

SOUTHWESTERN OREGON
COMMUNITY COLLEGE

SELF-EVALUATION REPORT

prepared for

The Northwest Association of
Secondary and Higher Schools

Preface

Presented here are Self-Evaluation Reports I and II, prepared in accordance with the instructions contained in the Guide for Self-Evaluation and Accreditation of Higher Schools.

These reports represent the combined efforts of the entire college. Under the coordination of the Chairman of Self-Evaluation and Accreditation the faculty was organized into committees to produce the various reports covering the phases of college operation requested. Initial evaluation was assigned to the committees or organizational heads responsible for the area to be covered by the report. The committees were constituted so as to provide a balance of disciplines that would insure objectivity in the initial reports. Report I and Report II were reviewed by an Editorial Committee which was carefully chosen to include as broad a representation of the faculty as possible. The organizational structure is shown on the following pages.

Report I is the fundamental report for this community college. Report II delineates the activities of the Instructional Divisions, General Adult Education, and Community Services of the college. Appendixes are provided to avoid repetition and supplement the reports.

SOUTHWESTERN OREGON COMMUNITY COLLEGE

Coos Bay, Oregon

SELF-EVALUATION REPORTS I and II

1965 - 1966

Prepared for the Commission on Higher Schools

Northwest Association

of

Secondary and Higher Schools

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Mr. Wayne Andrews
Dr. Ben Fawver
Mr. Howard Hall
Mrs. Charlene LeFebre
Mr. Donald Moffitt
Dr. R. Vance Peavy
Mr. Roger Spaugh
Mr. Sydney Thompson

Instructional Staff Committee:

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Dr. Ben Fawver
Mr. Robert Gibson
Mr. Warren Hootman
Mr. Frederick Jacobsen
Mr. Charles LeFebre
Miss Margaret Trussell

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Mr. Sam Cumpston
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Chairman, Self-Evaluation and Accreditation: Dr. Hugh M. Hoyt

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| Evidence of Stability Committee: | Mr. Bryce Baxter, Chairman Mr. John Gearhart Mr. Bill Horning Mr. Donald Moffitt |
| Finance Committee: | Mr. Harvey Crim, Chairman Mr. Scott Davidson Mr. Zaki El Wattar Mrs. Helen Ferguson |
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SELF EVALUATION REPORT I

A. INSTITUTIONAL OBJECTIVES

A. Institutional Objectives

1. The purposes of the institution as defined in printed and typewritten materials.

As an integral part of higher education in the State of Oregon, Southwestern Oregon Community College subscribes to the democratic ideals of a free society. As such, it recognizes that it has a responsibility toward the individual, toward the community of which it is a part, and toward society as a whole. As a comprehensive institution of higher education, Southwestern Oregon Community College seeks to meet these needs through:

- a. Occupational Education: Courses designed to provide intensive and thorough training leading to employment and upgrading of persons employed in skilled, technical, business, and service occupations, and in other fields in which occupational competence can be achieved in two years or less of college work.
- b. Lower Division Education: Courses which will enable students, including those who enter with scholastic deficiencies, to complete the first two years of four-year college and university work. These courses satisfy the lower division requirements in liberal arts, and in most scientific and professional fields.
- c. General Education: Emphasis upon learning experiences which help students attain that knowledge, achieve those skills, and develop those appreciations, attitudes, and values which all individuals need for an effective and well-balanced life in a democratic society. All classes and college activities have responsibilities toward the realization of this objective.
- d. Guidance Services: A program of personal, educational, and vocational guidance and counseling. These services are performed by means of personal interviews, group and individual psychological and vocational tests, placement services, and community contacts. All services are designed to assist each student with self-appraisal, with planning an educational program suited to his needs, and with securing employment. Guidance through student-faculty contacts also is a valuable part of the program.
- e. Student Activities: A program designed to provide students with experiences that have educational value for them as individuals in their social relationships and in the exercise of their responsibilities as citizens. Contributing to this program are such activities as student government, club work, college publications,

recreational activities, discussion groups, social events, competitive athletics, intramural sports, and stage and musical productions.

- f. Community Services: The College also meets the needs of the community through a varied program of community services such as lecture series, concerts, and fine arts festivals.

In addition to the above objectives stated in the catalog specific objectives are given in the board policy manual, brochures and the faculty handbook. These are consistent with the objectives given in the community college laws of Oregon.

2. Steps taken to acquaint staff members with institutional purposes, to enlist their sympathy with such purposes as are stated, and to provide for their full understanding of such purposes, and their participation in the re-examination thereof.

Faculty members are acquainted with institutional purposes through both formal and informal means. Department, division, and general faculty meetings are utilized as well as in-service training meetings involving the college faculty and outside resource persons. All new faculty members are exposed to a minimum of ten hours of reading and discussion on community college objectives and functions during their first term of employment. Various faculty committees provided in the faculty constitution are continually evaluating and updating the institutional objective and purposes. This activity also takes place in regular divisional and departmental meetings.

3. Means taken to determine regularly whether these purposes are being accomplished.

The College operates a continual follow-up study of those occupational, educational and transfer students through formal and informal means. As an example, the faculty has been involved in the development of a long range curriculum plan during the past year along with the accreditation self-evaluation. It is the intention of the faculty to utilize the results of these two studies in the re-evaluation and redevelopment of the long range campus development plan during the 1966-67 year. College faculty maintains a continuing contact with the consumer of its "product" through advisory committees, contacts with employer and labor groups and with the faculty and staff of sister institutions of higher education to which our students transfer. The office of student services attempts an exit interview with all students who leave the College and conveys the results of these contacts to the general faculty.

B. EVIDENCE OF STABILITY

B. Evidence of Stability

1. Date of first operation as an institution and continuity of operation since that date.

The college first began operation with the fall term of 1961 and has operated continuously since that time.

2. -3. Dates at which new divisions (colleges, schools, departments) were added. Dates at which divisions (colleges, schools, departments) were discontinued.

In 1961-62, its first year of operation, the school was comprised of two divisions -- Liberal Arts and Sciences and Technical-Vocational. The Liberal Arts Division included Business Administration, Language and Literature, Science and Mathematics, Social Science and Health, and Physical Education with the five arts being added in 1964.

The Technical-Vocational Division included Civil and Structural Engineering, Electronics, General Drafting, Practical Nursing, Automotive Mechanics, Business and Commerce, Home Economics Education was added in 1962, Forestry Technology in 1963, Police Science in 1964 and special programs under the Manpower Development and Training Act in 1964.

Adult Education is considered a function of both divisions and several specialized programs are offered in addition to those mentioned above.

In 1965 the two divisions were reorganized into the following divisions and departments:

Arts and Letters Division

Art
English, Speech, Dramatics
Foreign Language
Music

Business Division

Business Administration
Business Technology
Secretarial Technology

Mathematics and Science Division

Health and Physical Education
Mathematics
Science

Social Sciences Division

Psychology
Economics
History
Sociology
Anthropology
Geography

Metals-Mechanical Division

Automotive Mechanics
Industrial Mechanics

Technical Division

Civil-Structural Technology
Electrical-Electronics Technology
Surveying
Wood Technology

Special Programs Division

Home Economics
Law Enforcement
Practical Nursing
Supervisory Training
Manpower Development
and Training

None of the departments have been discontinued but on the contrary have been expanded to increase variety and depth.

4. Yearly enrollments, excluding summer sessions and extension courses, for the past ten years, and number of graduates for each of the past three years:

| <u>School Year</u> | <u>Total No. Students</u> | <u>Full-Time Equivalent</u> | <u>No. of Graduates</u> | <u>Associate Degrees</u> |
|--------------------|---------------------------|-----------------------------|-------------------------|--------------------------|
| 1961-1962 | 815 | 254.8 | 30 | 10 |
| 1962-1963 | 1368 | 427.6 | 56 | 27 |
| 1963-1964 | 1661 | 461.3 | 68 | 21 |
| 1964-1965 | 1753 | 484.3 | 37 | 20 |
| 1965-1966 | 2244 | 609.8 | 42 | 26 |

5. Names of administrative heads since the founding of the institution, with period of service of each.

1961 - 1965
1965 -

Dr. Wendell L. Van Loan
Mr. Jack E. Brookins

6. Percent of turnover in teaching staff for each of the past five years for the institution as a whole and by major divisions.

Turnover of Full-Time Teaching Staff for Institution As A Whole

| Year | Number of Prof. Employees | Number Leaving Year End | Per Cent | Reasons for Leaving | | | | |
|---------|---------------------------------|-------------------------------|-------------|---------------------|--------------------|-------------------|---------------------|-------|
| | | | | Prof. Advncmt. | Industry & Bus. | Advanced Study | Leave of Absence | Other |
| 1961-65 | 15 | 3 | 20% | 3 | 0 | 0 | 0 | 0 |
| 1962-63 | 27 | 1 | 4% | 0 | 0 | 0 | 1 | 0 |
| 1963-64 | 35 | 12 | 34% | 7 | 1 | 1 | 1 | 2 |
| 1964-65 | 33 | 7 | 21% | 5 | 0 | 0 | 1 | 1 |
| 1965-66 | 39 | 7 | 18% | 5 | 1 | 0 | 0 | 1 |

Turnover By Major Divisions

| Year | Liberal Arts and Sciences | | | Technical Vocational | | | |
|---------|------------------------------|----------|---------------------|-------------------------|-------------------|---------------------|----------------|
| | Arts and Letters | Business | Math and Science | Metals & Mechanical | Social Science | Special Programs | Tech- nical |
| 1961-62 | | | 14% | | | 6% | |
| 1962-63 | | | 4% | | | 0% | |
| 1963-64 | | | 22% | | | 12% | |
| 1964-65 | | | 21% | | | 0% | |
| 1965-66 | 5.2% | 2.6% | 2.6% | 0% | 7.8% | 0% | 0% |

C. FINANCE

C. Finance

1. A summary of receipts and expenditures, by main categories, for the previous fiscal year or biennium. Indicate the per cent of receipts and the expenditures for each major classification.

a. SOUTHWESTERN OREGON COMMUNITY COLLEGE
1965 - 1966

General Fund Receipts

| | | <u>Per cent Total</u> |
|-----------------------------------|---------------------|---------------------------|
| Taxes | | |
| Current | \$507,632 | 32.4 |
| Prior | 33,487 | 2.1 |
| Interest | 3,275 | 0.2 |
| Sale of Foreclosed Property | 2,690 | 0.2 |
| Coos Bay Wagon Road | 10,248 | 0.7 |
| Tuition | 153,081 | 9.8 |
| Auto Shop | 2,235 | 0.1 |
| Miscellaneous | 3,612 | 0.3 |
| Interest on Short Term Investment | 15,428 | 1.0 |
| Revenue from State Sources | | |
| For Operations | 390,469 | 25.0 |
| For Capital - Building | 173,896 | 11.1 |
| For Capital - Equipment | 19,804 | 1.3 |
| Revenue from Federal Sources | | |
| For Capital - Building | 233,024 | 14.9 |
| For Capital - Equipment | <u>14,477</u> | <u>0.9</u> |
| Total General Fund Receipts | <u>\$ 1,563,359</u> | <u>100.0</u> |

General Fund Expenditures

| | | |
|------------------------------|--------------|------------|
| Administration/Board Expense | \$ 2,136 | 0.2 |
| President's Office | 20,941 | 2.1 |
| Business Office | 20,949 | 2.1 |
| Legal and Auditing | 7,480 | 0.7 |
| Election | 1,766 | 0.2 |
| Fire Damage | <u>7,227</u> | <u>0.7</u> |
| Total Administration | \$ 60,499 | 6.0 |

| | | |
|---------------------------------|---------------------|--------------|
| Instructional | | |
| Admissions Office | \$ 17,540 | 1.7 |
| Supervision | 20,391 | 2.0 |
| Classroom Instruction | 406,146 | 40.0 |
| Guidance and Counseling | 12,893 | 1.3 |
| Library | <u>21,226</u> | <u>2.1</u> |
| Total Instructional | \$478,195 | 47.1 |
| Public Information | \$ 10,658 | 1.1 |
| Research | 2,442 | 0.2 |
| Operation of Plant | 42,574 | 4.2 |
| Maintenance of Plant | 17,509 | 1.7 |
| Fixed Costs | 48,230 | 4.8 |
| Capital Outlay | <u>353,536</u> | <u>34.9</u> |
| Total General Fund Expenditures | <u>\$ 1,013,644</u> | <u>100.0</u> |

b. Revolving Fund Receipts

| | | |
|-------------------------------|-------------------|--------------|
| Bookstore | 39,496 | 20.3 |
| Student Body Fees | 18,062 | 9.3 |
| Breakage Fees | 880 | 0.4 |
| Music Clinic | 174 | 0.09 |
| Fine Arts Festival | 2,841 | 1.5 |
| Transfer for Research | 2,442 | 1.2 |
| State Research | 9,039 | 4.7 |
| Federal Revenue - MDTA | 113,756 | 58.6 |
| Work Study | <u>7,524</u> | <u>3.9</u> |
| Total Revolving Fund Receipts | <u>\$ 194,213</u> | <u>100.0</u> |

Revolving Funds Expenditures

| | | |
|-----------------------------------|-------------------|--------------|
| Bookstore Operation | 37,025 | 19.9 |
| Student Affairs Fund | 18,250 | 9.8 |
| State Research Projects | 16,944 | 9.1 |
| Federal Programs - MDTA | <u>113,878</u> | <u>61.2</u> |
| Total Revolving Fund Expenditures | <u>\$ 186,097</u> | <u>100.0</u> |

2. A summary of the budget for the current fiscal year.

a. SOUTHWESTERN OREGON COMMUNITY COLLEGE
1966 - 1967

General Fund Receipts

| | | <u>Per cent total</u> |
|-----------------------------------|---------------------|---------------------------|
| Taxes | | |
| Current | \$ 503,975 | 23.7 |
| Prior | 35,000 | 1.6 |
| Interest | 2,500 | 0.1 |
| Coos Bay Wagon Road | 10,000 | 0.5 |
| Sale of Foreclosed Property | -0- | -0- |
| Tuition | 195,000 | 9.2 |
| Auto Shop | 1,000 | 0.05 |
| Miscellaneous | 250 | 0.01 |
| Interest on Short Term Investment | 5,000 | 0.2 |
| State Operating Grant | 390,000 | 18.3 |
| State Building Grant | 205,000 | 9.6 |
| NDEA Title III and VIII | 6,800 | 0.3 |
| Other Federal Funds | 374,600 | 17.6 |
| Estimated Cash on Hand | <u>395,000</u> | <u>18.6</u> |
| Total General Fund Receipts | <u>\$ 2,124,125</u> | <u>100.0</u> |

General Fund Expenditures

| | | |
|---------------------------------|---------------------|--------------|
| Board | 4,250 | 0.2 |
| President | 22,790 | 1.1 |
| Business Office | 22,730 | 1.1 |
| Legal and Auditing | 6,300 | 0.3 |
| Election | 5,000 | 0.2 |
| Admission | 31,050 | 1.5 |
| Supervision | 35,030 | 1.6 |
| Classroom Instruction | 513,085 | 24.1 |
| Guidance and Counseling | 29,120 | 1.4 |
| Library | 36,360 | 1.7 |
| Research | 8,000 | 0.4 |
| Public Information | 12,770 | 0.6 |
| Plant Operation | 52,750 | 2.5 |
| Plant Maintenance | 24,800 | 1.2 |
| Fixed Costs | 75,290 | 3.5 |
| Capital Outlay | 1,234,800 | 58.0 |
| Operating Contingency | <u>10,000</u> | <u>0.5</u> |
| Total General Fund Expenditures | <u>\$ 2,124,125</u> | <u>100.0</u> |

b.

Revolving Fund Receipts

| | | <u>Per cent total</u> |
|-------------------------------|-------------------|---------------------------|
| Bookstore | \$ 50,000 | 13.8 |
| Student Body Fees | 20,000 | 5.5 |
| Breakage Fees | 2,000 | 0.6 |
| Transfer for Research | 8,000 | 2.2 |
| State Support (Research) | 22,000 | 6.1 |
| Federal Revenue - MDTA | 227,000 | 62.7 |
| Work Study | 17,025 | 4.7 |
| Building Reserve Transfer | <u>15,850</u> | <u>4.4</u> |
| Total Revolving Fund Receipts | <u>\$ 361,875</u> | <u>100.0</u> |

Revolving Fund Expenditures

| | | |
|-----------------------------------|-------------------|--------------|
| Bookstore | \$ 48,350 | 13.3 |
| Student Affairs Fund | 40,675 | 11.2 |
| State Research | 30,000 | 8.2 |
| Federal Programs - MDTA | 227,000 | 62.7 |
| Building Reserve Fund | <u>15,850</u> | <u>4.4</u> |
| Total Revolving Fund Expenditures | <u>\$ 361,875</u> | <u>100.0</u> |

3. Annual surplus or deficit each year for the past ten years and amount of accumulated surplus or deficit at end of last fiscal year.

There has been no surplus or deficit as the college began each succeeding year by balancing off the preceding one. Total cash carry over from 1965-66 is slightly over \$500,000. This total amount is committed to the two buildings presently under construction.

4. Total endowment by classification (real estate, securities, mortgages, trusts, etc.) How are these classifications determined? How and by whom are the investments managed?

To date no endowments have been received.

5. Yearly income for each of the past ten years from endowment, from taxes, from church support, from foundation grants, and from individual gifts.

Not applicable.

6. Total indebtedness at present for capital outlay. What provisions are made for meeting these obligations?

As of this date Southwestern Oregon Area Education District has incurred no capital indebtedness. Construction so far has been financed on a pay-as-you-go basis.

7. Total present fund for future plant expansion or remodeling. From what sources obtained?

None.

8. Total indebtedness (other than for capital outlay) outstanding over 30 days. Include delayed payment to staff.

None.

9. Student accounts receivable written off and those carried forward during each of the last ten fiscal years. Report the total of the accumulation at the end of the last fiscal year.

All loans to students are made through Southwestern Oregon College Foundation, Inc. All fees are on a cash basis. At this time

there is only one uncollectable loan of \$36. Three other loans totalling \$270 are delinquent one year.

10. The probability of continuance of income, if any, from sources other than fees, endowment, and state support. Indicate the degree and nature of financial dependence upon churches, foundations, contractual agreements, or other sources. Describe functioning programs for securing and maintaining corporation and private gifts.

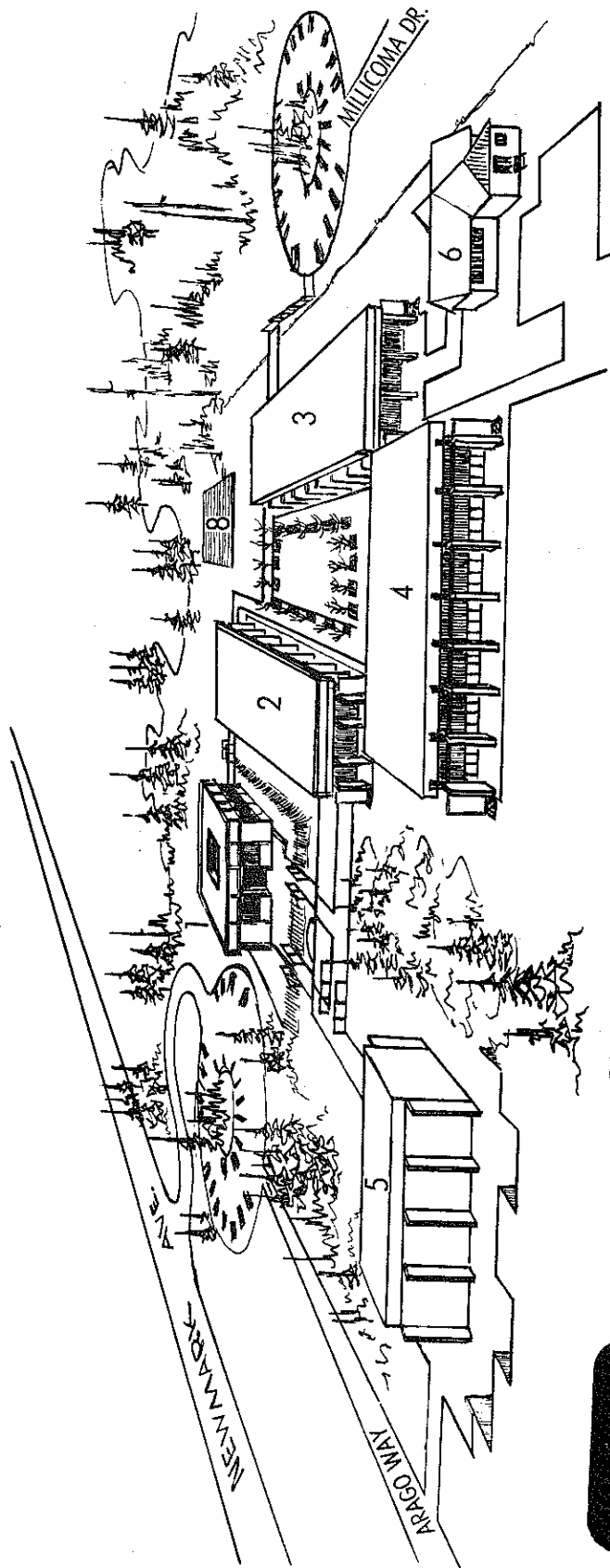
The main source of additional support is the ad valorem tax levied each year on the local district. Southwestern Oregon Area Education District has no tax base, but the establishment of such a base is at present under serious study. The College has been fortunate in obtaining annual approval of the tax levy. Local pride in, and appreciation of, the college indicates that approval will continue.

The only other source of funds actively solicited has been for the student financial aid program. All such funds are handled through Southwestern Oregon College Foundation, Inc. and a copy of the 1965-66 annual report is attached. At the present time an advisory committee is being formed in each city within the district. These committees will be liaison groups working to alert their communities to the needs of the college. They will also act as sounding boards for the establishment of services desired for their communities.

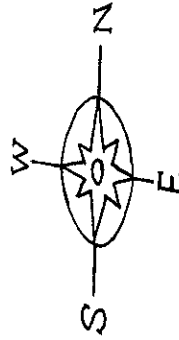
11. The office locations where the most recent reports by auditors, and all business forms and records, will be made available to the visiting committee for examination.

All recent auditor reports and business forms and records will be available in the office of the Business Manager (Mr. Harvey Crim).

D. PLANT



- 1 DELLWOOD HALL (Administration Building)
- 2 RANDOLPH HALL
- 3 SITKUM HALL
- 4 COLEDO HALL
- 5 UMPQUA HALL
- 6 TEMPORARY FACILITY AND BOOKSTORE
- 7 PROSPER HALL (Approved Physical Education Building)
- 8 TIOGA HALL (Approved Library Building)



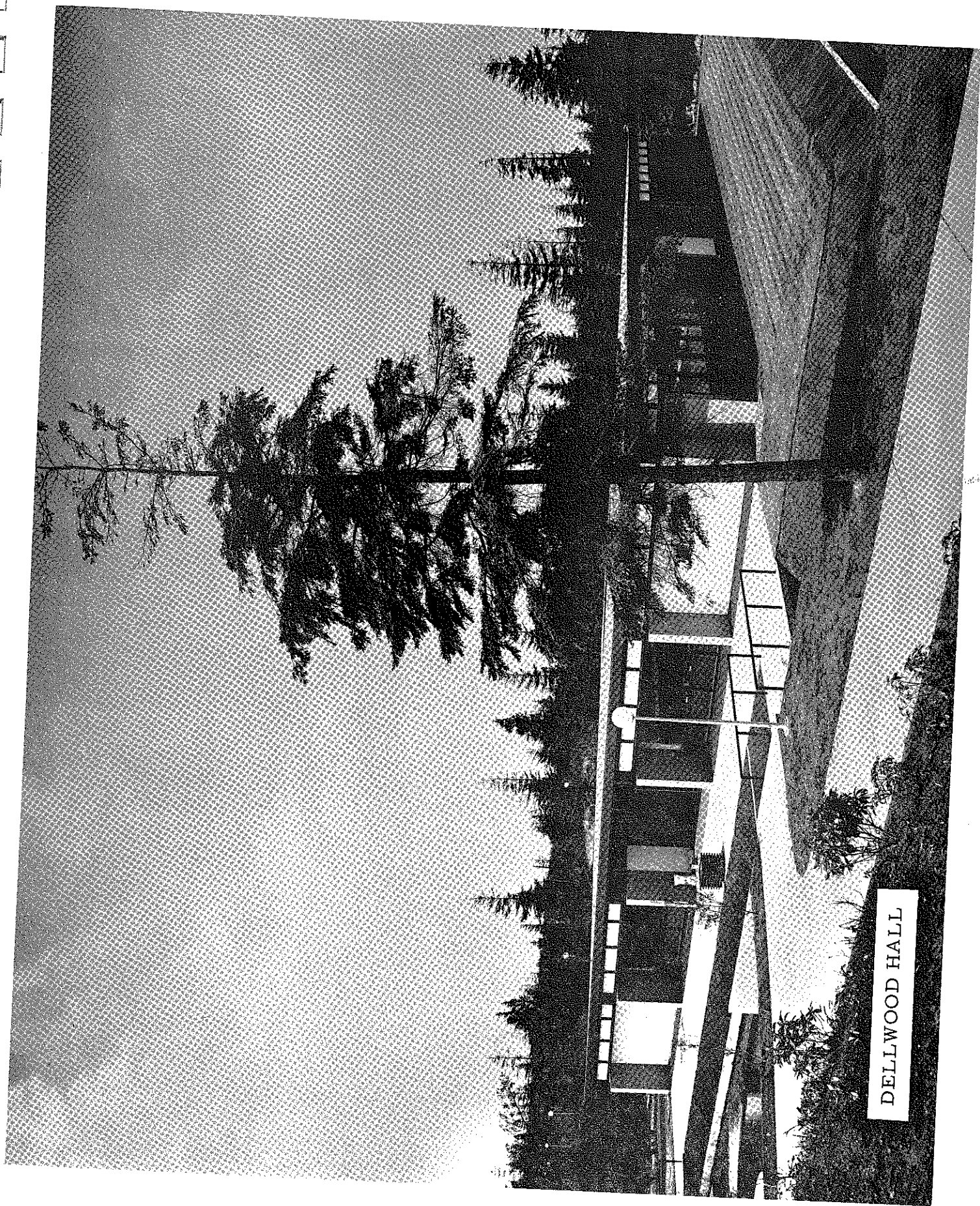
MAP OF
THE
CAMPUS

SOUTHWESTERN OREGON COMMUNITY COLLEGE

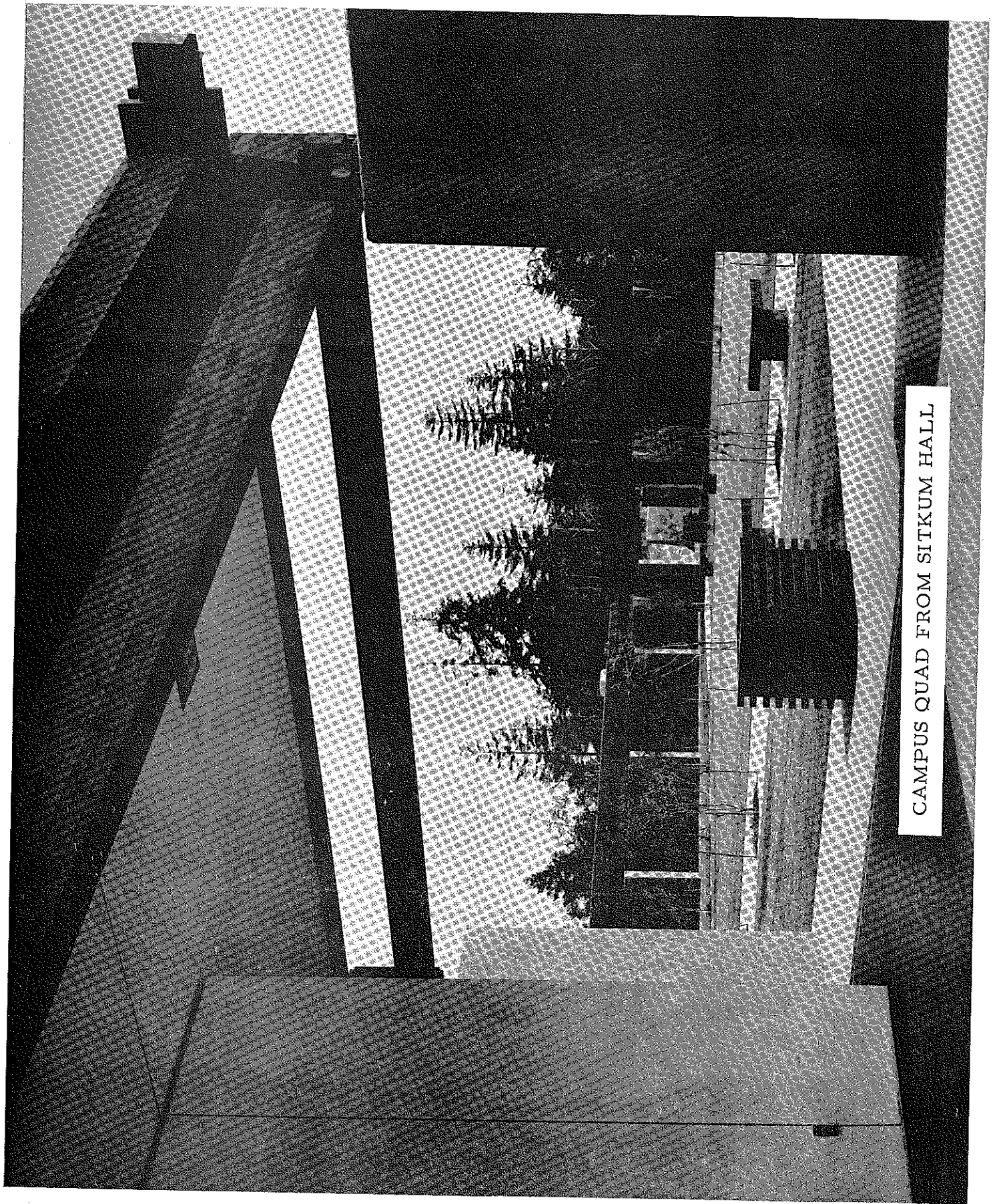
COOS BAY, OREGON



AERIAL VIEW OF THE COLLEGE



DELLWOOD HALL



CAMPUS QUAD FROM SITKUM HALL

D. Plant

1. Plan of campus by means of maps and such photographs of buildings and grounds as are conveniently available.

- a. Southwestern Oregon Community College is located on 125 acres bordering the Empire Lakes in the Empire District of Coos Bay, Oregon.

The layout of the campus can be determined by referring to the aerial photograph of the campus taken in November, 1965.

The line-drawing map used for general information purposes will show the relative locations of the buildings, roadways, and parking areas. The maps, photographs, and the architect's drawing may be seen on the campus development bulletin board located in Room 10 of Randolph Hall.

In addition to the five permanent and one temporary structure located on the Coos Bay campus, the College also operates three buildings at the North Bend airport. The former Naval Reserve building is leased from the City of North Bend. The physical education building is the second building located in North Bend and was a naval facility during World War II. MDTA Logger Entry students are housed in the third building, also built during World War II.

2. Dates of construction (or approximate age) of buildings and other improvements.

- a. The administration building (Dellwood Hall) - Fall 1965.
- b. The science laboratory building (Coaledo Hall) - Fall 1965.
- c. The classroom building (Sitkum Hall) - Fall 1965
- d. The metals-mechanical building (Umpqua Hall) - Fall 1964
- e. The student service center (temporary) - Fall 1965
- f. The physical education building (North Bend) - 1942
- g. The naval reserve building (North Bend) - 1942
- h. The Logger Entry housing building (a former naval facility, North Bend) - 1942

- i. Campus improvements including landscaping, but not including the original entrance road and parking lot No. 1 - December 1965.
3. Limitations, if any, placed upon the attainment of the institution's purposes by the present physical plant.
 - a. The activities which are inconvenienced most by the use of the temporary physical education plant are the physical education classes. It is approximately three miles from the North Bend campus to the Coos Bay campus and this necessitates student travel between these two campuses.

In addition, the outside physical activities are hampered by not having available activity space adjoining the gymnasium.

The physical education building has proved to be unsatisfactory for use of community functions also. Graduation ceremonies, guest speakers, and some student activities which might normally be offered in the gymnasium are now scheduled in other locations.

The problems created by the separation of the two campuses have been mostly those that could be called "inconveniences."

The present use of a portion of the administration building for a permanent library has created some hardships for students. It is difficult to maintain quiet because of the student and faculty traffic through the library to the administrative offices. The work space for the use of the librarians in checking in new books and periodicals is also inadequate. It is difficult to maintain control over the check-out of books and periodicals. In addition, there is not enough room for the number of students who use the library now as well as for additional racks for book storage.

4. Contemplated additions to or changes in the existing plant.

- a. Two buildings are scheduled for completion by the fall of 1967 -- a first increment of a physical education building and a first increment of a library building. The physical education building will contain approximate 22,760 square feet and the library approximately 17,168 feet. The locations of these new facilities can be noted on the attached photograph of the architect's drawing of the campus plan and also by referring to the line-drawing map referred to in question 1.

A physical plant building to provide storage for maintenance personnel and college cars and trucks is to be built by the fall of 1967.

Road improvement and paving and additional concrete drainage facilities will also be constructed during the 1966-67 fiscal year.

5. Organization and administration of plant maintenance program, including training and experience of maintenance personnel.

- a. The college now has a contract with the landscape contractor to provide for the maintenance of the outside grounds. A groundskeeper-maintenance man has been hired for the 1966-1967 fiscal year. The college now employs three full-time custodians and one half-time custodian as well as a head custodian. The head custodian has had twelve years experience in industrial contract janitorial work in addition to two years at the college, and his assistants have all been with the college for three years or more. The grounds foreman has had trade experience in carpentry and other construction fields as well as maintenance supervision.

E. MATERIALS AND EQUIPMENT

E. Materials and Equipment

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

| <u>Subject Area</u> | <u>Cost</u> | <u>Depreciation and Present Value</u> |
|------------------------------|-------------|---|
| Art | \$ 3,518 | The major portion of our equipment is less than three years old, and for all purposes still valued at cost. |
| Audio-Visual Aids | 8,104 | |
| Business Education | 24,770 | |
| Civil-Structural Technology | 4,213 | |
| Class Room Fixtures | 43,988 | |
| Drafting | 4,998 | |
| Electrical-Electronics Tech. | 13,579 | |
| Home Economics | 1,082 | |
| Humanities, Language & Lit. | 5,839 | |
| Metal-Mechanics | 62,775 | |
| Music | 9,254 | |
| Nursing | 845 | |
| Physical Education | 7,782 | |
| Science & Mathematics | 20,515 | |
| Social Science | 509 | |
| Special Programs | 47,748 | |
| Wood Industries Tech. | 9,878 | |

2. A statement of expenditures for equipment for each subject field for each of the last three years.

| | <u>1963-64</u> | <u>1964-65</u> | <u>1965-66</u> |
|-----------------------------|----------------|----------------|----------------|
| Art | \$ 123 | \$ 2,400 | \$ 679 |
| Audio-Visual Aids | 1,427 | 1,402 | 387 |
| Business Education | 3,202 | 7,527 | 69 |
| Civil-Structural Tech. | 608 | 793 | -0- |
| Class Room Fixtures | 5,942 | 5,743 | 6,516 |
| Drafting | -0- | 1,402 | -0- |
| Electrical-Electronic Tech. | 2,646 | 26 | -0- |
| Home Economics | -0- | 81 | 200 |
| Humanities, Language & Lit. | 3,584 | 697 | -0- |
| Metal-Mechanics | 17,995 | 22,186 | 16,853 |
| Music | -0- | 5,704 | 2,561 |
| Nursing | 407 | 270 | -0- |
| Physical Education | 1,749 | 2,123 | 566 |

| | <u>1963-64</u> | <u>1964-65</u> | <u>1965-66</u> |
|-----------------------|----------------|----------------|----------------|
| Science & Mathematics | 2,808 | 4,766 | 518 |
| Social Science | 158 | 182 | 168 |
| Special Programs | -0- | 47,748 | -0- |
| Wood Industries Tech | 2,976 | 1,825 | 489 |

3. Total expenditures for instructional supplies for each of the last three years.

| <u>Fiscal Year</u> | <u>Total Expenditures</u> |
|--------------------|---------------------------|
| 1963-64 | \$ 11,645 |
| 1964-66 | 18,052 |
| 1965-66 | 25,476 |

4. Extent of visual-aids equipment, and availability and use of visual-aid libraries in the community.

The College has adequate visual aids equipment for the instruction now offered. This includes:

Quantity

- 4 - 16 mm sound projectors
- 8 - overhead projectors
- 1 - opaque projector
- 4 - 2 x 2 slide projectors
- 6 - tape recorders
- 2 - portable phonographs
- 2 - portable sound systems

The College also has a growing collection of records and tapes in various subject areas. Some of these tapes are used in the fifteen station EFI language lab. Records are available on a loan from the library.

The Coos County Intermediate Education Office has started building a film library emphasizing the field of science. We utilize this library and are contributing funds to its support. Various visual aids are obtained from the State Audio-Visual Department in Corvallis.

F. THE LIBRARY

F. The Library1. The total volumes owned, by major classifications.

| | | | |
|-------------------------------|-------|----------------------------|-------|
| 000 General Works | 605 | 500 Pure Science | 1,741 |
| 100 Philosophy | 677 | 600 Technology | 1,356 |
| 200 Religion | 350 | 700 The Arts | 912 |
| 300 Social Sciences | 2,582 | 800 Literature | 2,397 |
| 400 Language | 274 | 900 History | 3,446 |

TOTAL Volumes Owned 14,340

2. Total volumes accessioned, by classifications, for each of the last three years.

| <u>Class</u> | <u>1962-63</u> | <u>1963-64</u> | <u>1964-65</u> |
|--------------|----------------|----------------|----------------|
| 000 | 313 | 114 | 103 |
| 100 | 123 | 148 | 163 |
| 200 | 76 | 67 | 55 |
| 300 | 597 | 561 | 606 |
| 400 | 99 | 52 | 48 |
| 500 | 486 | 459 | 331 |
| 600 | 383 | 252 | 273 |
| 700 | 234 | 183 | 240 |
| 800 | 542 | 548 | 550 |
| 900 | 829 | 992 | 619 |
| | <u>3,682</u> | <u>3,376</u> | <u>2,988</u> |

3. Total obsolete volumes, discarded, by classifications, for each of the last three years.

There has been a minimal discard from the collection. One hundred and one volumes from the several classifications have been withdrawn from reference and placed in general circulation.

4. Total periodicals received -- by subscription, on exchange, or as gifts.a. By subscription:

| | | | |
|---------------------|-----|---------------------------------------|----|
| Magazines | 301 | Newspapers | 30 |
| Annuals | 7 | GPO Serials | 16 |
| Indexes | 10 | Periodicals on microfilm | 0 |

b. On exchange:

None

c. Gifts:

Magazines 19

5. Library expenditures for each of the past three years for:

| | <u>1962-1963</u> | <u>1963-1964</u> | <u>1964-1965</u> |
|--------------------------------|------------------------------|------------------|------------------|
| Books, periodicals and binding | \$20,543.62 | \$13,005.74 | \$13,815.49 |
| Supplies and miscellaneous | 2,027.30 | 2,030.05 | 1,805.76 |
| Salaries and wages | 9,060.00 | 15,530.98 | 16,679.05 |
| Physical equipment | Please refer to Section E-2. | | |

6. Names of library staff members, giving for each the hours worked per week, duties, salary, academic degrees, and special library training.a. Day staff:

(1) Albrecht, John J.

Washington State University, Western Washington State College B. A. 1955. University of Oregon M. S. (Library Science) 1966. Elementary, secondary school teacher and Librarian. Duties as the College Librarian and Instructional Media Co-ordinator.

(2) Guthrie, Mrs. Bessie

Duties as library clerk, secretary and file clerk. One year college; five years as reader aide for Marshfield High School English Department. Four years at SWOCC Library. \$1.75 hourly wage, 7-8 hours per day.

(3) Simpson, Mrs. Gwen

Duties as library clerk, secretary and bookkeeper. In her second year of college work; fifteen years general office experience; two years at SWOCC Library. \$1.75 hourly wage, 7 hours per day.

(4) Student Assistants

Considerable use is made of student assistants, working ten hours per week or sometimes less, at \$1.25 per hour. Since occupation of the new library building, 124 student hours per week have been scheduled, or the equivalent of three full-time persons, for typing, reshelving, circulation, audio-visual aid, etc.

b. Night staff:

Part-time library clerk, secretary, and file clerk. Twenty-five hours a week plus student assistance.

7. The extent and method of instruction given students regarding the library and its use.

- a. There are no classes in library use. However, some English classes give orientation to and instruction in library use.
- b. The College Student Handbook contains a section on library rules and use.
- c. The College student newspaper has carried stories of additional services as they become available in the library. These are also usually announced in the College daily bulletins.
- d. A professional librarian is available at the reference desk at all times when the library is open to aid students in locating information and materials.

8. Evidence as to the extent of use of the library by students, with particular reference to "free" (outside the library) loans.

| | Free Loans 1965-1966 | Reserve Material Circulation 1965-1966 | Patron* Traffic 1965-1966 |
|----------|-------------------------|--|---------------------------------|
| October | 542 | 297 | |
| November | 401 | 208 | |
| December | 50 | 99 | |
| January | 669 | 182 | 2,458 |
| February | 822 | 80 | 2,391 |
| March | 512 | 114 | ----- |
| April | 779 | 180 | 1,908 |
| May | 832 | 106 | ----- |

* Refers to the count of persons sitting in the library; on the hour.

The general check-out period is two weeks. Periodicals, except bound volumes, may be checked out for one week. Reserve material is placed on reserve from 2 to 48 hours depending upon the instructor's request. All material may be renewed once unless otherwise specified.

9. Ways and means employed in serving the faculty and administration in its use of the library.

- a. A list of new books, and other new library resources, is provided to all faculty members.
- b. Individual faculty members are notified of the arrival of materials which they have recommended for acquisition.
- c. Extended loan periods are made of library materials and equipment to faculty members.
- d. Projectionists are provided for audio-visual equipment set-up and use when needed.
- e. "Rush" order service for books, films, etc., is provided when necessary. Faculty members are encouraged to recommend materials for purchase and are frequently consulted on purchases.

10. Evidence of the extent of use of the library by faculty and administration for class references and for personal purposes.

20 faculty members have placed books on reserve.

No records of faculty check-out of materials, separate from that of students or others, are maintained.

11. Annual number of inter-library loans made to and from the library.

172 inter-library loans were made to the library during the year 1965-66.

12. Nature and extent of audio-visual services provided.

- a. Films, filmstrips, recordings, tapes, etc. are ordered for the instructor and mailed back when no longer needed.
- b. Audio-visual equipment is delivered and set up (when requested) according to schedule arranged by instructor.
- c. Instructor is assisted in selecting audio-visual aids, with an audio-visual catalog collection kept current.

13. Policies followed with regard to handling reserve lists.

Books and materials are placed on reserve at the request of the instructor. Three time intervals are available: 2-hour loans, 24-hour loans, or 2-day loans; and are left to the discretion of the instructor. These lists are reviewed with the instructor each term.

Fines are charged for late return of non-reserve items. For reserve items, fines may run as high as 25¢ per hour. The maximum fine on any item equals the purchase cost of the item.

14. Policies followed in determining additions to be made to library holdings.

The library staff, with the assistance of the faculty, has made most of the selections to date using standard booklists and review publications. Standard lists and review publications, and publisher announcements are submitted to faculty members for suggestions as to which volumes in their field should be acquired. The faculty is also urged to submit lists of items for purchase they feel would enhance the collection. As the library is considered a resource center for the entire education district, additions to the collection are perhaps of broader scope than that encountered in the average community college.

The library plays a major role in the development by the student of the ability to read and think critically. Materials on opposing sides of controversial issues are vital to this learning process. Therefore, every effort is made to avoid personal prejudice and bias in the selection of materials in an attempt to assure that the collection will be comprehensive and balanced.

15. Recent improvements in the library housing, facilities and service.

- a. Housing -- In moving from the old to the new campus, about 200 square feet were gained; much better lighting, and more pleasant surroundings.
- b. Facilities -- The book stacks are more available, the lighting is better and the seating space is increased from about 35 to 80. By having two rooms for tables, one room may be set aside for increased quiet.
- c. Service -- With a few exceptions (Friday evening and Saturday morning) there is a minimum of two persons on duty at all times, one of whom is an adult with years of experience. During the day there are usually three persons on duty, two being adults (including the Librarian).

16. Measures in effect to insure proper security and control over books, periodicals, reference material and equipment.

A student checker is stationed at the main exit to check out books, give information, etc. At present, no inspection of out-bound books or briefcases is made. Other exit doors are kept locked from outside entrance. Most audio-visual materials are checked out individually, but much equipment is left easily accessible in classroom buildings. The philosophy that access to materials and equipment should be convenient prevails over the idea that the prime purpose is to maintain close custody of these items.

G. REGISTRAR'S RECORDS AND REPORTS

G. Registrar's Records and Reports

1. The methods of keeping records and the provision for their safe-keeping against possibility of loss by fire or vandalism.
 - a. Official entrance information such as transcripts from the last school attended, personal data, applications, and other pertinent information are kept in folders in a locked file in the Registrar's office.
 - b. The permanent records are kept in a fireproof file. The keys to the file and combination to the fireproof vault are available only to authorized personnel.
 - c. Individual class listings and grade sheets signed by the instructors are received by the Registrar and information processed by IBM Data Processing is recorded on the permanent record. The class listings are bound and kept in the vault.
 - d. Photo copies of the permanent records to be sent to other institutions or employers upon the request of the student are made on a Smith Corona Marchant Electrostatic Copier.
2. The extent of conformity of the institutional transcripts to the published recommendations in "An Adequate Transcript Guide" published and distributed by the American Association of Collegiate Registrars and Admissions Officers.
 - a. Transcripts appear to be in agreement with all recommendations contained in this document. The official transcript of Southwestern Oregon Community College is patterned after those used by schools in the Oregon State System of Higher Education (University of Oregon and Oregon State University). All transcripts issued from this office are signed and sealed with the school seal by the Registrar.
3. The scope of statistical reports and studies prepared for use of the administration and faculty.
 - a. Honor Roll and Dean's Honor Roll each term.
 - b. Probationary and suspended students each term.
 - c. Reports on registration, full-time equivalents and enrollment statistics.

- d. Reports of new applicants.
 - e. Quarterly report of students who have transferred to other institutions.
 - f. Average grade point average reports by division.
 - g. Quarterly report to the State Department of Education.
4. The location of the office where an exhibit of the printed forms used for admission, registration, and records-keeping will be available to the visiting committee.
- a. Printed forms are available for inspection at the information desk in the Registrar's office.
5. Provision made for the Registrar's communication with faculty and students.
- a. Communication between Registrar, faculty and students is accomplished by the following:
 - (1) Bulletin boards.
 - (2) The Southwester, the paper published by the Associated Student Body.
 - (3) Teachers' mail boxes.
 - (4) Phone numbers and addresses of both students and faculty are on file in the Registrar's office. In addition there is an intercom telephone system throughout college buildings.
 - (5) The Registrar's office is open from 9:00 a. m. to 4:00 p. m. for personal discussion of special problems.
 - (6) Inter-office memorandums.
 - (7) Memorandums to faculty for class announcements.
 - (8) Information and discussion at regular faculty meetings.

6. The nature and extent of publications intended to provide pertinent information to prospective and enrolled students. Copies of such publications, including the catalog, should be supplied to the Committee.

- a. The college catalog is published annually under the supervision of the Registrar. It is ready for distribution in the spring. Various brochures are issued from time to time during the year. These are under the supervision of the Coordinator of Information. These brochures and the catalog are mailed to persons on the permanent mailing list, and are given to anyone upon request.
- b. Informational materials are distributed by faculty members at High School-College Relations meetings each spring. These are also distributed at Student Orientation Seminars for new students during the summer.

7. Qualifications of staff such as preparation, experience, and special fitness.

Peavy, R. Vance, Registrar

a. Preparation and Experience

- (1) Central Oregon College, Director, Student Personnel Services, 1963-64
- (2) Southwestern Oregon Community College, North Bend, Oregon, Director, Counseling Center, 1964-66.
- (3) Southwestern Oregon Community College, Dean, Student Services, 1965 to date.

Clem, (Mrs.) Elizabeth, Senior Registration Secretary

a. Preparation and Experience

- (1) Southwestern Oregon Community College, Senior Registration Secretary, 1965 to date.
- (2) Southwestern Oregon Community College, Assistant to the Registrar, 1964-65.
- (3) Southwestern Oregon Community College, Diploma, Stenographic and General Office, 1964.

8. Physical arrangement of office, including working space and its suitability for the functions of each member of the staff; accessibility to students and faculty; adequacy of equipment, such as typewriters, calculators, duplicating and other equipment required for the efficient operation of a records-keeping and clerical office.

The office is somewhat crowded but adequate for the performance of each member of the staff. It is centrally located and easily accessible to both students and faculty. Equipment provided is adequate for the efficient operation of a records-keeping and clerical office. The data processing unit is being expanded to avoid trips to other facilities for print-out of class lists.

H. THE CURRICULUM

H. THE CURRICULUM

1. The length of the academic year, in weeks and in actual instructional days, both with and without any time set aside for registration, orientation, final examinations, and reading periods.

The Academic Year - 1965-66

35 weeks

179 Staff duty days

171 Instructional days

156 Actual instruction days exclusive of registration and final examinations.

2. The specific courses and/or groups of courses, if any, required of all regular students.

Those courses required for the transfer program are: nine term hours of English composition, three term hours of health education, five term hours of physical education, a year's sequence in each of the following groups: language and literature, science, and social science. A second year sequence must be chosen in one group, and at least one of the sequences must be numbered in the 200 series. One sequence in language and literature must be in literature. Students in non-transfer programs must take 18 term units of approved general education subjects.

3. All degrees and certificates, if any, granted by the institution.

Two degrees are awarded; Associate in Arts and Associate in Science. One year programs leading to a Certificate of Completion are Bookkeeping-Clerical, General Drafting, Industrial-Supervisory Training, Practical Nursing, and Stenography.

4. The proportion of the work for bachelors' degrees to be taken from upper division courses.

Not applicable.

5. How courses are added to the curriculum or discontinued.

Additions to the curriculum of transfer courses are generally suggested by the division or department concerned to the Instructional Council for Curriculum Planning. The Instructional Council then

makes a recommendation through the Dean of Instruction to the Administration. If the Administration approves, a request for the additional course is sent to the State Department of Education and to the Chancellor's Committee for Community Colleges which is a part of the State Department of Higher Education. The Chancellor's Committee approves the addition of the course and the course is then adopted. Addition of non-transfer courses follows essentially the same procedure except that these courses are not submitted to the Chancellor's Committee. A conscious effort is made to avoid proliferation of courses, while at the same time providing a well-rounded Liberal Arts education that will enable the student to transfer to a four-year institution with junior standing. The discontinuation of courses is an autonomous decision of the institution. Generally, courses are discontinued when there is no longer a demand for the course. After approximately a year if the course is not likely to be reactivated it is dropped from the catalog. It is assumed that discontinued courses can be reinstituted whenever the need arises.

6. How the number of required courses may be increased or diminished.

In the transfer program, the basic requirements established by the State System of Higher Education for lower division are followed. For the Technical-Vocational divisions the requirements are increased or diminished through consultation with the State Department of Vocational Education.

7. Whether any person or committee gives more or less continuous study to the improvement of the curriculum. Describe activities.

A permanent committee for curriculum planning, short range and long range, was established and has been functioning during the current academic year. This committee is called the Instructional Council for Curriculum Planning. It consists of the chairmen of the various divisions and a curriculum planning chairman selected from the general faculty.

This year the individual division heads sought to establish what their curriculum was and what it should be. They then proposed a new curriculum embodying improvements with specific actions to be taken to achieve these improvements. The Committee met at least once a month and devoted its attention to the presentations made by one or more divisions or departments.

8. In what ways the administration has concerned itself with objectives, curriculum content, and instructional outcomes.

The Administration has concerned itself with the general objectives, curriculum content, and instructional outcomes by instituting the Instructional Council, establishing a process of continuing curriculum planning, and by encouraging and observing instruction. The success of students as they transfer to other colleges or return to occupational fields has also been the subject of study by the Administration. The Dean of Instruction is a member of the Instructional Council, and the President has made a marked effort to spend as much time as is needed on curriculum and instructional matters.

9. Use made of student initiative and reactions in effecting curricular modifications.

An open-door policy has been maintained in which student opinion has been considered in curriculum planning, in modifications of the curriculum, and in scheduling. Some courses now offered have originated as a result of student demand. This is more apparent in the non-transfer areas than in the transfer areas because of the stricter limits of transfer course approval. The academic performance of the students, their reaction to course offerings as indicated by continued enrollment, their choice of new classes in preregistration, and their comments on requests for academic reinstatement are all considered in planning the curricular offerings of the College. It may be safely said that student opinion and reaction have not been neglected.

I. THE INSTRUCTIONAL STAFF

I. The Instructional Staff

1. Organization, meeting and committees.

- a. The general authority vested in the faculty by charter, constitution, rules and regulations or other documents.

The authority of the faculty is defined by the Constitution of Southwestern Oregon Community College General Faculty and Faculty Senate, Article II, Section 2 (Appendix F). The general faculty, through its representative body, the Faculty Senate, has the authority to actively participate in formulation of all matters of policy within limits prescribed by law and the Constitution.

- b. Those eligible to vote on matters under faculty control.

The Faculty Senate, acting in a fiduciary capacity in relation to the general faculty, votes on routine matters on behalf of the general faculty. The general faculty has authority to veto any action of the Faculty Senate. Although not provided in the Constitution, it has been the practice of the Senate to submit major policy decisions to a vote of the general faculty. All persons holding board appointments with the rank of instructor or above may vote as members of the general faculty.

- c. Methods for selecting the heads of various colleges, schools, divisions or departments.

Selection of presidents and deans are made with the advice of the general faculty as provided by Article II Section 2 C of the Constitution. Selection of heads of divisions, departments and programs have been made by the president upon consultation with the chairman of the Faculty Senate and approval of the board.

- d. Frequency of meetings of the faculty held. Who presides?

At least one regular meeting of the general faculty is held each term exclusive of summer session. Additional meetings may be called as provided for by Article II, Section 3 C of the Constitution. The President of the College acts as chairman.

e. Subjects discussed.

Reports from officers of the administration, reports of the Faculty Senate, discussion and voting upon major policy recommendations of the Senate, and other matters of concern to the general faculty are agenda items. Any member of the faculty may submit agenda items to the secretary, as provided in the Constitution.

f. Whether minutes are regularly kept and made available for faculty reference.

Regular minutes of the meetings are taken by the elected secretary and copies are circulated to all members within one week following each meeting.

g. Number and function of standing committees.

The names and functions of standing committees of the Faculty Senate are provided for in the Constitution, Article III, Section 4 C.

h. Procedures used to initiate faculty legislation.

Faculty legislation may be initiated by individual faculty members or by various units of the college faculty (divisions, departments, committees) through the representative body, the Faculty Senate, as provided by Article III, Section 3 D, 6 and 7.

i. Evidence of faculty participation individually and collectively in the formation of educational policy.

In the spring of 1965 the Faculty Senate developed the faculty "Conditions of Employment" (see Appendix G), which was presented to and approved by the Administration and the Board of Southwestern Oregon Community College. The Faculty Senate makes frequent recommendations regarding college policy and consults with the President in the capacity of the Administrative Advisory Committee in the implementation of these recommendations. Provision is provided for in the Constitution, Article III, Section 4 B, for appeal to the board of Southwestern Oregon Community College in any case of disagreement between the Faculty Senate and the President.

2. Selection, promotion, and dismissal.

a. Per cent of your staff holding degrees from this institution.

None of the staff holds degrees from this institution.

b. Policy of the institution in regard to term of appointment and tenure.

Faculty members at Southwestern Oregon Community College are employed by annual contract. The conditions of employment are explained in the document, "Conditions of Employment -- Faculty."

Policy is set forth in Section II, Section III, and Section IV of this document.

c. Policy of the institution governing promotion and the distribution of academic ranks.

This is set forth in "Criteria for Rank, Original Placement, and Advancement." (See Appendix H)

d. Procedure followed when the institution finds it necessary to dismiss a faculty member. Explain fully under varied conditions.

The procedure to be followed for dismissal of faculty is explained in the "Conditions of Employment - Faculty."

The procedure stated in Section IV applies to all terminations of academic staff members, including those on indefinite tenure as well as those not on indefinite tenure.

e. Policy of the institution with respect to academic freedom and freedom of teaching. Has any controversy in these areas arisen within the institution within the last five years?

No question of academic freedom has arisen at this College. One faculty member did run for public office. The Board of Directors adopted the following policy in regard to this matter.

"There is no prohibition against active participation by employees in the system in various community and public affairs. It is expected that time given to such activities shall not interfere with the major duties of employees concerned. Before an employee

shall become a candidate for any public office, whether such may be a salaried or non-salaried position, he is expected to consult with the president of his institution."

A statement regarding academic freedom, a part of the "Conditions of Employment - Faculty," may be found in Section I of that document.

3. Working conditions

a. Various provisions made for faculty growth.

Faculty members are encouraged to participate in professional organizations throughout the state and to a limited extent on the regional basis. Either payment or college transportation facilities are made available to attend professional meetings, faculty workshops, in-service courses pertinent to the faculty members' discipline. Consultation with recognized leaders in community colleges from within the state as well as a continuous participation of the faculty, both individually and collectively, in the information of educational policy through the structure of councils, committees, conferences, exploratory sessions, etc.

Educational provision for faculty growth is made within the structure of the salary guide. This is to be interpreted as evidence of professional growth, recognized and honored for advancement on the salary guide. It should be pointed out that explanations relative to the salary guide are contained within section "h" below. The salary contract includes a proviso that within four years of each faculty member's professional commitment and responsibilities, a minimum of one summer session will be set aside for continuing professional growth through additional advanced graduate training in the area or field of specialty for the transfer professors as well as appropriate advanced work for the technical-vocational and adult education professors.

b. Evidence of faculty recognition in use of these provisions.

Professional meetings pertinent to the discipline of each faculty member are recognized by the administration as being important. Faculty members desiring to attend and participate in professional meetings are encouraged to the extent that wherever possible transportation arrangements are provided, and per deim allowed.

There are a number of offerings presented through the continuing education program of Oregon State System of Higher Education each term of the academic year. Where appropriate, faculty members are encouraged to continue professional growth through taking advantage of the course offerings. Evidence of in-service growth is a continuing and dynamic responsibility for each faculty member. The Dean of Instruction, together with the division chairmen, endeavor, both at the informal and formal level through the appropriate faculty members, toward the goal of a continuing effective skill-development in communication and work with students within their own areas.

- c. Arrangements, if any available, for leave of absence. (Explain as to time and to whom available, salary on leave, requirements of members of leave during leave and after leave.)

Faculty members may apply for four types of leave from the college:

- (1) Sick Leave -- Absence from duty because of illness of the employee or members of the immediate family, and this is spelled out, will be executed without loss of pay for ten days each year. Sick leave may accumulate to 100 days.
- (2) Maternity Leave -- A grant entitled "maternity leave" without pay to any faculty member with permanent tenure status may be granted. Such leave shall not exceed one full year. The time during the interval of the maternity leave will not count as regular service and the faculty member shall not progress on the salary schedule while on leave of this type.
- (3) Leave for Military Service -- Any faculty member ordered to active duty for military service shall be granted leave for the full term of his required active duty. Such leave shall be without payment of regular salary.
- (4) Sabbatical Leave -- After six successive years of continuous service as a regular full-time faculty member of the staff, a faculty member of academic rank may be granted leave of absence not to exceed one year to better fit himself for service to the institution and to the state. Academic rank is designated as that of instructor or above. Conditions for salary during the academic year are as follows:

1. One academic year (three terms) on 1/2 salary.
2. One-third academic year (one term) on full salary.

Modified versions of the above are provided for faculty members on a twelve-month basis.

- (5) Vacation -- Faculty members employed on a twelve-month basis will be entitled to a total of one calendar month of vacation out of each twelve months of employment.

Each member of the staff in the application for sabbatical leave signs an agreement to return to Southwestern Oregon Community College upon the completion of his leave for a period of at least one year of service.

During period of sabbatical leave the staff member shall inform the President in writing if any change is made in his program as outlined in his application. At the end of the sabbatical leave, the staff member shall submit a report of the accomplishments and benefits resulting from the leave, filing copies with the head of the department, the Dean of Instruction, and the President. In addition, faculty members may apply for a leave of absence without pay for any worthy purpose. There are no restrictions as to the amount of prior service attached to the granting of these leaves and the approval of this type of leave is based on the needs of the college as well as that of the individual faculty member.

- d. Members who have had leave of absence during the last five years.

The following faculty members have had leaves of absence during the years since the inception of Southwestern Oregon Community College:

| <u>School Year</u> | <u>Faculty Member</u> | <u>Type of Leave</u> | <u>Purpose of Leave</u> |
|--------------------|-----------------------|----------------------|--|
| 1965-66 | Ronald Lilienthal | Without Pay | Professional advancement and doctoral study. |
| 1964-65 | Margaret Trussell | Without Pay | Professional advancement. |
| 1963-64 | Robert C. Croft | Without Pay | Professional advancement and doctoral study. |

- e. Plan for retirement. Give details as to age, optional or required; if optional, under what conditions?

All approved faculty and staff members of Southwestern Oregon Community College are active members of the Oregon Public Employees Retirement System, which includes special provisions over and above the social security program. Faculty members may retire at age 65 and the compulsory retirement age has been set at 72.

- f. Plan for pensions and annuities. Who contributes and how much?

Contributions to retirement are mandatory on the part of the faculty member and up to approximately 7% of base salary. Retirement benefits are paid on the basis of the total amount of faculty member contributions, plus the district's contributions and the total years of service in the state. If a faculty member leaves Southwestern Oregon Community College, the employee's contributions plus interest will be returned to the faculty member at his request. Should the employee be re-employed by any government agency, his balance in the retirement fund will remain intact.

- g. Plan followed when absence is caused by illness.

For sick leave policy refer to c (1).

If illness necessitates an absence for a longer period of time than the faculty member has accumulated in sick leave, his annual salary is reduced by the cost of a substitute. Otherwise, faculty members are on full salary while absent.

- h. Salary schedule. Explain. If there is no salary schedule, what plan is followed?

The salary schedule is based upon the Oregon State System of Higher Education Salary Schedule which has been used as a guide since the inception of the college district. Placement on the schedule is based upon criteria developed by the Faculty Senate and Administration during the academic year 1965-66. In essence, the placement on the salary schedule is based upon academic experience, professional experience, and the educational training and background of each faculty member. A copy of the 1965-66 salary guide as developed by the Oregon State System of Higher Education and adopted by the Board members on May 18, 1965, is attached as Appendix C.

J. INSTRUCTION

J. Instruction

1. -2. Any organized campus-wide program for determining instructional competence of members. Any studies which the institution has made looking toward campus-wide betterment of teaching, improvement of examinations, marking systems, etc.

The organizational structure of the College is designed to provide continual process of evaluation on the part of individual faculty members and the faculty as a whole, especially where that evaluation concerns the instructional competence of staff. Each department is encouraged to hold regular meetings for the purpose of discussing, among other things, ways of improving instruction. The departments meet approximately once a month for this purpose. In addition, faculty are encouraged to conduct student surveys in an effort to determine their individual effectiveness in the classroom.

Professional visitation to nine California Junior Colleges and two Oregon Community Colleges during 1965-66 for the purpose of improving instruction and studying specific problems relating to Southwestern Oregon Community College instruction was completed by a selected team of faculty members.

Grade distributions by faculty member, subject, department, division and the College are analyzed each quarter for the purpose of determining possible problem areas. In this process, an analysis of withdrawals, incompletes, etc., provides useful information about the teaching-evaluation process currently going on at the College.

3. Provisions, if any, made for special programs for very gifted students.

There are no specifically identified programs for gifted students. However, the College makes every attempt to recognize and accommodate for individual differences by maintaining a low average class size and by encouraging each instructor to provide as many special project situations to challenge the better students as possible.

4. Any objective evidence showing how students of this institution compare in scholarship with those of other institutions.

At the present time there is not objective evidence showing how Southwestern Oregon Community College students compare scholastically with students from other institutions. However, the University of Oregon has initiated a comparative study which will provide a basis for comparing community college transfer students with university students. This study was initiated this year and very little data is available now, since only a limited number of students have matriculated at the university who are transfers from the several newly established community colleges in Oregon.

5. -6. Percentage of the entire student body dropped during the past year for poor scholarship. (6) Percentage not dropped, but otherwise disciplined during the past year for poor scholarship. What disciplinary measures were employed?

The enrollment and student suspension data for 1965-66 are:

| | <u>Fall</u> | <u>Winter</u> | <u>Spring</u> |
|--|-------------|---------------|---------------|
| Number of matriculated students enrolled on the 4th week of term | 1, 247 | 1, 247 | 1, 002 * |
| Number of students suspended at end of term for low scholarship | 11 | 11 | 36 |
| Number of students suspended previous quarter who applied for reinstatement for this quarter | 25 | 5 | 10 |
| Number of students reinstated | 21 | 5 | 9 |

Based upon these data, the average matriculated student enrollment during each term was 1, 158 and the average number suspended was 23. This indicated that 1.9 per cent of the matriculated student population was suspended during the 1965-66 year. Students who are suspended in accordance with the College's stated academic regulations may apply to the Academic Standards Committee for reinstatement. During the year, 40 applied for reinstatement and 35, or 87.5 per cent were granted permission to continue their studies. No other disciplinary measures were taken by the college.

* unduplicated head count

K. ADMINISTRATION

K. Administration1. Governing Board

- a. Names of board members, salary or compensation, if any, occupation, method of selection, term of membership.

Board members of Southwestern Oregon Community College (listed below with dates of term expiration) serve without salary but are allowed actual and necessary expenses incurred in performance of their duties.

| <u>Name</u> | <u>Occupation</u> | <u>Term Expiration</u> |
|---------------------|---------------------|------------------------|
| Orville R. Adams | Education | 1966 |
| G. E. Albertson | Concrete Products | 1969 |
| Harry Byrer | Title Insurance | 1968 |
| Ben R. Chandler Jr. | Industrial Supplies | 1968 |
| Sidney Fox | Banking | 1967 |
| Merlen L. Freeman | Labor | 1969 |
| Karl Gehlert | Retail Merchandise | 1966 |

The area education district Board of Education shall be composed of seven qualified members, elected at large for four-year terms from residents of the area education district The election shall be conducted in accordance with provisions for elections in school districts with a population of less than 100,000 according to the latest federal census (341.275 Oregon School Laws.)

To qualify, a person must be both a resident and a qualified voter of the area education district. In event of a vacancy, a majority of the members remaining on the Board shall elect a member to fill the vacancy until the next annual election.

- b. Whether the president of the institution is an ex-officio member of the board. Does he have voting power on the board?

The President of the Southwestern Oregon Community College is appointed Clerk of the Board, but does not have ex-officio standing, nor does he have voting power on the Board.

- c. The constitutional organization of the board. How frequent are the meetings. What are the recent activities and accomplishments of the board?

Constitutional organization of the Board provides that one of the seven members shall be elected chairman for a term not to exceed one year. Besides a chairman, the board provides that the College President shall be elected Clerk of the Board. According to custom, the secretary to the President of the College is responsible for minutes of meetings, correspondence, records, etc.

The Board meets in regular session on the second Monday and the fourth Tuesday of each month, and at other times at the call of the chairman.

In the past two years, the Board has encouraged and supported members of the faculty in setting up the Faculty Senate and through that body establishing documents to set up guidelines in matters of conditions of employment, salary schedules, etc. for the faculty. Recently representatives of the board, the administration and the Faculty Senate produced the document Criteria for Rank, Original Placement and Advancement. This plan was accepted by the board June 13, 1966.

- d. To what higher administrative authority the board is responsible, and what its power is to review and reverse the actions of the board.

The Board is established in accordance with provisions in the Oregon State school laws. Except where noted in these statutes, the Board is responsible to no group except the voters of the district. No other body has power to review or reverse the Board's actions. For example, in the matter of employing instructors for teaching transfer courses, the area Board is required to obtain approval of such appointments from the State Board of Higher Education. Similarly, after the first year of the program, course additions, deletions or changes must be presented to the state board, or a representative of the Department of Education authorized to act for the state board, for approval.

The law states that the area Board shall have all applicable powers of a school district with a school census of 1,000 or more children of school age.

- e. Any important details of administrative control not included in above information.

Additionally, the Board is responsible for appointment of members of the Budget Committee; for awarding of certificates and associate degrees indicating satisfactory completion of a course of study offered by the College; approval or disapproval of petitions from contiguous areas desiring to be included in the area education district, and for forwarding such petitions on to the state board; determination of class locations; awarding tuition and fee-exempting scholarships for students. Also, the Board may bond and may receive bids for construction of buildings and for site improvement connected with campus development. When bids are received from contractors in connection with state financed buildings, the area Board shall forward bids to the state board and shall make recommendations for awarding the contract. The Board, further, is required to submit project records and reports to the state board during the period of construction of such buildings.

2. Administrative Organization

- a. Nature of administrative structure of the institution, providing chart.

Please refer to chart shown in Appendix B.

- b. Names, title, training, experience, length of service, method of selection, duties and authority of the principle offices.

Jack E. Brookins --
President-Clerk

Training - B. Ed. Colorado State University
trade and industrial
M. Ed. Colorado State University
vocational education &
administration
Candidate Ed. D. University of
California

Experience - 5 yrs. elementary and secondary
6 yrs. higher education

Length of Service - 2 years at Southwestern
Oregon Community College

Method of Selection -

- (1) Application made for position.
- (2) SWOCC Board of Education established Screening Committee to select best qualified.
- (3) Board made selection.

Duties and Authority -- Please see Appendix B

Stanley B. Brown --
Dean of Instruction

Training - B.S. Louisiana State University
M.A. Louisiana State University
Ed.D. Stanford University
science education and
education administration

Experience - 10 years education administration
16 years secondary and higher
teaching

Length of Service - 1 year at Southwestern
Oregon Community College

Method of Selection -

- (1) Application
- (2) Approval by the Board of Education

Duties and Authority - Please see Appendix B

Harvey N. Crim --
Business Manager
& Deputy Clerk

Training - B.S. Oregon State University
Business and Technology

Experience - 3 yrs. private accountant
5 yrs. Recorder-Treasurer &
Municipal Judge, City of Coquille
5 yrs. Mill sales and office
manager Georgia Pacific Corp.,
Coos Bay

Length of Service - 3 years at Southwestern
Oregon Community College

Method of Selection -

- (1) Application
- (2) Approval by Board of Education

Duties and Authority - Please see Appendix B

R. Vance Peavy --
Director of Student
Services

Training -- B. A. Colorado State University
history and clinical speech
M. A. Colorado State University
counseling, psychology,
human dev.
Ed. D. University of Oregon
education, psychology

Experience - 2 yrs. Elementary and secondary
schools
8 yrs. Higher Education
6 yrs. Business experience

Length of Service - 2 years at Southwestern
Oregon Community College

Method of Selection -
(1) Application
(2) Approval of the Board of Education

Duties and Authority - Please see Appendix B.

Sydney Thompson --
Coordinator of
Community Services

Training -- B. S. Babson Institute business
administration

Experience - 13 yrs. of business experience

Length of Service -- 4 years at Southwestern
Oregon Community College

Method of Selection
(1) Application
(2) Approval of the Board of Education

Duties and Authority - Please see Appendix B.

c. Whether there is an administrative council. If so, how is it
composed and what are its powers?

The administrative council is composed of the President, Dean
of Instruction, Director of Student Services, Business Manager
and Coordinator of Community Services. The Administrative
Council possesses the powers of the officers who compose it.

- d. Nature of faculty committee organization and purposes, providing chart.

Please refer to Appendix F, the Constitution of Southwestern Oregon Community College, Article III Section 4 c. In addition to the faculty committee provided for in the constitution of the faculty, there is the Administrative Advisory Committee, consisting of the College President and the members of the Faculty Senate.

3. Budget

- a. Base of the fiscal year.

The fiscal year for Southwestern Oregon Community College is officially the period July 1 to June 30 and coincides with the academic school year.

- b. By whom and when the budget is prepared.

The budget is prepared by the combined efforts of the faculty, administration and Budget Committee of Southwestern Oregon Area Education District.

- c. Briefly the successive steps in preparing the budget.

Preliminary budget proposals are prepared by the various department heads assisted by their faculties and are submitted to the administrative officers. The President-Clerk of the area education district is the budget officer and is responsible to the Budget Committee for the preparation of the final document.

- d. By whom and when the budget is presented to the board.

The final budget proposal is prepared by the administrative officers and presented to the Budget Committee for consideration. The budget presentation is normally in March or early April to facilitate preparation in time for the election on the first Monday in May.

- e. Whether the budget is passed on by a committee of the board.

The Budget Committee approves the final budget form to the Board of the education district. At present the district has no tax base thus an election is required each year to authorize the levy of the local district's share of institutional support.

- f. Whether the expenditures of each department are allocated definitely in preparing the budget.

The budget is a completely departmentalized document showing expenditure allocations by department and division.

- g. Whether the departments are limited strictly to these amounts. Explain.

The operational budget includes a contingency allowance to cover the cost of any necessary unforecast items that may be required during any given fiscal year. Division chairmen may make recommendations to the administrative officers for contingency items.

- h. Who has the authority to transfer funds from one departmental budget to another.

Only the district Board of Education has the authority to transfer funds departmentally.

- i. How frequently statements of expenditures and available funds are furnished to heads of departments or divisions.

Statement of expenditures and available funds are furnished to heads of departments or divisions once a year and as frequently as needed throughout the year depending on the requirements of the specific department or division.

4. Accounting

- a. Title of person responsible for keeping financial accounts of the institution.

Harvey Crim - Business Manager

- b. Other principal administrative duties assigned him.

The Business Manager is generally in charge of buildings, custodians, maintenance, vehicles, and office personnel.

- c. By whom accounts are audited.

Yergen & Meyer, accountant firm under contract to the area education district.

d. Frequency of audits.

Yearly.

e. Who selects the auditors.

Southwestern Oregon Area Education District Board of directors.

f. Date of last audit.

July 1, 1965.

5. Collection of accounts.

a. Officer responsible for collection of student accounts.

Harvey Crim, Business Manager

b. Methods used for collection of past due accounts.

This has not been a problem although transcripts and grades can be withheld.

6. Purchasing

a. Whether requisitions are required for all purchases. If not, what factors determine necessity for requisitions.

Requisitions are required for all purchases except those under five dollars which may be bought from petty cash.

b. Who gives final approval to requisitions.

The Business Manager, Harvey Crim.

c. Under what conditions competitive bids are required. (i. e., amount involved, degree of emergency, etc.)

Normally bids are required for items estimated over \$500. A variation may be allowed by the board in emergencies. Degree of emergency is a matter of board discretion.

7. Physical Plant

- a. Title of individual directly responsible for management and care of physical plant.

The person directly responsible for the management and care of the physical plant is the Buildings and Grounds Foreman, George McKenzie.

- b. Officer to whom he is immediately responsible.

He is directly responsible to the President and the Business Manager of the College.

- c. His other duties in addition to the supervision of the physical plant.

He is responsible for the grounds, buildings, and equipment.

- d. Whether he recommends purchase of supplies and of repair materials required for maintenance of the physical plant.

He recommends purchase of supplies and of repair materials required for maintenance of the physical plant.

- e. Whether he is authorized to make direct purchase. If so, are there any limitations? (e. g., amount of purchase.) If not, what approval is required in authorizing purchases recommended by him?

He is authorized to make direct emergency purchases. Otherwise he follows the normal purchasing procedure.

8. Public Relations

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

Publics, from the viewpoint of Southwestern Oregon Community College, are divided into two general classifications: those who are potential students of the College in any of the various programs offered, and those who are potential supporters of the College, its programs and projects.

In the first group are to be found area residents of high school age and those residents who desire to continue their education beyond high school. Included in this group are counselors or advisors to persons seeking education beyond high school. Also included in this group are persons who do not wish to undertake a formal educational program but whose interests center in occasional classes on campus -- a sort of continuing personal development program.

In the second group will be found persons who sense that the College is the embodiment of organized post-high school education and that as such it constitutes a valuable resource in the community. Such persons may be appealed to for aid in achieving the College's goals.

b. Nature of the public relations program.

Much of the public relations program is designed for wide appeal by providing basic information about the College that is essential to the response of both the student and non-student.

For high school students approaching college years, the College actively conducts a three-part program:

- (1) Tours of the campus by high school groups, prefaced by conferences with representatives of the College.
- (2) On-campus conferences with school counselors, including review of curricular offerings which may attract the college-bound high school student.
- (3) Visitations to high school campus by representatives of the College. These visitations are primarily informational and not recruiting oriented.

Other activities, some of which are designed for both potential students and for the college supporter, include:

- (1) Annual Fall Fashion Show
- (2) Annual American Education Week open house and campus tour.
- (3) College Speakers Bureau, whose members are available to speak before community groups on a variety of topics.

- (4) College Lecture Series, in which the College invites to the campus prominent persons who are qualified to speak on subjects of high interest to the general public. Residents of the area are invited to join the student body for such occasions.
- (5) Luncheon on campus, a project in which various community groups are invited to lunch on campus and to tour the campus as part of their regular luncheon program meetings. Such groups have included Lions Club and Business and Professional Women.
- (6) Audio-Visual program. This consists of a selected group of slides which present a pictorial view of the campus, with side commentary. This is available to community groups as part of the College Speakers Bureau.
- (7) Mass media. An active program, to keep the mass media informed concerning all facets of campus activity, is operated on a very modest level. Most of the contacts with the mass media are made through the Director of Community Services.

Recognizing that a well-informed and satisfied student is the best public relations a school can have, the College includes members of the student body as active participants in each of the two above-mentioned groups: not only are they actively students on campus but are potential supporters of the college program. To foster satisfactory involvement on both these levels, the College operates a student publications program, including a bi-weekly newspaper, The Southwester which circulates on campus and in the community. Additionally, the student body, cooperating with faculty, supports a Fine Arts lecture series for benefit of students, faculty and townspeople.

(Samples of public relations printed materials are available in the Exhibit Room).

L. THE STUDENTS

L. The Students1. Enrollment data

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

The following figures are unduplicated head count.

| <u>Consolidated Enrollment</u> | | | | <u>First Term Enrollment</u> | | | |
|--------------------------------|-------------|-------------|-------------|------------------------------|-------------|-------------|-------------|
| <u>1962</u> | <u>1963</u> | <u>1964</u> | <u>1965</u> | <u>1962</u> | <u>1963</u> | <u>1964</u> | <u>1965</u> |
| 1368 | 1661 | 1753 | 2244 | 901 | 975 | 1369 | 1247 |

- b. Other enrollment data, such as summer session, extension, evening classes, etc.

| <u>Summer Enrollment</u> | | | |
|--------------------------|-------------|-------------|-------------|
| <u>1962</u> | <u>1963</u> | <u>1964</u> | <u>1965</u> |
| 217 | 256 | 140 | 275 |

Evening and Adult Education Classes

| <u>1963</u> | <u>1964</u> | <u>1965</u> |
|-------------|-------------|-------------|
| 1152 | 1945 | 1551 |

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

| <u>1963</u> | <u>1964</u> | <u>1965</u> |
|-------------|-------------|-------------|
| 68 | 37 | 42 |

2. Orientation, counseling and testing.

- a. Nature of the entrance, pre-registration orientation, and registration procedures.

The orientation process for potential students begins with high

school visitations. A principals-counselors orientation conference is held for principals and counselors to provide them with up-dated counseling materials.

Requirements for admission include submitting an application for admission, a transcript of their high school work and placement examination scores. All new students are required to submit either SAT scores and CEEB English achievement and intermediate mathematics achievement scores or take substitute placement examinations administered at the College.

Orientation seminars for new students are held throughout the summer. The purposes of the seminar are to acquaint the student with registration procedures, give help in selecting courses and provide information about financial assistance, housing and social activities. Students are shown the campus and have an opportunity to talk with a counselor, faculty advisers, and students who have previously attended the College. Students are given an advisers record which contains their placement examination scores and the name of their adviser. Final registration procedures include the student being given a packet of registration materials and individual counseling, if so desired, for proper program placement.

- b. The extent to which the student personnel services include program of educational, vocational, personal and social guidance, testing and counseling.

Academic, vocational or personal guidance may be obtained at the Counseling Center of the College. Counseling is initiated with a personal interview and may be followed by various testing in the form of interest, ability, or personality tests to provide the counselor with further information for advising the student. Usually, academic and vocational counseling is completed in one or two interviews; whereas a request for personal counseling may result in a series of interviews over an extended period of time.

The Counseling Center strives to maintain a current and complete vocational reference file for use in vocational guidance.

- c. What persons are responsible for counseling and the extent to which they are qualified.

- (1) R. Vance Peavy, D.Ed., Educational Psychology, U. of Oregon
Director Student Personnel Services, Central Oregon College
1962-64. Dean, Student Services, Southwestern Oregon
Community College 1964 to present.
 - (2) Peter J. Gallagher. M.S. Clinical Psychology C. C. N. Y.
Doctoral candidate University of Arizona. Eight years
professional counseling and guidance experience.
 - (3) Robert M. Gibson, M.A. Psychology San Francisco State
College. Counselor at the College 1963-65.
- d. Diagnostic and remedial measures provided for overcoming of
academic difficulties.

Diagnostic measures include a variety of devices including test information, personal interviews, psychological assessment, counselor comments and instructor's comments to determine problem areas. Remediation measures include the Study Center. In addition to improving the verbal skills of the students enrolled in Study Center, the purpose of the program is to bring about such results as increased effectiveness in studying, a more positive attitude toward learning, increased self-confidence, and a greater degree of planning. In short, a fundamental objective of the Study Center program is to develop academic initiative. Upon entering the program, many of the students are ill-equipped to attack their deficient skills and are not prepared psychologically to examine their attitude toward deficiencies. As a result of these psychological factors, a number of the students in Study Center are referred to, and seek, counseling as they attempt to evaluate their own abilities and to supplant their defensive behavior with more effective behavior.

A number of the Study Center enrollees are, for the first time, in a controlled program where they must necessarily face their verbal skills and be confronted with the fact that their limitations may necessitate an alternative vocational choice. Changing one's vocational choice is not, under any circumstance, an easy accomplishment. The self-examination required in this change may extend over many weeks, months, or even years. It seems important that the counseling effort in the Study Center be extended.

e. Nature of testing program and use made of standardized or other tests.

(1) Placement Examinations

Entering freshmen who have not taken College Entrance Examination Board (CEEB) tests are required to take the Cooperative English, Form 1A and Madden-Peak Arithmetic Computation Test, along with the Lankton First Year Algebra Test. Placement in English and mathematics is determined on the basis of appropriate sections of these tests.

(2) Other tests include:

a. Ability tests

1. The Wechsler Adult Intelligence Scale
2. The Henmon-Nelson Test of Mental Ability
3. Otis Test of Mental Ability
4. Wide Range Achievement Test
5. IPAT Culture Fair Intelligence Test
6. Quick Word Test

b. Aptitude Tests

1. Differential Aptitude Tests

c. Personality Tests

1. Edwards Personal Preference Schedule
2. Allport-Study of Values
3. California Psychological Inventory Test
4. Survey of Interpersonal Values

d. Interest Tests

1. Strong Vocational Interest Blank (men and women)

f. Programs for counsel and aid of unadjusted students.

This is covered in Sections 2. b-e.

3. Health Facilities and Services

a. Nature of physical or medical examinations required.

None.

b. Use made of the records in the interest of the student's health.

None.

c. Provisions made for instruction in personal health and hygiene.

Provision is made for instruction in personal health and hygiene within the College instructional program through the following courses:

- (1) HE 250 Personal Health - Study of the personal health problems of college men and women with emphasis on implications for family life, mental health, communicable diseases, degenerative diseases, and nutrition.
- (2) HE 252 First Aid - Study of first aid and safety procedures for the individual, schools, athletics, and civilian defense.
- (3) PE 180 Physical Education (Women) - A variety of activities taught for physiological and recreational values. Special sections for restricted and corrective work.
- (4) PE 190 Physical Education (Men) - A variety of activities taught for physiological and recreational values. Special sections for restricted and corrective work.

d. Provisions for medical care, surgery, and for hospitalization.

Emergency medical supplies (First Aid Kits) have been placed in each building on campus, (there are currently six buildings) and availability of these kits has been announced both in classes and through the school publication, The Southwester. In addition, the audio-visual storage room in Coaledo Hall contains a cot and has been designated the First Aid Room.

The College also makes available a Students' Accident Medical Expense and Accidental Death and Dismemberment Plan to which each student automatically belongs upon registration. The cost of this plan is included in the \$10 Student Fee.

Since the students of this college are commuters, they are expected to have recourse to family doctors and/or community facilities with the exceptions noted above.

e. Provisions made for instruction in mental hygiene.

Provision is made for instruction in mental hygiene within the college instructional program through the following courses:

- (1) 1. 608 Psychology of Human Relations - Provides a review of the fundamental principles of psychology and attempts to prepare the student to understand and possibly to deal with his own personal problems; become more effective in social relations with others; understand the basic principles that are significant in life and work.
- (2) Psychology 204 Psychology of Adjustment - The nature and origins of differences in personality and possible means of making desired changes.

In addition, there is some emphasis on mental hygiene in the course HE 250 Personal Health which was described above.

f. Student health fee charged and services provided.

No health fee, as such, is charged, but it is again noted that the cost of the Student Accident Insurance Plan (referred to above) is included in the \$10 Student Fee which is, in turn, abstracted from the Tuition Fee.

g. Staff provided for health services.

No staff provided for actual medical health services as such. If "health services" may be construed as the courses outlined in sub-sections "c" and "e," then the instructors concerned might be considered such "staff."

4. Housing and food services

a. -d. The college maintains no dormitory facilities.

e. Nature of food service facilities. What supervision is exercised over the purchase and preparation of food? What provision is made for sanitary inspection?

Food service facilities consist of vending machines located in the temporary Student Union Building. These machines dispense sandwiches (refrigerated) and pastries, with an infra-red device

available for heating; hot and cold beverages; ice cream; and candies. The vending machines are serviced by a franchised dealer who must satisfy the sanitary standards established by the Oregon State Board of Health. The College does not exercise direct control over these facilities.

f. Use of housing and boarding facilities as educational and social agencies in carrying out the purposes of the institution.

No use is made of these facilities.

g. Program for selection and supervision of off-campus housing.

The Counseling Center maintains a list of living accommodations available to students and will provide students with current information about housing. The College assumes no responsibility in negotiating housing agreements between students and renters. The responsibility for securing adequate living arrangements rests with the student and his parents.

5. Student loans, scholarships, and grants-in-aid.

Four types of financial aid -- loans, scholarships, grants-in-aid, and part-time employment -- are available to students with financial need.

a. Source, amount, and nature of loan funds.

- (1) National Defense Loan Fund - The College is an approved participant in the national defense loan fund made available under the National Defense Education Act of 1958.
- (2) P. E. O. Educational Fund - Women students in good standing may apply for P. E. O. educational loans at three-per-cent interest rate.
- (3) High School Loan Fund - Educational loans are available through several high schools within the College district. Part-time employment is made available to students through the College Counseling Center.
- (4) Student Loans - The College Scholarship and Loan Committee administers funds providing for loans to eligible students for a period of up to one year. All loans from these funds require

the completion of one term of satisfactory work before a student is eligible to borrow. Both individuals and organizations contribute to these funds. Two kinds of loans are available to the student. One is an emergency single-term loan, maximum of \$90.00. This amount must be repaid before the end of the term for which it is borrowed. The second kind is an annual loan, maximum of \$450.00, which must be repaid within one year of the date of borrowing. During the school year 1965-66 the Student Loan Fund has had a balance of approximately \$10,000 available for student loans.

- b. Number of students receiving loans last year. What was the average amount?

During the 1965-66 school year, 28 students received loans averaging \$87.00.

- c. Rate of interest charged.

The College charges 3% or a minimum of 50¢ service charge. On delinquent loans the charge is 1% per month.

- d. How the loan fund is administered.

The administration of scholarship and loan programs is accomplished through the Southwestern Oregon College Foundation, Inc., a separate corporation composed of interested citizens from throughout Coos and Douglas counties.

- e. Nature of program for follow-up and supervision of loans.

The program is coordinated by the Faculty Scholarship and Loan Committee which operates under the jurisdiction of the Southwestern Oregon College Foundation, Inc.

- f. Source, amount, and nature of funds for scholarships and grants-in-aid.

- (1) District Scholarships - The College Board of Education has authorized full tuition scholarships for two full-time students from each of the high school districts within the college district. These scholarships are based on financial need and promise, and amount to \$80 per term. As long as the student

maintains a 2.5 grade-point average, the scholarship is renewed for all three terms. In addition, one district scholarship each year is authorized for the Student Body President and for the editor of the Southwester, student newspaper.

- (2) General Scholarships and Grants-in-Aid - Various organizations and individuals contribute funds to provide promising students in financial need with college tuition and scholarships. A limited number of grants-in-aid are awarded to deserving students for payment of tuition and books.
- (3) Zonta Scholarships - Zonta awards scholarships to students entering nurses' training or teacher education. Zonta scholarship recipients may enroll in an Oregon state college or university. Other qualifications being equal, these scholarships will be awarded to students who receive their pre-professional education at Southwestern Oregon Community College.
- (4) In addition to the above named sources, there are a number of scholarships granted to specified students by organizations throughout the College District and occasionally beyond its boundaries. Although the College has no jurisdiction over such funds, they also are administered through the College Scholarship and Loan Committee. During the school year 1965-66 the total amount of money thus designated was \$2091.60, and the towns represented were as follows: Coos Bay, Myrtle Point, North Bend, Reedsport, and Fairview in Oregon; Silver Bay in Minnesota.

- g. Number of students receiving scholarships or grants-in-aid last year, and average amounts of each.

During the 1965-66 school year 51 students received scholarships at an average of \$67 each. Six students were recipients of grants-in-aid, averaging \$42 each.

- h. Whether field representatives grant scholarships, loans, or tuition rebates. Upon what basis?

No. All loans and scholarships are administered through the Scholarship and Loan Committee. Tuition off-sets are automatic, based on the distance a student lives from the College.

6. Extra-curricular activities

a. Nature of student body organization. What are its important activities?

The students of the College have formed an organization called the Associated Student Government of Southwestern Oregon Community College. This organization provides an opportunity for students to participate with the Administration and Faculty Senate in the management of student activities. Any student who pays the student activity fee is a member of the organization.

The student activities program attempts to provide educational experience in social and political situations, while maintaining a balance between the curricular and extra-curricular programs of the institution.

The activities program seeks to further student competence in, and understanding of, the following:

- (1) The Democratic Process: by participating in the planning, campaigning, and carrying out of elections; creating the organic documents of their government; studying and utilizing parliamentary procedure; learning to recognize and appreciate the problems of minority views; developing leadership potential, and by learning to function within a matrix of student and administrative guidelines.
- (2) Social Relations: planning and participating in dances, rallies, assemblies, concerts, and public discussion panels develops social competence and skill in interacting in varied group situations.
- (3) Financial and Public Relations: The control and dispersal of student funds, and the need for an accurate record of expenditures, the effective publicizing of events sponsored by the students, and the planning of future needs, all build student understanding in these areas.

b. Provisions made for assembly programs.

Several all-College convocations are held each year. At these events there may be a presentation by members of the College administration or a guest speaker.

- c. -e. Southwestern Oregon College has no local, national or honorary fraternities or sororities at this time. However, an effort is being made to bring a chapter of Phi Theta Kappa, the national junior college honorary society, to this campus.
- f. Intellectual, social, musical, or other cultural activities sponsored by the students or by the institution other than those mentioned above.

The College and the student government jointly sponsor a guest lecture series, a foreign film series, debates on current issues, a fashion show, art shows, choral, band and orchestra presentations, and an awards banquet.

- g. Arrangements for advising or supervising student organizations and activities.

All Student Body functions are supervised by an appropriate adviser as well as a minimum of two faculty chaperones.

Any proposed new student organization must submit a constitution, a statement of purpose and a list of officers and faculty advisers to the Student Body Executive Council, which has the authority to determine whether the stated purposes of the petitioning organization are compatible with objectives of the Associated Student Government. At the present time there are eight approved clubs, their statements of purpose, and their constitutions are on file in the office of the Director of Student Services.

The club advisers are members of the faculty whose responsibility is to assure that the activities of the club remain within the bounds set by the general policy and regulations of the College. In addition to the assistance offered by the individual club advisers, supervision and coordination of the total student government program is provided by the Coordinator of Student Activities.

- h. Controls exercised over the finances of student organizations.

Once each quarter the Executive Council of the student government receives funds placed in a bank by the College business office. The student government in turn draws upon these funds. The Student Body Treasurer keeps an accurate record of all payments and receipts. The College business office oversees the book-keeping procedures used and all monies collected or expended

by the student government must be accounted for during the regular audit of the College.

- i. Program of intercollegiate athletics by the institution. What control has the institution over athletic policy, finances? Explain the status of athletic personnel as to sources of salary, faculty membership, responsibility to faculty. Of what athletic conference, if any, is the institution a member?
 - (1) At the present time the program of intercollegiate athletics includes competitive sports during all three quarters of the College year, specifically: cross country in fall; basketball in winter, and track, tennis and golf in the spring.
 - (2) The intercollegiate program is controlled by both internal and external bodies.
 - a. The total physical education and athletic program is supervised by the Athletic Director who is in turn responsible to the Chairman of the Division of Mathematics and Science and to the Dean of Instruction.
 - b. All funds to be spent for intercollegiate athletics are controlled by the Student Council and disbursed upon the presentation of a budget by the Athletic Director.
 - c. Institutional eligibility requirements have been established by the Faculty Senate in conjunction with the Academic Affairs Committee. The present eligibility requirement, as stated in the College catalogue, is:

To be eligible (1) to hold office in Associated Students or other organization, (2) to hold a staff position on a student publication, or (3) represent the College in athletics, forensic and other such intercollegiate activities, a student shall:

- (1) Be enrolled in at least 10 credit hours or 15 hours or 15 clock hours during the term of the activity and have been similarly enrolled during the term prior to the term in which participation occurs. For first term students, the requirement of a previous term's work is waived.

- (2) Maintain a grade-point average of 2.00 in his last quarter of College work and over his entire College record .
 - (3) Not have been declared ineligible for disciplinary reasons.
- d. In addition as members of the Oregon Community College Athletic Conference and the N.J.C.A.A. the College must meet their eligibility requirements, and in competition is under the direction and control of the Oregon State Community College Athletic Commission.
- (3) All athletic coaches are full-time faculty members with regular faculty responsibilities. They receive some additional compensation for extra duties.
- j. Names of all students, by sports, who have participated in inter-collegiate athletics or have been members of athletic squads during the past year. Indicate those who: (1) received scholarships, (2) received grants-in-aid, or (3) were employed by the institution. Give amounts awarded and/or earned in each case.

Cross Country

Richard Brunton
 Steve Bingham
 Chris Petford
 Donald Spencer
 Jerry Wheeler
 John Wright--\$170 College employment

Basketball

Ed Baxter
 John Calhoun
 Carl Dennhardt
 Al Esch
 Royd Faust--\$450 College employment
 Joel Mike House
 John Liljeberg
 Stan Lovell
 Malcolm McCaim
 Emmett Russ McIntosh

Mike Murray
William Neal
Kerry Quilhaugh
Sam Scavera
Terry Severson
C. Bruce Spencer
Mel Stewart
John Swenson
Craig Williamson
Robert Wienert

Wrestling

Bob Basel
Gary Bendix
Ken Carpenter
Dave Foord
Jerry Gregory
Joel Kaser
Ken Matthews
Allan Krieger
Terry McMillan
Clinton Ogle
Dan Rodgers
Gregg Stambaugh
Jim Wamper
Bruce Winingham

Track

Paul Backlund
Allan Bartlett
Steve Bingham
Richard Blohm
Darrell Boyer
Richard Goslee
Jerry Gregory
Dave Hankwitz
Stanley Lovell
James McGilvery
William Neal
Charlie Payne
Chris Petford
Gary Power

Donald Spencer
 Dana Sweat--\$270 Academic District Scholarship
 Jerry Wheeler
 John Wright

- k. Whether members of athletic squads conform to same requirements in representing the institution as do students in other forms of public programs.

Yes.

- l. Nature of intramural athletic program for men and for women students.

At present, because of limited physical education facilities, the intramural program is somewhat restricted. The intramural program includes badminton, tennis, basketball, and softball. As yet there is no women's intramural program.

7. Placement

- a. Provisions for assisting students in securing part-time on campus and off campus employment.

The office of the Dean of Student Services serves as a clearing house for student positions. This office works in cooperation with local businesses, the State Employment Office and federal agencies. For example, the office screens qualified students for summer jobs with the U.S. Forest Service.

While providing information on temporary or part-time employment, the office makes no effort to exercise supervisory control over students on off-campus jobs. The Economics Act of 1964 is in operation at the College. To date fifteen students have been hired under this act and are presently working on campus. A total of twenty-one students have been provided with part-time employment since this office started hiring under this act.

- b. Per cent of the students normally employed part-time.

During the current year eighty-six students are actively, or have been actively, employed by this college. This represents about twenty-four per cent of the full time students.

c. Provisions for placement of graduates.

This College cannot guarantee graduates will be employed. Prospective companies do interview graduates, and those students completing the Logger Entry curriculum are being placed in industry. Organizations which seek our graduating students come to the campus to interview or send information for posting. Students are encouraged to seek information on job opportunities in private industry as well as state and federal agencies.

d. Follow-up studies made of success of graduates either in graduate schools or in professional life.

To date this College has not made a follow-up study of graduating students. However, a sample study is planned to investigate the employment status of both full and part-time students. Also, a study is to be started to investigate the educational and employment activities of our graduates. Some professors have conducted studies of students majoring in their department, and have a record of these student's activities. These individual studies are admittedly incomplete and are up to date only for students still living locally.

8. Alumni

a. Nature of alumni records.

Alumni records as developed to date consist of information on (1) degree or certificate earned upon graduation, (2) mailing list of graduates, (3) some information on employment or schooling subsequent to graduation.

b. Follow-up contacts maintained.

Alumni have been contacted by mail or telephone on several occasions and asked to provide a variety of services such as providing information on their community college program and its benefit to them after graduation, participating in dedications, and other campus events.

c. Evidence of continued alumni support of the school.

Such support has been evidenced mainly through participation in community programs such as music and art festivals and general community relations activities.

SELF EVALUATION REPORT II

INSTRUCTIONAL DIVISIONS

ARTS AND LETTERS DIVISION

Introduction

The Arts and Letters Division includes the following departments and categories: art, music, foreign languages, English, drama, literature, speech, journalism and philosophy.

The division offers lower division transfer courses in all of the areas listed.

A. Objectives

1. The particular objectives of this division.
 - a. To acquaint students with the literature, language and arts of cultures past and present and to convey the importance of this inheritance to the individual.
 - b. To aid students in the maximum development of individual skills and in all communication forms -- visual, writing, reading, listening and speaking.
 - c. To familiarize students with the importance of their individual human nature and to assist in the development of an appreciation for and an understanding of this nature.
 - d. To offer and to plan for appropriate and necessary courses for students in transfer programs, and to provide and staff programs for the continuing education of the adult citizens of the community district.
2. Studies made recently, looking to a review of these objectives.
 - a. No formal studies to review the particular objectives of the division have been made to date, however, department chairman and all instructors currently within the division have made individual reviews of courses in their areas as they relate to the divisional objectives. Divisional meetings are planned for future, continuing evaluation.

3. The extent to which these objectives can be carried out by the division with its present program, organization and resources.

In general, divisional objectives are being carried out. Present resources and facilities are not adequate, however, for the program in the areas of art, music and drama, as the division envisages and wishes to implement these programs in the near future. (See Section D)

4. Not applicable.

B. Evidence of Stability

1. Date of foundation of this division, and continuity of operation since that date.

The division was organized in September 1965 and has continued to operate since that date.

2. Names of administrative heads of division during the last ten years, with periods of service for each.

Mr. Howard A. Hall has served as chairman of the division since its inception.

3. Per cent of turnover of teaching staff for each of the last five years.

Refer to Report I.

4. Not applicable.

C. Finance

No separate divisional figures are kept. See Report I.

D. Plant

1. Any serious limitation on your program from inadequacy in present physical plant facilities.

The total program of the Arts and Letters Division is not seriously limited at present by inadequate physical facilities; however, much of the program in art, music and drama is or will soon be operating at plant capacity. Currently the adult art program and ceramics lab are located off campus which causes difficulties in scheduling.

teaching efficiency, and program unity. Although only one formal drama course is presently a part of the divisional curriculum, the English department and the division feel that such a program is a necessary area for the humanities and should be included in the near future.

2. Greatest need for additional improved facilities.

The division anticipates increasing enrollment in all areas. However, the programs in art, music, and drama will require additional laboratory, workroom and storage space because of the particular nature of these courses. The division feels that a fine arts facility combining the three arts together with a theater (auditorium) is a necessity.

E. Materials and Equipment

Refer to Report I.

F. The Library

There are no divisional libraries. Refer to Report I.

G. Records and Reports

No divisional records are kept. Refer to Report I.

H. The Curriculum

1. The scope and content of the entire program of studies by departments or other administrative units within the division.

Refer to Appendix A.

2. List of courses offered during current year. Specify frequency of course offerings and date last offered.

Refer to Appendix A.

- 3.-6. Not applicable.

- 7.-12. Refer to Report I.

I. The Instructional Staff

1. Personnel

Refer to Report I.

2. Organization, meetings and committees.

a. -c. Refer to Report I.

d. Frequency of divisional faculty meetings.

During the current year divisional meetings have been held as need and business demanded. A more regular pattern for meetings to include a formal agenda and a regular term schedule is anticipated. Sub-divisional and departmental meetings are more frequently held.

e. Subjects discussed

The divisional meetings generally pertain to matters of concern to the total faculty and include:

- (1) Instructional council and administration decisions and policies.
- (2) Divisional business and policy.
- (3) Divisional planning for curriculum and new plant facilities.
- (4) Divisional guides for instruction.

f. Whether minutes are regularly kept and made available for faculty reference.

No regular minutes have been kept to date.

g. -h. Refer to Report I.

3. Selection, promotion and dismissal.

Refer to Report I.

4. Teaching Load.

Refer to Appendix D.

J. Instruction

1. Provisions for the improvement of instruction.

a. Means employed in determining competence of faculty staff members.

No specific means of determining faculty competence has been employed to date. However, there is ample opportunity for the exchange of ideas among the members of the division and the several departments.

b. Recognition given for competence of instruction.

Refer to Report I.

c. Program for assisting young instructors to grow in competence. What is done, similarly to help older instructors.

All instructors, new and experienced, are encouraged to discuss their ideas and problems with department chairmen and the chairman of the division. Evaluation forms are available for each instructors use.

d. Studies made, within the division, of teaching procedures, examinations, marks, or other problems relating to improvement of instruction.

There have been to date no formal studies of instructional success. There are frequent meetings within the departments to discuss problems related to the improvement of instruction. These studies are informal and in no way attempt to evaluate an individual instructor's success.

e. Whether course outlines and analyses are prepared and available for faculty members within departments.

Course outlines are available for all courses.

2. Provision for improving student achievement.

Refer to Report I.

K. Administration

Refer to Report I.

L. Students

Refer to Report I.

BUSINESS DIVISION

A. Objectives1. The particular objectives of this division of the institution over and above those described in SELF-EVALUATION REPORT I.

- a. To furnish the business courses necessary to allow the Business Administration and the Business Teacher student to meet the freshman and sophomore requirements of the state colleges.
- b. To prepare the student with the occupational skills and knowledge needed to obtain gainful employment.
- c. To furnish the employed the opportunity to sharpen skills and increase their knowledge for job advancement.
- d. To offer learning opportunities for workers who need retraining.
- e. To offer training at the pre-college level for those who are unable to do college work.
- f. To provide advanced training for managers and owners of businesses.

2. Studies made recently, looking to a review of those objectives.

Objectives are continually discussed and informally reviewed in division meetings and in the Instructional Council. No formal studies have been made.

3. The extent to which these objectives can be carried out by the division with its present program, organization and resources.

At present the division is successfully fulfilling its objectives.

4. Any non-instructional activities of this division, such as museums, observatories, or research institutions, etc., and their relation to the educational objectives of this division.

Not applicable.

B. Evidence of Stability

1. Date of foundation of this division, and continuity of operation since that date.

The Business Division was founded in the summer of 1965 and has operated continually since that date.

2. Names of administrative heads of division during the last ten years, with period of service of each.

Donald Moffitt unofficially headed the business department from 1961 to 1965 when he was officially appointed the Division chairman.

3. Per cent of turnover of teaching staff for each of last five years.

Refer to Report I.

C. Finance

No separate divisional figures are kept. Refer to Report I.

D. Plant

1. Any serious limitation on your program resulting from any inadequacy in present physical plant facilities.

None. The laboratory facilities are adequate for a 100 per cent increase in enrollment.

2. Greatest need for additional or improved facilities.

The need will come when additional programs such as data processing, distribution, and graphics are added. Dual purpose laboratories might then be in order for the beginning stages.

E. Materials and Equipment

Refer to Report I.

F. Library

There are no divisional libraries. Refer to Report I.

G. Records and Reports

No formal records are kept by this division, but partial files for advising and programming purposes are maintained.

Refer to Report I.

H. The Curriculum

1. The scope and content of the entire program of studies by departments or other administrative units within the division.

Refer to Appendix A.

2. List of courses offered during current year. Check in catalog. Specify frequency of course offerings and date last offered.

Refer to Appendix A.

- 3.-6. Not applicable.

- 7.-11. Refer to Report I.

12. Whether lay persons or others from related fields participate in making curricular changes. Explain.

A business advisory committee was organized when the College was started. Major curricula have been presented to them for study and subsequent advice.

I. The Instructional Staff

1. Personnel

Refer to Appendix E.

2. Organization, meetings and committees.

- a. The general authority vested in the faculty of this division by charter, constitution, rules and regulations or other documents.

None

- b. Those eligible to vote on matters under faculty control.

Refer to Appendix F.

- c. Subdivisions of the faculty of this division, indicating authority delegated to them.

None

- d. Frequency of divisional faculty meetings. Who presides?

Weekly meetings are the pattern when specific projects are being pursued. At other times, meetings are called at the request of any faculty member or the chairman of the Division.

The Chairman of the Division presides at the meetings.

- e. Subjects discussed.

The subjects discussed cover a wide variety of topics such as:

- (1) Philosophy of the community college
- (2) The place business education occupies in the future of the student.
- (3) In-service training of faculty.
- (4) New programs
- (5) Modification of existing programs
- (6) Student problems
- (7) Mechanics of operation of the division

- f. Whether minutes are regularly kept and made available for faculty reference.

No minutes are kept.

- g. Number and function of standing committees.

No regular committees are maintained. For special purposes, faculty members are given specific assignments. When these

assignments have been completed, the committee no longer exists.

h. Evidence of individual and collective faculty participation in the formation of educational policy.

Although there is no written policy as such, there is continual inter-division discussion of educational policy. The Chairman of the Division encourages all faculty to develop and express suggestions of educational policy.

3. Selection, promotion and dismissal.

Refer to Report I.

4. Teaching Load

Refer to Appendix D.

J. Instruction

Refer to Report I.

K. Administration

Refer to Report I.

L. Students

Refer to Report I.

MATHEMATICS AND SCIENCE DIVISION

Introduction

The Mathematics and Science Division includes the areas of biology, chemistry, geology, health, mathematics, physical education and physics.

The division offers lower division transfer courses in all of these areas except Geology. Introduction of a basic general geology course is anticipated for the fall term of 1967. Some specialized courses are offered for students enrolled in technical programs.

A. Objectives

1. The particular objectives of this division of the institution over and above those described in SELF-EVALUATION REPORT I.
 - a. To give students a deeper appreciation of the natural world.
 - b. To give students an understanding of the methods used in science and of the impact of science on society.
 - c. To provide students with mathematical skills appropriate to their educational objectives including remedial aid where necessary.
 - d. To offer appropriate and necessary courses for students planning to transfer to four-year colleges and universities.
 - e. To provide divisional facilities and staff to the special programs division for continuing education of the adult citizens of the district.
 - f. To provide instruction in recreational skills and in principles of physical conditioning and health.
2. Studies made recently, looking to a review of these objectives.

Although no studies to review these objectives have been made, the division members frequently discuss and evaluate objectives in divisional meetings. The development of a continuing study to evaluate the causes of success or failure of students transferring to other institutions is planned for the school year 1966-67.

3. The extent to which these objectives can be carried out by the division with its present program, organization, and resources.

In general, the courses offered, the facilities, and the faculty are adequate to carry out these objectives.

4. Any non-instructional activities of this division such as museums, observatories, or research institutions, etc., and their relation to educational objectives of this division.

The feasibility of the development of a science center-museum in co-operation with the public schools of the district is being investigated as a future development. A planetarium is also included in the College's master plan.

B. Evidence of Stability

1. Date of foundation of this division and continuity of operation since that last date.

The division was organized in the summer of 1965, and has operated since that time.

2. Names of administrative heads during the last ten years, with periods of service of each.

Dr. Ben J. Fawver has served as chairman of the division since its inception.

3. Percent of turnover of teaching staff during the last five years.

Refer to Report I.

4. Not applicable.

C. Finance

No separate divisional figures are kept. Refer to Report I.

D. Plant

1. Any serious limitations on your program from inadequacy in present physical plant facilities.

The program in the sciences and mathematics is not seriously limited at present by inadequate physical facilities. The building presently being used for physical education and health classes is at present off campus, antiquated and inadequate. Outdoor activities, swimming and tennis are conducted off campus in rented facilities which makes for difficulties in scheduling and efficient teaching. However, this will be considerably alleviated with the completion of a new physical education building and outdoor playing field by August 1967.

2. Greatest need for additional improved facilities.

It is anticipated that increasing enrollment in the biological sciences will require an additional laboratory and more storage space within the next two or three years. At present the course in physical science is using the physics and chemistry laboratories. It is expected that as student enrollment increases, an additional laboratory will be needed for this course.

Tennis courts and a swimming pool should be provided in the near future.

E. Materials and Equipment

Refer to Report I.

F. Library

Refer to Report I.

G. Records and Reports

No divisional records are kept. Refer to Report I.

H. The Curriculum

1. The scope and content of the entire program of studies by departments or other administrative units within the division.

Refer to Appendix A.

2. List of courses offered during the current year. Specify frequency of course offerings and date last offered.

Refer to Appendix A.

- 3.-6. Not applicable.

- 7.-12. Refer to Report I.

I. The Instructional Staff

1. Personnel

Refer to Appendix E.

2. Organization, meetings, and committees.

- a-c. Refer to Report I.

d. Frequency of divisional faculty meetings.

Meetings of the division have been held on call of the Chairman or at the request of any member of the division. However, it has been agreed that beginning Fall of 1966 at least one meeting will be held during the second week of each term.

The Chairman of the Division presides.

e. Subjects discussed.

The following subjects are discussed:

- (1) Decisions made by the Instructional Council and the Administration.
- (2) Development of divisional policy.
- (3) Planning of new facilities and equipping them.
- (4) Methods for improvement of instruction.

f. Whether minutes are regularly kept and made available for faculty reference.

No regular minutes are kept at present.

g. -h. Refer to Report I.

3. Selection, promotion, and dismissal.

Refer to Report I.

4. Teaching Load

Refer to Appendix D.

J. Instruction

1. Provisions for the improvement of instruction.

a. Means employed in determining competence of faculty staff members.

No formal means of determining faculty competence has been established beyond informal discussion and mutual visitation by instructors.

b. Recognition given for competence of instruction.

Refer to Report I.

c. Program for assisting young instructors to grow in competence. What is done, similarly, to help older instructors?

A system of mutual visit of classes by teachers in the same subject areas was developed by the division in the fall term of 1965. After an exchange of visits, the instructors met to discuss means of improvement.

d. Studies made, within the division, of teaching procedures, examination, marks, or other problems relating to improvement of instruction.

No formal studies have been made, but faculty members in the various subject areas meet frequently to informally discuss problems related to improvement of instruction.

- e. Whether course outlines and analyses are prepared and available for faculty members within departments.

Course outlines are on file in the office of the Dean of Instruction and may be acquired by any faculty member.

2. Provisions for improving student achievement.

Refer to Report I.

K. Administration

Refer to Report I.

L. The Students

Refer to Report I.

SOCIAL SCIENCES DIVISION

Introduction

The Social Sciences Division offers lower division transfer courses in anthropology, economics, geography, history, political science, psychology and sociology.

A. Objectives

1. The particular objectives of this division of the institution over and above those described in SELF-EVALUATION REPORT I.
 - a. To explain man: his functions and activities both as an individual and as a member of a group.
 - b. To increase the student's knowledge and appreciation of his animal, historical, and cultural heritage.
 - c. By relating where man has been and what he has done, aid the student in establishing a personal frame of reference in relation to the world in which he lives, while expanding and deepening his knowledge of our present culture and society.
 - d. To provide the student with an understanding of the methods used in the social sciences.
 - e. To offer appropriate and required courses that will enable the student to transfer with advanced standing to four-year colleges and universities.
 - f. To furnish divisional personnel and facilities for special educational programs that serve the needs of the community.
2. Studies made recently looking to a review of these objectives.

No formal studies have been made recently of these objectives, but the current and continuing curriculum study requires a constant review of objectives, beyond the informal consideration given in departmental and divisional discussions.

3. The extent to which these objectives can be carried out by the division with its present program, organization and resources.

The division at present is successfully carrying out its objectives. Expanded course offerings and additional faculty would increase the level of successful achievement of these objectives.

4. Not applicable.

B. Evidence of Stability

1. Date of foundation of this division, and continuity of operation since that date.

The Social Sciences Division was founded in the summer of 1965 and has operated continually since that date.

2. Names of administrative heads of division during the last ten years, with period of service of each.

Mrs. Charlene LeFebre has served as Chairman of the Division since its inception.

3. Per cent of turnover of teaching staff during the last five years.

Refer to Report I.

4. Not applicable.

C. Finance

No separate divisional figures are kept. Refer to Report I.

D. Plant

1. Any serious limitation on your program resulting from any inadequacy in present physical plant facilities.

No serious limitations are present as a result of plant inadequacies.

2. Greatest need for additional or improved facilities.

A need for larger library facilities and expanded instructor's office space should be met by the scheduled completion of the new library building in September 1967.

E. Materials and Equipment

Refer to Report I.

F. Library

Refer to Report I.

G. Records and Reports

Refer to Report I.

H. The Curriculum

1. -2. The scope and content of the entire program of studies by department or other administrative units within the division: List courses offered during current year. Specify frequency of course offerings and date last offered.

Refer to Appendix A.

3. -6. Not applicable.

7. -12. Refer to Report I.

I. The Instructional Staff

1. Personnel

Refer to Appendix E.

2. Organization, meetings, and committees

- a. -c. Refer to Report I.

- d. Frequency of divisional faculty meetings. Who presides?

Division faculty meetings are held at least once a term and additionally when requested by a division member or the Administration. The Chairman of the Division presides.

e. Subjects discussed

- (1) Divisional policy and procedures.
- (2) Activities, discussions, and decisions of the Administration, Board, Faculty Senate, and Instructional Council.
- (3) Methods of improving instruction, grading procedures, student reaction, and class scheduling.
- (4) Plans for new equipment and facilities.
- (5) The roles of the College and the professor in relation to the community.

f. Whether minutes are regularly kept and made available for faculty reference.

No minutes are kept.

g. -h. Refer to Report I.

3. Selection, promotion and dismissal.

Refer to Report I.

4. Teaching Load

Refer to Appendix D.

J. Instruction

1. Provisions for the improvement of instruction

a. Means employed in determining competence of faculty staff members.

No formal means of determining faculty competence have been established.

b. Recognition given for competence in instruction.

Refer to Report I.

- c. Program for assisting young instructors to grow in competence.
What is done similarly to help older instructors?

A program of mutual class visitation by instructors competent in the same subject areas was carried out during 1965-66. After the visitation a critique session was held based on an evaluation form.

- d. Studies made, within the division of teaching procedures, examinations, marks, or other problems relating to improvement of instruction.

No formal studies have been made; however the constant informal discussion of these topics is indicative of the serious interest and substantial professional commitment of the members of the Division.

- e. Whether course outlines and analyses are prepared and available for faculty members within departments.

Course outlines are available to faculty members for all courses offered.

2. Provisions for improving student achievement

Refer to Report I.

K. Administration

Refer to Report I.

L. The Students

Refer to Report I.

METALS-MECHANICAL DIVISION

Industrial Mechanics is a two-year course designed to prepare students for both the automotive and metal-working fields. Students can expect to be prepared for such entry jobs as automotive mechanic, small engine mechanic, service station attendant, and welder. Other employment opportunities (with further on-the-job training) include metallurgical lab assistant, apprenticeship in machine trades, hydraulics, and sheet metal fabrication.

Completion of the course leads to the Associate in Science degree.

A. Objectives

1. The particular objectives of this division of the institution over and above those described in SELF-EVALUATION REPORT I.
 - a. To provide technical and vocational training for entry jobs in the metal-working and mechanical fields.
 - b. To give students an appreciation of the principles involved in the construction and operation of various machines and equipment.
 - c. To acquaint students with the skills and precision needed to operate and/or repair such machines.
 - d. To provide broad coverage in both fields, in order that students may select and specialize in any of the many areas of the metals-mechanical fields.
 - e. To provide part-time trade extension training in specific courses for employed workers wishing to up-grade their skills and knowledge in their chosen fields.
2. Studies made recently, looking to a review of these objectives.

No formal local studies have been made recently to review objectives. The State Vocational Department has outlined and recommended the present general curriculum for community colleges.
3. The extent to which these objectives can be carried out by the division with its present program, organization and resources.

One section of the metals program and additional advanced courses are needed to completely fulfill the above objectives.

4. Not applicable.

B. Evidence of Stability

1. Date of foundation of this division, and continuity of operation since that date.

This division was founded in the summer of 1965 and has operated continuously since then.

2. Names of administrative heads of division during the last ten years, with period of service of each.

Wayne Andrews has been head of the division since its inception.

3. Per cent of turnover of teaching staff for each of last five years.

Refer to Report I.

4. Yearly enrollments of division in tabular form for the last ten years, excluding summer sessions and extension courses.

Refer to Report I.

C. Finance

Refer to Report I.

D. Plant

1. Any serious limitation on your program resulting from any inadequacy in present physical plant facilities.

Facilities are fairly adequate for present enrollment.

2. Greatest need for additional or improved facilities.

The present building is somewhat crowded; with increased enrollment, it will become more so. Another building will be needed before sheet metal fabrication and other courses may be added.

E. Materials and Equipment

Refer to Report I.

F. Library

Refer to Report I.

G. Records and Reports

Refer to Report I.

H. The Curriculum

1. -2. The scope and content of the entire program of studies by departments or other administrative units within the division.

Refer to Appendix A.

3. -6. Not applicable.

7. How courses are added to the curriculum or discontinued.

Courses are added to the curriculum or discontinued upon the judgment of the administration and faculty, with regard to fulfilling the objectives of the curriculum and with approval of the State Department of Vocational Education.

8. -11. Refer to Report I.

12. Whether lay persons or others from related fields participate in making curricular changes. Explain.

Lay persons assist somewhat in planning, as the trade extension courses are offered to meet the needs of the industrial community.

I. The Instructional Staff

1. Personnel

Refer to Appendix E.

2. Organization, meetings, and committees

a. -c. Refer to Report I.

- d. Frequency of divisional faculty meetings. Who presides?

Because of the small size of the division informal meetings and discussions are held almost daily. The Division Chairman presides over formal meetings, which are held at least once each term.

3. Selection, promotion, and dismissal

Refer to Report I.

4. Teaching Load

Refer to Appendix D.

J. Instruction

1. Provisions for the improvement of instruction

Refer to Report I.

2. Provisions for improving student achievement

Refer to Report I.

K. Administration

Refer to Report I.

L. The Students

Refer to Report I.

TECHNICAL DIVISION

A. Objectives

1. The particular objectives of this division of the institution over and above those described in SELF-EVALUATION REPORT I.

The Technical Division offers two year courses of study in Civil-Structural Technology, Wood Industries Technology, and Electrical-Electronics Technology to prepare graduates for productive employment in these fields. Students in Civil-Structural Technology may also elect to transfer and continue on to a B. S. degree in engineering.

2. Studies made recently, looking to a review of these objectives.

No recent studies have been made, but a survey is currently being developed to assess the Electronics curriculum.

3. The extent to which these objectives can be carried out by the division with its present program, organization and resources.

The division is currently carrying out its objectives with present staff and facilities.

4. Not applicable.

B. Evidence of Stability

1. Date of foundation of this division, and continuity of operation since that date.

The Technical Division was organized in the summer of 1965 and has operated continuously since that date.

2. Names of administrative heads of division during the last ten years, with period of service of each.

Roger Spaugh has headed the division since it was founded.

3. Per cent of turnover of teaching staff for each of last five years.

None.

4. Refer to Report I.

C. Finance

No separate figures are kept. Refer to Report I.

D. Plant

1. Any serious limitation on your program resulting from any inadequacy in present physical plant facilities.

None.

2. Greatest need for additional or improved facilities.

None.

E. Materials and Equipment

Refer to Report I.

F. Library

Refer to Report I.

G. Records and Reports

No separate records are kept. Refer to Report I.

H. The Curriculum

1. -2. The scope and content of the entire program of studies by departments or other administrative units within the division. List of courses offered during current year. Specify frequency of course offerings and date last offered.

3. Refer to Appendix A.

3. -6. Not applicable.

7. How courses are added to the curriculum or discontinued.

The need for courses is determined by survey of employers in the field. These courses must be approved by the State Department of

Vocational Education and lay advisory boards before being offered. Courses are discontinued when demand diminishes at the discretion of the College.

8. How the number of required courses may be increased in diminished.

Refer to Report I.

9. Whether any person or committee gives more or less continuous study to the improvement of the curriculum.

No formal continuous study is made, but all instructors are constantly aware of the necessity for updating curriculums. Curriculum change is a frequent topic in divisional meetings.

10. -11. Refer to Report I.

12. Whether lay persons or others from related fields participate in making curricular changes. Explain.

Lay persons participate as members of advisory committees in the addition and discontinuation of courses.

I. The Instructional Staff

1. Personnel

Refer to Appendix E.

2. Organization, meetings, and committees

- a. -c. Refer to Report I.

- d. Frequency of divisional faculty meetings. Who presides?

Formal meetings are held at least once a term. Informal meetings and discussions are held almost daily due to the small size of the division. The Division Chairman presides at the formal meetings.

e. Subjects discussed

Discussions include curriculum, staffing, teaching, new texts available, students, and any other division business.

- f. Whether minutes are regularly kept and made available for faculty reference.

No minutes are kept.

- g. -h. Refer to Report I.

3. Selection, promotion, and dismissal

Refer to Report I.

4. Teaching Load

Refer to Appendix D.

J. Instruction

1. Provisions for the improvement of instruction

- a. Means employed in determining instructional competence of faculty staff members.

Instructional competence is determined by visitations, evaluations, and consultations between instructors. All staff members are constantly aware of the need for excellence in instruction.

- b. Recognition given for competence of instructor.

Refer to Report I.

- c. Program for assisting young instructors to grow in competence. What is done similarly, to help older instructors?

There is no formal program other than the mutual visitation described. All instructors help others with any instructional problems that appear, and also act at times as visiting lecturers and resource persons.

- d. Studies made, within the division, of teaching procedures, examinations, marks, or other problems relating to improvement of instruction.

No studies have been made.

- e. Whether course outlines and analyses are prepared and available to faculty members within departments.

Course outlines are available for all courses.

2. Provisions for improving student achievement.

Refer to Report I.

K. Administration

Refer to Report I.

L. Students

Refer to Report I.

SPECIAL PROGRAMS DIVISION

The Special Programs Division includes such a number of highly diversified programs it was deemed advisable for the sake of clarity to present these programs in the regular division format.

HOME ECONOMICS

A. Objectives

1. The particular objectives of this program over and above those described in SELF-EVALUATION REPORT I.

The objectives of the Home Economics classes offered at Southwestern Oregon Community College are to improve and update the homemakers skills in such areas as sewing, home management, child care and development, foods and nutrition, housing, and home furnishings.

2. Studies made recently, looking to a review of these objectives.

No studies have been completed recently.

3. The extent to which these objectives can be carried out by the division with its present program, organization, and resources.

The Home Economics courses now offered are classified as being occupational extension in nature. This means that they are designed to be taken by homemakers to improve their abilities as homemakers. None of the individual courses offered carry transfer college credits. Each course that is taught in the home-making area has had prior approval by the State Department of Education.

As long as the Home Economics classes are directed to the adult community, the present facilities are adequate. To expand the course offerings to include courses in food preparation, for example, would require additional facilities.

4. None.

B. Evidence of Stability

1. Date of foundation of this division and continuity of operation since that date.

This division was organized in the summer of 1965. Prior to that time, the Home Economics classes were under the direction of the Dean of Technical-Vocational Education. Home Economics classes

have been held every quarter (no summers) at the College since the College's inception in 1961.

2. Names of administrative heads of division during the last ten years, with period of service of each.

1961-63 Mr. M. M. Romig, Dean of Technical-Vocational Education

1963-64 Dr. Earl Hepler, Dean of Technical-Vocational Education

1964-65 Mr. Jack E. Brookins, Dean of Technical-Vocational Education

1965-66 Mr. Sydney D. Thompson, Coordinator of Community Services and Chairman, Special Programs Division

3-4. Refer to Report I.

C. Finance

1. No separate figures are kept. Refer to Report I.

D. Plant

1. Any serious limitations on your program resulting from any inadequacy in present physical plant facilities.

None. As the variety of Home Economics classes designed for the adult community increases, a need for specialized equipment and facilities may occur.

2. Greatest need for additional or improved facilities.

There is no pressing need at the present time.

E. Materials and Equipment

Refer to Report I.

F. Library

Refer to Report I.

G. Records and Reports

Refer to Report I.

H. The Curriculum

1. -2. Refer to Appendix A.

3. -6. Not applicable.

7. How courses are added to the curriculum or discontinued.

Courses are added when demand seems to indicate it would be financially feasible to offer a particular course. Residents often write and telephone the College requesting courses. Students currently enrolled are asked about their particular interests. Myrtle Point High School developed a questionnaire to discover which courses were of most interest. The College has also run newspaper articles asking readers to contact the College, and speakers from the College ask for suggestions when talking to various community groups. Questionnaires are distributed at activities sponsored by the Home Economics Department.

9. Whether any person or committee gives more or less continuous study to the improvement of the curriculum.

Mrs. Duffy Stender is the head of courses involving Home Economics. She cooperates with a Home Economics Advisory Committee. The purposes of the Home Economics Advisory Committee are to study and evaluate present courses, study and evaluate future curricula, and develop a broad educational program to enrich the Home Economics curriculum.

The membership of the Home Economics Advisory Committee represents the following: high school home economics programs, business, public relations and communications, homemakers and the Home Extension Service.

10. In what ways the administration has concerned itself with objectives, curriculum, content, and instructional outcome.

Long range planning in the Home Economics area has been under study by the Curriculum Committee of the Instructional Council.

Refer to Report I.

11. Refer to Report I.

12. Whether lay persons or others from related fields participate in making curricular changes.

The Home Economics Advisory Committee of Southwestern Oregon Community College reviews the curriculum and recommends any changes in accordance with the needs of the community.

I. The Instructional Staff

1. Personnel

Refer to Appendix E.

2. Organization, meetings, and committees

There are two part-time faculty members and one full-time involved in Home Economics instruction. Meetings of an informal nature occur frequently. Formal orientation meetings occur prior to the beginning of each term. At these meetings Mrs. Duffy Stender presides.

3. Selection, promotion and dismissal

Refer to Report I.

4. Teaching Load

Refer to Appendix D.

J. Instruction

Refer to Report I.

K. Administration

Refer to Report I.

L. The Students

Refer to Report I.

LAW ENFORCEMENT

Introduction

The Law Enforcement Curriculum offered by Southwestern Oregon Community College is offered primarily in the evening with individual courses limited to about two course offerings each term. The program was developed by the State Department of Education and the State Advisory Board on Police Standards and Training. Southwestern Oregon Community College presently offers the program as it is prescribed. It is possible for a student to complete most of the program during the evening school offerings and ultimately receive an Associate in Science degree.

This particular program was developed to meet the needs of individuals already engaged in some sort of police work and for young men and women desiring to pursue an educational program which will prepare them for career employment in Law Enforcement. The State Department Bulletin "Law Enforcement Curriculum" in the accreditation exhibit gives a detailed description of this program.

A. Objectives

1. The particular objectives of this program over and above those described in Report I.
 - a. To provide vocational training for students who anticipate a career in some area of law enforcement.
 - b. To provide persons presently engaged in law enforcement an opportunity to develop new skills and increased knowledge in their chosen profession.
2. Studies made recently, looking to a review of these objectives.

No formal studies have been completed. General objectives relating to the effectiveness of the courses and instructors in meeting the needs of law enforcement personnel are the subject of meetings of the Region 3 State Advisory Board.

3. The extent to which these objectives can be carried out with the present program, organization and resources.

It is the intention of the College to develop this program into one of the regular full-time day and evening curriculums offered. This will necessitate some specialized laboratory space and equipment. At the present time, however, community resources and part-time instructors recruited from the community have permitted offering this program adequately on a part-time basis.

4. Not applicable.

B. Evidence of Stability

1. Date of foundation of this division, and continuity of operation since that date.

While the Special Programs Division was organized in the summer of 1965, the courses in Law Enforcement were first offered during the 1965-66 school year.

2. Names of administrative heads of division during the first ten years, with period of service of each.

Mr. Jack E. Brookins, Dean of Technical-Vocational Education during 1964-1965. (Now College President)

Mr. Sydney D. Thompson, Coordinator of Community Services, has coordinated the program since fall, 1965, as Chairman of the Special Programs Division.

3. Per cent of turnover of teaching staff for each of last five years.

Refer to Report I.

4. Not applicable. Thirty-two different individuals took one or more courses during 1965-66.

C. Finance

1. No separate figures are kept. Refer to Report I.

D. Plant

1. Any serious limitation on your program resulting from any inadequacy in present physical plant facilities.

Until the Law Enforcement program becomes a full-time program of the College, there are no serious limitations.

2. Greatest need for additional or improved facilities.

None at the present time.

E. Materials and Equipment

Refer to Report I.

F. Library

Refer to Report I.

G. Records and Reports

Refer to Report I.

H. The Curriculum

1.-2. Refer to Appendix A.

3.-6. Not applicable.

7. How are courses added to the curriculum or discontinued.

The College follows the State approved curriculum. Recommendations from the College can be forwarded to the State Advisory Board for their consideration.

8. How the number of required courses may be increased or diminished.

By acceptance of recommendations of the College to the State Advisory Board.

9. Whether any person or committee gives more or less continuous study to the improvement of the curriculum.

The State Advisory Board on Police Standards and Training gives study to the improvement of the curriculum. The activity that directly affects the program at Southwestern Oregon Community College is the participation of our instructors and Division Chairman in law enforcement meetings held periodically in this area.

10. In what ways the administration has concerned itself with objectives, curriculum content, and instructional outcome.

By frequent contact with the local law enforcement officials, careful selection of instructors, and cooperation with the State Department of Education.

11. Use made of student initiative and reactions in effecting curriculum modifications.

Reactions or requests of students would lead to recommendations being made to the State Board. An example of this concerns the recommendation that will probably be made concerning the First Aid courses required in the curriculum. The allowing of the substitution of a lower division First Aid course will be a recommendation made to the State Board that was student originated.

12. Whether lay persons or others from related fields participate in making curricular changes. Explain.

The local representatives of the advisory board are all engaged in law enforcement. They function in an advisory capacity. If recommended changes seem warranted, they can only be made with the approval of the State Board.

I. The Instructional Staff

1. Personnel

Refer to Appendix E.

2. Organization, meetings, and committees.

Part-time faculty members teaching in this area attend orientation meetings prior to the beginning of each term. Instructors are also invited to attend any police advisory board meetings.

3. Selection, promotion and dismissal.

Refer to Report I.

4. Teaching Load

Refer to Appendix D.

J. Instruction

Refer to Report I.

K. The Administration

Refer to Report I.

L. The Students

Not applicable.

PRACTICAL NURSING

A. Objectives

1. The particular objectives of this program over and above those described in Report I.

The objectives of this program include:

- a. The development of a sense of social and professional responsibility through a code of behavior based on ethical principles consistent with democratic ideals.
 - b. The development of social and emotional maturity so that:
 1. A self-image is formed that is consistent with the actualities of the practical nurses' work life.
 2. Attitudes will be adopted that foster flexibility and adaptability.
 - c. The development of an understanding of:
 1. The scientific principles upon which nursing is based.
 2. Human behavior.
 - d. The development of an ability to establish effective relationships with patients and co-workers, including the ability to work with these people.
 - e. The development of an interest in continuing education.
 - f. The development of technical skills utilized in the practice of practical nursing.
 - g. The development of the competence needed to pass the state examination for licensing and enter the field of nursing.
2. Studies made recently, looking to a review of these objectives.

The last survey visit made to this College for the purpose of examining the practical nursing program was made in March of

1966. Periodically, the Oregon State Board of Nursing sends a team to examine this program. A copy of the report received from this survey team is part of the accreditation file.

No specific study has been made by the College. The results of the state licensing examination indicate that graduates from this program rate considerably above the state average.

3. The extent to which these objectives can be carried out by the division with its present program organization and resources.

The clinical facilities utilized by the students in the practical nursing curriculum are also evaluated by the Oregon State Board of Nursing. These facilities are adequate for the program as it now operates.

According to the survey team the facilities in use during the 1965-66 school year were adequate insofar as space was concerned but heating was inadequate. The situation has been corrected by re-locating the practical nursing program in the annex building.

4. Not applicable.

B. Evidence of Stability

1. Date of foundation of this division, and continuity of operation since that date.

The practical nursing program began operation in 1962. It has operated continuously since then.

2. Names of administrative heads of division during the last ten years, with period of service of each.

| | |
|---------|--|
| 1962-63 | Maurice M. Romig, Dean of Technical-Vocational Education |
| 1963-64 | Dr. Earl Hepler, Dean of Technical-Vocational Education |
| 1964-65 | Jack E. Brookins, Dean of Technical-Vocational Education |
| 1965-66 | Sydney D. Thompson, Coordinator of Community Services and and Special Programs Chairman |

3. Per cent of turnover of teaching staff for each of last five years.

The program utilizes one instructor. No turnover has occurred since the beginning of the practical nursing program.

4. Yearly enrollments of division in tabular form for the last ten years, excluding summer sessions and extension courses.

| | <u>Graduates</u> | <u>Original Enrollment</u> |
|-----------|------------------|----------------------------|
| 1962-1963 | 11 | 14 |
| 1963-1964 | 12 | 12 |
| 1964-1965 | 11 | 12 |
| 1965-1966 | 10 | 12 |

C. Finance

No separate figures are kept. Refer to Report I.

D. Plant

1. Any serious limitation on your program resulting from any inadequacy in present physical plant facilities.

The North Bend campus facilities are presently adequate, but the program is limited as far as expansion is concerned by the size of the hospitals being used for clinical experience by the practical nursing students. This problem is under study and a new method of allocating time in clinical practice is under consideration.

2. Greatest need for additional or improved facilities.

The greatest need is for facilities on the Coos Bay campus that will enable the program to better mesh with other vocational programs.

E. Materials and Equipment

(Refer to Report I.)

F. Library

A small selection of current reference materials is maintained in the classroom of the nursing program.

G. Records and Reports

Quarterly reports are filled out by the instructor. These records are on file with the Executive Secretary of the Oregon State Board of Nursing. Copies of these reports are available from the instructor.

H. The Curriculum

1. The scope and content of the entire program of studies by departments or other administrative units within the division.

Refer to page 41 of the current college catalog for a program description and to Appendix A.

2. -6. Not applicable.

7. How courses are added to the curriculum or discontinued.

Courses will be added to the curriculum or discontinued by joint recommendation of the State Department of Education and the Oregon State Board of Nursing. Recommendations for change can originate at the college level. The instructor of the practical nursing curriculum works with a special advisory committee.

8. How the number of required courses may be increased or decreased.

The number of courses in the Nursing Program will either be decreased or increased by the same procedure as outlined in 7 above.

9. Whether any person or committee gives more or less continuous study to the improvement of the curriculum.

The primary responsibility for curriculum improvement has rested with the instructor and the division chairman. Continuous study, in a formal sense, is not made.

10. In what ways the administration has concerned itself with objectives, curriculum content, and instructional outcome.

The administration has relied upon discussions with the instructor, reports received from surveys made by the Oregon State Board of Nursing, and results of state licensing examinations.

11. Use made of student initiative and reactions in effecting curriculum modifications.

Students comments and reactions have influenced indirectly the instructor's approach to the subjects, but have not been a major or organized factor in the consideration of curriculum modifications.

12. Whether lay persons or others from related fields participate in making curricular changes.

Officials from the State Department of Education and from the Oregon State Board of Nursing approve suggested changes and can recommend changes. At the college level, the advisory committee can instigate changes by recommendation. The instructor and administrators can also make recommendations for change which ultimately have to meet state level approval.

I. The Instructional Staff

1. Personnel.

Refer to Appendix F.

2. Organization, meetings and committees.

There is one full-time faculty member involved.

3. Selection, promotion and dismissal.

Refer to Report I.

4. Teaching Load.

Refer to Appendix D.

J. Instruction

1. Refer to Report I.

K. Administration

1. Refer to Report I.

L. The Students

1. Not applicable.

2. Extent to which the division conducts orientation, counseling and testing beyond that of the institution as a whole.

Students applying for admission to the practical nursing program are interviewed by the instructor of the program.

3. Loan funds and scholarships available to students in this division which do not come through institutional channels or which are restricted to students of this division.

None.

4. Extent to which the division accepts responsibility for placement of its graduates. Explain.

To date placement has been no problem. The division has aided in placement only in an informal manner.

SUPERVISORY TRAINING

Introduction

The Supervisory Training curriculum offered by Southwestern Oregon Community College is offered in the evening with individual courses limited to about two courses each term. The program in supervision was developed by the State Department of Education, Division of Vocational Education, Trade and Industrial Education Service.

Southwestern Oregon Community College now offers the program as it is suggested by the State Department of Education. It is possible for a student to complete most of the program during the evening school offerings and receive either a certificate, diploma, or two-year A.S. degree.

This program was developed because of the growth of a need for supervisory training in industry and because of the many requests submitted to local schools for this type of training. It has been designed for employed supervisors and for persons preparing for supervisory responsibility.

A. Objectives

1. The particular objectives of this program over and above those described in SELF-EVALUATION REPORT I.

- a. To provide supervisors with an opportunity to learn useful new techniques and developments relating to their work.
- b. To provide prospective supervisors with vocational training related to their career goals.

2. Studies made recently looking to a review of these objectives.

No formal studies have been completed.

3. The extent to which these objectives can be carried out with the present program, organization and resources.

A lay advisory committee provides guidance to the program. The program, organization, and resources available are adequate to carry out the program.

4. Not applicable.

B. Evidence of Stability

1. Date of foundation of this division, and continuity of operation since that date.

The Special Programs Division was founded in the summer of 1965. The supervisory program began with course offerings prior to that time in the fall of 1964.

2. Names of administrative heads of division during the first ten years, with period of service of each.

Mr. Jack E. Brookins, Dean of Technical-Vocational Education during 1964-65.

Mr. Sydney D. Thompson, Coordinator of Community Services, summer 1965 to present.

3. Refer to Report I.

4. Not applicable.

C. Finance

No separate figures are kept. Refer to Report I.

D. Plant

1. Any serious limitation on your program resulting from any inadequacy in present physical plant facilities.

None

2. Greatest need for additional or improved facilities.

None at the present time.

E. Materials and Equipment

Refer to Report I.

G. Records and Reports

Refer to Report I.

H. The Curriculum

1. -2. The scope and content of the entire program of studies by departments or other administrative units within the division. List of courses offered during current year. Specify frequency of course offerings and date last offered.

Refer to pages 41, 57 and 58 in the current catalog, and Appendix A.

3. -6. Not applicable.

7. How are courses added to the curriculum or discontinued.

The College follows a State recommended curriculum. Recommendations from the advisory committee are submitted to the State Department of Education for approval.

8. How the number of required courses may be increased or decreased.

By approval of the State Department of Education.

9. Whether any person or committee gives more or less continuous study to the improvement of the curriculum.

At the State level some study is done. At the local level, little has been done by the advisory committee. Conferences with the participating instructors have been the only studies made of the program to date.

10. In what ways the administration has concerned itself with objectives, curriculum content, and instructional outcome.

By careful selection of instructors and informal meetings with the instructional staff.

11. Use made of student initiative and reactions in effecting curriculum modifications.

Student recommendations are made to the instructor who in turn directs them to the Division Chairman. Such matters are discussed at an advisory board meeting and any recommendations coming as a result are forwarded to the State Department of Education.

12. Whether lay persons or others from related fields participate in making curricular changes. Explain.

Some of the advisory committee members are personnel officers. Their advice would be considered and could lead to curricular changes.

I. The Instructional Staff

1. Personnel

Refer to Appendix E.

2. Organization, meetings, and committees.

Part-time faculty meetings are held prior to the beginning of each term and other special meetings are held as deemed advisable.

3. Selection, promotion, and dismissal.

Refer to Report I.

4. Teaching Load

Refer to Appendix D.

J. Instruction

Refer to Report I.

K. The Administration

Refer to Report I.

L. The Students

Refer to Report I.

APPRENTICESHIP TRAINING

A. Objectives

1. The particular objectives of this program over and above those described in SELF-EVALUATION REPORT I.

Southwestern Oregon Community College, in cooperation with the State Department of Education, has the responsibility under Oregon law of providing related instruction for apprentices enrolled in the State Apprenticeship Program.

On the average, a minimum of 144 hours of related training is required of each apprentice who is training to become a journeyman in a particular trade.

The training at this College has as its objective the development of abilities needed by an individual engaged in an apprenticeable occupation.

2. Studies made recently, looking to a review of these objectives.

No specific studies have been completed. However, each apprentice's accomplishments are reviewed by an apprenticeship committee before he is moved to a more advanced standing. The committees now in operation include: Coos Bay Inside Electrician Apprenticeship and Training Committee, Coos Bay Local Apprenticeship Committee, Coos Bay Industrial Apprenticeship and Training Committee, Southwestern Oregon Carpenters Apprenticeship Committee, Pacific Power and Light Co. Apprenticeship and Training Committee, Coos Bay Allied Printing Trades Apprenticeship Committee, and Coos-Curry C. O. O. P. Apprenticeship Committee.

3. The extent to which these objectives can be carried out by the division with its present program, organization, and resources.

The present organization and resources are adequate to achieve the objectives. The program is supervised and coordinated by a division chairman (who is also the secretary of the Coos Bay Local Apprenticeship Committee); instructors receive periodic in-service training at Southwestern Oregon Community College and at special training programs held at Oregon State University.

4. None.

B. Evidence of Stability

1. Date of foundation of this division, and continuity of operation since that date.

This division was organized in the summer of 1965. Prior to that time, the apprenticeship program was under the direction of the Dean of Technical-Vocational Education. The apprenticeship classes have been held every quarter (no summers) at the College since the College's inception in 1961.

2. Names of administrative heads of division during the last ten years, with period of service of each.

| | |
|-----------|---|
| 1961-1963 | Mr. M. M. Romig, Dean of Technical-Vocational Education |
| 1963-1964 | Dr. Earl Hepler, Dean of Technical-Vocational Ed. |
| 1964-1965 | Mr. Jack E. Brookins, Dean of Technical-Vocational Education (now College President) |
| 1965-1966 | Mr. Sydney D. Thompson, Coordinator of Community Services and Chairman, Special Programs Division |

3.-4. Refer to Report I.

C. Finance

- 1.-3. No separate figures are kept. Refer to Report I.

D. Plant

1. Any serious limitation on your program resulting from any inadequacy in present physical plant facilities.

None.

2. Greatest need for additional or improved facilities.

There is no pressing need at the present time. The sheetmetal program will have the use of trade equipment in the near future which will be of benefit to this program.

E. Materials and Equipment

1-3. Refer to Report I.

F. Library

In addition to the regular College library facilities, each apprenticeship instructor is authorized and instructed to maintain a set of appropriate reference materials for use during class periods.

G. Records and Reports

A current file of grades is maintained in the College's record office. In addition, each instructor keeps individual records of his students' home study assignments, attendance, and examination scores. This information is used to assist the appropriate apprenticeship committee to place apprentices in more advanced periods.

H. The Curriculum

The apprenticeship students pursue courses of study that have been prepared under the direction of the Division of Vocational Education of the State Department of Education with the assistance and advice of special State apprenticeship committees. See the accreditation exhibit for samples of state approved instructional packets.

The related training now being offered at this College includes:

Carpenter Apprentice
Power Lineman Apprentice
Sheetmetal Apprentice
Industrial Electrician Apprentice

Inside Wireman Apprentice
Plumber Apprentice
Painter Apprentice

These classes have all been offered each quarter during the 1965-66 school year with the exception of Painter Apprentice which began during the spring term.

I. The Instructional Staff

1. Personnel

Refer to Appendix E.

2. Organization, meetings and committees

Meetings of instructors of apprenticeship programs are handled on an individual basis except for general part-time faculty meetings and in-service training sessions prior to the beginning of each term.

3. Selection, promotion and dismissal

Refer to Report I. Apprenticeship instructors must meet State standards for vocational instructors. All instructors hired have been recommended by the appropriate apprenticeship committee.

4. Teaching Load

Refer to Appendix D.

J. Instruction

Refer to Report I.

K. Administration

Refer to Report I.

L. The Students

Not applicable.

Registered apprentices are the only individuals allowed to enroll in the apprenticeship classes. The selection process is handled by the Coos Bay Local Apprenticeship Committee following procedures outlined by the apprenticeship rules and regulations.

CONTINUING EDUCATION CLASSES

General Statement

Southwestern Oregon Community College has undertaken the responsibility of working with the Division of Continuing Education of the Oregon State System of Higher Education in order that interested individuals from the community may have the opportunity of taking courses of upper division and graduate level.

The College cooperates in three ways:

1. Endeavoring to discover courses of interest to area residents through newspaper stories, questionnaires to organizations and schools, and letters directed to teachers, personnel of local plants, and other potential students.
2. Providing a meeting place for classes that are scheduled by the Division of Continuing Education.
3. Providing instructors whenever one of the faculty of Southwestern Oregon Community College is interested and qualified to instruct a particular course.

This cooperation has been in operation since foundation of the College in 1961.

A typical schedule of classes offered on the College campus through the Division of Continuing Education consists of about ten upper division and graduate courses, mostly in the field of education.

The College collects no fees, does not register students and keeps no records for these classes. All correspondence and coordinating activities are directed to the Ashland Continuation Center at Southern Oregon College in Ashland.

Mr. Sydney D. Thompson has coordinated the Continuing Education classes since the fall of 1965.

COMMUNITY SERVICES

Community Services are coordinated through the Office of Community Services. Specifically, the duties of this Office include: public information, College informational literature, the College catalog, non-credit activities, courses, and programs which are designed to meet the needs of the adult population of the community. During the 1965-66 academic year, Community Services included direction of all transfer courses offered in the evening and all adult courses offered day or evening. While not a division of the College, it was felt that it would be worthwhile to report on the activities of this Office.

A. Objectives

1. The particular objectives of this division of the institution over and above those described in SELF-EVALUATION REPORT I.

Refer to Report I.

2. Studies made recently, looking to a review of these objectives.

No formal studies have been completed.

3. Extent to which these objectives can be carried out by the division with its present program, organization and resources.

In the area of public information, including press, radio, television and brochures, the only restraining element is one of sufficient time to pursue all the activities that are possible. An example of this is the possibility of a series of television programs involving students, faculty, and administration that could be of substantial value to the community.

In the scope of course offerings to meet the varied occupational and cultural needs of the adult population, there is no serious limitation.

4. Not applicable.

B. Evidence of Stability

1. Date of foundation of this division, and continuity of operation since the date.

Community Services have been an integral part of the College since its inception in 1961. However, the organization of an Office of Community Services was completed in the fall of 1965.

2. Names of administrative heads of division during the last ten years, with period of service of each.

Sydney D. Thompson - Has been Coordinator of Community Services since the fall 1965. That portion of Community Services dealing with printed materials and public information has been handled by Mr. Thompson since 1962.

3. Per cent of turnover of teaching staff for each of the last five years.

Refer to Report I.

4. Not applicable.

C. Finance

1. Refer to Report I.

D. Plant

1. Any serious limitations on your program resulting from an inadequacies in present physical plant facilities.

No true auditorium has restricted the types of programs that have been offered in the past. Programs to be offered in the future will include a resumption of a guest lecture series, forums, panels, films, etc.

2. Greatest need for additional or improved facilities.

A large auditorium and, eventually, a theater, an FM transmitting station, and perhaps an education television station.

E. Materials and Equipment

Refer to Report I.

F. Library

Refer to Report I.

G. Records and Reports

Refer to Report I.

H. The Curriculum

- 1.-2. The scope and content of the entire program of studies by departments or other administrative units within the division. List of courses offered within the current year, specify frequency of course offerings and date last offered.

Refer to Appendix A.

Special Note: The only courses reported in the Community Services section are those which have been offered as self-supporting courses. The balance of the 50 or 60 courses offered in the evening each term are reported on by the respective divisions concerned.

- 3.-6. Not applicable.

- 7.-11. Community Services are provided in response to community needs and wishes. These needs may be identified by groups of individuals from the community. For example, the local Licensed Practical Nursing Association requested a course in drugs and solutions so its members could be brought up to date in this field. (See Practical Nursing Report.) Needs may also be identified by individuals from the community, or by the College itself. Once a need has been identified, it is considered in terms of appropriateness, availability of resources, and capability.

12. Whether lay persons or others from related fields participate in making curricular changes.

The regular advisory groups which assist the College participate and represent various organizations from the community. The Licensed Practical Nurses Association made recommendations regarding the drugs and solutions course mentioned in the Practical Nursing Report.

I. Instructional Staff

1. Personnel

Refer to Appendix E.

2. Organizations, meetings, and committees.

The Coordinator of Community Services meets with the division chairmen to plan, discuss, and evaluate evening courses. Plans for course offerings are also discussed at the Instructional Council meetings.

3. Selection, promotion, and dismissal

Refer to Report I.

4. Teaching Load

Not applicable.

J. Instruction

Refer to Report I.

K. Administration

Refer to Report I.

L. The Students

Refer to Report I.

FIRE TRAINING

General Statement

Southwestern Oregon Community College has not been active in providing firemen's training since the winter term of 1965 when one course was offered to firemen in the area.

Prior to that time, the College employed a fireman-coordinator to arrange classes provided by the State Department of Education. Descriptions of these courses may be found on page 57 of the current catalog. During the 1965-66 academic year, efforts have been made to reactivate the program. Advisory committee meetings were held with community fire chiefs and efforts were made to locate a new coordinator.

It is felt that since no classes have been held for the last two years, the questions asked in Self-Evaluation Report II were not applicable at this time.

There does remain a considerable and growing interest in having the College offer courses in fire training. For this reason, the advisory committee and the college administration is considering the adoption of the Fireman Training Curriculum which was developed in cooperation with the State Advisory Committee on Fireman Training for Post-High School Preparatory Programs, published by the State Department of Education.

A copy of this new publication outlining the curriculum may be found in the accreditation exhibit.

APPENDICES

APPENDIX A

SCOPE AND CONTENT OF INSTRUCTIONAL PROGRAM

ARTS AND LETTERS

| Course Number | Course Title | F | W | S |
|---------------|-------------------------------|-----|-----|-----|
| AA 195, 6, 7 | Basic Design | 2 | 2 | 2 |
| AA 201, 2, 3 | Survey of Visual Arts | 3 | 3 | 3 |
| AA 290 | Painting | 1-2 | 1-2 | 1-2 |
| AA 291 | Drawing | 1-2 | 1-2 | 1-2 |
| Mus 111, 2, 3 | Music Theory I | 4 | 4 | 4 |
| Mus 190 | Applied Music | 1 | 1 | 1 |
| Mus 195 | Band | 1 | 1 | 1 |
| Mus 196 | Orchestra | 1 | 1 | 1 |
| Mus 197 | Chorus | 1 | 1 | 1 |
| Mus 290 | Applied Music | 1-3 | 1-3 | 1-3 |
| Eng 101, 2, 3 | Survey of English Literature | 3 | 3 | 3 |
| Eng 107, 8, 9 | World Literature | 3 | 3 | 3 |
| Eng 201, 2, 3 | Shakespeare | 3 | 3 | 3 |
| Eng 253, 4, 5 | Survey of American Literature | 3 | 3 | 3 |
| Wr 111, 2, 3 | English Composition | 3 | 3 | 3 |
| GL 50, 1, 2 | First-Year German | 4 | 4 | 4 |
| Gl 101, 2, 3 | Second-Year German | 4 | 4 | 4 |
| RL 50, 1, 2 | First-Year French | 4 | 4 | 4 |
| RL 101, 2, 3 | Second-Year French | 4 | 4 | 4 |
| J 215 | Journalism Laboratory | 1 | 1 | 1 |
| J 216 | Reporting I | 2 | 2 | 2 |
| Sp 111 | Fundamentals of Speech | 3 | 3 | 3 |

ARTS AND LETTERS-Continued

| <u>Course number</u> | <u>Course Title</u> | <u>F</u> | <u>W</u> | <u>S</u> |
|----------------------|-------------------------|----------|----------|----------|
| Sp 229 | Interpretation | 2 | 2 | 2 |
| Sp 232 | Group Discussion | | 3 | 3 |
| Sp 250 | Theater Workshop | 1-3 | 1-3 | 1-3 |
| 1.111 | Communications | 3 | 3 | 3 |
| 1.112, 3 | Communications | | 3 | 3 |
| 0.501 | Communications Workshop | 0 | 0 | 0 |

MATHEMATICS AND SCIENCE

| Course Number | Course Title | F | W | S |
|----------------|-------------------------------------|----|----|----|
| Bi 101, 2, 3 | General Biology | 4 | 4 | 4 |
| Bot 201, 2, 3 | General Botany | 3 | 3 | 3 |
| Ch 101, 2, 3 | General Chemistry | 3 | 3 | 3 |
| Ch 201, 2, 3 | General Chemistry | 4 | 4 | 4 |
| GS 104, 5, 6 | Physical Science | 4 | 4 | 4 |
| Mth 100 | Intermediate Algebra | 4 | 4 | 4 |
| Mth 101 | College Algebra | 4 | 4 | 4 |
| Mth 102 | Trigonometry | | 4 | 4 |
| Mth 191, 192 | Mathematics for Elementary Teachers | 3 | 3 | |
| Mth 200, 1, 2, | Calculus with Analytic Geometry | 4 | 4 | 4 |
| Phy 201, 2, 3 | General Physics | 5 | 5 | 5 |
| Z 201, 2, 3 | General Zoology | 4 | 4 | 4 |
| 0.500 | Mathematics Workshop | 0 | 0 | 0 |
| 6.261, 2, 6 | Technical Mathematics | 4* | 4* | 4* |
| 4.200, 2, 4 | Mathematics | 4* | 4* | 4* |
| 4.300, 2, 4 | Practical Physics | 4* | 4* | 4* |
| 6.449 | Forest Botany | | 3* | |
| 0.510 | Elements of Algebra | 2 | 2 | |

HEALTH AND PHYSICAL EDUCATION

| Course Number | Course Title | F | W | S |
|---------------|---------------------------------|---|---|---|
| PE 180 | Physical Education (Women) | 1 | 1 | 1 |
| | Fall term offerings: Volleyball | | | |
| | Archery | | | |
| | Tennis | | | |
| | Swimming | | | |
| | Golf | | | |
| | Winter term offerings: | | | |
| | Basketball | | | |
| | Lifesaving/Water Safety | | | |
| | Bowling | | | |
| | Spring term offering: | | | |
| | Badminton | | | |
| | Tumbling & Apparatus | | | |
| | Golf | | | |
| PE 190 | Physical Education (Men) | 1 | 1 | 1 |
| | Fall term offerings: Volleyball | | | |
| | Archery | | | |
| | Apparatus & Tumbling | | | |
| | Cross Country | | | |
| | Swimming | | | |
| | Golf | | | |
| | Tennis | | | |
| | Winter term offering: | | | |
| | Basketball | | | |
| | Weight-lifting/Conditioning | | | |
| | Wrestling | | | |
| | Lifesaving/Water Safety | | | |
| | Bowling | | | |
| | Spring term offering: | | | |
| | Badminton | | | |
| | Track and Field | | | |
| | Tumbling & Apparatus | | | |
| | Water Polo | | | |
| | Golf | | | |
| | Advanced Golf | | | |
| PE 250 | Personal Health | 3 | 3 | 3 |
| PE 252 | First Aid | 3 | 3 | 3 |

SOCIAL SCIENCES

| Course Number | Course Title | F | W | S |
|----------------|---------------------------------|----|----|----|
| Anth 101, 2, 3 | General Anthropology | 3 | 3 | 3 |
| Anth 207, 8, 9 | Cultural Anthropology | 3 | 3 | 3 |
| Ec 201, 2, 3 | Principles of Economics | 3 | 3 | 3 |
| Geog 105, 6, 7 | Introductory Geography | 3 | 3 | 3 |
| Hst 101, 2, 3 | History of Western Civilization | 3 | 3 | 3 |
| Hst 201, 2, 3 | History of the United States | 3 | 3 | 3 |
| PS 201, 2, 3 | American Government | 3 | 3 | 3 |
| PS 205 | International Relations | 3 | 3 | 3 |
| Psy 111 | Personality and Development | 3 | 3 | 3 |
| Psy 201, 2, 3 | General Psychology | 3 | 3 | 3 |
| Soc 204, 5, 6 | General Sociology | 3 | 3 | 3 |
| 1.506 | Applied Economics | 3* | 3* | 3* |
| 1.600 | American Institutions | 3* | | |
| 1.608 | Psychology of Human Relations | | 3* | 3* |

BUSINESS EDUCATION

| Course Number | Course Title | F | W | S |
|---------------|--|----|----|----|
| BA 101 | Introduction to Business | 4 | 4 | 4 |
| BA 211, 2, 3 | Principles of Accounting | 3 | 3 | 3 |
| 2.100 | Introduction to Data Processing | 3* | | |
| 2.103 | Computer Programming (Introduction to) | | 3* | |
| 2.104 | Business Data Processing Applications | | | 3* |
| 2.250 | Business Mathematics | 3* | 3* | 3* |
| 2.252 | Business Mathematics | | 3* | 3* |
| 2.258 | Office Procedures | | 3* | 3* |
| 2.261, 2, 3 | Work Experience | 4* | 4* | 4* |
| 2.264, 5, 6 | Related Instruction | 2* | 2* | 2* |
| 2.301 | Credit Procedures | | 3* | |
| 2.305 | Principles of Retailing | | | 3* |
| 2.304 | Fundamentals of Marketing | | 3* | |
| 2.320, 1, 2 | Business Law | 3* | 3* | 3* |
| 2.330 | Fundamentals of Salesmanship | 3* | | 3* |
| 2.331 | Federal Income Tax | | 3* | |
| 2.501, 3, 5 | Typing | 2* | 2* | 2* |
| 2.504 | Business Communications | | | 3* |
| 2.519, 21 | Office Machines | 2* | 2* | 2* |
| 2.541, 3, 5 | Shorthand | 3* | 3* | 3* |
| 2.547 | Transcription | 3* | 3* | 3* |
| 2.549 | Advanced Dictation | 3* | 3* | 3* |

BUSINESS EDUCATION-Continued

| Course Number | Course Title | F | W | S |
|---------------|------------------------|----|----|----|
| 2.551 | Advanced Transcription | | 3* | 3* |
| 2.760, 1 | Bookkeeping | 2* | 2* | |
| 2.755 | Filing | | | 2* |
| 2.766, 7, 8 | Accounting | 4* | 4* | 4* |
| 2.771 | Payroll Accounting | | | 3* |

TECHNICAL DIVISION
(Civil-Structural)

| Course Number | Course Title | F | W | S |
|---------------|--------------------------------|---|---|---|
| 6.101, 3 | Plane Surveying | 3 | 3 | |
| 6.107 | Strength of Materials | | | 3 |
| 6.108 | Materials of Construction | 2 | | |
| 6.109 | Applied Mechanics | | | 3 |
| 6.110 | Construction Estimating | | | 2 |
| 6.111 | Applied Mechanics II | | | 3 |
| 6.112, 4 | Hydraulics I, II | | 3 | 3 |
| 6.115 | Electrical Mathematics | 4 | | |
| 6.118 | Contracts and Specifications | | | 3 |
| 6.120 | Foundations of Structures | | | 3 |
| 6.122 | Construction Codes | | 2 | |
| 6.123 | Concrete Construction | | | 3 |
| 6.124 | Soil Mechanics | | 3 | |
| 6.125 | Timber and Steel Construction | | 4 | |
| 6.127 | Practical Descriptive Geometry | | | 2 |
| 6.128 | Strength of Materials | 3 | | |
| 6.130 | Structural Analysis and Design | 2 | | |
| 6.131, 3 | Mapping and Computing | 2 | 2 | |
| 6.135, 6 | Engineering Problems | 1 | 1 | |

(Electricity-Electronics)

| | | | | |
|----------|-----------------------------------|---|---|---|
| 6.200, 2 | Electrical Theory (DC) | 4 | 4 | |
| 6.204 | Electrical Circuits | | | 5 |
| 6.210 | Vacuum Tube & Transistor Analysis | | | 4 |
| 6.212 | Oscillator Circuits and Design | 4 | | |
| 6.214 | Amplifier Circuits and Design | | 5 | |

TECHNICAL DIVISION-Continued

Electronics-Electricity (Continued)

| Course Number | Course Title | F | W | S |
|---------------|-----------------------|---|---|---|
| 6.221 | Electronics II | | | 3 |
| 6.228 | Industrial Television | | 3 | |
| 6.234 | Wave Generation | 3 | | |
| 6.236 | Servo Systems | 2 | | |
| 6.240 | Data Processing | | 3 | |
| 6.242 | Microwaves | | | 3 |
| 6.261, 2, 6 | Technical Mathematics | 4 | 4 | 4 |
| 6.370, 1 | Applied Physics | 4 | 4 | |

(Wood Technology)

| | | | | |
|---------------|---|---|---|---|
| 6.401, 2 | General Forestry I, II | 3 | 3 | |
| 6.404, 5, 6 | Forest Engineering I, II, III | 3 | 3 | 3 |
| 6.407, 8 | Forest Mensuration I, II | 3 | 3 | |
| 6.409 | Forest Protection | | | 3 |
| 6.410, 11, 12 | Forest Operations I, II, III | 3 | 3 | 3 |
| 6.414 | Forest Contracts | | | 3 |
| 6.416 | Photogrammetry and Photo Interpretation | | 3 | |
| 6.449 | Forest Botany | 3 | | |
| 6.500 | Surveying Computations | | | 3 |

METALS-MECHANICS Automotive Mechanics

| Course Number | Course Title | F | W | S |
|---------------|-----------------------------------|----|----|----|
| 3.300 | Chassis & Brake System | | | 3* |
| 3.304, 6 | Internal Combustion Engines I, II | 6* | 6* | |
| 3.310 | Fuel Systems | | | 3* |
| 3.316 | Power Trains | | 2* | |
| 3.320 | Hydraulics | | 3* | |
| 3.322 | Automotive Electricity | 4* | | |
| 3.324 | Tune-Up and Diagnosis | | 4* | |
| 3.326 | Automatic Transmission | | | 4* |
| 3.329, 31, 33 | Mechanical Systems | 6* | 6* | 6* |
| 3.332 | Automotive Service Management | | | 2* |

Industrial Mechanics

| | | | | |
|-------------|---------------------------------|----|----|----|
| 4.101 | Drafting | 2* | | |
| 4.103 | Electrical Drafting | | 2* | |
| 4.105 | Drafting | | 2* | |
| 4.110 | Blueprint Reading and Sketching | 3* | | |
| 4.111 | Structural Drafting | | 2* | |
| 4.117 | Advanced Machine Drafting | 2* | | 2* |
| 4.150 | Welding | | | 2* |
| 4.160 | Metallurgy | 3* | | |
| 4.170 | Machine Tool Practices | | | 2* |
| 4.200, 2, 4 | Mathematics | 4* | 4* | 4* |
| 4.300, 2, 4 | Practical Physics | 4* | 4* | 4* |

SPECIAL PROGRAMS DIVISION

| Course Number | Course Title | F | W | S |
|--------------------------------------|---|----|----|--|
| Law Enforcement | | | | |
| 5.200 | Introduction to Law Enforcement | 3* | | |
| 5.202 | Administration of Justice | 3* | | |
| 5.204 | Defensive Tactics | | | 1* |
| 5.220 | Patrol Procedures | | | 3* |
| 5.222 | Criminal Evidence | | 3* | |
| Practical Nursing - 1232 class hours | | | | |
| 5.501 | Professional & Vocational Relationships | | | |
| 5.502 | Nursing Care in Conditions of Illness | | | |
| 5.503 | Normal Health, Growth, and Development | | | |
| 5.504 | Nursing Skills | | | (no specific credit hours have been allotted these courses) |
| 5.525 | Clinical Practice | | | |
| Supervisory Training | | | | |
| 9.500 | Elements of Supervision | 3* | | |
| 9.502 | Basic Psychology for Supervisors | 3* | | |
| 9.506 | Human Relations | | | 3* |
| 9.509 | Industrial Economics | | | 3* |
| 9.516 | Supervisor's Responsibility/ Management of Personnel | | 3* | |
| Home Economics | | | | |
| HEc | Nutrition | 3 | | |
| 9.920 | Basic Clothing Construction | 1* | 1* | 1* |
| 9.921 | Advanced Dressmaking | 1* | 1* | 1* |

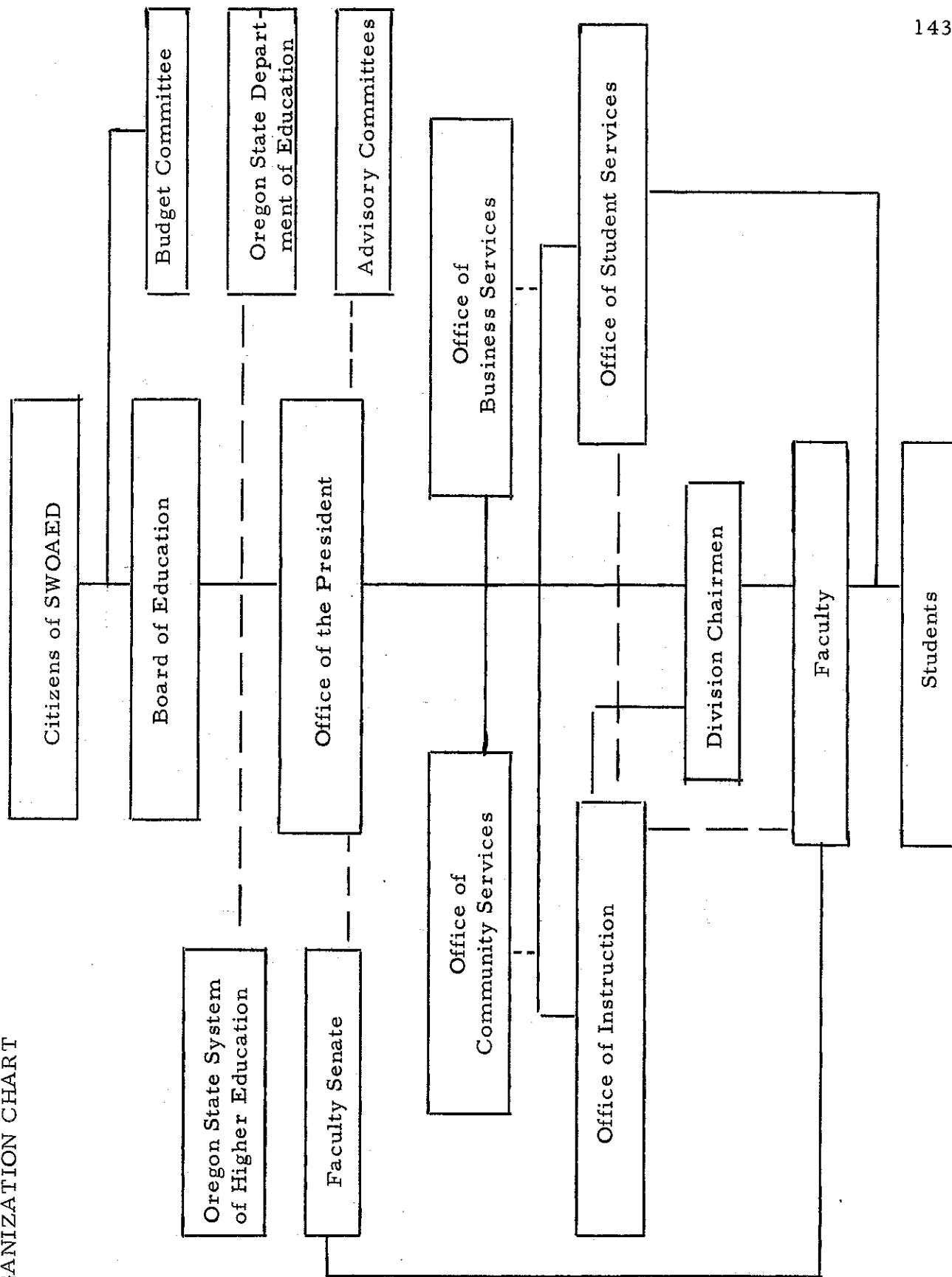
SPECIAL PROGRAMS DIVISION-Continued

| Course Number | Course Title | F | W | S |
|-----------------------------|---|----|----|----|
| Home Economics (Continued) | | | | |
| 9.922 | Basic Fitting and Shirt-making | 1* | 1* | 1* |
| 9.923 | Children's Clothing Construction | | | 1* |
| 9.924 | Tailoring A Coat | 1* | 1* | |
| 9.925 | Tailoring A Suit | | 1* | |
| 9.941 | Family Finance and Resource Management (Resources and Money for the Family) | | | 1* |
| 9.942 | Home Decorating | | 1* | |
| 9.950 | Knitting | | 1* | |
| 9.951 | Advanced Knitting | | 1* | |
| Adult and General Education | | | | |
| 0.100 | Adult Driver Training | 2* | 2* | 2* |
| 0.120 | Photography (Basic) | | 2* | 2* |
| 0.195 | Band | 1 | 1 | 1 |
| 0.196 | Orchestra | 1 | 1 | 1 |
| 0.197 | Chorus | 1 | 1 | 1 |
| 0.500 | Mathematics Workshop | 0 | 0 | 0 |
| 0.501 | Communications Workshop | 0 | 0 | 0 |
| 0.510 | Elements of Algebra | 2 | 2 | |
| 0.540, 1, 2 | Drawing I, II, III | 1 | 1 | 1 |
| 0.543, 4, 5 | Watercolor Painting I, II, III | 1 | 1 | 1 |
| 0.546, 7, 8 | Oil Painting I, II, III | 1 | 1 | 1 |
| 0.550, 1, 2 | Ceramics I, II, III | 1 | 1 | 1 |
| 0.553 | Elementary Sculpture I | | 1 | |
| 0.600, 1, 2 | Conversational Spanish | 1 | 1 | 1 |

SPECIAL PROGRAMS DIVISION-Continued

| Course Number | Course Title | F | W | S |
|-----------------------------|---------------------------------------|-------|-------|-------|
| Adult Education (Continued) | | | | |
| 1.111, 2, 3 | Communications | 3 | 3 | 3 |
| 9.200 | Administrative Management Seminar | 3 | | |
| 9.400 | Pharmacology | | | 3 |
| 9.700 | Beginning Typing | 2 | 2 | 2 |
| 9.703 | Advanced Typing | 2 | 2 | 2 |
| 9.721 | Beginning Shorthand | 3 | 3 | 3 |
| 9.723 | Advanced Shorthand | 3 | 3 | 3 |
| 9.726 | Briefhand | | 2 | |
| 9.733 | Credit Union Procedures | | 1 | |
| 9.744 | Problems in Computer Programming | | | 2 |
| 9.110 | Carburetion for Auto Mechanics | 1 | | |
| 9.111 | Electrical Systems for Auto Mechanics | | 1 | |
| 9.112 | Tune-Up for Auto Mechanics | | 1 | 1 |
| 9.116, 7 | Hydraulics | | 3 | 3 |
| 9.150 | Welding, Beginning | 2 | 2 | 2 |
| 9.161 | Welding, Advanced | 2 | 2 | 2 |
| Apprenticeship Courses | | | | |
| 9.186 | Carpenter Apprentice | 1 1/2 | 1 1/2 | 1 1/2 |
| 9.187 | Industrial Electrician Apprentice | 1 1/2 | 1 1/2 | 1 1/2 |
| 9.188 | Inside Wireman Apprentice | 1 1/2 | 1 1/2 | 1 1/2 |
| 9.189 | Power Lineman Apprentice | 1 1/2 | 1 1/2 | 1 1/2 |
| 9.190 | Plumber Apprentice | 1 1/2 | 1 1/2 | 1 1/2 |
| 9.191 | Sheetmetal Apprentice | 1 1/2 | 1 1/2 | 1 1/2 |
| 9.194 | Painter Apprentice | | | 1 1/2 |

ORGANIZATION CHART



OFFICE FUNCTIONS AND RESPONSIBILITIES

Office of the President - Jack E. Brookins

College Development
 Faculty and Staff Selection
 Relations with Oregon State Department of Education and Oregon State System of Higher Education

Community Relations
 District Clerk
 SWOCC Foundation, Inc.
 Faculty Bulletin and Calendar

Office of Community Services - Sydney D. Thompson

Publications and Public Information
 Evening Classes and Special Programs
 Continuing Education Classes, Oregon State System of Higher Ed.

Office of Business Services - Harvey N. Crim

Fiscal Accounting
 Property Accounting
 Payroll
 Motor Pool
 Budget Preparation & Administration
 Office Services (PBX, mail, duplicating, etc.)

Purchasing
 Bookstore
 Buildings and Grounds
 Staff Recruitment
 Insurance
 Cashier

Office of Student Services - Dr. R. Vance Peavy

Counseling Center
 Placement Office
 Admissions and Records (student)
 Loans and Scholarships
 Student Health Service
 Student Housing
 Registration

Study Center
 Student Activities
 Institutional Research
 High School-College Relations (admissions)
 Student Center
 Attendance Accounting

Office of Instruction - Dr. Stanley B. Brown

Curriculum Development
Instructional Development
Faculty Recruitment
Class Scheduling
Room Scheduling
Final Examination Schedule

Library (Learning
Resources Center)
Educational Advisory
Committees
Articulation (High School-
College Relations,
Curriculum)
Faculty Certification and
Approval (State)

OREGON STATE SYSTEM OF HIGHER EDUCATION

Salary Scale for Academic Staff Effective July 1, 1965

Approved by Board
of Higher Education
May 18, 1965

| Rank | Months of Service per Year | Step Incr. | Step | | | | | | | | | |
|------------------------|----------------------------------|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| | | | 1st Step | 2nd Step | 3rd Step | 4th Step | 5th Step | 6th Step | 7th Step | 8th Step | 9th Step | 10th Step |
| Instructor | 9 Mos. | \$250 | \$5,500 | \$5,750 | \$6,000 | \$6,250 | \$6,500 | \$6,750 | \$7,000 | \$7,250 | \$7,500 | |
| | 12 Mos. | 300 | 6,600 | 6,900 | 7,200 | 7,500 | 7,800 | 8,100 | 8,400 | 8,700 | 9,000 | |
| Assistant Professor | 9 Mos. | 325 | 6,900 | 7,225 | 7,550 | 7,875 | 8,200 | 8,525 | 8,850 | 9,175 | 9,500 | \$9,825 |
| | 12 Mos. | 390 | 8,280 | 8,670 | 9,060 | 9,450 | 9,840 | 10,230 | 10,620 | 11,010 | 11,400 | 11,790 |
| Associate Professor | 9 Mos. | 400 | 8,400 | 8,800 | 9,200 | 9,600 | 10,000 | 10,400 | 10,800 | 11,200 | 11,600 | 12,000 |
| | 12 Mos. | 480 | 10,080 | 10,560 | 11,040 | 11,520 | 12,000 | 12,480 | 12,960 | 13,440 | 13,920 | 14,400 |
| Professor | 9 Mos. | 500 | 10,700 | 11,200 | 11,700 | 12,200 | 12,700 | 13,200 | 13,700 | 14,200 | 14,700 | 15,200 |
| | 12 Mos. | 600 | 12,840 | 13,440 | 14,040 | 14,640 | 15,240 | 15,840 | 16,440 | 17,040 | 17,640 | 18,240 |
| Dean | 12 Mos. | 725 | 15,950 | 16,675 | 17,400 | 18,125 | 18,850 | 19,575 | 20,300 | 21,025 | 21,750 | 22,475 |

In accordance with the Administrative Code provision approved by the Board at the time the original salary scale was adopted in July 1956, appointments may be made at salary rates below the indicated first steps and above-scale salary rates are to be permitted for a few outstanding staff members in each of the academic ranks.

The revised scale has been expanded from an eight step scale to one of ten steps. The changes add two steps to the top of the scale for instructors and three steps for all other ranks and eliminate the present bottom step for all ranks, thus creating a 9-step range for instructors and a 10-step range for all other ranks. The lengthening of the salary ranges was found to be especially desirable at the smaller institutions where it is possible to employ some beginning staff members at the lower ends of the lengthened pay ranges.

APPENDIX C

FACULTY TEACHING LOAD

ANDREWS, Wayne

Assistant Professor

| Assistant Professor | Prep 3 | | | Winter 1966 | | | Prep 3 | | | Spring 1966 | | | Prep 4 | | |
|---------------------|-----------|--|--|-------------|--|--|--------|----|-----|-------------|--|--|--------|----|-----|
| | Fall 1965 | | | Course | | | QH | CH | ENR | Course | | | QH | CH | ENR |
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ANDERSON, John G.

Assistant Professor

| Assistant Professor | Prep 5 | | | Winter 1966 | | | Prep 6 | | | Spring 1966 | | | Prep 5 | | |
|---------------------|-----------|----|-----|---------------------|----|-----|--------|--------------------|-----|-------------|----|-----|--------|----|-----|
| | Fall 1965 | | | Course | | | Course | | | Course | | | Course | | |
| | QH | CH | ENR | QH | CH | ENR | QH | CH | ENR | QH | CH | ENR | QH | CH | ENR |
| Course | | | | | | | | | | | | | | | |
| Elec. Math 6.115 | 4 | 5 | 2 | Amplifier Cir 6.214 | 5 | 5 | 3 | Prac Geom 6.127 | 2 | 4 | 12 | | | | |
| App. Physics 6.370 | 4 | 5 | 27 | App Physics 6.371 | 4 | 5 | 20 | Prac Physics 4.304 | 4 | 5 | 15 | | | | |
| Servo Sys 6.236 | 2 | 4 | 3 | Data Proc. 6.240 | 3 | 3 | 4 | Str. Mater. 6.107 | 3 | 5 | 6 | | | | |
| Engr. Prob. 6.135 | 1 | 2 | 25 | Drafting 4.103 | 2 | 4 | 7 | Elec. Circ. 6.204 | 2 | 6 | 7 | | | | |
| Drafting 4.101 | 2 | 4 | 27 | Engr. Prob. 6.136 | 1 | 2 | 20 | Microwaves 6.242 | 3 | 5 | 1 | | | | |

BAXTER, Bryce, W.

Assistant Professor

| Assistant Professor | Prep 5 | | | Winter 1966 | | | Prep 4 | | | Spring 1966 | | | Prep 3 | | |
|---------------------|-----------|----|-----|-------------|----|-----|--------|----|-----|-------------|----|-----|--------|----|-----|
| | Fall 1965 | | | Course | | | Course | | | Course | | | Course | | |
| | QH | CH | ENR | QH | CH | ENR | QH | CH | ENR | QH | CH | ENR | QH | CH | ENR |
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BORREVIK, Berge

Assistant Professor

| Assistant Professor | Prep 3 | | | Winter 1966 | | | Prep 2 | | | Spring 1966 | | | Prep 3 | | | |
|---------------------|------------------|----|----|-------------|------------------|----|--------|-----|------------------|-------------|----|-----|--------|----|----|-----|
| | Fall 1965 | QH | CH | ENR | Course | QH | CH | ENR | Course | QH | CH | ENR | Course | QH | CH | ENR |
| | Course | | | | | | | | | | | | | | | |
| | Volleyball 190 | 1 | 3 | 35 | Basketball 190 | 1 | 3 | 10 | Badminton 190 | 1 | 3 | 14 | | | | |
| | Volleyball 190 | 1 | 3 | 31 | Basketball 190 | 1 | 3 | 19 | Badminton 190 | 1 | 3 | 12 | | | | |
| | Volleyball 190 | 1 | 3 | 18 | Water Safety 180 | 1 | 3 | 15 | Tumbling App 190 | 1 | 3 | 9 | | | | |
| | Swimming 180/190 | 1 | 3 | 11 | Basketball 190 | 1 | 1 | 12 | Water Polo 190 | 1 | 3 | 21 | | | | |
| | Tennis 190 | 1 | 3 | 16 | | | | | | | | | | | | |

BROOKINS, Jack E.
College President

Special Assignment

BROWN, Stanley B.
Dean of Instruction

Special Assignment

CASSIDY, Jacques E.
Assistant Professor

| Fall 1965 | Prep 2 | | | Winter 1966 | | | Spring 1966 | | | Prep 2 | | | Prep 3 | | |
|-----------|----------------------|----|--------|---------------------|----|--------|----------------------|----|--------|----------------------|----|--------|----------------------|----|--------|
| | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| | Composition 111 | 3 | 3 23 | Composition 112 | 3 | 3 19 | Composition 113 | 3 | 3 7 | Composition 113 | 3 | 3 18 | Composition 113 | 3 | 3 11 |
| | Composition 111 | 3 | 3 21 | Composition 112 | 3 | 3 17 | Composition 113 | 3 | 3 11 | Composition 113 | 3 | 3 15 | Survey Eng. Lit. 103 | 3 | 3 15 |
| | Composition 111 | 3 | 3 24 | Composition 112 | 3 | 3 17 | Composition 113 | 3 | 3 11 | Composition 113 | 3 | 3 11 | Survey Eng. Lit. 103 | 3 | 3 15 |
| | Survey Eng. Lit. 101 | 3 | 3 34 | Survey Eng. Lit 102 | 3 | 3 21 | Survey Eng. Lit. 103 | 3 | 3 15 | Survey Eng. Lit. 103 | 3 | 3 15 | Survey Eng. Lit. 103 | 3 | 3 15 |

CROFT, Robert
Assistant Professor

| Fall 1965 | Prep 2 | | | Winter 1966 | | | Spring 1966 | | | Prep 3 | | | Prep 3 | | |
|-----------|------------------|----|--------|---------------------|----|--------|---------------------|----|--------|---------------------|----|--------|---------------------|----|--------|
| | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| | Am. Gov't PS 201 | 3 | 3 17 | Am. Gov't PS 202 | 3 | 3 18 | Am. Gov't. PS 203 | 3 | 3 17 | Am. Gov't. PS 203 | 3 | 3 17 | Am. Gov't. PS 203 | 3 | 3 17 |
| | Western Civ 101 | 3 | 3 43 | Western Civ 102 | 3 | 3 42 | Western Civ. 103 | 3 | 3 40 | Western Civ. 103 | 3 | 3 40 | Western Civ. 103 | 3 | 3 40 |
| | Western Civ 101 | 3 | 3 13 | Western Civ 102 | 3 | 3 11 | Western Civ 103 | 3 | 3 19 | Western Civ 103 | 3 | 3 19 | Western Civ 103 | 3 | 3 19 |
| | | | | Int'l Relations 205 | 3 | 3 7 | Int'l Relations 205 | 3 | 3 9 | Int'l Relations 205 | 3 | 3 9 | Int'l Relations 205 | 3 | 3 9 |

CUMPSTON, Sam E.
Assistant Professor

| Fall 1965 | Prep 3 | | | Winter 1966 | | | Spring 1966 | | | Prep 4 | | |
|-----------|---------------------|----|--------|---------------------|----|--------|------------------|----|--------|------------------|----|--------|
| | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| | Tech Math 6.261 | 4 | 5 30 | Tech Math 6.262 | 4 | 5 27 | Tech Math 6.266 | 4 | 5 21 | Tech Math 6.266 | 4 | 5 21 |
| | Physics 201 | 5 | 7 14 | Gen. Physics 202 | 5 | 7 11 | Physics 203 | 5 | 7 10 | Physics 203 | 5 | 7 10 |
| | Prac. Physics 4.300 | 4 | 5 23 | Prac. Physics 4.302 | 4 | 5 18 | App. Mech 6.109 | 3 | 5 6 | App. Mech 6.109 | 3 | 5 6 |
| | | | | | | | Hydraulics 6.114 | 3 | 3 3 | Hydraulics 6.114 | 3 | 3 3 |

DAVIDSON, Julian S.
Assistant Professor

| Fall 1965 | | | Winter 1966 | | | Spring 1966 | | |
|-----------------|----|--------|------------------|----|--------|-------------------|----|--------|
| Prep 3 | | | Prep 3 | | | Prep 3 | | |
| Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| Chemistry 101 | 3 | 3 20 | Chemistry 102 | 3 | 5 11 | Chemistry 103 | 3 | 3 9 |
| Chemistry 201 | 4 | 3 19 | Chemistry 202 | 4 | 3 9 | Chemistry 203 | 4 | 6 5 |
| Gen Science 104 | 4 | 7 16 | Phys Science 105 | 4 | 5 13 | Phys. Science 106 | 4 | 5 11 |

EL WATTAR, Zaki
Assistant Professor

| Fall 1965 | | | Winter 1966 | | | Spring 1966 | | |
|--------------------|----|--------|---------------------|----|--------|--------------------|----|--------|
| Prep 3 | | | Prep 4 | | | Prep 4 | | |
| Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| Bus. Math 2.250 | 3 | 3 41 | Bus. Math 2.252 | 3 | 3 19 | Bus. Math 2.252 | 3 | 3 4 |
| Applied Econ 1.506 | 3 | 3 36 | Bus. Math 2.252 | 3 | 3 4 | Bus. Math 2.250 | 3 | 3 5 |
| Intro. to Bus 101 | 3 | 4 29 | Applied Econ. 1.506 | 3 | 3 28 | Intro. to Bus. 101 | 4 | 4 9 |
| | | | Intro. to Bus. 101 | 4 | 4 7 | Amer. Inst. 1.600 | 3 | 3 23 |

FAWVER, Ben J.
Professor

| Fall 1965 | | | Winter 1966 | | | Spring 1966 | | |
|------------------|----|--------|------------------|----|--------|------------------|----|--------|
| Prep 3 | | | Prep 3 | | | Prep 3 | | |
| Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| Gen. Biology 101 | 4 | 9 56 | Gen. Biology 102 | 4 | 6 54 | Gen. Biology 103 | 4 | 9 48 |
| Biology Lab | | 53 | Biology Lab | | 66 | Biology Lab | | 60 |
| Gen. Zoology 201 | 4 | 6 17 | Gen. Zoology 202 | 4 | 6 11 | Gen. Zoology 203 | 4 | 6 8 |

FERGUSON, Helen
Assistant Professor

| Fall 1965 | | | Winter 1966 | | | Spring 1966 | | |
|---------------------|----|--------|----------------------|----|--------|----------------------|----|--------|
| Prep 4 | | | Prep 4 | | | Prep 4 | | |
| Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| Typing 2.501 | 2 | 5 29 | Typing 2.503 | 2 | 5 20 | Typing 2.501 | 2 | 5 20 |
| Typing 2.503 | 2 | 5 9 | Typing 2.505 | 2 | 5 10 | Typing 2.505 | 2 | 5 14 |
| Typing 2.505 | 2 | 5 11 | Typing 2.507 | 2 | 5 7 | Typing 2.507 | 2 | 5 5 |
| Typing 2.507 | 2 | 5 3 | | | | | | |
| Shorthand 2.541 | 3 | 5 21 | Shorthand 2.543 | 3 | 5 12 | Shorthand 2.545 | 3 | 5 11 |
| Shorthand 2.543 | 3 | 5 3 | Shorthand 2.545 | 3 | 5 7 | Shorthand 2.547 | 3 | 5 3 |
| Shorthand 2.545 | 3 | 5 3 | Shorthand 2.547 | 3 | 5 5 | Adv. Dictation 2.549 | 3 | 5 3 |
| Transcription 2.547 | 3 | 5 3 | Adv. Dictation 2.549 | 3 | 5 2 | Adv. Trans. 2.551 | 3 | 5 2 |
| Adv. Dict. 2.549 | 3 | 5 1 | Adv. Trans. 2.551 | 3 | 5 1 | | | |

GALLAGHER, Peter
Assistant Professor

| Fall 1965 | | | Prep 1 | | | Winter 1966 | | | Prep 3 | | | Spring 1966 | | | Prep 3 | | | |
|----------------|----|----|--------|----|----|-------------|-----------------------|----|--------|-----|---------------|-------------|----|-----|-----------------------|----|----|-----|
| Course | QH | CH | ENR | QH | CH | ENR | Course | QH | CH | ENR | Course | QH | CH | ENR | Course | QH | CH | ENR |
| Gen. Psych 201 | 3 | 3 | 55 | | | | Gen. Psych 201 | 3 | 3 | 23 | Gen Psych 202 | 3 | 3 | 43 | Gen Psych 202 | 3 | 3 | 43 |
| | | | | | | | Gen Psych 202 | 3 | 3 | 55 | Gen Psych 203 | 3 | 3 | 50 | Gen Psych 203 | 3 | 3 | 50 |
| | | | | | | | Psy Human Rel 1.608 3 | 3 | 3 | 20 | | | | | Psy Human Rel 1.608 3 | 3 | 3 | 21 |

GEARHART, John B.
Assistant Professor

| Fall 1965 | | | Prep 6 | | | Winter 1966 | | | Prep 6 | | | Spring 1966 | | | Prep 6 | | |
|------------------------|----|----|--------|--------------------|----|-------------|-----|---------------------|--------|----|-----|-------------|----|----|--------|--|--|
| Course | QH | CH | ENR | Course | QH | CH | ENR | Course | QH | CH | ENR | Course | QH | CH | ENR | | |
| Str. of Material 6.128 | 3 | 5 | 5 | Plane Survey 6.103 | 3 | 5 | 12 | Str. Drafting 4.111 | 2 | 4 | 3 | | | | | | |
| App Mech 6.111 | 3 | 5 | 5 | Hydraulics 6.112 | 3 | 5 | 4 | Con. Engr. 6.110 | 2 | 2 | 3 | | | | | | |
| Map & Comp. 6.131 | 2 | 4 | 5 | Con. Codes 6.122 | 2 | 2 | 4 | Cont. & Spec 6.118 | 3 | 3 | 3 | | | | | | |
| Plane & Survey 6.101 | 3 | 5 | 13 | Soil Mech 6.124 | 3 | 5 | 4 | Structural 6.120 | 3 | 3 | 3 | | | | | | |
| Analysis & Des 6.130 | 2 | 4 | 5 | Construc. 6.125 | 4 | 6 | 4 | Construc. 6.123 | 3 | 7 | 3 | | | | | | |
| Const. Mater. 6.108 | 2 | 2 | 5 | Mapping 6.133 | 2 | 6 | 5 | Survey Comp 6.500 | 3 | 5 | 7 | | | | | | |

GIBSON, Robert
Assistant Professor

| Fall 1965 | | | Prep 2 | | | Winter 1966 | | | Prep 3 | | | Spring 1966 | | | Prep 4 | | |
|------------------|----|----|--------|------------------|----|-------------|-----|---------------------|--------|----|-----|---------------------|----|----|--------|--|--|
| Course | QH | CH | ENR | Course | QH | CH | ENR | Course | QH | CH | ENR | Course | QH | CH | ENR | | |
| Pers. & Dev. 111 | 3 | 3 | 37 | Pers. & Dev. 111 | 3 | 3 | 25 | Pers. & Dev. 111 | 3 | 3 | 19 | Pers. & Dev. 111 | 3 | 3 | 19 | | |
| Pers. & Dev. 111 | 3 | 3 | 10 | Psychology 201 | 3 | 3 | 24 | Psychology 201 | 3 | 3 | 21 | Gen. Psych. 201 | 3 | 3 | 21 | | |
| Gen. Psych 201 | 3 | 3 | 33 | Gen. Psych 202 | 3 | 3 | 24 | Gen. Psych 203 | 3 | 3 | 16 | Gen. Psych. 203 | 3 | 3 | 16 | | |
| | | | | | | | | Defense Tact. 5.204 | 2 | 2 | 17 | Defense Tact. 5.204 | 2 | 2 | 17 | | |

HALL, Howard A.
Assistant Professor

| Fall 1965 | | | Prep 4 | | | Winter 1966 | | | Prep 5 | | | Spring 1966 | | | Prep 4 | | |
|---------------------|-----|--------|---------------------|-----|--------|---------------------|-----|--------|---------------------|-----|--------|---------------------|-----|--------|--------|----|--------|
| | QH | CH ENR | | QH | CH ENR | | QH | CH ENR | | QH | CH ENR | | QH | CH ENR | | QH | CH ENR |
| Course | | | Painting 290 | 1-2 | 6 12 | Painting 290 | | | Painting 290 | 1-2 | 6 13 | Painting 290 | 1-2 | 6 17 | | | |
| Survey Vis. Art 201 | 3 | 3 13 | Survey Vis. Art 202 | 3 | 3 20 | Survey Vis. Art 203 | | | Survey Vis. Art 203 | 3 | 3 19 | Survey Vis. Art 203 | 3 | 3 19 | | | |
| Basic Design 195 | 2 | 2 22 | Basic Design 196 | 2 | 2 19 | Basic Design 197 | | | Basic Design 197 | 2 | 2 19 | Basic Design 197 | 2 | 2 19 | | | |
| Drawing 291 | 1-2 | 4 14 | Drawing 291 | 1-2 | 4 15 | Drawing 291 | 1-2 | 4 15 | Drawing 291 | 1-2 | 4 17 | Drawing 291 | 1-2 | 4 17 | | | |
| | | | El. Sculpture 0.553 | 1 | 3 12 | | | | | | | | | | | | |

HOOTMAN, Warren
Assistant Professor

| Fall 1965 | | Prep 4 | | | Winter 1966 | | | Prep 5 | | | Spring 1966 | | | Prep 4 | | |
|---------------------|----|--------|-----|--|--------------------|----|----|--------|--|--|--------------------|----|----|--------|--|--|
| Course | QH | CH | ENR | | Course | QH | CH | ENR | | | Course | QH | CH | ENR | | |
| Gen. Forestry 6.401 | 3 | 6 | 10 | | Gen. Forest 6.402 | 3 | 6 | 10 | | | Forest Pro. 6.409 | 3 | 5 | 11 | | |
| Forest Eng. 6.405 | 3 | 6 | 7 | | Forest Eng. 6.408 | 3 | 6 | 7 | | | Forest Eng. 6.404 | 3 | 6 | 7 | | |
| Forest Men. 6.408 | 3 | 6 | 5 | | Forest Men. 6.407 | 3 | 6 | 8 | | | Forest Con. 6.414 | 3 | 3 | 3 | | |
| Forest Oper. 6.410 | 3 | 6 | 5 | | Forest Oper. 6.411 | 3 | 6 | 6 | | | Forest Oper. 6.412 | 3 | 8 | 3 | | |
| | | | | | Photogrammetry | 3 | 6 | 5 | | | | | | | | |
| | | | | | 6.416 | | | | | | | | | | | |

HORNING, William R.
Assistant Professor

| Fall 1965 | | Prep 4 | | | Winter 1966 | | | Prep 3 | | | Spring 1966 | | | Prep 4 | | |
|-------------------|----|--------|-----|--|------------------|----|----|--------|--|--|-------------------|----|----|--------|--|--|
| Course | QH | CH | ENR | | Course | QH | CH | ENR | | | Course | QH | CH | ENR | | |
| Volleyball 190 | 1 | 3 | 17 | | Weight Lift. 190 | 1 | 3 | 12 | | | First Aid 252 | 3 | 3 | 19 | | |
| Archery 190 | 1 | 3 | 24 | | Wrestling 190 | 1 | 3 | 2 | | | Track & Field 190 | 1 | 3 | 20 | | |
| Cross Country 190 | 1 | 3 | 11 | | Weight Lift. 190 | 1 | 3 | 13 | | | Golf 190 | 1 | 3 | 9 | | |
| Golf 180/190 | 1 | 3 | 13 | | Wrestling 190 | 1 | 5 | 14 | | | Golf (Adv.) 190 | 1 | 3 | 10 | | |
| | | | | | First Aid 252 | 3 | 3 | 21 | | | | | | | | |

HOYT, Hugh
Assistant Professor

| Fall 1965 | | Prep 1 | | | Winter 1966 | | | Prep 1 | | | Spring 1966 | | | Prep 1 | | |
|------------------|----|--------|-----|--|-----------------|----|----|--------|--|--|-----------------|----|----|--------|--|--|
| Course | QH | CH | ENR | | Course | QH | CH | ENR | | | Course | QH | CH | ENR | | |
| Western Civ. 101 | 3 | 3 | 31 | | Western Civ 102 | 3 | 3 | 30 | | | Western Civ 103 | 3 | 3 | 18 | | |
| Western Civ. 101 | 3 | 3 | 27 | | Western Civ 102 | 3 | 3 | 13 | | | Western Civ 103 | 3 | 3 | 8 | | |
| Western Civ. 101 | 3 | 3 | 48 | | Western Civ 102 | 3 | 3 | 39 | | | Western Civ 103 | 3 | 3 | 35 | | |

HUMPHREY, Thomas
Assistant Professor

| Fall 1965 | | Prep 3 | | | Winter 1966 | | | Prep 4 | | | Spring 1966 | | | Prep 4 | | |
|---------------------|----|--------|-----|--|---------------------|----|----|--------|--|--|---------------------|----|----|--------|--|--|
| Course | QH | CH | ENR | | Course | QH | CH | ENR | | | Course | QH | CH | ENR | | |
| World Lit. 107 | 3 | 3 | 29 | | World Lit 108 | 3 | 3 | 31 | | | World Lit. 109 | 3 | 3 | 29 | | |
| Communication 1.111 | 3 | 3 | 22 | | Communication 1.112 | 3 | 3 | 23 | | | Communications | 3 | 3 | 16 | | |
| Shakespeare 201 | 3 | 33 | 14 | | Shakespeare 202 | 3 | 3 | 14 | | | Shakespeare 203 | 3 | 3 | 11 | | |
| | | | | | Survey of Eng. Lit. | 3 | 3 | 24 | | | Survey of Eng. Lit. | 3 | 3 | 28 | | |
| | | | | | 102 | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

JACOBSON, Fredrick

Instructor

| Fall 1965 | | | Winter 1966 | | | Spring 1966 | | |
|---------------------|----|--------|------------------------|----|--------|----------------------|----|--------|
| Prep 3 | | | Prep 3 | | | Prep 3 | | |
| Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| Gen. Biology 101 | 4 | 9 43 | Gen. Biology 102 | 4 | 6 32 | Gen. Biology 103 | 4 | 6 23 |
| Forest Botany 6.449 | 3 | 4 7 | Gen. Botany 202 | 3 | 5 6 | Gen. Botany 203 | 3 | 6 8 |
| Gen. Botany 201 Lab | 3 | 5 13 | Gen. Biology 101 Lab 4 | 4 | 6 17 | Gen. Biology 102 Lab | 4 | 6 17 |

KEMPER, Beverly

Instructor

| Fall 1965 | | | Winter 1966 | | | Spring 1966 | | |
|------------------|----|--------|------------------|----|--------|------------------|----|--------|
| Prep 3 | | | Prep 3 | | | Prep 3 | | |
| Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| Pers. Health 250 | 3 | 3 32 | Basketball 180 | 1 | 3 13 | Badminton 180 | 1 | 3 10 |
| Archery 180 | 1 | 3 6 | Basketball 180 | 1 | 3 15 | Badminton 180 | 1 | 3 12 |
| Archery 180 | 1 | 3 15 | Bowling 180/190 | 1 | 3 36 | Tumbling 180 | 1 | 3 14 |
| Pers. Health 250 | 3 | 3 35 | Pers. Health 250 | 3 | 3 22 | Pers. Health 250 | 3 | 3 31 |
| | | | Pers. Health 250 | 3 | 3 26 | | | |

KRUSE, Una

Assistant Professor

| Fall 1965 | | | Winter 1966 | | | Spring 1966 | | |
|----------------------|----|--------|--------------------|----|--------|--------------------|----|--------|
| Prep 3 | | | Prep 3 | | | Prep 3 | | |
| Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| Eng. Comp. 111 | 3 | 3 20 | Eng. Comp. 112 | 3 | 3 25 | Eng. Comp. 112 | 3 | 3 12 |
| Eng. Comp. 111 | 3 | 3 29 | Eng. Comp. 112 | 3 | 3 13 | Eng. Comp. 113 | 3 | 3 16 |
| Survey Am. Lit 253 | 3 | 3 12 | Survey Am. Lit 254 | 3 | 3 9 | Survey Am. Lit 255 | 3 | 3 11 |
| Communications 0.501 | | 6 10 | Eng. Comp. 111 | 3 | 3 18 | Eng. Comp. 113 | 3 | 3 24 |

LA FOND, Isabelle

Instructor

| Fall 1965 | | | Winter 1966 | | | Spring 1966 | | |
|--------------------------|----|--------|----------------------|----|--------|-------------------|----|--------|
| Prep 2 | | | Prep 5 | | | Prep 1 | | |
| Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| Prof. & Vocational | | | Prof. & Voc. 5.501 | | 1 10 | Practical Nursing | | 38 10 |
| Relationship 5.501 | | 3 12 | Nursing Care 5.502 | | 3 10 | 5.500 | | |
| Normal Health Dev. 5.503 | | 2 12 | Normal Health 5.503 | | 2 10 | | | |
| | | | Nursing Skills 5.504 | | 3 10 | | | |
| | | | Clinical Prac. 5.525 | | 32 10 | | | |

Appendix D

MEACHAM, Bernell
Assistant Professor

| Fall 1965 | Prep 5 | | | Winter 1966 | | | Prep 4 | | | Spring 1966 | | | Prep 4 | | |
|-----------|--------------------|----|--------|--------------------|----|--------|--------------------|----|--------|--------------------|----|--------|--------------------|----|--------|
| | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| | Eng. Comp. 111 | 3 | 3 29 | Eng. Comp. 113 | 3 | 3 17 | Eng. Comp. 111 | 3 | 3 17 | Eng. Comp. 111 | 3 | 3 23 | Eng. Comp. 111 | 3 | 3 23 |
| | Eng. Comp. 112 | 3 | 3 10 | Journalism 215 | 3 | 3 10 | Journalism 215 | 1 | 1 8 | Journalism 215 | 1 | 1 11 | Journalism 215 | 1 | 1 11 |
| | Journalism 215 | 1 | 1 8 | Reporting II 217 | 2 | 2 4 | Reporting II 217 | 2 | 2 4 | Copy Editing 218 | 2 | 2 2 | Copy Editing 218 | 2 | 2 2 |
| | Reporting I 216 | 2 | 2 4 | Study Center 0.501 | 2 | 2 4 | Study Center 0.501 | 2 | 2 4 | Study Center 0.501 | 2 | 2 2 | Study Center 0.501 | 2 | 2 2 |
| | Study Center 0.501 | 2 | 2 4 | | | | | | | | | | | | |

MOFFITT, Donald
Assistant Professor

| Fall 1965 | Prep 4 | | | Winter 1966 | | | Prep 4 | | | Spring 1966 | | | Prep 5 | | |
|-----------|----------------------|----|--------|----------------------|-----|--------|----------------------|-----|--------|--------------------|----|--------|--------------------|----|--------|
| | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| | Accounting 2.766 | 4 | 4 37 | Accounting 2.767 | 4 | 4 23 | Accounting 2.766 | 4 | 4 23 | Accounting 2.768 | 4 | 4 7 | Accounting 2.768 | 4 | 4 7 |
| | Office Machine 2.519 | 2 | 4 26 | Office Machine 2.519 | 2 | 4 18 | Office Machine 2.519 | 2 | 4 18 | Office Mach. 2.519 | 2 | 4 9 | Office Mach. 2.519 | 2 | 4 9 |
| | Office Machine 2.519 | 2 | 4 23 | Office Machine 2.519 | 2 | 4 14 | Office Machine 2.519 | 2 | 4 14 | Office Mach. 2.519 | 2 | 4 13 | Office Mach. 2.519 | 2 | 4 13 |
| | Related Instr. 2.264 | 3 | 5 4 | Work Exper. 2.261 | 2-5 | N/A 5 | Work Exper. 2.261 | 2-5 | N/A 5 | Office Mach. 2.521 | 2 | 4 9 | Office Mach. 2.521 | 2 | 4 9 |
| | Work Exper. 2.261 | 4 | 4 | Related Inst. 2.264 | 5 | 3 5 | Related Inst. 2.264 | 5 | 3 5 | Related Ins. 2.265 | 1 | 4 4 | Related Ins. 2.265 | 1 | 4 4 |
| | | | | | | | | | | Work Exper. 2.262 | | 4 | Work Exper. 2.262 | | 4 |

PEAVY, R. Vance
Dean of Students

Special Assignment

SCHULTE, Janet
Instructor

| Fall 1965 | Prep 2 | | | Winter 1966 | | | Prep 3 | | | Spring 1966 | | | Prep 4 | | |
|-----------|------------------|----|--------|--------------------|----|--------|---------------------|----|--------|----------------------|----|--------|----------------------|----|--------|
| | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| | Fund. Speech 111 | 3 | 3 22 | Communications 111 | 3 | 3 18 | Communications 111 | 3 | 3 18 | Communications 112 | 3 | 3 14 | Communications 112 | 3 | 3 14 |
| | Fund. Speech 111 | 3 | 3 19 | Fund. Speech 111 | 3 | 3 26 | Communications 111 | 3 | 3 21 | Communications 112 | 3 | 3 6 | Communications 112 | 3 | 3 6 |
| | | | | Fund. Speech 112 | 3 | 3 10 | Writing 111 | 3 | 3 27 | Writing 112 | 3 | 3 26 | Writing 112 | 3 | 3 26 |
| | | | | | | | Survey Eng. Lit 101 | 3 | 3 13 | Survey Eng. Lit. 101 | 3 | 3 17 | Survey Eng. Lit. 101 | 3 | 3 17 |
| | | | | | | | | | | Survey Eng. Lit. 102 | 3 | 3 12 | Survey Eng. Lit. 102 | 3 | 3 12 |

SORENSEN, Hagbarth
Associate Professor

| Fall 1965 | Prep 2 | | | Winter 1966 | | | Prep 4 | | | Spring 1966 | | | Prep 4 | | |
|-----------|------------------|----|--------|------------------|----|--------|------------------|----|--------|------------------|----|--------|------------------|----|--------|
| | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| | Fund. Speech 111 | 3 | 3 22 | Fund. Speech 111 | 3 | 3 26 | Fund. Speech 111 | 3 | 3 26 | Fund. Speech 111 | 3 | 3 17 | Fund. Speech 111 | 3 | 3 17 |
| | Fund. Speech 111 | 3 | 3 19 | Fund. Speech 112 | 3 | 3 10 | Fund. Speech 112 | 3 | 3 10 | Fund. Speech 112 | 3 | 3 9 | Fund. Speech 112 | 3 | 3 9 |

LE FEBRE, Charlene
Assistant Professor

| Fall 1965 | | | | Winter 1966 | | | | Spring 1966 | | | | Prep 4 | | | |
|-----------------------|--|--|--|-----------------------|--|--|--|----------------------|--|--|--|----------------------|--|--|--|
| Course | | | | Course | | | | Course | | | | Prep 4 | | | |
| | | | | | | | | | | | | | | | |
| QH | | | | QH | | | | QH | | | | QH | | | |
| CH | | | | CH | | | | CH | | | | CH | | | |
| ENR | | | | ENR | | | | ENR | | | | ENR | | | |
| Anthropology 101 | | | | Anthropology 101 | | | | Anthropology 103 | | | | Anthropology 103 | | | |
| Anthropology 101 | | | | Anthropology 102 | | | | Anthropology 103 | | | | Anthropology 103 | | | |
| Intro. Cul. Anth. 207 | | | | Intro. Cul. Anth. 208 | | | | Intro. Cul. Anth 209 | | | | Intro. Cul. Anth 209 | | | |
| Amer. Institu. 1.600 | | | | Gen. Sociology 205 | | | | Gen. Sociology 206 | | | | Gen. Sociology 206 | | | |
| | | | | | | | | Anthropology 101 | | | | Anthropology 101 | | | |
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LE FEBRE, Charles
Assistant Professor

| Fall 1965 | | | Prep 3 | | | Winter 1966 | | | Prep 2 | | | Spring 1966 | | | Prep 2 | | |
|--------------------|--|--|--------|----|-----|--------------------|--|--|--------|----|-----|---------------------|--|--|--------|----|-----|
| Course | | | QH | CH | ENR | Course | | | QH | CH | ENR | Course | | | QH | CH | ENR |
| Survey Eng Lit 101 | | | 3 | 3 | 37 | Survey Eng Lit 102 | | | 3 | 3 | 30 | Survey Eng. Lit 102 | | | 3 | 3 | 28 |
| Eng. Comp. 111 | | | 3 | 3 | 25 | Eng. Comp. 112 | | | 3 | 3 | 25 | Eng. Comp. 113 | | | 3 | 3 | 21 |
| Eng. Comp. 111 | | | 3 | 3 | 25 | Eng. Comp. 112 | | | 3 | 3 | 22 | Eng. Comp. 113 | | | 3 | 3 | 23 |
| Survey Eng Lit 101 | | | 3 | 3 | 17 | Eng. Comp. 112 | | | 3 | 3 | 21 | Eng. Comp. 113 | | | 3 | 3 | 23 |

LEUCK, Frank
Assistant Professor

| Fall 1965 | | | Prep 5 | | | Winter 1966 | | | Prep 5 | | | Spring 1966 | | | Prep 5 | | | | |
|-------------------|----|----|--------|-------------------|----|-------------|-----|-------------------|--------|----|-----|-------------------|----|----|--------|--------|----|----|-----|
| Course | QH | CH | ENR | Course | QH | CH | ENR | Course | QH | CH | ENR | Course | QH | CH | ENR | Course | QH | CH | ENR |
| Music Theory 111 | 4 | 5 | 3 | Music Theory 112 | 4 | 5 | 4 | Music Theory 113 | 4 | 5 | 4 | Music Theory 113 | 4 | 5 | 4 | | | | |
| Applied Music 190 | 1 | 7 | 12 | Applied Music 190 | 1 | 3 | 14 | Applied Music 190 | 1 | 1 | 12 | Applied Music 190 | 1 | 1 | 12 | | | | |
| Band 195 | 1 | 4 | 14 | Band 195 | 1 | 3 | 15 | Band 195 | 1 | 3 | 18 | Band 195 | 1 | 3 | 18 | | | | |
| Band 0.195 | 1 | 4 | 14 | Band 0.195 | 1 | 3 | 13 | Orchestra 196 | 1 | 3 | 6 | Orchestra 196 | 1 | 3 | 6 | | | | |
| Orchestra 196 | 1 | 4 | 12 | Orchestra 196 | 1 | 3 | 19 | Chorus 197 | 1 | 3 | 21 | Chorus 197 | 1 | 3 | 21 | | | | |
| Chorus 197 | 1 | 4 | 31 | Chorus 197 | 1 | 3 | 36 | | | | | | | | | | | | |

MC LEAN, Frederick
Librarian

Special Assignment

SORENSEN, Vernon
Assistant Professor

| Fall 1965 | | | Winter 1966 | | | Spring 1966 | | |
|---------------|----|--------|---------------|----|--------|---------------|----|--------|
| Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| French RL 50 | 4 | 5 8 | French RL 51 | 4 | 5 4 | French RL 52 | 4 | 4 4 |
| German GL 50 | 4 | 5 19 | German GL 51 | 4 | 5 6 | German GL 52 | 4 | 4 6 |
| French RL 101 | 5 | 5 5 | French RL 102 | 4 | 5 6 | French RL 103 | 4 | 4 5 |
| German GL 101 | 4 | 5 2 | German GL 102 | 4 | 5 2 | German GL 103 | 4 | 4 1 |

SPAUGH, Roger
Assistant Professor

| Fall 1965 | | | Winter 1966 | | | Spring 1966 | | |
|-----------------------|----|--------|--------------------|----|--------|----------------------|----|--------|
| Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| Oscil. Circuits 6.212 | 4 | 8 4 | Elec. Theory 6.202 | 3 | 5 9 | Automation 6.244 | 3 | 3 2 |
| Wave Genera. 6.234 | 3 | 5 3 | Indus. Elec. 6.218 | 3 | 5 3 | Vacuum Tubes 6.210 | 4 | 6 9 |
| Elec. Theory 6.200 | 4 | 5 12 | Indus. TV 6.228 | 3 | 5 12 | Electronic CKT 6.216 | 3 | 5 12 |
| Servo System 6.236 | 2 | 4 3 | Intro Elec. 6.200 | 3 | 3 17 | Indus. TV 6.235 | 1 | 4 2 |
| Elec. Math 6.115 | 4 | 5 2 | | | | Indus. Elec. 6.246 | 4 | 6 2 |
| | | | | | | Elec. Circuit 6.204 | 1 | 3 7 |

STENDER, Veneita
Instructor

| Fall 1965 | | | Winter 1966 | | | Spring 1966 | | |
|----------------------|----|--------|----------------------|----|--------|----------------------|----|--------|
| Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| Tailoring Coat 9.924 | 3 | 3 12 | Basic Clothing 9.920 | 3 | 3 22 | Basic Clothing 9.920 | 3 | 3 11 |
| Basic Clothing 9.920 | 3 | 3 19 | Basic Fitting 9.922 | 3 | 3 13 | Basic Clothing 9.920 | 3 | 3 12 |
| Basic Clothing 9.920 | 3 | 3 19 | Basic Fitting 9.922 | 3 | 3 17 | Basic Fitting 9.922 | 3 | 3 15 |
| Dressmaking 9.921 | 3 | 3 20 | Tailoring Suit 9.925 | 3 | 3 15 | Dressmaking 9.921 | 3 | 3 6 |
| Dressmaking 9.921 | 3 | 3 11 | | | | Child Clothing 9.923 | 3 | 3 5 |
| | | | | | | Home Decor. 9.942 | 3 | 3 17 |
| | | | | | | Mgmt. Family 9.941 | 3 | 6 17 |

THOMPSON, Sydney

Assistant Professor - Coordinator of Community Services

| Fall 1965 | | | Winter 1966 | | | Spring 1966 | | |
|----------------------|----|--------|----------------------|----|--------|----------------------|----|--------|
| Course | QH | CH ENR | Course | QH | CH ENR | Course | QH | CH ENR |
| Communications 1.111 | 3 | 3 23 | Communications 1.111 | 3 | 3 21 | Communications 1.111 | 3 | 3 7 |

TRUSSELL, Margaret
Assistant Professor

| Fall 1965 | | | | Winter 1966 | | | Spring 1966 | | |
|---------------------|----|----|-----|---------------------|----|----|---------------------|----|----|
| Course | QH | CH | ENR | Course | QH | CH | Course | QH | CH |
| Prin. Economics 201 | 3 | 3 | 22 | Prin. Economics 202 | 3 | 3 | Prin. Economics 203 | 3 | 3 |
| U.S. History 201 | 3 | 3 | 28 | U.S. History 202 | 3 | 3 | Intro. Geog. 107 | 3 | 3 |
| U.S. History 201 | 3 | 3 | 12 | U.S. History 202 | 3 | 3 | U.S. History 203 | 3 | 3 |
| Intro. Geog. 105 | 3 | 3 | 23 | Intro. Geog. 106 | 3 | 3 | U.S. History 203 | 3 | 3 |
| | | | | | | | Prin. Economics 201 | 3 | 3 |
| | | | | | | | | | 1 |

VIK, Bruce
Assistant Professor

| Fall 1965 | | | | Winter 1966 | | | Spring 1966 | | |
|---------------------|----|----|-----|-------------------|----|----|---------------------|----|----|
| Course | QH | CH | ENR | Course | QH | CH | Course | QH | CH |
| Algebra 100 | 4 | 4 | 32 | Coll. Algebra 101 | 4 | 4 | Calculus 202 | 4 | 4 |
| Coll. Algebra 101 | 4 | 4 | 26 | Calculus 201 | 4 | 4 | Cal. Anal. Geom 200 | 4 | 4 |
| Coll. Algebra 101 | 4 | 4 | 16 | Trigonometry 102 | 4 | 4 | Math Wkshp 0.500 | 4 | 18 |
| Cal. Anal. Geom 200 | 4 | 4 | 11 | | | | | | |

WARREN, George D.
Assistant Professor

| Fall 1965 | | | | Winter 1966 | | | Spring 1966 | | |
|----------------------|----|----|-----|--------------------|----|----|--------------------|----|----|
| Course | QH | CH | ENR | Course | QH | CH | Course | QH | CH |
| Math 4.200 | 4 | 5 | 21 | Math 4.202 | 4 | 5 | Math 4.204 | 4 | 5 |
| Metallurgy 4.160 | 2 | 3 | 18 | Tune-Up Dia. 3.324 | 4 | 6 | Mach. Tool 4.170 | 2 | 4 |
| Blueprint Read 4.110 | 2 | 4 | 19 | Auto Tuning 3.112 | 3 | 3 | Welding 4.150 | 2 | 4 |
| I.C. Eng. Lab 3.304 | 3 | 5 | 21 | Hydraulics 3.320 | 3 | 4 | Fuel Systems 3.310 | 3 | 4 |
| | | | | Hydraulics 3.320 | 3 | 4 | | | 9 |

APPENDIX E

FACULTY QUALIFICATIONSLEGEND

1. Name
2. Degrees
3. Graduate Work Beyond Highest Degree (in quarters or semesters)
4. Field of Specialization
5. Total Teaching Experience (Years)
6. Total Professional Experience Including Teaching (Years)
7. Years This Institution
8. Membership in Scholarly and Professional Organizations
9. Salary - * 12 - month contract
10. Publications Past Five Years

FULL TIME FACULTYAdministration and Support Personnel

1. BROOKINS, JACK E.
2. B.Ed., Colorado State University
M.Ed., Colorado State University
Ed.D. Candidate University of California
- 3.
4. Administration and supervision of vocational education.
5. 9 years
6. 18 years
7. Two years
8. American Association of Junior Colleges, American Assn. of School Administrators, American Educational Research Assn., American

Vocational Assn., Epsilon Pi Tau, National Education Assn. National Society for the Study of Education, Oregon Industrial Education Assn., Oregon Vocational Assn., Phi Delta Kappa, United Brotherhood of Carpenters and Joiners of America AFL-CIO

9. \$15,840*
 10. "Training in Civil Technology," School Shop April 1959, with W. D. Purvine; "Recommended Procedure for Single-Occupation Surveys," Colorado State University, 1954; "They 'Grow-Up' in High School," Empire, Aug. 1951; "St. Helens, Oregon, Occupational-Industrial Survey," 1956.
-
1. BROWN, STANLEY B.
 2. B.S. Louisiana State University
M.A. Stanford University
Ed. D. Stanford University
 3. Fullbright Visiting Professor, India 1954-55; U. S. State Dept., Foreign Aid Assignment in Science Teaching, Brazil, S.A., 1959-61; Consultant, U.S. Office of Education, 1966
 4. Administration and Science Education
 5. 20 years
 6. 24 years
 7. 1 year
 8. American Association of University Professors
American Association for the Advancement of Science
National Association for Research in Science Teaching
Phi Delta Kappa
 9. \$14,640*
 10. Co-author: Methods of Inquiry in Teaching Biology, C. V. Mosby Co. 1966; Editor-in-Chief: Realm of Science, A 21 Vol. Anthology; Touchstone Pub., Inc., Indianapolis 1966; Professional Journal Articles in NARST, TSI, SS&M, Journal of Education Research, Science Education
-
1. MC LEAN, FREDERICK F.
 2. B.A. University of California at Los Angeles
B.S. University of Southern California
M.B.A. Stanford University
 3. None
 4. Librarianship
 5. 0 years
 6. 25 years
 7. 1 year
 8. Oregon Library Association, Pacific Northwest Library Association, California Library Association, American Library Association
 9. \$9,600*

1. PEAVY, R. VANCE
2. B.A. Colorado State College
M.A. Colorado State College
Ed.D. University of Oregon
3. Stanford University
4. Psychology, Counseling
5. 12 years
6. 14 years
7. 2 years
8. American Psychology Association, Oregon Psychology Association,
American Personnel and Guidance Association, American Association
of Humanistic Psychology
9. \$13,440*

1. THOMPSON, SYDNEY D.
2. B.S. Babson Institute of Business Administration
3. University of Oregon, 13-Q
4. Business Administration
5. 4 years
6. 16 years
7. 4 years
8. American Association of University Professors, American Vocational
Association, Oregon Trade and Industrial Association, Oregon Distrib-
utive Education Association.
9. \$8,660*

Arts and Letters

1. CASSIDY, JACQUES EUGENE
2. B.A. Union College (New York)
M.Ed. University of New Hampshire
3. University of Oregon, 10-Q
4. English
5. 16 years
6. 16 years
7. 1 year
8. American Association of University Professors
Alpha Delta Pi
9. \$7,550

1. HALL, HOWARD A.
2. B.S. University of Oregon
M.F.A. University of Oregon
3. University of Oregon 95-Q
4. Fine Arts
5. 13 years
6. 15 years
7. 2 years
8. Portland Art Association, Coos Artists League, Friends of the Museum -
University of Oregon, Oregon Art Alliance, Governor's Advisory Com-
mittee for the Council on Arts & Humanities
9. \$8,525
10. One man shows; opening exhibit Maude I. Kerns Art Center, 1963;
Klamath Art Association, 1962; Best's Gallery, Lloyd Center, 1963;
Bon Marche, Seattle, 1964.

1. HUMPHREY, THOMAS
2. B.S. University of Oregon
M.S. University of Oregon
3. Montana State University, 9-Q
4. English
5. 7 years
6. 7 years
7. 5 years
8. National Council Teachers of English, American Association of
University Professors
9. \$7,875

1. KRUSE, UNA
2. B.A. Augsburg College
M.A. Northwestern University
3. University of Oregon, 11-Q; University of California (Berkeley), 6-S
4. English
5. 10 years
6. 10 years
7. 4 years
8. National Council Teachers of English, American Association of
University Women
9. \$7,225

1. LE FEBRE, CHARLES T.
2. B.A. University of Alaska
M.A. University of Oregon
3. University of Oregon, 9-Q
4. English; Library Science
5. 25 years
6. 25 years
7. 4 years
8. American Association of University Professors
9. \$8,525

1. LEUCK, FRANK
2. B.A. Lewis and Clark
M.M. Eastman School of Music
3. University of Oregon, 21-Q; University of Puget Sound, 2-Q
4. Music
5. 15 years
6. 15 years
7. 2 years
8. Oregon Education Association, Oregon Music Educators Assn., Music Educators National Conference, College Band Directors National Assn., National Assn. of College Wind & Percussion Instruments, American Federation of Musicians, Governor's Advisory Committee for the Council on Arts & Humanities
9. \$8,525
10. Band Column in Oregon Music Ed.; Music reviews in O. M. E. Journal-- "Sound of Music" recording -- "Brigadoon" recording.

1. MEACHAM, BERNELL.W.
2. B.S. Utah State University
M.S. Northwestern University
3. University of Oregon, 4-Q; Continuing Education, University of Oregon, 8-Q; Utah State University, 3-Q
4. Journalism
5. 4 years
6. 22 years
7. 4 years
8. American Association of University Professors, American Assn. of University Women, National Council Teachers of English, Theta Sigma Phi
9. \$7,225

1. SCHULTE, JANET
2. B.A. Reed College
M.A. University of Oregon
3. Portland State College, 3-Q
4. English
5. 1 year
6. 5 years
7. 1 year
8. Menniger Foundation
9. \$6,500

1. SORENSEN, HAGBARTH H.
2. B.A. University of Iowa
M.A. Columbia University
3. Cambridge University, 9-Q; Int. Peoples College, Hewngsor, Denmark
4. Speech; Drama
5. 13 years
6. 13 years
7. 2 years
8. Speech Association of America
9. \$8,000

1. SORENSEN, VERNON C.
2. B.A. University of Utah
M.A. University of Oregon
3. None
4. German; French
5. 8 years
6. 12 years
7. 4 years
8. American Association of University Professors, American Association of Teachers of French, American Association of Teachers of German
9. \$7,875

Business

1. MOFFITT, DONALD R.
2. B.S. Ferris State College
M.Ed. Oregon State University
3. None
4. Business Education

5. 5 years
6. 17 years
7. 5 years
8. American Association of University Professors, American Vocational Association, Oregon Business Education Association, Pacific N. W. Personnel Management Assn., Delta Sigma Pi
9. \$8,850

1. EL WATTAR, ZAKI
2. B.S. University of Cairo
M.A. San Francisco State College
3. University of Wisconsin, 73-Q; University of Oregon, 21-Q; Colorado State College, 6-Q; Portland State College, Division of Continuing Education, 8-Q
4. Business Administration; Economics
5. 5 years
6. 11 years
7. 4 years
8. American Association of University Professors, Oregon Business Education Assn., American Technical Vocational Association, American Institute of Banking, American Economics Assn.
9. \$7,550

Mathematics and Science

1. BAXTER, BRYCE W.
2. B.S. Eastern Oregon College
M.S. Oregon State University
3. None
4. Mathematics
5. 10 years
6. 10 years
7. 4 years
8. American Association of University Professors, Oregon Council of Teachers of Math, National Council of Teachers of Mathematics
9. \$7,550

1. BORREVIK, BERGE A. JR.
2. B.S. University of Oregon
M.S. University of Oregon
3. None

4. Physical Education
5. 9 years
6. 9 years
7. 1 year
8. American Association of Health, Physical Education & Recreation,
Phi Epsilon Kappa
9. \$9,060*

1. DAVIDSON, SCOTT
2. B.S. California Institute of Technology
M.S. University of Washington
3. None
4. Organic Chemistry
5. 1 year
6. 7 years
7. 1 year
8. American Association of University Professors, American Chemical
Society, Combustion Institute
9. \$7,225
10. Several U. S. patents

1. FAWVER, BEN J.
2. B.Ed. Illinois State Normal University
M.S. University of Illinois
Ph. D. University of Illinois
3. National Science Foundation Summer Institute for College Teachers
two - 6 weeks each
4. Zoology; Botany
5. 17 years
6. 17 years
7. 3 years
8. American Association of University Professors, Oregon Academy of
Science, American Ornithologist's Union, Pacific N. W. Bird and
Mammal Society
9. \$10,200

1. HORNING, WILLIAM R.
2. B.S. University of Minnesota
M.S. St. Cloud State
3. None
4. Physical Education
5. 9 years

6. 9 years
7. 1 year
8. American Assn. University Professors, American Assn. of Health,
Rec. & Physical Education
9. \$7,875

1. JACOBSEN, FREDRICK L.
2. B.S. Oregon State University
M.S. Oregon State University
3. None
4. Biology; Zoology
5. 1 year
6. 1 year
7. 1 year
8. Genetics Society of America, Western Society of Naturalists,
American Assn. for the Advancement of Science, Phi Sigma
9. \$6,000

1. KEMPER, BEVERLY L.
2. B.S. Oregon State University
M.Ed. Oregon State University
3. None
4. Physical Education
5. 7-1/2 years
6. 7-1/2 years
7. 1 year
8. National Assn. of Health, P.E. & Recreation, Oregon Assn. of Health,
P.E. and Recreation, American Association of University Professors
9. \$6,750

1. VIK, BRUCE
2. B.S. Pacific Lutheran University
M.A. University of Oregon
3. None
4. Physics; Mathematics
5. 2 years
6. 2 years
7. 2 years
8. None
9. \$6,500

Metals-Mechanical

1. ANDREWS, WAYNE
2. None. 128 hours professional and teacher education
3. None
4. Automotive-Mechanical
5. 12 years
6. 30 years
7. 5 years
8. Oregon Vocational Association, Oregon Industrial Education Assn.
9. \$8,525

1. WARREN, GEORGE D. JR.
2. B.S. Oregon State University
M.Ed. Oregon State University
3. Los Angeles California State College, 3-S
4. Automotive Machine Shop
5. 5 years
6. 12 years
7. 2 years
8. American Society of Metals, Fluid Power Society, Epsilon Pi Tau,
Industrial Education Association, American Association of University
Professors
9. \$7,550

Social Science

1. CROFT, ROBERT C.
2. B.S. University of Oregon
M.S. University of Oregon
3. University of Oregon, 39-Q; University of Washington, 12-Q,
Oregon State University, 3-Q
4. History; Political Science
5. 16 years
6. 16 years
7. 5 years
8. American Association of University Professors, Oregon Conference
of Historians, Sigma Delta Chi, Oregon Education Assn., National
Education Assn.
9. \$8,850

1. GALLAGHER, PETER J.
2. B.S. Columbia University
M.S. New York City College
3. University of Arizona, 195-Q
4. Psychology; Counseling and Guidance
5. 5 years
6. 8 years
7. 1 year
8. American Association of University Professors, American Psychological Association, British Psychology Society
9. \$9,060*
10. Understanding and Helping the Retarded Reader, 1965; "Size Constancy of Adolescent Schizophrenics, 1964; "The Psychologist on the School Staff," 1964.

1. GIBSON, ROBERT N.
2. B.A. University of Texas
M.A. San Francisco State College
3. None
4. Psychology
5. 3 years
6. 6 years
7. 3 years
8. American Association of University Professors, American Psychology Association, A.P.A. Clinical Division, A.P.A. Division of Philosophical Psychology, American Personnel & Guidance Assn., American Rehabilitation Assn., American Association School Psychologists
9. \$8,525

1. HOYT, HUGH M.
2. B.A. Sacramento State College
M.A. Sacramento State College
Ph. D. University of Oregon
3. None
4. History; Political Science
5. 14 years
6. 14 years
7. 2 years
8. American Association of University Professors, American Historical Assn., Phi Delta Kappa, Pi Gamma Mu, Blue Key, Phi Psi Omega
9. \$8,525

1. LE FEBRE, CHARLENE C.
 2. B.S. Radcliffe
M.A. Radcliffe
 3. Radcliffe, University of Washington 158-Q
 4. Anthropology
 5. 10 years
 6. 10 years
 7. 4 years
 8. Sigma Xi, American Anthropological Assn., Society for American Archaeology, N.W. Anthropological Assn., American Assoc. of University Professors, American Museum of National History, National Geographic Society
 9. \$7,550
-
1. TRUSSELL, MARGARET
 2. B.A. University of California
M.A. Long Beach State
M.A. University of California
 3. University of Oregon, 30-Q
 4. Geography; Economics
 5. 12 years
 6. 12 years
 7. 5 years
 8. American University Professors, American Geography Assn., American Academy Advanced Science, Pacific Conference Geography
 9. \$8,525

Special Services

1. LA FOND, ISABELLE
2. B.S. University of Oregon
3. None
4. Nursing Education
5. 5 years
6. 19 years
7. 3 years
8. American Nurses Assn., Oregon Nurses Assn., National League of Nursing
9. \$7,800*

Technical

1. ANDERSON, JOHN C.
2. B. S. Oregon State University
3. None
4. Electrical Engineering
5. 1 year
6. 6 years
7. 1 year
8. Eta Kappa Nu
9. \$8,525

1. CUMPSTON, SAM E.
2. B.S. West Point
M.S. University of Chicago
3. None
4. Physics; Mathematics
5. 3 years
6. 25 years
7. 1 year
8. American Association of University Professors, American Ordinance Association, Institute of Electrical and Electronic Engineers, American Association Physics Teachers, American Institute of Physics
9. \$10,230*

1. GEARHART, JOHN B.
2. B.S. Oregon State University
3. Oregon State University, 14-Q
4. Civil Engineering
5. 4 years
6. 20 years
7. 4 years
8. Professional Engineers of Oregon, National Society of Professional Engineers, American Society of Civil Engineers, Professional Land Surveyors Organization, Oregon Industrial Education Association, American Association of University Professors
9. \$8,525

1. HOOTMAN, WARREN D.
2. B.S. Iowa State College
3. Division of Continuing Education, 10-Q
4. Forestry
5. 3 years
6. 18 years
7. 3 years
8. Society of American Foresters
9. \$8,525

1. SPAUGH, ROGER
2. None
3. 128-Q toward BA
4. Electronics
5. 6 years
6. 33 years
7. 5 years
8. Oregon Vocational Assn., American Vocational Assn., Oregon Industrial Education Assn.
9. \$8,525

1. STENDER, VENEITA A.
2. B.S. University of Idaho
3. Portland State College, 3-Q; Idaho State University, 3-Q; Oregon State University, 15-Q
4. Sewing; Textiles
5. 8 years
6. 9 years
7. 5 years
8. American Home Economics Assn., Oregon Home Economics Assn., Coos County Home Economics Assn., American Assn. of University Professors, American Association of University Women, League of Women Voters
9. \$5,750

* 12-month contract

PART TIME FACULTY

1. ACKER, MARTS G.
2. B.S. University of Oregon
LL.B. University of Oregon
3. None
4. Law
5. 1 year
6. 2 years
7. 1 year
8. Oregon Bar Assn. and
Coos County Bar Assn.

1. ALTO, VICTOR
2. None
3. None
4. Carpentry
5. 6 years
6. 13 years
7. 1 year

1. ARRAMBIDE, ANTHONY
2. A.A. Boise Junior College
B.A. College of Idaho
3. None
4. Spanish
5. 15 years
6. 15 years
7. 3 years

1. BAILEY, JAMES
2. B.B.A. University of Oregon
3. C.P.A.
4. Accounting
5. 1 year
6. 25 years
7. 1 year
8. Oregon Society of C. P. A's

1. BARNES, MARY J.
2. B.S. Framingham State College
3. Dietetic Internship - 1 year
4. Nutrition
5. 4 years
6. 18 years
7. 1 year

1. BAYES, MAURINE
2. None
3. None
4. Business
5. 5 years
6. 22 years
7. 2 years

1. BORREVIK, CLARA
2. B.S. Whitman College
M.S. Oregon State University
3. None
4. Business Education
5. 29 years
6. 30 years
7. 1 year

1. BRIGGS, JO ANN
2. B.Mus. University of Oregon
3. None
4. Voice
5. 1 year
6. 1 year
7. 1 year

1. BUHMAN, DONALD
2. None
3. None
4. Business
5. 1 year
6. 6 years
7. 1 year

1. BURLEY, ELMER
2. None
3. None
4. Sheet Metal Mechanic
5. 1 year
6. 22 years
7. 1 year

1. CARLSON, CLARENCE
2. B.S. Oregon State College
3. None
4. Pharmacy
5. 1 year
6. 35 years
7. 1 year
8. NARD

1. CONNORS, JOHN E.
2. B.S. Eastern Oregon College
M.S. University of Oregon
3. None
4. Art - Ceramics
5. 3 years
6. 3 years
7. 2 years
8. Kappa Pi, Oregon Education
Assoc., Nat'l. Education Assoc.

1. CRIM, HARVEY
2. B.S. Oregon State University
3. None
4. Business and Business Manager
5. 1 year
6. 15 years
7. 1 year

1. DOTY, IRWIN
2. A.A. Southwestern Oregon Com-
munity College
3. None
4. Office Management
5. 4 years
6. 31 years
7. 4 years

1. EICKWORTH, CLARA M.
2. B.S., M.S. Oregon State
University
3. None
4. Home Economics
5. 5 years
6. 10 years
7. 5 years

1. FARR, DONALD H.
2. B.S. University of Oregon
M.B.A. Northwestern University
3. Oregon State Extension 2-Q
4. **Business Management**
5. 4 years
6. 29 years
7. 4 years
8. Beta Gamma Sigma, Alpha Kappa
Psi, Eta Mu Pi, Pacific N. W.
Hardware & Implement Assn.

1. FERGUSON, HELEN W.
2. None
3. None
4. Business
5. 6 years
6. 16 years
7. 5 years

1. FIETZ, ROY
2. B.A. University of Washington
3. C. P. A.
4. Accounting
5. 2 years
6. 11 years
7. 2 years
8. Oregon Society of CPA's

1. FOLSON, GEORGE T.
2. None
3. None
4. Photography
5. 1 year
6. 19 years
7. 1 year

1. GROSS, CHARLIE

2. None
3. None
4. Plumbing
5. 4 years
6. 14 years
7. 4 years

1. HALE, ANITA

2. None
3. None
4. Business
5. 3 years
6. 21 years
7. 3 years

1. HAROLD, BILL F.

2. None
3. None
4. Business
5. 2 years
6. 9 years
7. 1 year

1. HAUG, GRETТА

2. B.A. Pacific University
M.D. Ed. University of Oregon
3. None
4. English
5. 8 years
6. 11 years
7. 1 year

1. HEAD, CLYDE

2. B.S., M.S. Oregon College of
Education
3. None
4. Business
5. 11 years
6. 21 years
7. 1 year

1. HENRICKSON, JANE

2. B.A. St. Olaf College
3. None
4. Business
5. 5 years
6. 8 years
7. 1 year

1. HOVIS, IVAN

2. A. B. Whitman College
3. None
4. Supervisory Training
5. 2 years
6. 8 years
7. 1 year

1. HOYT, LAVONNE J.

2. B.A. University of Calif. (Berkeley)
3. San Francisco State College 4-S
Sacramento State College 31-S
University of Oregon, 6-Q
4. Music
5. 10 years
6. 10 years
7. 2 years

1. JONES, DUNCAN P.

2. None
3. None
4. Linework
5. 4 years
6. 12 years
7. 4 years
8. IBEW

1. KARL, MARGARET ANN

2. B.S. Kansas State University
3. None
4. Art
5. 5 years
6. 9 years
7. 5 years
8. League of Women Voters, Theta
Sigma Phi Coos Artists League

1. LEEGARD, ELLSWORTH
2. None
3. None
4. Welding
5. 4 years
6. 14 years
7. 2 years

1. LILLEBO, LARRY M.
2. B.S. Southern Oregon College
3. None
4. Education - Life Insurance
5. 22 years
6. 33 years
7. 1 year
8. National Life Underwriters Assn., Leaders Round Table, Oregon State Life Underwriters Assn.

1. MILLIKIN, HARLAN
2. None
3. None
4. Driver Education
5. 2 years
6. 12 years
7. 2 years

1. MORTON, JACQUELINE
2. B.S. Oregon State University
3. Oregon State University - 6Q
University of California - 3S
Div. of Continuing Ed., - 6Q
4. Business Education
5. 6 years
6. 9 years
7. 2 years
8. Phi Kappa Phi, Phi Chi Theta, Mortar Board

1. MUIR, ANDREW
2. None
3. None
4. Inside wiring, electric
5. 1 year
6. 4 years
7. 1 year
8. IBEW

1. NELSON, CHARLES
2. B.S. General Beadle State College
M.A. Adams State College
3. None
4. Business
5. 3 years
6. 3 years
7. 1 year

1. REEVES, CHARLES
2. B.S., LL.B. University of Oregon
3. None
4. Law
5. 1 year
6. 13 years
7. 1 year
8. Oregon Bar Association
Coos County Bar Association

1. SIEGNER, SANDRA J.
2. B.S. Portland State College
3. None
4. Biology Lab Assistant
5. 1 year
6. 3 years
7. 1 year

1. SPAUGH, SARA
2. None
3. 100 hours toward BA
4. Painting
5. 3 years
6. 3 years
7. 2 years
8. Coos Artists League, Master
Water Color Society, Artist Member
Portland Art Museum

1. STOLL, ELI E.
2. None
3. None
4. Automotive Mechanics
5. 6 years
6. 27 years
7. 6 years

1. STRASSBURG, MARGARET
2. B.S. Iowa State College
3. None
4. Home Economics
5. 7 years
6. 13 years
7. 4 years

1. SAUKKONEN, ERIC
2. B.S. University of Oregon
3. None
4. Supervisory Training
5. 1 year
6. 4 years
7. 1 year

1. SWENSON, DONALD
2. B.S. Mayville State College
3. None
4. Driver Education
5. 1 year
6. 12 years
7. 1 year

1. THOM, CAMERON
2. B.S., LL.B. University of Oregon
3. None
4. Business Law
5. 5 years
6. 12 years
7. 1 year
8. Oregon Bar Association
Coos County Bar Association

1. TROFTGRUBEN, HARTLEY
2. B.S. University of North Dakota
3. None
4. Business Education
5. 2 years
6. 4 years
7. 1 year

1. VANDERHOOF, GEORGE
2. None
3. None
4. Welding
5. 3 years
6. 20 years
7. 3 years
8. IED

1. WEST, DONALD
2. B.S. Oregon State University
3. None
4. Engineering, Mechanics
5. 2 years
6. 13 years
7. 2 years
8. American Society of Mechanical
Engineers

1. WEHRLE, ARMIN
2. B.S. University of Connecticut
M. F. Yale School of Forestry
3. None
4. Supervisory Training
5. 1 year
6. 26 years
7. 1 year

1. WEHRLE, CLARE
2. B.F.A. Yale University
3. None
4. Art
5. 13 years
6. 23 years
7. 2 years

1. WORNATH, HAROLD L.
2. B.S. University of Montana
3. University of Oregon - 45 Q
4. Business, Business Machines
5. 4 years
6. 4 years
7. 2 years
8. Oregon Education Assoc.
National Education Assoc.
Classroom Teachers

1. WORTH, WAYNE T.
2. B.S. Oregon State University
3. None
4. Industrial Engineering
5. 3 years
6. 10 years
7. 3 years
8. State Board of Engineers, EIT

1. WRIGHT, J. NORMAN
2. None
3. None
4. Industrial Maintenance Electrician
5. 1 year
6. 13 years
7. 1 year

1. ZARBANO, SEBASTIANO
2. A.A. Compton Junior College,
B.S. Los Angeles State College
3. University of California at Los
Los Angeles - 30 S
4. Law Enforcement
5. 2 years
6. 17 years
7. 1 year

APPENDIX F

CONSTITUTION

of

SOUTHWESTERN OREGON COMMUNITY COLLEGE

GENERAL FACULTY and FACULTY SENATE

PREAMBLE

The basic functions of a college are to preserve, augment, criticize, evaluate and transmit knowledge and to foster creative capacities. Since these functions are performed by a community of scholars who must be free to exercise independent judgment in the planning and execution of their individual educational responsibilities, the government of an institution of higher education should be designed to allow these scholars to select and carry out their responsibilities with maximum effectiveness and integrity.

The Faculty recognizes that the ultimate authority in support and control of the College lies with the citizens of the Southwestern Oregon Area Education District. Further, that as elected representatives of these citizens, the Board of the Southwestern Oregon Area Education District is empowered to carry out their wishes, and that the President of the College exercises leadership and control in putting into practice the general policies set forth by the Board.

Since in actual practice, the operation of Southwestern Oregon Community College is the joint responsibility of the College Board, the President, and the Faculty, we the Faculty, who perform the primary tasks for which the school is organized, should be recognized as essential participants in both making and carrying out decisions on educational policy. It is in order to assume this responsibility fully and effectively that the following constitution is presented.

ARTICLE I

Name

Section 1:

The name of this organization shall be the General Faculty of Southwestern Oregon Community College, hereinafter referred to as the General Faculty.

Section 2:

The name of the representative body of the General Faculty shall be the Faculty Senate of the General Faculty of Southwestern Oregon Community College, hereinafter referred to as the Faculty Senate.

ARTICLE II

The General Faculty

Section 1: Membership

The General Faculty shall consist of the President of Southwestern Oregon Community College and all persons holding Board appointments with the rank of professor, associate professor, assistant professor, or instructor.

Section 2: Faculty Responsibility

- A. The General Faculty shall have the power to act upon matters of educational policy within the limits prescribed by federal and state law, and by the regulations of the State Board of Higher Education, the State Board of Education, and the Board of Southwestern Oregon Area Education District. Educational policy pertains to such fundamental matters as curriculum and methods of instruction, facilities and materials for instruction, standards for admission and retention of students, and criteria for the granting of degrees. It also includes these aspects of student life that relate directly to the educational process, including the establishment of limitations on aid to academic performance, on extra-curricular activities, and on regulations affecting freedom of expression.

- B. The General Faculty shall have the power to actively participate in establishing policy in relation to faculty appointments, and actions determining tenure through the regular procedures hereinafter provided.
- C. Since Presidents, Deans, and other principal academic administrative officers should have the confidence of the faculty and should be qualified for faculty membership by training, experience, and continued interest in teaching and research, the General Faculty shall advise the College Board in the selection of such officers, and in the creation or abolition of their offices.
- D. The General Faculty shall advise in budget planning and allocation of funds for educational purposes through the regular procedure hereinafter provided.
- E. The General Faculty will normally exercise the above powers through its representative body, the Faculty Senate. The General Faculty shall have the right to review and approve or disapprove any action of the Faculty Senate as hereinafter provided.

Section 3: Organization

- A. Presiding Officer. The President of the College shall act as Chairman of the General Faculty. In his absence, the Chairman of the Faculty Senate shall act as presiding officer.
- B. Secretary. A member of the General Faculty shall be elected to the office of secretary for a term of one year by a simple majority of faculty present at the first meeting of the General Faculty each fall quarter. The secretary shall record minutes of each General Faculty meeting and duly circulate copies to all faculty members within one week following each meeting. Records of meetings shall not be made public except upon authorization of the President or the Faculty Senate.
- C. Meetings of the General Faculty may be called by the President, or the Faculty Senate, or by petition to the Chairman or Vice-chairman of the Faculty Senate by one-tenth of the General Faculty members. There shall be at least one regular meeting of the General Faculty scheduled within the first two weeks of each school term exclusive of summer session.

- D. A quorum of the General Faculty shall consist of fifty per cent of the faculty eligible to serve on the Faculty Senate.
- E. Every member of the General Faculty shall have a free and equal voice in its deliberations and conclusions. Any member of the General Faculty may submit agenda items to the secretary. Agenda for meetings shall be announced to all General Faculty members at least two days in advance of the meeting. No matter concerning educational policy shall be considered at any meeting if it does not appear on the agenda, unless approved by a majority vote of a quorum.
- F. The order of business at each faculty meeting shall be as follows:

Announcement of a quorum.
 Approval of minutes of the preceding meeting.
 Announcements and communications.
 Reports from officers of the College administration.
 Reports of the Faculty Senate and its committees.
 Unfinished business.
 New business.
 Adjournment.

In the absence of special regulations to the contrary, Robert's Rules of Order, Revised, shall govern the procedure of all meetings of the General Faculty.

- G. The General Faculty reserves the right to veto any action taken, or recommendation made, by its representative body, the Faculty Senate. However, such veto shall be voted only when a quorum, as defined by Article II, Section 3, Paragraph D, is present, and a majority of the total membership of the General Faculty is present.

ARTICLE III

The Faculty Senate

Section 1: Membership

- A. The General Faculty shall be represented by a Faculty Senate elected from its membership, and two members appointed by the President of the College.

- B. The General Faculty shall elect all representatives at large, one for each eight full-time equivalent members of the total faculty, or major fraction thereof (half or more).
- C. Only members of the General Faculty whose duties consist of classroom teaching, one-half time or more within their division, shall be eligible for election to the Faculty Senate. The work of librarians and counselors shall be interpreted as classroom teaching under this section.
- D. In the event the total membership of the Faculty Senate becomes greater than fifteen, the Elections Committee shall reapportion the elected representation as provided herein in such a way that membership of the Faculty Senate shall not exceed fifteen, nor become fewer than six. The action of the Elections Committee shall become effective with approval of the Faculty Senate, except that such action shall be subject to veto by the General Faculty.

Section 2: Election

- A. Each year, by May 1, the President of the College shall appoint two members to the Faculty Senate for a term of one year.
- B. Each year, at least fifteen days prior to the date of the Faculty Senate elections, the Elections Committee shall determine the number of senators to be elected, apportioning one senator for each multiple of eight full-time equivalent faculty members or major fraction thereof (half or more) based on faculty rosters as of April 1. At the same time, they shall compile a list of General Faculty Senate.
- C. Each year, not later than May 1, the Elections Committee shall receive petitions of candidates for the Senate positions to be filled. Petitions may be filed by the candidate or by three signators in the name of the candidate. The Elections Committee shall determine the eligibility of the candidates filed, shall prepare the ballots and shall conduct the elections. The Senate vacancies shall be numbered and candidates shall file for position number. The Elections Committee shall determine that the successful candidate (s) has received a majority of the votes cast for that position.

- D. General Faculty members elected to the Faculty Senate shall serve terms of two years, or until their successors shall be elected or qualified. These terms shall be so arranged that approximately one-half of the Faculty Senate shall be elected each year. Elected senate members are eligible to serve for not more than two full consecutive terms.
- E. A faculty member elected to the Faculty Senate shall begin his term of office starting with the first meeting of the senate after May 1, following his election.
- F. Interim vacancies that occur in the elected Faculty Senate shall be filled by senate appointment from the faculty members eligible to serve.
- G. All election procedures and conduct other than those stated in Article III, Section 2, shall be determined by the Elections Committee as hereinafter provided.

Section 3: Organization

- A. The Faculty Senate shall elect from its membership a chairman, vice-chairman, and secretary.
- B. The Faculty Senate shall hold regular meetings once each month on a fixed day from October through May. Special meetings may be called by the President of the College, by the Dean, or by written request of one-fourth of the Faculty Senate or one-tenth of the General Faculty. A written notice of special meetings and their agenda shall be posted by the Chairman of the Faculty Senate.
- C. The secretary of the Faculty Senate shall record the minutes of each meeting. Within one week following that meeting, he shall distribute the minutes of each senate meeting to the President of the College and to all other members of the General Faculty.
- D. The Faculty Senate is empowered to make rules governing its own internal organization and procedure, subject to the following:
 - 1. A majority of senate members shall constitute a quorum.
 - 2. All actions or recommendations of the senate shall be by majority vote of the quorum. However, minority opinions shall be recorded in the minutes by the secretary upon the request of any senator.

3. Voting procedure shall be determined by the chairman unless three senators should demand a roll-call vote.
4. In case of an unresolved tie vote on any matter, the issue shall be referred to the General Faculty.
5. Agenda of each regular senate meeting shall be distributed at least three days in advance to all senate members, and notice of the meeting and agenda shall be posted.
6. Agenda items may be referred to the chairman or vice-chairman of the senate by an individual faculty member, the faculty of any division or department, committees of the senate, the Faculty Association, the College President, any Dean, or the General Faculty. These items must be submitted in writing at least one week in advance of senate meeting.
7. Faculty members may attend senate meetings but are not entitled to vote or propose motions. Such faculty may, upon request, and with approval of the senate, be given the privilege to speak on matters under consideration.

Section 4: Authority and Functions

- A. The Faculty Senate shall be subject to the same general legal limitations as the General Faculty. Its authority shall not be construed as limiting the legal right of the President. It shall be the responsibility of the members of the Faculty Senate to act in a fiduciary capacity in relation to their constituents. Having accepted such responsibility, the members of the Faculty Senate shall feel free to make decisions and vote on matters according to their own reasoned judgments. Whenever the senate is acting within its proper province, its action shall be effective without approval, except as such action shall be subject to veto by the General Faculty as provided in Article II, Section 3 G, or by the President of the College as hereinafter provided.
- B. The President of the College may suspend or overrule action taken by the Faculty Senate and ask for reconsideration of such action. If the President and the Faculty Senate, after appropriate efforts, fail to reach agreement on a question, such question may be appealed to the College Board by the President or the General Faculty. The General Faculty shall be informed in writing as to the nature of the disagreement and shall ballot secretly on the issue

of appeal. The President's decision shall prevail until the question is resolved by the Southwestern Oregon Community College Board.

- C. The Faculty Senate shall act as the ex-officio coordinating body for all committees concerned with the educational functions of the College. It shall have the right to review the establishment and membership of all such committees. Committee positions shall be numbered and tenure of these numbered positions shall be such that there tends to be a continuity of membership from year to year. No member of a committee shall serve more than four years consecutively. These committees shall organize, keep records, and have the right to review the policies upon which committee reports and actions are based. These committees shall include, but not be limited to, the following:

1. Academic Standards Committee

- a. The function of this committee shall be the evaluation of scholastic standards and the formulation of policy relating to academic probation, suspension, and grade requirements.
- b. It shall advise the registrar on matters concerning transfer students or students seeking readmission after suspension for scholastic deficiencies.
- c. It shall adjudicate student petitions on suspensions, graduation requirements, and credit loads.
- d. It shall advise the registrar on matters of admission, registration, and scheduling of classes.
- e. Committee members shall be appointed by the President with the approval of the Faculty Senate. The registrar shall be a permanent member of this committee.

2. Faculty Personnel Committee

- a. The function of this committee shall be the evaluation of standards and policies for appointments, promotions, tenures, sabbatical leaves, and work loads of faculty.
- b. It shall concern itself with such other matters as improvement and growth of the professional quality of the faculty at Southwestern Oregon Community College

- c. Committee members shall be appointed by the Faculty Senate.

3. Academic Affairs Committee

- a. This committee shall review, evaluate, and make recommendations regarding subject matter, methods of instruction, and program planning of the course offerings of the College.
- b. Committee members shall be appointed by the Dean with the approval of the Faculty Senate.

4. Budget Committee

- a. This committee shall inform the Faculty Senate on matters of fiscal policy and budget allocations related to the general college program.
- b. It shall advise the President of the College in budget planning and allocations for the general college program.
- c. Committee members shall be appointed by the President with the approval of the Faculty Senate. The President and the business manager of the College shall be permanent members of this committee.

5. Elections Committee

- a. The Elections Committee shall determine procedures and administer annual elections of the Faculty Senate as required in Article III, Section 2.
- b. This committee shall count ballots and confirm the election of candidates to the Faculty Senate.
- c. Members of this committee shall be appointed by the Faculty Senate.

6. Student Affairs Committee

- a. The Student Affairs Committee shall advise on all student affairs and make recommendations to the President and the Faculty Senate regarding policy involving student affairs.

- b. Membership of the Committee shall consist of a chairman (or Dean of Students, if such position is created), the business manager, four faculty members, and two students selected by the student body. Appointment of the faculty members shall be made by the President upon recommendation of the Dean.

7. Library Committee

- a. The library committee shall act as a coordination body in the development of library policy and shall represent the General Faculty in the development of the library.
- b. The committee shall be composed of four members appointed by the Faculty Senate. The head librarian shall serve as an ex-officio member.

8. Scholarship and Loan Committee

- a. The Scholarship and Loan Committee shall aid the SWOCC Foundation, Inc. in granting loans and scholarships.
 - b. Committee members shall be appointed by the President with the approval of the Faculty Senate.
- D. The Faculty Senate has the right to examine and make recommendations to the President regarding any action taken by a committee, bureau, council, division, department, or administrative office of the College which modifies policies or regulations of the general college program.
- E. The Faculty Senate may recommend to the President policies pertaining to faculty relations and organization of the general college program.
- F. The Faculty Senate may recommend to the President policies concerning student participation in control of student affairs.
- G. The Faculty Senate shall consider, and act upon, any matter affecting the welfare of the institution on which the President, the Southwestern Oregon Community College Board, or an individual faculty member may request consideration and action.

- H. Nothing in this article shall be construed as prohibiting consultation at all levels of the faculty organization, but in problems extending across several curricular areas, the Faculty Senate shall be the regular consultative body.

ARTICLE IV

Section 1: The General Faculty designates the Faculty Senate as its official elected representative in compliance with ORS 342.450 to 342.470 (SB 186).

ARTICLE V

Enactment and Amendment

Section 1: Enactment

This constitution shall be effective following its adoption by a simple majority vote of the total General Faculty and approval of the Southwestern Oregon Community College Board.

Section 2: Amendment

This constitution may be amended by a two-thirds vote of an quorum of the General Faculty provided the proposed amendment has been presented to the General Faculty at a previous session or in writing to the membership, two weeks before the session of the General Faculty at which the vote is scheduled. Proposed amendments shall not conflict with laws, rules, and regulations as provided in Article II, Section 2 A. of this constitution.

APPENDIX G

CONDITIONS OF EMPLOYMENT -- FACULTY

SECTION IAcademic Freedom

As a matter of policy the Board and the Administration does not attempt to control or sway the personal opinion of any person in the Faculty or otherwise on the payroll of the institution, nor the public expression of that opinion, but does request that no employee take action which might be construed as committing the institution or the board to a position officially favoring or opposing controversial matters.

SECTION IITerms of Service

- A. Staff members may be appointed on the academic-year basis, the fiscal-year basis, or on such other basis as may be arranged in individual cases.
- B. Staff members on an academic-year appointment are subject to service for three terms during the fiscal year.
- C. The three-term period of service normally will extend from September 16 of one calendar year through June 15 of the next calendar year, or for a comparable period of service within the fiscal year, whichever best serves the particular type of work involved, as may be required by the President. Nothing in this regulation shall be construed to prevent a staff member employed on an academic-year basis from being employed during the remainder of the fiscal year, in the summer sessions or in other service, provided his responsibilities for the regular academic year have been fulfilled to the satisfaction of the department head and the dean or director of his division.

SECTION IIINotice of Appointment

All regular employees in the salary budget shall receive each year formal notification of conditions and terms of employment for the fiscal year

beginning July 1. Such notification is sent out from the President's office. Unless otherwise specifically stipulated in individual notices, or otherwise provided herein, appointments or reappointments are for a period not beyond the fiscal year designated in the notice of appointment.

SECTION IV

Tenure and Timely Notice

- A. The first three years of full time employment at the rank of instructor or higher shall be classified as probationary. The probationary period shall not exceed three academic years.
- B. A series of annual appointments shall be considered consecutive whether or not interrupted by one or more official leaves of absence. Annual appointment for a fourth year shall be interpreted as the conferring of tenure.
- C. Indefinite tenure may be given to persons before the end of three years, and, occasionally, even at the time of original appointment.
- D. If any appointment of an academic staff member on full time contract or 81 per cent FTE or more, not on indefinite tenure, is to be terminated otherwise than for cause, he shall be given a timely notice of termination as follows: During the first annual appointment, by March 15 of the first year of service and during the second, third and fourth years at least twelve months' notice.
- E. The above policies will operate in all appointments unless in individual cases there is a definite written understanding to the contrary, in which case the exception will be noted in the annual notice of appointment.

SECTION V

Termination of Employment

Subject to the provisions of Section IV, this policy statement establishes the procedure for the termination of appointment of academic staff members of the college. It applies to all terminations of academic staff members, including those on indefinite tenure as well as those not on indefinite tenure.

A. Termination Not for Cause.

1. Definition. Termination not for cause is defined as any termination other than for cause as set forth in B below.
2. Staff Members with Indefinite Tenure. The appointment of an academic staff member with indefinite tenure will not be terminated for reasons other than for cause, except for financial exigency. Before the appointment of any academic staff member on indefinite tenure can be terminated for financial exigency, a bona fide determination will be made by the President that such financial exigency does in fact exist, and that no funds are in fact available for the payment of compensation for the position concerned. If the staff member cannot be retained either in the position in which presently employed or in some alternate position, maximum possible notice of termination shall be provided the academic staff member.
3. Staff Members without Indefinite Tenure. Appropriate notice of termination shall be provided staff members without indefinite tenure as set forth in Section IV. If the employment of such staff member is being terminated for financial exigency as set forth in paragraph A2 above, maximum notice possible will be provided.

B. Termination for Cause.

1. Definition. The appointment of an academic staff member, whether or not having tenure, may be terminated for cause as herein provided. "Cause" shall be understood to include gross inefficiency, conviction of a felony, or conduct flagrantly unbecoming a faculty member.
2. Preliminary Consideration. If a case arises in which it is proposed to terminate an academic staff member for cause, the President shall first be consulted. At the time of the consultation, or at any time thereafter (before, during, or after the hearing provided for below), the President may suspend the staff member, without financial penalty, from some or all of his duties; but such a suspension shall be ordered only if the President makes a finding, based on facts made known to him, that there is a clear and present danger that the staff member's continued performance of his duties will be harmful to the institution, to the staff member, or to the public at large.

3. Initiation of Formal Proceedings. Formal charges shall be prepared by the President, stating specifically the facts or transactions believed to constitute cause for termination. If the staff member whose termination is proposed does not have indefinite tenure, the charges shall be prepared by his immediate administrative superior. If the staff member is on indefinite tenure, the charges shall be prepared in accordance with procedures established within the college, but no institutional officer responsible for evaluating the charges shall participate in their preparation. In all cases the charges shall be filed with the President or an equivalent officer, and a copy shall be given to the staff member, such charges to be filed and served upon the staff member within 20 days after the President's authorization to initiate formal charges.
4. Interim Consultative Proceedings. After charges are filed as above stated, there may be such interim consultative proceedings as those arranged for jointly by the Faculty Senate and the Administration. Such proceedings are not required, and, if provided for, need not be the same for staff members not on indefinite tenure as for those having such tenure. At the conclusion of any such proceedings, the President shall determine whether the charges are to be dropped, or whether they are to be brought on for hearing.
5. Staff Member's Request for a Formal Hearing. Within ten days after the filing of charges, if no interim proceedings are provided for, and, where such proceedings are provided for, within ten days after the President determines that the alleged charges are to be brought on for hearing, the staff member whose termination is sought shall state in writing whether or not he desires a formal hearing on the charges. This 10-day period may be extended by the President. If the staff member elects not to ask for such a hearing, his appointment shall terminate, except in cases of conviction of a felony or conduct flagrantly unbecoming a faculty member, as follows: in the case of a member not on indefinite tenure, in thirty days; and in the case of a staff member having indefinite tenure, in one year; in the case of a staff member, whether or not having tenure, who is convicted of a felony or who is guilty of conduct flagrantly unbecoming a faculty member, his appointment may be terminated at any time.
6. Hearing Committee. If the staff member elects to ask for a formal hearing on the charges, such hearing shall be before a special ad hoc committee of five members. Committee members shall be selected in the following manner: Faculty Senate shall appoint a panel of eight faculty members; from this number, the same elective

body will then name five to serve as the hearing committee. The staff member is allowed three peremptory challenges; committee members so challenged will then be replaced from the panel of eight by the Faculty Senate. The committee shall be constituted within thirty days after the staff member's request for a hearing.

The hearing committee shall elect a chairman from among its members.

7. Conduct of Hearing. The committee shall set a date for the hearing giving sufficient time to the staff member to prepare his case. The staff member and the administration shall have the option of assistance by counsel, both in preparing for and at the hearing. Not less than one week before the hearing date, the staff member shall file with the committee a written statement of his case. The committee shall review the charges and the staff member's statement prior to the hearing. During the period between the filing of the charges and the President's action on the committee's report, the staff member shall enjoy the same academic freedom as other members of the faculty, unless suspended as indicated in paragraph B2.

The committee, in consultation with the President and the staff member, shall determine whether the hearing shall be public or private. Although the President and other administrative personnel may attend, the conduct of the hearing shall be under the control of the committee chairman. A stenographic record of the hearing shall be kept.

At the hearing, the testimony of witnesses and other evidence concerning any disputed facts shall be received by the committee. No witness shall testify before the committee except in the presence of the staff member, and no evidence shall be considered that is not made known to him and his counsel in sufficient time to permit the obtaining of answering testimony or evidence. All witnesses before the committee shall be subject to cross-examination. At the conclusion of the testimony, the committee may permit each side to make an oral or written summation; if this privilege is extended to one side, it must be extended to both. When the committee is satisfied that all pertinent and available evidence has been received, and that such summations as it deems appropriate have been presented, the hearing will be adjourned. The Committee will then go into executive session for the purpose of deliberation.

8. Committee's Report. The committee shall make explicit findings based upon the hearing record with respect to each specification in the formal charges lodged against the staff member, and shall within 10 days of completion of the hearing and determination by the committee of its findings recommend either that his appointment be continued, or that it be terminated. The President and the staff member shall receive copies of the findings and recommendation; and also of the record of the hearing.
9. Action by the President. If the committee recommends that the staff member's appointment be continued and the President concurs, or if the President, notwithstanding a contrary recommendation, determines to continue the staff member's appointment, the staff member shall continue his duties without prejudice. If the committee recommends termination of the staff member and the President concurs, or if the President does not concur with a committee recommendation for continuation of the appointment, the President shall within 10 days of receipt of the committee's report advise the staff member having indefinite tenure, his appointment shall terminate, except in cases of conviction of felony or conduct flagrantly unbecoming a faculty member, one year after the date of notice, subject to the right of such staff member to appeal to the Board of Southwestern Oregon College as provided below. In the case of a staff member without indefinite tenure, the President shall set the date of separation.
10. Appeals. Within thirty days after receiving a termination notice as above stated, a staff member having indefinite tenure may appeal to the Board of Southwestern Oregon College by addressing a letter to the Chairman of the Board stating the grounds for the appeal, a copy of which shall be furnished the President. Upon receiving a copy of such an appeal, the President shall forward to the Board Chairman the following: a copy of the charges in the case and of the staff member's written statement in answer thereto; the stenographic record of the hearing, and any exhibits; the committee's findings and recommendations; and the President's termination notice.

The Board of Southwestern Oregon College may conduct such hearing as it deems proper for its consideration of an appeal, or it may refer the appeal to a committee of Board members for consideration and recommendation. No new evidence or testimony shall be received on the appeal, but the Board may return the case to the Hearing Committee for the receipt of further evidence or testimony, if the Board deems this necessary. The Board shall make such determination of the case as it deems just.

If the Board sustains the decision to terminate the staff member, the termination shall be effective at the date originally named by the President.

SECTION VI

Leave and Vacation

The President may recommend to the Board that employees be given maternity, military, educational, travel, leave because of illness either physical or mental, or such other leave as the Administration may deem in the best interests of the college.

Due to the difficulty in securing replacements for one year or two year periods of time, the person requesting leave must be very considerate of the total situation. Requests for leave should be filed at the earliest moment. Requests to return to faculty status must be filed with the Administration on or before March 10 if the instructor wishes to return to duty in September.

Ordinarily all provisions and conditions of leave shall be agreed upon by the faculty member and the Administration prior to granting of leave.

It is the responsibility of the Board to approve all leave and the conditions pertaining thereto.

A. Sick Leave --

Absence from duty because of illness of the employee or members of his immediate family (wife, husband, son, daughter, father, mother, sister or brother) will be excused without loss of pay for ten days each year. Sick leave may accumulate to one hundred days.

The President may require the employee to furnish a statement of illness from an attending physician or practitioner if the illness is in excess of five days.

It is the intent of the Board of the College to comply with Oregon law in the matter of sick leave.

B. Maternity Leave --

The Board of Southwestern Oregon College shall grant maternity leave

without pay to any faculty member with permanent tenure status. Such leave shall not exceed one full year. Time on maternity leave will not count as regular service and the faculty member shall not progress on the salary schedule while on leave of this type.

C. Leave for Military Service --

Any faculty member ordered to active duty for military service shall be granted leave for the full term of his required active duty. Such leave shall be without payment of regular salary.

D. Sabbatical Leave --

After six years of continuous service as a regular full-time member of the staff, a member of academic rank may be granted leave of absence not to exceed one year to better fit himself for service to the institution and the state. Academic rank is defined as that of instructor or above. Sabbatical leave privileges may be granted to staff members in a special position of responsibility and trust, even though such positions are without definite academic classification as to rank. The conditions of sabbatical leave are as follows:

1. No one shall be entitled to any form of sabbatical leave until he has been employed full-time in the continuous service of the college for six calendar years, with the rank of instructor or above.
2. Staff members employed on an academic year basis are considered as serving continuously and, every seventh year, are eligible for one of the following types of leaves:
 - a. One academic year (three terms) on one-half salary, or
 - b. One-third of an academic year (one term) on full salary.
3. Staff members employed on a fiscal year basis are eligible for their first sabbatical leave after serving six years, as indicated under (1). This sabbatical leave may consist of:
 - a. One-third of a year, or four months, on full salary: (except in unusual circumstances, this type of leave will be limited to administrative officers and others who find it difficult, because of their professional assignment, to be away from their work over a longer period); or
 - b. One year, or twelve months, on one-half salary.

Twelve-months' staff members are eligible for a second sabbatical leave, and succeeding leaves thereafter, after eighteen terms (four and one-half years) of continuous service, at which time they may have one-third of a year, or four months, leave on full salary; or they may, after twenty-four terms of continuous service (six years) choose either type of leave under (a) and (b) above.

Cases of mixed types of service or other irregular conditions shall be adjusted by administrative officers in accordance with the principles set forth in the foregoing provisions.

4. Application for sabbatical leave is made to the Board through the President of the institution and carries the endorsement of the head of the department and the dean of the division. Such application should then be filed at the time the formal budget is submitted for the ensuing fiscal year, and such requests submitted later than the beginning of the fiscal year in which they are to be granted will not be considered except in unusual circumstances.
5. Sabbatical leave is granted for purposes of research, writing, advanced study, or travel undertaken for observation and study of conditions in our own or in other countries affecting the applicant's field. Such leave is granted only when it can be shown that the applicant is capable of using his period of sabbatical leave in a manner which will make him of greater service to his institution and the state.
6. As a general rule, only one sabbatical leave from a department is granted in any one year, and, when more than one application from any department is made, precedence is given to the order of seniority of service and merit of application.
7. Each member of the staff in his application for sabbatical leave signs an agreement to return to his institution, upon the completion of his leave, for a period of at least one year's service.
8. During his period of sabbatical leave the staff member shall inform the President in writing if any change is made in his program as outlined in his application. At the end of the sabbatical leave the staff member shall submit a report of the accomplishments and benefits resulting from the leave, filing copies with the head of the department, the Dean and the President.

E. Vacation --

Faculty employed on a twelve-month basis will be entitled to a

total of one calendar month of vacation out of each 12 months of employment.

1. It is expected that for the most part vacation periods at Christmas and periods of time between terms will be utilized for a portion of the vacation time.
2. Anyone who wishes to be gone from his position for one full calendar month of consecutive days should make arrangements in advance for such leave. Anyone who wishes to reserve a certain period of time each year so that vacation time may be accumulated to allow for an extended trip may make application for such leave.
3. It is anticipated that vacation time will be used up on an annual basis and not be cumulative unless special arrangements are made as indicated above.

SECTION VII

Teaching Load

The salary scale is based on a work load calling for teaching assignments at fifteen credit hours or twenty-five clock hours. It will not be the general practice of the administration to assign instructors to the maximum load but rather to allow time for service to the institution and the students for a part of the total allowable time. Size of classes, number of required preparations, study center time, laboratory time, and student advisor time for activities are all to be considered.

- A. It will not be the general rule to require night teaching on a continuous basis. Staff rotation for evening work will be practiced whenever possible. Overload teaching will not be called for except in an emergency. Should it be required, the instructor will be paid at the rate of 1/15 per credit hour or 1/25 clock hour of his normal term wage.
- B. College instructors are permitted to teach for the Division of Continuing Education, if requested to do so. It is believed that no instructor should teach more than one course per term.

SECTION VIII

Implementation

All items in this policy as adopted shall be effective as of the date of the initial appointment of the faculty member concerned with the exception that tenure provision will be effective July 1, 1964, for staff members in the service of Southwestern Oregon College on or before September 16, 1964.

APPENDIX H

CRITERIA FOR RANK, ORIGINAL PLACEMENT, AND ADVANCEMENT

I. INTRODUCTION

- A. It is the function of the Board and the Administration of Southwestern Oregon Community College to establish and administer policy regarding rank, original salary placement, and advancement of faculty. The Faculty Senate, as the representative body of the General Faculty will act in an advisory capacity regarding this policy and its implementation.
- B. The Faculty Personnel Committee, formed as a sub-committee appointed from the membership of the Faculty Senate, shall act as a committee for reviewing procedures for appointment and promotion of faculty members.
- C. The Administrative Advisory Committee (Faculty Senate and the President) shall make periodic review of policy regarding rank, original placement, and advancement of faculty, and make recommendations for revision when needed.
- D. Faculty members will not be placed at a rank lower than that for which they qualify as indicated by these criteria. However, if desirable because of special qualifications and at the recommendation of the Faculty Personnel Committee, and at the discretion of the Administration and the Board of Southwestern Oregon Community College, a faculty member may be placed at a higher rank.
- E. Terms used in these criteria hereinafter shall be interpreted as follows:
 - 1. Nothing in the criteria shall be interpreted in such a way as to reduce the rank or placement of any faculty member employed at the time of adoption of this document.
 - 2. Graduate hours shall be from accredited institutions.
 - 3. "Hours" as used in this document shall be interpreted as term or quarter hours. Semester hours shall be calculated as 3/2 term hours.
 - 4. Graduate hours shall be defined as credit hours granted from

- (1) courses listed as graduate courses by the institution.
 - (2) advanced courses which have been counted as a part of a graduate degree program, and
 - (3) advanced courses for which graduate credit is granted when the course is completed by a student with graduate standing.
5. "Graduate work in the teaching field" shall be interpreted as: at least $2/3$ of the graduate hours used for placement in teaching fields which the faculty member is employed to teach, except that graduate hours in library science and all fields listed in the college transfer program are applicable in placing librarians in rank.
 6. Written prior approval by the Faculty Personnel Committee and/or the Administration of term hours earned shall be interpreted as term hours in the teaching field.
 7. Ordinarily, no person shall be asked to teach in a field in which he has fewer than 24 graduate hours.
 8. Any person employed less than $66\frac{2}{3}$ per cent of a full time assignment on an annual basis shall be designated as Lecturer. All other criteria for this designation shall be subject to the needs of the College.
- F. The distribution of rank among the tenured faculty shall not exceed the following percentages (excluding non-teaching administrators):

Instructor - not counted in formula

Assistant Professor - 45%

Associate Professor - 35%

Professor - 20%

II. CRITERIA FOR RANK PLACEMENT OF FACULTY TEACHING IN THE TRANSFER PROGRAM

Instructor

Minimum of Master's degree in the subject area to be taught or Bachelor's degree plus 65 hours of graduate work in teaching field.

Assistant Professor

Master's degree with tenure at Southwestern Oregon Community College or three years of full-time teaching experience at the college level.

Associate Professor

Master's degree with 90 term hours of graduate work in the teaching field beyond the Bachelor's degree plus eight years (at least three years of which should be at Southwestern Oregon Community College) of teaching experience at the college level; or 110 hours of graduate work in the teaching field beyond the Bachelor's degree plus seven years of teaching on the college level (at least three years of which should be at Southwestern Oregon Community College); or having completed work towards the doctorate in the teaching field except for the dissertation or two master's degrees in dual fields (with Committee approval), plus five years teaching at the college level (at least three of which should be at Southwestern Oregon Community College).

Professor

Doctor's degree or two master's degrees in dual teaching fields, provided the usual rank-promotional approval has been obtained, with at least ten years of teaching experience at the college level.

III. CRITERIA FOR ORIGINAL PLACEMENT AND RANK ADVANCEMENT FOR TECHNICAL-VOCATIONAL FACULTY

Instructor

(No limit as to original step placement)

Must meet minimum state requirements for certification in subject field.

- Normally advanced to Assistant Professor upon granting of tenure.

Assistant Professor

(Maximum step placement - 5th)

Must meet the following requirements:

1. Hold first five-year certificate or meet requirements.
 2. Have 30 graduate hours beyond bachelor's degree or 60 undergraduate hours towards bachelor's if a T & I teacher.
 3. Three or more SWOCC equivalent years. (See table)
- May apply for advancement to Associate Professor upon meeting Associate requirements.

Associate Professor

(Maximum step placement - 4th)

Must meet following requirements:

1. Hold or be eligible for second five-year certificate.
 2. Sixty hours beyond bachelor's degree or 120 undergraduate hours if a T & I teacher.
 3. Eight or more equivalent SWOCC years.
- May apply for advancement to full Professor upon meeting Professor requirements.

Professor

(Maximum step placement - 3rd)

Must meet following requirements:

1. Hold or be eligible for third five-year certificate.
2. Ninety hours beyond bachelor's degree or have completed bachelor's degree with 180 hours or more if a T & I teacher.
3. Thirteen or more equivalent SWOCC years.

NOTE: SWOCC years evaluated as follows:

- a. Year for year at SWOCC
- b. Year for year for other college teaching up to 3 maximum.
- c. Two high-school teaching years for one SWOCC year, maximum 5.
- d. Industrial experience, two years for one SWOCC year, maximum 5.
- e. Military experience, two for one, maximum 5.

IV. EVALUATIVE CRITERIA FOR ADVANCEMENT WITHIN RANK

- A. Ordinarily faculty members will advance one step for each year of service to SWOCC provided they show continuing professional growth and contribution to the institution. Some activities that are evidence of such growth and contribution are:
1. Membership in professional organizations and attendance at their meetings
 2. Publication and research, or other productive activities characteristic of the instructors' discipline
 3. Further education
 4. Related work experience
 5. Innovations by the instructor in teaching methods or curriculum
 6. Service on faculty committees or faculty offices

7. Quality of teaching as judged by peers
 8. Approved work experience, travel, or military experience
 9. Participation in assigned institutional responsibilities
- B. If faculty member is not advanced one step he shall be notified of this before contracts are handed out, and he will be allowed the right of appeal to the personnel committee of the Senate. The Senate upon hearing the appeal shall then make a recommendation to the administration.
- C. On presentation of evidence by the faculty member of accumulation of fifteen hours of approved course work he shall be eligible for an extra step on the salary scale.
- D. The above information would be made available by the faculty through means of the completion of a Yearly Summary, due March first, which would act as an aide and guide to the instructor in furnishing the information which the administration needs for evaluating the faculty.
- E. Evaluation of teaching quality should be carried out by departmental methods. Individual instructors would invite other members of their department to visit their classrooms at least once a year, and later hold conferences to discuss their performance and possible areas of improvement. A record would be kept of the date of visitation and the fact that a critique had been made. A standard evaluation guide would be adopted to aid the evaluator.
- F. Where deemed advisable, the faculty member, in consultation with the division chairman and/or the department head, may request a visitation by the division chairman. The division chairman would also, in the face of unusual circumstances, be free to ask the Dean of Instruction or other administrative officer to make a visitation.

Approved by the Board of Education
Southwestern Oregon Area Education District
June 13, 1966.

VOCATIONAL TEACHER RANK CRITERIA

| | SWOCC Equivalent Years | HOURS Beyond B. A. | Beyond Certificate ** | CERTIFICATE |
|---------------------|------------------------------|--------------------------|--------------------------|-------------|
| Professor | 13 | 90 | 180* | 3rd 5-Year |
| Associate Professor | 8 | 60 | 120 | 2nd 5-Year |
| Associate Professor | 3 | 30 | 60 | 1st 5-Year |
| Instructor | 0 | 0 | 0 | 1st 1-Year |
| | Test #1 | Test #2 | Test #3 | |

* Must include baccalaureate degree

** Beyond first year certificate (T & I only)