration.
Faculty Evaluation:

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b. Faculty Strengths:

The faculty makes the best use of the age, skills, background and experience, and talents of its members. It is able to compensate for the disproportionate ratio of regular and part-time instructors, although part-timers provide a genuine support function.

c. Faculty Weaknesses:

1. Though certainly not by intent, the department has neither female nor minority staff members.
2. The faculty is often forced to act on budget requests, enrollment predictions, class scheduling, etc. on the basis of inadequate, incomplete, or incorrect data provided to them.
3. The faculty also lacks student information regarding demographics and employment which should be furnished through an appropriate information system.
# DEVELOPMENTAL EDUCATION

Annette C. Lambson, Chairperson

## Divisional Staff

Sally Bowlin, Secretary

<table>
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</table>
DEVELOPMENTAL EDUCATION
ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. To offer opportunities for students to pursue courses of study that prepare them for transfer to four-year colleges and universities and provide personal growth and development by:
   a. Identifying, enrolling and teaching students needing reading, English, math, and study skills.
   b. Scheduling developmental education instructors to:
      1) Provide study skills assistance for drop-in students.
      2) Give students information and advise about Learning Center services and courses.
      3) Provide diagnostic testing for students.
   c. Providing individualized self-paced instruction based on diagnosed needs.

2. To provide continuing education including programs and classes to upgrade occupational skills and career qualifications by:
   a. Identifying, enrolling and teaching students needing reading, English, math, and study skills.
   b. Seeking information to modify Developmental Education offerings to fit the special needs of students.
   c. Providing diagnostic testing for drop-in students and classes.

3. To encourage an open-door admissions policy and to establish programs which are relevant to and feasible for today's students by:
   a. Meeting individual needs through open entry, open exit, and variable credit.
   b. Increasing faculty awareness and participation in referring students to the Learning Center at the first sign of difficulty.
   c. Publicizing services and offerings in cooperation with enrollment management.
   d. Providing necessary developmental education staff to:
      1. Speak to classes to explain available Learning Center courses and services.
DEVELOPMENTAL EDUCATION

PROGRAM OBJECTIVES (CONT.)

2. Work with faculty to develop and modify Learning Center courses and services to fit changing needs.

3. Give diagnostic tests to classes on faculty request.

4. Determine reading levels of instructors' textbooks.

e. Making classes and information available to non-traditional students such as women returning, ethnic minorities and handicapped students.

f. Offering tutoring at the Learning Center and satellite and other appropriate locations.

4. To reach out from the campus to the communities of District No. 14 to meet needs for those educational services which are compatible with the purposes of Clark College by:

a. Planning and assisting in the development of learning satellites both on and off campus and outreach programs by:
   1. Organizing developmental education courses for credit.
   2. Developing and offering independent study courses to satellite and "off campus" students.
   3. Developing and maintaining communications with staff in satellite, Vancouver Mall, and other off-campus programs.

b. Publicizing services and offerings in cooperation with enrollment management.

c. Assessing the basic educational needs of industrial employees within the district.

d. Coordinating instructional programs with various service agencies within the college district.

ACHIEVEMENT OF OBJECTIVES

Developmental education offers students opportunities to pursue courses of study that prepare them for transfer to four-year colleges and universities, employment in technical or vocational areas, and personal growth by identifying, enrolling and teaching reading, English, mathematics, and study skills. The Learning Center is open 65 hours per week to meet the scheduling needs of the greatest number of students. Extended Learning Center coverage
DEVELOPMENTAL EDUCATION

ACHIEVEMENT OF OBJECTIVES (CONT.)

allows for expanded study skills assistance for drop-in students, diagnostic testing for drop-in students and advising concerning Learning Center courses and services.

Developmental education coursework and testing can be used by students for occupational and personal growth. Academic skills testing is an aid to vocational advisors when planning student programs of study and to individuals who want to assess their reading, English, mathematics, and study skills. Developmental education encourages and supports an open-door admissions policy through initial diagnostic testing, program advising and classes in reading, English, mathematics, and study skills. Developmental education instructors also work with faculty to develop or modify Learning Center courses and services to fit changing needs of students. Reading level checks of textbooks are available to assist faculty selection of the most useful educational materials for today's students. Developmental education classes meet individual needs through open-entry, open-exit, and variable credit. Tutoring and special services to the handicapped are provided at the Learning Center, satellite, and other appropriate locations.

Developmental education provides classes in reading, English, mathematics and study skills at the Vancouver Mall, the Bingen Adult Learning Center and at several other community locations where a need and interest exists.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

Developmental education courses numbered 100 or above are allowed for elective credit in the Associate in Arts and Sciences degree.

A maximum of ten credits in developmental education courses is allowed toward the Associate in Applied Science degree and the Associate of Arts in General Studies degree. Returning adult students with limited time and financial resources may be discouraged from taking more than ten credit hours in developmental Education.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

Developmental education students have not significantly varied academically over the period 1974-79. Over the period, there has been an increase in highly-motivated women, older adults returning to school, handicapped students, and ethnic minorities.
QUALITY OF STUDENTS (CONT.)

The Learning Center does not currently have a formal career or academic tracking system. A procedure for such a follow-up study could be of use to the department.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

The largest enrollment in Learning Center courses is in developmental and speed reading classes. Standardized test scores on the Nelson-Denny Reading Test for a sampling of 600 students show an average grade level increase of 1.95 in reading comprehension and 3.6 in reading speed after 11 weeks of study. Students have repeatedly demonstrated this kind of increase over the past five years.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

Developmental education courses and services are continually upgraded by:

- Testing of classes to determine student needs
- Consulting with faculty members to determine student needs
- Visiting other Learning Centers to explore new ideas and approaches
- Attending professional conferences and workshops
- Reviewing new developmental education materials
- Reading professional journals and current publications in the field of developmental education

MEDIA AND SPECIAL TEACHING AIDS

1. Learning Center and Vancouver Mall

A wide variety of materials is housed in the LRC, providing a ready source of instructional aids. The developmental education instructors use these materials to design a program of study tailored to the individual student's learning needs and level of competence. Included in this collection are: cassette tapes, flash cards, reading instruments for pre- and post-testing. Necessary media equipment is available on site;
2. Tutoring Program

Improvement in instruction is the primary goal of the tutoring program, both for the tutors who are referred by faculty and the tutees;

3. Learning Satellite

A collection of over 800 audio-visual instructional programs is housed in the Satellite. These materials are selected by the vocational-technical faculty and are available for student use as well as in-class instruction. Audio-visual equipment is available on site.

In addition, the satellite staff provide basic skills assessment and remediation for the technical students, and special intensive instruction for learning disabled students. These services are arranged to keep a student in the vocational program of their choice while working on skill improvement as needed;

4. Disadvantaged/Handicapped

Faculty with handicapped students in their classes receive, consultation and follow-up regarding special needs of these students, including modification of instructional techniques and assistance with any unusual needs or problems of the individual students such as interpreters for the deaf and readers for the blind. Special equipment available includes TTY, Visualtek (print enlarger), 4-track tape player, talking calculators and a ramp.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

The multi-media viewing area in Gaiser Hall is currently inadequate. Noise and traffic control is difficult because of the large numbers of students using the area. Students from the LRC and many other instructional programs rely on this area alone for their media viewing needs. Increasing use of the facility will require a larger and better equipped area.

The Learning Satellite is housed in two connecting classrooms with no drinking fountain or women's restroom facilities in the building. Doors open directly outside, with no overhang or
DEVELOPMENTAL EDUCATION

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

shelter which allows wind, rain and debris to blow into the instructional area. Some type of awning or other shelter over the exterior doors would lessen these problems. Space for a restroom does not appear available, but installation of a drinking fountain could probably be accomplished by connecting to the water in the diesel shop.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

A college policy of skills assessment of incoming students would facilitate the identification of students needing special classes and assistance. The LRC staff has long worked toward this goal, but has not achieved wide support for the project. The primary concern of LRC staff is that low-skill students may not be identified until they are in academic trouble, and indeed many may simply give up in frustration and not complete even a single term. Our commitment to retention cannot be adequately carried out without organized college-wide effort to identify these low-skill students while they are still able to be helped.

PROGRAM PLANS

1. A comprehensive Learning Center facility that includes space for the entire basic education programs of developmental education, Tutoring, Adult Basic Education, English as a Second Language, and handicapped services;

2. Satellite centers throughout the district that emphasize the basic skills classes with special advising and instruction for nontraditional students;

3. Institution-wide diagnostic testing in reading, English, math and study skills for all entering students and prescriptive advising into developmental education for appropriate students;

4. A tracking system that compares the retention rate of developmental education students to non-developmental education students;

5. On-site assistance in upgrading basic education skills as requested by industry and business;

6. Development of the instructional technologies that deliver instruction in multi-media modes and an integration of these methods throughout the campus.
DEVELOPMENTAL EDUCATION

RESOURCE REQUIREMENTS

Personnel

Faculty and staff with a variety of learning skills, preparation and experience to staff growing campus and off-campus programs and classes taught on site for business and industry.

Equipment

Increase of media equipment budget to ensure that learning may occur in a variety of modes and that the variety of learning tools are maintained and replaced.

Goods and Services

Increase of instructional materials and testing budget for funding tracking system to compare the retention rate of developmental education students to non-developmental education students.

Contracted Services

Funds for consultants in evaluation and multi-media learning.

Physical Facilities

Physical facilities in which all basic education classes might meet to share offices, services and teaching/learning spaces: developmental education, Tutoring, Adult Basic Education, English as a Second Language, GED testing, and handicapped services.
Faculty Evaluation:

<table>
<thead>
<tr>
<th></th>
<th>Major Improvement Needed</th>
<th>Some Improvement Needed</th>
<th>Satisfactory</th>
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<td>Balance in vocational certification</td>
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</table>

b. Faculty Strengths:

1. Commitment to students.
2. Competence in the learning skills subject matter of reading, English, math and study skills.
4. Skills in individualizing instruction.
5. Knowledge and use of wide range of instructional materials.
6. Willingness to explore and implement new approaches.
7. Willingness to devote personal time to professional endeavors.

c. Faculty Weaknesses:

1. Due to lack of time, faculty have little formal opportunity to evaluate instructional methods and strategies.
2. Faculty need more opportunities to visit instructional divisions to discuss developmental education.
EDUCATION

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. To offer opportunities for students to pursue courses of study that prepare them for transfer to four-year colleges and universities by:
   a. Teaching the history and philosophy of education.
   b. Providing counseling and information relevant to transfer to four-year colleges and universities.
   c. Coordinating course content so that credit is acceptable by four-year colleges and universities.

2. To provide continuing education including programs and classes to upgrade occupational skills and career qualifications by:
   a. Teaching methods of instruction to working para-professionals in education.
   b. Providing opportunities for students to observe and gain experience in an educational institution.

ACHIEVEMENT OF OBJECTIVES

"Introduction to Education" and "Introduction to Community Education" provide the student with basic knowledge of the educational system and an opportunity to observe and gain teaching experience in an educational setting. In cooperation with the Clark College Career Information Center and the education departments of four-year colleges and universities in Oregon and Washington, students are furnished with current transfer information. In cooperation with public schools in Clark County, students gain practical teaching experience through "Special Projects."

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

Education Department courses are major or elective courses in the Associate in Arts and Science degree. Since professional teacher training occurs mainly in the third and fourth year of college, students pursue the Associate in Arts and Science degree with major and elective courses in education and their teaching field.
EDUCATION

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

The trend in education classes since 1974 has been a decrease in the number of students immediately out of high school and an increase in the number of older returning students, students with teaching experience who are upgrading their skills, and students retraining for career changes.

The more mature returning student is usually more motivated and achieves beyond requirements.

Student achievement is best measured by supervisor's evaluation of actual experience. The majority of students who have completed "Special Projects" have been given "A" rating by supervising personnel in the public schools.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

Each year the four-year colleges and universities in Washington and Oregon are contacted to ensure that our education courses are equivalent to theirs. Course content and length are constantly changed to reflect the changes at the four-year institutions. Special Projects and tutoring experiences require that Clark College education instructors make contact with public school personnel to plan and evaluate student experiences. In conferences with public school personnel, course content and format are revised to reflect current needs.

MEDIA AND SPECIAL TEACHING AIDS

The department does not own any audio visual media. Local school resources are used to enable students to gain experience in an educational setting.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Clark College classroom facilities are adequate. Much of the educational program is conducted at local public school sites where facilities have been excellent.
EDUCATION

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

Since teacher training has not traditionally been a major part of the community college curriculum, instructors in education have major assignments in other departments and can devote only a small percentage of their effort to the education classes. If an expanded education department were a major college goal, full-time education instructors would be able to devote more time and effort to the educational offerings.

PROGRAM PLANS

Clark College has become involved in summer classes for elementary and secondary public school students. A natural follow-up would be education classes for parents who would like to be able to help their student in subject areas such as reading and math. A class for parents to learn to teach reading is in the planning stage.

RESOURCE REQUIREMENTS

Contracted Services

Consultants from four-year colleges and universities to help plan programs and courses, and conduct workshops.
### Faculty Evaluation:

<table>
<thead>
<tr>
<th></th>
<th>Major Improvement Needed</th>
<th>Some Improvement Needed</th>
<th>Satisfactory</th>
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<td><strong>Balance in vocational certification</strong></td>
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</table>

**b. Faculty Strengths:**

Length and variety of experience ranging from elementary teaching experience to university teaching experience and covering most academic subject areas as well as P.E. and coaching.

c. Faculty Weaknesses:
HEALTH, PHYSICAL EDUCATION AND HUMAN DEVELOPMENT DIVISION

Gaydena Thompson, Chairperson

<table>
<thead>
<tr>
<th>Department</th>
<th>Contracted Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>Arlene E. Decker</td>
<td>Carolyn Brown</td>
</tr>
<tr>
<td></td>
<td>Phyllis U. Moore</td>
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<tr>
<td>*Human Development</td>
<td>Burt Larrabee</td>
<td>Patti Keller</td>
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<td></td>
<td>Kenny Lee</td>
<td>Patricia Watne</td>
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<td>Phil Mattox</td>
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<td></td>
<td>Mark Turley</td>
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<td></td>
<td>Judy Van Patten</td>
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<tr>
<td>Physical Education</td>
<td>Yvonne Fairman</td>
<td>Evelyn Chisholm</td>
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<td></td>
<td>George Fullerton</td>
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<td></td>
<td>Vern Kindsfather</td>
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<td></td>
<td>Rod Smith</td>
<td></td>
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<td></td>
<td>Gaydena Thompson</td>
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</tbody>
</table>

*Faculty and staff teach on a part-time basis.
Additional analysis of Health and Human Development programs is contained in Chapter IX, Students.
HEALTH

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. To educate students in concepts of wellness;

2. To educate students in the application of positive health principles.

ACHIEVEMENT OF OBJECTIVES

Health education classes always fill; new course offerings are being requested and have been developed; student retention has been good; students have utilized available college health services out of awareness of personal health.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The college's priority is the whole person concept. The health education classes deal with this concept as well, and aim at retention of the students.

In addition, health is a requirement, and appropriately so. Many students are better able to cope with the physical and emotional demands of college life after having attended health classes.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

The department has no objective means of evaluating changes in quality of students over time.

Students who complete health courses have utilized available college health services out of awareness of personal health and many seem better able to cope with the physical and emotional demands of college.

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

Health 100 will be changed from one credit to two credits.
HEALTH

UPGRADING COURSE CONTENT

All faculty have received continuing health education to remain updated with current health information.

Curriculum is re-evaluated quarterly and changed as needed; student evaluations are taken into account.

Students' needs as determined by Wellness Resource Center are incorporated into health education curriculum.

MEDIA AND SPECIAL TEACHING AIDS

Transparencies and handouts appropriate to class subjects have been developed. Many resource people bring their own presentations to classes.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Black-out curtains are needed in all Hanna Hall classrooms for audio-visual presentations.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

College policies are not conducive to encouraging part-time faculty participation in college activities because of lack of remuneration.

More flexibility in reimbursement for part-time faculty to encourage greater participation and commitment to Clark programs is needed.

Full-time faculty should have more flexibility in working hours (i.e. could work four ten-hour days or 2/3 time).

PROGRAM PLANS

The department is developing more diverse health education offerings and subject matter of existing courses is developed more intensively.

Self-Care Center will be utilized more as a teaching lab for students both inside and outside the college community.

Students, as a result of experience in Self-Care Center and health education classes, can be a bridge connecting community college and general community.
HEALTH

RESOURCE REQUIREMENTS

Physical Facilities
Remodeling of Self Care Center.

Contracted Services
Honorariums for specialized offerings.

Equipment
Computer terminal for health maintenance.
Faculty Evaluation:

<table>
<thead>
<tr>
<th>Balance in degrees held</th>
<th>Major Improvement Needed</th>
<th>Some Improvement Needed</th>
<th>Satisfactory</th>
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<td>Balance in vocational certification</td>
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</table>

b. Faculty Strengths:
Continuing education; diversity of background; common philosophy which forms a cohesive program; background in nursing health care, responsive to student needs; community-oriented; classes designed to be applicable to students' personal lives.

c. Faculty Weaknesses:
Lack of male teaching faculty (use male role models in classes currently); summer term 1979 taught by male. Faculty currently working toward Master's Degrees.
HUMAN DEVELOPMENT
ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

To offer opportunities for students to pursue courses of study that prepare them for:

1. Transfer to four-year colleges and universities;
2. Employment in technical or vocational areas;
3. Personal growth and educational development.

The goals of human development instruction are to facilitate the personal growth and development of students, to aid students in developing a clearer understanding of their education and life goals, to increase self-esteem and confidence, to facilitate the exploration and clarification of one's values, interests, skills, and abilities, and to increase awareness of how one relates to self and others. Attention is given to both cognitive and affective education.

Human development instruction focuses on self-discovery, self-assessment, and the exploration of human potential. The department is a support service to the academic and vocational areas.

Human development courses fall into two main categories: career-related classes and workshops, and personal development classes and workshops. Personal development classes focus on positive mental health and a student's relationship to self and others.

ACHIEVEMENT OF OBJECTIVES

Class sections offered in the past two quarters include:

<table>
<thead>
<tr>
<th>Core Classes</th>
<th>Number of Sections</th>
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<tbody>
<tr>
<td></td>
<td>Fall 1979</td>
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<tr>
<td>HDEV 100 Career Exploration</td>
<td>5</td>
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<tr>
<td>HDEV 155 Assertiveness Training</td>
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<tr>
<td>HDEV 105 Human Potential</td>
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ACHIEVEMENT OF OBJECTIVES (CONT.)

<table>
<thead>
<tr>
<th>Adjunct Classes</th>
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<tr>
<td>HDEV 050 Job Search</td>
<td>1</td>
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<td>HDEV 071 Foreign Student Orientation</td>
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<tr>
<td>HDEV 104 Life Planning for Women</td>
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<tr>
<td>HDEV 117 Back to School</td>
<td>1</td>
</tr>
<tr>
<td>HDEV 122 Interpersonal Dynamics</td>
<td>1</td>
</tr>
<tr>
<td>HDEV 167 Tension Control</td>
<td>3</td>
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<tr>
<td>HDEV 267 Tension Control</td>
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<table>
<thead>
<tr>
<th>Workshops</th>
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<tr>
<td>HDEV 102 Career Planning</td>
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<tr>
<td>HDEV 125 Time Management</td>
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<tr>
<td>HDEV 118 Personal Creativity</td>
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<tr>
<td>HDEV 119 Self Discovery</td>
<td>1</td>
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<tr>
<td>HDEV 132 Divorce</td>
<td>1</td>
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<tr>
<td>HDEV 182 Human Highs</td>
<td>1</td>
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<tr>
<td>HDEV 183 Shyness</td>
<td>1</td>
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<tr>
<td>HDEV 179 Burnout Syndrome</td>
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</table>

# of Sections Fall 1979 Winter 1980

Pre- and post-tests will be administered this year in core courses to evaluate specific objectives of each course. Pre- and post-test results are available for assertiveness training courses taught last year.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

Human development courses meet requirements for Clark College degrees as electives only.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

Current descriptive data is now being collected. Two trends are noted. We are experiencing a marked increase in the number of women returning to school between the ages of 30 and 40 and an increase in the number of students on special programs. These two populations have special needs requiring more individual attention. Many require remedial work.

Returning women are often frightened, confused, and lacking in self-confidence. Many are displaced homemakers who must return to school to gain entrance into the job market. Others seek career changes.
HUMAN DEVELOPMENT

QUALITY OF STUDENTS (CONT.)

HDEV courses offer a bridge between the home and community, and
the academic world. For many, a life planning or career class is
the first step into an academic or vocational program. For some,
a human development class may provide the courage to say, "I'm
important, I have interests, and skills that I would like to
develop further."

No formal follow-up study has been done of former students. How-
ever, many former Clark students entering human service fields
have begun in human development courses—including three instructors
currently teaching in the department.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

The following practices ensure continual upgrading of course
content:

1. Student evaluations
2. Continual review of course syllabus
3. Monthly meetings of instructors teaching similar courses

MEDIA AND SPECIAL TEACHING AIDS

1. Collection of 30 film strip/cassettes on the world of work
2. Series of 5 film strip/cassettes on career values
3. Series of 3 film strip/cassettes on life goals
4. Occupational information file
5. Washington Occupational Information Service
6. Career library
7. College catalog collection
8. Job vacancy listing
9. Personal development, self-help library

FACULTY EVALUATION

See Insert A
HUMAN DEVELOPMENT

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Many human development classes require informal classrooms, preferably carpeted. Hanna Hall III, the Den, and Conference Rooms 1 & 2 are the only such spaces on campus. These rooms are often scheduled for meetings or other classes and thus are often not available.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

1. Full-time position with ½ time teaching responsibility in HDEV instruction and ½ time developing and coordinating program;

2. Regular meetings devoted solely to HDEV instruction;

3. Team teach (male and female) personal development courses such as Assertiveness Training, Interpersonal Dynamics, Divorce Workshop, and Shyness Workshop;

4. Time allotted for systematic program planning and evaluation;

5. Develop screening system for classes and for matching students and instructors;

6. Regular meetings with part-time instructors;

7. Equalize full-time, part-time instructor ratio;

8. Utilize peer advisors for routine advising, freeing professional counselors to engage in cost-effective group counseling and human development instruction;

9. Increase faculty positions in counseling and HDEV.

PROGRAM PLANS

Next Year:
We will continue to offer a core program of career exploration, human potential, assertiveness training classes. Changes will occur in how they are packaged and when they are offered. Different time schedules will be tried, more Saturday, weekend, and one or two-week mini-courses will be offered. A modular approach to teaching career classes will be developed this year. The possibility of departmentalizing career exploration classes will be considered. For example, we may have a course within the business department called Career Exploration in Business and Office Occupations or within the science department called Career Exploration in the Sciences.

1980-85:
New Adjunct courses and workshops will be added in response to community needs.
HUMAN DEVELOPMENT

PROGRAM PLANS (CONT.)

Career and job enrichment courses will be developed for people who work with people such as Creative Thinking, Personality and Human Relations, Increasing Job Satisfaction and Managing Personal Change.

Under consideration is the possibility of developing a one-year certificate program in Human Development and Personal Growth and a two-year Human Services Assistant program.

RESOURCE REQUIREMENTS

Physical Facilities

Four new office spaces are needed (three for full-time instructors/counselors, one to be shared by part-time staff.)

Two interviewing rooms are needed with two way mirrors for training purposes.

One large carpeted group room for workshops and large classes is needed.

One small group room is needed with two-way mirror for training purposes.

These rooms could be used to train peer advisors, to train supervisors to observe non-verbal behavior and group interaction, to train alcoholism counselors and students in a two-year human services program.

Personnel

Three full-time instructors would be essential to developing a two-year Human Services Assistant program.

One full-time secretary-typist.

Goods and Services

Projected budget has not been developed, however, increased goods and services budget would be desirable.

Contracted Services

Honorariums and consultants.
Equipment
Two portable videotape cameras and playback equipment
Twenty videotapes
Two large filing cabinets
Four bookcases
Five cassette recorders
Four desks
Four swivel chairs
Four two-drawer filing cabinets
Four chairs for interview rooms
Twelve large pillows or cushions for group room
Faculty Evaluation:

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<tr>
<td>Balance in vocational certification</td>
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</table>

b. Faculty Strengths:
- Educational background and training.
- People oriented.
- Flexible, creative, innovative.

c. Faculty Weaknesses:
- Spread too thin - multiple responsibilities.
- Full-time/part-time ratio is out of balance.
- There are no full-time instructors in HDEV. There are 22 part-time instructors. Nine of the 22 are full-time faculty members whose major responsibilities are outside of HDEV instruction. Five of the nine full-time faculty members are counselors.
PHYSICAL EDUCATION
ROLE IN EDUCATIONAL PROGRAM

PROGRAM PHILOSOPHY

The Clark College Physical Education Department seeks to deepen the concern of its students toward seeking a more rich and fulfilling life. Physical Education is an integral part of the total educational curriculum, setting for its students a high standard of purpose, yet endeavoring to provide for the needs of the individual by helping them attain their full capabilities.

Ours is a discipline concerned with the development of the physical, mental, and recreational aspects of its students through participation in a wide range of activities to develop basic skills that will help each student feel more comfortable with his/her own abilities and interests.

By developing their resourcefulness and by motivating a life of continuous activity, interest, and curiosity through the offering of a wide range of selected life-long activities, physical education seeks to arouse and perpetuate the desire for physical benefit and enjoyment in its students throughout their lives.

PROGRAM OBJECTIVES

1. Recreation
   a. Social - enjoy participation in activity with others;
   b. Lifetime Activity - interest, motivation, and skill to participate throughout life;
   c. Fun and Relaxation - a refreshing break from the daily routine;

2. Physical Development - Strength, muscular endurance, flexibility, cardio-vascular conditioning;

3. Skill - Basic skills needed to perform physical activities; rules, history, learning activities, etiquette, strategy;

4. Mental and Emotional Well Being. The student has the opportunity to develop:
   a. Mental awareness to bring about certain healthful and safe living practices;
   b. Level of self control that will allow the student to function effectively;
   c. Knowledge of rules, history, etiquette, strategy to enable sportsman-like participation in physical activities;

5. Professional Preparation - An opportunity to prepare for professional and occupational employment.
PHYSICAL EDUCATION

ACHIEVEMENT OF OBJECTIVES

1. Physical Education credit is transferable to four-year colleges and universities. Our students are employed in vocational areas and our classes offer personal growth and educational development;

2. We provide continuing education for adults to upgrade career qualifications and for individual, cultural, and civic improvement;

3. Our department facilitates growth and development of students during their college experience by providing advising and counseling for course selection and for career planning;

4. We also develop and support curricular and extracurricular activities of social, cultural, and recreational interest for students and the community;

5. We establish programs which are relevant and feasible for today's students with cooperative programs; and

6. We reach out from the campus community to meet the needs for those educational services which are compatible with the purposes of Clark College.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

Physical Education is part of the General Education requirement of the college. Three credits in Physical Education are required in the AA degree. We also offer additional major or elective courses.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

Some perceived differences in quality of students over the past five years are:

1. Women students are coming to Clark more highly skilled in motor development in some sports;

2. There has been a definite change of interest in personal health and fitness in more students. This is evidenced by the number of students enrolling in aerobic and individual activities;

3. There is greater skill-level tolerance from male students toward female students; and

4. There are more mature students taking Physical Education classes.
PHYSICAL EDUCATION

QUALITY OF STUDENTS (CONT.)

Many of our students complete a four-year degree and become physical educators, teachers/specialists, coaches, recreational leaders, and some physical therapists.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

The following courses incorporate standardized examinations of student skills and readiness for employment: First Aid, Water Safety Instruction, Life Saving, Sports Officiating, Karate, and Scuba Diving.

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

Courses which have not been offered in the past two years are still an important part of the program which the department wishes to offer on demand.

UPGRADING COURSE CONTENT

Courses that basically stay the same are updated through rule changes, workshops, or new information. There is continued updating for self-improvement in professional meetings, workshops, seminars, courses, and membership in professional organizations; through student evaluations, peer evaluations, and through professional publications.

MEDIA AND SPECIAL TEACHING AIDS

We have our own film projector, port-a-pack, video tape, loop projector, tape recorder, record player, tennis machine, batting cage, baseball pitching machine, Resusci-Anne, first-aid charts, knee model, overhead projector, first-aid slides, flutter boards, fins, snorkels, masks, skin fold caliper, physical education reference book library, and syllabi.

FACULTY EVALUATION

See Insert Form A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

We have a poor physical facility. Our gymnasium facility is sub-standard in comparison to local high schools. Our equipment is fair to good. We really need to upgrade our recreation-oriented facilities and include a sauna and whirlpool. These should be included in an all-around conditioning center to meet the individual needs of our students, faculty, and community.
PHYSICAL EDUCATION

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT (CONT.)

We feel a new field house would update us for the future and should include a moveable gymnasium floor and indoor track, a gymnastic area, and several flexible teaching stations as well as an entertainment center. It would also allow needed office space.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

The Physical Education staff feel that because of college policy, the division chairperson and physical education and athletic director are not compensated enough in release time, or remuneration. There is supposed to be one-third release time for the physical education and athletic director, and 40 percent release time for the division chairperson, which makes a 73 percent load. However, to remain on the faculty schedule, 51 percent of time must be in teaching. The department feels this policy is unjust. Because of this situation, there should at least be some additional remuneration. It is also felt that some compensation should be received for summer school activities.

Computer information should be structured to obtain up-to-date and accurate feedback immediately, not once a month, but on request. Fees for classes should be computerized, and separate, accurate data for departments should be available.

Building rental fees should be paid by the college, not the students (i.e., bowling and swimming).

There should be a full-time building custodian and a full-time towel and equipment person. The Public Relations aspect of this facility will be helped greatly through these services.

PROGRAM PLANS

Expand professional and activity offerings. More flexibility in curricular offerings through workshops, clinics, camps, and short courses.

RESOURCE REQUIREMENTS

Additional resources including physical facilities, faculty, equipment, goods and services, and contracted services will be required.
Insert A

Faculty Evaluation:

<table>
<thead>
<tr>
<th></th>
<th>Major Improvement Needed</th>
<th>Some Improvement Needed</th>
<th>Satisfactory</th>
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<td>Balance in teaching experience</td>
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<tr>
<td>Balance in vocational certification</td>
<td>N/A</td>
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</tbody>
</table>

b. Faculty Strengths:

All full-time instructors have Master's degrees and course work beyond Master's which is above College requirement.

The strengths of the faculty are the following: versatility, flexibility, health, high moral integrity, mental and emotional stability, objectivity in decision-making, continued updating of skills, personable, approachable, and professional competency.

c. Faculty Weaknesses:

We do not have enough full-time staff. There is a minority imbalance in instructors. There is a low full-time faculty turnover (this may be considered a weakness, but it is also a strength). There are no young, full-time faculty on the staff.

PHYSICAL EDUCATION
<table>
<thead>
<tr>
<th>Department</th>
<th>Contracted Faculty</th>
<th>Staff</th>
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<tbody>
<tr>
<td>Dental Hygiene</td>
<td>Cathy Penstremacher*</td>
<td>Diana Ramey</td>
</tr>
<tr>
<td></td>
<td>Kathryn A. Graham</td>
<td>Rebecca Swisher</td>
</tr>
<tr>
<td></td>
<td>Gail Liberman</td>
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<td></td>
<td>Dianne S. Rosa</td>
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<tr>
<td>Emergency Medical Technician</td>
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<td></td>
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<td>Leonå Bachman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rosemary Millard</td>
</tr>
<tr>
<td>Nursing, Associate Degree</td>
<td>Adrienne Amell</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elinor Bowen</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Veda DeColon</td>
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<td></td>
<td>Roberta Erickson</td>
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<td></td>
<td>Mary Gustafson</td>
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<td></td>
<td>Vivian Hunter</td>
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<tr>
<td></td>
<td>Marian Larson</td>
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<td></td>
<td>Eutha Shannon</td>
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<td></td>
<td>Lucille Shepard</td>
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<td></td>
<td>Mary Ann Thimmes</td>
<td></td>
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<tr>
<td>Nursing, Continuing Education</td>
<td>Jane Swart (Fall Quarter Only)</td>
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</tr>
<tr>
<td>Nursing, Practical</td>
<td>Veda DeColon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vivian Hunter</td>
<td></td>
</tr>
<tr>
<td>*Employed by Veteran's Administration Hospital.</td>
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</tr>
</tbody>
</table>
DENTAL HYGIENE
ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES AND ACHIEVEMENT

1. The student will be able to successfully and confidently obtain a license to practice dental hygiene from the Washington State Board of Dental Examiners.

All students who have graduated from Clark College Department of Dental Hygiene have successfully completed the Washington State Board Licensing Examination. However, a few students have had to take the exam a second time before receiving a passing score. It is our desire to eliminate those few who require a second examination which delays entry into the marketplace by three months;

2. The student will be able to confidently pass the Dental Hygiene National Board Examination in such a manner as to demonstrate a high degree of knowledge.

Every second year student enrolled in Clark College Department of Dental Hygiene spring quarter has taken and successfully passed the Dental Hygiene National Board Examination the first time. Each year Clark College ranks in the upper 15th percentile nationally on this examination. We would not be disappointed to see this high rating even higher;

3. The student will achieve clinical proficiency in all functions permitted by Washington State Law.

The dental hygiene curriculum includes all aspects of the clinical and didactic knowledge and skills necessary to perform all functions permitted by Washington State Law. On an informal basis, local dentists have stated that the Clark College dental hygiene graduates employed in their offices are well-trained. A formal evaluation of the skill level of graduates needs to be completed to better evaluate this goal;

4. The three students will value patient welfare so that each provides the best possible care in each situation.

Each dental hygiene student devises a treatment plan for each patient seen in the clinic. This treatment plan is unique to the dental care needs of each patient. A dentist and a dental hygiene instructor evaluate each treatment plan. By the final quarter of the program, students are receiving a 95-100 percent assessment of their ability to provide the best possible care;
DENTAL HYGIENE

PROGRAM OBJECTIVES AND ACHIEVEMENT (CONT.)

5. The student will develop a social awareness and sensitivity toward the health problems of people in the community, so that each student will desire to promote beneficial health changes in this population.

On course evaluations, dental hygiene students have stated that they did become more aware of the health problems of various ethnic and socioeconomic populations within the community. Some students have volunteered to deliver dental health education to special groups upon request from an agency.

6. Post graduate students will value continuing their education in both the didactic and clinical skills necessary to function optimally within the profession.

Every year students from both the first and second year classes volunteer to prepare and deliver a dental clinic at the Washington State Dental Hygiene Convention. Some of these clinics have received merit awards from the W.S.D.H.A. state meeting. Each year, most of the class has attended the W.S.D.H.A. state meeting and attended some of the continuing education programs also attended by Clark College graduates.

7. The Dental Hygiene program will serve as a resource center to the local community and provide dental hygiene graduates to the area.

Throughout the year individuals and agencies have sought information from the Dental Hygiene Department. They were advised where answers to queries could be found. Sometimes students or faculty in the department become actively involved in these endeavors.

The dental hygiene clinic and lab facilities are also utilized by community groups. Study clubs organized each year by local dental and dental hygiene societies use the Clark College dental hygiene facilities. Presently, the local dental society is working with a senior citizens group on a plan to deliver dental health care in the evenings. They will use the Clark College dental hygiene clinic for this endeavor.

GENERAL EDUCATION REQUIREMENT RELATED TO THE DEPARTMENT

The general education requirements for either an Associate in Applied Science or an Associate in Arts and Science Degree
DENTAL HYGIENE

GENERAL EDUCATION REQUIREMENT RELATED TO THE DEPARTMENT (CONT.)

complement those required by the department. Every dental hygiene program within the United States must be accredited by the American Dental Association's Council on Dental Auxiliary Education in addition to any local or state regulatory agencies. The educational requirements of the American Dental Association exceed those required by most Associate Degree granting institutions in all areas with the exception of humanities. The Department of Dental Hygiene at Clark College encourages the graduation of a well-rounded individual as well as a skilled professional. Additional course work in the humanities is therefore strongly encouraged.

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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<td>21</td>
<td>20</td>
<td>19</td>
</tr>
</tbody>
</table>

QUALITY OF STUDENTS

The Dental Hygiene faculty has seen no significant increase or decrease in the quality of student entering into or graduating from the Dental Hygiene program between the years 1974-1979. The primary reason for quality consistency appears to be related to the number of applicants (over 100) from which we select a class of 26 students.

In an attempt to increase the predictability of applicant success utilizing prerequisite information, the Department of Dental Hygiene has joined with the Office of Admissions in gathering individual student and total class profiles. This process began with the class admitted in the fall Quarter of 1978. Data such as science and general G.P.A., average age, number and type of preapplication courses, DAT scores, previous exposure to the dental office, etc., will be examined in an attempt to correlate these factors with successful program completion and post-graduate practice longevity in order to improve admission requirements and recruitment.

Former graduates of the Clark College Dental Hygiene Program have demonstrated a consistently high level of quality and achievement as evidenced by: 1) 100 percent successful completion of the Washington State Dental Hygiene Licensing Examination (an extremely small number of students required a second attempt to successfully complete); 2) 100 percent successful completion on the National Board Examination scoring within the top 15 percent of the nation's student dental hygiene population (no second attempt
DENTAL HYGIENE

QUALITY OF STUDENTS (CONT.)

necessary); 3) Graduates have earned honors and awards from
their professional associations yearly; 4) Each year a large
number of graduates join and serve as officers in local, state
and national professional associations. In addition, the
graduates of Clark College continue to enjoy excellent rapport
and recognition from the dental community within the area.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

There are two principle standard measures of occupational
proficiency used to judge the educational qualifications of
Clark College Dental Hygiene students: 1) The National Board
Examination and 2) The Washington State Dental Hygiene Licensure
Examination. Both examinations are criterion-referenced.

The American Dental Association's Council on Dental Auxiliary
Education is responsible for preparing and administering a
didactic competency examination to all dental hygiene students
enrolled in the final semester/quarter of their professional
training. Each March, the comprehensive examination is admin-
istered to dental hygiene students nationwide. Clark College
has always scored within the top 15% of the nation, and has
never had a failure.

Upon successful completion of the National Board Examination and
having graduated from an accredited school of dental hygiene,
the student is then qualified to take the state licensing exam.
The Washington Dental Hygiene Board is comprised of a thorough
written examination over the didactic components of expanded
duties not tested by the National Boards, a thorough clinical
exercise designed to rate psychomotor skill development and
general clinic judgmental abilities. The Washington State
Examination is an extremely difficult exam when compared to
other states.

The Clark College graduates taking the examination have a fine
reputation. The statewide failure rate is approximately 20%
The Clark College rate is 5%. No student graduating from this
program has failed to successfully complete this examination
upon a second attempt.

Clark graduates taking other state licensing examinations have
a failure rate of less than 5%. Failure to pass these boards
on the first attempt may be due to the logistics of the examina-
tion itself or possibly the readiness level of the individual
student.
DENTAL HYGIENE

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT (CONT.)

In addition to the two criterion-referenced examinations discussed above, there are multiple mini-examinations administered throughout the Clark College Dental Hygiene program. These examinations, confined primarily to the clinic, are administered throughout the seven quarters. An increasing level of proficiency is required each quarter. Upon graduation, each student has achieved from 90-100 percent proficiency in each skill area.

Many of these clinical examinations are scheduled by the individual student when he/she feels prepared. Performance on these exams allows both the student and the faculty to frequently assess individual strengths and weaknesses. These exams also allow for semi-self pacing of the material.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

The faculty as individuals and as a group recognize the need for and responsibility to continually update and upgrade course content. Course content revision occurs each time a course is taught and occurs primarily as a result of:
1) Consultation with other professionals and institutions;
2) Attendance at continuing education programs; 3) Community feedback; 4) Independent study; and 5) Student Evaluations.

MEDIA AND SPECIAL TEACHING AIDS-

The following audio-visual equipment and supplies are available for the enhancement of student/patient learning through the Department of Dental Hygiene:

3 Closed circuit color televisions

46 Video cassettes covering a variety of topics related to dental hygiene

3 Slide projectors

32 Slide series on basic dental hygiene topics. Each series varies in both length and age. (Some of these series are no longer current)

6 Patient education tapes (audio visual)

5 16 mm films (basic dental hygiene information)
DENTAL HYGIENE

MEDIA AND SPECIAL TEACHING AIDS (CONT.)

5 Films for Fairchild Projector, used for community dental health education programming

1 Projector-type x-ray viewer

1 Microfiche viewer

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

The Department of Dental Hygiene is fortunate to have a lovely clinical facility. The clinic equipment is, for the most part, adequate and blends well to make an aesthetically pleasing facility for both health care delivery and student learning. Overall, with the exceptions of storage space, library adequacy and a long-term plan for equipment replacement, all facilities are adequate. Some are more adequate than others; none are opulent.

Solution to the problem of inadequate storage facilities is the department's first priority. There are many clinical supplies, pieces of equipment and teaching materials which are literally stacked to the ceiling in every area.

Secondly, there is presently no long-term equipment replacement plan at Clark. Dental Hygiene is a unique department in that the equipment essential to student education is extremely expensive and consistently used. Presently there are 16 dental units. To replace the dental chair lights alone costs over $6,000. A single cavitron costs $900. The chairs themselves will cost approximately $1,200 each to replace which excludes the $1,900 cost of the motor driven chair base. One can anticipate equipment failure and need for periodic replacement. A master plan for long-term equipment replacement is being developed by staff in conjunction with the advisory committee.

Thirdly, the dental hygiene library facilities are very inadequate. Many of the texts most frequently used are presently housed in faculty offices. Additional texts are scattered throughout the building because of inadequate space in any one room to bring them all together. Recently a major university offered to give us many back issues of classic dental periodicals and texts. We are presently unable to accept this generous gift.
DENTAL HYGIENE

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT (CONT.)

because there is no room in either the Clark College Library or the Dental Hygiene Department facilities. The large room used for student study and media review might accommodate such an essential library.

SUGGESTED CHANGE IN POLICIES AND PROCEDURES

The dental hygiene faculty, unlike most, are scheduled into classes and/or clinic a minimum of 26 hours per week. Another 10-20 hours per week are spent in small group or individual student help sessions. This leaves very little time for the development of innovative approaches to education, for essential literature review and investigation, project and examination grading, professional enrichment, research, etc. Each topic must be updated continually; 2 + 2 = 4 this year, but in a health curriculum it may equal 5 by next. Additional faculty would reduce the number of student contact hours per week allowing the faculty time to produce quality media and innovative approaches to student learning. Paid release time should be regularly granted for faculty exchange programs, and a mechanism for faculty clinical skill maintenance developed. In addition, paid release time and travel expenses should be regularly granted for attendance at professional meetings, both educational and dental hygiene meetings. Presently the faculty cannot attend many programs due to classroom responsibilities and lack of budget.

PROGRAM PLANS

Because the members of the Dental Hygiene faculty are relatively new to Clark College and because of little time for such activities, no long-term planning has been attempted. One of our goals for the coming year is to look closely at our entire program: curriculum, admissions procedures, facilities, etc. After careful investigation we hope to determine some long-range goals and establish both priorities and projected completion dates.

RESOURCE REQUIREMENTS

Until some long range planning can take place, we are unable to adequately project our resource needs. We have however, spoken to the need for storage space, library facilities and equipment replacement and to faculty and learning resource development above.
Insert A

Faculty Evaluation:

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<tr>
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<th>Some Improvement Needed</th>
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<td>Balance in non-teaching experience</td>
<td>Average 7 years</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Balance in vocational certification</td>
<td>One FTE paid by V.A.</td>
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<td>X</td>
</tr>
</tbody>
</table>

b. Faculty Strengths:

The 4 full-time faculty:

1. Graduated from 4 different dental hygiene programs. Provides an excellent basis for educational decision making. Two West Coast, one East Coast and one Mid-West.
2. Excellent credentials: five to thirteen years practical experience. Four to ten years teaching experience.
3. Minimum of two people qualified to teach almost every dental hygiene course within the curriculum.

c. Faculty Weaknesses:

1. No one adequately prepared to teach the basic sciences. (example: Head and Neck Anatomy, Pathology, Histology)
2. Two faculty less formally prepared in teaching-learning strategies than desirable.
3. No opportunity to maintain individual clinical hygiene skills.
4. Inflexibility within faculty to teach Ethics, Community Dental Health and Dental Health Education.
5. Little or no time to develop learning strategies, teaching aids and materials.
EMERGENCY MEDICAL TECHNICIAN

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. Using campus and local clinical facilities, provide emergency medical training for individuals involved in professional pre-hospital care;

2. Assist trained individuals in maintaining knowledge and skill levels by providing comprehensive continuing education;

3. Structure curriculum so the beginning student can progress to his level of career choice or employment need without repeating courses; and

4. Using campus and local facilities, help meet community needs in CPR by providing citizen training for industrial and individual health maintenance.

ACHIEVEMENT OF OBJECTIVES

Currently, members of the classes are firemen, ambulance attendants, forest service employees, and Search and Rescue groups. The students are either employed as EMT's or perform volunteer work (some firemen, Search and Rescue) that require they be EMT's. Recertification of the student is required by state law every two years. In the past year, the percentage of students registering to recertify rose from 50 to 80 percent. At the advanced level, recertification is approximately 96 percent.

There are contracts with the two local hospitals and we enjoy full cooperation of staff and physicians in the training process.

Continuing education for the advanced EMT and Paramedic was initiated in the 1978-79 school year. Publicity for the program was poor. The hospital agreement for this part of the program was not completed until April 1979. The physician responsible for both paramedic training and continuing education conducted classes during daytime hours when attendance is poor for this student. It was a learning year for the staff, one of almost continual frustration for the student. This objective was met at about 70 percent.

CPR program through Clark College and in cooperation with the American Heart Association was initiated two years ago. In 1978-79 school year, 234 community members were trained in CPR. In the industrial segment of the community, the Clark program trained members of the Kelly Services and staff of Clark County day care centers. Several large churches had Sunday school and maintenance staff trained. These classes were held at Clark or at the facility of the group requesting them.
EMERGENCY MEDICAL TECHNICIAN

ACHIEVEMENT OF OBJECTIVES (CONT.)

The EMT program was started in 1974. Programs for advanced EMT training were started in 1976 after the local medical association had approved training and statewide guidelines were being formed. Currently, with valid documentation, the EMT-1 can advance to any level desired.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

Few students seek A.A. degrees.

QUALITY OF STUDENTS

The quality of the student has improved in some ways. The EMT in class now is a high school graduate. She/he is goal-oriented towards a career in fire service or as a paramedic. An increasing number of students hold associate degrees, many from Clark College, and the number holding bachelor's degrees is rising, particularly in the advanced training (Mobile Intensive Care Technicians). The average age of the class is dropping and so is the level of maturity of the student.

Evidence of improved quality can be seen by reading a grade book. In 1974-75, up to ten students could not meet state certification requirements. In 1978-79, two students did not successfully complete the basic EMT program. Attrition in the advanced classes to date has not been due to poor grades.

In 1977, Clark received a donation from the family of a young woman who had lifesaving measures performed by Clark-trained advanced EMT's.

Graduates of the paramedic program have found employment in the Bellevue, Everett and Olympia areas without difficulty. These areas also have paramedic training programs. Graduates of both basic and advanced programs were able to find employment readily.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

The Clark EMT programs meet the standard occupational proficiency of the EMT-Paramedic National Registry. EMT-paramedic training inclusively meets the minimum requirements of the Emergency Medical Services Division of DSHS, State of Washington. Standards of occupational proficiency were developed by a physician committee at both levels. Locally, the Clark County Medical Society Emergency Services Committee set standards prior to the program being initiated. These were above the state requirements.
EMERGENCY MEDICAL TECHNICIAN

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT (CONT.)

At the basic level, student average for the theory portion of the State Certification exam for the 1978-79 year was 84 percent. State requires 80 percent. A "pass" on the performance exam was achieved by 100 percent of students involved in new training or recertification.

As of 1979, there were no state certification exams for any advanced level training. Examinations used by the EMT Department have all been submitted and approved by the Advanced Life Support Physician Review Committee of the Emergency Medical Service, State of Washington. In 1979, 100 percent of the students taking the certification exams exceeded 80 percent proficiency. 100 percent received pass on performance exam.

Performance exam in each area requires a student to demonstrate "X" proficiency in "Y" time. Evaluators of these performances are experienced professionals, either physicians, nurses, or paramedics. Students cannot successfully complete the course unless they show proficiency in both theory and performance.

Statistically, national survival rate of the life-threatened victim has increased 64.9 percent (national EMS Seminar 1977). No statistics have been compiled locally, however, local physicians indicate an 80 percent increase in survival rate. Survival rate is defined as any person who is able to resume activity or have retraining following a life-threatening crises.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

1. Students are asked to evaluate for content during course;

2. Students are randomly selected after graduation and asked to evaluate as to job readiness;

3. EMT Advisory Committee meets three times a year for input on employment, student quality and course offerings;

4. Emergency Services Committee of the Clark County Medical Society is requested to provide input annually;

5. Course coordinator and physician director attend EMS meetings locally and statewide. Both are employed in emergency care areas: both attend continuing education seminars, workshops, etc., in this area;
EMERGENCY MEDICAL TECHNICIAN

UPGRADING COURSE CONTENT (CONT.)

6. Course coordinator is a member of EDNA (Emergency Department Nurses Association), ONA (Oregon Nurses Association), and the Regional EMT-Paramedic Trainer Coordinators group; and is an American Heart Association Certified Basic Life Support Instructor;

7. The physician director has successfully completed boards in National Academy of Family Practitioners and American College of Emergency Physicians and is nationally certified Advanced Cardiac Life Support Instructor by the American Heart Association.

MEDIA AND SPECIAL TEACHING AIDS

The department has purchased equipment for basic and advanced life support including: CPR mannequins, Intubation mannequins, EKG machines and defibrillators with the assistance of two grants. There is an inventory of approximately $18,000 in training equipment. None of this equipment was available used or through rental outlets. It is actual equipment found in a Mobile Intensive Care Unit.

Films for training would not be of use to any other department. We have approximately $1,000 currently invested in films, $600 currently invested in slides.

FACULTY EVALUATION

Faculty consists of: Physician director on personal services contract

EMT coordinator who teaches one-half time

Paramedics, M.D.'s and R.N. specialists

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Space is good. The location poor. There is no running water available in the lab area. Equipment weighing 50 pounds or more must be carried up and down a flight of stairs for any off-campus training. This space is scheduled to be remodeled in present capital project plans.

Equipment condition is good. It will probably be one more year before major repair, replacement costs start.

This department would blend well in an area with the same needs, specifically a health occupations area.

V-94
EMERGENCY MEDICAL TECHNICIAN

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

Purchasing - (Equipment orders put to bid): If a low bid is accepted, faculty should be allowed to evaluate equipment, both software and hardware, as to quality and training usefulness and veto purchase of unsatisfactory equipment.

Current Policy on Support Staff: Departments that deal with community, i.e., adult learner, returning women, directed practice studies, and continuing education, need to be given a top priority for full-time support staff. In these areas, faculty are mini-student services directors, registration departments, and counselors. Much of this work is repetitious in nature. The volume of paperwork required for communication and information distribution is heavy. Informational phone calls are frequent and often involve one-half hour time blocks. Faculty often find they are working as highly-paid clerical staff and are not able to meet their own goals because of spasmodic, if existent, support staff. Long-term, the quality of a given area or program is affected in a negative manner.

PROGRAM PLANS

The latest EPA statistics indicate growth of 20 percent in housing needs for Clark County in 1980, 10 percent for Skamania County. Emergency services will need to grow correspondingly. In Clark County, Vancouver Fire Department and Fire Districts #4, #5, and #6 placed a bond measure before voters for funding to allow paramedic and transport capabilities on a first response. This bond measure has passed. Clark College now has the responsibility of projecting training needs in accord with the growth in the community and the expansion of emergency services.

Fire service districts have the option of contracting with a community college for training or of bringing in a training crew. The EMS Council, which has final vote on training levels for various agencies, looks to the college for meeting training needs, and to date has approved only community college training.

RESOURCE REQUIREMENTS

Physical Facilities

Ground floor footage and rooms similar to present facility with running water and good ventilation.
NURSING, ASSOCIATE DEGREE

PROGRAM OBJECTIVES (CONT.)

6. Function in a patient-nurse relationship at the beginning staff-nurse level, under supervision of experienced registered nurses, in agencies providing direct nursing care to patients by:
   a. Performing functions which are circumscribed in nature and carried out in structured situations;
   b. Making decisions and exercising judgment within clearly defined limits and in situations where there is recourse to assistance and support as needed;
   c. Applying essential principles which may be repeated and utilized in a variety of situations;

7. Assume responsibility for continuing professional growth and development.

ACHIEVEMENT OF OBJECTIVES

Approximately half of the total credits in the program are for nursing subjects and half for general subjects including biological and physical sciences, social sciences, communications, and humanities. Courses other than nursing which are included among those required are, and always have been, college transfer courses which are standard offerings of the college, open to all students.

In order to promote personal responsibility for growth and development in each student and allow for different rates and styles of learning, the department faculty revised all nursing courses in 1974 to teaching-learning modules. The instructor role has, consequently, changed from that of being primarily an information-giver to that of resource person, motivator, and diagnostician of learning problems. A very high percentage of the program's graduates score well above the minimum passing score on State Board examinations for licensure. Graduates also make up a good percentage of the R.N. work force in local health care facilities. Many have continued to higher degrees—some to the level of Ph.D. One graduate was elected as a charter fellow of the American Academy of Nursing.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The Associate Degree Nursing Department provides courses designed to meet the "occupational field" requirements for an Associate in Applied Science degree. General education requirements for this degree have been of a nature and quality to enhance the student's ability to achieve in nursing. The requirement for credit in health has traditionally been waived for nursing students. As noted in the research literature, department faculty have observed a positive relationship between grades earned in the natural sciences and the ability to achieve in nursing.
NURSING, ASSOCIATE DEGREE

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48</td>
<td>52</td>
<td>61</td>
<td>68</td>
<td>53</td>
</tr>
</tbody>
</table>

QUALITY OF STUDENTS

The student population within the program contains a mix of recent high school graduates and older students returning to school. An overall increase in the age and maturity of students seems to have occurred. Initiation of the independent study, self-paced modular approach to learning in 1974 may have created a selection parameter. Recognition that grades in science correlate positively with achievement in nursing adds another selection influence in the counseling process. More students with advanced degrees are seeking entry and completing the program. Since the change in teaching methods, students are achieving at a noticeably higher rate within each course. Results of GPA and grading studies are available in the department files.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

Long-term follow-up studies have not been carried out in the past five years; however, the Occupational Placement and Follow-up Report compiled by the director of occupational education reveals the following at one year after graduation:

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>1976</th>
<th>1977</th>
<th>1978</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of graduates</td>
<td>52</td>
<td>61</td>
<td>68</td>
</tr>
<tr>
<td>Number of questionnaires returned</td>
<td>40</td>
<td>13</td>
<td>51</td>
</tr>
<tr>
<td>Continuing education at a higher level</td>
<td>1</td>
<td>--</td>
<td>3</td>
</tr>
<tr>
<td>Employed in nursing</td>
<td>29</td>
<td>13</td>
<td>45</td>
</tr>
<tr>
<td>Basic staff position</td>
<td>--</td>
<td>--</td>
<td>35</td>
</tr>
<tr>
<td>Advanced or specialty position</td>
<td>--</td>
<td>--</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>--</td>
<td>3</td>
</tr>
<tr>
<td>Employed within Vancouver commuting distance</td>
<td>23</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>Enrolled in a continuing nursing education course</td>
<td>1</td>
<td>--</td>
<td>5</td>
</tr>
</tbody>
</table>

Through personal informal contact, faculty members are aware that many have continued their education for higher degrees. Portland-Vancouver area hospitals are staffed with large numbers of Clark College ADN graduates.

All associate degree nursing students are required to take State Board Test Pool Examinations (SBTPE) in order to obtain licensure to practice as registered nurses. The following is a summary of information covering graduates from 1975-1979:
## Nursing, Associate Degree

### Specific Indicators of Student Achievement (Cont.)

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Number graduated</td>
<td>48</td>
<td>52</td>
<td>61</td>
<td>68</td>
<td>53</td>
</tr>
<tr>
<td>Number taking SBTPE</td>
<td>47</td>
<td>52</td>
<td>61</td>
<td>65</td>
<td>*</td>
</tr>
<tr>
<td>Number of students</td>
<td>47</td>
<td>48</td>
<td>55</td>
<td>60</td>
<td>*</td>
</tr>
<tr>
<td>passing (on first</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>attempt)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington State</td>
<td>548.8</td>
<td>547.6</td>
<td>536.3</td>
<td>537.6</td>
<td>*</td>
</tr>
<tr>
<td>mean score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clark College mean</td>
<td>565.2</td>
<td>537.2</td>
<td>524.6</td>
<td>549.3</td>
<td>*</td>
</tr>
<tr>
<td>score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject area in</td>
<td>Psychi-</td>
<td>Surgi-</td>
<td>Medi-</td>
<td>Surgi-</td>
<td>*</td>
</tr>
<tr>
<td>which students</td>
<td>atric</td>
<td>cal</td>
<td>cal</td>
<td>cal</td>
<td></td>
</tr>
<tr>
<td>achieved highest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mean score</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

* Not yet available

Most students who failed an examination on the first attempt passed on their subsequent retake of the test(s).

National League for Nursing Achievement Tests have been used in areas of psychiatric nursing and medical-surgical nursing. Results were:

<table>
<thead>
<tr>
<th>Quarter in Which Examination was Given</th>
<th>Class Mean (percentile Rank)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Medical-Surgical</td>
</tr>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Spring 1975</td>
<td>74</td>
</tr>
<tr>
<td>Winter 1976</td>
<td>--</td>
</tr>
<tr>
<td>Spring 1976</td>
<td>73</td>
</tr>
<tr>
<td>Winter 1977</td>
<td>--</td>
</tr>
<tr>
<td>Spring 1977</td>
<td>69</td>
</tr>
<tr>
<td>Winter 1978</td>
<td>--</td>
</tr>
<tr>
<td>Spring 1978</td>
<td>76</td>
</tr>
<tr>
<td>Winter 1979</td>
<td>--</td>
</tr>
<tr>
<td>Spring 1979</td>
<td>83</td>
</tr>
</tbody>
</table>

The data indicate an overall increase in the achievement of students from 1975 to 1979 as measured by these tests. Since other evidence does not show the same observable trend, this may indicate aging of the test or increased instructor familiarity with the test content. At any rate, inclusion of the more complex pathophysiologic concepts in course content seems to have occurred as reflected in the mean score increase on Medical-Surgical Test III.

All grades in nursing courses represent the student's progress in relation to assessed achievement of course objectives. Course objectives progress in scope and sequence from basic to terminal desired behaviors. Therefore, grades in the final courses represent the degree to which students have achieved the desired proficiency.
NURSING, ASSOCIATE DEGREE

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT (CONT.)

for beginning employment in a staff nursing position. A grade of C or better is required to graduate. C = satisfactory achievement, B = better than average achievement, and A = superior achievement. The following table shows student achievement over the past five years:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory - A (% of total)</td>
<td>41</td>
<td>12</td>
<td>27</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>(NURS 203) B</td>
<td>59</td>
<td>32</td>
<td>70</td>
<td>75</td>
<td>65</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>.16</td>
<td>25</td>
</tr>
<tr>
<td>Practice A (% of total)</td>
<td>78</td>
<td>82</td>
<td>75</td>
<td>63</td>
<td>71</td>
</tr>
<tr>
<td>B</td>
<td>22</td>
<td>6</td>
<td>22</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>12</td>
<td>3</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Number of graduates by year</td>
<td>48</td>
<td>52</td>
<td>61</td>
<td>63</td>
<td>53</td>
</tr>
</tbody>
</table>

The data clearly shows a change in grading policy initiated in 1976. Prior to that year, students were required to repeat learning experiences and testing as necessary to pass at a "B" level. Students tend to be rated at a higher level of achievement in skills and practice situations than the level they achieve in the theory course. The evidence cited above supports the general observation made by all instructors that students are better prepared for clinical practice on a weekly basis since the modularized, independent-study approach to learning was adopted in 1974.

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

NURSING 111 has been created this year to separate theory grades from practice. This brings all nursing course sequences under the same evaluation philosophy.

UPGRADING COURSE CONTENT

Meetings of teaching teams are held weekly for on-going planning and revision while each course is being taught.

Student evaluation of courses and instruction is done quarterly.

Item analysis of post-tests and examinations is done by individual instructors.

Complete review of content and teaching materials is done every two years prior to reprinting of modules.
NURSING, ASSOCIATE DEGREE

UPGRADING COURSE CONTENT (CONT.)

Evaluation of clinical experiences and learning experiences is carried out quarterly with hospital staff.

The Advisory Committee for Associate Degree and Practical Nursing meets annually or more frequently and suggestions are generally implemented.

A self-study is carried out every eight years for National League for Nursing Accreditation. This was most recently done in 1978 with a follow-up this year which is available for review in Nursing.

Faculty self-improvement activities (graduate study and work experience) result in new learning incorporated into courses. Vocational certification requires 15 units (credits) every five years.

All instructors have engaged in more than the required amount of continuing education.

General college staff development funds are utilized by the department and faculty members avail themselves of in-house opportunities for education.

MEDIA AND SPECIAL TEACHING AIDS

1. Simulated ten-bed hospital ward with equipment and supplies needed for patient care;

2. Teaching mannequins, anatomical models, simulation models and charts;

3. Video monitors (2);

4. Video cameras (2);

5. Video recorder (1);

6. Audiocassette player/recorders (2);

7. Dukane filmstrip projector (1).

Hospital in-service department personnel permit usage of various equipment for classes meeting on their premises.

FACULTY EVALUATION

See Insert A
NURSING, ASSOCIATE DEGREE

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

In general, the program is very cramped for space because of other programs' needs, chiefly Dental Hygiene, Continuing Nursing Education, Adult Basic Education and Admissions and Counseling. The audio-visual equipment used for auto-tutorial learning is housed in space temporarily shared by counseling and admissions. This study area is located at a distance from the media check-out desk which increases the possibility of losses. Library facilities are satisfactory and new audio-visual equipment added; however preventive maintenance has been a problem.

The nursing lab is overcrowded because lack of storage space for large items has resulted in their being kept in the classroom. Much of the basic equipment, such as beds, is over twenty years old and in poor condition mechanically. Ventilation, heating and cooling, are all difficult to control in the lab. Security is also a problem, but fire safety has been improved by addition of an outside door. The single classroom used by nursing in the Health Sciences Building is adequately equipped to meet instructional needs.

Nursing Department faculty offices are not conducive to appropriately carrying out the individualized approach to learning and counseling espoused by the department. Only two of the nine instructors and the director have private offices. Three offices have more than two occupants.

The department proposes an addition to the Health Sciences Building to include a learning center satellite with testing facility, two classrooms, an equipment storage room and five offices. Additional office work space is needed also.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

Increased commitment to full-time faculty appointments is needed. The nature of teaching assignments in nursing makes it difficult to function with part-time faculty who do not attend faculty meetings nor participate in determining department goals.

Professional Placement and Advancement Committee (PPAC) policies on credit equivalents need to be less restrictive. Many in the Nursing Department find that short-term conferences or workshops, such as those on the latest medical advances related to clinical nursing, are often more appropriate to our needs than academic courses. Rigid time restrictions negate most of this for credit equivalents.

The budget process needs to include more frequent feedback to initiators at grass roots. Speeding up the process would enhance departmental efficiency also.

V-103
NURSING, ASSOCIATE DEGREE

PROGRAM PLANS

Planning is under way to provide for flexible entry into and exit from the program. Under the proposed system, 20-25 students will be admitted quarterly during the regular academic year. The change represents an attempt to serve students more appropriately by decreasing entry waiting time, especially important to returning students. It also addresses cost containment concerns through more continuous use of facilities.

RESOURCE REQUIREMENTS

Physical Facilities

In addition to the facilities and equipment changes described above, the present lab facility will need to be outfitted with folding or movable partitions to accommodate several small classes instead of the present large class set-up.

Personnel

A program assistant will be needed to staff the media satellite and a lab assistant will be needed after the program is in full operation.

Goods and Services

Need for goods and services will change very little, although it may be more expedient and economical to purchase some films rather than rent them.

Equipment

Preventive maintenance of equipment and replacement as needed will be essential. Overall use should remain about the same.
### Faculty Evaluation:

<table>
<thead>
<tr>
<th>Major Improvement Needed</th>
<th>Some Improvement Needed</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance in degrees held</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance in teaching experience</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance in subject specialities</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance in non-teaching experience</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance in vocational certification</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Faculty Strengths:

The department staff has stability — the majority of contracted faculty have been with the college in excess of ten years. Two are recent additions to the faculty. All full-time faculty and the director hold Masters degrees — three in clinical nursing with a teaching minor, three in education and four in nursing education. Degrees and past teaching experience represent a variety of institutions. Each faculty member continues to engage in continuing education and/or work experience annually. The balance of preparation in subject specialities is appropriate to program needs. Most faculty members have taken positive image building and counseling courses. One faculty member is ANA-NACOG certified in Maternal Child Nursing. There is good faculty participation on institutional committees. The immediate past president of the faculty association is a nursing department member. Non-teaching experience includes staff nursing, supervision, instruction, and administration in hospitals and extended care facilities, private duty, offices and clinics, industry and public health.

### Faculty Weaknesses:

More instructors perhaps need to have a psycho-social/mental health orientation and teaching experience. There is a tendency to overdedication, extending work hours, taking a very cautious approach to change, and experiencing "burnout." The faculty's composition is largely middle-age, all white, and female. There are no males or minority persons. Four of the nine full-time instructors are within five years of retirement. The joint appointment system is not available which decreases the opportunity to maintain or upgrade technical skills in the context of the job.

NURSING, ASSOCIATE DEGREE
NURSING, CONTINUING EDUCATION
ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

In keeping with Clark College's philosophy that all persons in the community should have the opportunity to continue their education, this program is designed to provide an opportunity for nurses to improve and update knowledge, skills, and attitudes, to develop new skills, and to expand professional competencies so that they can continue to respond effectively to the needs of health care consumers. This is accomplished through meeting the following objectives:

1. Identify continuing nursing education needs;

2. Develop an advisory relationship with inservice nursing education directors, college nursing faculty, and nurses representing all areas of the health care delivery system;

3. Develop and publicize a program of continuing nursing education courses, workshops, seminars, and self-directed study that will enable the college to meet the changing continuing education needs of nurses and allied health personnel;

4. Provide for appropriate credit and professional recognition for continuing education classes;

5. Recruit, orient, monitor and evaluate professional faculty to teach continuing education classes;

6. Secure specialized facilities for such classes as needed in on- or off-campus locations convenient to students;

7. Provide ongoing process and outcome evaluation of the continuing nursing education program;

8. Provide administrative and clerical support services for continuing nursing education faculty;

9. Develop a funding base for the Continuing Nursing Education program;


ACHIEVEMENT OF OBJECTIVES

A Continuing Nursing Education Advisory Committee has been established which meets once each quarter during the academic year. This is a working committee with representation from Vancouver/Portland area hospitals, public health, school and
NURSING, CONTINUING EDUCATION

ACHIEVEMENT OF OBJECTIVES (CONT.)

industrial nurses, office nurses, as well as nursing home and intermediate care facilities. This group is a valuable resource in identification of needs and planning and review of CNE programs.

The problem of identifying continuing education needs has also been addressed through a mail survey, which provided some basic data on course topics, length, and preferred days, times, teaching strategies, and cost, as well as general characteristics of potential learners. This data and the input from the CNE Advisory Committee serve as the basis for specific program planning.

The CNE Department usually offers six to ten quarter-long courses, and three to ten workshops or short classes each quarter. Classes are offered either for college credit or for credit equivalents. When appropriate course approval or recognition is requested from the Washington State Nurses' Association, the Washington State Nursing Home Administration, and national specialty organizations such as the American Association of Critical Care Nurses, credit equivalent courses, as well as those offered for academic credit, are recorded on students' transcripts.

Classes are publicized in the Clark College class schedule, mailed to all homes in the college's service area. In addition, quarterly brochures on courses and individual flyers for workshops are mailed out to a more specific population. Special notices to health and social service agencies enable us to reach health professionals not on our mailing list.

Faculty are recruited primarily from Vancouver/Portland area clinical specialists, and from local social service agencies. The CNE Coordinator also teaches in the program. The part-time faculty are oriented to the policies and procedures of the college, and are provided administrative and clerical support services. Faculty evaluation is currently based on student evaluations and a coordinator assessment of teaching skills.

Evaluation of CNE courses and workshops is currently based on student perceptions and an evaluation of learning that occurs in the class.

The majority of CNE offerings are held on campus. Some workshops are offered at various off-campus locations within Clark County. A minimum of one class per quarter is offered through the Bingen outreach program.

RELATIONSHIP OF GENERAL EDUCATION REQUIREMENT TO DEPARTMENT

Continuing nursing education is a non-degree oriented program for persons who have already completed basic vocational or professional educational programs.
NURSING, CONTINUING EDUCATION

STUDENTS

Students in the program are primarily registered nurses or licensed practical nurses. Classes have also had participants from allied health fields, such as EMT-paramedics, nursing assistants, physician assistants, and dental hygienists.

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

Course offerings vary from quarter to quarter in an effort to meeting changing needs of health care professionals. In general, these needs relate to:

1. Refresher or re-entry education;
2. Education to improve and update knowledge, skills and attitudes;
3. Obtaining new certifications or recognition;
4. Increased awareness of professional issues and trends in nursing and the health care field.

Certain courses for which there is a recurring demand are offered on a regular basis. Course syllabi are on file in the Continuing Nursing Education Department office for these and all courses, short classes and workshops that have been offered through Clark College.

All courses listed have been offered in the past two years. The two that have low recent enrollment have had high enrollment in the past, and the trends in the health care field predict the need for additional education in these areas in the future.

UPGRADING COURSE CONTENT

Each time a course is offered, the CNE coordinator works with the course faculty to develop either new or revised objectives, to identify appropriate media aids to enhance teaching and learning, and to outline course content. Persons wanting to teach courses they have prepared elsewhere through Clark's CNE program are required to submit a course approval application indicating course/workshop objectives, content outline, evaluation strategies, handouts and/or required readings. These forms and faculty qualifications are reviewed and rated by the CNE Advisory Committee. Final decision and recommendations are the responsibility of the coordinator.

FACULTY EVALUATION

See Insert A
MEDIA AND SPECIAL AIDS

The Continuing Nursing Education Department owns the following media aids which are used for the improvement of teaching in a variety of classes:

1. Videocassettes
   b. "IPPA: Physical Examination Techniques." Wayne State University;
   c. "Problem Oriented Nursing Records." Fairview General Hospital;
   d. Two-tape set on "Acute Myocardial Infarction: Units I and II." National Audiovisual Center.

2. Slide-Cassette Tape Programs
   a. "Mechanical Properties of Muscles." National Medical AV Center;
   b. "The Heart as a Pump." National Medical AV Center;
   c. "Physiological Control of Cardiac Output and Venous Return." National Medical AV Center;

The department also has access to audiovisual materials owned by Vancouver Veterans Administration.

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Program office space is noisy and lacks adequate privacy and security. General office equipment is in good condition and adequate for the current development of the program. Classroom space is limited in both availability and quality. Certain classes, for example, require a large, carpeted floor space for their activities, while others need tables and chairs for small group activities rather than the traditional student desks oriented to the front of the room. Also, a specialized learning resource center would facilitate program development.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

Continuing education should be recognized as a separate entity, distinct from basic vocational educational programs. It serves a different population with advanced content and unique learning needs. In practice, the Continuing Nursing Education program functions as a separate department within the Division of Health Occupations and Health Sciences. However, on paper, the director
of nursing programs is listed as responsible for Continuing Nursing Education. Because of the already extensive responsibilities and time commitments demanded by the Associate Degree and Practical Nursing programs, the distinctness of the kinds and levels of education involved, as well as the growing public, professional and legislative demands for continuing education for nursing and allied health fields, it would seem more efficient to have a Continuing Education Department. This would reconcile practice with policy, streamline planning, decision and reporting processes, and stimulate program development in allied health as well as nursing.

In addition, a full-time secretary would enable the program to more effectively meet the administrative and faculty support needs of a growing continuing education program. To allow long-range planning and program development, both the director/instructor and secretary positions should be budgeted on college funds. Grant resources should be used for continuing education specialists and for program and resources development.

On a departmental level, a program is underway to routinize orientation of part-time instructors to policies, procedures, and support services.

PROGRAM PLANS

Assuming resources are available, a number of changes in program are planned over the next ten years. These include:

1. Ongoing needs assessment and expansion of offerings in nursing and allied health areas;
2. Development of modules and media packages to be checked out for small group and independent study;
3. Use of computer assisted instruction;
4. Addition of nursing practitioner programs to CNE Department;
5. A cooperative effort to provide a baccalaureate degree program and access to graduate level education for nurses and other allied health professionals in southwest Washington;
6. Involvement in teleconferencing and use of educational television to reach outlying areas;
7. Development of a "mobile unit" to provide "circuit-riding" continuing education to health professionals in more rural areas;
8. Capacity to teach and implement nursing research;
NURSING, CONTINUING EDUCATION

PROGRAM PLANS (CONT.)

9. Program of evaluation research to identify impact of continuing education on patient care and the health delivery system.

RESOURCES REQUIREMENTS

Physical Facilities

1. Office space for coordinator, secretary, work table, and one to two desks to be shared by temporary faculty;

2. Health sciences learning resources center with shelving for books, periodicals, media aids and models, tables and chairs, and carrels equipped with individual filmstrip and slide-tape players, as well as a viewing room for video-tapes and films;

3. A carpeted classroom space with tables (round) and chairs;

4. Two model rooms:
   a. Examining room for physical assessment;
   b. Critical care room equipped with monitoring equipment;

5. Storage space for class hand-out materials and program supplies.

Personnel

1. Full-time coordinator (director/instructor);

2. Full-time secretary;

3. Two full-time continuing education specialists (grant-funded);

4. Temporary part-time instructors as needed for classes;

5. Part-time learning resource center person.

Goods and Services

1. Additional 500 - 1,000 volumes (books and periodicals);

2. Audio-visual equipment and materials (content of latter dependent on programs developed);

3. Mobile van;

4. Computer terminals and printers with computer access for administration, instruction and research purposes;

5. Telephone conference and TV equipment.

V-111
Contracted Services

1. Consultants for media development, evaluation, and use of media technology;
2. Honoraria for guest instructors.

Equipment

1. Media equipment already mentioned;
2. Computer equipment;
3. Two typewriters or one word processor;
4. Storage equipment (bookshelves, filing cabinets, cupboards);
5. Dictaphone.
Facility Evaluation:

<table>
<thead>
<tr>
<th>Major Improvement Needed</th>
<th>Some Improvement Needed</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Balance in degrees held</td>
<td></td>
<td></td>
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<td>X</td>
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<tr>
<td>Balance in teaching experience</td>
<td></td>
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<td>X</td>
</tr>
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<td>Balance in subject specialities</td>
<td></td>
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<td>X</td>
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<tr>
<td>Balance in non-teaching experience</td>
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<td>X</td>
</tr>
<tr>
<td>Balance in vocational certification</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

5. Faculty Strengths:

Coordinator is strong in organization, administration, curriculum development, and community relations, and can fill in in a variety of content areas.

Part-time faculty are knowledgeable and skilled in their content and clinical areas. Several of our part-time instructors, notably in anatomy and physiology and in critical care areas, have taught long enough so that their courses have had time to develop and strengthen.

c. Faculty Weaknesses:

Many of those who teach CNE classes are working full-time elsewhere, so classes have to be scheduled around their working time. Persons may be very knowledgeable or skilled in what they do, but may lack skills in teaching others. Lecture is frequently the only teaching strategy used.
NURSING, PRACTICAL
ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

Upon completion of the program, the practical nursing graduate will:

1. Show evidence of basic knowledge and understanding of nursing care for patients with medical and surgical conditions in all age groups and for postpartum patients and newborn;

2. Show evidence of sufficient knowledge of normal body structure and function to be able to recognize deviations from normal and to safely carry out elementary nursing techniques;

3. Be able to safely and efficiently perform nursing procedures common to general care of patients and to adapt procedures to meet needs of the individual patient;

4. Be able to work with others who are concerned with the care of patients and to understand the scope of own practice as a member of the health team;

5. Understand basic physical and emotional needs of individuals and use measures to meet needs;

6. Apply principles of positive health concepts in work and everyday living;

7. Be prepared to write state board examination for registration as a licensed practical nurse.

ACHIEVEMENT OF OBJECTIVES

The department's objectives are met well. Enrollment in the program has been steady with a maximum capacity class accepted each fall. Graduates tend to pass the state licensing exams at a high level and are sought after in this area's job market, both in hospitals and extended care facilities.

Some basic courses (Nursing 101-111 and 103-113) are taken with ADN students to enhance the opportunity for upward mobility in nursing. Independent study learning modules are used as the basic format for courses to increase students' ability to deal with the concept of personal responsibility for lifelong learning.
NURSING, PRACTICAL

The curriculum is a standard one with most courses taught within the department. Nutrition (FLFN095) is the only course taken outside the department. Since it is structured specifically for this group of students, their needs are well met.

RELATIONSHIP OF GENERAL EDUCATION REQUIREMENTS TO DEPARTMENT

High school completion with qualifying scores in English and mathematics are required for entry. The program offers a certificate only. It does not meet degree requirements.

EVALUATION OF STUDENTS

NUMBER OF COMPLETIONS

<table>
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<tbody>
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<td></td>
<td>11</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

QUALITY OF STUDENTS

There have been no noticeable differences in the overall quality of students choosing practical nursing during the past five years. Some lowering in the age at entry has been occurring with more students coming directly out of high school and using the program as a stepping stone to Associate Degree Nursing. Since the change in teaching methods to independent-study learning modules, students are achieving at a somewhat higher level in general, although some require close personal supervision and help with motivation.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

Long-term follow-up studies have not been carried out in the past five years; however, the Occupational Placement and Follow-up Report compiled by the director of occupational education reveals the following at one year after graduation:

Assessed Information About Graduates

<table>
<thead>
<tr>
<th></th>
<th>1976</th>
<th>1977</th>
<th>1978</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of graduates</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Number of questionnaires returned</td>
<td>15</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Continuing education at a higher level</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Employed in nursing</td>
<td>11</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Employed within commuting distance of Vancouver</td>
<td>11</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Enrolled in CNE</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
NURSING, PRACTICAL

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT (CONT.)

There is approximately a ten percent rate of continuation to the Associate Degree Nursing program. Some continuation to higher degrees has also occurred, but exactly how much is not known. Portland-Vancouver area hospitals and extended care facilities hire Clark College practical nursing graduates readily.

All practical nursing graduates are required to take State Board examinations in order to obtain licensure to practice. The following is a summary of information covering graduates from 1975-78:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Number graduating</td>
<td>11</td>
<td>13</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Number taking State Board exams</td>
<td>11</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Number passing State Board exams</td>
<td>11</td>
<td>17</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Mean score of Clark College graduates</td>
<td>524.8</td>
<td>559.4</td>
<td>577.7</td>
<td>556.6</td>
</tr>
<tr>
<td>Score required to pass</td>
<td>400.0</td>
<td>400.0</td>
<td>400.0</td>
<td>400.0</td>
</tr>
</tbody>
</table>

Student scores generally rank in the 3rd and 4th quartiles with lower achievement in pharmacology than in other areas of study.

All grades in nursing courses represent the student's progress in relation to assessed achievement of course objectives. Course objectives progress in scope and sequence from basic to terminal desired behaviors. Therefore, grades in the final courses represent the degree to which students have achieved the desired proficiency for beginning employment in a staff nursing position. A grade of C or better is required to graduate. C = satisfactory achievement, B = better than average achievement, and A = superior achievement. The following table shows student achievement over the past five years:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Theory - A (% of total)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Nurs.203) B</td>
<td>55</td>
<td>65</td>
<td>61</td>
<td>78</td>
<td>60</td>
</tr>
<tr>
<td>C</td>
<td>45</td>
<td>35</td>
<td>33</td>
<td>22</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Practice - A (% of total)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Nurs. 213) B</td>
<td>55</td>
<td>72</td>
<td>39</td>
<td>78</td>
<td>40</td>
</tr>
<tr>
<td>C</td>
<td>45</td>
<td>28</td>
<td>56</td>
<td>22</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>20</td>
</tr>
</tbody>
</table>

Number of graduates by year

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<tr>
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<th></th>
</tr>
</thead>
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<tr>
<td>Number of graduates by year</td>
<td>11</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>
NURSING, PRACTICAL

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT (CONT.)

Grades may be a reflection of known difference in grading practices of instructors. The evidence cited above supports the general observation made by all instructors that students are better prepared for clinical practice on a weekly basis since the modularized, independent-study approach to learning was adopted in 1974.

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

Nursing 012 was dropped this year due to insufficient pediatric experience available. The clinical practice for pediatrics has been incorporated into the summer quarter Medical-Surgical Nursing course when other schools are not competing for the same experiences.

UPGRADING COURSE CONTENT

Student evaluation of courses and instruction is done quarterly.

Complete review of content and teaching materials is done every two years prior to reprinting of modules.

Item analyses of post-tests and examinations is done by individual instructors.

Evaluation of clinical facilities and learning experiences is carried out quarterly with hospital staff.

The Advisory Committee for Associate Degree and Practical Nursing meets annually, or more often, and appropriate suggestions are implemented.

Faculty self-improvement activities (graduate study and work experience) result in new learning incorporated into courses. Vocational certification requires 15 units (credits) every five years. All instructors have engaged in more than the required amount of continuing education. General college staff development funds are utilized by the department and faculty members avail themselves of in-house opportunities for education.
NURSING, PRACTICAL

MEDIA AND SPECIAL TEACHING AIDS

Media and special aids used for improvement of teaching are shared with Associate Degree Nursing. The following were cited in that departmental report as well:

1. Simulated ten-bed hospital ward with equipment and supplies needed for patient care;
2. Teaching manikins, anatomical models, simulation models, and charts;
3. Video monitors (2);
4. Video cameras (2);
5. Video recorder (1);
6. Audiocassette player/recorders (2);
7. DuKane filmstrip projector (1).

Hospital in-service department personnel permit usage of various equipment for classes meeting on their premises.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

The same conditions exist as those cited in the Associate Degree Nursing Program's department analysis.

The department concurs in the proposal for an addition to the Health Sciences Building to include a learning center satellite, with testing facility, two classrooms, and equipment storage room and five offices. Additional office work space is needed also.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

The same recommendations apply as those cited in the Associate Degree Nursing Program's department analysis.

PROGRAM PLANS

The following departmental objectives will guide planned changes for the future:

1. Review the total program for practical nursing in conjunction with a major change to quarterly admission and graduation proposed for Associate Degree Nursing;
NURSING, PRACTICAL

PROGRAM PLANS (CONT.)

2. Explore the feasibility of utilizing challenge exams for transfer students with non-collegiate nursing education, out-dated credits, or extensive experience background;

3. Implement a plan for program evaluation in conjunction with program evaluation of the Associate Degree Nursing Program;

4. Utilize alternative methods for teaching the nursing care of children. Low pediatric ward census in our facilities is forcing a cutback of institutional nursing practice experiences and time;

5. Work toward implementation of a plan in which the practical nursing curriculum would be equivalent to the first year of Associate Degree Nursing.

RESOURCE REQUIREMENTS

Resource requirements noted in Associate Degree Nursing departmental analysis will fulfill the needs of the Practical Nursing program.
Faculty Evaluation:

<table>
<thead>
<tr>
<th>Major Improvement Needed</th>
<th>Some Improvement Needed</th>
<th>Satisfactory</th>
<th>Good</th>
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<td></td>
<td>X</td>
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<tr>
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<tr>
<td>Balance in subject specialities</td>
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<td>X</td>
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<tr>
<td>Balance in non-teaching experience</td>
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<td>X</td>
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<tr>
<td>Balance in vocational certification</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

b. Faculty Strengths:

Both faculty members and the director hold Master's degrees.
All subject specialties and practice areas are included in faculty experience.
A stable, long-term commitment to Clark College is evident.
All faculty members hold five-year vocational certificates.
All faculty members have been annually involved in continuing education.
Both faculty members have taken positive image-building and counseling courses.
Both faculty members actively participate in campus committees and Nursing Association activities.

c. Faculty Weaknesses:

Recent loss of a contracted faculty member will be filled temporarily by part-time instructors.
Both faculty members are within ten years of retirement.
Disparity in grading practices exists between the two instructors.
# HUMANITIES

**Allen Gates, Chairperson**

**Divisional Staff**

Eleanore Coldwell, Secretary  
Paula Rummage, Secretary  

<table>
<thead>
<tr>
<th>Department</th>
<th>Contracted Faculty</th>
<th>Staff</th>
</tr>
</thead>
</table>
| Art               | James Archer  
                  | Roger Baker  
                  | Warren Dunn  
                  | Joan Henson  
                  | Richard J. Stensrude | Vi Roth         |
| English           | Rayna Kline  
                  | Richard Hawkins  
                  | Lee Partain  
                  | Shirley Ann Sackman  
                  | Lewis Sander  
                  | Sheila A. Simonson  
                  | Deward W. Sims  
                  | Stanley Spicer |                        |
| Foreign Language  | John C. Calvert  
                  | Douglas E. Mrazek  
                  | Roberta Lee Schnalenberger |                        |
| Journalism        | Dale D. Beacock  
                  | Alleh Gates  
                  | Gordon G. Trousdale II |                |
| Music             | Charles Epton | Jeanne Girouard |
| Philosophy        | Daniel E. Anderson  
                  | Ann Gardner  
                  | Orville A. Iverson |                |
| Speech            | Daniel E. Anderson |                        |
| Theatre           |                                      |              |

V-121
ART

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. To increase student aesthetic awareness;
2. To see and appreciate art in its historic context;
3. To understand the basic art principles in all art forms;
4. To learn basic skills necessary for self-expression;
5. To help each student discover his or her own uniqueness;
6. To help students realize that artists are not special kinds of human beings, but that every human being can be a special kind of artist;
7. To prepare students for continued involvement in the visual arts;
8. To increase the student's creative abilities with new solutions to problems; and
9. To foster humanism among students.

ACHIEVEMENT OF OBJECTIVES

The syllabus for each course is written based on the department's objectives. Each student is given a written statement of course objectives and content, plus a list of specific requirements to reach those objectives. Each faculty member is capable of teaching classes with department objectives in mind. Faculty are hired with teaching effectiveness and humanist outlook considered as primary qualifications.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

All art courses numbered 100 or more count toward humanities requirements for the Associate in Applied Science Degree and the Associate of Arts in General Studies Degree. Certain art classes meet the humanities requirements for the Associate of Arts and Science Degree.

The department feels that too few of its offerings are accepted by the college as meeting the humanities requirement of the Associate Degree in Arts and Sciences.
ART

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Commercial Art</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

QUALITY OF STUDENTS

No change in prior skills and understanding of the visual arts, or in the quality of work produced by students have been observed in this period of time.

Many students have gone on to careers and other involvement in the visual arts. Several people employed locally in art related fields can trace their academic roots to the Clark College Art Department.

Students compile a portfolio of work while at Clark which is one tool used to obtain employment. Their employed retention would attest to their successful training. Occupations filled by former students of the department include photo sales, photographer, darkroom technician, graphic artists, illustrator, teacher, artist free lance, art and photo management positions.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

1. Continual evaluation of courses;
2. Regular department meetings to discuss curriculum;
3. Division involvement as Art Department relates to rest of humanities.

MEDIA AND SPECIAL TEACHING AIDS

Our personal slides, books, and other graphic materials. Three dimensional teaching aids such as mock-ups and models, and examples of communal objectives which illustrate classroom problems. Window displays, frequent demonstrations, and field trips to galleries, museums, and shops.

FACULTY EVALUATION

See Insert A
ART

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Needs and deficiencies are:

1. Air conditioning and ventilation for photography;
2. Ventilation in jewelry studio;
3. Type of ventilation is inadequate in Room 101;
4. Some spaces not large enough to accommodate potential enrollment;
5. Faculty office space is overcrowded;
6. There is no student lounge area;
7. Additional darkroom stations for photography;
8. Additional workrooms for silkscreen and general lab work so that certain disciplines can be separated and scheduling flexibility increased.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

1. Add three full-time faculty by consolidating the twenty or so part-time positions;
2. To be able to teach some low enrollment classes;
3. Studio classes by their very nature demand long contact hours and commitment to extended student contact beyond that demanded in other sorts of classes. A work load formula reflecting these considerations which will allow teachers of studio classes to carry a lighter credit hour load should be developed.

PROGRAM PLANS

1. The fine arts are to be expanded;
2. The graphic design program is being revised, especially the illustration courses;
3. There is potential for interdisciplinary cooperation between such areas as drama, fashion merchandising, interior decorating, and various humanities classes; and
4. Photography will move in two directions: one, toward a greater emphasis on color printing, and two, toward development of vocation-oriented programs.
ART

RESOURCE REQUIREMENTS

Physical Facilities

Fire arts facility, 1,200 sq. ft. classroom, remodel existing photography space, permanent photography studio and lecture space of 2,500 sq. ft. and 500 sq. ft. of darkroom space.

Faculty and Staff

Additional part-time instructors for special subjects and projects, consolidate part-time instructors into full-time instructors in crafts, photography and art history.

Contracted Services

Some potential need.

Equipment

Fire arts equipment, camera Lucida, projection copier, professional light table, color heads, studio lights, studio cameras and related equipment.
Insert A

Faculty Evaluation:

<table>
<thead>
<tr>
<th></th>
<th>Major Improvement Needed</th>
<th>Some Improvement Needed</th>
<th>Satisfactory</th>
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<td>X</td>
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<tr>
<td>Balance in subject specialities</td>
<td>X</td>
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<tr>
<td>Balance in non-teaching experience</td>
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<tr>
<td>Balance in vocational certification</td>
<td>N/A</td>
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</tr>
</tbody>
</table>

b. Faculty Strengths:

1. Instructors have a variety of expertise in the visual arts.
2. There is interdisciplinary flexibility.
3. The faculty is comprised of individuals who are primarily teachers and also are capable of working as professional artists.
4. Personal harmony exists among individuals within the department.
5. Collectively, we possess many art skills.

c. Faculty Weaknesses:

1. There is too high a percentage of part-time employees.
2. Not all faculty members continue to reinforce old skills and learn new ones.
3. There is a tendency to be cloistered and avoid contacts with faculty on this campus as well as on other campuses.
4. Some teachers spread themselves too thin by teaching too many classes.
ENGLISH

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

The primary goal of Clark's English Department is to present a solid academic program. The skills that students gain in written expression go far past mechanical correctness. In the English composition program, writers examine their purposes and goals: what they are saying, and why they are writing. They learn methods of organization; they learn options. Consequently, they are able to adapt their writing so that it fulfills academic and vocational goals.

Less "practical" in nature, courses in literature and in creative writing serve the broader purpose of acquainting the student with his/her culture. Such classes increase one's interests and give insight as to what is possible, intellectually and aesthetically, in the broad area of written communication.

English courses numbered over 100 are compatible with lower division offerings at other colleges and transfer easily; but the department is also concerned with "assistance" courses, as testified by classes like English 97, 98, 99, which offer practice in the fundamentals of writing. At Clark, there are writing and reading classes available at very fundamental levels, including English for high school completion and English for the foreign born.

English instructors attempt not only to establish rapport with their students, offering them academic advice, but also maintain contact with such services as the Wellness Center, veterans' counselors, and the counselor for the handicapped. In some ways, the English composition program may enable us to see more of the student than do teachers in other classes, for personal experiences and statements of values and opinion are a part of the basic writing program. And it is impossible to teach literature as a humanity (rather than as mere reading) without becoming entangled with personalities.

The most consistent extra-curricular activity of the English Department has been the literary magazine. One such magazine maintained itself for fifteen years. We hope to begin another this spring.

ACHIEVEMENT OF OBJECTIVES

No one seems to question that our students in 100-200 courses are doing college transfer level work, but several of our members have questioned the department's offerings in literature, seeking to up-date them, or at least re-justify what exists. Probably we do need to make more specific comparisons between our literature classes and those taught in other colleges, and possibly we need to try new combinations of readings. We see ourselves as innovative, but only a handful of new courses have been added in the last ten years. Ideally, we would try pilot courses without concern for enrollments.
ENGLISH

ACHIEVEMENT OF OBJECTIVES (CONT.)

Our second inconsistency is a lack of communications. While instructors employed by the English Department do communicate and exchange ideas about what is happening in their classes, we have minimal dialogue with instructors at the Learning Resource Center, the high school completion program, and the English as a second language programs. We are uninformed about what these people are doing, and we are unable to offer synchronized classes, beginning at a basic level and progressing to a more sophisticated college program.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The department teaches English composition classes that are part of the communications requirement for all degrees. All of our literature offerings can be applied toward the humanities distribution requirement for degrees.

However, humanities courses are required for only one of the three degrees the college offers. We feel humanities classes should be a part of every degree program.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

Students seem to be more mature. The most obvious difference in the student body, generally, is the increase in older students.

Our students have consistently transferred to four-year schools without difficulty. Many students have returned to the community as teachers, journalists, lawyers, etc. The feedback we get from former students is that they have been well prepared by their work at Clark. Comments from instructors in four-year colleges confirm this judgment.

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

Two of the courses which haven't been recently offered—the Humanities Honors Seminar and Special Studies—are offered at student or faculty initiative; they are by their nature not regularly scheduled classes.

The two others—Black Literature and Introduction to Dramatic Literature—are viable courses. Enrollment in Dramatic Literature fell in direct relation to the disintegration of our theatre program. Now that the theatre program is being revived, the Dramatic Literature class is also capable of resuscitation.
ENGLISH

COMMENTS ON COURSE APPRAISALS (CONT.)

Black Literature should be offered alternate years by a qualified instructor and given some special publicity. If it did not succeed under those circumstances, it should probably be dropped from the catalog.

UPGRADING COURSE CONTENT

All members of the department are readers of literature and professional journals. We are all involved in reviewing and choosing textbooks (two of our members are editors of a comp text). There is a limited staff development program for improvement of teaching. We share ideas in regular department meetings. This year we will be scheduling presentations by English faculty on topics of special interest at each of our meetings.

MEDIA AND SPECIAL TEACHING AIDS

Nearly all the audio-visual aids used by the department come from the Media Center or the library. The department has its own tape player and slide program on language.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

There is an urgent need for adequate blackout curtains in Hanna Hall classrooms. Films cannot be shown in some of the rooms to which we are assigned. We strongly suggest attention to rattling radiators, inoperative thermostats, inadequate ventilation and air conditioning in Hanna Hall. The characterless quality of the classrooms could be mitigated by a display case, bulletin board, kiosk, reading room or some local facility for displaying department programs. The Foster Hall concourse could also be better employed as a focus for the disciplines, including ours, which are served by the building.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

Encouraging one-quarter, fully compensated leaves could provide intellectual stimulation. Hiring full-time people, rather than part-time, would help unify and vitalize the department. Greater liason between the Management Team and the faculty would help morale.
The Humanities Division has received an NEH grant which will enable it to reexamine current humanities offerings with the help of an expert consultant. The English Department is eager to cooperate in this divisional self-examination, particularly with regard to expanding our services to students with vocational majors and to reevaluating, reorganizing, adding to, or perhaps deleting from our current literature offerings. Our writing program has always been vital and responsive to the changing needs of students, and we are proud of our constant self-evaluation, flexibility and innovation in that crucial part of our curriculum. We might be said to have a system for intelligent change in composition. It is desirable that we apply the same energy and spirit of invention to our flagging literature program. Some of the causes of low enrollment in literature are external and beyond our control. Student attitudes and needs change, nationwide. Other causes, however, may lie either in our philosophy of literature or in the nature of individual course offerings. It is time for reexamination. Whatever the results of our inquiry, we mean to maintain a solid transfer core for those majors and teaching majors who lay the foundation of their upper division academic achievement here at Clark. Our literature courses are accepted without question at all state colleges and universities. We wish to maintain that high standard.

RESOURCE REQUIREMENTS

Personnel

Our present faculty are energetic, well-trained, able people. However we strongly urge that another full-time instructor be hired. The number of writing classes above those carried by full-time contracted personnel warrants the addition, and department control of content and methods in classes taught by part-timers is difficult.

Although practical considerations suggest the addition of this full-time instructor, a less tangible need exists in the department for "fresh blood." The most recently hired full-time member of the department has been at Clark for twelve years.

Goods and Services

We need to make greater use of available audio-visual services such as the film studio. The wise use of audio-visual requires planning; planning requires time and/or money. We feel confident of the audio-visual staff's cooperation. In addition, we need to work out for the department a system of library acquisition. Individual instructors (and librarians) have devoted much time and thought to improving the book and media collections. Some areas are better developed than others, however, and the wholesome balance needs to be struck. We also feel that we should acquire and make better use of professional journals.
Contracted Services

We intend to cooperate fully with the NEH consultant in evaluating and revising our curriculum. In the future, we wish to bring to campus writers and performers whose work will be illuminating to our students. It is not reasonable to expect the Student Cultural Affairs Committee to assume the entire burden for such visitations. We consider them superb "audio-visual" aids for the classroom and the best means to engender excitement about writing and literature among students and members of the community. For our part, we could make a greater effort to acquaint ourselves with the resources of the metropolitan literary community.

Equipment

Video tapes and recorders, audio recorders and record players are rightly the responsibility of the audio-visual department but it is our experience that access to them and to tapes and records, (a library service) is sometimes inadvertently made difficult. We need to be able to rent films, to record video performances, to buy filmstrips and records, and we need adequate equipment upon which to play or project the material and trained people to help us operate the equipment. Our immediate need is for a reasonable number of blank video tapes reserved for our use, and for continued access to functioning audio-visual equipment. It would also be helpful to have a photocopying machine in Foster Hall.
Insert A

**Faculty Evaluation:**

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**b. Faculty Strengths:**

The department is particularly strong in the educational preparation and experience of its instructors. All have Master's degrees in English. Two are completing second Master's degrees in history. One is a Ph.D. in English Literature. We have people with special qualifications in such diverse areas as Shakespeare, science fiction, women's studies, linguistics, and religion. One member is editor of the local history journal; two are editors of a Random House composition text. All members of the department continue their education through course work and/or NEH seminars.

**c. Faculty Weaknesses:**

Insofar as there is a weakness in the faculty, it results from lack of new, younger faculty. The practice of hiring part-time teachers rather than full-time may be sound economically, but it has undesirable effects. Part-time members generally do not--cannot--participate fully in the life of the department. We might benefit from the freshness and energy that a younger, full-time member could supply.
FOREIGN LANGUAGES

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. To offer two year programs in French, Spanish and German that enable students to:
   a. Fulfill language requirements for four-year degrees;
   b. Major or minor in French, Spanish or German at a four-year college or university;

2. To offer one-year programs in other foreign languages such as Russian, Chinese, Japanese and Italian that:
   a. Are transferable;
   b. Meet the needs of potential travelers;
   c. Broaden the scope of the foreign language program to meet the varied interests of the community;

3. To teach all foreign language courses for communicative competence for:
   d. Advanced foreign language study;
   e. Using the language in his/her chosen vocation or profession;
   f. Communicating when traveling abroad;

4. To teach culture in all foreign language classes in order to broaden the student's perspectives and appreciation of foreign cultures as well as of his/her own cultural background;

5. To provide enrichment activities, courses and programs for students and community; and

6. To promote the study of foreign languages and cultures in Clark County through such activities and programs as listed above in accord with the Helsinki Agreement of 1975 and the direction of the President's Commission on the Study of Foreign Languages which commit the United States to promote the study of other languages and cultures; and in recognition of the need to develop empathy for ethnic groups as the United States increasingly becomes a multicultural society.

ACHIEVEMENT OF OBJECTIVES

It should be noted that an actual department of foreign languages has only been in existence for one academic year. Previously, each
FOREIGN LANGUAGES

ACHIEVEMENT OF OBJECTIVES (CONT.)

foreign language instructor functioning separately. The department
is now coordinated by a chairperson who is the only full-time
foreign language instructor. It should further be recognized that
the two half-time contracted instructors were both new to Clark in
1978-79. During that academic year the above-stated objectives
were defined. The realization of those objectives has been
considerable for a staff that is primarily new and half-time.

The two-year programs in French, German and Spanish are stable programs,
each complete sequence being offered yearly. Because of expanding
enrollments in these languages, we are now able to offer flexible
scheduling in French and Spanish by beginning the first year sequence
in the winter as well as the fall term. This not only allows the
student more flexibility in scheduling but also in entry level;
during any given quarter, he/she has a choice between two first year
levels and a second year level. This is accomplished in German
through individualization.

The two-year programs are constantly being evaluated by the instruc-
tors as individuals and collectively in terms of what best meets the
needs of Clark College students and current trends in foreign
language teaching nationally.

The one-year programs (all evening courses) and the evening sections
of French, German and Spanish must fill a much broader spectrum of
needs than day classes which makes the objectives much more difficult
to achieve. In these programs, we serve both academic transfer
students and adults who are more interested in conversation than
intense structure. Unfortunately, at this time we do not have
sufficient enrollment to offer two types of courses in each language.
We are making progress in our efforts to tailor our evening programs
to the needs of both audiences by offering two quarters (ten credit
hours) of academic foreign language to be followed by a series of
conversation courses. We intend to implement the conversation
series in French, Spanish, Italian and Japanese, spring quarter, 1980.

The contracted instructors have formulated and agreed to the objectives
of teaching for communication and the teaching of culture. We meet
regularly to discuss and share ideas in methodology. Our interaction
with evening instructors, however, is still limited.

The department began in 1978-79 to provide enrichment activities
for the community and to promote interest in the study of foreign
languages and cultures locally. Considerable effort in this direction
was made. Among the achievements were the following:

1. A kiosk was built and placed in the foyer of Foster Hall, an
area of heavy student traffic. The purpose of the kiosk is to
display items of interest that deal with foreign study, foreign
news events and foreign cultures;
FOREIGN LANGUAGES

ACHIEVEMENT OF OBJECTIVES (CONT.)

2. Informal conversation meetings were held monthly in French, German, and Spanish to provide citizens with previous language background the opportunity to speak with others in those languages. The meetings were publicized in the class schedule, the school newspaper, the daily local newspaper and on a local radio station;

3. A mini-course titled "Adventures in Dining" dealt with French and German cuisine and culinary customs. The class met for dinner in a French and a German restaurant;

4. A Spanish feature length film attracted an audience of 100 and was publicized and reviewed in the local newspaper; and

5. Participation in the college open house included filmstrip showings, displays of classroom materials and program information and a culture game that was designed and constructed by the department.

Plans for the academic year 1979-80 include:

1. A mini-course in cultural awareness titled "The Intrepid Traveler";
2. Continuation of the language discussion groups;
3. Increased articulation with area high school foreign language instructors; and
4. Increased articulation with evening class instructors.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The Foreign Language Department would like to be open to all Clark College students. The way in which we presently serve students working on potential degrees may be seen by looking at the "Distribution Requirements" as they are stated in the 1979-80 Clark College Catalog.

It is a general understanding that one year (15 credits) of foreign language study is the minimum investment to have lasting value.

The Associate in Arts and Sciences Degree Humanities requirement is satisfactory to our department, allowing a student to complete 15 credits of a single foreign language.

The student in the Associate in Applied Science Degree program, according to distribution requirements, may choose a maximum of 10 credits of foreign language in order to fulfill the humanities option. He/she must take more than the credit required for graduation, if completion of a full year of foreign language study is desired.

V-135
FOREIGN LANGUAGES

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT (CONT.)

Since humanities are barely represented in the requirements for this degree, many Clark students may never even consider foreign language study.

The student earning the Associate in General Studies Degree is even less encouraged toward the study of foreign language. The maximum required credits in humanities may be no more than ten, and those in two different departments. Therefore, this degree, although theoretically allowing a student to build language study in the "49 additional credit hours . . ." credit-bank, permits no more than five credits within the distribution requirements.

In conclusion, we feel that two of three degrees offered at Clark do not encourage students to consider foreign language study; indeed, students are turned away from the Humanities Division.

QUALITY OF STUDENTS

Since two members of this three person department were new to Clark in 1979, these comments are based solely on the observations of one instructor whose own methods of instruction have changed dramatically enough to render her observations somewhat unreliable. However, it is her opinion that the quality of students has generally improved over the past five years in that they seem to take more responsibility for their own learning.

Student "A" completed German 101, 102, 103, and 201 at Clark before transferring to Washington State University where she was given a placement test. She scored high enough to be placed in 300 level courses without completing the second year level. She has since implemented and is teaching German courses in a community college continuing education program.

Student "B" received a Rotary scholarship for a full year of study at a German university.

Student "C" was accepted for a Junior Year Abroad program at the University of Stuttgart.

Two students have gone on to graduate study in their respective languages, one of them is also a secondary French and Spanish teacher.

All students who have continued their foreign language study at the university level and have kept in contact with our department report that they have been successful in their advanced studies.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

Because First Year German is based on mastery learning, criterion-referenced tests are used in this program. It is difficult, however,
FOREIGN LANGUAGES

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT (CONT.)

to make valid comments on student achievement as measured by these tests because the program has only been in operation for two years and during this time, the general college requirements that have changed are important external factors that would render any formal evaluation of this program invalid. The only significant observations that can be made at this time are: of 881 tests taken, 776 (88%) were passed with a score of at least 80% on the first try, 85 (10%) were retaken to achieve the 80% minimum and 20 (2%) were below the 80% minimum and never retaken.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

1. Appointment of a department chairperson to coordinate the development and implementation of departmental objectives;

2. Regular interaction among foreign language instructors for the sharing of ideas, materials and methodology;

3. Attendance of contracted instructors at local and national conferences;

4. Membership of contracted instructors in professional organizations;

5. Initiation of direction and support for evening part-time instructors;

6. Student and peer evaluations (2/3 of the staff is currently being reviewed for tenure.)

MEDIA AND SPECIAL TEACHING AIDS

1. Foreign language classrooms are provided with geographical maps of the target culture;

2. Tapes are available for listening and speaking practice outside the classroom. These tapes are reproduced by the Media Department and are available to students on a check-out basis through the library in the Learning Resources Center; and

3. There are currently no other aids available in the department except as provided by individual instructors or by the Learning Resources Center. The department has requested a budget in order to establish a media file specifically for foreign languages. The initial emphasis is on a transparency collection to supplement textbooks in each of the target cultures.
FOREIGN LANGUAGES

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

General condition and adequacy is good. Areas of improvement include:

1. The department maintains a standing order for overhead projectors. Screens designed specifically for use with overhead projects should be permanently installed;

2. Curtains designed specifically to darken the classrooms should be installed and maintained;

3. Ventilation is inadequate or non-existent; and

4. Additional bulletin boards are needed.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

Present college procedure:

The half-time contracted French instructor does not teach the evening French class although he is responsible for the entire French program. Currently, a part-time instructor of long standing teaches the class.

Recommended change:

Half-time contracted faculty should be allowed to teach all classes in their discipline up to a full-time load. Such a procedural change would be in accordance with our efforts to create an effective foreign language department.

PROGRAM PLANS

The two-year program at Clark College necessarily limits the scope of courses which the department can offer. Nevertheless, the department hopes in the future to meet as many individual needs as possible by creating as many options for the student as possible. Currently, these options are defined by the language chosen by the student. The two-year program in German is self-paced and offers variable credit options. In fall, 1980, the Spanish department will offer a similar approach to instruction (i.e. self-paced, variable credit) but with modifications based on models presented recently at the National Conference on Individualization of Instruction in Foreign Languages. French studies for the next year will continue a traditional classroom format.

To further develop "options" for the student, the department hopes to consider, among other possibilities: (a) conversion of Room 105
FOREIGN LANGUAGES

PROGRAM PLANS (CONT.)

in Hanna Hall to accommodate individualized instruction; (b) working with the media department in the production of audio-visual instructional tapes for use as modules in advanced sections and to meet individual demands; and (c) development of a computerized component of the elementary sequence.

RESOURCE REQUIREMENTS

Physical Facilities

Conversion of Room 105 to meet the needs of individualized instruction (i.e., audio-visual equipment, tables and chairs for individual and small group studies, etc.)

Goods and Services

Purchase of audio-visual materials.
Insert A

Faculty Evaluation:

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b. Faculty Strengths:

1. Each instructor has lived and studied in a country of the language he teaches.
2. Each instructor has a balance of preparation in his/her foreign language and methodology.
3. Each instructor speaks his/her foreign language fluently. (The foreign language department—staff and students—often stand out on campus because they do converse in their foreign languages.)
4. The time and energy expended by the half-time faculty to develop and implement a full program is nothing short of stupendous.

c. Faculty Weaknesses:

We consider the following to be areas that need improvement:

1. Input in Humanities Division.
2. Input in general faculty meetings.
JOURNALISM

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

The aim of the department is to give students a grounding in the fundamentals of professional journalism, as part of a transfer program. A four-year degree in journalism is virtually required to get a job in newspaper reporting today. Students are encouraged to get a broad general education and to begin specializing in an area outside journalism.

ACHIEVEMENT OF OBJECTIVES

The department has as many offerings as can be taken by lower division students. Experience on the student newspaper and in the co-op work program offers excellent training.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

Journalism classes are electives. Journalists are encouraged to become broadly educated and the Clark curriculum enables them to begin getting a background in political science, economics, psychology, history, business, etc. Clark's offerings blend well with upper division programs in most Washington and Oregon four-year institutions.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

Students are somewhat more "conservative," i.e., they are more ready to accept the standards of traditional journalism. The local newspaper, The Columbian, has about six former Clark students working full-time, and Clark students are employed on newspapers throughout the country.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

The part-time journalism instructor is wire editor of the Oregon Journal. He works until noon in Portland, then comes to Vancouver to be Clark's journalism person in the afternoons--usually three days a week. He has more than 30 years' experience in the newspaper business on a number of papers in several states. He has been both writer and editor and is also well-informed about current technological advancements affecting the business of newswriting, e.g. the rapidly changing typesetting systems that impact the way a reporter's writing gets into print. Students are made aware of how technology is being used at the Oregon Journal, the Vancouver Columbian and
JOURNALISM

UPGRADING COURSE CONTENT (CONT.)

elsewhere around the nation and how it has changed the reporter's way of doing things.

MEDIA AND SPECIAL TEACHING AIDS

All media aids are provided by the Media Center.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

At present the facility is excellent and the equipment adequate; however, pressure for space could dictate some changes in facilities allocation. Generally, journalism has gotten hand-me-down typewriters from office occupations and elsewhere; however, as long as they are in operating condition they will suffice. Typesetting is done on campus with a Compugraphic mini-disk terminal. The Progress owns half-interest in this machine and the newspaper's typesetter uses it every week. The machine is in the print shop where a phototypesetting program operates. There has been some conflict over use of the equipment. The public relations director, who supervises printing production, has tried to assist in working out an agreement satisfactory to both parties. Continued close communication seems to be the key to everyone getting to use the equipment when needed.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

There is general agreement that having a full-time instructor assigned to teach journalism and something else, perhaps technical writing would improve our current approach. This is discussed periodically, and as the college grows, this plan may become feasible.

PROGRAM PLANS

No significant changes have been discussed. The employment market for journalists has not dictated moving aggressively to enlarge the program. We feel the program provides both journalism majors and others who take the classes with appropriate, competent and current instruction, and writing and editing experience.

RESOURCE REQUIREMENTS

In the decade ahead, hiring a full-time instructor to teach journalism and technical writing will be proposed.
Insert A

Faculty Evaluation:

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b. Faculty Strengths:

Journalism is taught by our part-time, professional journalist. The instructor has more than 20 years in journalism.

c. Faculty Weaknesses:

The program uses only a part-time teacher. This weakens communications between the department and other elements of the college.
MUSIC

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

Music Department classes cover a full range of transfer, general appreciation and performance areas. A transfer curriculum is offered centering on a two-year sequence of music theory and history sections. Performing classes provide continuing education and cultural enrichment to both college and general communities. The performing ensembles coming from these classes give a wide variety of off-campus concerts.

Department staff works closely with area secondary schools in a program of cooperative assistance. The department has consistently striven to accept all students at their level of knowledge and experience, and worked to develop better musical skills which will allow them to transfer to four-year institutions, increase their enjoyment of musical activity, or become working performers.

ACHIEVEMENT OF OBJECTIVES

The range of appreciation, performance, and transfer courses is broader at Clark College than most community colleges. The department constantly strives to maintain this breadth of offering. Transfer courses have been successful, but work remains to be done to reduce attrition levels. The music faculty is working to increase the size of some performing ensembles, particularly in the vocal area which has been staffed by one one part-time instructor for the last five years.

New offerings in the recording area, and a computer-assisted information retrieval system have been instituted during the last two years. It would be premature to evaluate the success or failure of these innovations.

In general, classes have maintained a high standard of excellence and active student enrollment. The department has been and continues to be energetic in its search for ways to improve existing offerings and serve new interests as they arise.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

History and appreciation courses fulfill general distribution requirements for all degrees. Performance courses, when taken in addition to music appreciation/history courses also fulfill humanities requirements. Requirements in the Applied Science degree and the General Studies degree have drastically reduced distribution requirements. In fact, students earning these degrees can pass through Clark College with no exposure to music or indeed any of the humanities. The department believes that all students can be awakened to the musical aesthetic experience. Certainly anyone can find within the humanities area some field that holds
MUSIC

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT (CONT.)

the potential of becoming an area of major significance and joy in one’s personal experience.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

A major change has been the return of veterans to the campus. This wave of students has now begun to subside. During these years it seemed that many veterans were more interested in benefits than in learning. Music students are probably younger on the average than the campus-wide average. Recently students have become more willing to accept traditional prescribed curricula.

Former students of the Clark Music Department have regularly gained admission to four-year institutions and earned bachelor and higher degrees. Many have gone on to careers in music education at all levels. Others have become successful as professional performers in ensembles of many different styles of music.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

Individual instructors are urged and do work each year to re-think course content. Within the last five years the Music Department has gone through two major evaluation processes during which outside consultant help was used to evaluate offerings, seek new client potential, brainstorm possible new offerings, and organize a plan for the future. We are now in the third year of implementation.

MEDIA AND SPECIAL TEACHING AIDS

The Music Department has two stereo systems, one in each rehearsal room. We have a four-track recording studio, a computer terminal and modem, a portable two-track reel-to-reel tape recorder, and musical instruments of various sorts.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

The general condition of facilities is sub-standard and crowded. Music facilities are scattered in three buildings all over campus. All area high schools have superior facilities. Clark has only
three small practice rooms, no medium-size ensemble rehearsal space, and no storage areas for equipment and instruments. Ventilation is utterly inadequate. Windows will not open, and during large group rehearsals, rooms become stuffy.

Equipment adequacy is spotty. Specific problems are: 1) no mics, amps, mixers, or speakers for jazz ensembles; 2) no synthesizer, trap drum set, string bass, bassoon, and many old instruments are of limited utility; 3) a very outdated library of vocal and instrumental music; 4) lack of risers for band or choir; 5) too few music stands and chairs for large ensembles.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

Performance groups by their very nature involve expenditures of time and energy on the part of the instructor which are not currently recognized or reflected in the instructor’s load. This effort should be better acknowledged in loads.

Campus decisions are sometimes made without consultation with the people directly affected by the decision. This causes a great deal of wasted energy in post hoc adjustments.

PROGRAM PLANS

The Music Department will seek to increase the size of the large choir and begin a community orchestra in order to perform larger combined works. A pops group to tour and to present shows needs to be developed. A strong offering in the electronic and computer music areas must be developed. In general, the department seeks to build the finest, broadest reputation as having a quality program.

RESOURCE REQUIREMENTS

Physical Facilities

Without a new facility, the Music Department will become increasingly outmoded and inadequate. This will inevitably affect the quality of the program.

Contracted Services

We will need to develop an adjunct teacher system in which specialists in, for example, high brass would work with that section of concert band.

Goods and Services

Support will be necessary to update the music and record libraries.
MUSIC

Personnel

Money will need to be spent for support faculty for applied instruments electronic classes, arranging for shows, and someone to write software programs for electronic music.

Equipment

Equipment will have to be continually maintained, replaced, and updated. The department will particularly be forced to modernize with electronic types of musical instruments.
Insert A

Faculty Evaluation:

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<thead>
<tr>
<th></th>
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</table>

b. Faculty Strengths:

With the addition of a new full-time choral person a major strength has been added to the music faculty. Areas of educational background and musical experience cover a broad range of the musical spectrum.

c. Faculty Weaknesses:

A major weakness is the absence of applied instrument teachers in areas beyond the few instruments that contracted faculty teach. Brass instruments are not well covered. Strings are completely ignored.
PHILOSOPHY

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

Our goal is to provide a solid two-year program in philosophy, one that will benefit a wide range of students in the following manner: For students planning to major in philosophy, we provide the historical and critical background that is essential for work at the junior and senior level. For non-major transfer students, we provide an exposure to philosophical figures, skills and ideas that are integral to work in a variety of academic areas.

Our program places emphasis, accordingly, on the conceptual and logical tools and reasoning skills that form the basis for academic inquiry of all kinds. Our logic course is designed to prepare potential philosophy majors for continued work in their subject and has direct application, as well, to the areas of electronics, computer science, and data processing.

Clark's logic course is also intended to provide the transfer student who is not a philosophy major with a course that will satisfy at least one core requirement at any of Washington's and Oregon's four-year colleges and universities: The core requirements in question are (a) general proficiency, (b) distribution requirement in humanities, and (c) distribution requirement in math/science.

All courses stress the need for close and precise interpretation of texts, and for disciplined writing style, and as such have special importance to students in pre-law and persons involved in general analysis of social policies, decision-making and political structure.

Clark's emphasis on reasoning skills is intended to meet the demand of current philosophy programs, and to meet the general need for related skills involved in the natural and social sciences at the college and university levels. It is meant to provide both vocational and academic students with some of the skills essential to successful interaction with the increasingly complex social structure in which they live.

Departmental offerings in such areas as ethics, existential philosophy and philosophy of religion are designed to encourage and foster the self-exploration that will enhance students' appreciation of those respective dimensions of themselves and the world around them. Philosophy of Law is intended to provide the student with an appreciation of the legal process and its relation to such concepts as individual justice, social ethics, and legal reasoning.

In general, Clark's philosophy program is meant to broaden students' acquaintance and understanding of the many aspects of human experience and to provide them with a full range of reasoning skills.
PHILOSOPHY

ACHIEVEMENT OF OBJECTIVES

In general, we are quite satisfied with student performance, but are unable to develop and offer the desired variety of courses, owing to the fact that courses are subject to cancellation. This is particularly damaging in the fall quarter. Beyond the fall quarter, students' acquaintance with instructors and subject matter tends to promote a continuing audience and higher odds of successfully offering courses.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

We share the concern of the rest of the Humanities Division with regard to the fact that two of the three college degrees do not require a single humanities course.

The college policy excluding logic from distribution requirements conflicts with the practice of four-year colleges and universities. Our extensive research has not yet uncovered an exception to the rule that Clark's logic course transfers to four-year colleges and universities as either a humanities or math/science course. In some cases, students are given the option, in terms of satisfying their own distribution requirements.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

There has been some general increase in students' maturity. Likewise, there has been an increase in the average age of students.

On the whole, students are competent and perform in a satisfactory manner on exams, papers, etc. They have consistently transferred to four-year colleges and universities without difficulty, and in many cases have pursued graduate work in their chosen areas.

Majors and non-majors alike have shown success in various professional fields.

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

Courses which have not been offered in the past two years are new and will be offered this year.

UPGRADING COURSE CONTENT

Continued research by all faculty members of new material. In general, course materials are varied with each quarterly offering.
PHILOSOPHY

UPGRADING COURSE CONTENT (CONT.)

Constant effort to establish the relevance of philosophy course content to outside areas, e.g., the relationship of symbolic logic to law and legal reasoning, digital electronics design and computer science; that of ethics to issues of biomedical technology, and to analysis of general social policy.

Detailed examination of other philosophy programs at all educational levels, and periodic efforts to introduce new course offerings, and to expand the areas of faculty competence.

In addition to the above, there is a strong desire for increased opportunity to attend special programs and colloquiums as offered at major northwest universities.

MEDIA AND SPECIAL TEACHING AIDS

Association with computer science and electronics departments has provided us with equipment and computer time as an adjunct to the teaching of logic courses, and the application of logic to computing and digital technology. There is occasional use of films and tapes in the media center.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Adequate.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

Part-time faculty are not provided with the chance to become fully integrated members of the department. Their position is tenuous, at best, with little recognition of their ongoing commitment to the college, and no attempt to provide a "safe" means of implementing new courses without fear of rigid course cancellation policies.

We are fortunate to have a comfortable and close-knit working relationship between full and part-time faculty, but general college policy makes difficult the reasonable assurance of continued part-time employment. There is no basis (e.g., seniority) for the formal recognition of deserved status of regular part-timers, and no attempt to provide benefits proportionate to those of full-time faculty members.

Although we have the combined skills to offer a rich and varied two-year program in philosophy, college policy, again, makes it an infeasible risk to offer courses beyond the basic introductory curriculum. Our goal to expand and develop the present list of course offerings goes largely unrealized for the same reasons.

V-151
PHILOSOPHY

PROGRAM PLANS

We expect continued and increased demand for both the technical and humanistic benefits that are provided by the study of philosophy.

RESOURCE REQUIREMENTS

Physical Facilities

Lighting systems, especially those at Vancouver Mall, are irritating to the eyes. Some room for improvement of radiators, thermostats and ventilators.
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b. Faculty Strengths:

Both full-time and part-time faculty members have undergraduate degrees and/or majors in both philosophy and psychology; two have masters' degrees in philosophy (one honors) and one has a law degree. One is certified for public teaching at secondary level.

Close working relationships exist within the department and between philosophy and other departments, particularly computer science and philosophy.

c. Faculty Weaknesses:
SPEECH

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

To prepare students to work for advanced degrees in speech communication, for employment in professional and technical occupations, and for individual personal growth and enrichment.

ACHIEVEMENT OF OBJECTIVES

Specific program requirements and general enrichment needs are fully satisfied through present program offerings. In the area of advanced degree preparation, all areas are being met with the exception of mass media.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

Speech communications should be a college-wide graduation requirement. Oral communications proficiency is a prerequisite to personal and professional growth and enrichment. The institution's general graduation requirements offer speech communication as an elective alternative to satisfying communication requirements.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

Perceived differences in quality of students over the period of 1974-79 include slow improvement in quality of students. Evidence of quality and achievement of former students indicates a wide range of professional and academic achievements. Standard occupational proficiency measures and materials are not available at this time. While specific tests and measurements are not readily available, past intercollegiate activities success and active recruitment of Clark's graduates by four-year colleges indicates a high level of achievement of department goals.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

Constant review of textbook adoptions, upgrading of dated films, slow growth of library holdings, staff attendance at professional conferences and inter/intra-departmental conferences and evaluations.

MEDIA AND SPECIAL TEACHING AIDS

Classroom use of VTR equipment, listening cassette program and speech science working models.
SPEECH
FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Inadequate facilities are being covered by long-range capital projects program. Continued delay of long-range capital project program is requiring continued use of present rooms with poor ventilation, poor acoustics, poor technical usage and outside noise distractions.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

College: Constant reassignment of college administrative staff makes it difficult to keep abreast of administrative responsibility and lines of communications.
Division: Chairpersons are not adequately policing the duplication of courses being taught outside traditional established expertise.
Department: Continued growth and development of department goals is requiring greater attention to department procedures.

PROGRAM PLANS

Development of mass media program. Explore the development of interdepartmental offerings. Expand co-curricular student opportunities. Improvement of community speakers services.

RESOURCE REQUIREMENTS

Physical Facilities
Speech communications complex within the new Performing Arts Building; (capital projects).

Equipment
Technical equipment required for future program development and expansion.

Personnel
Additional staff needed to cover expanding programs and department goals.

Contracted Services
Provide staff support expertise.
Support Services

(1) Campus Security is seriously under-financed and under-staffed.
(2) Media Services equipment is old and unreliable, classroom technical service is unreliable, Graphic Reproduction is both under-staffed and equipped.
Insert A

Faculty Evaluation:

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</table>

b. Faculty Strengths:

Administrative continuity within the department chairmanship, staff is teaching within degree preparation and personal interest areas. Staff uses varied teaching methods.

c. Faculty Weaknesses:

Program demands leave little time for development of personal and professional community involvement.
THEATRE

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. To prepare for advanced degrees in speech and theatre;
2. To prepare the student for employment in theatre;
3. To provide the student with individual growth and personal enrichment;
4. To generally increase an individual's employment opportunities through the development of greater self-confidence and a broad range of skills; and
5. To provide a community service (plays).

ACHIEVEMENT OF OBJECTIVES

1. As this is a recently revived program with limited facilities, several of the objectives have not been met. We are unable to offer all of the courses which the student needs;
2. We are satisfying the general enrichment needs and have provided very basic preparation for advanced degrees. We are also providing a community service through the production of plays.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

Theatre courses are electives. More theatre courses should qualify for humanities distribution requirement.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

As the theatre instructor is new and the program has been reinstated after a period of inactivity, no assessment of changes in student quality over time is possible. From 1978-79 students, the following achievements are noteworthy:

1. Four students have transferred to four-year speech-theatre programs;
2. One student is designing for local theatre groups;
3. One student received a scholarship in theatre from Washington State University; and
4. Three students were in a made-for-T.V. movie.
QUALITY OF STUDENTS (CONT.)

The spring of 1979 production of "Black Comedy" was well received. Although tests and measurements are not readily available in this area, an active recruitment of students by four-year colleges indicates a high level of departmental achievement.

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

Those courses which have not been offered in the past two years are new offerings and will be offered this year.

UPGRADING COURSE CONTENT

1. Staff attendance at conferences, plays; constant review of textbooks;
2. Ordering new films, cassettes, filmstrips and books for library;
3. Inter-department evaluations and conferences.

MEDIA AND SPECIAL TEACHING AIDS

1. Video tape in the classroom and rehearsals
2. Audio cassettes
3. Filmstrips
4. Power tools
5. Lighting equipment
6. Make-up
7. Lumber
8. Paints

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Inadequate facilities are being covered by a long-range capital projects plan.
THEATRE

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT (CONT.)

The continued delay of the project is prolonging the use of facilities with poor ventilation, poor acoustics, and outside distractions. The lack of air conditioning/ventilation creates an unbearable working climate for summer classes.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

College: Constant reassignment of college administrative staff makes it difficult to keep abreast of administrative responsibilities and lines of communication.

Division: Division chairpersons are not adequately policing the duplication of courses being taught outside of traditionally established college and university domains and professional expertise.

Department: Continued growth and development of department goals is requiring greater attention to department procedures and policies.

PROGRAM PLANS

1. Mass media-radio/T.V. program;
2. Summer theatre program;
3. Touring theatre;
4. Wider range of course offerings;
5. Explore development of inter-departmental offerings;
6. Expand co-curricular student opportunities;
7. High school outreach.

RESOURCE REQUIREMENTS

Personnel

A part-time or full-time theatre faculty member is needed to teach costuming and other courses while supplementing performance.

Additional help.

Equipment

Light control board.

Physical Facilities

A performing arts center is essential for the program to grow.
THEATRE

RESOURCE REQUIREMENTS (CONT.)

Support Services

1. Media Services are inadequate due to:
   a. Insufficient quantities of equipment some of which are old and unreliable;
   b. Classroom technical service is often unreliable;

2. Security is poor because of:
   a. Lack of key system which is security controlled;
   b. Understaffing and no authority to take action;

3. Graphic reproduction is understaffed and underequipped;

4. Maintenance is understaffed and underequipped.

Contracted Services

More funds for guest speakers, lectures and workshops.
Insert A

Faculty Evaluation:

<table>
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<tr>
<th>Major Improvement Needed</th>
<th>Some Improvement Needed</th>
<th>Satisfactory</th>
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<th>Excellent</th>
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a. Balance in degrees held | X                       |              |      |           |

  Balance in teaching experience  Costuming X
  Balance in subject specialities  Costuming X
  Balance in non-teaching experience  X
  Balance in vocational certification  N/A

b. Faculty Strengths:
   1. Extensive background in both performance and technical theatre.
   2. Summer stock experience.
   3. Degree preparation and occupational goals.

c. Faculty Weaknesses:
   1. No costuming expertise.
   2. Lack of professional experience.
   3. Insufficient support staff.
   4. Program demands leave no time for personal community and professional involvement.
MECHANICAL AND INDUSTRIAL TECHNOLOGY DIVISION

Ellery Wanless, Chairperson

Divisional Staff

James Brenner, Community Education Specialist/Advising Coordinator
John Kohler, Instructional Technician/Student Advisor
Ruth Ramey, Secretary
David Stangland, Instructional Technician

<table>
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<tr>
<th>Department</th>
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<tr>
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<td>John Henriksen (High School)</td>
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<td>Cabinetmaking</td>
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<td>Commercial Foods</td>
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<td>Patrick Gonzales</td>
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V-163
AUTO BODY

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

The Auto Body Rebuilding program at Clark College has as its major goal the preparation of students for job entry in the auto body repair field. The Auto Body Department has the same high goals as the college as reflected in the eagerness of the students wanting to gain entry to the class. The same awareness is shown by students enrolled in the class returning this year for completion of the course.

Our evening program students have the opportunity to obtain knowledge and skill needed to satisfy their personal needs and upgrade occupational skills.

ACHIEVEMENT OF OBJECTIVES

It is difficult to evaluate the extent to which the Auto Body Department is achieving its objectives because of the following uncontrollable factors:

1. Drop-outs - This factor is always present in the program. Many students do not realize how much is involved with making auto body repairs -- either physical applications or theory;

2. Do-it-yourself - This student comes into the program, often with the intent to complete courses offered, but does not want to enter into the job market.

The program objectives are being met even in the above cases and in the program as a whole.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

This program prepares students to enter the rebuilding trade as an advanced apprentice. Many graduates will eventually specialize in such areas as glass replacement, frame repairing, custom painting, custom body building, truck repairing, fiber glass repairing, etc. Few students are interested in completing the requirements for an AA degree. The division believes that the general education requirement contributes to producing a better-rounded employee and one who may have better opportunities for later job advancement. Thus, students are advised to take general education courses outside their major.
AUTO BODY

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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<td>1978-79</td>
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QUALITY OF STUDENTS

As the instructor is new to the program, changes in the quality of students over time cannot be assessed.

Former students have had good success in placement in the job market. Some have gone on to start their own business or to join firms with high standards.

Journeyman status following apprenticeship is very common for Clark students, which reflects the effectiveness of their hard work and the college's program.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

An advisory committee helps to ensure that the program stays abreast of industry needs. Instructors are required to take relevant studies and have work experience to maintain vocational certification. College staff development programs assist the instructor in upgrading skills.

MEDIA AND SPECIAL TEACHING AIDS

Several audio-visual packages are located in the Learning Resources Satellite. As more good materials are produced, they will be added.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Physical facilities and equipment are generally adequate for program needs. The facility was recently remodeled, although the air-handling system is still poor. Covered, nearby, storage for projects in-process would be desirable, as would storage for general supplies.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

Workload should be reduced to 22 contact hours per week.
AUTO BODY

PROGRAM PLANS

Expand program as required to meet local industry needs.

RESOURCE REQUIREMENTS

As the program grows, physical facilities, equipment, faculty and staff, goods and services, and contracted services will be required. In particular, dependable, trained toolroom attendants are needed.
Insert A

Faculty Evaluation:

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b. Faculty Strengths:

Experience; being personable; approachable; good listeners; qualified, professional instructors; confident and dedicated.

c. Faculty Weaknesses:

Dealing with a specialized field. Lack of experience in certain areas. Painting enamel (complete paint project in the field would be advised).
AUTO MECHANICS

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

The Automotive program at Clark College has as its major goal the preparation of students for job entry in the automotive mechanic field. This department's goal is in concert with the college's goals. In addition to this main goal, we see many of our students coming to us for classes in the automotive field for self-gratification and personal growth. This, too, is parallel to the college's goals.

Our evening courses provide students with the opportunity to upgrade their technical skills or to sample automotive courses to fulfill a personal interest.

ACHIEVEMENT OF OBJECTIVES

The extent to which the Automotive Department is successful in reaching its objectives is hard to measure, due in part to our high drop-out rate. The reason for this high drop-out rate can be attributed to several factors. One, the student did not realize the intensity of work and study required to become an automotive technician. Two, the "do-it-yourselfer" comes into our program with the intent of sampling course offerings in the automotive field. Three, a few students have immature attitudes which prevent them from completing our program. Some of these students do return and "buckle down" after realizing the need for a trade.

We feel that each class has its own personality. Some of the students come to us with the intent of going into the trade and others with the desire to be able to do their own work - in both cases our objectives are being fulfilled.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The general education requirements currently provide students with talents which will enable them to advance in the automotive industry as opportunities are presented. At present, our degree requirements are very accurate and applicable to the needs of students once they enter the trade. On the other hand, we can see in the near future a need to expand the length of the program to include new technological advancements. This could include lengthening the program to nine quarters instead of six, reducing the depth of study in some areas to include added topics and informing the student that further study will have to be obtained at their places of employment, or offering evening courses which could supplement degree requirements of a full-time day student.
AUTO MECHANICS

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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<td>12</td>
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</table>

QUALITY OF STUDENTS

Over the last five years we see a number of things affecting the quality of students in our area. These qualities vary from year to year but seem to be on the decline: general attitude, study skills, maturity, and inquisitiveness.

Even though the quality has seemed to decline each year we have a few highly motivated students and many who just go through the program with a minimum of effort. Of those who complete the program, the placement in the trade has been high (95%) and their success good.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

In the Automotive Technology program there are no special individual tests that can determine a student's progress. We strive to ensure that each student is at a level of 75% of a journeyman's flat rate at graduation. This we feel is a realistic approach to student evaluation since it pertains to the real working world. At the time a student is placed in the trade, most are at or above the 75% of flat rate figure.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

Continual upgrading of training aids through trade donations and special purchases, additional audio-visual material, special instructor training sessions, and close contact with our advisory committee assists us in keeping current and informed of the changes in the automotive industry.

MEDIA AND SPECIAL TEACHING AIDS

We have a wide variety of mock-ups, flip charts, overhead transparencies, and handouts which are used in conjunction with the media center. In addition, field trips and factory demonstrations are scheduled throughout the year. Our most important teaching aid is the opportunity for both the instructor and student to use real vehicles for teaching and learning. The instructor demonstrates on a real vehicle and the student applies his/her knowledge on a real vehicle. Total relevancy is obtained from this method of instruction.
AUTO MECHANICS

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Since our last capital project, our building and equipment is in very good shape. If anything needs attention in the future, it would be our wheel alignment machine. Updating of this piece of equipment will be necessary due to the changes in the trade. Regarding the efficiency of our facility, the only major problem at this time is our toolroom. Because of its location and construction, a full-time attendant is mandatory for a smooth-running shop and to assure security.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

The only major change is to keep the workload around 20 hours per week. When the workload approaches 25 hours, the instructor's time is spread too thin which reduces the effectiveness of instruction. We also feel that time spent in operating resale accounts, class preparation, equipment repair and maintenance, and inventory control should be counted as part of our class load.

PROGRAM PLANS

Over the next ten years, we plan to increase class size and all related resources, as the area grows. We will have to gain additional training aids, equipment and instructors to keep up with industry.

RESOURCE REQUIREMENTS

To effectively meet our needs for our ten-year plan the following should be improved or updated: (in their order of priority)

1. Physical facilities
2. Equipment
3. Faculty and staff
4. Goods and services
5. Contracted services

In particular, a trained, reliable toolroom attendant is needed.
Insert A

Faculty Evaluation:  

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<th>Major Improvement Needed</th>
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<td>Balance in vocational certification</td>
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b. Faculty Strengths: 

Very personable; approachable; good listeners; good instructors; sensitive to students' feelings; confident, dedicated and professional

c. Faculty Weaknesses:

Sometimes we need to be twins to get done all the busy things.
CABINETMAKING

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

Clark College has tried to meet the industrial cabinetmaking needs of this community for the past two years. Woodworking is another area of training which enables individuals to gain skills for personal use or upgrade occupational skills.

ACHIEVEMENT OF OBJECTIVES

The department's objectives are being realized as students begin to enter the industry as both employees and people wishing to start their own shops. The department is also able to encourage high school-level individuals to seek further skills that apply to employment.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The cabinetmaking program leads to a certificate of proficiency (one-year program). Few students take general education requirements to obtain an A.A. degree, although they are advised to do so in order to broaden their education.

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

The college-level cabinetmaking curriculum was added for the first time in 1978-79. Fifteen students completed the program.

QUALITY OF STUDENTS

As this is a new program, it is not possible to judge changes in quality of students over time.

We have measured the student by what we estimate to be an adequate time and skill level. We have students now working in the industry using what they learned at Clark College. The only standard proficiency available is the apprenticeship program, and we are only working toward entry level employment. We have tested students on a regular schedule and were pleased to find that the student knew the concepts and how to perform in a shop situation.
CABINETMAKING

COURSE APPRAISAL

UPGRADING COURSE CONTENT

A program advisory committee helps ensure that the curriculum is relevant to industry needs. The instructor is required to take certain approved courses and keep up industrial experience in order to maintain vocational certification. College staff development programs enable instructors to upgrade skills. Instructors are involved in the industry on a personal contact basis. The department is constantly seeking new presentation formats, i.e. books, magazines, industrial training programs, and contact and idea-sharing with other instructors.

MEDIA AND SPECIAL TEACHING AIDS

We have overheads for: wood technology
                     hand tools
                     woodworking basics

We have slides for: the circular saw
                     the scroll saw
                     the band saw
                     the jointer
                     the drill press
                     the lathe

We have classroom samples of: doors
                            drawers
                            drawer guide systems
                            cabinets
                            joints
                            special millwork

The department uses several effective aids: field trips are most advantageous in that they give the student an excellent in-shop evaluation of curriculum completed in the classroom. The use of overheads and slide presentations are good for demonstration of certain procedures.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

1. Ventilation is poor;
2. Storage space for projects is lacking;
3. Need a spray booth.
CABINETMAKING

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

Clark College offers excellent support people. No changes are suggested.

PROGRAM PLANS

A two-year program that will meet the needs of the student who wishes to advance even more. The second year will give time to practice and become proficient in general shop procedures.

The addition of a night program designed to better meet the needs of the employed individual who wishes more training.

RESOURCE REQUIREMENTS

Physical Facilities

A new building that would have two classrooms, more storage for projects in production, a spray booth and more office space.

Personnel

Instructors to staff a second year of the program and an evening supplementary training program.
Insert A

Faculty Evaluation:

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</table>

b. Faculty Strengths:
Instructors have recent on-the-job experience.
Instructors have journeyman status.
Instructors have been involved in teaching and training in the past few years.

c. Faculty Weaknesses:
Instructors need more time in curriculum development.
COMMERCIAL FOODS – BAKING

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. Teach and develop basics necessary for entry level in the industry;
2. Develop habits in safety practices, hygiene and punctuality;
3. Develop production speed through repetition and work (assignments) load adjustments;
4. Provide employment opportunities;
5. Upgrade occupational skills;
6. Provide related training for apprentices.

ACHIEVEMENT OF OBJECTIVES

At the present time, objectives are realized in that students are employed in various jobs in the industry. Feedback from these employed students leads to improving and changing curriculum and teaching methods. We are pleased to see that the program has expanded and continues to grow with a back-up list of prospective new students.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

Skills alone do not always make a person successful and therefore students are encouraged to pursue knowledge in the areas as outlined by the institution for graduation requirements.

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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QUALITY OF STUDENTS

There are no major differences in the quality of students between 1976 and 1979. It seems that more students, lately, are willing to stay in the program longer than before and many more are finishing their required courses for graduation requirements. Also, the average age of students seems higher.
COMMERCIAL FOODS – BAKING

QUALITY OF STUDENTS (CONT.)

Placement of students in local area and demand for apprentices from our program shows the quality of students.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

Our standards of occupational proficiency measures meet or exceed the standards set forth by the National Apprenticeship Council.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

Upgrading of course content is ensured by:

1. Advisory committee meetings;
2. Participation in workshops;
3. Close contact with industry;
4. Attending local conferences relating to the trade;
5. Field trips;
6. Magazine subscriptions;
7. Upgrading through self-improvement courses.

MEDIA AND SPECIAL TEACHING AIDS

Film strips purchased by the department and cassette films made by instructors and purchased.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

The facility will be remodeled this year. Equipment will be upgraded.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

The reorganization and changes made in the food department in the last year, 1978-79, make the department a showcase for other similar vocational departments. With reorganization, goals of the department have been reached more quickly and with less effort.

V-177
COMMERCIAL FOODS - BAKING

PROGRAM PLANS

Presently, programs are planned to take effect immediately after remodeling and expansion of facilities are completed.

1. A program offered in the evening for students interested in a degree;

2. An evening program for students who cannot afford to take the day program for personal reasons;

3. Apprentice program;

4. A program for students interested in working in the hospitality industry.

RESOURCE REQUIREMENTS

Changes as stated above can be realized after capital projects are completed. Additional personnel and goods and services will be required as the program expands.
## Faculty Evaluation:

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### b. Faculty Strengths:

1. Each has a variety of experiences in their field.
2. Each has many years of experience in their field.
3. Each sees a need in working together.
4. Each is very personable.
5. The faculty are both strong leaders but can be good supporters.
6. Each has a unique background which is interesting for the student.
7. Each shows profound efficiency in analyzing special problems that come up.

### c. Faculty Weaknesses:

1. Because we are a small department, each instructor must know a lot of things in his field. This forces a person to be ready to answer any and all questions in the area he teaches. There is a positive aspect to this. Each instructor must be aware of his total area.
2. We, the faculty of this department, are experts and professionals in our field and we have high standards. One weakness is the tendency to bring only some of our students up to a top level. In doing so, we may neglect or lose interest in the "D" or below student if that student constantly shows inability to master an area after many months of training. On a positive note, the faculty in turn is concentrating on those students that are more likely to succeed.
COMMERCIAL FOODS - FOODS

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. To offer opportunities for students to pursue courses of study that prepare them for:
   a. Transfer to four-year college and universities;
   b. Employment in technical or vocational areas;
   c. Personal growth and educational development.

2. To provide continuing education including programs and classes to upgrade occupational skills and career qualifications.

ACHIEVEMENT OF OBJECTIVES

The department has many of its former students out in various jobs on meaningful working careers today. With the experience and guidance received in this department, the students now working in the industry are the results of instructional efforts and energy. We hope that with the near future expansion of the program will come the further realization of more students that will take their place out in industry, making a career for themselves and becoming participative citizens in their community.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The requirements of the college will help the student become a more well-rounded person. We know that while many of the studies in the department sharpen students occupational skills, students need other skills such as those that will help them continue to be good citizens, and skills that will help them relate better to others. The requirements of the other courses of the college help round individuals so that they may have the opportunity to better adjust to the totality of their lives.

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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QUALITY OF STUDENTS

In 1974, we had many Vietnam veterans who seemed to have problems adjusting not only to civilian society, but to a "non-combat" atmosphere. They lacked goals, or in many cases their goals were unrealistic.
QUALITY OF STUDENTS (CONT.)

As Vancouver has grown, our students over the past years have become more aware of the world. The area has grown tremendously over the past few years, and this reflects in the students' outlook and goals. This is positive in the case of our industry for students are more willing to go out of this geographical area for jobs.

Many of the food and bakery operations in Vancouver and Portland have hired our students for various positions. The establishments continue to stay in contact with the food department and ask us when other students will be available for hire. This is very satisfying.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

We meet with the advisory committee.

The instructors participate in outside organizations keeping them in contact with the current industry needs.

Visits to food operations, both producers and suppliers.

Intensive reading on the part of the instructors.

Each instructor must lay out a yearly and five-year improvement plan.

Instructors take college-related courses to upgrade themselves.

Instructors travel to upgrade their own knowledge.

Instructors discuss ways to better the course content with each other and others in the industry.

Outside sources are used, i.e., speakers and field trips.

Instructors meet with colleagues from other colleges at conferences.
COMMERCIAL FOODS - FOODS

MEDIA AND SPECIAL TEACHING AIDS

These are the items now available:

Flash cards (pictures to learn the parts of meat)
Overheads purchased from outside sources
Slides made by the instructors
Picture board instruction made by the food instructor
Slides purchased by the department
Filmstrips purchased by the department
Seasoning and food displays (dry) set up by the food instructor
Food games created by the instructor and some students

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

The facility will be remodeled and equipment upgraded this year.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

The reorganization and changes made in the food department in
the last year, 1978-79, make the department a showcase for
other similar vocational departments. In the new reorganiza-
tion, goals of the department have been reached more quickly and
with less effort.

PROGRAM PLANS

1. Add a table service class and certificate program;
2. Add a training program to teach cooking for a dining room set-up;
3. Offer full-time night programs.

RESOURCE REQUIREMENTS

The remodeled facility should accommodate anticipated program
changes. Additional faculty and staff and goods and services
will be required as the program expands.
Faculty Evaluation:

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5. The faculty are both strong leaders but can be good supporters.
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DIESEL
ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

The primary objective of the Diesel and Heavy Equipment program is to provide the vocational training opportunity for entry level employment in that field.

Secondary, although important, objectives are to provide opportunities to meet requirements for skills improvement, apprenticeship training and personal interest.

ACHIEVEMENT OF OBJECTIVES

In the effort to meet the primary goal, a program is offered that prepares the student for entry level employment in the diesel and heavy equipment field.

Specialized training in engines, hydraulics and maintenance are offered in the evening for those persons seeking the secondary goals.

The department instructors provide occupational and job placement advising.

The major obstacle in meeting the primary goal is keeping the program within a six-quarter limit and providing the large volume of training necessary.

The major obstacle in the secondary goals area is finding qualified persons to instruct these classes at the negotiated rate of pay.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The institutional requirements, together with the department requirements, make it difficult for a student to receive a degree and also be entirely prepared for employment.

Reducing the requirements of the department would also reduce the student's preparedness for employment. Lengthening the program would increase the obstacle to employment. Remaining as is would continue to produce many good students that fail to receive degrees. Reducing the requirements for the degree may encourage more students to pursue a degree without sacrificing their general education significantly.
EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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QUALITY OF STUDENTS

The overall attitude of the students appears to be inclining toward indifference, rather than cooperation and motivation. This is becoming a detriment to their training and employment.

This program maintains an excellent reputation with industry and has many prior students in desirable labor and management positions.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

First and second place winners in the 1979 State V.I.C.A. competition for diesel and heavy equipment students graduated from this program in 1979.

Students taking the Oregon Apprenticeship entry exams recently placed in six of the top ten positions in the test results.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

Trade donations, upgrading of training aids, new training aids, instructor training, advisory committee, contact with local industry, trade magazines and catalogs, and the use of part-time instructors currently employed in industry.

MEDIA AND SPECIAL TEACHING AIDS

1. Cut-away engine, drive train, hydraulic and other component parts
2. Transmission and engine dynamometers/demonstrators
3. Hydraulic simulators
4. Hydraulic and air brake system trainers
5. Overhead transparencies and handouts
MEDIA AND SPECIAL TEACHING AIDS

6. Service manuals, parts books and service bulletins

7. Fifteen diesel engines in running condition

8. A large assortment of drive train, electrical, engine, hydraulic and brake components.

9. Field trips to factories and shops


FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

The condition of the building and facilities is good. The major equipment improvement would be the upgrading of the instructional diesel engines and the installation of a surplus dynomometer already on hand.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

It is an enormous work load for an instructor to be required to have 25 weekly contact hours, maintain inventory, order instructional materials, order supplies, monitor shop jobs and their costs, order parts, supervise student help, upgrade teaching aids, attend trade seminars, prepare lab demonstrations, and prepare for approximately ten lecture hours per week.

Close scrutiny of this 25 contact hours policy is needed. Preparing for a lab situation is as time-consuming (if not more so) as the preparation for lecture.

PROGRAM PLANS

Within the next ten years the general program format will not require any major changes.

In order to keep up with the requirements of industry and the growing population, the following adjustments to the program will be needed:

1. More emphasis on highway truck safety and emissions. The addition of a safety lane inspection similar to what is conducted at state truck scales;
PROGRAM PLANS (CONT.)

2. The addition of another section for first year students, in order to admit more students to the program and to lessen the size of the existing section of 27 students. Two 18-student sections would permit an additional 11 students to be enrolled. The size of the present section of 27 is too large for one instructor.

RESOURCE REQUIREMENTS

Physical Facilities

Addition of a small building to house a safety and emissions testing area. This building would be large enough to house one truck and the chassis dynomometer.

Personnel

Additional section for first year students, and the possibility of an added class in truck safety and emissions would require the addition of one full-time instructor. (This would also relieve some of the problem of obtaining part-time instructors).

Equipment

The addition of three or four engines to accommodate more students. Miscellaneous benches, etc., for the safety and emissions shop. As noted, we presently have a truck chassis dynamometer in storage which can be used to assist in emissions testing.
Insert A

Faculty Evaluation:

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<td>Balance in vocational certification</td>
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</table>

b. Faculty Strengths:

Good instructors, able to relate industry experience and apply it to the program. Good listeners, personable, approachable and sensitive to students. Instructors dedicated to the continuous upgrading and improvement of the program and the students. Confidence in their abilities and diverse in their knowledge.

c. Faculty Weaknesses:

Although part-time instructors employed in industry are valuable because they have access to the latest technology, they sometimes lack teaching experience, or have conflicts scheduling their time.
ELECTRONICS TECHNOLOGY

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

The goals of the Electronics Department at Clark College are as follows:

1. To provide students with the general knowledge and skills required for entry-level employment as technicians in the electronics industry;

2. To provide continuing education opportunities by offering classes of general interest to the community as well as technicians who are currently employed in industry; and

3. To advise students as to career opportunities in the field of electronics and to aid in placement upon completion of the electronic program.

ACHIEVEMENT OF OBJECTIVES

The department's goal to provide preparatory training and entry-level skills is largely realized in the daytime certificate and degree programs. Positive feedback from industry and the community indicates success in these programs. However, the certificates and degree programs are not available to night students. In past years, enrollment projections have indicated that a full night program would not be feasible. The present influx of new electronics firms in the community may create the need for a night certificate program in the near future with the full degree program an eventual possibility. The availability of classes needed to fulfill college distribution requirements would have an influence in the latter case.

The department's goal to provide supplemental training and general interest courses has been partially realized. Supplemental courses in radio-tv and instrumentation have been successful. A technical upgrading course in microprocessors has also been offered. In addition, a general interest course in basic home electricity was well received. To date, most of these courses have been offered at night or in the summer on an irregular basis. Two problems seem to hamper our efforts in this area. Finding qualified and dedicated part-time instructors to teach night courses is an ongoing problem. Secondly, fluctuating enrollment in some of these classes causes scheduling difficulties.

Our efforts in the area of career advising and placement aid have been successful. The department has done a good job of outlining career opportunities to students. Guest speakers and field trips have complemented our on-campus resources. Our good rapport with local industry together with many company contacts have aided in the initial placement of many of our students upon completion of the program.
ELECTRONICS TECHNOLOGY

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The college's general education requirements for the associate degree program in electronics are considered adequate and generally desirable. Our program advisory committee has frequently stressed the need for graduates with good communications skills as well as proficiency in those subjects that are more closely allied to electronics (i.e. mathematics and physical sciences). Students frequently grumble about college requirements in communications skills, particularly English composition. Perhaps some adjustments can be made in this important area to make the topics more palatable and rewarding. The college has done an excellent job of making required courses available throughout the day to minimize scheduling problems. This is gratifying since the electronics program requires sizable blocks of the student's time.

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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<td></td>
<td>4</td>
<td>17</td>
<td>11</td>
<td>27</td>
<td>9</td>
</tr>
</tbody>
</table>

These statistics do not accurately portray activity in the day degree program because data is largely from night industrial electricity program.

QUALITY OF STUDENTS

Since the instructor's tenure at the college has extended over only three of the five years in the sampling period, his observations regarding differences in the quality of students reflect experience over the past three academic years. The most noticeable difference in students observed is a shift in their backgrounds. The number of veterans has slowly declined while the number of individuals seeking a second career (often college graduates seeking a more stable job environment) has steadily increased. Students on vocational-rehabilitation programs and high school graduates have remained roughly constant in numbers. My perception is that the quality of the students in the program has increased somewhat. However, this change is not dramatic. In addition, steadily increasing enrollment and improved instruction may color this observation somewhat.

Perhaps the most convincing evidence attesting to the quality and achievement of former students is the high percentage of job placements among graduating students. We receive increasing numbers of requests for our graduates from industry. One firm actively recruits students on an annual basis. In several cases, former students have made impressive contributions to their employers. One student who was working slightly more than a year was promoted from a bench technician to a software designer in the engineering group of a local equipment manufacturer. Still others have transferred into electrical engineering programs at four-year institutions.
ELECTRONICS TECHNOLOGY

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

Proficiency in entry-level skills is generally measured following a probationary period (usually 90 days) where the new employee adjusts to the new work environment and to the particular circuitry involved in the job. Proficiency is measured by the quality and quantity of the work accomplished. Of all the graduates from our program, I have heard of only one individual who failed to satisfy his employer.

For the past three years we have encouraged students to take a proficiency exam offered by the Institute for the Certification of Engineering Technicians (ICET). The successful examinee may then apply for certification under the auspices of this professional body. The exam is administered in two parts. A general exam tests proficiency in English, math, and science while a specific exam is used to measure proficiency in the student's occupational area. The percentage of students who pass the entire exam and qualify for certification has been low. However, in the last three years only two students from the Electronics Department have failed to pass the specific part of the exam that tests proficiency in occupational skills. Review courses and study sessions have been introduced to help increase the success rate for the general exam. ICET exam results for 1977 and 1979 were:

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Passed</th>
<th>Failed</th>
<th>Passed Part A Only</th>
<th>Passed Part B Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>1979</td>
<td>3</td>
<td>3</td>
<td>0</td>
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<td>0</td>
</tr>
</tbody>
</table>

COURSE APPRAISAL

UPGRADING COURSE CONTENT

The department hosts regular meetings of the industrial advisory committee for electronics. Its members represent a cross section of industry in the surrounding community. Input from the committee is very influential in steering the course content in our program. In addition, industry visits by instructors give our staff first hand knowledge of the immediate and future needs of the industry in our service area.

MEDIA AND SPECIAL TEACHING AIDS

The Electronics Department has a multitude of special aids to improve the quality of teaching. These aids range from specialized electronic equipment to an extensive transparency library. The laboratory is equipped with a good reference library. In addition, self-paced learning aids are available for students who wish to supplement regular program activity with independent study. A number of demonstration fixtures further aid the learning process.
ELECTRONICS TECHNOLOGY

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Since our building was remodeled three years ago, the physical facility is in good shape. At times, a lack of classroom space is a problem although not a serious one at this time. New test equipment was purchased at the time the facility was remodeled. Equipment needs at this time fall largely in the area of microcomputer training aids.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

Since administrative chores are a necessary addition to an instructor's responsibilities, release time should be granted to the heads of large departments so that administrative tasks can be executed without competing for time that is needed for preparing and improving instructional programs. Class loads are heavy in the vocational area and the time needed to research new programs and upgrade existing programs is scarce.

PROGRAM PLANS

Plans for the next ten years will focus initially on coordinating and expanding night continuing education activities particularly in the area of technical upgrading. The department hopes to be directly involved in local industry training programs including in-plant programs where appropriate. We are entertaining the possibility of a full associate degree program at night, and examining the feasibility of overlapping sequences during the day.

RESOURCE REQUIREMENTS

While some equipment outlays would undoubtedly be required to implement the foregoing changes, the major requirement would be increased faculty and staff. Classroom space at night is currently a problem that must be overcome before significant increases in night activity can occur.
Insert A

Faculty Evaluation:

<table>
<thead>
<tr>
<th>Major Improvement Needed</th>
<th>Some Improvement Needed</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Balance in degrees held</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Balance in teaching experience</td>
<td></td>
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<td>Balance in subject specialities</td>
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<tr>
<td>Balance in vocational certification</td>
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</tbody>
</table>

b. Faculty Strengths:

Faculty strengths include a diverse range of recent industrial and educational experience. The faculty is unified in its efforts to fulfill its goals. Staff confidence and enthusiasm is high.

c. Faculty Weaknesses:

Faculty weaknesses are relatively few but limited teaching experience would fall in this category. Combined teaching experience between our two faculty members totals four years.
ENGINEERING TECHNOLOGY

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

The department objective is to give the student an opportunity to study in a lecture-laboratory situation so that he/she may gain enough knowledge in a variety of technical subjects to have job entry level capabilities or the opportunity for further study at a four-year institution. Another objective is to continually upgrade the content of all program courses by introducing new methods, materials, or equipment used in industry and, as much as possible, update our laboratory equipment.

ACHIEVEMENT OF OBJECTIVES

Engineering Technology students have been well accepted by the civil and mechanically oriented industries in a variety of different job titles and responsibilities. The department's objectives have been realized.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The nine credits required in the communications skills fit our department goals well. We recommend students take a basic writing course, a speech course, and a technical report writing course.

The Engineering Technology Department requires that 34 credits be taken in courses that fit into the distribution requirement area so the 20 credits required by the college are acceptable to the department.

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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<td>14</td>
<td>9</td>
<td>12</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

QUALITY OF STUDENTS

The number of completions shown for the Engineering Technology Department is not representative of our total output. Almost every student leaving Clark's Engineering Technology program after only one year has a marketable skill. Most of them go to work in a technical position in industry. One woman is doing quite well after only two quarters.
ENGINEERING TECHNOLOGY

QUALITY OF STUDENTS (CONT.)

A student who is two or three non-major courses away from obtaining a degree has just been promoted to the position of plant engineer at a local manufacturing firm. Another student at a local foundry works in a position as a new product chief engineer at an amazingly high salary.

No differences in quality of students over time have been noted.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

We have administered the "Institute for the Certification of Engineering Technicians" test for three years but have no records of student achievement versus test scores. In general, the students who excelled in course work have achieved more in their field of work.

Results of the ICET examination for two years were as follows:

<table>
<thead>
<tr>
<th></th>
<th># Students</th>
<th>Passed</th>
<th>Failed</th>
<th>Passed Part A* Only</th>
<th>Passed Part B** Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977</td>
<td>11</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
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<td>1</td>
</tr>
</tbody>
</table>

* General ** Specific Occupational Proficiency

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

ET 106 Mechanical Blueprint Reading and ET 247 Elementary Metallurgy are offered by the Engineering Technology Department for machine shop students and anyone else interested. The classes have filled every quarter offered.

UPGRADING COURSE CONTENT

The Engineering Technology program has an advisory committee made up of engineers and technicians from industry. Three meetings a year are held and the committee makes input to the department concerning improvements and program upgrading. The staff has continually taken further college courses to advance their knowledge of technical subjects or new teaching methods. The staff also reads monthly technical periodicals and attends local technical society meetings and seminars.

MEDIA AND SPECIAL TEACHING AIDS

The department uses an hydraulic fluid circuit test system in the hydraulic laboratory as an aid to learning. Thirty-five millimeter slides taken by department personnel are used in some classes.
ENGINEERING TECHNOLOGY
FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Physical facilities are adequate except for classes using the high school automotive classroom AA-4, 101. Exhaust fumes and noise sometimes cause significant problems. The planned addition of tables in the metallurgy lab will allow overflow classes to be conducted in this area. A plan for upgrading and modernization of surveying equipment needs to be developed.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

Faculty effectiveness would be improved by department participation in the budget process. An awareness and voice in the allocation process would enable better prioritization and planning by the department.

PROGRAM PLANS

The department plans future expansion of course offerings to allow students a selection of course options. Surveying technology program started fall of 1979 and leads to a certificate of proficiency. Night offerings will continue to be made and review of enrollment watched to determine the feasibility of offering a full night degree program.

RESOURCE REQUIREMENTS

Departmental resources are difficult to forecast. Increased faculty needs will most probably be accomplished by part-time personnel. If the surveying technology program proves to be viable, a full-time faculty position and increased equipment purchases will be necessary. Additional classroom space would also be required.
Insert A

Faculty Evaluation:

<table>
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<tr>
<th></th>
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</table>

b. Faculty Strengths:

Both staff members have worked in the engineering field for several years and have some background in most all subjects taught. One member is a registered mechanical engineer with a B.S. in that field; the other has a masters degree in mechanical engineering.

c. Faculty Weaknesses:

One instructor needs to improve his knowledge of surveying and one needs to improve his knowledge of hydraulics.
INDUSTRIAL ELECTRICITY

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

The goal of the Industrial Electricity program at Clark College is to upgrade the knowledge and skills of plant electricians so that they are qualified for positions in industrial operations and maintenance. The program further provides an opportunity for the general public to gain a basic understanding of electricity and electronic circuits in a night program.

ACHIEVEMENT OF OBJECTIVES

This program is strongly supported by local industry and was developed and staffed by an advisory committee of representatives from industry in cooperation with Clark College. The program originated after a consortium of local industries recognized the need to train apprentice electricians in those skills needed to operate and maintain a large industrial plant. Individuals not employed as electricians are welcome to take these courses. While the courses are tailored to industrial application, they are sufficiently general in content to be of value to the non-electrician. Some problems have been encountered with this program in recent years but, in general, the program has met its goals.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

This is an evening program which awards no degrees or certificates. Students are already working in industry and rarely pursue AA degrees.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

The majority of students involved in this program are currently employed and their upgrading is supported by the employer. The courses are taught by a team of temporary part-time instructors. For these reasons, little data is available to evaluate students over the past six-year period.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

Course content is regularly evaluated and revised (at least annually) by an industry advisory committee.
INDUSTRIAL ELECTRICITY

MEDIA AND SPECIAL TEACHING AIDS

Special demonstration and lab fixtures have been developed for some of these classes, especially those classes devoted to rotating machines and controls. Other classes in electricity and electronics utilize the same aids as the day program in electronics.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Physical facilities and equipment are currently adequate for this program.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

The problems related regarding faculty weaknesses could be largely eliminated by replacing several part-time positions with one full-time instructor. The primary benefit would be increased energy, dedication, and coordination devoted to the program.

PROGRAM PLANS

No major changes are contemplated in the current program as it is administered by the industrial advisory committee. However, the college will probably exert more influence in the maintenance of the program. Certain courses will likely be coordinated with the goal of the Electronics Department to offer a night program in electronics technology.

RESOURCE REQUIREMENTS

Personnel

Replace several part-time instructors with one full-time instructor.
Insert A

Faculty Evaluation:

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b. Faculty Strengths:

The current part-time faculty members bring a good deal of experience and expertise to the program. Two instructors in the program are highly regarded. Two new instructors this year have arrived with good recommendations.

c. Faculty Weaknesses:

Weaknesses are apparent in some part-time faculty. Most of these people work full-time in addition to teaching 3-6 hours a week in the evening. Preparation time is often long and is not adequately reflected in part-time salaries. As a result of these conditions, it is frequently difficult to locate dedicated part-time instructors. In addition, most new instructors recruited for these positions lack teaching experience or training.

INDUSTRIAL ELECTRICITY
MACHINE SHOP

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. To provide educational opportunities for individuals who desire further education at a four-year school;

2. To provide training and education for those individuals who desire employment in the machinist trade;

3. To provide training and education for high school students pursuing employment in the machinist trade;

4. To provide training and education for those individuals who desire to update their present skills for industrial advancement;

5. To provide training and education for the home hobbyist; and

6. To provide training and education by way of related instruction for the machinist apprentice.

ACHIEVEMENT OF OBJECTIVES

The department's objectives are presently realized to the fullest extent within the limitation of time and departmental budget.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The general education requirements as set up by Clark College enable students to complete an Applied Science degree with the two-year Machine Shop program as a major.

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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<td>7</td>
<td>18</td>
<td>13</td>
<td>12</td>
<td>16</td>
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</tbody>
</table>

QUALITY OF STUDENTS

There appears to be no significant difference in the quality of students entering the program, but there is a perceivable difference in the students who are completing the two-year program in the type of jobs they are able to secure. This appears to be a result of the upgrading of tooling and equipment introduced into the program in the past five years.
QUALITY OF STUDENTS (CONT.)

The program had two college-level first place Washington Vocational Industrial Clubs of America (VICA) winners who competed in the national skills Olympics and one high school first place winner who competed nationally.

Three other examples of students achievements are: (1) 1974 graduate is now head of numerical control programs for a Portland firm; (2) 1978 graduate apprentice was Oregon Apprentice of the Year, and is presently foreman of a machine shop in Clark County; (3) A 1973 graduate is presently a journeyman tool and die person and a part-time instructor at Clark College.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

A high majority of second-year machine shop individuals who have taken the Oregon Apprenticeship exams have scored in the top 15 or better. Students who have taken the Bremerton Shipyard Apprenticeship exams have scored 90 percent or better.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

1. Use of advisory committee recommendation;
2. Continual tooling and equipment update;
3. Continual instructor update by summer work in the trade as journeyman machinist;
4. Personal weekly industrial contacts in the greater Vancouver - Portland area by the second year instructor.

MEDIA AND SPECIAL TEACHING AIDS

Hands-on tools, tooling and instruments for demonstrations. Actual machine demonstrations. Industrial speakers and related industrial field trips. Classroom handouts that augment the texts.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

There is a lack of storage areas for steel, tool, and equipment.
MACHINE SHOP

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT (CONT.)

Equipment generally is in fair condition with a need for newer and better condition equipment.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

1. A reduction of instructor class contact hours from 25 to 20 hours;

2. A reduction of class loads from 18 to 16 students per instructor;

3. Elimination of the convocation schedule;

4. A full-time maintenance person in the department.

PROGRAM PLANS

1. Continual update and adjustments of equipment and curriculum to meet the demands of the community and industry;

2. Mini-courses to provide training to companies and/or individuals with special needs.

RESOURCE REQUIREMENTS

Physical Facilities

A need for a central toolroom for steel and tooling.

Personnel

More full-time staff including maintenance person.

Goods and Services

More instructional money to provide quality machine shop operation with the given budget.

Equipment

Equipment and/or facilities to provide mini-course service for existing and new companies in the area.

Continual update of tooling and equipment.
Insert A

Faculty Evaluation:

<table>
<thead>
<tr>
<th></th>
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<th>Some Improvement Needed</th>
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<td>X</td>
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</tbody>
</table>

b. Faculty Strengths:

1. Industrial experience.
2. Continuous update by working in the trade summers.
3. Education degrees and training and updating.

c. Faculty Weaknesses:

1. Lack of internal cooperation.
MECHANICAL TECHNOLOGY

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

The objectives of the department relate directly to the goals of the college by:

1. Offering opportunities for the acquisition of relevant job skills;
2. Offering opportunities to upgrade skills;
3. Encouraging attendance at convocations and trade clinics;
4. Personal advising on attitude, appearance and responsibilities;
5. Personal advising on job opportunities, trade conditions and policies.

ACHIEVEMENT OF OBJECTIVES

Analysis indicates that the number of students taking advantage of all the opportunities offered by the department is disappointingly low. However, if we could separate the serious student from the group it then indicates a high degree of effectiveness for those in the serious category.

GENERAL EDUCATION REQUIREMENTS RELATED TO DEPARTMENT

A few students have expressed a desire to major in mechanical technology. This is now possible under the General Studies degree program. When informed of this they lose interest.

EVALUATION OF STUDENTS

Students today do not seem motivated to get as much out of their educational opportunities as time would permit.

In 1974, students exhibited a strong desire to get out of the classroom and into the shop. (Our courses are designed to accommodate those with the desire.) In 1979, it has reversed by the indication of desiring to stay in the classroom and an abhorrence of the shop.
MECHANICAL TECHNOLOGY

QUALITY OF STUDENTS (CONT.)

Some students have specialized in and attained positions in wheel alignment, air conditioning, automotive transmissions and electrical.

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

MECH 260 was offered for maintenance mechanics from industry. They are now operating under a NEW course outline.

UPGRADING COURSE CONTENT

Advisory committee input, reading of trade manuals, attendance at technical clinics, student evaluations.

MEDIA AND SPECIAL TEACHING AIDS

Several overhead transparencies.

Several "pass around" and "pass through" units of actual components used in the trade.

Simulators with provisions for show and tell.

Simulators for student's work stations.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

All good except heating system.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

No changes needed except shift convocation "hour" to evening and reduce work loads.

PROGRAM PLANS

Updating, expansion of some classes.
Physical Facilities
Fix heating system.

Personnel
Add personnel to reduce work loads.
Insert A

Faculty Evaluation:

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<tr>
<th>Balance in degrees held</th>
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b. Faculty Strengths:

Continual upgrading of knowledge and course material.

c. Faculty Weaknesses:

Dislike of filling out reports.
WELDING
ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

The Welding Department follows closely the institutional goals of Clark College, as listed in the 1980 catalog, in the following ways -

By offering programs which enable students to:

1. Transfer to a four-year college or university;
2. Complete a two-year degree program;
3. Complete a certificate of proficiency program in welding;
4. Take classes for personal growth and educational development.

By providing opportunities for continuing education through:

1. Offering day, evening and weekend classes that upgrade occupational skills and provide an opportunity for civic and individual improvement.

By facilitating growth and development of students during their college experience by:

1. Career advisement to all welding majors as well as aiding part-time students in the selection of appropriate classes;
2. Job placement by cooperation with campus placement office, referrals of students and liaison with business community.

By supporting curricular and extracurricular activities of social, cultural and recreational interest for students by encouraging students to participate in the following functions: Welding Club, American Welding Society, state-wide seminars, and VICA.

By encouraging open-door admissions policy and by ensuring that the educational services offered at Clark College are compatible with the needs of the community by:

1. Maintaining close ties with a welding vocational advisory committee;
2. Maintaining communications with high schools in District 14 with visitations by members of the faculty designed to inform students, teachers, and counselors about the programs available at Clark;
3. Participating on high school advisory committees.
WELDING

ACHIEVEMENT OF OBJECTIVES

The Welding Department is meeting the departmental objectives which are set to meet the changing needs of the community as evidenced by feedback from residents in the community, people in industry, and our advisory committees.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The general educational requirements of Clark College relate well to the Welding Department. Due to the diversity of our student population, the department offers students an opportunity to fulfill requirements for either a two-year degree or a certificate of proficiency.

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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</table>

QUALITY OF STUDENTS

Of the students not completing a certificate of proficiency or the degree program, approximately 50 percent left Clark with marketable skills.

The quality of students entering the welding program remained fairly constant over the past five years.

Evidence to support the quality and achievement of Clark College welding students is that after shop experience in production and/or maintenance welding, many graduates have found advancement in such fields as: welding supervision, inspection, testing, education, sales and service, and with further education, welding engineering and metallurgy.

A graduate student or one that has obtained a certificate of proficiency has greater potential than employees without same.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

Examinations of student skills in the Clark welding program are simulated industrial welding tests. This type of knowledge and pre-testing prepares the individual for successful employment entry.
WELDING
COURSE APPRAISAL

UPGRADING COURSE CONTENT

To ensure continual upgrading of course content, these practices are being followed by members of the Welding Department:

1. Work shops
2. Advisory committees
3. Attending welding seminars
4. Maintaining recent industrial experience
5. Industrial contacts
6. Welding manuals
7. Welding journals
8. Latest texts related to the welding field

MEDIA AND SPECIAL TEACHING AIDS

The Welding Department utilizes the following media equipment and special aids:

1. Charts and illustrations
2. Visual aids - welding equipment sectionals
3. Structural steel samples
4. Weld plate samples
5. Welded sculpture examples

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

For classes and processes offered at the present time, the department facilities and equipment are adequate.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

1. Departments should have reduced teaching loads in relation to the size of the department;
2. A reduction of non-teaching assignments by the addition of a Welding Department assistant.

PROGRAM PLANS

Changes to keep abreast of community and industrial needs.

RESOURCE REQUIREMENTS

Physical Facilities

1. Remodel and have adequate classrooms for all students, handicapped, etc.;
WELDING

Physical Facilities (CONT.)

2. Improved lighting;

3. Additional lab floor space.

Faculty and Staff

1. Maintain faculty and staff in accordance with departmental growth.

Support Services

1. Improve on maintenance and custodial service;

2. Continual active support with our support services, Satellite Center, etc.

Equipment

1. Equipment needed to keep current with the changing needs of industry.
Faculty Evaluation:

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</table>

Balance in teaching experience

Balance in subject specialities

Balance in non-teaching experience

Balance in vocational certification

b. Faculty Strengths:
1. A diversity in teaching areas.
3. Keeping aware of the changing needs of industry and the community.
4. Keeping active in the welding community, A.W.S. meetings, welding seminars, maintaining communications with industry, maintaining recent industrial experience.

c. Faculty Weaknesses:

Improvement needed within the department in areas related to welding are:

1. Inspecting and testing - destructive and non-destructive.
3. Sales and service.
# Science, Math, Engineering, and Data Processing Division

**Douglas C. Nosler, Chairperson**

**Divisional Staff**
- Lansing Belt, Lab Technician
- Vicki Presley, Secretary
- Roxanna Zenger, Secretary

<table>
<thead>
<tr>
<th>Department</th>
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<tr>
<td>Agriculture</td>
<td>Herbert Orange</td>
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<td>Biology</td>
<td>Harold E. Brown</td>
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<td>Del F. Blackburn</td>
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<td>Erleen B. Christenson</td>
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<td>John A. Martin</td>
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<td>Chemistry</td>
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<td>Ronald Giuntoli</td>
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<td>William D. Nelson</td>
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<tr>
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<td>James M. Cowen</td>
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<td>Arlo Peterson</td>
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<td>Engineering</td>
<td>Elmer R. Drevdahl</td>
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<td>Floristry</td>
<td>Jerry L. Sheller (Winter and Spring only)</td>
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<tr>
<td>Mathematics</td>
<td>Jean Abel</td>
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<td>Louise Dyson</td>
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<td>Thomas A. Reifenrath</td>
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<td>Michael Sequeira (on leave 1979-80)</td>
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<td>Robin DeBuhr</td>
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<td>Michael Pick</td>
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</table>
AGRICULTURE

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

Agriculture is an important industry in Washington. The Agriculture program is designed to prepare and improve the skills of people entering this profession. A strong emphasis is placed on developing job skills. When students are in the co-op work program they gain reliable experience, get paid and earn college credit. Transfer opportunity is available for students wishing to further their education.

ACHIEVEMENT OF OBJECTIVES

A wide variety of horticulture courses are offered in the department. Students have many opportunities to gain valuable work experience. Cooperative programs exist with local businesses, the National Park Service, Washington State School for the Blind, Washington State School for the Deaf, Sho-Craft and nearby golf courses. Students are able to gain from their practical experiences and have exposure to job opportunities. Courses are transferable to most four-year institutions.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The general education requirement of Clark College allow students to gain a strong background. By combining horticulture with business or English or computer science, students can build a strong and unique background.

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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</table>

QUALITY OF STUDENTS

Students in the college are hardworking and enthusiastic. These important considerations are essentials for career success. Since this is a new program it is difficult to evaluate changes from 1974-79.

Current students have demonstrated outstanding work in grounds and landscaping.
AGRICULTURE

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

This is a new program. Those courses which have not been offered in the past two years will be offered this year.

UPGRADING COURSE CONTENT

The instructor has surveyed similar classes at Portland Community College and Mount Hood Community College. He has developed new curriculums for the horticulture classes.

MEDIA AND SPECIAL TEACHING AIDS

Instructor owns 75 filmstrips, 25 slide sets, several hundred masters and transparencies in horticulture. As a member of several professional organizations, his magazines and newsletters are readily available to the student. The instructor also owns an extensive book collection, which students may borrow.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Physical facilities and equipment are just marginal for program needs. Needs are outlined below under resource requirements.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

None

PROGRAM PLANS

High quality teaching necessitates adequate facilities and equipment. The program should not rely solely on institutional appropriations. It is the intent of the Agriculture-Horticulture Program to become self-sufficient. Through community-aimed programs, a garden center, a floral shop, and an arboretum, self-sufficiency will be realized.

A twelve-part program is developed here that will allow for future expansion.

1. Greenhouse-Landscape classroom;
2. Laboratory with storage room;
3. Headhouse with tool, equipment and supplies storage rooms;
4. Greenhouses;
AGRICULTURE

PROGRAM PLANS (CONT.)

5. Horticulture resource center;
6. Floriculture classroom with storage room;
7. Teacher offices;
8. Horticulture storage refrigerator;
9. Garden center/floral shop;
10. Nursery;
11. Arboretum;

RESOURCE REQUIREMENTS

Greenhouse-Landscape Classroom and Laboratory

Students will use the classroom and laboratory facility throughout the day. Included here are: demonstrations, experiments, lectures, group discussions, use of visual aids and test-taking. Activities would involve plant identification, landscape models and drawings, soil and tissue testing, diagnosing insect, disease and other plant disorders, studying specimens of insects and diseases.

Ideally, the classroom and laboratory facility should be near to the greenhouse, horticulture resource room, teacher offices, storage refrigerator, and the garden center/floral shop. A minimum of 1,400 square feet is needed. This facility will need:

1. A teachers demonstration table equipped with hot and cold water, gas, electricity, and acid-proof sink and table top;
2. At least three student peninsular demonstration-experimentation tables; each acid-proof table should be equipped with an acid-proof sink, hot and cold water, and electrical outlets;
3. Storage area and drawers for each student and teacher laboratory station;
4. A minimum of 12 running feet of chalkboard;
5. At least 36 feet of slanting type shelves to display magazines and pamphlets;
6. At least 32 feet of shelf space for reference books;
7. Readily available storage space for brooms, brushes, and other maintenance supplies;
AGRICULTURE

Greenhouse-Landscape Classroom and Laboratory (Cont.)

8. Storage of notebooks and supervised experience records in a partitioned cabinet four feet high;

9. Space for a growcart (5½' high and 4' wide). (Electric outlet for artificial light is needed nearby.);

10. Space for stove and refrigerator;

11. Drawers, enclosed cupboard space for storing supplies and equipment wherever possible;

12. Exhaust fan;


Greenhouse-Landscape Classroom Storage Room

This area will house specimens of plants, seeds, diseases, insects and insect damage, cross-sections of trees, samples of spray and dusting materials, landscape drawing supplies and models, demonstration supplies, charts and display equipment.

Direct access is necessary between this storage room and classroom. A minimum of 150 square feet is needed.

Headhouse Facility

Students will utilize this area for mixing and sterilizing soil, preparing cuttings, sowing seeds, making grafts, bunching and wrapping cut flowers, mixing pesticides, transplanting and repotting plants, etc.

The headhouse should be readily available to the greenhouse, classroom and garden center/floral shop. A minimum of 3,000 square feet is needed to house:

1. Work tables for potting work and preparation of flats;

2. Storage bins under workbenches for different soil mixture components;

3. Sixteen cubic feet for a soil bin;

4. Sixteen cubic feet for a sand bin;

5. Sixteen cubic feet for a sphagnum moss bin;

6. Sixteen cubic feet for a vermiculite bin;

7. Cabinets to store oil, lubricants, gasoline;
AGRICULTURE

Headhouse Facility (Cont.)

3. Locked pesticide and chemical locker;

9. Tool cabinet;

10. Receiving area to allow for delivery of large items, i.e., soil, pots, fertilizer, etc.

Headhouse Tool and Equipment Storage Room

Certain items should always be stored when not in use. This includes mowers, rototillers, chain saws, and pruning equipment. Easy access to the outdoors should be provided. About 800 square feet will meet the storage needs of these large items. Additionally, expendable items such as burlap, bags of fertilizer, rooting hormones, etc., need 400 square feet.

Greenhouse Facility

The growing of house plants, vegetables and fruits: annual, biennial and perennial bedding plants; florist cut flowers and nursery stock will be grown in the greenhouses. Students will manage these facilities. They will direct a crop schedule and other greenhouse skills.

A minimum of 8,000 square feet is needed, but 9,000 square feet is more desirable. This complex of greenhouses should be readily accessible to the headhouse. Ample electrical outlets, proper water supply, and an adequate heating, cooling and ventilating system should be included.

Horticulture Resource Center

Bringing current information to students is a never-ending challenge. Up-to-date publications can be displayed in a resource center conveniently located in the horticulture complex. Here individual or group study can be fostered. The Horticulture Club will meet and be able to utilize new research. A minimum of 375 square feet is needed.

Floriculture Classroom Facility

A combination of demonstrations, displays, discussions and floral designing will be the main activities in this facility. Its location should be near the resource center and storage refrigerator. To provide adequate working space, 1,200 square feet is needed. Features should include a demonstration table with a deep sink, storage area, display racks for publications and floral designs and tables designed for students including drawers and storage space.
AGRICULTURE

Floriculture Storage Area

Advertising and display material and dry flowers, and floral supplies will be kept in this room. A minimum of 150 square feet is needed.

Teacher Offices

Present facilities at Clark College are good. However, if possible, the horticulture-floristry complex should be grouped together.

Horticulture Storage

A place to store bulbs, nursery stock, seeds, cut flowers and other materials are needed. Direct access to the greenhouse, landscape and floriculture rooms are needed. A minimum of 144 square feet is required. It should have adequate shelving and lighting facilities. Many schools use the Buchbinder Florist refrigerator 12x12x8.

Garden Center

A selling area with adequate display facilities can develop business management skills among our students. While learning horticulture they can do advertising, salesmanship, accounting and build skills in business.

Floral Shop

In conjunction with the Garden Center is the Floral Shop. Fundamentals of flower shop management can be encouraged here. A minimum space of 375 square feet is necessary.

Nursery Facility - Outdoor Growing Area

Four components are included in this facility. The cold frames are already installed, but will need refurbishing. A landscape garden area will be reserved for landscaping, design and display of horticulture projects; included here would be a golf green for turf-grass training. This site will need 10,000 square feet. Underground sprinkling system or another irrigation network should be provided.

A two-acre nursery site, with some shaded areas should be provided. Propagating trees and shrubs for the Clark arboretum and the garden center would be realized. Nursery management could be studied in a learn-by-doing situation.

The cut flower garden of 400 square feet would help the floriculture class. This way the program would become more self-sufficient.
AGRICULTURE

Clark Arboretum

By utilizing the resources found on the campus, an arboretum can be built. Mapping, cataloging and identifying skills are learned by the students.

Horticultural Therapy Program

This unique venture involves two basic components: a 20'x20' greenhouse with wide aisles and adjustable work benches. It will be complemented with a raised bed garden. These beds should be no wider than five feet. Thus, physically handicapped patients could work in a garden without having to bend. Each raised bed would be twenty feet long. Five 100 square feet gardens could be built. A total area of 2,500 square feet would thus meet the needs of this program.
Insert A

Faculty Evaluation:

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b. Faculty Strengths:

Teaching and work experience, knowledge of subject, interest and enthusiasm.

c. Faculty Weaknesses:

Running a one person department is challenging. No doubt, part-time instructors or another full-time instructor would be very helpful.
Biology

Role in Educational Program

Program Objectives

1. To provide courses for students who wish to continue their education in four-year institutions;

2. To provide courses which will enable students to obtain employment;

3. To provide support courses for some occupational programs; and

4. To provide opportunities for personal and/or job improvement.

Achievement of Objectives

1. Opportunity for transfer and employment are realized by:
   
   A. Development of detailed career plans in biology for:

   1. Basic transfer in:
      - entomology
      - forestry
      - microbiology
      - wildlife biology
      - marine biology
      - fisheries
      - forest and range management

   2. Health sciences and allied health including:
      - chiropractic
      - optometry
      - pre-dental school
      - pre-medical school
      - pre-veterinary
      - pharmacy
      - physical therapy
      - medical technologist

   3. Recreation including:
      - forest and park recreation
      - outdoor education
      - field studies

   4. Continual communication with state four-year schools assures students ease in transferring.

V-223
BIOLOGY

ACHIEVEMENT OF OBJECTIVES (CONT.)

2. Support courses are offered for technical and vocational programs of:
   agriculture
   horticulture
   floristry
   nursing
   dental hygiene
   alcoholism counseling

3. Courses are taken by persons seeking personal improvement and job-related skills.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The department offers a wide variety of courses which satisfy the science distribution requirements for all Clark degrees.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

Perceived differences in quality of students are difficult to ascertain due to constant changes in teaching methods, but a perceived lowering of basic language skills has been noted.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

Achievement of students can be evaluated for both employment and transfer students:

1. Nursing students who finish microbiology and anatomy/physiology and nutrition have a near 100% completion of the nursing and dental hygiene programs.

2. Transfer students from 1974-79 have completed or are completing programs in the following professional areas (approximate number in each program, grapevine information):

   Medical school (7)
   Physical Therapy (2)
   Forestry/Wildlife (10)
   Science Teaching (5)
   Agriculture (8)
   Pharmacy (4)
   Fisheries (2)
   Medical Technician (3)

   Environmental Science (1)
   Four Year Nursing Degree (1)
   Vet Science (4)
   Vet Technician (1)
   Marine Biology (3)
   Graduate Work in Some Aspect of Biology (4)
BIOLOGY

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT (CONT.)

The National League of Nursing standardized examination is used in anatomy/physiology.

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

Courses currently being dropped from catalog listing are:

- Biology 105 - Lack of enrollment
- Biology 114 - Being combined with field studies course in the development of a field studies program.
- Biology 198 - Lack of enrollment

UPGRADING COURSE CONTENT

1. Faculty attend National Science Foundation short courses;
2. Faculty attend summer school;
3. Staff development funds are available for the development of new programs and upgrading existing ones;
4. All faculty members are active in at least one professional organization and attend professional workshops and meetings;
5. Leaves of absence and sabbaticals have been taken by faculty to obtain additional degrees and/or training;
6. Courses for the department have all been evaluated by an outside professional during the last five years with recommendations and ideas on improvement.

MEDIA AND SPECIAL TEACHING AIDS

A variety of audio visual materials are used including films, slides, models, and film loops. The usual biology laboratory equipment is used in lab classes. Field studies provide unique opportunities for student educational development.

FACULTY EVALUATION

See Insert A
BILOGY

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Existing building is poorly designed and is not energy efficient. These factors will not be changed by remodeling as scheduled:

1. Lack of storage space;
2. Lack of outdoor storage space for boat, trailer, etc.;
3. Lack of ecology equipment and anatomy/physiology equipment, i.e. cooler for storage, physiology equipment, etc.;
4. Microequipment, i.e. tabletop autoclaves, etc.;
5. Better A.V. equipment, more videotape machines, slide machines, etc.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

None.

PROGRAM PLANS

1. Development of field experiences in biology programs;
2. Better communication and development of four-year biology courses on the Clark campus;
3. Coordination of off-campus and on-campus courses;
4. Development of more vocational flexibility in program design in science.

RESOURCE REQUIREMENTS

Personnel

Add a botany and/or microbiology instructor.

Equipment

Purchase adequate equipment for ecology, anatomy/physiology, and microbiology. Increase supply of audio-visual equipment.
Insert A

Faculty Evaluation:

<table>
<thead>
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</tbody>
</table>

b. Faculty Strengths:

1. Diversity of training.
2. Depth of training.
3. Ability to deal with students on personal level.
4. Teaching experience.

c. Faculty Weaknesses:

Botany and microbiology back-up instructors needed.
Computer training needed.
CHEMISTRY

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. To provide transfer students with the necessary skills in chemistry to attain their professional goals;

2. To provide a terminal chemistry program for students pursuing technical or vocational careers;

3. To provide additional assistance in chemistry courses for those who aren't adequately prepared;

4. To provide nonscience majors with an alternative in meeting science requirements toward a degree;

5. To encourage sound deductive and inductive thinking in the courses in chemistry.

ACHIEVEMENT OF OBJECTIVES

The department feels that it is meeting the objectives as explained in the following itemized list:

1. Pre-college courses are provided for those who are inadequately prepared;

2. Small conferences allow more interaction between instructor and students;

3. A sound laboratory program provides basic manipulation skills;

4. Use of standardized tests evaluates general achievement in each chemistry course;

5. When possible, chemical principles are correlated with practical examples in living and nonliving activities.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

1. The department provides adequate coursework for transfer student requirements as related to science, engineering, and health occupations;

2. Chemistry offers a lab science course for all students working towards associate degrees at Clark Community College;
CHEMISTRY

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT (CONT.)

3. Adequate course work in chemistry for vocational allied-health students is available;

4. Although courses are available for nonscience majors, the courses tend to be too specialized to fully meet their needs.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

A steady decrease in math computational and reading comprehension skills caused the department to introduce student placement testing and new courses for underprepared students.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

Transfer students maintain their gradepoint averages when they continue on to senior institutions.

The mean score for students is consistently well above average on standardized chemistry achievement tests.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

1. Laboratories are continually revised;

2. Drill and homework assignments are continually revised;

3. Textbooks are annually reviewed and those which best fit course objectives are selected;

4. Practical applications and demonstrations are introduced to explain basic chemistry principles;

5. Frequent meetings are held with Portland area community colleges to exchange ideas and information.

MEDIA AND SPECIAL TEACHING AIDS

1. Overhead transparencies

2. Molecular models
CHEMISTRY

MEDIA AND SPECIAL TEACHING AIDS (CONT.)

3. Super 8 filmstrips

4. Demonstrations (using chemicals and equipment, tops projector and accessories)

5. Specialized instrumentation - Infrared, NMR, UV and atomic absorption spectrometers

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

After capital projects are completed, good lab facilities will exist. Also, safer conditions for storage and handling of chemicals will exist.

Available equipment is adequate for our current programs.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

1. The present administrative set-up does not allow for sufficient communication between faculty and administration;

2. A better system for organization and utilization of lecture demonstration items is needed;


PROGRAM PLANS

Contingent on availability of staff and funds, courses may be introduced to serve the non-science major and the community.

RESOURCE REQUIREMENTS

Personnel

Additional faculty and staff.

Contracted Services

Money for guest speakers.

Goods and Services

Increased budget.

Equipment

Portable equipment for off-campus offerings.
Insert A

Faculty Evaluation:  

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<td>Balance in vocational certification</td>
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b. Faculty Strengths:

Good diversity of background in inorganic, organic, analytical, and some biochemistry. Maximize availability to students. A spirit of cooperation between all members of the department prevails.

c. Faculty Weaknesses:

Additional course work in biochemistry and newer methods of analytical chemistry would be desirable.
DATA PROCESSING/COMPUTER SCIENCE

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. Transfer Programs:

   The Data Processing/Computer Science Department's objective is to offer language courses and introductory concept courses in computing to students who wish to transfer to either a four-year college or to a university with the intention of majoring in computer science. The department's goal is to give the student a foundation such that when they do transfer, they can concentrate on mid-and upper-division courses.

2. Vocational/Technical:

   The department offers a program which, when completed, has provided the student with entry level skills in the areas of data entry, computer programming and computer operations.

3. Upgrading of Skills and Qualifications:

   The department's normal and special course offerings allow for individuals currently working in industry to return to school for the express purpose of upgrading their skills in selected professional areas and for those currently employed outside of data processing to transfer into the data processing department. The department offers several courses which facilitate such a transfer.

4. Individual Improvement:

   The major thrust of the department's extended day school offerings is focused in this area. The goal of these courses is not so much technical proficiency, but understanding of concepts in computer utilization.

5. Services:

   The department offers help to the student in the areas of career planning, program counseling and job placement.

6. The department supports both curricular and extracurricular activities through breakfast seminars, field trips, and other activities as appropriate.
DATA PROCESSING/COMPUTER SCIENCE

PROGRAM OBJECTIVES (CONT.)

7. The department's objective is for industry and students to share experiences through work study and cooperative work experience.

8. The department's objective is to offer special interest courses and/or seminars to any interested group.

ACHIEVEMENT OF OBJECTIVES

1. Computer Science

As more and more disciplines have realized the need to incorporate a knowledge of computers into their curriculum, we have been increasingly requested to expand the number and variety of our offerings. Our primary courses are introductory programming courses that provide the students with a rudimentary programming skill, but more importantly an appreciation of the capabilities of the computer and the alleviation of their fears of what the computer can and cannot do.

All of our courses have been designed to parallel similar courses in several four-year institutions. Washington State University has had a Computer Science program for quite a few years, so we have remained in contact with them in developing new courses. An example is that when their computing requirement for business majors changed, we developed a similar course that they will accept. Therefore, our transferability has remained high with other colleges in our area.

We offer some of our computer science classes both in the day and evenings so that everyone has the opportunity to enroll.

2. Data Processing

The field of data processing has virtually exploded in the past few years. The number of jobs available continually exceeds the supply of computer specialists (computer operators, programmers and data entry operators). Our philosophy has remained fairly stable for many years: that is to turn out students who will be extremely good at what they do. Our measure of their success is based upon verbal follow-up with the supervisors of the hired
students. Almost without exception, our placed students have performed at or above the expectations of the job.

The majority of our students search out jobs after their two years at Clark. A few, one or two per year, decide to attend a four-year institution. Normally, they receive their degrees in either business administration or computer science. Those students who have completed their four-year degree have been very successful upon entering the job market.

We have usually had all of our students placed in jobs related to their skill area either before they exit from Clark, or soon thereafter.

We have a policy of offering an Introduction to Data Processing class as the prerequisite to all of our other classes. This gives us the opportunity to accept any student who has a genuine interest in D.P. This first course surveys all data processing fields and allows the students time to meet with an instructor for the purpose of personal advising into advanced courses as appropriate. We originally gave a Programmer Aptitude Test (PAT) to all prospective students and required a minimum score for entrance into our program. However, many of the students who did poorly on the PAT still finished our program and did very well on their jobs. Some of those persons who tested out quite high became disinterested and dropped out. Therefore, we decided to accept all students with the idea of giving personal advice to all. The number of students who do not continue is quite high, but we feel they have been given a fair chance at success.

Our evening program offers a wide variety of classes that appeal to persons with an interest in introductory courses. We do not currently have a continuation program in the evenings.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The department's objectives are a function of the general educational requirements of the college and are in harmony. The only discordant note would be in the vocational/technical area where some of the general requirements are not necessarily related to the requirements of the program, but this presents no difficulties as these students are not seeking A.A. degrees.
DATA PROCESSING/COMPUTER SCIENCE

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR (DATA PROCESSING ONLY)

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QUALITY OF STUDENTS

The students in the last few years are more interested in a career as opposed to a job. They also are serious about school and seemingly understand that specific technical skills are needed in today's world.

SPECIFIC INDICATIONS OF STUDENT ACHIEVEMENT

1. Data Processing

The students who have completed our program in data processing have been accepted quite readily by employers in our area. We have had many employers call us for more students when they have had other openings.

A number of students go to school in data processing at Clark because they have contacted employers and are advised by those employers that our program will prepare them quite well.

One of the largest computer centers in the area, Consolidated Freightways, has not hired programmer trainees for several years. Lately, however, they have been having difficulty hiring experienced personnel so they undertook a study of the curriculums of several schools (Clark, WSU, OSU, PSU and PCC). Upon completion of their study, they concluded that our program provided the type of training they required. They requested 12 students for their selection process. We had only four students available at that time, all of which applied and took the company's required aptitude test. Three of the four passed and were placed in a six-week in-house training program. At the completion of the program, we contacted Freightways and their evaluation of our students was that they were the very best trained of the twelve that were hired. They had a better depth of knowledge in a wide range of subject areas. They also requested referral of any other qualified students in the future.
DATA PROCESSING/COMPUTER SCIENCE

SPECIFIC INDICATIONS OF STUDENT ACHIEVEMENT

The three students hired by Freightways have all been promoted since employed.

One of our students completed his work at Clark, completed a degree in business administration at WSU and has become a systems engineer for IBM corporation. He is currently making in excess of $65,000/year.

Another student was recently hired by a California firm. He is presently writing a compiler for a very popular computer system.

Some of the companies who have recently hired our students are Clark County PUD, Consolidated Freightways, Portland Public Schools, MEKOS Corporation, U. of Oregon Health Science Center, Vancouver School District, Gilmore Steel, and Trend Business Colleges, Inc.

2. Computer Science

Follow-up on computer science students has been almost non-existent. The only comments we receive are those from students who might have trouble transferring to other institutions. Such a case occurred when WSU changed its computer science requirement from a 3 credit programming class to a 4 credit theory-programming class. We immediately contacted them and implemented a course that satisfied their requirements.

A few students have reported that they received jobs only because they had one of the introductory programming classes and it was a necessity of the job.

Most of the vocational data processing students also take some computer science courses to increase their knowledge of the various languages.

Student achievement is not currently measured other than follow-up by the vocational director.

Students have consistently been hired by industry into the occupations in which they were trained. The fact that employers readily contact us for employment needs shows their satisfaction.
DATA PROCESSING/COMPUTER SCIENCE

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

The only courses we have that have not been offered in the past two years have been replaced by a cooperative work study class and will be dropped from the next catalog.

UPGRADING COURSE CONTENT

We utilize an advisory committee of local data processing professionals which provides ideas about what we should be teaching in the vocational program.

Our instructors are employed in industry during the summers, doing computer programming and systems analysis.

MEDIA AND SPECIAL TEACHING AIDS

Micro Computers
Programmed Instruction
Tutorials
Polar Projections

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

The general condition of the physical facilities and equipment is adequate. Inadequacies of the physical facilities are in the following areas:

1. No general study or lab area;
2. Any growth in program or class enrollments will result in inadequate classroom facilities;
3. A larger air conditioner is badly needed in the PRIME computer room;
4. A raised floor is need in both computer rooms;
5. Additional office space is needed.

Equipment is inadequate in the following areas.

1. Additional primary storage is needed on the PRIME 300;
2. A new mainframe is needed in the technical program;
3. More terminals are needed.
DATA PROCESSING/COMPUTER SCIENCE

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

At the divisional level, the chairmen should realize they are not competent in every area of specialization and allow instructors to configure and execute courses and programs in accordance with instructors' best judgment as to what is needed in relationship to budget, load and time constraints. The administration seems incapable of establishing a set of goals or objectives or directions and assuring that they are brought to fruition.

The administration's treatment of the faculty is ambiguous. On the one hand, the administration implies the faculty is a professional group (meaning they should be responsible for the planning and execution of their "professional responsibilities"), but on the other hand, they are constantly promulgating a rule, regulation, procedure or order in an attempt to regulate or modulate the faculty's duties and obligations.

PROGRAM PLANS

Our program will probably change as much or more than any on campus. We are continually reading about new advances in computers: smaller, faster, and more capable. The advent of microcomputers has created a much greater demand for persons who want to learn to program or to operate an office computer terminal.

For the past ten years, there have been predictions that the need to program computers will soon cease. The predictions still abound; however, no one has any solution. In fact, the number of programmers needed has jumped dramatically.

In the next ten years our enrollment in data processing and computer science will better than double. There will be a great need for courses geared toward specific disciplines, such as "Computers in Biology" or "Computers in Electronics".

RESOURCE REQUIREMENTS

Personnel

Currently, we are surviving with two full-time instructors and five part-time instructors. The problem of coordination and continuity is evident. A full-time instructor working a late shift (2 p.m. to 10 p.m.) would be more desirable than so many part-time instructors.
Equipment

If the current quarter is any indication of a trend in computer class enrollments, we will need much more capacity on our interactive computer system and our IBM S/360 computer.

Our number of terminals has been sufficient; however, the enrollments are projected to climb considerably and this will require scheduling the use of available machines or restricting class sizes.
Insert A

Faculty Evaluation:

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b. Faculty Strengths:

1. Prior experience in data processing.
2. Teaching experience.
3. Recent practical experience.

c. Faculty Weaknesses:

1. Need to develop more relationships with area data processing centers.
2. Should join professional organizations.
ENGINEERING

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

The objectives of the Engineering Department are to:

1. Provide the general transfer courses in engineering needed for the first two years at most Pacific Northwest engineering schools;
2. Provide a series of general interest, non-major courses relating to the field of engineering;
3. Advise students with respect to engineering and related fields.

ACHIEVEMENT OF OBJECTIVES

The Engineering Department is meeting the needs at this time for the transfer student in engineering. However, this need is fulfilled by limiting the general interest offerings.

It will be difficult to continue to meet the department objectives with just one staff member.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

At the present time, the Engineering Department does not fulfill any of the general education requirements. It would be in the best interest of the students to provide additional offerings of general courses relating to engineering and technology suited to the non-engineering major. With increased offerings in the department and increased need for everyone to understand technology, it would be appropriate for engineering to be included as one of the areas of the general education requirements.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

Current students do not have the determination to complete courses and the rate of drop-out is very high. Many students have good grade averages at the time they drop.

Most students who transfer, complete their programs and report that they were prepared as well as the other students in their junior classes.
ENGINEERING

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

The C and above student in the engineering fundamental courses has been able to obtain a passing grade on the tests relating to that material taken from various study guides for Professional Engineering Examinations.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

1. Continual review of new texts in subject areas;
2. Continual coordination with transfer institutions;
3. Review of engineering literature and engineering education publications;
4. Contact with local industries.

MEDIA AND SPECIAL TEACHING AIDS

Overhead projector slide series of Basic Engineering Graphics.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Drafting equipment needs to be replaced.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

None.

PROGRAM PLANS

Modify program to match transfer requirements and add general interest subjects for the nonmajor.

RESOURCE REQUIREMENTS

Personnel

Additional instructor or lab technician.
Contracted Services
Provide honorariums for guest lecturers for general interest seminars.

Equipment
Upgrade drafting equipment.
Insert A

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b. Faculty Strengths:

Broad background in education and experience. Variety of teaching experience.

c. Faculty Weaknesses:

One-man department. Students only get contact with one engineer during their two years here.
FLORISTRY

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

The Floristry Program at Clark College is designed to prepare students for employment while mastering skills of designing. They also learn wholesaling and retailing operations. The floral business is an important service industry. It needs competent and knowledgeable individual. These objectives are being met at Clark.

ACHIEVEMENT OF OBJECTIVES

A number of students are working in the profession both part-time and full-time. They have gained a strong background and hope to continue in their training. A new instructor will begin this winter and will add a new dimension to the program.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The floristry certificate program is a one-year program. Most students do not seek A.A. degrees. Floristry majors also learn business math, oral communication and vocabulary skills. The only conflict has been in creative salesmanship. Students find themselves closed out of the class or unable to attend. It is the intention of the Floristry Department to offer an alternative to Business 251, Creative Salesmanship: a course that would meet the needs of florists would be given.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

As this is a new program, the quality of students over time cannot be assessed.

Students have developed basic skills in floral work. They can enter the job market confidently.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

A new instructor will join the faculty winter quarter. He will continue to develop the curriculum. An industry advisory committee assists in assuring that course content is relevant to industry needs.
FLORISTRY

MEDIA AND SPECIAL TEACHING AIDS

An assortment of floral filmstrips, slides and books are owned by the Agriculture/Horticulture instructor. Two floral refrigerators are used to store flowers. A variety of dried materials is available for classroom use.

FACULTY EVALUATION

The department’s one contracted faculty member resigned in June, 1979. This faculty member is teaching part-time fall quarter. A new instructor, who is not available full-time until winter quarter, is also teaching part-time fall quarter. An evaluation of strengths and weaknesses can, therefore, not be provided at this time.

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Classroom is small, but workable. New tables and chairs should be purchased. A floral store will be opened winter quarter in Gaiser Hall.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

None

PROGRAM PLANS

A floral shop in which to teach the fundamentals of flower shop management will be opened winter quarter.

RESOURCE REQUIREMENTS

Physical Facilities

Floral store and modern classroom.

Equipment

Demonstration table with sink;
Display racks for publications and floral designs;
Student tables with drawers and storage space;
Fixtures for floral store.
Insert A

Faculty Evaluation:

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a. Balance in degrees held

- Balance in teaching experience
- Balance in subject specialities
- Balance in non-teaching experience
- Balance in vocational certification

b. Faculty Strengths:

New instructor will be chosen.
GEOLOGY

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. Geology provides an entry-level course for those students who wish to consider careers in earth science.

2. This course also satisfies Clark College and university science requirements.

3. It provides experience to create a greater appreciation of the world we live in.

ACHIEVEMENT OF OBJECTIVES

All objectives have been achieved through course offerings.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

Geology satisfies the requirement for a lab science.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

Students do not have the self-discipline or basic skills, (reading, writing, computation) that they had in the 60's and early 70's.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

We have searched for adequate national normed geology tests, but have used only some provisional tests being developed for the military. The results have been inconclusive. Our transfer students have indicated satisfaction with their lower division preparation in the earth science area.

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

The courses which have not been offered in the past two years are kept in the catalog because they can be offered on demand.
GEOLOGY

UPGRADING COURSE CONTENT

Course content is continually upgraded by communication with other college and university departments, discussions with former students and through reading professional journals.

MEDIA AND SPECIAL TEACHING AIDS

Rock and mineral specimens, fossils, charts, slide projectors, microscopes, demonstration models, maps, field trips, and stream table.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

General condition of facilities in geology is good. Department does need additional storage space.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

None.

PROGRAM PLANS

Program changes will be dictated by the impact of future developments in the field and changes of enrollment. Off-campus offerings should be considered.

RESOURCE REQUIREMENTS

The department will need the following for increased enrollments or off-campus offerings:

1. Class and lab space
2. Additional instructors
3. Enhancement of goods and services budget
**Faculty Evaluation:**

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| Balance in teaching experience |                          | X                       |              |      |           |

| Balance in subject specialities |                          | X                       |              |      |           |

| Balance in non-teaching experience |                          | X                       |              |      |           |

| Balance in vocational certification |                          |                         |              |      | X         |

**b. Faculty Strengths:**

1. Willing to try new ideas and introduce new ideas.
2. Good rapport with students.
3. Good rapport with universities.

**c. Faculty Weaknesses:**

1. Lack of recent professional experience.
2. Staff is thin.
MATHEMATICS

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. To offer a full complement of courses normally offered during the first two years of university study;

2. To provide courses which are oriented toward technical and/or vocational areas;

3. To provide courses which will acquaint students with the nature and flavor of mathematics;

4. To provide courses which will enhance the personal growth and job-related development of students;

5. To facilitate student growth through quality advising;

6. To provide courses of extracurricular and recreational interest;

7. To enhance the open door concept by offering courses at all levels on an open-enrollment basis;

8. To provide courses off-campus while maintaining quality control.

ACHIEVEMENT OF OBJECTIVES

The objectives of providing a full complement of courses normally taught at the university level is being met quite well at this time. The Math Department at Clark College offers pre-calculus, trigonometry, a four-quarter calculus sequence, differential equations, linear algebra, mathematics for elementary school teachers, finite mathematics, a one-quarter principles of calculus course, a "math appreciation" course, and a probability and statistics course on a regular basis. However, due to a low enrollment in some of these courses, they are being offered on an alternate-year basis.

The goal of providing courses which are oriented toward employment in technical and/or vocational areas is not being met as well. We currently offer a course designed to teach the mathematics a student enrolling in a "health sciences" chemistry course will need to know. This course has been well accepted and seems to be quite effective according to the Chemistry
MATHMATICS

ACHIEVEMENT OF OBJECTIVES (CONT.)

Department. The Math Department stands ready to offer such
courses in other occupational areas, but currently those
areas prefer to teach those courses themselves; although some
are continue to use a mathematics number for the courses,
i.e., Math 065, Math 085.

In addition to the "nursing math" course, the Mathematics
Department does offer the lower-level mathematics courses that
are needed for success in many other occupational areas. We
offer basic arithmetic, elementary and intermediate algebra,
trigonometry and a very basic descriptive geometry course.
Through these courses, the Mathematics Department serves a
large number of occupational students.

The extent to which a mathematics department can offer courses
for personal growth is somewhat limited. Given these natural
limitations, that objective is being met reasonably well. Our
"liberal arts" mathematics course strives to provide students
with an opportunity to sample the flavor and beauty of mathe-
matics, with little or no emphasis on computational skills. In
addition, the department has offered short courses on small
computers and hand-held programmable calculators.

To meet this goal, the objectives of the Mathematics Department
are to provide courses which will allow adults to fill in the
gaps in their mathematical background. In addition, our
courses should be able to meet the requirements for acceptance
in the Adult High School diploma program. The department strives
to provide courses which will allow students in the working
world an opportunity to improve their chances for career
advancement. Whenever possible, the Mathematics Department would
like to be involved in educational programs which add to the
cultural and civic betterment of the community.

The basic arithmetic, elementary algebra, intermediate algebra
and descriptive geometry courses are all being and can be used
as part of the Adult High School diploma Program at Clark College.
In addition, the department works with the High School Continua-
tion program, and students can enroll in any of those courses
to complete their high school graduation credits. Our Math
100 program (including basic arithmetic and elementary and
intermediate algebra) is a self-paced, flexible program which
allows students who have educational or occupational conflicts
an opportunity to adapt courses to their own personal schedules
thereby providing more opportunity for study.
MATHMATICS

ACHIEVEMENT OF OBJECTIVES (CONT.)

The Mathematics Department is making a strong effort toward meeting the objective of providing courses for those students interested in educational programs which improve their chances for career advancement. Since most of the students interested in this type of course are currently in the work force, it is imperative that courses be offered in the evening. This is being done. Finite Mathematics and Principles of Calculus are being offered in the evening on a periodic basis while Descriptive Geometry (which is used as a qualifying course for the sheet-metal apprenticeship program) is offered quarterly. In addition, our other evening offerings include the "nursing" math, trigonometry, arithmetic, intermediate and elementary algebra - all of which are in great demand by those who are seeking to improve employment skills.

In order to meet the objective of providing quality advising, the Mathematics Department would like to meet at least once a quarter with students to review their educational progress and advise them on the proper coursework for their particular program of studies.

Unfortunately, our objectives in this area are not being met with much success. Because students at Clark are not required to have an advisor's signature on course schedules, it is difficult to meet with all of the students. Therefore, our advising and counseling is on a hit and miss basis. This is not satisfactory. Somewhat easing the problem, however, is that during the initial period of registration each year, the Math Department usually has one or two of its members present at Registration to advise and counsel with students.

To reach the objective of providing extracurricular and recreational interest, the Mathematics Department plans or conducts the following activities:

1. Establish a program of visiting lecturers. These visiting lecturers would make presentations open to the general public and the local high schools in particular;

2. Establish a film program in which mathematics films would be shown on a regular basis, with the entire campus and community invited to participate;

3. Encourage members of the mathematics department to participate in the Clark College Speakers Bureau.
MATHEMATICS

ACHIEVEMENT OF OBJECTIVES (CONT.)

The department has invited for the last three years, and will continue to invite, guest lecturers from regional four-year colleges to come to our campus and make appropriate presentations to our students. High school mathematics instructors are always contacted and encouraged to bring their students to the presentations, one of which is always given in the evening.

Also, the Mathematics Department is planning to show a series of films during the year which will be of general interest, but nevertheless will be mathematical in content.

Finally, we do have members of our department who have participated in the Clark College Speakers Bureau, most notably several talks to various community groups on the metric system.

In order for an open-door policy to be effective, it is necessary for a wide variety of courses to be available to incoming students so that they may start at whatever instructional level seems appropriate. It is just this wide range of course work that the Mathematics Department wishes to offer.

The objective of offering a wide range of course offerings has easily been met and will continue to be met. In addition, the Math 100 program provides students the flexibility to enter courses at any time, not just the beginning of the quarter.

The Mathematics Department would like to offer as many mathematics courses off campus as possible while still maintaining departmental control over the qualifications of the instructor and quality of the instruction and course itself.

Our success in reaching this objective has been limited. We do offer some courses at the Van Mall Center and at the Bingen Adult Learning Center, but more can certainly be done in this area.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

Mathematics courses are included as options in the distribution lists for each degree. Degree requirements as they relate to the Math Department are satisfactory. Specific math requirements are made in the transfer, technical and vocational programs as necessary.
MATHEMATICS

EVALUATION OF STUDENTS

No objective evaluation of changes in the quality of students over time has been made.

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISAL

Math 109, 120, 121 might be combined into one course with a lab section for prospective teachers. Consideration should be given to making this a two-quarter sequence after checking with four-year institutions to ensure transferability.

UPGRADING COURSE CONTENT

1. All textbooks are continuously reviewed; several new texts have recently been adopted;

2. Faculty members subscribe to professional organizations and periodicals. The faculty consult inter- and intro-departmentally to maintain courses that are suited to the needs of students;

3. Faculty members take classes in their subject matter and related areas. They also make use of sabbatical leave for advanced study and degrees;

4. To keep topical approaches fresh and to reinforce the idea of the continuity in mathematics sequences, faculty are given the opportunity to teach most course offerings. This gives them additional insight into changes that might be advisable for upgrading the course content.

MEDIA AND SPECIAL TEACHING AIDS

Overhead transparencies, cuisinaire rods, geometry models, cassette players and tapes, HP-97, carousel projector and slides, geometry filmstrips and projector with audio cassettes, metric aids, calipers, micrometers, probability kits.

FACULTY EVALUATION

See Insert A
MATHEMATICS

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

The physical facilities are inadequate. These inadequacies include:

1. A shortage of classrooms;

2. The Math Lab environment is cold and uninteresting. Carpeting, a seminar/tutoring area, better painting, pictures, etc. would improve the environment in the Math Lab.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

The college policy concerning the ratio of part-time instructors should be changed. The nature of a part-time appointment is such that even with the best of intentions, part-time people can do little more than teach the courses to which they are assigned and interact with students outside of class only on a limited basis; they cannot effectively contribute to program development nor can they effectively interact with the regular faculty for mutual intellectual stimulation and professional growth. This leads to the first recommendation.

We recommend that the number of full-time faculty be increased from the present four FTEF to a more reasonable six. This will provide a much broader base for program development, for greater continuity and commitment to the program, and for a richer atmosphere to enhance faculty growth as suggested above. This would also leave approximately 1/6 of the teaching program in the hands of part-time personnel, thus providing ample flexibility to allow for fluctuations in student enrollment and vagaries in available funding.

There is a strong tendency on campus for courses like Statistics, Business Math, Technical Math, to be offered in other departments. This should not be allowed! Aside from creating wasteful duplication of effort and small class problems, it is only reasonable that each course should be taught in the appropriate subject matter department. It is fallacious to believe that statistics, for example, can be better taught by a professor in a "user" discipline than by a mathematician especially trained in the subject. A single such course will nicely serve the needs of the entire campus; there is no need for specialized courses for special groups. Of course, it is imperative that departments offering such service courses consult with "user" departmental faculty to make sure that the courses offered are appropriate both as to content and level of presentation.
MATHEMATICS

PROGRAM PLANS

1. Increased use of computers in business and engineering related courses should be anticipated and implemented.

2. Projected industrial and population growth in the area indicates a much larger demand will be placed on the Math Department by the community. To meet these demands over the next ten years, the Mathematics program at Clark will have to grow correspondingly. Since the present program is operating with marginal (at best) staffing and facilities, it is critical that a comprehensive plan for the next ten years be developed for the Mathematics Department.

RESOURCE REQUIREMENTS

PHYSICAL FACILITIES

Additional classrooms will be needed at an estimated rate of one classroom each four or five years.

PERSONNEL

Additional full-time faculty is needed now. An increase of one or two more full-time faculty members over the next ten years seems quite likely. The estimates given here and above are conservative and may not be adequate if the population grows as expected.
Faculty Evaluation:

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b. Faculty Strengths:

1. All faculty members hold advanced degrees.
2. Faculty has many years of teaching experience at different schools in varied situations.
3. Faculty is accessible and relates well with students of all levels.

c. Faculty Weaknesses:

Faculty lacks some expertise in applied areas such as science, engineering and computer science.
PHYSICS

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. Students will learn the fundamental laws of physics;

2. Students will apply these laws in solving problems thus gaining a deeper understanding of the principles of physics as well as practice and improvement in their computational skills;

3. Students will be exposed to some of the applications of physical laws in other areas;

4. Students will appreciate the role of physics and the physicist in the development of our culture;

5. Students will appreciate some of the human aspects of the individuals involved in the evolution of the history of physics;

6. Students will gain firsthand experience involving common equipment normally used in science laboratories;

7. Students will perform experiments and learn to take data and make clear reports on experiments.

ACHIEVEMENT OF OBJECTIVES

Generally speaking, the objectives are being met by the department. The strongest areas are probably related to the grasp of physics principles and problem solving. The weakest area most likely concerns teaching the humanistic aspect of physics. One problem is a high drop-out rate during the last two years (since the department switched to four meetings a week instead of five). Hopefully, that will be rectified with a return to five days per week this year.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The institution's general education requirements seem to be adequate as far as the department is concerned.

EVALUATION OF STUDENTS

No objective instrument to evaluate the quality or achievement of students over time has been developed.
PHYSICS
COURSE APPRAISAL

UPGRADING COURSE CONTENT

Course content is continually upgraded by reading of journals, new demonstrations, new labs, and attendance at conferences and workshops.

MEDIA AND SPECIAL TEACHING AIDS

Media special aids which are available are:
1. T.V. cassette player and recorders
2. Super 8 cassettes
3. Overhead projector
4. Physics demonstrations

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

The physical facilities are good to excellent. More could be done, on the staff's part, to make it a warmer, cheerier environment. The equipment situation is tolerable, but only because several years ago the legislature granted considerable funds for equipment. Since then, the amount of funds for equipment has not been adequate to maintain our present level.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

The primary change in college policy that would effect the Physics Department would be to move away from so much part-time help. This would give the Physics Department two full-time instructors and much-needed continuity in the lab.

PROGRAM PLANS

Changes in the next ten years should include greater integration of the computer in the lab and classroom and a second physics instructor.
PHYSICS

RESOURCE REQUIREMENTS

Personnel
One additional instructor.

Physical Facilities
Small computer room.

Equipment
Computer hardware.
Insert A

Faculty Evaluation:

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b. Faculty Strengths:

Faculty have good knowledge of material; run relaxed, open labs; consistently get excellent student evaluations; get high standards of achievement; get along with each other, have excellent working relationships among themselves and other faculty.

c. Faculty Weaknesses:

Since there is only one full-time physics instructor, there is little opportunity for any cross-fertilization of ideas.
PHYSICAL SCIENCE

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. To provide the students with some basic knowledge in the following science areas: physics, chemistry, meteorology, geology, and astronomy;

2. To provide the student with laboratory experiences that illustrate how scientific principles are developed;

3. To relate scientific principles with experiences and events in our daily lives;

4. To enrich understanding of principles of science by use of many practical examples;

5. To provide a basic science course for nonscience majors, including terminal and transfer students and those seeking self-improvement.

ACHIEVEMENT OF OBJECTIVES

Departmental objectives are quite extensively realized in terms of the learning experiences for the student. The students are provided with the opportunity to explore five major areas of physical science in the classroom and laboratory and through field trips to a nearby planetarium, and an outing on the Columbia River Gorge enhances the study of astronomy and geology respectively. One of the worst weaknesses of the sequence relates to how infrequently astronomy (Phys Sci 103) is offered.

PROGRAMS RELATED TO DEPARTMENTAL PURPOSES

The course sequence will help the student in many ways as stated in the objectives of the department:

1. The student may earn five to ten credits toward transfer of a lab science course to a four-year college or university. The course provides a broad science base for personal growth and educational development;

2. The student may use the course for Adult High School diploma requirements;

3. The application to daily life and the environment helps the student understand patterns of cultural heritage and growth.
PHYSICAL SCIENCE

PROGRAMS RELATED TO DEPARTMENTAL PURPOSES (CONT.)

4. The class supports the open-door concept with no pre-requisites for registration other than required in general by the college;

5. The course could be taught in other areas of District No. 14 in order to reach other segments of its population.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

Physical Science 101, 102, and 103 meets the Clark College basic requirements for three types of two-year degrees.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

The decrease in the quality of students in reading ability and mathematical skill has been noticeable during the past five years in relation to reports and laboratory assignments handed in.

Many former students who have completed the sequence have become successful elementary teachers.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

The department is attempting to develop a standardized test to better evaluate student achievement in the future.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

The following practices are used to upgrade course content:

1. Yearly examination of available textbooks and periodic changes in adopted text;

2. Field trips;

3. Term papers by students on current topics such as "energy;"

4. Use of newspaper and scientific journal articles to supplement lecture;

5. Revisions and changes in the lab experiments used.
PHYSICAL SCIENCE

MEDIA AND SPECIAL TEACHING AIDS

The following special aids are available to enhance the learning process for the student:

1. Super 8 and 16 millimeter films;
2. Slide projector films;
3. Projected demonstrations in chemistry;
4. Transparencies both privately and commercially prepared;
5. Equipment for demonstrations in physics, chemistry, geology, and meteorology.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Facilities in general are adequate except for experiments in "wet chemistry" where the lack of sinks is notable. Also, it is difficult to find nearby facilities for astronomical observations. For the most part, the equipment available is adequate.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

No changes are deemed necessary at the present time.

PROGRAM PLANS

A course on "energy" may be included.

RESOURCE REQUIREMENTS

Physical Facilities

Improvement in electrical and plumbing systems.

Contracted Services

Greater use of outside speakers.
### Faculty Evaluation:

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### b. Faculty Strengths:

1. Instruction staff has coursework background in four of the five areas of physical science.
2. Instruction staff is aware of the need to use practical examples to stimulate the typical student in this class to show relevancy of the curriculum.

### c. Faculty Weaknesses:

1. There is a need for more study in the field of meteorology.
2. Additional study in the fields of geology and astronomy would enrich the diversity of discussion materials.
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<thead>
<tr>
<th>Department</th>
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<tr>
<td>Alcoholism Counselor</td>
<td>Phillip K. Kano</td>
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<tr>
<td>Administration of Justice</td>
<td>Robert Hunter</td>
<td>June Stromberg</td>
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<tr>
<td>Anthropology</td>
<td>Grover C. Allred</td>
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<tr>
<td>Early Childhood Ed</td>
<td>Sheryl Gessford</td>
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<tr>
<td></td>
<td>Cora Haag (Fall only)</td>
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<td>Family Life Education</td>
<td>Cora Haag (Fall only)</td>
<td>Joann Abts</td>
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<td>Beverly Sullivan</td>
<td>Linda Cooper</td>
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<tr>
<td>Psychology</td>
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<tr>
<td>Women's Studies</td>
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<td>Patricia Watne</td>
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</table>
ALCOHOLISM COUNSELOR

ROLE IN EDUCATIONAL PROGRAM

PROGRAM PHILOSOPHY

To train students in the traditional spirit of social science, that is, humanistic approach to man's behavior.

PROGRAM OBJECTIVES

1. To train students to become competent and able practitioners in the field of alcoholism;

2. To maintain high scholastic standards so that students who complete the two-year program can transfer to four-year institutions easily, despite the fact that the degree conferred here is a vocational AA;

3. To develop a well coordinated network of communication and information exchange with alcoholism agencies in the Pacific Northwest for facilitating student employment opportunities.

ACHIEVEMENT OF OBJECTIVES

As the two-year program has been implemented this fall, it is premature to make any judgment at this point. As far as the counselor aide program which has been in existence for the past four years, it can be well documented that the program has been accepted and acknowledged by the public as good, establishing a high reputation among alcoholism agencies and professionals. The employment picture for graduates has been excellent; in fact, many, while taking practicums at agencies, were offered jobs.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The general education requirement has not applied to this department in the past because only a one-year certificate program has been offered.

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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ALCOHOLISM COUNSELOR

QUALITY OF STUDENTS

Recently, more alcoholism counselor majors are seeking, or already have, college degrees. Fewer majors have or have had alcohol problems themselves.

SPECIFIC INDICATORS OF STUDENT ACHIEVEMENT

Success rate in passing the State Board Exam for Alcoholism Counselor I and/or II is 100 percent. All graduates have attained Alcoholism Counselor II State Certification within two years after completion.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

The 12-member Advisory Committee, six of whom are from the instructional or supervisory staff, and the other six representing the employer point of view, functions as a strong vehicle to actualize the goals of the Alcoholism program. The program is looked at from the employee standpoint as well as the management's so that balanced and equitable discussions in reference to alcoholism education can occur. It discusses a wide range of subjects relative to the program, particularly in upgrading the quality.

The instructors, all of whom are employed full-time elsewhere, seem to attend a fair amount of workshops, seminars, special training sessions, etc. They are highly motivated, enthusiastic, conscientious, and well qualified.

MEDIA AND SPECIAL TEACHING AIDS

Thirteen alcoholism-related organizations participate in the program, from which we draw qualified individuals for various purposes. For instance, ALC 190 Seminar makes use of these people a great deal as special speakers, resource people, etc. The program sends students as trainees to their thirteen organizations for practicum training.

FACULTY EVALUATION

See Insert A
ALCOHOLISM COUNSELOR

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

The coordinator needs an office outside Foster Hall. Considering all alcoholism courses are offered in the evenings, accessibility to his office from the standpoint of the students is a must. The provision of the office, that is accessible, with its own bulletin board and space for a secretary is needed for future success of the program.

Another need is a library for alcoholism. The coordinator started serious investigation of books, journals, etc. for this purpose.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

The administration and the division, and all persons connected with the program, have been, by and large, understanding, cooperative, and accommodating, for which the coordinator is deeply grateful. No changes are suggested.

PROGRAM PLANS

1. To establish a communication system whereby employment information, especially for alcoholism graduates, is more completely and fully obtained and exchanged on regional and nationwide basis;

2. To strengthen the re-certification program by providing worthwhile workshops. The program should also give training for alcoholism counselors who are currently working.

RESOURCE REQUIREMENTS

Personnel

A full-time coordinator-instructor may be needed. A secretary for communication with evening students is needed.

Goods and Services

Books and journals for an alcoholism library are needed.
### Faculty Evaluation:

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b. Faculty Strengths:

Faculty members, though part-timers, are well qualified academically to teach their respective courses and well experienced. As all of them are affiliated, in one form or another, with local alcohol agencies or organizations, they perform the role of liaison between the students and the practicum. Ours are a group of highly capable and dedicated instructors.

c. Faculty Weaknesses:

None are apparent at this time.
ADMINISTRATION OF JUSTICE

ROLE IN EDUCATIONAL PROGRAM

PROGRAM PHILOSOPHY

During the past several years, Presidential Crime Commissions and numerous other segments representing a cross section of interests have concluded that education of criminal justice system careerists should be based on two primary theses:

1. Sub-systems are no longer in a position to function in isolation from one another, lacking concern for the impact the operation of one sub-system has on the other;

2. It is of paramount importance that all system members have a deep sensitivity and understanding of human beings and the society in which they exist. This understanding should include the origin and styles of deviant behavior and current theories and practices on dealing with and treatment of these human weaknesses.

PROGRAM OBJECTIVES

1. To provide a two-year preparatory program which meets the occupational needs of the community in areas of law enforcement and corrections;

2. To ensure that core program courses will transfer to four-year colleges and universities for those students who wish to continue their education beyond the two-year program;

3. To provide occupational supplementary courses to assist those working in the field to upgrade their skills;

4. To facilitate the development of the student by making available supporting services such as advising, counseling, health, financial aids and placement.

ACHIEVEMENT OF OBJECTIVES

The departmental objectives are presently realized as follows:

1. Courses satisfy the college's goal of meeting community vocational needs; many students are placed in criminal justice agencies as interns leading to employment before or after program completion;
ADMINISTRATION OF JUSTICE

ACHIEVEMENT OF OBJECTIVES (CONT.)

2. The student completing the two-year Associate Arts and Sciences degree with a major in the Administration of Justice Department may transfer to every four-year college or university in the State of Washington. Furthermore, a transfer is acceptable to most colleges and universities outside the State of Washington;

3. Both day and evening courses are offered and are taken by persons working in the field who wish to upgrade their skills;

4. The Administration of Justice program has a ten-year record of competently advising the students majoring in the program. There has been only one student in a ten-year period who lacked a graduation requirement.

PROGRAMS RELATED TO DEPARTMENTAL PURPOSE

The department offers five core courses:

AJ 101 Introduction to the Administration of Justice
AJ 115 Fundamentals of Crime and Delinquency
AJ 244 Concepts of Criminal Law
AJ 243 Legal Aspects of Evidence
AJ 241 Crime Prevention/Community Relations

The core courses are organized to include a "systems approach" to the entire administration of justice. These five courses include a core of knowledge that is common to all segments of the system and will serve as a basic foundation in the building-block concept of the development of a totally integrated system.

The program for the administration of justice major in a community college should consist of a total of 32 credits, including the five courses contained in the core, which total 19 quarter credits. The balance of 15 credits on a quarter basis should be directed toward one of the sub-system components the student chooses as a specialization within the Administration of Justice program. Whether the student chooses law enforcement, corrections, industrial security, or some other specialization will be determined by how they plan the balance of their schedules in addition to the five core courses.
ADMINISTRATION OF JUSTICE

PROGRAMS RELATED TO DEPARTMENTAL PURPOSE (CONT.)

Most courses offered are accepted for transfer to most four-year institutions. Most courses are appropriate for supplementary occupational as well as preparatory purposes.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The Clark College educational requirements are complementary to the objectives of the Administration of Justice Department. Students preparing for a future in any sub-station of the criminal justice system are encouraged to complete the Associate in Arts and Sciences degree requiring a broader knowledge of communications, humanities, social sciences, science and mathematics. The 32 hours of Administration of Justice courses gives the student a comprehensive academic foundation for either employment or university transfer.

The Associate in Applied Arts degree requirements are utilized to satisfy certain student occupational needs.

Less than one percent of Administration of Justice students have chosen an Associate in General Studies degree.

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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QUALITY OF STUDENTS

There are fewer students entering the program with mental and physical capabilities for employment in the criminal justice system in 1978-79. However, regardless of the quantity of students, the student in the upper 25 percent usually obtains employment in the criminal justice system.

Several former students are presently employed and have achieved promotions in agencies in the criminal justice system due to completion of the Administration of Justice program or having completed portions of the program satisfying their occupational needs.

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

AJ 117, Interviewing and Interrogation, has not been scheduled since 1972 because LEEP would not fund the course. Some courses that were considered vocational by LEEP were subsidized after the course content was altered. Now, LEEP pays for anything offered
ADMINISTRATION OF JUSTICE

COMMENTS ON COURSE APPRAISAL (CONT.)

in the program. The course will be scheduled winter or spring quarter if a voice stress analyzer can be purchased to be used in conjunction with Clark County Sheriff's polygraph.

UPGRADING COURSE CONTENT

Practices that are followed for continual upgrading of course content are as follows:

1. Taking refresher courses in the art of teaching;

2. Researching professional journals for new innovations in the state of the art. (The Administration of Justice coordinator has a personal goal of attempting to research a new/innovative topic to present to each class meeting);

3. Visiting the various criminal justice agencies to seek out new practices to present to classes;

4. Attending workshops, seminars, and symposiums to upgrade course content;

5. Seeking access to new publications in order to replace obsolete texts;

6. Subscribing to professional journals;

7. Utilizing expert practitioners as guest lecturers;

8. Utilizing advisory committee.

MEDIA AND SPECIAL TEACHING AIDS

Media and special aids available for improvement of teaching, excluding Audio-Visual Media Department, include access to experts in various areas of the criminal justice system, the polygraph from the Clark County Sheriff's Office, the breath-a-lyzer from Washington State Patrol, microscope, balances, bullet retrieval chamber, fingerprint kits, and cameras.

Expert lecturers in the areas of intelligence, terrorism, accident investigation, personnel, management, rehabilitation, and diversion program emanating from juvenile and adult court are accessible to the program.
ADMINISTRATION OF JUSTICE

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

One regular classroom is assigned to the Administration of Justice Department. It has inadequate ventilation. The room has space for 20 seats, which is sufficient for a small lecture class. The room is used as a laboratory and is much too small for this function. Space is needed for the following:

1. Classroom large enough to have a mock courtroom layout and role-playing area;

2. Space for physical evidence lab. The Chemistry Department has been sharing their lab for certain types of lab exercises. Space is not adequate for Administration of Justice instruments. Some are housed in the science instrument room. Space is needed to set up mock crime scenes. Presently, we have to contact maintenance each quarter to seek space on campus for crime scenes. In the past two years, it has been difficult to locate areas free from outside distraction;

3. The department office is too small to house a safe, file cabinets, two desks and storage cabinet plus books and teaching aids that require secure facilities. Additionally, the office has cold air only. Heat is provided by a small floor heater.

Equipment is of two types:

1. Instruments purchased with quality being the criteria. For the most part, the equipment is of good quality or it is not purchased. The department strives to purchase a piece of equipment each budget year;

2. Homemade equipment which is functional up to a point is used such as, bullet retrieval box, mannequins and darkroom.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

The college should return to the former minimum class size of 12 rather than 15. Some classes that have a laboratory cannot effectively accommodate 15 in the space available.

Budget allocation policies and procedures should be revised to better meet the funding needs of vocational departments within the Social Science Division.
ADMINISTRATION OF JUSTICE

PROGRAM PLANS

The major changes in program plans for the next ten years will include the following:

1. Expand the curriculum to include courses in private security. The five-course curriculum for law enforcement and corrections would be applicable for a student majoring in private security;

2. An increase in workshops and seminars, sponsored by the Administration of Justice Department, of current problems in society-related criminal justice such as the battered woman, child abuse, rape, civil liability, etc.

RESOURCE REQUIREMENTS

Departmental resources for the future are:

Personnel

There is a need to consider another full-time instructor for both subjects in private security and related subjects in Administration of Justice curriculum. This would eliminate some of the part-time instructors. A part-time secretary is needed.

Equipment

Equipment needed in future would include furniture and laboratory apparatus for a classroom and lab. Additional instruments for the lab would be needed. An alarm system to prevent theft of equipment should be installed.

Contracted Services

In the future, honorariums for experts participating in workshops and seminars would be appropriate and necessary. Presently, local experts have participated in areas of expertise without honorariums.

Goods and Services

Goods and services funding should be escalated in proportion to increases in the program.

The expansion of programs and resources would depend on an increase in FTE's with the Administration of Justice Department. A regular visitation program to high schools is to be started the fall quarter of 1979.
Insert A

Faculty Evaluation:

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<td>Balance in vocational certification</td>
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b. Faculty Strengths:
1. Educational and vocational experience.
2. Loves to teach.
3. Sense of humor.

c. Faculty Weaknesses:
Too lenient with students ("nice guy").

"Nice guy" image will not change; however, greater demands academically will be required in the classroom. Strict attendance will be required, example: for a 3 credit class, 3 cuts, every cut thereafter the students grade will diminish one grade point.

ADMINISTRATION OF JUSTICE
ANTHROPOLOGY

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. To prepare students for transfer to four-year colleges and universities;

2. To enhance students' personal growth and educational development;

3. To provide opportunities for cultural and civic improvement;

4. To encourage participation in curricular and extracurricular activities of social and cultural interest to students and the broader community.

ACHIEVEMENT OF OBJECTIVES

The anthropology courses are essentially of an academic nature. The instructor has had feedback that suggests that:

1. Students who have done well in the anthropology courses at Clark College have also done well in anthropology departments of other schools (Evergreen State, University of Washington, Portland State University). This has come from Clark students who have majored in anthropology in other schools;

2. Students who have taken any of the anthropology courses for personal growth and general educational development have expressed positive opinions that they have benefited;

3. Students have felt that they have broadened their perspectives on their place in nature. Students have benefited individually, culturally, and gained a new perspective on the nature of their society and culture;

4. Students have participated in other curricular and/or extracurricular activities of a social and cultural nature that they would not have had an interest in before taking a course in anthropology such as:

Curricular Activities: 1. Biology
                      2. Sociology
                      3. Comparative religion
                      4. World literature
                      5. Art
                      6. Psychology
                      7. History of civilization

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ANTHROPOLOGY

ACHIEVEMENT OF OBJECTIVES (CONT.)

Extracurricular activities:

1. Travel enhancement
2. Fieldwork
3. Broader reading in local libraries
4. Interactions with minorities
5. Basis for developing new philosophical outlooks
6. Framework for evaluating sectarian and factional values of communities

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The anthropological offerings enhance the nature and extent of the general social science offerings. They can be used to meet the social science requirements for any of the degrees offered by Clark College.

EVALUATION OF STUDENTS

The instructor has the impression that the intensity of students has declined somewhat from 1974 through 1979. This started somewhat before 1974, however. Fewer really good academic students appear in classes. More students have trouble reading with understanding. More students have trouble writing clear and grammatical English. More students have personal problems and are less disciplined in their approach to study.

Feedback from students who go on to upper division work has been positive.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

The instructor does the following:

1. Reads extensively in current periodical material that is related to the field;
2. Takes courses in other college and universities in related fields;
3. Talks with instructors to learn what they are doing in related fields;
4. Reads recent textbooks and other books to learn how ideas and perspectives are changing in the field.
ANTHROPOLOGY

MEDIA AND SPECIAL TEACHING AIDS

Media and special aids other than those available through Media Center are:

1. Anthropology 101 (Human Evolution and Prehistory)
   a. Rental films
   b. Limited number of artifacts
   c. Limited amount of human bone material
   d. Limited number of slides

2. Anthropology 111 (Cultural Anthropology)
   a. Rental films
   b. Limited number of artifacts
   c. Limited number of slides
   d. Audio tapes

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Classrooms are generally adequate for lecture type classes; however, they are difficult to adapt to other types of use or innovation. There is a continual problem of obtaining and keeping blackout drapes on the windows for showing films.

Classrooms are not soundproof, therefore adjoining classroom activities often tend to interfere with each other.

Proper security of expensive equipment in classrooms is virtually impossible.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

The following changes might improve faculty effectiveness:

1. Screen students more effectively for abilities in reading and writing, or offer anthropology courses at less than transfer level for students deficient in reading and writing;

2. Improve media services. This could involve more personnel, and perhaps a change in policy;

3. Expand the departmental offering and personnel;

4. Modify the strictly management-type of orientation that has developed in the last few years. This is, after all a school, not a profit-making organization. The benefits will come years hence, not immediately. Do not cater to fads and expect immediate returns. The returns are there, but they are not always measurable in dollars and cents.
ANTHROPOLOGY

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

5. Involve faculty more directly in planning, modifying, expanding, and determining specific departmental offerings and orientations. Don't by-pass the faculty.

PROGRAM PLANS

The instructor knows of no program changes planned for the next ten years. Some would be desirable. Some have been hinted at as suggestions above.

RESOURCE REQUIREMENTS

Contracted Services

Honorariums and consultants would be good, but they are not essential.

Goods and Services

The department and division need more goods such as transparencies, maps, pictures, and general expendable teaching aids.

Equipment

The division should have adequate media equipment stored for use in the area with adequate security for that equipment.

Supporting Services

Media and security services need to be improved.
Insert A

Faculty Evaluation:

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<th>Balance in degrees held</th>
<th>Major Improvement Needed</th>
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</table>

Balance in teaching experience

Balance in subject specialities

Balance in non-teaching experience

Balance in vocational certification N/A

b. Faculty Strengths:

Good, strong, and extensive background in general anthropology. M.A.T. level.

c. Faculty Weaknesses:

Only one person in department. This tends to make for less variety in points of view, teaching experience, personality impact, and speciality emphasis.
EARLY CHILDHOOD EDUCATION

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

The goals of Clark College are reflected in the Early Childhood Education departmental objectives as follows:

1. The department offers a two-year program leading to a certificate of proficiency and/or the Associate in Applied Science degree. Courses also offered in the department would benefit persons preparing for parenthood and family living;

2. Specific courses provide in-service training for those persons currently employed in child care and education. Workshops and seminars are offered to provide continuing education;

3. The ECE Department is concerned with the professional growth of students and provides career advisement to assist in program planning. ECE faculty are in contact with potential employers and refer students and graduates to current job opportunities;

4. The ECE Department encourages students to participate in curricular and extracurricular activities of social, cultural and recreational interest which are scheduled by the college and the community. The ECE Department sponsors an Early Childhood Education Club for students which provides some of these functions;

5. The ECE Department supports the open door admission policy of the College. The ECE faculty visit high schools to inform students, counselors and teachers about the programs available at Clark College;

6. To ensure that the educational services offered by the ECE Department meet the needs of the students and the community, the department works closely with advisory committees, participates in co-operative work experience assignments, provides speakers and workshop services to local agencies and groups.

ACHIEVEMENT OF OBJECTIVES

The departmental objectives are currently being realized in the following ways:

1. The Clark College Catalog lists 21 course offerings in the ECE Department. All offerings are numbered 100 and above and generally are accepted for transfer by senior institutions. The second year courses, which are heavily weighted with lab experiences, are usually accepted for transfer as electives;
EARLY CHILDHOOD EDUCATION

ACHIEVEMENT OF OBJECTIVES (CONT.)

2. Clark College offers an Early Childhood Education two-year program which leads to a certificate of proficiency or the Associate in Applied Science degree. All courses required for completion of either program are currently being offered.

3. The ECE Department offers the following specific courses geared toward occupational/professional upgrading: ECE 161 Day Care Providers, ECE 201 Operation of Child Care Centers, ECE 231 Introduction and Pre-assessment to CDA.

4. In addition, the department provides for co-op work experience, directed field practice, seminars, workshops, and high school visitations.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

Students awarded the Associate in Applied Science degree in ECE must complete Clark College's general education requirements. These include the general requirements and distribution requirements, as well as the requirements for the major. Sufficient offerings from the list of approved courses allow the student to complete the degree requirements in six quarters (two years) or to extend the program over a longer time-period, if desired.

EVALUATION OF STUDENTS

COMPLETIONS BY YEAR

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QUALITY OF STUDENTS

Students in the ECE program come from a diverse background of age and experience. Some are directly from high school, or GED, others are already working with children, some are older persons interested in education and training to meet changing life goals.

Because courses have been taught by part-time faculty, the department has not been able to determine differences in quality of students.

Students completing the program have regularly been placed in employment in the community. The training requires competent performance and those who complete the required courses are sought by local employers. Students who transfer from the ECE
EARLY CHILDHOOD EDUCATION

QUALITY OF STUDENTS (CONT.)

program do well at senior institutions. Some students elect to become self-employed in their own homes or centers. Others may use the knowledge and skills acquired in family living and child rearing.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

All courses are evaluated by the instructor, the department and the students on an annual basis. Staff are encouraged to attend professional upgrading activities, such as classes, workshops, conferences, and professional meetings pertaining to teaching areas. An advisory committee meets regularly to assist the college and the department on the direction of the program. Instructors are required to hold and to renew vocational certificates.

MEDIA AND SPECIAL TEACHING AIDS

The following media and special aids are available at the Parent Education Center for use of the ECE program:

Honeywell Pentax Camera
Wollensack Programmer for slide cassettes
Buell Overhead Projector
16 mm film projector
Kodak Instant Camera
Dukane Filmstrip Projector
Screen
Sony Tape Recorders
Singer Autovance Filmstrip Viewer
Record players
Portable blackboard
Flipchart easel
Parent Magazine filmstrip series-complete set
Various instructional modules, packets and kits, i.e.
Peabody, Portage Guide to Early Learning, Life Games Theater

FACULTY EVALUATION

1. General
Only one full-time faculty member is contracted for the ECE department. However, a pool of part-time instructors is
EARLY CHILDHOOD EDUCATION

FACULTY EVALUATION (CONT.)

available in the community. Full-time faculty have
Master's degrees in their teaching fields, as well as
ECE-related job experiences. As the present contracted
ECE instructor joined the faculty in September, 1979,
a specific evaluation cannot now be made.

2. Strengths
Because of the interaction between the Parent Education
and the ECE departments, a wide range of faculty experience
is available to students. Such experience covers areas
such as day care, nursery schools, Head Start, special
education. Faculty are motivated and dedicated to quality
early education of children. They respond to new trends in
the field and continually incorporate changes to improve
the curriculum. Faculty are members of professional
organizations, attend meetings, conferences, workshops, and
keep up-to-date by taking classes in their subject areas.

3. Weaknesses
One full-time instructor must be prepared to teach most of
the 21 courses listed in the curriculum. This requires
several new preparations each quarter. Part-time instructors
in specialty courses may have difficulty working with
unfamiliar college procedures and in understanding the
overall objectives of the program and the goals of the
college. The low rate of pay for the staff at the Child
Care Center, used as the lab for ECE students, makes it
difficult to obtain staff who must be qualified to serve
as models for students training in their classes. Students
who complete the program are hired in the community at a
higher rate of pay than their teachers.

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

The ECE office is housed in the Parent Education Center and
is shared with the Parent Education Coordinator. An office
where the instructor could meet to advise students privately
may be more desirable.

Students are assigned to the Child Care Center for their
laboratory experiences. The current facility is not adequate
for the large enrollment of children. (Center is also used as
day care center for children of Clark College Students and
there is a long waiting list). A new and/or additional facility
should be considered in the college's capital projects plan.

The Child Care Center lab operates on a very limited budget and
new equipment needs are not adequately funded.
EARLY CHILDHOOD EDUCATION

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

Because of the nature of the program (extensive laboratory experiences) and high demand on the instructor's time to observe and work with students in the lab, the minimum of 15 required for course enrollment may be difficult to meet.

PROGRAM PLANS

Programs leading to certificates in "Working with the Special Needs Child" and "Management of Child Care Programs" will be added during the next ten years.

At the Child Care Center lab, day care for an increased number of children of Clark College students and in an increased age range will be provided. This expansion of service at the center will allow for a wider variety of training and experiences for students and will better meet the child care needs of the Clark student body.

RESOURCE REQUIREMENTS

Personnel

Additional staff for the child care center to accommodate expanded services. For the new programs projected above, probably two part-time faculty additions. A full-time secretary to serve the Family Life and ECE departments.

Equipment

Equipment for the expanded child care facility and services.
Faculty Evaluation:

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b. Faculty Strengths:

All faculty members (full and part-time) in Family Life Education are dedicated teachers who enthusiastically support the program. They are a cohesive group who cooperate with each other, the college and community agencies, to better serve facilities in the Clark College service district. Many of the faculty members are part-time and they bring to the department their expertise in a given area. Faculty members are active in professional organizations and staff development. All are interested in providing quality educational programs for students and in working toward departmental goals.

c. Faculty Weaknesses:

1. Part-time faculty may lack understanding of how the college systems function.
2. Updating teaching techniques for some members.
3. Full-time faculty members are new, others have split responsibilities. There is concern over continued continuity and organization of department courses.
FAMILY LIFE EDUCATION

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

The Family Life Education Department follows the goals of Clark College in the following ways:

1. Provides basic classes that transfer to a four-year college or university;

2. Provides classes for personal and family growth and educational development;

3. Offers Certificate of Proficiency in Foster Parenting, Family Day Care, and Food Service Supervision.

ACHIEVEMENT OF OBJECTIVES

The Family Life Education Department is meeting departmental objectives by:

1. Developing classes that help students improve the quality of individual and family living, i.e., parenting skills, sewing skills, nutrition education, interior design, and personal improvement;

2. Designing individual transfer programs to meet the needs of the student and the school to which he/she is transferring;

3. Awarding Certificates of Proficiency in Foster Care and Day Care Programs and Food Service Supervision;

4. Offering workshops on topics related to current student interest and need. These workshops are often presented in cooperation with other agencies such as Public Health or DSHS.

PROGRAMS RELATED TO DEPARTMENTAL PURPOSE

The Family Life Education Department provides continuing education by offering classes and workshops to allow students to upgrade occupational skills and courses for individual and family improvement.

The Family Life Education Department facilitates growth and development of students during their college experience by providing career advisement to departmental majors and part-time
FAMILY LIFE EDUCATION

PROGRAMS RELATED TO DEPARTMENTAL PURPOSE (CONT.)

students, job information on an informal basis plus referral service to the Clark College Health Center and Financial Aid Office.

The Family Life Education Department supports curricular and extracurricular activities of social, cultural, and recreational interest for students by informing students of events and encouraging them to participate in these functions through newsletters, posting information and announcements in class.

The Family Life Education Department encourages an open-door admissions policy and develops courses that are relevant to today's students.

The services of the Family Life Education Department are compatible with the needs of the community. Classes are offered throughout the Clark College service district through the community schools program and private enterprise operations to meet the needs of the students of all ages in the outlying areas. The department also provides speakers and workshops on request.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

The Family Life Education Department concurs with the Clark College general education requirements for completion of a degree program. Philosophically, the Family Life Education Department agrees that such classes provide students with basic education skills important for life-long learning. However, most students in the department are enrolled in personal interest classes and are not working toward a degree and therefore, are not required to take the general education classes.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

During the past few years many academically talented students have sought fields other than Family Life Education as a career. Reasons might include the emphasis on non-traditional jobs for women and the stigma attached to home-related careers. On the reverse, parenting programs have become very popular as more adults wish training in parenting skills to better meet family needs. More fathers participate in parenting programs also.
FAMILY LIFE EDUCATION

QUALITY OF STUDENTS (CONT.)

Family Life Education is not considered an occupational preparatory department. There has been no follow-up on students who have finished the program.

Our students are mostly homemakers who take classes for personal and family development. There is no measurement to determine their proficiency.

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

FLCL 055 - Fashion Ensemble is an adult education/non-transferable class. The class teaches techniques that have not been in style during the past several years. The department is optimistic that the fashion ensemble will be back in style and is hesitant to drop the class from the catalog.

UPGRADING COURSE CONTENT

All of the Family Life Education classes are continually reviewed and updated by full-time and part-time faculty members. Faculty members are encouraged to participate in staff development activities, attend classes, workshops, and join professional organizations in their teaching areas.

MEDIA AND SPECIAL TEACHING AIDS

The Family Life Education Department utilizes the following purchased media programs:

1. STEP program for parent training;
2. Modules for parent training developed by the Clark College staff;

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

The Family Life Education Department believes that facilities are adequate for the courses presently offered. Needed changes
FAMILY LIFE EDUCATION

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT (CONT.)

would include deep cleaning, painting and black-out draperies for classrooms. Equipment is showing wear and will need to be replaced and updated in the near future.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

The Family Life Education Department has operated with only two full-time faculty members. They have taught a full load and have been totally responsible for the daily operations of the department as well as hiring and supervising part-time staff, writing grants, developing and supervising new programs, the schedule, catalog, orders for equipment and supplies, etc. Faculty effectiveness would be improved with some release time to handle the many departmental details from ordering textbooks to supervising grants.

PROGRAM PLANS

The entire scope of clothing courses may change with the development of new technology in fabric and construction methods. The department must change and develop programs where these advances can be utilized by the homemaker and industry. The Parent Education program will expand its services into the community through Parent Co-ops. Classes need to be developed to meet the needs of the single working parent.

The Focus on Mature Learning program could be brought under the Family Life Department and expanded to meet the needs of the seniors in our service district. Grants will continue to be an important source of revenue for experimental programming.

RESOURCE REQUIREMENTS

Physical Facilities

The Parent Education Building needs to be expanded to meet the needs of the growing toddler program. Space is needed for the senior program.

Faculty and Staff

As the department grows, new faculty members will need to be added. A full-time secretary would improve faculty effectiveness.

Goods and Services

The budget will need to be expanded.
Contracted Services

With expanded programs there may be a need for consultants and honorariums.

Equipment

With the expansion of co-ops there will be a demand for equipment to set up new classes. New equipment will need to be purchased to meet new technological demands in clothing construction.
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Faculty Evaluation:

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b. Faculty Strengths:

All faculty members (full and part-time) in Family Life Education are dedicated teachers who enthusiastically support the program. They are a cohesive group who cooperate with each other, the college and community agencies, to better serve facilities in the Clark College service district. Because so many of the faculty members are part-time, they bring to the department their expertise in a given area. Faculty members are active in professional organizations and staff development. All are interested in providing quality educational programs for students and in working toward departmental goals.

c. Faculty Weaknesses:

1. Part-time faculty may lack understanding of how the college systems function.
2. Updating teaching techniques for some members.
3. Full-time faculty members are new, others have split responsibilities. There is concern over continued continuity and organization of department courses.

FAMILY LIFE
GEOGRAPHY

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

1. To provide geography courses to meet degree requirements in the social sciences;

2. To provide required courses for students pursuing careers such as social studies teacher;

3. To provide opportunities for personal growth by offering courses which describe the earth and man's relationship to it;

4. To provide relevant electives in economic geography for business majors.

ACHIEVEMENT OF OBJECTIVES

The department's objectives are presently realized to an extent but in terms of students achieving the course objectives there are always those who either drop or show a minimum understanding. The geography offerings of the college are limited, and long-term plans indicate no expansion of offerings. The department considers the world physical and economic geographies as basic core courses for preparation of students.

PROGRAM RELATED TO DEPARTMENTAL PURPOSE

World Physical Geography (101) is a transfer course and part of the offering in the social sciences for the degree requirements. It is also a required course for those pursuing a social study teacher career. It is a course which surveys the world in a practical way to understand how it works and thus applied directly to personal growth.

Economic Geography is related to business and business majors. Both courses relate to "descriptions of the earth" and mankind's relationship to the earth. Thus they are both feasible and relevant to today's student.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

Geography is related to the degree requirements of the college and to the transfer programs as part of the social science requirements. Physical Geography is required for Washington social studies teachers and fully meets that requirement. Economic Geography is strongly recommended for business majors.
GEOGRAPHY

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

In the period 1974-79 the number of students taking the courses has reduced somewhat to an average class size between 30-40. At the same time, students are older, they include a large percentage of veterans, and have been more motivated to want relevant information. There is less tendency in 1979 for students to take a course that is relevant to the world they live in.

Geography is taken usually as a supplement or recommended course for various career goals. Very few students are geography majors per se. Many students go on to complete higher degrees after taking these courses, and have achieved a variety of successes in our society.

COURSE APPRAISAL

COMMENTS ON COURSE APPRAISALS

Special projects, Geography 290, is designed to permit the student with a valid area of interest to further that interest. It is offered every quarter, but students permitted to sign for it are selected only if the project is valid.

UPGRADING COURSE CONTENT

Where appropriate, outside experts and resource people are invited to speak. Instructors continually read current journals and look for new sources and material. In economic geography, corporations have sent slides of industry on a world-wide basis which form a core supplement to the course.

Physical Geography continually has new and additional maps, pictures, slides, globes, and other items designed to demonstrate the material covered. The preferred items are those which the students can handle, manipulate, and study on their own.

MEDIA AND SPECIAL TEACHING AIDS

Multiple prints and slides demonstrating geographical phenomena are used extensively and are continually being supplemented. A weather station was built in order to demonstrate atmospheric variations and weather phenomena. This unit was built by an instructor and was stolen during spring quarter, 1979. The system in it used rather delicate reeds so a replacement is being obtained, but probably another system will be used.

Maps of all kinds and variations are continually being added. A rock and mineral collection is maintained and used with the class. A continual search for additional items to better demonstrate and involve students is being made.
GEOGRAPHY
FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

The physical facilities and equipment present several problems. The facilities are used by several classes and are open. If equipment is to be accessible to the students, it should, and must, be left in the classroom. This has resulted in a high rate of theft of a wide variety of training aides and material. A few locked cabinets would help, but this is a continuing problem and some equipment must be left out. (e.g. a thermograph).

Much of the equipment and items used are obtained by the instructors on their own for classroom use. Greater equipment budgets would make such acquisitions easier.

Specifically, we need to replace the stolen weather station. A number of large pictures were also stolen. In addition, blocks showing geological phenomena need building which is a project the instructor intends to undertake.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

Departmental policies have been to not advertise nor "push" the geography courses. Other areas of the campus, however, have publicized which has been good for enrollment. The department should, perhaps, join the "public information" effort, though generally this approach has been disliked for its own sake.

Faculty effectiveness itself would be enhanced by opportunities to mix with others in the discipline, but again the combination of interests of the instructors have tended to either preclude or restrict this activity.

PROGRAM PLANS

Currently the department has been involved in reactivating Economic Geography. There are no long term plans for expansion of courses in this field, but only to maintain the courses we have and upgrade them when possible.

The physical course is moving toward becoming modularized and even broken into segments where a student could pick up variable credit for the course. This is in the planning stage.

RESOURCE REQUIREMENTS

Goods and Services

Standardized and modular tests and exams. Slides and overhead transparencies.
GEOGRAPHY

RESOURCE REQUIREMENTS (CONT.)

Goods and Services (CONT.)

Some modules are available at a rather high price from various publishers and consultants. Many include numbers of slides which would fit ably into a module system. Certainly, more extensive support from media would be needed.
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b. Faculty Strengths:

The faculty concerned have wide experience and interest in the subject matter in an inter-disciplinary manner. The qualifications of the instructors supplement each other.

c. The demands from different areas become diverse enough so sometimes adequate time and attention is lacking for these courses. Work is needed to completely modularize the course so students can readily be guided through all of the material.
HISTORY

ROLE IN EDUCATIONAL PROGRAM

PROGRAM PHILOSOPHY

1. To provide knowledge of the past and some introduction to its systematic study;

2. To provide opportunity for student practice in analyzing, articulating, and reacting to interpretation of human experience over distances of time and space.

PROGRAM OBJECTIVES

1. To offer basic courses in history which will satisfy requirements for Clark College degrees and which will transfer to the four-year colleges and universities;

2. To offer courses in history at an adult level of instruction for high school completion credit;

3. To provide courses in history which will contribute toward individual, cultural and civic improvement;

4. To provide course(s) which will satisfy the state certification requirement for teachers.

ACHIEVEMENT OF OBJECTIVES

Basic history courses transfer to most four-year institutions. In addition to degree-seeking students, the courses are taken by high school completion students of advanced maturity, and by members of the community seeking personal growth. The course, "History and Government of Washington and the Pacific Northwest," satisfies the state certification requirement for teachers.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

Departmental courses satisfy the social science distribution requirement for all degrees. It would be desirable to include history in a larger number of student programs.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

Without a great deal more systematic approach to observation of differences in student quality over time, any response is suspect. We guess that there has been much greater variation across any given year than from one year to the next.
QUALITY OF STUDENTS (CONT.)

A number of former students can be identified who have achieved prominence in such fields as education, law, business, and public service.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

The following practices are followed to ensure continual upgrading of course content:

1. Frequent conferring by members of the department;
2. Reading, comparison, discussion;
3. Participation in upgrading programs:
   a. One instructor attended a Fulbright Summer Seminar in India in 1963,
   b. Two instructors attended Danforth Institute at Reed College, summers of the post mid-sixties: Seventeenth Century England and Augustan Rome,
   c. One instructor attended a National Endowment for the Humanities Seminar at the University of Minnesota summer of 1973,
   d. One was "College Teacher in Residence," at the University of Minnesota during the academic year, 1977-78,

MEDIA AND SPECIAL TEACHING AIDS

Slides are the primary media owned by the department. The department is presently negotiating for the permanent use of a 500 watt slide projector currently in possession of the Media Center.

FACULTY EVALUATION

See Insert A
HISTORY

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

1. A policy concerning allocation of divisional budget for library book purchases is needed

2. More flexibility in student program advising is needed so that students will have greater options in selecting courses. This is particularly needed in some occupational departments.

3. History should be included in more student programs. Recognition of history credit as meeting the humanities distribution requirement might be considered.

PROGRAM PLANS

A new course in ancient history is under consideration.

RESOURCE REQUIREMENTS

Some strengthening of the library collection is needed.
Insert A

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b. Faculty Strengths:

It may be said that Ph.D. degrees in history would provide some needed or even major improvement, but the alternative has been to follow study programs which reflect our lecture assignments in the World Civilization survey. Given the broad scope of the responsibilities involved, our academic investments have been shaped by what we teach rather than by the doctoral program of some graduate school. We have thought of this as a strength rather than a weakness, but this might not be the case with an observer less involved than ourselves.

c. Faculty Weaknesses:
POLITICAL SCIENCE

ROLE IN EDUCATIONAL PROGRAM

PROGRAM PHILOSOPHY

Political science study is a necessary part of a liberal education intended to make men free by increasing their understanding of political processes and structures.

PROGRAM OBJECTIVES

1. To offer the basic courses in political science that will give college credit and transfer to four-year colleges and universities

2. To offer credit for high school completion education at an adult level of instruction

3. To provide the basic knowledge of government necessary for general training for citizenship, for vocational training for public service, and for personal growth.

ACHIEVEMENT OF OBJECTIVES

Departmental courses are accepted for transfer to most four-year institutions. In addition to degree-seeking students, courses are regularly taken by students seeking personal improvement. Departmental courses are included in the programs of adults completing their high school education.

PROGRAMS RELATED TO DEPARTMENTAL PURPOSE

The Clark College Political Science Department offers two introductory courses--the first, which may be called the "principles-of-political-science" approach, seeks to describe the traits universal to the governing processes of all human societies and the nature and consequences of the major variations in these processes among different societies; the second, is the somewhat detailed study of American government.

The department offers a course in state and local government and politics. This course seeks to present a broad and comprehensive survey that will provide the student with the conceptual framework necessary to analyze and evaluate the formation of public policy at the state and local level of government.

The department offers courses in International Organization and International Relations. The first studies the United
POLITICAL SCIENCE

PROGRAMS RELATED TO DEPARTMENTAL PURPOSE (CONT.)

Nations and its functions, current problems, and world reactions to them. The second seeks to understand world politics: concepts and theories, processes of power, foreign policy, and trends in the current international science.

The department offers a Special Projects course designed to be arranged according to the needs of students. This course presents an opportunity to plan, organize, and complete special projects approved by the faculty.

All of the above courses are aimed at meeting the department's objectives to provide the basic knowledge of government necessary for general training for citizenship, for vocational training for public service, and for the necessary part of a liberal education intended to make men free by increasing their understanding of the world around them.

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

Political Science courses meet the social science distribution requirement for all Clark degrees. The department would like to see the introductory courses included in more student programs.

EVALUATION OF STUDENTS

The quality of students seems to remain about the same from one year to the next. Former students include a number of practicing attorneys, teachers, state, local and national legislators.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

Members of this department have met periodically to discuss and confer about the content of courses. These discussions have demonstrated a tremendous amount of reading on the part of the members of the department, as well as direct participation in civic and governmental processes.

Members attend conferences and meetings in the discipline, i.e.: Pacific Northwest Political Science Association, Western Political Science Association, etc.

Members participate extensively in civic and governmental affairs.
POLITICAL SCIENCE

MEDIA AND SPECIAL TEACHING AIDS

The usual teaching media and special aids are used in the department. In addition, the department uses resource people at the local, state and national level.

FACULTY EVALUATIONS

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Physical facilities and equipment are adequate for departmental needs.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

A more definite policy concerning the allocation of the division budget for library purchases, and more direct control over the acquisitions of library material in our discipline are needed.

PROGRAM PLANS

We plan to offer courses in keeping with the "outreach" direction of the college. We are especially interested in getting into some of the "in-house" educational programs sponsored by the new industries coming into our area. This would include offering courses in practical politics and basic introductions to local and state governments to the employees of businesses and industries.

We hope to offer a course designed to meet the needs of government employees, especially in municipal and county government. This course would be more specific in content than our basic introductory courses are at the present.

RESOURCE REQUIREMENTS

In order to implement program plans, some honorarium money will be required for resource people to be used as guest lecturers.
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**b. Faculty Strengths:**

The tremendous participation in community affairs and practical political participation. The personal relationships with elected officials at all levels of government.

Members of the department are extremely well-balanced with respect to major emphasis within the discipline.

c. Faculty Weaknesses:

The members tend to spread themselves too thin. The tendency to say "yes" to the many requests which is extremely time-consuming.
PSYCHOLOGY

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

Psychology offers opportunities for students to gain:

1. Transfer credit
2. Continuing education experience
3. Personal growth and development
4. Enhanced career potentials.

ACHIEVEMENT OF OBJECTIVES

The Psychology Department enrolls between 1,000-1,200 students annually. Psychology is a required course in many degree programs, and is also a very popular elective class. The department has regularly been in the top percentile of FTE producers on the campus, and is proud of the quality of service that it offers students.

Limitations on staffing availability have necessarily restricted the range of offerings the Psychology Department has been able to contribute. There is a need for expanded offerings in child growth and development, business and industrial psychology, and special purpose programs such as stress management, adjustment to divorce, aging, death and dying, etc.

Thus, our goals of contributing to the transfer programs and to the professional degree offerings on campus are adequately met. Our offerings in the area of vocational-technical programs and community service are insufficient and, as staffing availability permits, should be expanded.

GENERAL EDUCATION REQUIREMENTS RELATED TO DEPARTMENT

The college’s general education requirements specify a distribution of credits in several areas. Psychology, as a social science, is regularly sought by large numbers of students seeking to satisfy credit requirements in the social science area. Additionally, many degree programs require or recommend psychology as a part of the student’s curriculum and it is widely sought by other students seeking personal growth experiences. Thus, the Psychology Department is an integral part of the college's emphasis on general educational development.
PSYCHOLOGY

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

The growth in the proportion of mature students in the student body has probably contributed to a more task-oriented student population.

No systematic attempt to develop empirical data on the achievements of former students has been made by the department. Those students who have transferred to upper division institutions and who have maintained contact with the college consistently report on the quality of their lower division preparation in psychology courses at Clark College. Additionally, we are aware of many of our former students who are involved in the human services occupations in this and other communities.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

1. Professional workshops and meetings;
2. Regular review of current professional publications;
3. Staff participation in community social service and agencies;
4. Departmental conferences.

MEDIA AND SPECIAL TEACHING AIDS

Because Clark College is located in a major metropolitan area, we have access to and regularly use for instructional enhancement: specialists in various fields as guest lecturers, social service agencies for field placement experiences, a variety of institutions and agencies for field trip observations, and publications, films, and other informational data from the community.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Physical facilities and equipment are adequate except as noted in the college capital projects plan.
PSYCHOLOGY

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

None.

PROGRAM PLANS

Offerings in the area of vocational-technical programs and community service should be expanded. Specifically, there is a need for expanded offerings in child growth and development, business and industrial psychology, and special purpose programs such as stress management, adjustment to divorce, aging, death and dying.

RESOURCE REQUIREMENTS

Additional staff will be required in order to implement program plans.
SOCIOLOGY

MEDIA AND SPECIAL TEACHING AIDS

The teaching involves a fair amount of community resources and field trips.

1. Community resources are usually in the form of speakers, who are considered experts or specialists. For example, "Racism in America" heavily relies on this method as local scenes within the boundary of the Metropolitan Portland-Vancouver area are best discussed by practitioners;

2. Field trips seem extremely effective in teaching of a class like "Social Problems." The Burnside district, prisons, boy's homes, senior citizen's communities, treatment centers for alcoholics, etc., are just a few examples to substantiate the idea.

FACULTY EVALUATION

See Insert A

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Air conditioning is needed in all Hanna Hall classrooms. Hanna Hall lounge needs to be upgraded by provision of some sort of coffee shop, improved lighting, and desks and chairs.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

Despite the fact that our division as an entity functions rather well without much friction, formal recognition of each department within the division is in order.

PROGRAM PLANS

A new program for social service workers is being considered.

RESOURCE REQUIREMENTS

An addition of at least one full-time instructor, with preferably social work in his/her background.
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b. Faculty Strengths:

Theory background accessible from the standpoints of students; humanistic basic approach.

c. Faculty Weaknesses:

The words "One-man department" should explain.
WOMEN'S STUDIES

ROLE IN EDUCATIONAL PROGRAM

PROGRAM OBJECTIVES

The Women's Studies Department was initiated as a corrective measure to help overcome omissions of women in courses offered at Clark College and to combat sex role stereotyping. This is still a main thrust, but in addition, Women's Studies are now increasingly recognized as an academic discipline unto itself. These goals, in combination with fostering the acquisition of critical skills by women, relate to the majority of Clark College's goals, such as offering courses to pursue employment in technical or vocational areas, personal and educational development, and individual, cultural, and civic improvement. In particular, Women's Studies relates to Clark College's goal of establishing programs which are relevant to today's students.

ACHIEVEMENT OF OBJECTIVES

Women's Studies courses are regularly offered throughout the year. In addition, many courses which focus on women and their needs are offered in other departments. The following is a partial list:

HDEV 155 - Assertiveness Training
AUTO 011 - Women's Mechanics
ENGL 184 - Women in Literature and Film
HDEV 117 - Back to School
IT 160 - Women in Construction
HDEV 103 - Survey of Vocational Careers
HDEV 104 - Life Planning for Women
WS 145 - Women's Issues
HDEV 170 - Women Alone
HLTH 206 - Female Sexuality
HTST 150 - Women in U.S. History
MGMT 030 - Women in Management
HDEV 160 - Math-Science Support Group
ENGL 206 - Autobiographical Writing: The Feminine Experience
AE 016 - Women in Art
ELEC 011 - Basic Household Electricity
HDEV 190 - Nontraditional Careers for Women

These courses contribute to the goal of eliminating sex role stereotyping and omissions of women in courses offered at Clark College, as well as providing the specific information a survey course could not cover.
WOMEN'S STUDIES

GENERAL EDUCATION REQUIREMENT RELATED TO DEPARTMENT

WS 101 fulfills humanities or social science area degree requirements, WS 210 fulfills social science area degree requirements, and WS 150 counts as an elective.

EVALUATION OF STUDENTS

QUALITY OF STUDENTS

Difference in the quality of students over the period of 1974-79 can be traced to the changing student population at Clark College. The fastest growing population at Clark is female, ages 30 to 50. Many of the students taking courses in Women Studies are older women returning to school and tend to be more serious as well as more sophisticated consumers of educational programs.

Although the Women Studies Department has not conducted a formal study, students taking our classes tend to follow the national trend of women choosing more concrete and nontraditional careers.

Former students have pursued certificates in Women's Studies at four-year colleges and universities.

COURSE APPRAISAL

UPGRADING COURSE CONTENT

Courses in women's studies are reviewed by the Curriculum Committee of the Women's Studies Team.

A member of the Women's Studies Team received a grant to develop new courses in the summer of 1979.

Other departments are encouraged to contribute their skills and resources by offering relevant courses.

MEDIA AND SPECIAL TEACHING AIDS

The department does not have any media equipment or teaching aids of its own. Resources of other departments are extensively utilized.
WOMEN'S STUDIES

FACULTY EVALUATION

The department has no contracted faculty. Courses are taught by part-time instructors or by contracted faculty from other departments.

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT

Classroom space is generally adequate, with the exception of those classrooms lacking blackout curtains for viewing films. Campus lighting and general security for women after dark has been a problem. Both students and faculty believe there is a need for better space, personnel, and equipment for the Women's Center.

SUGGESTED CHANGES IN POLICIES AND PROCEDURES

There is a need for fiscal support to allow existing faculty to be involved in Women's Studies.

PROGRAM PLANS

As the educational needs of women change, courses will be added to meet those needs. Women's Studies will continue to foster women in nontraditional occupations.

A multi-service Women's Center will be improved.

RESOURCE REQUIREMENTS

Personnel

Permanent faculty and staff for a Women's Center and instructor for Women's Studies courses.

Goods and Services

Films, slides, additional library books and materials, and easy access to copying equipment.

Contracted Services

Additional resources for honorariums for guest speakers, workshops, etc.

Equipment

Office equipment for Women's Center. Part share in copying machine.
Section VI

Continuing Education & Special Instructional Activities
CONTINUING EDUCATION AND SPECIAL INSTRUCTIONAL ACTIVITIES

COMMITTEE MEMBERS

Kathryn Mann, Chairman
Associate Dean of Instruction

Ross Brewer
Director of Continuing Education/Personnel

David Duback
Administrative Services Manager
Office of Instruction

Annette Lambson
Director of Learning Resource Center

Robert Metcalf
Director of Occupational Education

Connie Parenti
Administrative Secretary
Office of Instruction

Charles Reinmuth
Associate Dean of Instruction
DESCRIPTION

ORGANIZATIONAL STRUCTURE

An organizational chart showing the administrative/coordinating responsibility for continuing education and special instructional activities is included as Figure VI-1.

PROGRAMS AND ENROLLMENTS

Continuing education enrollments by department are included as Table VI-1.

BUDGET AND BUDGET PROCESS

The budget for continuing education classes is developed in three separate parts: Adult Basic Education, Community Service and standard college offerings (evening classes, High School Continuation and off-campus classes). Budget development for each of these three areas is as follows:

Adult Basic Education - The state allocates a certain dollar amount to Clark for ABE. This amount is determined by (1) total dollars available, (2) historical enrollments and trends, and (3) projected appropriations and local general funds to meet the funding requirements of the ABE program.

ABE funding requirements are determined by the following process:

1. The ABE staff prepares a projected budget;

2. The projected budget is reviewed by the Office of Instruction, amended (if necessary to meet college goals and funding constraints), and sent to the president;

3. The president and Executive Team set priorities on each budget request according to college goals and needs;

4. The Budget Committee reviews the recommendations and recommends priorities to the president;

5. The president recommends a final budget to the Board of Trustees for approval;

6. After Board approval, the Office of Instruction reviews its total approved budget to determine which funding requests were approved and how the total Instruction budget can be adjusted to best meet the goals and needs of the college.
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>2</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>4</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutoring</td>
<td>1</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>3</td>
<td>42</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Women's Studies</td>
<td>1</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evening On-Campus Full-Time Equivalent Students by Year**

<table>
<thead>
<tr>
<th>Year</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976</td>
<td>928</td>
</tr>
<tr>
<td>1977</td>
<td>1,105</td>
</tr>
<tr>
<td>1978</td>
<td>1,052</td>
</tr>
</tbody>
</table>
BUDGET AND BUDGET PROCESS (CONT.)

Community Service - Since Community Service classes are self-supporting, the budget is developed on a class by class basis. The fee for each class is determined by the cost of the instructor plus supplies and materials divided by minimum required enrollment (15). Any budget surplus is used to supplement the entire Community Service program, increase visibility, quality and breadth of the offerings, or to reduce future fee charges. If a surplus or deficit develops, the cost formula is adjusted.

Standard College Offerings - The budgets for evening classes, High School Continuation and off-campus classes are developed in much the same manner as that for ABE. The budget has two distinct parts: (1) salaries and fringe benefits, and (2) equipment, supplies and materials, and travel.

Salaries and fringe benefit funding is requested by the Office of Instruction in accordance with the adopted Salary Schedule which appears in the Personnel Policy section of the "Policy and Procedures Manual." Community demand is identified, projections are made and the funding required to meet the projected demand is determined. Funding requests generally fall into three categories:

1. Divisional offerings, including evening and some off-campus classes;

2. High School Continuation, Community Schools, and other outreach and special programs;

3. New or expanded programs or objectives.

The budget process is then the same for ABE, starting at Step 2.

The budget for equipment, supplies and materials, and travel is initiated at the division/departmental level. Each division/department determines its funding requirements and makes its request to the Office of Instruction. The process then proceeds in the same manner as for ABE, starting at Step 2.

FACULTY

Applicants for part-time faculty positions both on- and off-campus are recommended for hiring by division chairpersons and department heads, through the respective dean or designee. The president, the executive dean, and the personnel director have the authority to appoint adjunct faculty as recommended.
FACULTY (CONT.)

The best qualified persons are hired for all positions, and consideration is based on merit. Generally, adjunct faculty must meet the same minimum standards for hiring as a full-time person for that same position. In the case of adjunct vocational instructors, standards have to be met for certification, whether for full-time or part-time. Selection of off-campus, part-time instructors for off-campus classes differs in that division chairpersons are asked for their recommendations for an instructor, or the outreach coordinator, community school director, or the continuing education director may recommend instructors. In all cases, division chairpersons are consulted. Many continuing education classes are taught by contracted instructors on a moonlight basis.

Some departments have a system of evaluating part-time faculty and some do not. The college has begun the process of developing an evaluation system for all part-time instructors.

Vitae of all part-time instructors are kept in the Personnel Office.

WORKLOADS AND COMPENSATION

Contracted faculty who teach continuing education courses as part of their regular load have the same workload expectation and receive the same salary and benefits as other faculty. Such faculty are paid from the contracted faculty salary schedule.

Non-contracted instructors who teach continuing education courses are paid for credit or credit-equivalent courses on the same basis as non-contracted instructors who teach other courses except that those who teach community service courses are compensated at a lower rate, as these courses do not carry credit or require evaluation. The part-time salary rates per contact hour for 1979-80 are as follows:

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Rate</td>
<td>$17.10</td>
</tr>
<tr>
<td>Lab Rate</td>
<td>$12.90</td>
</tr>
<tr>
<td>Community Service/Special Projects Rate</td>
<td>$10.50 (maximum)</td>
</tr>
</tbody>
</table>

Community Service pay rates may be negotiated at lower rates outside the above schedule to take into account low enrollments or other circumstances.

A full load for a contracted instructor is 15 credit hours or 25 contact hours. Where this standard is not appropriate, the dean of faculty and division chairperson establish faculty loads. This procedure is followed for continuing education as well as all other classes.

Except in unusual circumstances, part-time faculty are not allowed to teach more than two-thirds of the contracted faculty load, nor are contracted faculty allowed to teach more than two overload (moonlight) class sessions.
ADVERTISING AND PROMOTIONAL MATERIALS

Advertising and promotional materials for continuing education classes are available for review upon request in the Office of Instruction.

FEE SCHEDULES

Continuing education courses offered for credit, except as noted below, carry the same tuition and fees as any other class. Tuition and fees by type of student are as follows:

Vietnam Veteran $ 8.40/credit up to $84.00/quarter
Resident $10.20/credit up to $102.00/quarter
Non-Resident
   Six or fewer credits $10.20/credit up to $61.20/quarter
   Seven or more credits $39.60/credit up to $396.00/quarter

Tuition and fees for non-credit classes, except as noted below, are assessed on the same basis as if the class carried credit. For purposes of calculating credit-equivalents, eleven lecture contact hours or twenty-two lab contact hours equals one credit.

Family life clothing and parent/child classes numbered less than 100 are charged at the rate of $7.85 per credit or credit-equivalent. The tuition and fees for these classes will be increased to the standard of $10.20 per credit by the 1980-81 academic year.

Community Service class fees are calculated so as to ensure that the class fees cover instructor salaries and fringe benefits, supplies consumed in the class and direct overhead. Normally, the calculation is based upon an enrollment of 15.

Tuition and fee charges which deviate from the above practices are as follows:

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Basic Education</td>
<td>None</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>$9.00/Class</td>
</tr>
<tr>
<td>Focus on Mature Learning</td>
<td>$1.25/Credit or Equivalent</td>
</tr>
<tr>
<td>Credit by Examination</td>
<td>$5.00/Credit</td>
</tr>
</tbody>
</table>

FOLLOW-UP STUDIES/NEEDS ASSESSMENTS

Three major needs assessments were done within the past two years, as well as numerous more limited needs assessments by departments and divisions for a particular program or course.

A comprehensive personal interview needs assessment of local business and industry that draws from all institutional vocation programs was conducted in 1976. A curriculum and needs survey was conducted by mail in 1979 to identify the need for new vocational programs in fashion merchandising, land surveying, diesel auto, and legal assisting. Vocational follow-up studies are done annually.
FOLLOW-UP STUDIES/NEEDS ASSESSMENTS (CONT.)

A major needs assessment was done covering the eastern area of the district entitled, "Mid-Columbia Region Post-High School Educational Needs Study." It provided information on which to base program decisions for that area for the next few years. It was followed by "A Study of the Educational Needs of the Residents of Clark County." This study provided a comprehensive view of the educational needs of Clark County residents. The results will be a valuable tool for staff members in planning future educational programs in Clark County.

The Health and Welfare Planning Council conducted an extensive survey entitled, "Needs Assessment and Comprehensive Social Services Plan, Clark County, Washington." The demographic data, the results and the conclusions have had very direct implications for Clark College and are referred to frequently. Each of the studies cited above are in the Clark College Library.

The Continuing Education for Nurses Department conducts regular needs assessments to determine program offerings. Other needs assessments are conducted as a means of determining program possibilities in various occupational supplementary programs.

A regular, college-wide system of follow-up for continuing education classes does not exist. Many follow-up studies have been done on individual classes or in individual departments, however.

COURSE SCHEDULES

Course schedules for the past three years are available for review in the Office of Instruction.

APPROVAL FOR CREDIT

The college allows departments the option of offering continuing education courses on an experimental basis for elective credit. The form for initiating such courses is included as Figure VI-2. Such courses may also be added during the schedule-building process without completing Figure VI-2, however, the information and approvals required in the schedule-building process are essentially the same as those denoted in Figure VI-2.

If the course is to be offered on a regular basis, the course approval form included as Figure VI-3 must be submitted. Additionally, the course must be approved by the Instructional Advisory Council, which is composed of division chairpersons and other instructional administrators.
CONTINUING EDUCATION UNITS

Clark College does not currently grant continuing education units (CEU).

CREDIT FOR SHORT COURSES

Credit for time-shortened offerings is determined on the basis of at least eight lecture hours per credit hour granted or at least 16 lab hours per credit hour granted. These are minimum standards; normally, 11 lecture hours or 22 lab hours are required to earn one credit. Each offering is analyzed to ensure that effort required of and educational benefit to students is comparable with other credit courses.

ANALYSIS AND APPRAISAL

PARTICIPATION AND COORDINATION

Continuing education and special activities at Clark can best be described as decentralized. Maximum coordination and cooperation are accomplished through the following:

1. The associate dean of instruction, responsible for all phases of continuing education, reports directly to the dean of faculty, as do all division chairpersons responsible for all instructional disciplines;

2. Formal agreements governing continuing education activities have been reached between division chairpersons and continuing education personnel. These agreements deal primarily with budgeting and staffing;

3. The associate dean of instruction is responsible for liaison between the dean of students (for support services) and the dean of administrative services (for business office functions);

4. Two advisory committees (Instructional Advisory Council, and Community Schools Advisory Board) assist with programs and help coordinate functions.

BUDGET

The budget is seldom adequate to support all the continuing education needs/desires of our district. In order to manage this problem, the college has established a minimum enrollment of fifteen for most classes.

However, as noted elsewhere in this section, the college maintains a wide variety of continuing education offerings, based upon needs assessments, which adequately serve the needs of most of its district. In fact, Clark College has one of the larger continuing education programs in the state, relative to size.
BUDGET (CONT.)

There are several major categories of need which the budget is not adequate to fund:

1. Services to districts outside Clark County - Although the college does maintain an Adult Learning Center in Bingen, there is need to extend services to the Stevenson/North Bonneville/Carson area. Because population is sparse in these areas, the enrollment minimum would probably need to be lowered. Because of the distance of these areas from campus, a local coordinator would need to be employed.

2. Occupational supplementary training requiring specialized equipment/facilities - There is a demand for this type of training both on- and off-campus. On-campus facilities are fully utilized. Off-campus facilities are either not available or would require large investments in equipment.

3. Services to nontraditional students - Although Clark has many classes and support services which serve the needs of the nontraditional student, sufficient funds are not available to assess their needs and serve their needs in an optimal manner. Since there is growing interest in serving these groups, it is likely that more college resources will be allocated to this effort.

4. Off-campus centers in Clark County - The college has an off-campus center at the Vancouver Mall. In addition, courses are offered at six community schools and other sites. There is evidence that these centers serve students who would not seek services in a traditional college setting. Further, these centers become more important to the college as it grows and classrooms become fully occupied, especially in the evening.

Budget and expenditures for continuing education are processed and controlled in the same manner as all college financial transactions.

ADEQUACY OF STAFF AND FACILITIES

Facilities - For continuing education courses offered on-campus, the limitations in facilities are the same as those for all educational programs (See Chapter V).

For evening classes, there is a shortage of general classroom space. Classroom space is rented at Hudson's Bay High School, across the street from the college, and at the Vancouver Mall as well as other locations. The Hudson's Bay classrooms are physically adequate but the college's use patterns are not always compatible with high school use patterns.
ADÉQUACY OF STAFF AND FACILITIES (CONT.)

Classrooms at the mall are adequate. Advance scheduling is required to accommodate classes which rely heavily on audio-media to ensure adequate sound separation. Because of the distance from campus, the mall classrooms are not practical for use by classes requiring specialized equipment.

As noted in the previous section, there is a lack of facilities and equipment for some types of occupational supplementary courses.

Staff - As noted previously, most continuing education courses are taught by part-time instructors. The college has experienced few problems in obtaining the services of highly qualified part-time instructors. We attribute this to:

1. Proximity to Portland area and its large labor pool;
2. Desire of many people to teach part-time as an avocation;
3. Desire of many people to work toward full-time teaching careers by beginning as part-time instructors; and
4. Willingness of contracted faculty to teach continuing education classes in-load or on a moonlight basis.

REVENUES

Continuing education, by policy, operates as an extension of the day program and without a separate budget. Class minimums are essentially the same as for the day program with a few exceptions. Every attempt has been made to generate the feeling that Clark College is one college, without reference to a day school and a night school as separate entities.

Community Service is mandated by the legislature to be self-supporting. This has been interpreted to include both operating expenses and institutional overhead. The State Board dictates which classes are to be community service self-supporting; therefore, these classes are put into a distinct budget category. The fees are set to generate only enough revenue to sustain the programs during the year, and not as a money-making source to support day programs.

With few exceptions (noted above under "Fee Schedules"), the fees for continuing education courses are consistent with those for all other courses. Where deviations exist, fees are lower in some types of continuing education courses.
FACULTY EVALUATION FOR PROMOTION AND TENURE

In recommending tenure, the tenure review committee establishes its own procedures and criteria to be used in evaluating the probationer. Self-evaluation, student evaluation, peer evaluation and classroom observation are required methods of evaluation. There is no evidence to indicate that continuing education instruction is given any greater or lesser weight than any other portion of the probationer's load.

As Clark College has no system of formal rank, consideration of continuing education as related to promotion is not applicable.

Faculty load reports and other pertinent data are available in the College Office of State and Agency Reports.

FACULTY AND STAFF PERFORMANCE EVALUATION

Classified and administrative staff who work in continuing education programs have their performance assessed through a formal process each year. These processes are described in some detail in other sections of this report. Professional staff (full-time, in-load or moonlight) are evaluated at least every three years (tenured) or yearly (probationary). These evaluations are also formal and are described in detail in the "The Clark College Policy and Procedures Manual," which is available for review in the Board Room.

Performance of community school coordinators (employees of local school districts) is evaluated primarily on the basis of credit course production and adherence to performance criteria established by the Office of Instruction.

There is no blanket formal process for the evaluation of part-time instructors. The "Part-Time Faculty Handbook," which is revised annually, has a section dealing with course and instructor evaluation. Included is a student evaluation form (sample) which an instructor may use. Policy permits the appropriate division chairperson to ask for a student evaluation of an instructor at the end of each term.

Research is now being conducted on the topic of part-time instructor evaluation. An evaluation plan will be recommended to the dean of faculty by May, 1980. Informally, a degree of evaluation does take place, as adults in continuing education classes are not bashful about airing their concerns. Often changes are made for improved performance of staff more quickly as a result of the informal process than could be managed through policy-backed formal processes.
CONTRACTED FACULTY ASSIGNMENTS

As mentioned previously, most continuing education offerings are taught by part-time instructors or as an overload by contracted instructors.

Of 114.13 FTE contracted instructors in 1978-79, 10.01 or nine percent had their regular assignments primarily in continuing education. In addition, of seven FTE contracted exempt staff in an employment category called Community Education Specialist, 5.5 FTE or 79% had regular assignments primarily in continuing education.

FACULTY AND STAFF DEVELOPMENT

A staff development function is held each quarter for new part-time instructors. It is primarily an orientation session, but there are instructions given for teaching adult students. A handbook for part-time instructors is issued. Part of the handbook covers topics such as evaluation and teaching methods. A slide show entitled, "Part-Timers are People, Too" is used as part of the orientation.

Vocational instructors are required to complete orientation and training to maintain vocational certification. They receive assistance from the vocational director and staff development officer.

Staff development opportunities are available for part-time faculty as well as full-time. These may involve conferences, workshops, trips to other campuses and programs to explore teaching methods, etc. Because of limitations of staff development budget, training opportunities for part-time faculty are normally funded by the college only for those who have been employed continuously by the college for several years. In addition, the ABE/ESL program holds regular staff development activities for their part-time faculty.

COMPENSATION

Faculty and staff in continuing education are compensated in the same manner as other faculty and staff in the institution, except that community service instructors are compensated at a lower rate because these classes do not carry credit nor require student evaluation. Further explanation is provided in the "Workloads and Compensation" section (above).

AVAILABILITY OF STUDENT SERVICES

Continuing education students attending campus classes have access to all the traditional student service programs during evening hours, including:
AVAILABILITY OF STUDENT SERVICES (CONT.)

1. Cultural events
2. Food service - snack bar
3. Athletic events
4. General counseling and advising
5. Careers advising
6. Financial Aids services
7. Health services
8. Testing services
9. Registration services
10. Security services

Many classes are held at Hudson's Bay High School, directly across the street from the main complex. These students also have access to campus services, and a snack bar is open at the high school with a paid attendant, for the convenience of these students.

At the new Vancouver Mall Center, registration, financial aids assistance, advising, counseling, careers and testing services are available in support of the instructional program conducted there. In addition, prospective students may enroll for courses taught elsewhere in the district.

The Bingen Adult Learning Center, serving Klickitat and Skamania counties, offers services similar to those at Vancouver Mall.

The main area for improvement lies not in current services, but in the planning and resources that will be required for off-campus program growth. The director of continuing education will give priority to such planning in 1979-80.

EVALUATION OF ADVERTISING AND PUBLICATIONS

Advertising and publications for continuing education were reviewed in the Office of Instruction. No misleading information was found. These materials are available for review in the Office of Instruction.

EVALUATION OF FOLLOW-UP STUDIES

The college does not have a regular system of follow-up for continuing education courses. Some individual departments or organizational units have conducted their own follow-up studies; however, these are not available in a central location.

Follow-up on occupational supplementary courses is done through program advisory committees and results are documented in advisory committee minutes. Responses have generally been favorable and program modifications have been made where indicated and as funds allowed. Annual vocational follow-up studies include courses taken by students with continuing education intent.
EVALUATION OF FOLLOW-UP STUDIES (CONT.)

The most prevalent mode of follow-up is informal faculty follow-up with students. The results of this type of follow-up are contained in the "Departmental Analysis" section of Chapter V. These informal reports show predominantly favorable responses from students who have taken courses with continuing education intent.

Traditionally, enrollment patterns rather than formal follow-up studies have been used to evaluate courses. The minimum enrollment for most classes is 15. When enrollment drops below 15, the class is cancelled. When a downward trend in enrollment is observed, the class or classes are reviewed for curriculum change to make them more relevant to community needs or for possible elimination if they no longer meet a community need or if another organization is better meeting that need.

COMPLETION RATE

Rosters for every fifth course included in Table VI-1 offered during a typical quarter (winter, 1979) were analyzed. Results were as follows:

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Completion Rate</th>
<th>Failures</th>
<th>Incompletes</th>
<th>Withdrawals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Basic Ed.</td>
<td>68%</td>
<td></td>
<td></td>
<td>32%</td>
</tr>
<tr>
<td>High School Cont.</td>
<td>69%</td>
<td>31%</td>
<td>2%</td>
<td>14%</td>
</tr>
<tr>
<td>All Other</td>
<td>83%</td>
<td>1%</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

INITIATION OF COURSES

Requests for continuing education courses come from the following sources:

1. Faculty and staff
2. Advisory Committees
3. Community Councils
4. Governmental Agencies
5. Business and industry groups
6. Nonprofit associations
7. Individual requests

The following factors are considered before a course is offered:

1. Level of community need/demand
2. Availability of college resources
3. Appropriateness to college's educational mission
4. Whether the college can offer the course more efficiently and effectively than some other group or organization
5. Availability of competent instructors
COURSE AND PROGRAM EVALUATION PROCEDURES

Most courses are evaluated by students each quarter and by departments on an ongoing basis. In addition, advisory committees and appropriate outside agencies are invited to give input. For example, at the new college center located at Vancouver Mall, merchants and their employees were surveyed to determine what classes they needed or desired. Based on information gained from the survey, courses in supervisory management, sales, retail merchandising and window display, and other classes were offered. Students evaluated instructors and course work. In the case of new offerings, instructors evaluated their own courses and suggested modifications. Instructional administration and divisions evaluate the effectiveness of offering particular classes at the mall.

Community schools coordinators are responsible for evaluation of Clark courses offered in their programs. A variety of techniques is used by the various coordinators, including student evaluation, instructor critique of courses, and in-class visits by the coordinators.

At the Bingen Adult Learning Center, a continuing education advisory committee works closely with the director for that center on program and course evaluations.

Outside agencies are represented through membership on program advisory committees.

The Office of Instruction has begun a comprehensive evaluation of all courses which will involve advisory committees and other outside groups, as appropriate.

ROLE OF ACADEMIC DEPARTMENTS IN COURSE DEVELOPMENT

Many requests for continuing education courses are initiated by the faculty within academic departments.

Requests for most continuing education classes and programs which come from outside academic divisions are referred to the appropriate division chairperson for screening and evaluation. The division chairperson may implement the class immediately as a pilot class and then seek approval or seek approval first and then offer the class.

Credit classes which are requested by the community councils that operate in each of the community schools are channeled through the community schools coordinator at Clark College to the division chairpersons for approval.

In a few instances, divisions do not have the supervisory resources to manage new continuing education offerings. In such cases, the courses are managed by administrators outside of the divisional structure, but with the knowledge and involvement of the division chairperson or his/her designee.

VI-17
ROLE OF ACADEMIC DEPARTMENTS IN COURSE DEVELOPMENT (CONT.)

Community Service, Focus on Mature Learning, and Continuation High School courses are managed outside the divisional structure with no requirement of informing or involving division chairpersons.

CONSISTENCY OF COURSES AND PROGRAMS WITH INSTITUTIONAL OBJECTIVES

Page nine of the 1979-80 Clark College Catalog clearly states the purpose and goals of the college. All of the goals have a direct effect on continuing education programs and goals 1, 2, and 6 are reproduced below because of their special significance in developing and evaluating programs:

Goal 1: To offer opportunities for students to pursue courses of study that prepare them for: transfer to four-year colleges and universities; employment in technical or vocational areas; personal growth and educational development.

Goal 2: To provide continuing education including: Adult Basic Education; High School Completion; programs and classes to upgrade occupational skills and career qualifications; programs and classes for individual, cultural, and civic improvement.

Goal 6: To reach out from the campus to the communities of District No. 14 to meet the needs for those educational services which are compatible with the purposes of Clark College.

The major centers for continuing education classes in the Clark College service district are:

- Bingen Adult Learning Center
- Vancouver Mall Center
- Battle Ground Community Schools Program
- Evergreen Community Schools Program
- Hazel Dell Community Schools Program
- Washougal Community Schools Program
- Camas Community Schools Program
- Ridgefield Community Schools Program

All of these centers provide programs that are consistent with the goals.

A quantitative analysis of consistency with goals and objectives is a relatively simple matter and can largely be achieved by checking diversity of offerings in class schedules. The quality of effort in the achievement of goals and objectives is more difficult to analyze, but the college has made considerable progress in this area over the past three years. Three major research projects have been conducted to determine community needs that can be achieved through postsecondary education. As a result of
CONSISTENCY OF COURSES AND PROGRAMS WITH INSTITUTIONAL OBJECTIVES (CONT.)

information gained through these studies, curriculum has been revised, support service levels have been increased and outreach efforts in general have been expanded.

ACADEMIC CREDIT NOT SATISFYING DEGREE REQUIREMENTS

Most degree programs offered by Clark have elective credit available within the program. Every effort is made to advise students through the counseling/advising system at registration time if courses they have selected apply to degree requirements, elective credit in a degree, or in a few instances, if they do not apply in any way to the degree program the student is pursuing. The Clark College Catalog is revised annually and clearly spells out degree requirements for possible majors. Considerable effort is expended by staff to encourage students to work out their programs in advance through the analysis worksheets provided in the catalog. Additionally, all students seeking certificates or degrees are required to meet with a transcript advisor prior to the term preceding their graduation. Students may petition to the Educational Requirements Committee if they feel a course they have taken has not been properly classified in their program.

Faculty are asked to explain the status of any course not listed in the catalog to students at the first class session, particularly when workshops and seminars are involved.

Only credit courses are listed on transcripts, except under special conditions when licensing is involved or documentation for an employer is required. These exceptions are few and are handled on a case-by-case basis.

Credit is used rather than CEU's because of the ability to apply credit courses to degree programs. This is standard practice in most community colleges in the Washington State system.

RECORD-KEEPING AND REPORTING SYSTEM

The same record-keeping and reporting system is used for noncredit and credit classes except as noted in the paragraph below.
Community service courses are not listed on the student transcript. If a community service course is taught by a volunteer instructor, that course is not entered in college reports.

As noted in the previous section, noncredit courses are entered on the student transcript only at the discretion of the Office of Instruction or College Office of State and Agency Reports, or at the request of the student.

The college is a part of the Student Information System for Washington community colleges and follows reporting policies and procedures of the system.
AWARDING CREDIT FOR SHORT COURSES

In general, the college requires eleven lecture contact hours or twenty-two lab contact hours for each credit granted. In the case of a short class of particular educational value, a minimum of eight lecture contact hours for one credit hour may be allowed.

Short course syllabi, texts, instructors, and descriptions are reviewed by division chairpersons and instructional administrators to ensure comparability of educational value with standard quarter-length courses.
Office of Instruction
Vancouver, Washington

NEW CLASS ORDER (Classes not on schedule)

Su__ Fall__ Winter__ Spring__ Date________

Course Title__________________________________________

Course Description (if new course)__________________________

Course Dept.___________ Bldg.______________ Begin Time______
Course No.___________ Room No.___________ End Time______
Section Code________ Intent__________ Day__________
Maximum________ Effort________ No. of Sessions________
Date of first class____________ Date class ends________

Lecture Hrs.______ Clinical__________ 10th Day________
Lab Hrs.________ Other________

Prerequisite__________________________

Non-credit ( ), or Credit ( ), How many______
Variable Credit: ( ) Yes, ( ) No

Instructor__________________________

Social Security No.__________________________

Mult. Sec.: ( ) Yes, ( ) No
List sections__________________________

Team Teach: ( ) Yes, ( ) No

Comments:

Instructor Status:
( ) 1-Full Time
( ) 2-Full Time-Moonlight
( ) 3-Part-time
( ) 4-Para/Classified
( ) 5-Other firm/agency
( ) 6-Volunteer
( ) 6-Honorarium

Tuition______________
Course Fee______________
Additional Fee______________

Revenue Account No.__________________________
(or)
New Account Title__________________________

Division Coordinator__________________________

For Office Use Only: Item No.____________ Administrative____

CLC-INST-046
Revised 11/77

VI-22
## COURSE APPROVAL

### I. COURSE:

<table>
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<tr>
<th>DEPARTMENT</th>
<th>NUMBER</th>
<th>DESCRIPTIVE TITLE (14 SPACES)</th>
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</thead>
</table>

### II. CATALOG DESCRIPTION:

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<tr>
<th>CREDITS</th>
<th>CHECK QUARTER TO BE OFFERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>F (__)</td>
<td>W (__)</td>
</tr>
</tbody>
</table>

### A. PREREQUISITES:

### B. FEES: (INDICATE TYPE AND AMOUNT)

### C. SATISFIES

<table>
<thead>
<tr>
<th>1. DISTRIBUTION REQUIREMENT IN AREA FOR:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEGREE</td>
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<tr>
<td>ARTS &amp; APPLIED SCIENCE</td>
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<tr>
<td>GENERAL ARTS STUDIES</td>
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### 2. CERTIFICATE (SPECIFY):

### 3. OTHER (SPECIFY):

### III. TIME ALLOCATION:

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<tr>
<th>LECTURE</th>
<th>LAB</th>
<th>CLINIC</th>
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<th>HOURS/WEEK X 11 =</th>
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### IV. MAXIMUM CAPACITY PER SECTION:

<table>
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<th>NUMBER</th>
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</table>

### V. GRADING:

- A-F LETTER GRADE - GRADE POINTS
- S/U CREDIT ONLY - NO GRADE POINTS

COMPLETE THE FOLLOWING FOR THE COURSE USING THESE HEADINGS: (USE ADDITIONAL PAGES AS REQUIRED)

### VI. COURSE OBJECTIVES:

(Skills, attitudes, knowledge a student may develop by completing the course)

### VII. COURSE CONTENT:

Outline the activities of the course giving a fairly detailed account of the topics to be covered and the nature of the assignments, experiments or lab projects for each.

### VIII. EVALUATION:

A. Instruments for evaluation. Frequency and types of tests, quizzes, papers, projects, etc. to be used as basis for evaluating student performance.

B. Grades. Outline the factors that will contribute to the final grade and their relative weight. Attendance requirement must be mentioned specifically.

### IX. REQUIRED COURSE MATERIALS:

List (1) textbook(s) by author, title, edition, publisher, date of publication (2) other materials.

### INTENT

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<td>O.E. CODE</td>
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<tr>
<td>INSTRUCTOR(S) NAME</td>
<td>DIV. CHAIRPERSON</td>
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<tr>
<td>ASSOCIATE DEAN</td>
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7/25/79

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<th>ADDED TO CATALOG MASTER (LRC FILE)</th>
<th>REGISTRAR</th>
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</table>
Section VII

Instructional Staff
INSTRUCTIONAL STAFF

COMMITTEE MEMBERS

Kathryn Mann, Chairman
Associate Dean of Instruction

Ross Brewer
Director of Personnel/Continuing Education

David Dubeck
Administrative Services Manager
Office of Instruction

Ellis Dunn
Dean of Faculty

Elaine Jahnke
Personnel Representative
DESCRIPTION

STAFF PROFILE

A statistical profile of institutional staff is contained in Charts VII-1 and VII-2.

STAFF DEVELOPMENT

The staff development function is planned and carried out in a number of ways. The overall goal of the effort is to improve the efficiency and effectiveness of all employees in helping the college carry out its goals and objectives.

Planning staff development activities is largely the responsibility of the division chairpersons or other supervisors in the case of non-teaching employees. Input for planning is obtained from individual employees, needs assessments, vocational certification requirements, program advisory committees, performance reviews, etc. Some activities, such as orientation and certain types of training, are implemented by division chairpersons or other supervisors.

The personnel director, however, has responsibility for coordination and implementation of virtually all staff development activities because:

1. Division chairpersons or other supervisors lack expertise and time to implement all staff development activities;

2. The staff development plan has a number of components which require overall coordination by one person; and

3. In order to maximize cost/benefit of staff development expenditures, and to ensure equity among departments, the staff development budget is held in the Personnel budget and expenditures are approved by the personnel director in conjunction with the appropriate dean or the president.

The components of the Staff Development Plan are attached as Chart VII-3.

ANALYSIS AND APPRAISAL

RESPONSIBILITY FOR SELECTING FACULTY

Faculty hiring is done in conformance with affirmative action procedures established by the college. The affirmative action officer is the consultant to each selection committee appointed by the dean of faculty. Each selection committee is composed of three persons, the chairperson being the appropriate division chairperson. For vocational faculty, the vocational director is a member of the committee. The Personnel Office advertises the position and screens applications for minimum qualifications.
RESPONSIBILITY FOR SELECTING FACULTY (CONT.)

The selection committee meets with the affirmative action officer to determine procedure for the selection and to develop selection criteria. After this has been determined, the Personnel Office releases the applications to the chairperson of the committee to begin the screening process.

The committee screens applications and recommends three candidates to the dean of faculty. The dean makes a selection to recommend to the executive dean who makes a recommendation to the president. The Board of Trustees has delegated authority for hiring faculty to the president. The personnel director is responsible for placing new faculty on the salary schedule.

In some cases, too many applications are received resulting in a heavy workload for committee members. Including a more precise description of the position and its qualifications would help alleviate some of the problem. In addition, only minimum information is included in the newspaper advertising. This may result in too many applicants and confusion about the position. It also places additional burdens on the Personnel staff to answer questions which may well have been answered in the advertisement. On the other hand, the advertising budget is limited and including more information in the advertisement may result in overexpending the budget.

SELECTION CRITERIA

Each selection committee develops its own criteria for evaluating prospective faculty members. The needs and concerns of the department/division are taken into consideration in developing the criteria. Criteria are approved by the personnel director and affirmative action/EEO officer to ensure consistent treatment of and equal opportunity for all candidates. In reviewing criteria used in the past at Clark, all committees are interested in the candidates' educational backgrounds, subject matter strengths as they relate to the job, and work experience pertinent to the position for which they are applying. Vocational certifiability is a requirement for occupational positions. Care is taken to avoid any unfair pre-employment inquiries as outlined in WAC 162-12-140.

The selection questions on educational background could become standardized as well as the form each committee uses. Although we have not felt a need to do this, as Clark grows and faculty are hired or replaced, this could speed up the process for developing the selection criteria scoring sheet.

The selection criteria and screening process is very structured to ensure consistency and equal opportunity. Some faculty and staff have complained that the process is too time-consuming and that the structure limits their flexibility in selecting the best candidate.
SELECTION CRITERIA (CONT.)

The requirement for vocational certification has been questioned by some faculty and staff who feel that the best candidate is not always certifiable.

EVALUATION OF FACULTY RECRUITMENT AND SELECTION

Evaluation of faculty recruiting has been considered at various levels in the institutional structure during the past several years. It has been considered by the Instructional Advisory Council, the Administrative Advisory Council, the Management Team and the Board of Trustees. In addition, the affirmative action/equal opportunity officer, the personnel director and the dean of faculty regularly review the procedures in response to input from various sources.

At the present time, the application form is being reviewed by a committee to update and improve it.

FACULTY INVOLVEMENT IN FORMULATING INSTRUCTIONAL POLICY

The curriculum is essentially controlled by faculty. It is initiated, implemented, evaluated, and revised by faculty who obtain approvals through appropriate parts of the organizational structure.

The primary vehicle for faculty involvement in formulating instructional policy is the Instructional Advisory Council (IAC). This body is composed of the division chairpersons and other instructional administrators. Although IAC is officially designated as an advisory body to the dean of faculty, in practice, the body makes many decisions, usually by consensus. Responsibilities of IAC include:

1. Information exchange;
2. Resource allocation and review;
3. Recommending standards of admission, attendance, assignment, examination and grading; and
4. Recommending means of increasing the total educational effectiveness of the college.

Minutes of the IAC meetings are made available to all faculty members through the division chairpersons and the AHE president.

Faculty are also represented on the following groups which become involved in formulating instructional policy:

1. Administrative Advisory Council - Advises the president on matters related to the welfare of the institution;
FACULTY INVOLVEMENT IN FORMULATING INSTRUCTIONAL POLICY (CONT.)


3. Budget Committee - Reviews and recommends annual budget policies, priorities and procedures.

4. Clark College Advisory Council - Serves as a study and advisory group to the president on specific issues of campus-wide concern.

5. Educational Requirements Committee - Decides specific cases concerning educational requirements and recommends changes to requirements.

6. Management Team - The president's management group. Faculty are represented by division chairpersons.

The faculty has the opportunity to attend Board meetings and present recommendations directly to the Trustees. Some areas of instructional policy are negotiated by AHE with the Board-appointed negotiator.

There are sufficient forums for faculty involvement in instructional policy, and, in general these provisions for faculty involvement are effective. The major weakness in this area, according to faculty report, is that while those faculty members who participate in the above groups seem to feel involved and informed, some faculty who are not so directly involved seem to feel uninformed and uninvolved. Several problems are now receiving administrative attention:

1. While the division chairpersons are responsible for eliciting involvement and communicating decisions and recommendations to division members, some divisions report being less involved than others.

2. A certain amount of initiative on the part of individual faculty is required in order to become involved and informed. Some faculty are less willing to exercise this initiative.

3. Informal opportunities for communication among faculty and administration are lacking.

4. An effective means of involving faculty in policy decisions which must be made during summer break is lacking.

SALARIES AND BENEFITS AND FACULTY RETENTION

For the 1978-79 academic year, the average salary paid to Clark College's contracted (nine-month) professional personnel was $18,663. This ranked Clark 12th out of 28 colleges in the Washington State Community College System (high average salary was $21,176, low average salary was $16,316).
During the past three years a total of 39 faculty have left Clark College. The reasons for leaving, as noted in letters of resignation, and the corresponding number of faculty members are:

17 No reason given
10 Retirement
  3 Professional advancement
  2 Career change
  2 Illness
  1 Death
  1 Lack of funding
  1 Personal reasons
  1 Professional reasons
  1 Relocation

Fringe benefits provided to Clark College faculty members are governed by Washington state and federal laws. Clark College conforms to these laws and, where options are allowed, provides the maximum fringe benefits options to the faculty members.

ACADEMIC FREEDOM

The college has adopted the statement on academic freedom from Policy Documents and Reports of the American Association of University Professors. This statement is included in the college "Policy and Procedures Manual."

TEACHING LOADS

The Office of Instruction has responsibility for determining a faculty member's annual workload which may allow for flexibility through an overload one quarter with compensatory reduced load in a succeeding quarter of employment.

Fifteen credit hours or 25 contact hours per quarter are considered a regular teaching load. Where neither of these criteria are applicable, the dean of faculty, in conjunction with the division chairperson, has determined appropriate loads.

Faculty who teach only lecture classes seem to feel that loads are equitable. These faculty have a 15 credit-hour load where the workload standard is clear and teaching modalities are relatively homogeneous. Similarly, those loads which have been determined by the dean and division chairperson which vary from the "regular teaching load," and which establish clear standards for relatively homogeneous courses, are accepted by faculty as fair and equitable. An example is Physical Education, where the workload is nine activity classes per quarter.
TEACHING LOADS (CONT.)

There has been less acceptance of workloads in departments where instructors teach a combination of lecture and lab classes. In these areas, there is a relatively wide variation in preparation time and amount of assistance available to instructors from instructional technicians.

During 1979-80, instructional administration will review each course with division chairpersons who will, in turn, review those courses with their faculty. The objective of this review will be to reach consensus on equitable and reasonable loads for contracted faculty and equitable pay for part-time faculty.

EVALUATION OF TEACHING

Clark College has two separate but similar systems for evaluation of faculty performance: a tenure review system for probationary faculty and a tenured faculty evaluation for tenured faculty. Both require evaluation of teaching by peers, students and administrators as well as a self-evaluation. The evaluation committee is required to explain the criteria and method to be used in the evaluation to the individual whose performance is being evaluated and the individual must certify that he/she understands the criteria.

Since the criteria and procedures are developed in cooperation with the individuals being evaluated, they have an opportunity to determine that the criteria are appropriate. No one has complained either to the college administration or to the faculty bargaining unit that they did not accept the criteria selected.

FACULTY RANK

Clark College has no formal system of faculty rank, nor any system of ranking for pay purposes.

SELECTION PROCEDURES FOR DIVISION CHAIRPERSONS

The division chairperson position is regarded as a non-tenurale administrative appointment. A vacancy is announced by the dean of faculty and tenured members of the division may apply. The names of all applicants are announced to the faculty of the division who are asked to submit to the dean written comments about any applicant. The dean is obliged to consider these comments before recommending to the president a nominee for appointment. Initial appointments are for one year, with reappointment for a two-year term following a satisfactory "probationary" year.

In only one instance has this system produced any dissatisfaction from the faculty of the division, but all faculty, although they objected to the process, have supported the chairperson selected.
PROVISIONS FOR STAFF DEVELOPMENT

The professional Staff Development Plan is included as Chart VII-3. This plan has the following strengths:

1. Strong focus on ensuring that instructors maintain requirements for vocational certification;

2. Availability of the college’s course offerings at low cost or no cost;

3. Moderately well-funded centralized staff development budget, including availability of a half-time faculty development officer;

4. Comprehensive evaluation procedures for all classes of employees to identify strengths and developmental needs.

The Staff Development Plan has the following weaknesses:

1. Faculty have indicated that some requirements for vocational certification are not relevant to their needs;

2. Clear priorities for use of limited funds for staff development travel have not been developed. (A survey of full-time faculty preferences has just been completed);

3. The effectiveness of staff development travel is not consistently evaluated. On-campus activities are regularly evaluated, however;

4. Staff development budget is held in a central budget and budget for routine department travel is held in departmental budgets. A satisfactory set of definitions of staff development travel versus "departmental" travel has not been developed;

5. Most staff development activities require supervisor approval. Further, some faculty need encouragement to pursue their developmental needs. The commitment of supervisors to staff development varies so that some faculty have greater opportunities for and access to staff development than others;

6. From 1975-1978, staff development was a function of the personnel director. In 1978, an instructor was assigned half-time responsibility for faculty development. Not all departments know when to call on the officer and what functions that person can perform or facilitate.

In general, the college has an excellent staff development program. Weaknesses listed above are receiving administrative attention.
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<td></td>
<td>Number of Terminal Degrees</td>
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<td>Years of Experience at Institution</td>
<td>Total Years of Teaching Experience</td>
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* Contracted faculty only - Part-time contracted converted to full-time equivalent loads.
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<thead>
<tr>
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<th>Number of Degrees</th>
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<tr>
<td></td>
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<td>Central Washington State College</td>
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<td>Western Washington University</td>
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CHART VII-3

STAFF DEVELOPMENT PLAN

OBJECTIVE

A. Ensure that vocational instructors and counselors have knowledge of educational and occupational theory, first aid and safety and that currency of knowledge in their occupational specialty is maintained.

ACTIVITY

Vocational certification is required of all vocational instructors and counselors. In order to maintain certification, most faculty must take specified courses in educational and occupational theory or equivalent and first aid and safety. In addition, they must complete an average of three credits or equivalent per year in accordance with an approved improvement plan.

PROCEDURES

The Director of Occupational Education has primary responsibility for vocational certification. Improvement plans are proposed by faculty members and approved by the Division Chairperson or other supervisor and Director of Occupational Education. Program advisory committees may provide input for improvement plans.

B. Increase efficiency and effectiveness of employees using campus instructional resources.

Employees may take classes as provided by law, with or without release time, which relate directly to their job responsibilities or which will help them carry out overall college objectives.

Attendance in a class and release time, if any, is approved by the immediate supervisor and Division Chairperson or Director or Dean after consulting with the Assoc. Dean of Instruction to determine if openings exist. For classified employees, the Personnel Director reviews and records class attendance.

C. Increase efficiency and effectiveness of exempt personnel by providing opportunities to attend off-campus conferences, workshops, etc.

Funds for staff development travel are held in the Personnel Budget. All approved staff development travel requests are charged against this budget unless an exception is approved by the appropriate dean or president.

Travel requests are initiated by individual employees and approved by the Division Chairperson or other supervisor, by the appropriate dean, the Personnel Director and the President.

D. Increase efficiency and effectiveness of employees by bringing in outside staff development consultants or resources where necessary expertise is not available on campus.

Funds for consultants are held in the Personnel Budget or may come from other budgets if approved by the appropriate dean or president.

Needs are identified by employees, division chairpersons, directors or dean based upon the needs of particular campus groups. Arrangements are usually coordinated by the Staff Development Officer for faculty and by the Personnel Director for classified staff. Approval to implement the activity is given by the division chairperson(s) or other supervisor(s), the appropriate dean and the Personnel Director.
Chart VII-3 continued

**OBJECTIVE**

E. Increase efficiency and effectiveness of faculty by providing intensive consultation to individuals, departments, or divisions where the division chairperson or director has neither the time nor expertise to provide such consultation.

**ACTIVITY**

A half-time faculty development officer is employed by the college to provide such consultation.

**PROCEDURES**

Needs may be identified by individual faculty members, groups of faculty members, departments, division chairpersons, deans, or the president. Approval to provide the consultation is obtained from the Division Chairperson or other supervisor.

---

F. To encourage faculty to participate in appropriate academic and nonacademic activities, on their own time, in order to enrich their performance.

**ACTIVITY**

As provided for in the Policies and Procedures Manual, advancement on the salary schedule is awarded for approved activities.

**PROCEDURES**

Nonacademic activities are reviewed by the Professional Placement and Advancement Committee (PPAC). Remunerated leaves are also recommended to the President and Board of Trustees by this committee. It is composed of members of the faculty and administration, including the Personnel Director. The committee makes recommendations to the President who may seek the counsel of Division Chairpersons or other supervisors. The Personnel Director approves academic activities based upon professional improvement programs and in conjunction with the appropriate Dean, Division Chairperson, or other supervisor.

---

G. To provide coordinated on-campus staff development opportunities for classified staff.

**ACTIVITY**

Workshops and other developmental opportunities are provided on-campus.

**PROCEDURES**

A Classified Training Committee plans offerings based upon needs assessments. The Committee is composed of a cross-section of classified staff, the personnel officer, and the Affirmative Action Officer. Division Chairpersons or other supervisors or the president approve release time for participation in these activities.
<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>ACTIVITY</th>
<th>PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. To provide for improvement of individual job performance through regular individual performance evaluations including an assessment of developmental needs.</td>
<td>Evaluation procedures have been designed for all employees.</td>
<td>The Division Chairperson or other immediate supervisor acts as the chairman of each evaluation committee. Development activities are recommended during the performance evaluation process. The personnel director and/or staff development officer assists in identifying or providing the recommended activities.</td>
</tr>
</tbody>
</table>
Section VIII

Administration
ADMINISTRATION

COMMITTEE MEMBERS

Louis Zellers, Chairman
Executive Dean

Allen Gates
Division Chairperson, Humanities

Annette Lambsom
Director of Learning Resources

James Marble
Associate Dean, COSAR

Thomas McConathy
Student Representative

Stanley Spicer
Instructor, English Department
DESCRIPTION

BOARD OF TRUSTEES

The Board of Trustees for the Clark Community College District No. 14 of the State of Washington is composed of five members, appointed by the Governor for five-year terms. Ordinarily, one member's term expires each October 1st. If the Governor does not appoint a replacement by October 1st, the incumbent member to the Board position remains as a member of the Board until a replacement has been appointed. Members of the Board of Trustees serve without compensation. A chairman and a vice-chairman are elected by the Board from among its members at the regular October meeting to serve as officers for the ensuing year. The current Board members, their occupations and term expirations are:

Gary Olson, Chairman  Sales Representative  1980
James Caley, Vice Chairman  C.P.A.  1981
MarCine Miles  Attorney  1983
Yvonne Montchalin  Attorney, Retired  1983
Richard Schwary  Businessman  1984

The president of Clark Community College District No. 14 is the chief executive officer and is directly responsible to the Board of Trustees. The president also serves as secretary to the Board of Trustees; however, the position of president has no voting power on the Board. The president has authority and power which includes but is not limited to administering the college by making appointments for employment, approving purchases of goods and services, approving travel, and entering into personal contracts within the policies and budget approved by the Board of Trustees.

The Board of Trustees of Clark College is the basic policy-forming body of the institution. The regular meetings of the Board of Trustees are held the third Tuesday of each month, and special meetings may be called by the chairman when deemed necessary. The Board is authorized to hold executive sessions to discuss the purchase or sale of property, personnel matters, negotiations, or consult with legal counsel, but all official business is conducted at the public meetings in compliance with state law. At these meetings, the Board of Trustees receives reports concerning instructional and student service programs, approves new positions, approves the annual budget, establishes goals and objectives for the college, and approves the capital construction and other items of business brought before it by the staff members and president or initiated by the Board itself.

A sample of recent significant actions taken by the Board of Trustees includes:

1. The approval of approximately three million dollars in capital construction.
2. The approval of the budget
   a. The approval of Clark II
   b. The approval of the Vancouver Mall Center

These and other recent actions of the Board are influenced greatly by long-term considerations. The population of the district is growing dramatically, particularly Clark County which is reported to be realizing the most rapid growth in the Northwest. Four major electronics firms are establishing new plants here along with other new industries, and projections suggest that the current population may double by the early 1990's. The implications of this for the college are evident. The Board is concerned that there be adequate planning to meet increasing needs for Clark College's services, and that these services be made available within reasonable distances of major portions of the district's population.

Although the projected population growth may suggest possible justification for establishing a second or third college and thus turning Clark Community College District 14 into a multi-campus district, such a course of action seems difficult to follow in light of current economic and educational trends. At this time, the alternative of establishing more off-campus centers located strategically throughout the district seems to be a more realistic goal. Some of these centers could be of sufficient size to serve up to 500 FTE or more and, thus, in some ways become mini-colleges. Should the experimental reciprocity program with Hood River County, Oregon, develop into a free flow across the border at Hood River, the college's Mid-Columbia Adult Learning Center located at Bingen, 75 miles east of Vancouver, could conceivably grow to this size.

Meeting the needs of a growth district during a period of financial uncertainty presents some distinct problems, since the source of funds -- the State of Washington -- is not generally oriented statewide to funding college growth in the 1980's. The Board is concerned with the long-range implications of the increasing ratio of support staff (non-teaching personnel) to faculty and also the implications of the increasing numbers of part-time faculty. Not too unlike other colleges, a large portion of the growth has been met through the utilization of non-teaching personnel including technicians, clerical workers, and administrators, thus reducing the size of the full-time faculty in relationship to the total number of college employees. The long-range implications in such a fundamental shift in employee relationships is a matter of continuing interest. The Board examines each new full-time position, faculty, civil service, and administrative. It delegates to the president and designees the authority to hire part-time employees.

The Clark College Board of Trustees possesses a wide degree of autonomy to establish new programs and to allocate financial resources which are received through the State Board for Community College Education from the Legislature. The local Board of Trustees has a direct reporting relationship to the State Board for Community
BOARD OF TRUSTEES (CONT.)

College Education. Although it has not made a practice of doing so, the State Board has the power to review and reverse actions of the Clark College Board of Trustees.

ADMINISTRATIVE ORGANIZATION

Appendix VIII-A shows the complete administrative structure of Clark College.

Names, titles, professional training, experience, length of service, duties, and authority of the principal administrative officers are listed below:

Richard A. Jones, President

- Experience:
  - *12 yrs., Military, combined active/reserve, U.S. Army and Coast Guard
  - *10 yrs., Retail sales and other private employment
  - 2 yrs., Instructor, high school
  - *10 yrs., Professor, community college
  - * 3 yrs., Counselor, community college
  - * 4 yrs., Director, Student Housing, community college
  - 7 yrs., Dean, community college
  - 5 yrs., President, community college
  - 4 yrs., President, Clark College
- * Some overlapping of years

Louis E. Zellers, Executive Dean

- Experience:
  - 4 yrs., Sales representative, food products corporation
  - 9 yrs., Instructor, community college
  - 2 yrs., Business Manager, Clark College
  - 4 yrs., Dean, Administrative Services, Clark College
  - 3 yrs., Executive Dean, Clark College

Ellis F. Dunn, Dean of Faculty

- Professional Training: A.A., B.A., M.A.
- Experience:
  - 3 yrs., U.S. Army
  - 3 yrs., Graduate Assistant
  - 11 yrs., Instructor, Clark College
  - 6 yrs., Dean of Instruction, Clark College
  - 3 yrs., Dean of Faculty, Clark College

VIII-3
Lester T. Vierra, Dean of Students


Experience:
3 yrs., U.S. Marine Corps
1 yr., Instructor, elementary school
7 yrs., Coordinator, Health Education Department, community college
1 yr., Administrative Assistant, community college
1 yr., Intern Vice President, university
3 yrs., Dean/Student Affairs, community college
3 yrs., Vice President/Instruction, community college
6 mos., Dean of Students, Clark College

Patricia L. Wirth, Dean of Administrative Services

Professional Training: A.A., B.S., M.B.A., Ph.D

Experience:
2 yrs., Cost Accountant, private firm
14 yrs., Accounting positions, private firms
2 yrs., Accounting and Business Office Supervisor, Clark College
4 yrs., Director of Business Services, Clark College
3 yrs., Dean, Administration, community college
2 yrs., Director of Business Services, Clark College
1 yr., Business Manager, Clark College
1 yr., Instructor, community college
4 mos., Dean of Administrative Services, Clark College

Kathryn L. Mann, Associate Dean of Instruction

Professional Training: B.A., M.B.A.

Experience:
4 yrs., Office Manager, state agency
1 yr., Graduate Assistant
1 yr., Instructor, university
3 yrs., Administrator, private organization
1½ yrs., Director, Business Services, Clark College
1 yr., Managing Director, Instruction, Clark College
1½ yrs., Associate Dean, Instruction, Clark College
James E. Marble, Associate Dean, COSAR

Professional Training: B.A., M.A., Ph.D

Experience:
3 yrs., U.S. Army
3 yrs., Teaching Assistant, university
3 yrs., Instructor, college
1 yr., Part-time Instructor, university
and community college
2 yrs., Instructor, community college
2 yrs., Division Chairperson,
community college
2 yrs., Dean of Instruction,
community college
4 yrs., Associate Dean, Instruction,
Clark College
3 yrs., Associate Dean, COSAR,
Clark College

Charles M. Reinmuth, Associate Dean, Instruction


Experience:
2 yrs., Factory Representative,
aluminum corporation
8 yrs., Instructor, secondary schools
2 yrs., Instructor, community college
2 yrs., Director, General Education,
community college
2 yrs., Associate Dean, community college
2 yrs., Instructor/Coordinator, university
3 yrs., Campus Administrative Assistant,
Clark College
2 yrs., Associate Dean, Instruction,
Clark College
1 yr., Acting Dean of Students,
Clark College
4 mos., Associate Dean, Instruction,
Clark College

Faculty Committees

The Professional Placement and Advancement Committee consists solely
of faculty. On this committee, the dean of faculty and the personnel
director serve as ex-officio, non-voting members. The committee is
advisory to the president. All remaining committees have a joint
faculty/administration or faculty/administration/student/staff
membership.

Other committees, membership and appointing authorities follow:
ADMINISTRATIVE ORGANIZATION (CONT.)

Clark College Advisory Council (CCAC)

The Clark College Advisory Council consists of the following membership:

<table>
<thead>
<tr>
<th>Membership</th>
<th>Appointing Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Faculty Members</td>
<td>AHE</td>
</tr>
<tr>
<td>1 WPEA Shop Steward</td>
<td>WPEA</td>
</tr>
<tr>
<td>1 CCOPA Representative</td>
<td>CCOPA</td>
</tr>
<tr>
<td>1 Board Member</td>
<td>Board</td>
</tr>
<tr>
<td>Student Body President</td>
<td>ASCC</td>
</tr>
<tr>
<td>1st Vice President, Student Body</td>
<td>ASCC</td>
</tr>
<tr>
<td>1 Freshman Student</td>
<td>ASCC</td>
</tr>
<tr>
<td>2 Administrators</td>
<td>CCAC</td>
</tr>
</tbody>
</table>

The All College Council advises the president and the Board of Trustees on one or more campus-wide issues each year, such as child care, maintenance of facilities, and the goals and objectives of the counseling department. The council selects the issues to be studied after soliciting proposals from the staff and students of the college.

Budget Committee

The Budget Committee consists of the following membership:

<table>
<thead>
<tr>
<th>Membership</th>
<th>Appointing Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean, COSAR (Chair)</td>
<td>Standing Member</td>
</tr>
<tr>
<td>Dean of Administrative Services</td>
<td>Standing Member</td>
</tr>
<tr>
<td>2 Faculty Members</td>
<td>President</td>
</tr>
<tr>
<td>1 Faculty Member</td>
<td>AHE</td>
</tr>
<tr>
<td>1 Student Representative</td>
<td>ASCC</td>
</tr>
<tr>
<td>1 Classified Representative</td>
<td>President</td>
</tr>
</tbody>
</table>

The Budget Committee is responsible for advising the president and the Board of Trustees on matters related to the annual budget.

Classified Staff Training Committee

The Classified Staff Training Committee consists of not less than the following membership:

<table>
<thead>
<tr>
<th>Membership</th>
<th>Appointing Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Secretarial Staff</td>
<td>Personnel Officer</td>
</tr>
<tr>
<td>1 Custodial/Maintenance Rep.</td>
<td>Personnel Officer</td>
</tr>
<tr>
<td>1 Administrator</td>
<td>Personnel Officer</td>
</tr>
<tr>
<td>Personnel Director</td>
<td>Standing Member</td>
</tr>
</tbody>
</table>

The Classified Staff Training Committee reviews administrative training needs, evaluates training program, develops criteria for identifying individual training needs, reviews individual training progress, etc.
ADMINISTRATIVE ORGANIZATION (CONT.)

Health and Safety Committee

The Health and Safety Committee consists of the following membership:

<table>
<thead>
<tr>
<th>Position</th>
<th>Appointing Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Director</td>
<td>Standing Member</td>
</tr>
<tr>
<td>4 Faculty Members</td>
<td>President</td>
</tr>
<tr>
<td>1 Health Services Representative</td>
<td>President</td>
</tr>
<tr>
<td>1 Student Representative</td>
<td>President</td>
</tr>
<tr>
<td>1 Custodial/Maintenance Representative</td>
<td>President</td>
</tr>
<tr>
<td>1 Administrator</td>
<td>President</td>
</tr>
<tr>
<td>1 Classified Representative</td>
<td>President</td>
</tr>
</tbody>
</table>

The Health and Safety Committee is responsible for review of health and safety hazards on the campus and makes recommendations for corrective measures to the administration through the Personnel Office.

Instructional Advisory Council (IAC)

The Instructional Advisory Council consists of not less than the following membership:

<table>
<thead>
<tr>
<th>Position</th>
<th>Appointing Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of Faculty (Chair)</td>
<td>Standing Member</td>
</tr>
<tr>
<td>Division Chairpersons</td>
<td>Standing Members</td>
</tr>
<tr>
<td>Director, Continuing Education</td>
<td>Standing Member</td>
</tr>
<tr>
<td>Director, Occupational Education</td>
<td>Standing Member</td>
</tr>
<tr>
<td>Director, Learning Resource Center</td>
<td>Standing Member</td>
</tr>
<tr>
<td>Associate Deans/Instruction</td>
<td>Standing Members</td>
</tr>
<tr>
<td>Student Representative</td>
<td>ASCC</td>
</tr>
</tbody>
</table>

The dean of faculty may add members as appropriate. The Instructional Advisory Council advises the dean of faculty on matters related to the Department of Instruction. The committee is not a voting body unless the dean of faculty calls for a vote.

Numerous ad hoc committees may be created by the administration from time to time to address immediate concerns. Faculty representation is nearly always sought for these committees.

Administrative Team Approach

The administrative style of Clark College is the team approach. The Executive Team, chaired by the executive dean, with membership including the dean of faculty, the dean of students, the dean of administrative services, two associate deans of instruction, the associate dean of COSAR, and the president, officially advises the president on day-to-day operations of the college. Rarely is a vote taken, and the recommendations or positions on specific matters brought before this group are determined by consensus. It functions as executive staff and usually meets weekly.
ADMINISTRATIVE ORGANIZATION (CONT.)

Administrative Advisory Council

The Administrative Advisory Council is chaired by the president, and the membership includes the dean of faculty, the dean of students, the dean of administrative services, the executive dean, the director of personnel, the director of financial aids and student activities, the director of development, the public relations director, the director of learning resources, the EEO/AA officer, the AHE president or president-elect, the Associated Students of Clark College president, and a classified representative. The Administrative Advisory Council advises the president on campus-wide issues. Matters to be considered by this group may be submitted to the president by anyone. The committee meets on Tuesday, except the third Tuesday of every month.

ACADEMIC STATUS FOR ADMINISTRATORS

At Clark College, there is no academic ranking for administrators; however, from time to time an administrator may choose to teach a course in addition to his/her normal administrative duties. Most recently, the president taught a course in English, the executive dean has taught a course in labor relations, the associate dean of instruction has taught a course in technical report writing, the dean of administrative services and the director of learning resources have taught several management seminars, the public relations director has taught news-writing, the associate dean of COSAR has taught computer science, and administrators have regularly assisted in tutoring of students.

ADMINISTRATION OF THE FINANCIAL PROGRAM

The chief financial officer of the college is the dean of administrative services. The dean of administrative services is responsible for the administration of budget, accounting, and reporting; finance; plant operations and maintenance; college bookstore; capital projects; and institutional support services such as telephones, central stores, mail and motor pool.

The dean is responsible for the expenditures of the college bookstore, plant maintenance and operations, capital projects, and business services. She also decides on the legality of expenditures and monitors the availability of funds.

Operating fund revenues are from two sources: those funds appropriated by the state on behalf of the college (approximately 91 percent of total revenues) and those funds which are classified "local" and are received from students and other governmental agencies. A projection of nine percent of the total revenues must then be made. Historical data is used to make these projections along with projected changes that will occur in the coming year to determine the local revenues. Prior to submitting these estimates to the Board of Trustees for approval, they are reviewed by the Budget Committee and the Executive Team. The accuracy of these estimates is determined by a comparison with the actual revenue earned.
Budget requests are developed at the departmental level. These requests are reviewed, prioritized and approved by division chairpersons, directors and the appropriate deans of programs to assure that the educational objectives of the college are met. The executive dean reviews and recommends priorities to the Budget Committee which is composed of faculty, civil service personnel, students, and administrators. The Budget Committee recommends priorities to the president. The final step is a request for budget approval from the Board of Trustees.

Each division chairperson or program director has primary responsibility for expenditures within the division or program. Expenditures require the approval of the appropriate dean and the signature of the dean of administrative services.

The budget is presented to the Board of Trustees for approval by the associate dean of COSAR who is chairman of the Budget Committee. The budget presentation is made by October, after the budgetary process is complete and faculty salaries have been negotiated.

Budget allocations for each department are made in the form of a detailed listing of personnel, their annual salaries, and service periods. Operating expenses are allocated on the basis of departmental request in terms of five or six major categories. Line items serve only as guidelines. Departments may transfer within their categories with the approval of the appropriate dean. Permanent additions of personnel must be approved by the Board of Trustees.

Line item budget amounts may be adjusted within a department. They may also be revised between departments within a division or program. This is accomplished by the budget revision procedure, processed through the dean of administrative services.

A request for transfer of funds may be initiated at any level. The division chairperson or program director has authority to transfer funds among departments within the division or program. The appropriate dean or designee approves the transfer, and a notice of budget transfer is sent to the dean of administrative services.

Each unit administrator of the college has the responsibility for remaining within an allocated budget. The dean of administrative services monitors the total institutional outlays to ensure ultimate fiscal integrity. An allotment process which is designed to avoid over-expenditure of budgeted funds operates through the State of Washington budgeting and accounting procedures. These reports are at the program and fund level only.

Division heads receive monthly budget status reports that show expenditures and remaining balances. On a monthly basis, the Board of Trustees is furnished with institution-wide budget status reports.
ADMINISTRATION OF THE FINANCIAL PROGRAM (CONT.)

Budget reports showing the status of the budget by line item, with supporting detail reflecting expenditure and encumbrance activity, are furnished to budgetary heads on a monthly basis.

ADMINISTRATION OF THE PHYSICAL PLANT

The control and maintenance of the physical plant rests with the supervisor of buildings and grounds. He reports to the dean of administrative services.

The supervisor of buildings and grounds has full responsibility for building maintenance, daily custodial care, ground maintenance, physical plant equipment maintenance, and classroom furnishings. He is also responsible for minor modifications and repairs to the physical plant.

The supervisor of buildings and grounds initiates requests for materials which must be approved by the dean of administrative services. Major purchases are handled through the purchasing agent. The ordering procedure is consistently evaluated to ensure the most economical use of state funds. Annual supplies are purchased with this in mind.

The supervisor of buildings and grounds is responsible for the selection and supervision of all workers in the department. The current work force includes one secretary and a full-time staff of 23 (see the organizational chart following).

The college maintains an eight-year plan for general preventive maintenance. All requests for local modifications and repair of a minor nature are prioritized by the appropriate dean. Those priorities are periodically reviewed by a project committee composed of the dean of administrative services, associate dean of instruction, and the supervisor of buildings and grounds who evaluate priorities by need and available budget.

The following organizational chart shows assignment of duties in plant maintenance and operation:

<table>
<thead>
<tr>
<th>Dean of Administrative Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Supervision</td>
</tr>
<tr>
<td>Building and Grounds Supervisor</td>
</tr>
<tr>
<td>Secretary</td>
</tr>
<tr>
<td>Maintenance of Facilities and</td>
</tr>
<tr>
<td>Grounds</td>
</tr>
<tr>
<td>Maintenance Mechanics Lead</td>
</tr>
<tr>
<td>Maintenance Mechanics</td>
</tr>
<tr>
<td>Carpenter</td>
</tr>
<tr>
<td>Gardener</td>
</tr>
<tr>
<td>Painter</td>
</tr>
<tr>
<td>Custodial Services</td>
</tr>
<tr>
<td>Custodial Supervisor</td>
</tr>
<tr>
<td>Custodian Lead</td>
</tr>
<tr>
<td>Custodians</td>
</tr>
</tbody>
</table>
COLLEGE OFFICE OF DEVELOPMENT AND PUBLIC RELATIONS

The Development Office consists of a director of development, who reports directly to the president, and a secretary. The functions performed by the Development Office are: (1) general supervision of the Public Relations Office, (2) coordination and liaison with the Clark College Foundation Board, (3) responsibility for applying for and administering grants and contracts, (4) soliciting resources from private industry and other members of the community, (5) enhancing the image of the college, including graphics design and campus identification program and other community relations planning, (6) managing the activities of the Public Relations Office, including publications and Alumni Association, and (7) legislative contact and information.

The Public Relations Office is responsible for coordination and the communication of information to the following publics: the students, the faculty, the staff, and the community.

The Public Relations Office is staffed with the director of public relations (who reports to the director of development), a graphic illustrator, and a student with photography skills. Typical activities of the Public Relations Office follow:

1. Sending a weekly bulletin to every member of the faculty and staff. It includes information on meetings, announcements, changes in college policy, human interest stories, minutes of the Administrative Advisory Council, etc.

2. Developing, printing, and mailing the class schedule to all citizens in the community college district.

3. Providing news releases to the various media.

4. Printing and distributing the college catalog, staff directory, and other public information materials.

5. Arranging tours of the campus.

6. Developing slide presentations or other information programs to be used for communicating with the various publics.

Copies of these and related materials are available for review in the Public Relations Office.

ANALYSIS AND APPRAISAL

ATTITUDE OF FACULTY TOWARD THE ADMINISTRATION

As one might expect, the faculty attitude toward administration varies from time to time. In general, the amount of approval or hostility moves in direct proportion to the number of changes in the status quo that the administration feels compelled to initiate. If a given budget year is "not plush, but livable" (to paraphrase a recent communication), relative harmony may ensue. If RIF is
under discussion, trust dwindles rapidly. In recent years, Clark has been in the positive phase of this cycle, though more faculty voices can now be heard expressing renewed concern. Some seem to feel that mutual respect has been eroding slightly because of perceived occasional cases of unilateral decision-making by the Executive Team. The major frustration undoubtedly lies with the question of whether full consultation over important issues consistently occurs. When administrators implement decisions unilaterally, almost always one can hear such remarks as, "in hindsight, we should have touched base with faculty leadership or the divisional chairpersons involved." The number of such incidents in the last two years (e.g. establishing new administrative categories (the educational specialists), increasing the ratio of management and support staff to faculty, changing the use of library space, and increasing the minimum class enrollment figure) suggests that a renewed effort may be needed to reverse this and establish more complete consultation. Consultation is not a legal limitation on management rights and responsibilities but only ensures that the most cogent arguments available will always have a chance to be seriously considered. Such a policy is in the best interests of the administration as well as of the faculty. Without losing sight of the consultation that does occur routinely, improvement can still be made.

ACQUAINIcing FACULTY WITH ORGANIZATION PLAN

In the first year of the current administration, numerous administrator/faculty discussions were held to examine changing the overall organizational plan. During a good deal of give and take, changes were decided upon, after which the faculty once again was given numerous opportunities to discuss the structure and the administrative assignments. For a time, one could see a veritable flurry of organizational charts, each one newly updated as the situation evolved. This reassessment eventually settled down to a newly functioning structure, with not all faculty satisfied by all of the results, but with most satisfied with the degree of involvement afforded to them before the decisions became fixed. More recently, some faculty members have felt an increasing confusion about current administrative responsibilities. Although the structure has not changed, as might be expected, new assignments have occurred on the Management Team. But announcements of these changes, though routinely made, do not appear to have caught the attention of the faculty to the same extent as did the original announcements. This effect is partly due to a natural lag (old information conflicting with new information), but the faculty participation in discussing advantages/disadvantages of the changes has lessened, and this factor is also, in all likelihood partly responsible for the reduced awareness of current structure and responsibility assignments.

PROGRAM OF EQUAL OPPORTUNITY

Clark College established the Affirmative Action Office in 1975 and the Affirmative Action Advisory Council (AAAC) the same year.

VIII-12
The responsibilities for Title IX and 504 have also been assigned to the Affirmative Action Officer. Through the efforts of the council and the Physical Education Department, faculty and administration have become aware of Title IX and its implications for the college. At present, athletic stipends for men and women have been equalized and the athletic budget for men and women is the same. With the completion of the locker room facility currently under construction, Clark College will be more nearly in compliance with Title IX.

The AAAC has been an active and sometimes vocal group, working towards equity in job selection and promotion of women and minorities. Clark College has made great strides in this area because of the commitment of the president and Executive Team. In 1975, 25 percent of the administrative staff were female; none were minorities. Women now comprise 35 percent of the administrative staff, and six percent are minorities. Although additional minorities and women need to be added to the professional staff, every effort is being made to recruit qualified persons from these two groups. Clark College has a well-established Affirmative Action policy and hiring procedures to facilitate equity in hiring and promotion. These procedures are part of the Clark College "Policy and Procedures Manual."

The Minority Affairs Office was established in the fall of 1979 with administrative support and Board approval. The office will provide a vehicle for supporting and improving minority enrollment at the college.

BASIS FOR BUDGETARY ALLOCATIONS

Developing the budget begins with the faculty or appropriate administrative units. The budget requests are then screened by the appropriate dean or deans and are then submitted to the Executive Team for further evaluation and synthesizing. The recommendations of the Executive Team are submitted to the Budget Committee composed of faculty, classified staff, and administrative staff, which may do further analysis and synthesizing of the budget before presenting it to the president and Board of Trustees. The process of allocating funds for regular and special divisional business may include but not be limited to the following criteria:

1. Comparison with colleges similar to Clark;
2. Definition of internal objectives for the budget year set at the beginning of the process (i.e., new program development, expansion of outreach, maintenance of existing FTE's, improvement of support staff, etc.);
3. FTE growth projections, both short- and long-range;
4. The eight-year facility maintenance plan's annual objectives;
BASIS FOR BUDGETARY ALLOCATIONS (CONT.)

5. Evaluation of past performance against budgeted amounts;
6. Actual costs of items and services;
7. State mandate including line-item appropriations.

CONTROLS OVER PURCHASES AND EXPENDITURES

The controls over most purchases and expenditures ensure that each person, from department head to dean in the organizational structure, knows and approves of purchases. This approval is indicated through signatures on the purchase order request, thus designating a shared responsibility for expenditure control. However, the process can bog down when too many people have to initial or sign the order, when a key person in the chain of signatures delays signing, or when faculty need to order and pick up supplies immediately. Also, there are some areas of expenditure where division chairpersons have no control until after the fact such as xeroxing, bookstore purchases, central supplies and printing orders. Division chairpersons have also commented that the detailed budget printout is unduly complex. Perhaps training in how to read and use the printout would help.

PHYSICAL PLANT STAFF

The operating staff is well organized and supervised. However, sometimes they lack enough people to do the jobs on time. This pressure is relieved somewhat by prioritizing of jobs and by bidding certain jobs to firms outside of the campus. The indepth cleaning accomplished in 1978 improved the physical plant a great deal. Stability is generally good although there is some turnover in the custodial crew, perhaps due to the low pay of the lower level positions. Finally, the staff responds quickly and cooperatively to emergencies, although there seems to be some "touchiness" in communicating with college staff about normal work assignments.

COSTS OF BUILDING AND MAINTENANCE

The State Board for Community Colleges has established a formula for plant maintenance and operations for all community colleges in the state. The formula is patterned after one used by the state's four-year colleges which, when applied to any given institution, allocates funds for maintenance of facilities. A comparison of funds required per formula to maintain Clark College versus actual allocation for the 1979-80 school year follows:

<table>
<thead>
<tr>
<th></th>
<th>Per State Formula</th>
<th>State Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Maintenance</td>
<td>$268,279</td>
<td>$138,432</td>
</tr>
<tr>
<td>Custodial Maintenance</td>
<td>352,530</td>
<td>181,906</td>
</tr>
<tr>
<td>Grounds Maintenance</td>
<td>192,020</td>
<td>99,082</td>
</tr>
</tbody>
</table>
COSTS AND BUILDING AND MAINTENANCE (CONT.)

The Clark College maintenance budget is comparable to the state budget allocated. However, the actual preventive maintenance needs are not met. The program is funded at 51.6 percent of the need identified in the state formula.

Approximately one-third of the square footage was built between the years 1948-51, approximately one-third was built in 1958, and the final third of the square footage was built in 1966. That the age of Clark College buildings is relatively greater than that of the physical plants of most other Washington community colleges is an indication of maintenance requirements.

PLANT UTILIZATION STUDIES

The state system MIE-3 utilization report provides utilization standards. However, the analysis is provided for fall term only. The SIS utilization reports have never been of any use; an apparent failure of the computer program. Campus facilities are 90 to 95 percent utilized from 9 a.m. through 2 p.m. and 100 percent utilized in the evening. In addition, vocational program laboratory facilities are fully utilized during the day. Some 7 a.m. and 2 p.m. to 5 p.m. classes and weekend classes have been added to expand offerings within student preferred time intervals.

Frequent "on-call" utilization reports from SIS would aid in planning. An alternative approach to class scheduling might result in improved utilization from 2 p.m. to 5 p.m. on weekdays (current utilization of less than 20 percent).

EVALUATION OF THE PUBLIC RELATIONS PROGRAM

The College Development Office has accomplished a rejuvenation of interest and activities of the Clark College Foundation, which has resulted in an increase in the gifts and remembrances in the form of equipment, money, and other resources to Clark College. Additionally, the director of development has assisted staff and faculty in the development of successful grant proposals.

All of the above can be characterized as strengths of the activities in the Development Office.

Although there has been considerable progress in bringing leadership to establish goals and objectives for the Foundation, under development is a comprehensive program of regular solicitation of gifts and bequests from industry and private citizens. Included is a comprehensive plan with goals and objectives for regular solicitation to achieve a set of short-term and long-term objectives of the college endorsed by the Board of Trustees.

The Public Relations Office has established a rather comprehensive system of internal communication among the staff of the college: The Run-of-the-Mill and the staff directory are published at appropriate times. The Public Relations Office does provide news
releases to announce special programs, lectures, concerts, courses, and is a strength in broadening the image of the college. The Public Relations Office has been helpful in assisting staff in developing presentations for service clubs. In addition, the Public Relations Office has provided assistance to faculty and administrators who serve on boards and/or advisory committees for community agencies. The Public Relations Office also supervises the production printing for the campus, using the instructional facility. The production printing provides inexpensive services to the college.

STRENGTHENING THE BOARD OF TRUSTEES

Each year, the Board of Trustees conducts a comprehensive evaluation of its performance. The evaluation for calendar year 1979 was not available at the time of printing of this report. A summary of the 1978 self-evaluation is available for review in the Office of the President. In addition to the self-evaluation, all faculty were asked to respond to the question, "In what respects, if any, is it believed that the Board of Trustees might be strengthened or its activities more constructive in the development of the institution?" Approximately ten percent responded. Suggestions fell into several categories which are described below:

1. Increase Board Knowledge of Instruction Programs

One of the most frequent suggestions from respondees was that the Board increase its knowledge of instructional programs. Anticipating this need, approximately one year ago, the Board agenda was altered to include an instructional program presentation each month. Because of the large number of instructional programs, only a small proportion of the faculty have had an opportunity thus far to make presentations. Many respondents were unaware of this current effort. Some preferred visits to classrooms and labs as a means of informing the Board. Because of time limitations and logistical problems, the administration has preferred to supplement instructor presentations by use of audio-visual media, such as slides and videotapes, and student testimony as a means of making program presentations more "real" to the Board members.

2. Increase Direct Communication with Faculty

Suggestions in this category ranged from appointing a faculty member to the Board to "closed-door" meetings with faculty (excluding administrators). The general flavor of the responses was one of desire for more frequent, intimate and informal interaction among faculty and Board. Interestingly, although Board meetings are open meetings, few faculty attend. Those faculty who do attend are usually AHE officers, faculty with partial administration assignments, or faculty on the agenda to make a presentation.
STRENGTHENING THE BOARD OF TRUSTEES (CONT.)

It was suggested that a report from AHE and other campus constituencies be made to the Board on a regular basis.

Some faculty verbally commented that more direct Board involvement in faculty affairs may lead to greater Board participation in day-to-day decisions concerning college operations.

3. Increase Board Awareness of Facilities Needs

This suggestion was presented by only one respondee, although it may have been implicit in suggestions that Board members visit classrooms and laboratories.

While faculty concern for facilities is understandable, a study of Board folders for the past five years suggests that the Board is better informed on facilities than on any other single issue. In fact, administrators have expressed concern that Board meetings have been dominated by discussions of capital projects, maintenance, and repair to the exclusion of other important issues.

It might be assumed that the same 90 percent who did not respond to the question are satisfied with Board performance. At the very least, one might infer that they are not sufficiently dissatisfied to have compelled a response. One faculty respondee characterized the Board as "enlightened" and willing to "... seek ways to increase its effectiveness." All responses were constructive: none complained of any undesirable overt Board action.
Section IX

Students
STUDENTS

COMMITTEE MEMBERS

Lester Vierra, Chairman
Dean of Students

John Gibbons
Director of Admissions

Burt Larrabee
Coordinator of Veteran and Special Programs

Dorothy Krzyzanoski
Director of Financial Aid and Student Programs

Phyllis Moore
Director of Health Services

Janice Richards
Manager, Bookstore

Kevin Sharp
Director, Minority Affairs

Patricia Wirth
Dean, of Administrative Services
STUDENTS - DESCRIPTION

STUDENT SERVICES OBJECTIVES

The Student Services objectives are driven by the Washington State Community College System goals. The system goals, college goals, and Student Service objectives are:

1. MAINTAIN AN OPEN DOOR
   Establish a community relations program to address target populations
   Establish an admissions program
   Assure a simple and convenient registration
   Establish a financial aid program
   Establish Student Services Center

2. OFFER A COMPREHENSIVE COLLEGE PROGRAM
   Provide non-traditional students with alternative programs in community services, personal development, and developmental studies
   Provide guidance and placement counseling
   Provide health services

3. USE HUMAN AND CAPITAL RESOURCES
   Develop program planning, determination, and evaluation
   Develop professional staff
   Develop liaison with Instruction
   Develop liaison with community

STUDENT SERVICES ORGANIZATION

The Clark College Student Services program is best described as a bureaucracy conducted by consensus. Information travels freely in both directions. Authority and responsibility are given to the individual closest to the service to the student. That is, administrative units are independent as to how they function but symbiotic with all other units. The organizational chart is included as Appendix IX-1.
FACULTY/STUDENT PARTICIPATION IN PROGRAM ADMINISTRATION

Three advisory committees function in Student Services. An overall general meeting once a month of all personnel in Student Services is held to determine policy direction and to share information. A Student Services Commission, with representatives of all administrative units in Student Services, meets monthly to advise on policy formulation and interpretation. The Student Services directors meet weekly to determine procedures and solve problems.

The Student Services Personnel and Student Services Commission, the policy recommending advisory groups, have both faculty and student representation as equal voices.

Policy statements on such topics as student rights and responsibilities, the academic freedom of students, and student conduct and activities are contained in the Clark College "Policies and Procedures Manual," Student Handbook, and The Manual for Student Services, available for review in Gaiser Hall.

STUDENTS - ANALYSIS AND APPRAISAL

OBJECTIVES RELATED TO INSTITUTIONAL PURPOSE AND EDUCATIONAL PROGRAM

The objectives for Student Services are directly related and subordinate to the purposes of the institution and the mission of the Washington State Community College system. The objectives of Student Services are to support the educational program by aiding students in achieving appropriate educational and occupational goals.

The Student Services administrative organization is irreversibly tied into the purposes and objectives of the institution.

EVALUATION OF PHYSICAL FACILITIES AND FINANCIAL SUPPORT

The physical facilities are painfully inadequate. The facilities presently housing Student Services are deficient and inconvenient to students; students experience the "run-around" syndrome. The plans are to return all Student Services to Gaiser Hall, which was designed to house services for 1800 FTE's in 1958 and now must house services for 4385 FTE's.

Financial support for the Student Services is even more painfully inadequate. Student Services is funded at fifty-three percent of actual cost within the funding formula by the state. This is further diminished by a deduction of .5 percent of the Student Services 1979-80 appropriation which is used to support programs other than Student Services, and the budget was increased by only one percent of the appropriation through the use of local funds.
PROJECTED PROGRAM AND STAFF NEEDS

Although staffing at Clark, as well as at other Washington community colleges, is well below the model developed by the Washington State Student Services Commission, the effectiveness of the Clark Student Services staff has resulted in better than a minimum Student Services program. The hiring of a new dean of students, who commenced duties in June of 1979, has resulted in starting an in-depth analysis of the staffing and budget needs for Student Services, which will be completed in the spring of 1980.

COMMUNICATION OF POLICY STATEMENTS

Policy statements relating to students are published and readily available to the Board, faculty, and students. Policies are published in the "Policy and Procedures Manual," the Student Handbook, and The Manual for Student Services. Major policies are printed in the college catalog. Due process is guaranteed by Board policy and the Associated Students of Clark College.

ADMISSIONS - DESCRIPTION

PROGRAM RELATED TO INSTITUTIONAL PURPOSE

The purpose of the admissions program is to provide information to prospective students, as well as to those who have formally applied. Student personnel services are oriented toward intake and retention.

ADMISSIONS FUNCTIONS

The admissions office formally accepts all students into the college. Transcripts, as well as other admissions materials, are requested for all full-time students. A major function of the office is to answer inquiries (written and oral). Staff are selected carefully and receive training in dealing with the public.

Within the last two years, Clark College has improved its high school relations program by:

1. Inviting area high school counselors on campus for biannual meetings;
2. Developing a Clark College Admissions - high school relations newsletter, "The Plus," which is printed quarterly;
3. Providing more specialized counseling during high school visitations;
4. Providing direct mailings and other relevant correspondence to all graduating seniors in District No. 14.
ADMISSIONS FUNCTIONS (CONT.)

Some high school contacts stress specific vocational/occupational areas including health occupations programs. Follow-up, when students reach campus, is also stressed. An example of this is the activities of the admissions counselor for the health occupations who:

1. Maintains ongoing dialogue with area high schools concerning program requirements, transfer criteria and academic/social skill development;

2. Provides intake advising, including career counseling, program information, admissions requirements, study skills assistance and service referral;

3. Provides study skills focusing on math anxiety and test anxiety for pre-health occupations students;

4. Supervises screening interviews of dental hygiene applicants;

5. Collects and interprets admissions data for health occupations areas.

STATISTICAL MEASUREMENT OF STUDENT PROGRESS

Records on student admissions and readmissions are not available. These figures are poor indicators of student progress because:

1. Students taking fewer than ten credit hours are not required to apply for admission;

2. Many students continue their education at a senior institution or leave with a marketable skill without formally graduating.

Student mobility rates, formerly available from the Council for Postsecondary Education, are no longer kept.

Academic probation is no longer imposed upon students. In the past, a formal process was followed to place students on academic probation. This was generally not an effective means of helping students to improve their academic standing. Any student who has demonstrated that he/she is not capable of profiting from college courses may be refused admission for the ensuing quarter upon the review and recommendation of the Committee on Educational Requirements.

SUCCESS OF TRANSFER STUDENTS

The printouts received from Western Washington University, the University of Washington, and Washington State University indicate transfer students do as well as native students. These printouts are available for review in Gaiser Hall.
ADMISSIONS REQUIREMENTS

Dental hygiene, nursing, and foreign students require specific criteria for admissions. The Mechanical Industrial Technology (MIT) admissions procedure is a waiting list - first come, first served. Clark College has set definite policies, and no exceptions are made in the health occupations programs or in the MIT lists. All other student applications are considered on a first come, first served basis, as Clark College has an open-door policy.

COORDINATION OF ADMISSION POLICIES

Better communications could exist between health occupations programs and the Admissions Office relating to student status. The Office of Admissions is not informed when a student drops out of a program, nor are updated academic records kept on students once they have been accepted into the program. Communications with MIT instructors and admissions coordinators are sometimes a concern, as they are located at opposite ends of the campus.

Foreign student admission is somewhat difficult. Clark College insists that printed requirements be met, but some exceptions are made. For example, in English competency it is difficult to know for certain what levels have been attained and some students may be admitted on probation (one quarter) to demonstrate their level of competency. Special considerations are given to the foreign students with a local community sponsor.

Much effort is made to closely coordinate the admission of the foreign student with the Wellness Resource Center, as each is required to have a complete physical exam prior to admission. An occasional problem does arise due to individual circumstances; however, the goal is to get one hundred percent compliance with this policy.

Foreign students impact not only the Admissions/Career/Advising and Wellness Resource Centers, but financial aid, student programs, and instructional programs as well. The transition to American education presents a cultural shock requiring a great deal of staff time to assist the foreign student during this adjustment period. Many hours of additional staff time are spent evaluating past and present performance and judgment is necessary to determine if the student is meeting academic requirements, particularly in the areas of competency mentioned earlier.

AVAILABILITY OF RECORDS TO COUNSELORS AND ADVISORS

A general concern is that the Office of Admissions is geographically located at the opposite end of the campus from where transcripts are stored in the Registrar's Office. It would be more efficient and provide better service to students if the two were
housed together, or a system could be devised to keep a second set of records in the Admissions Office that could be current and accurate. The Office of Admissions is coordinating with the Office of Financial Aid/Student Placement to develop a computer/word processing center which will hopefully enable accurate and efficient retrieval of records and transcripts.

REGISTRAR - DESCRIPTION

ENROLLMENT REPORTS

Please see Appendix IX-2 - IX-5.

REGISTRAR - ANALYSIS AND APPRAISAL

COMMUNICATION WITH FACULTY AND STUDENTS

Registrar's communication with faculty and students is provided for through various means from personal contact at regular meetings, faculty orientation and in written form. Announcements are typically made in the staff bulletins and student newspaper. Each building has a distinct permanent sign for posting information relating to registration and other requirements. The registrar chairs quarterly meetings in order to coordinate activities with all other organizational units of the college. Diligent efforts must continue to be made in order to communicate. Some better means of regular communication with part-time faculty must be provided. An improvement is needed among full-time staff who often do not communicate necessary detail to their subordinates.

REPORTS

Institutional level reports have been adequate for overall planning when time has been available for their local production. Few of the state MIS reports are of significant use for the various units of the college. They are either not timely for decision-making, not organized to coincide with internal organization and needs, or simply do not provide necessary data. The state system's SIS reports are similarly inadequate. The college has begun an effort to provide needed data in preferred formats; a major undertaking that will require a two-year effort. Two system-level development committees are planning for improvements in SIS reports.

SECURITY OF RECORDS

Permanent student records, most recent five-year registration materials, and statistical reports are maintained by the registrar. Other records are maintained by other administrative units. A security double-locked vault is provided for these materials. Registrations and records are stored as they have been since 1966, in metal filing cabinets. For the past three years, transcript records in SIS have been stored on magnetic tape at the Seattle computer consortium and are available in microfiche. The college
SECURITY OF REPORTS (CONT.)

plans to provide permanent fire-proof storage for the fiche. Records required for research or student advising are photocopied in order to ensure permanent vault storage.

A multitude of problems have been encountered in obtaining correct grade recording from the SIS. Past errors are still being corrected and in the summer of 1979, the college initiated local pre-processing to avoid the faults in use of optical scanners.

Access to student information is provided for staff on a "need-to-know" basis. Personal information is not provided to non-staff members. A procedure for notification in case of emergency has functioned well since implementation in 1978.

RECORDS MAINTENANCE

AACRAO publications and standards are continually reviewed relative to record maintenance and management. The college has stabilized forms used in the registrar's various functions.

EVALUATION OF EQUIPMENT AND SPACE

Some equipment improvements are contemplated relating to computer processing. In 1979, the college purchased a tape-drive for its IBM-360-30 which provides for tape exchange with the system computer consortium. This has resulted in a saving in time and cost for input of data, as well as update and local grade processing. Newer consortium data entry terminals are on order. Use of tape will probably avoid the addition of a local "report" printer and thus a cost-saving. Because use of the state consortium system is more expensive than the college's previous local processing, constant efforts are being made to provide necessary local services at minimum additional cost.

Remodeling of the center-core and the registrar's wing of the Administration Building in summer, 1979, has resulted in consolidating all services in one location rather than two, and has provided for additional security (the entire wing can now be locked). Additional work-space has been provided; also additional space for students.

ACCESSIBILITY TO STUDENTS AND FACULTY

The office is usually open from 8 a.m. to 9 p.m. For some students and some functions, location in the Administration Building is not the most advantageous. The Counseling Center and Financial Aids Office are located in Gaiser Hall, a five-minute walk. However, the centralization of registration, business office (cashier) and computer center have resulted in improved operations.
ACCESSIBILITY TO STUDENTS AND FACULTY (CONT.)

The registrar is also responsible for registration, the computer center, the information systems, planning and institutional research. Reorganization to inter-relate these functions has resulted in better enrollment accounting and attainment of compatibility between registration procedures and SIS/MIS system. Several methods have been implemented to ensure accuracy of data and consistent procedures. Staff members are now "cross-trained" to function effectively in performing a variety of related activities. This coordination of activities, along with improved procedures, has resulted in a gain of approximately 200 annual FTE students previously "lost" through lack of a coordinated perspective of all system functions and requirements.

STUDENT ORIENTATION - DESCRIPTION

NATURE AND PURPOSE OF ORIENTATION

A general orientation program exists for incoming full-time students. This is usually done in groups of 20-30, prior to registration; and, the main purposes are to acquaint students with college policies and procedures and prepare them for advising. Special orientation groups are held for those in the allied health fields, MIT areas, and just recently (winter 1979) with returning women in order to assimilate them into the mainstream of college life.

CHANGES IN PAST FIVE YEARS

A major change occurred in 1979, when student peer advisors were trained during spring quarter. Prior to fall registration, 1979, this group of student peer advisors met with small groups (10-15) of incoming students.

Pre-registration prior to open registration has also been conducted for the vocational-technical programs. Pre-registration is continued throughout the remaining five quarters for the vocational-technical students, once they are enrolled. This service is also provided to the health occupations areas.

STUDENT ORIENTATION - ANALYSIS AND APPRAISAL

EVALUATION OF PRE-REGISTRATION ORIENTATION

The orientation provided has been a very helpful and valuable experience for those students who have received this service. A major concern is that only full-time students benefit from this service. A big share of new students are attending part-time, day and evening, most of whom never experience an orientation. Also a concern is that orientation should be an on-going process and follow-ups should be made.

IX-8
PROCESS FOR EVALUATION OF ORIENTATION

A refinement of orientation, including a process for evaluation, is being discussed and planned for implementation fall quarter, 1980. More faculty will be involved and a greater emphasis on peer advising will be stressed. Attendance at workshops updating the staff as to transfer questions and new course and program developments on campus will be required of all participants.

STUDENT/FACULTY JUDGMENT OF ORIENTATION

Recognizing that many part-time students do not benefit from an organized orientation, a student registration guide was developed as a self-help resource. Unfortunately, this valuable resource is still not used very well by classified staff or faculty in helping students to be more knowledgeable of college programs and services.

For "specific programs," the orientation process has been effective. Students and faculty have expressed their support of the program.

ADVISEMENT, COUNSELING AND TESTING - DESCRIPTION

DESCRIPTION OF FACILITIES

The counseling/testing facilities consist of a "center" shared with admissions, enrollment management, career center, and nursing modular study/testing areas. The facilities are inadequate for the number of students enrolled and served.

Personal counseling, crisis intervention and mental health concerns are handled through the Wellness Resource Center. A counselor is assigned to the Wellness Resource Center 27 hours a week. The services of a clinical psychologist are provided six hours a week. Group didactic experiences are offered through Human Development instruction.

ADVISORY SERVICES

All full-time students apply for admission and attend an orientation session which prepares them for advising. Advisors are not assigned, but students select whomever they wish. Descriptive hand-out materials are prepared by most departments outlining curriculum and graduation requirements, and the vocational departments have the final authority in approving degree and certificate petitions.

SPECIAL COUNSELING/ADVISING PROGRAMS

Special counseling programs, which include recruitment efforts, academic advising, personal counseling and testing, exist for the following groups: veterans, special programs (DVR, CETA, etc.), handicapped/disadvantaged, allied health, mechanical-industrial-technical, foreign students, women returning to school, and minorities.

IX-9
SPECIAL COUNSELING/ADVISING PROGRAMS

The Office of Special Programs coordinates all aspects of administrative/counseling functions as pertaining to students on government programs. Emphasis is placed on liaison relationships with various agency counselors and personnel. Services provided include: personal and career counseling, general information, community referral, monitoring of student progress, course/curriculum information, registration assistance, supervision of billings, cost estimation, contract completion and enrollment management. General counseling is available for all Clark College students.

DUTIES AND FUNCTIONS OF PRINCIPAL COUNSELING STAFF

The counseling services at Clark College are concerned with the total welfare of students including student's motivation for progress in meeting their educational and vocational goals, their physical and mental health, the development of the student's capabilities and talents, and the establishment of relationships with other persons.

Counseling services are further delineated in materials available for review in Gaiser Hall.

EFFECTIVENESS OF VOCATIONAL COUNSELING AND ADVISING

In 1977, emphasis was increased on vocational counseling and advising. Prior to 1977, vocational program admissions and advising in Mechanical Industrial Technology programs were in obvious need of improvement. There were more applicants for admission than spaces in many programs; however, there was no organized, equitable process for admissions and advising. Many potential occupational majors had to change their plans during registration when they learned the program of their choice was filled. Many students and faculty expressed dissatisfaction with the process.

Since 1977, an orderly process of vocational admissions and advising has been developed. Students are accepted on a "first come, first served" basis. The process for program admission and advising is published in the catalog and quarterly class schedules. Orientation sessions were held for faculty and staff. The waiting list was computerized. A vocational advisor/counselor is available on a regular basis in both the Counseling Center and the Mechanical Industrial Technology Division. Students are notified well in advance of registration of their place on the program waiting list. Student complaints have virtually been eliminated. Faculty and staff have expressed satisfaction with the process.

In 1976, a career center was established to provide students with information and skill with which to make an informed choice and to assist them with career-related decisions during their training. Faculty, staff, and student evaluation of this service has been positive. In the same year, a counselor was assigned to counsel and advise Health Occupations students. This service has been extensively utilized by students and very highly rated by faculty, staff, and students. All of the above vocational counseling and advising programs have resulted in an increase in retention by approximately six percent.
ADVICEMENT, COUNSELING AND TESTING - ANALYSIS AND APPRAISAL

ORGANIZATION FOR ACADEMIC ADVISING

The academic advising provided by faculty is of good quality, primarily because of the professional commitment the faculty display toward their students. There is a need for a continuing program of training new faculty or in-service training for tenured faculty since 1978, when the last faculty advising handbook was developed. A plan is being devised to provide training so that more coordinated and supervised advising processes will be achieved.

NUMBER OF ADVISEES PER FACULTY MEMBER

Some faculty members have up to 50 advisees, and some faculty have no advisees. There is no central system of assigning advisors; students select their own advisors.

EVALUATION PROCESS FOR COUNSELING, TESTING AND ADVISING

There is no on-going evaluation program for the academic and vocational advising, counseling and testing program. The staff is developing a plan which will include evaluation.

STRENGTHS AND WEAKNESSES OF COUNSELING, TESTING AND ADVISING

Clark College has a small, but experienced and dedicated counseling staff. Recent administrative changes and the emphasis on systematic planning have resulted in a perceptible change in the attitude and morale of the staff and have directed their activities toward institutional priorities.

MINORITY AFFAIRS

The Affirmative Action Advisory Council recommended to the Board of Trustees and the Board approved establishment of a minority affairs office and hiring of a Minority Affairs Director on October 2, 1979. The objectives of the office are:

1. To identify potential students from racial and ethnic populations;

2. To recruit minority students for Clark College through promotional activities and by direct contact targeting;

3. To increase retention of minority students in Clark College courses and programs through planned intervention activities;

4. To recommend educational delivery systems to meet the needs of identified minority students;

5. To plan in-service activities for faculty and staff for minority awareness and intervention programs and methods to meet minority needs;

6. To conduct follow-up studies to report effectiveness of the program;
7. To represent Clark College to minority populations through community contacts, organizations, and reports of minority affairs office activities.

The institution's concern for minorities should help these students overcome prior educational disadvantages, thus accelerating their rate of academic success.

Besides recruiting and advising, the office should help in the routine filling out of applications for obtaining financial aid, day care services, transportation, personal and health counseling, and work-study jobs on campus.

FINANCIAL AIDS - DESCRIPTION

FINANCIAL AIDS BROCHURES AND PUBLICATIONS

Brochures and other materials covering opportunities for financial aid are available for review in Gaiser Hall.

ADMINISTRATIVE ORGANIZATION

The Financial Aids Office organizational chart is shown in Figure 1.

The Financial Aids Office at Clark College adheres to the policies and procedures outlined by the federal government in administering financial aid programs. Policies and procedures which are unique to the institution are developed by the Financial Aids staff and reviewed by the administration.

The Board of Trustees has recently approved the establishment of a Financial Aid Advisory Committee, which will assist in monitoring the policies and procedures of the Financial Aid Office to ensure equity for all students.

FINANCIAL AIDS - ANALYSIS AND APPRAISAL

CONTROL OF FUNDS

The Office of Financial Aid awards student aid funds, and disbursement is done by the Business Office. Close supervision has ensured business-like processes as demonstrated by a recent audit review.

The Financial Aid Office has recently purchased a terminal capable of providing registration information to aid in follow-up. The program is being developed with COSAR.

The Financial Aid Office has also implemented an educational process whereby students are required to attend an entrance session on their rights and responsibilities as recipients of financial aid. This is designed to assist in the education of the student and reduce the need for continued follow-up.
PROCEDURES FOR DETERMINING NEED

Eligibility for financial assistance is established by the student's information, submitted on the College Scholarship Service's Financial Aid form, which is a fair and uniform system according to federal guidelines, to analyze the student's ability to contribute toward educational expenses. In certain documented extenuating circumstances, exceptions to the system are permitted by institutional policy to best reflect an individual's actual ability to contribute.

Both the system and policy have been developed to ensure equity in distribution of assistance funds.

AWARDING FUNDS IN EXCESS OF NEED

No students receive aid in excess of their demonstrated need. All financial aid funds of the institution are coordinated through the Office of Financial Aid to ensure that no excessive awards are made.

EVALUATION OF STUDENT PART-TIME EMPLOYMENT PROGRAM

Statistics on part-time student employment are not maintained by Clark College; however, community colleges, by design meet the needs of the varied student population. Many students choose to work full time during the day and attend evening classes, and others elect to attend day classes and work part time to supplement other resources to provide for educational expenses. Although a limited amount of institution funding exists for on-campus student employment, most students who wish to work must do so off campus. Campus information is available in the Financial Aids Office.

Clark College Office of Student Placement serves as a liaison between local employers and prospective employees and maintains current listings of part-time, full-time, and temporary positions. The job referral operation, revised in 1978, has good response from employers in both the public and private sector, and from students and alumni who avail themselves of the service.

In addition, using federal and state funds to supplement the institutional budget, the Office of Financial Aid/Student Placement has initiated a Job Location and Development Program to strengthen and broaden the present pool of employment opportunities.

EVALUATION OF SCHOLARSHIP PROGRAM

Approximately two percent of the student population benefits from scholarship assistance.

The average award ranges between $150 and $300.
EVALUATION OF SCHOLARSHIP PROGRAM (CONT.)

The large majority of the student population at Clark College could benefit from this type of funding if it were available.

Clark College provides a limited scholarship program for students. The funding for these scholarships is obtained from donations from members of the faculty, community organizations, and local business and industry. Some scholarships are awarded to Clark College students directly by donors, while others are awarded by the Clark College Scholarship Committee, which is composed of eight faculty members and the director of financial aid.

The scholarship program at Clark College has stability and is administered equitably. Sound administrative procedures ensure that the funds donated are used properly.

The program needs to be expanded so that more scholarships are available for students. The Clark College Foundation has adopted as one of its major goals the drive for scholarship funds. This is a new thrust and should significantly increase the funds available for the program.

EVALUATION OF LOAN PROGRAM

Approximately five percent of the full-time equivalent student population received long-term and short-term loans during the 1978-79 academic year.

The range for loans was $300 to $1200 with a mean of $600 for the long-term loans, and $10 to $100 was the range for short-term loans.

The current default rate at Clark College for the National Direct Student Loan Program is 9.86 percent. This is a considerable reduction from the 1978 rate of 27 percent and is the result of recent changes in federal legislation, improved administrative procedures by the Office of Financial Aid and the Business Office, and the retention of an outside collection agency to locate delinquent borrowers.

The improved coordination of effort between the Office of Financial Aid and the Business Office has led to the strengthening of the loan programs at Clark College. The increase in the amount of collections allows for more loan funds to be available for students and ensures continued support by the federal government.

More funds are needed in the loan programs, especially the Federally Insured Loan Program and the short-term loan program. The Clark College Foundation has adopted raising funds for short-term loan support as a priority goal. Efforts are also being made for contacting local lending institutions to encourage them to adopt flexible lending policies which will enable Clark College students to borrow funds for educational purposes.

IX-15
PROJECTION OF NEEDS

Staffing for clerical/reception, records management, and student services functions is barely adequate to meet current needs.

Within the next three years, staff expansion must minimally include a full-time financial aid advisor, a half-time data entry operator to assist with records management, increased classified clerical support, and additional student help. These positions create the need for one office, a student work area, and a facility for peer counseling. Additionally, a larger reception area will eventually be required.

In the next three-year period, creation of an additional full-time advisor position will be important. Also needed during this period are a second half-time data entry operator and additional student help. The advisor position creates the need for an additional office.

In the following three-year period, staff addition projections include another advisor, a full-time clerical staff member with some data-entry responsibilities, plus an increase in student help. These changes require one more office and expansion of the student work area and the data-entry area.

In addition to facility changes necessitated by staff expansion, additional space will be required for both active and inactive file storage.

Equipment needs include computer hardware, office furnishings for new personnel, and equipment for increased filing storage.

BOOKSTORE - DESCRIPTION

FACILITIES AND PRODUCTS

The Bookstore is located on the south side of Gaiser Hall in a daylight basement. Its location by a highly-travelled sidewalk is convenient for students and staff. Evening students have four nights per week to shop for their books. The off-campus centers, such as Bingen, are either stocked with books or books are sold there the first night of class by bookstore staff. In remote areas, the instructor of the class will handle the sale.

Approximately 78 percent of total yearly sales in the Bookstore are books. Of this percentage, required textbooks are 65 percent, reference and study guides 5 percent, and leisure reading (mass market and trade) 8 percent. The usual inventory of soft goods, school and art supplies plus specialty items such as dental hygiene instruments make up the balance of 22 percent of sales.
AUDIT PROCEDURES

The bookstore is audited by the State Auditor when the college is audited each biennium. The cash control methods outlined for state institutions are used by the Bookstore.

BOOKSTORE - ANALYSIS AND APPRAISAL

POLICY-MAKING AUTHORITY

All contemplated changes in policy are reviewed by the Instructional Advisory Council, the Administrative Advisory Council, and Executive Team before they are presented to the Board of Trustees either as an information or an action item depending on the degree of change.

PROFITS

The Bookstore has operated at a slight profit for the past several years. The monies gained were used to increase inventory and upgrade equipment. If in the future a large enough profit results from operations, a formula has been established to divide monies between the Bookstore and the Associated Students of Clark College.

STRENGTHS AND WEAKNESSES

Continual efforts have been made to upgrade the appearance of the store without expending large sums of money. Students, faculty, and staff now have a more efficient, pleasant place in which to shop. A new attraction that has been added in the past year is an art gallery that the art faculty helps to operate. This year we are also installing a detection system which should improve security of inventory and save Bookstore margins of profit.

FOOD SERVICES - DESCRIPTION

FACILITIES AND MEAL SERVICE

The Commercial Foods Department at Clark College is a vocational training station for students pursuing careers as cooks, chefs, or restaurant managers. There are no dormitories on campus, so the large demand for food services comes at the noon hour. A snack bar is also available, which serves food from 9:30 a.m. until 7:30 p.m., Monday through Thursday, and on Friday it is open from 9:30 a.m. until 1:00 p.m.

A bakery is operated by students training for the retail baking industry, and it is open from 7:00 a.m. until 1:00 p.m. daily.

FOOD SERVICES - ANALYSIS AND APPRAISAL

STUDENT IMPRESSIONS

The general feeling of the student body toward the food service is positive. The Commercial Foods area will be remodeled beginning
STUDENT IMPRESSIONS (CONT.)

this year, with a planned completion date set for fall, 1980. In the remodeling, service problems will be eliminated by incorporating a scramble area where students will be able to self-serve, thus speeding up food service. Other planned improvements include a table service dining room, which will be operated in the present staff dining room. Architectural plans for the remodeled facility are available for review in the Business Office.

SAFETY AND SANITATION

As far as safety and sanitation, the new facility plans have been approved by the Washington State Health Department and much thought has gone into the planning pertaining to safety aspects. Provisions are made for cooperative exchange of health-related concerns (regarding diet and food handling safety) between food service personnel and Clark College Wellness Resource Center health services personnel.

HEALTH SERVICES - DESCRIPTION

MEDICAL RECORDS

A health inventory card is completed by students upon registration. The information contained on this card forms a data base for recording the student's health problems; an analysis of the problem; laboratory tests; a diagnosis and a goal or plan of action to maintain or regain a positive health status. An educational process is combined with each visit to the health center. More specific forms are used for the physical exam. Forms are available for review in Gaiser Hall.

PROVISIONS FOR MEDICAL CARE

The prevention and temporary care of emergency illnesses are provided on campus by nurse practitioners, a counselor, a consulting physician, and a clinical pathologist. In-patient cots are provided for day care. Should the student require the services of outside community professionals, agencies, or hospitals, the campus security will transfer the student to that service. Emergency first aid kits are placed in strategic locations in all buildings; health service nurses respond to emergency calls.

FEES

No fee for campus service is charged.

SERVICES AND STAFF

The programs and services include:
Outpatient Services: Provision is made for an initial source of help for any student, faculty or staff member who has a known or suspected health problem.

Inpatient Services: A rest area is available in the health service for temporary care.

Emergency Care: Provision is made for prompt identification of emergencies, the administration of first aid, and the removal of victims to sources of definitive care.

Laboratory Care: Screening laboratory tests, i.e., mononucleosis, streptococcic sore throat, urine cultures, hemoglobin, audiometric screening, hemocombostix are done in the health service. Referral is made to the County Health Department and hospital laboratory for more extensive testing.

Radiological Services: Referrals are made to the County Health Department. A written report on each examination is returned to the health service.

Pharmacy Service: Over-the-counter drugs are dispensed under the order and protocol of the consulting physician.

Mental Health: A counselor is part of the health services team. The counselor, along with the consulting clinical psychologist, provides assistance to students who are stressed and have adjustment concern.

Athletic Medicine: Emphasis is placed on physical fitness for health, and preventive medicine concepts are practiced. Physical examinations are completed on intercollegiate athletes, scuba-divers, etc. Athletic permits are signed for those with no physical limitations.

Dental Health: The program includes education, prevention, identification, and treatment of minor dental problems through the college's Dental Hygiene facility. Referrals are made to outside professionals as needed.

Services for the Handicapped: A handicap counselor interviews incoming students and refers them to health services for identification of those who need handicapped parking permits. Special needs are attended to as identified by health service personnel.

Health Education: "One to one" ongoing health maintenance and health care concepts are taught; the self-care individual learning stations promote taking responsibility for own care. The learning experience is supported by the counseling staff. Clark off-campus programs are served.
SERVICES AND STAFF (CONT.)

Environmental Health and Safety: The director of the health service is a member of the Health and Safety Committee. Health and safety hazards are identified, analyzed, prioritized and recommendations are made to the administration according to OSHA-WISHA standards.

Research: The orderly accumulation of data gathered in the day-to-day operation of the health services is analyzed to determine what student needs are, how well student needs are met, by whom, at what expense of time, etc., to provide for planning and future resources.

Communications: Publication of services within the campus community and outside is accomplished through brochures, campus paper, bulletins, open house, student handbook, schedules, radio, television, etc.

Community Resources: Coordination of health services outside the college campus is planned to provide comprehensive, non-fragmented care. A cooperative work relationship is enjoyed between the community agencies, professionals, and Wellness Resource Center staff.

Insurance Program: Students may subscribe to a health insurance plan for themselves and their dependents through the health center.

A nurse practitioner, a physician consultant, a consulting psychologist, and a counselor, along with an office assistant, staff the Wellness Resource Center and provide the above services for students.

HEALTH SERVICE - ANALYSIS AND APPRAISAL

ANALYSIS OF FEES

Fees are not charged; however, the Associated Students Finance Committee has allocated funds as requested by the director of health services. Reports are made quarterly to the Council of Representatives relating to how the money is being spent. Allocations from student-controlled funds have been adequate.

EVALUATION OF STAFF

Ongoing self-evaluations are conducted annually. All staff members possess educational degrees, skills, and expertise their job descriptions require.

STUDENT HEALTH RECORDS

The health inventory card will be used as a data base - additional data base material will be added to that card. A lined sheet using the Problem Oriented Record method of charting is studied as well.
STUDENT HEALTH RECORDS (CONT.)

as the S (subjective data), O (objective data), A (assessment or diagnosis), and P (plan of action or goal for treatment). (The POR method is recommended by Leitch, author of Primary Care.)

UTILIZATION OF SERVICES

The average daily census fall quarter, 1979, has been 35-40 office visits. Fall quarter, the load is rated as heavy. Winter and spring, the load is reasonable.

EVALUATION OF FACILITIES AND EQUIPMENT

The facility is adequate, but somewhat cramped since the inception of the Self-Care Center, especially on days the consulting physician and clinical psychologist are on campus. A doubling up of office space is necessary.

Need: Planning for more space for self-care learning and reception of students.

Suggestion: Remodeling to open up reception area into Self-Care Center.

Need: Planning for an office space to be used by consulting physician and clinical psychologist.

Suggestion: A student services building to house all of Student Services is planned. The Wellness Resource Center, health services enlarged quarters could be included.

Equipment includes tape recorders, earphones, relaxation tapes, other media, and supplies for the Self-Care Center. Equipment is adequate.

PROJECTION OF NEEDS

Needs projected in priority order for the next ten years are:

1. Appointment of an Advisory Committee to Health Services and Health Education;

2. Further integration of the Health Services and Health Education programs both on campus and out in the extended community - with close coordination by the dean of faculty and dean of students.

3. Allocation of travel funds for part-time faculty to represent the college in role model presentation and program planning of wellness teaching;

4. Remodeling of present facility for more efficient use of space;
5. Planning with Health Systems Agency, HMO's or other health planning organizations for meeting college students' health needs, making certain that the community sees college health as an integral part of the health delivery system;

6. Emphasis on prevention and health maintenance with the client learning how to become a responsible partner in his/her own health care will require video tapes, printed materials, individual learning packets, and a staff person to write proposals, develop learning packages and direct learning in the self-care unit;

7. Planning for meeting dental health needs of students.

EXTRA CURRICULAR ACTIVITIES - DESCRIPTION

NATURE AND PURPOSE OF PROGRAM

Student extracurricular activities at Clark College include a wide variety of activity, developmental, teaching, maintenance, and administrative functions.

The activity function includes films, speaker and cultural series, and concerts. Co-curricular offerings included in the activity function are such activities as debate, drama, athletics, music, and newspaper publication.

The teaching and developmental functions train and develop student leaders and promote skills that will affect change in the most effective and acceptable manner.

Student extracurricular activities through their educational offerings, activities, and social opportunities attempt to aid students in developing and achieving appropriate educational and occupational goals and in establishing warm, human relationships.

ORGANIZATION, FINANCING AND MANAGEMENT

Through the dean of students, an extracurricular activities program has been planned, developed, and put into practice utilizing a number of program directors: the director of financial aids/student programs, and two classified members, student programs manager, and student activities secretary. Those individuals associated with extracurricular activities as coordinators or directors of programs submit operating budgets for the programs to a representative body of the Associated Students. The budgets are decided, using a process approved by the Board of Trustees. Stipends and program operating budgets are funded through the services and activity fees portion of student tuition and fees.
EXTRACURRICULAR ACTIVITIES – ANALYSIS AND APPRAISAL

ACIEHMENT OF OBJECTIVES

Through extracurricular activities, Clark College provides several avenues for support of the extracurricular needs of students, which include: cultural and social activities for students during a specified period of each class week, funding and structure for field trips associated with curricular offerings, athletic programs and competition, applicable experiences in other curricular fields of interest, transferable credit for some major campus experiences in student activities and programs.

In general, the data compiled suggest that traditional events have appealed to those students who fit the traditional student profile. Foreign students have programs and activities designed for them in which they participate. The task that remains is to continue to plan, develop, and evaluate programs for other student populations identified but not yet targeted, such as students returning to education, minorities, veterans, and part-time evening students.

PARTICIPATION IN ACTIVITIES

On the average, no fewer than one percent of the student body attends each activity sponsored by the Associated Students.

CONTROLS OVER STUDENT PARTICIPATION

The Progress is funded by the Associated Students of Clark College. The student newspaper is an integral part of a college student's education, and very few controls are placed on this particular learning experience. The freedom of the press is ensured and limitations are set by the students themselves.

STRENGTHS AND WEAKNESSES OF THE PROGRAM

Programs that are noteworthy, and those for which student extracurricular administration is established include, but are not limited to:

Activities: Cultural and entertaining events and programs, provided for students and community;

Student Government: Undergoing changes and realignment to meet the needs of students, patterns of current college policy and serving student interest;

Forensics: Debate team holds annual tournament at Clark for area teams. Had national caliber team during 1978-79 academic year.

IX-23
Model United Nations: Participates with other colleges; at Clark is not a major program effort, but is a particular opportunity open to a certain student population;

Special Events: Theatre, jazz, choir programs. Jazz has been a major effort and Clark College is a contributor to the jazz artist population in Portland/Vancouver. Theatre program is becoming more involved in campus life, as will choir programs. Both have been revitalized in the last year.

Athletics: A large, diverse program that caters to a diverse group of tastes. Women's basketball has been a highlighted sport at Clark, as has baseball. Other sports provide wide variety of activities for students and community;

Clubs: Clubs at Clark College are diverse and funds through the ASCC. Particularly active in 1978-79 were the dental hygiene, nursing, and horticulture students. A wide range of clubs are available, some making significant contributions to the campus environment.

Health Related Activities: Stop-smoking clinic, blood drives and foot clinics.

ATHLETICS - DESCRIPTION

PROGRAM DESCRIPTION

The college is a member of the Washington Athletic Association of Community Colleges and abides by its conference rules. Admission procedures and requirements are the same for athletes and regular students. Funds to support athletic programs are allocated by the college through funds collected as services and activities fees and are budgeted by the Associated Students under the supervision of the dean of students and the director of athletics.

The college engages in intercollegiate competition in basketball (separate men's and women's teams), baseball, volleyball, cross country and track, tennis (separate men's and women's teams), and golf. Conference competitive schedules are designated by sport committees of the AACC (Athletic Association of Community Colleges). Clark competes in Region II of the association. Fencing is governed by the Oregon Division of the AFLA (Amateur Fencers League of America) and has a five-team competitive league.

ATHLETIC PERSONNEL

All coaches are teachers. Five coaches are part-time, and four coaches are full-time faculty with classroom responsibilities. All coaches are paid from a stipend schedule developed to recognize different responsibility factors and years of experience. Men and women coaches for the same sport are on the same salary range.
ATHLETIC PERSONNEL (CONT.)

If the salary varies, it is due to years of experience. The part-time coach who teaches a related class is compensated by instruction. The full-time coach counts the related class as part of the instructor load. Each coach has the same responsibilities to the college as any other faculty member.

ATHLETICS - ANALYSIS AND APPRAISAL

ACADEMIC REQUIREMENTS

According to AACC, a person wishing to participate in athletics must successfully complete a minimum of ten credit hours the quarter of participation. A sophomore must have passed ten hours the previous quarter and must have accumulated a minimum of 30 credits prior to the sophomore year. Based on the philosophy of the community college, this seems fair. However, a student who may become interested in playing in athletics as a part-time student may be penalized because of this rule. The AACC is aware of the problem and is seeking to solve it.

STRENGTHS AND WEAKNESSES OF THE COACHING STAFF

The coaches are professional and knowledgeable in their field;

There is a high degree of cooperation among full-time coaches;

Part-time coaches strive to be informed and cooperative.

Some students have limited access to the part-time coaches during the day;

It is more difficult for the athletic administration to supervise some part-time coaches because of their limited accessibility.

CONTROL OF ATHLETIC POLICY AND FUNDS

The college is bound by law to abide by the State AACC code. Finances to operate athletics are strictly regulated by administrative policy. A budget to fulfill program objectives is planned and proposed by the athletic staff to the Associated Students. The students, with the dean of students, prepare a budget and present it to the president, then the Board for approval. The funds, when received, are supervised by the athletic coordinators and the director of athletics.
FINANCIAL ASSISTANCE

Athletic scholarships (talent grants) are regulated as to the maximum number allowed by the AACC code.

A tuition scholarship is the primary assistance given an athlete. This may be subtracted from other federal grants available and for which the student athlete qualifies.

Clark is below the standard of assistance permitted by the league regulations due to a lack of funds. Athletic tuition grants are made possible through the Clark College Booster Club. Funds are received through donations from individuals and businesses in the community.

These funds are supervised by the Clark College Foundation, acting in concert with the director of athletics.

INTRAMURAL PROGRAM

Clark College provides a limited intramural program for students. The program is under the supervision of a part-time intramural coordinator. Four to six activities and/or sporting events are held each quarter including chess tournaments, wrestling, softball, football, basketball, tennis, table tennis, volleyball, wrist wrestling, ski trips, archery, and jogging. Most of the events sponsored are student initiated, based on a high interest level.

INTRAMURAL ANALYSIS AND APPRAISAL

Program related to educational program

Clark College believes that an intramural program adds to the value of a student's education.

Evaluation of facilities and supervision

Outside time commitments of the commuter student dictate that the program be conducted during the daytime hours, while the student is on campus. The intramural program competes for facilities with the physical education program in the gymnasium, and with the student activities program in Gaiser Hall. This makes scheduling sometimes difficult and limits the number of activities that can be provided. Additional facilities are being developed by the college, which will improve the college's ability to offer more intramural programs.

It is also recommended that a study be made to ascertain the need for a more extensive intramural program.
PLACEMENT - DESCRIPTION

PROGRAM

Clark College offers both part-time and full-time placement services to students and alumni. The services are directed at securing part-time placement for students as a means of assisting them financially as they pursue their education while gaining work experience to enhance employability when they graduate from Clark College.

Several offices are involved in the placement of students in full-time and part-time work positions. These offices are the Office of Financial Aid/Student Programs, which focuses on part-time placement, Admissions/Career Advising Center, which provides courses and information on career options, resume writing, life skills, and the Office of Instruction, which is responsible for vocational placement and follow-up studies and cooperative work experience. A cooperative effort among these programs is being developed so that services are not duplicated.

PLACEMENT - ANALYSIS AND APPRAISAL

UTILIZATION OF PLACEMENT SERVICES

The Placement Office at Clark College does not have available follow-up information on graduates in academic areas who have obtained full-time positions through the Placement Office, as the emphasis is on part-time, rather than full-time placement.

FOLLOW-UP STUDIES

The vocational director does an extensive follow-up report yearly, as required by the State of Washington. A summary report of 1977-78 exiting students is attached (Appendix IX-6). The vocational director provides follow-up study results to advisory committees, administrators, and vocational faculty. Employer satisfaction is high as documented in advisory committee minutes and according to faculty report (see Chapter V).

BASIC AIMS

The aims of the Placement Office are:

1. To provide part-time placement services for students, alumni, and employers through job listings, on-campus recruitment and screening, and referral;

2. To provide increased employment opportunities for students through a job development program;

3. To provide assistance to students in the planning of life skills, i.e., interviewing, job exploration, etc.
STRENGTHS AND WEAKNESSES OF THE PROGRAM

More emphasis needs to be given by the institution to its full-time career information, placement, and follow-up efforts in both the academic and vocational areas. A more coordinated program needs to be developed with career advising, placement, and follow-up under the auspices of one department with a full-time director. Greater effort should also be placed on contacting local employers to determine opportunities for full-time and part-time employment for students. A Job Development Program is being implemented this year using federal, state, and institutional funds to begin this effort. This Job Development Program will also have as one of its goals the development of a plan to coordinate placement services at Clark College.

The placement and follow-up efforts in the vocational areas are to be commended and continued. The institution can use this as an initial model for future planning.

Part-time placement opportunities for students are extremely important in the retention of students. More staff and funding need to be directed in this area. Also, cooperative work experience is highly valuable for students, employers, and the college. This program is being expanded into academic areas, as well as vocational.

ALUMNI RELATIONS - DESCRIPTION

ALUMNI ORGANIZATION

A 20-person board of directors has been the governing body of the alumni association, meeting monthly on campus to decide on and implement projects beneficial to the college. The director of public relations, who also serves as executive director of the association, has been the staff person assigned to organize the group. Growth of the college has added responsibilities to this person's workload that have worked against alumni activity being a high priority assignment the past few years.

ALUMNI SUPPORT

Evidence of alumni support has diminished during the association's dormant period. Contributions and other support have not been solicited in four years.

ALUMNI RELATIONS - ANALYSIS AND APPRAISAL

ALUMNI RECORDS

Alumni records are not current or complete at this time. Out of a list that once totaled approximately 7,500, we probably have about 3,000 accurate addresses. Improvements needed relate primarily to manpower - someone on the staff with alumni relations as the key element of a job description.
FOLLOW-UP CONTACTS WITH ALUMNI

Each spring every full-time student with 90 credits or more is added to the alumni list in the computer center. Plans are to issue two newsletters each year to former students whose addresses are current in the files. Furthermore, a plan will be developed for updating the list of alumni.

CONTINUING EDUCATION FOR ALUMNI

Clark has not singled out alumni as a target group for instructional programs, although such targeting has been effective in some four-year colleges.

SUPPORT FROM ALUMNI

The fact that many former students of the college from earlier years have: (1) Been active in the alumni association, or (2) Received the alumni publication over the years, will be a definite plus when the organization is revitalized. There is solid support from alumni who attended Clark in the 1950's - when they are called upon to give it. The same is no doubt true of the more recent graduating classes.

ROLE OF ALUMNI IN EMPLOYEE SELECTION

Alumni representatives have been on the screening committees for selection of the last two Clark College presidents. In both cases, representatives were selected by the alumni board of directors and served diligently.

STRENGTHS AND WEAKNESSES OF PROGRAM

As a prelude to Clark College Week activity in the spring of 1977, three nationally prominent alumni were invited to the campus to give presentations and to receive Outstanding Alumnus Awards from the college and the alumni association. Dennis Hayes, founder of Earth Day and National Sun Day, recently became the youngest director of a federal agency in the U.S. He was appointed to head the Solar Energy Research Institute in Golden, Colorado, in September, 1979. A two-time Culinary Olympics gold medal winner and a well-known nurse-author were the other honorees. The awards attracted considerable media attention and were also impressive to students and staff.

The primary deficiency is that the association is currently dormant and the institution needs to allocate more resources (personpower primarily) in this direction when it wishes that situation to change.

Clark College alumni built the college's Alumni Chime Tower; they built the berms on the southwest corner of the campus; they have provided scholarships, grants, and loans to scores of college students; they have sponsored salmon bakes that will be long remembered; they have contributed money to the Alumni Builders Fund; they have issued a newsletter two or three times a year to as many as 7,500 former students; and the reservoir of good feelings that prompted these actions is full and waiting to be tapped once again.
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Enrollment projections are based upon (1) increasing service level (FTE per 100 population) from 1.96 in 1976-77 to 2.41. In 1978-79 service level was 2.14. (2) Population growth from PUD Clark County estimates. At 2.41 service level the PUD projection for 1990 would indicate an FTE between 6864 and 8614. This forecast does not account for recent additional new electronic industry and the second interstate bridge. (3) Finally, projected enrollment is related to State FTE allocation and consequent funding. Growth actually occurs in very uneven increments as a result of many complex factors. Thus, the ten year target of 7700 FTE is projected for convenience in equal 300 FTE per year increments.
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Report Submitted and Certified by: Dr. Robert L. Metzalf, Director of Occupational Education
## OCCUPATIONAL PREPARATORY PROGRAM PLACEMENTS
### 1977-78 EXITING STUDENTS

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Report Submitted and Certified by: Dr. Robert L. Metcalf, Director of Occupational Education

Report Due: March 15, 1979
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