

A PROGRESS REPORT FROM  
SOUTHWESTERN OREGON COMMUNITY COLLEGE

PREPARED FOR  
THE COMMISSION ON HIGHER SCHOOLS  
NORTHWEST ASSOCIATION  
OF SECONDARY AND HIGHER SCHOOLS

May 31, 1968

## I. INTRODUCTION

Southwestern Oregon Community College is situated on a 125 acre campus bordering the Empire Lakes in the Empire District of Coos Bay, Oregon. The surrounding urban area is comprised of the municipalities of North Bend, Coos Bay, Eastside, and several unincorporated communities.

The 1968-1969 academic year at Southwestern Oregon Community College will be the eighth year of operation. The courses of study for lower-division students, adults seeking cultural or general education experiences, students training for technical occupations, and employed residents of the district seeking to keep abreast of new developments in their fields have already touched directly an estimated 12,000 individuals.

Voter approval was given the formation of a community college district and directors were elected in a special election held on May 1, 1961. The college growth and acceptance is demonstrated by the fact that over 1750 students enrolled during the fall quarter of 1967.

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### GROWTH OF SOUTHWESTERN OREGON COMMUNITY COLLEGE BASED ON FALL TERM UNDUPLICATED HEAD COUNT

<u>Academic Year</u>	<u>Total Enrollment</u>
1961-1962	512
1962-1963	915
1963-1964	868
1964-1965	1,238
1965-1966	1,247
1966-1967	1,493
1967-1968	1,776

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Southwestern Oregon Community College, serving the Southwestern Oregon Area Education District, is a community college. It serves college-bound youth aspiring to a career in a technical field, adults seeking cultural or general education experiences, and workers desiring to keep abreast of new developments in their field or to gain new skills.

The age range of students at Southwestern Oregon Community College is from 13 to 83. The mean age is 31 years.

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AGE DISTRIBUTION  
FALL QUARTER 1967

<u>Age Range</u>	<u>Percentage</u>
16 - 19	28
20 - 29	24
30 - 39	19
40 - 49	17
over 50	11
(1% unknown)	

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Fifty-six percent of the full-time student equivalents are in lower division courses and thirty-eight percent of our students are in technical-vocational programs.

DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY  
TYPE OF COURSE, FALL TERM 1967  
Total Reimbursable FTE 830.0

REIMBURSABLE F.T.E.				
Lower Division Courses <u>Number</u>	<u>Vocational-Technical Courses</u>			Other Reimb.
	<u>Preparatory Number</u>	<u>Supplemental Number</u>	<u>Total Number</u>	<u>Courses Number</u>
465.0	215.0	100.0	315.0	50.0
<u>Percent</u>	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
56.0	25.9	12.1	38.0	6.0

In all cases faculty members are approved either by the Oregon State System of Higher Education or the State Department of Education. The number of full-time teachers had increased each year, from less than twenty in 1961 to over fifty today. Part-time instructors continue to serve in many areas.

Representing the patrons of the district in the conduct of college affairs is the group known as the Board of Education, Southwestern Oregon Area Education District. The Board makes the policy which the President puts into operation and decides what is needed and how it can be obtained. The Board is assisted by a Budget Committee.

The citizens of the Southwestern Oregon Area Education District have passed budgets each year since the accreditation report and on May 28, 1968, passed a tax base of \$750,000 for Southwestern Oregon Community College which will eliminate the necessity of appealing to the voters for funds each year.

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DEVELOPMENT OF THE BUDGET

<u>Year</u>	<u>Amount</u>
1961-1962	\$ 856,159.00
1962-1963	1,128,905.00
1963-1964	1,489,770.00
1964-1965	1,519,714.00
1965-1966	2,452,775.00
1966-1967	2,486,000.00
1967-1968	2,065,072.00
1968-1969	2,420,543.00

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The Board of Education of Southwestern Oregon Community College is guided in their policy-making decisions by a set of purposes. These purposes explain what the college offers to the community.

LOWER DIVISION COLLEGE transfer and pre-professional education as an integral part of the Oregon State System of Higher Education.

OCCUPATIONAL-VOCATIONAL education for those students whose formal education will end when they finish junior college.

CONTINUING EDUCATION to assist in meeting the many educational and occupational training needs of adults living in the area served by Southwestern Oregon Community College.

GENERAL EDUCATION opportunities for those with professional or vocational objectives, as well as for those who aspire to a liberal education.

GUIDANCE AND COUNSELING so that every student may discover his aptitudes, make a wise occupational selection and prepare for the successful pursuit of his life's work.

SPECIAL SERVICES to the community, such as lectures, cultural programs, testing and counseling for non-high school graduates, public forums, institutes, and short courses.

During the academic year 1965-1966, the faculty and administration of Southwestern Oregon Community College completed an institutional self-evaluation as a part of the preparation for accreditation by the Higher Commission of the Northwest Association of Secondary and Higher Schools. On October 10 and 11, 1966, an Accreditation Evaluating Committee visited the college and subsequently reported their findings to the Higher Commission. This progress report has been completed to meet the recommendations of November 30, 1966, by the Higher Commission of the Northwest Association of Secondary and Higher Schools.

The report contains two sections. The first part deals with the implementation of the suggestions and recommendations made by the visitation committee. Each major topic in the committee's report has been assigned to the appropriate division at Southwestern Oregon Community College. The second part of the progress report consists of answers to a series of questions provided for Southwestern Oregon Community College by James F. Bemis, the Executive Director of the Higher Commission of the Northwest Association of Secondary and Higher Schools. The answers to these questions and the overall editing of the progress report have been the responsibility of the committee composed of two members of the Instructional Council, two members of the Faculty Senate and the Dean of Instruction.

We would like very much to express our appreciation of the efforts of the visitation committee and of the Executive Director, Mr. Bemis. The suggestions made by the visitation committee have been taken seriously and significant efforts to meet those recommendations have been made. We feel that the overall tone of the original visitation report was very favorable to the program at Southwestern Oregon Community College, and the strengths which the committee saw in the college at that time remain.

This report deals with those areas in which the visitation committee saw the need for improvements and tends to emphasize the criticisms made by the committee. We have attempted to meet those criticisms and this report shows not only our responses to those suggestions but also our continuing commitment to develop those areas in which we have strength.

In the process of completing this report and reviewing the original report of the visitation committee, the faculty and administration of Southwestern Oregon Community College have been able to more clearly focus certain areas of concern to the college and to the accreditation committee. These consist of:

1. Completing the facilities which are part of the original master plan for campus development.

In particular, emphasis should be given to housing of student personnel services, art, music, drama,



and technical-vocational programs, as well as providing for more adequate office space for faculty.

2. Completing the long-range educational plan for the college.
3. Reexamining the nature of teaching loads throughout the campus.
4. Establishing a process for follow-up studies of Southwestern Oregon Community College students.
5. Reexamining extensively the curriculum in each of the technical-vocational areas.

With these projects in mind, we are looking forward to the opportunity of having another visitation in the near future.

## II. IMPLEMENTATION OF THE SUGGESTIONS AND RECOMMENDATIONS MADE BY THE VISITATION COMMITTEE

### A. Administration

The section on administration made several recommendations. Some of them appear in the general recommendations of the committee. Among the recommendations made by the group are the following:

1. The predicted growth of the student body indicates that the college should refine their long-range curriculum study in order to redesign their long-range master development plan for their campus. The library and gymnasium now under construction do not contain classrooms which should be included in a long-range building plan.

The long-range educational plan has been under active study by the Instructional Council and by each division within the college for two years. The college has every intention of continually refining the long-range educational plan.

2. The need for a student union building, fine arts building, and additional vocational-technical classroom and storage space, and equipment is pressing. This need should be satisfied as soon as possible.

These facilities are needed. We are presently studying the possibility of asking for a bond issue for the completion of the campus. The long-range campus development plan will be revised after the long-range educational plan is completed and approved.

3. The college should fill the position of Vocational-Technical Director as soon as possible in order to better inform prospective students, parents, and high school counselors of need and activities in this area.

The Vocational-Technical Director has been employed. Mr. James R. Piercey was hired as Director of Vocational-Adult Education and Assistant Dean of Instruction. He has 11 years of experience as Coordinator of Distributive Education at Everett Public Schools and a Master of Education Degree in Vocational Education from the University of Washington.

4. The college should study the possibility of voting itself a permanent tax base at an appropriate time. The dependence on the public to vote a millage annually for college support is a precarious game.

A tax base of \$750,000 for the college was approved at the May 28, 1968, primary election.

5. It is recommended that a long-term planning advisory committee, representative of the various economic, social, and cultural components of the college district, as a whole, be formed for a stated period of time (one or two years) for the purpose of re-defining a "master plan" of development of the college program and facilities. This committee should work with the board, administrators, and faculty of the college in determining the vocational programs toward which the college should strive and for appropriate facilities.

A plan for the appointment and utilization of college-community liaison committees was approved by the college Board of Education. As soon as the draft of our long-range educational plan is completed, committees will be appointed to begin this work.

6. It is suggested that the college work through the appropriate channels in order to obtain financial support for adult education, counseling and guidance services, and community service programs. These are vital objectives of a comprehensive community college program and should have state support.

We are cognizant of this problem, and we are attempting to work through the appropriate channels to obtain financial support for adult education, counseling and guidance services and community service programs. Efforts to obtain action from the last legislature did not succeed.

7. The committee has expressed the concern of faculty turnover for the past five years; however, the major reason for staff leaving the college has been professional advancement.

At the end of the academic year 1967-1968, out of a staff of 49, only one staff member will leave the college permanently. His decision is based on the need for research facilities connected with the completion of his doctoral dissertation. At the end of the academic year 1966-1967, seven staff members left the college, primarily for professional advancement.

## B. Adult Education

The report of the visitation committee stressed the lack of financing adult education and the need for advisory committees in the development of the adult education program.

Since the visit of the accreditation team, studies of our students have revealed that the mean age of our student body reached a high of 30.2 years during winter quarter 1968. The college takes genuine pride in its efforts to meet the needs of the adults in the community and the support that those adults have shown for the college. A series of plans for involving the community in greater planning for adult education will come as the long-range educational plan is developed to the point of public presentation.

We agree with the recommendation of the committee for the completion of the campus and for the planning of the campus to include those kinds of facilities which will encourage use by the adults of the community.

We agree fully in the need for additional financing for adult education courses. We are taking those steps which we can to encourage state and federal authorities to provide additional finances in the future.

Non-instructional events this year attracted an estimated 16,498 persons to the campus for a variety of events including concerts, lectures, sporting events, films, civic meetings, political talks, and other special events. Largest attendance occurred during spring quarter when several political candidates visited the campus. The largest turnout for any one single event was on April 17, 1968, when Senator Robert F. Kennedy, campaigning for the Presidency, attracted an estimated 4,000 persons. The newly formed Arts and Lectures Committee was responsible for bringing on campus speakers on the average of two per month during the regular session. Speakers spoke on a variety of subjects from the war in Vietnam to poetry. Over 1,284 persons - students, faculty, and the general public - attended the series. Most of the lectures were held in one of the large classrooms in Sitkum Hall at 12 noon on Wednesdays.

Lectures included R. Giovanni Costigan, University of Washington History Professor; Dr. Douwe Stuurman, University of California at Santa Barbara English Professor, and Dr. Sterling Ellsworth, a Clinical Psychologist from Eugene, Oregon.

In addition, the college has cooperated with several other agencies and institutions in serving the educational needs of the community. With the Division of Continuing Education of the Oregon State System of Higher Education, the college has offered the use of its facilities for graduate and professional courses as well as non-credit cultural enrichment programs - among others was a series of geology lectures. With the local Council of Churches, the college has sponsored a Christmas Concert which 1,200 people attended. With the Southwestern Oregon Community College Women's Club, the college sponsored a Foreign Film Festival. The facilities of the college have been used by the major service clubs of the area and by such diverse groups as the Western Quarter Horse Association and the Librarians of Coos County. Senators Morse, McCarthy, and Robert Kennedy each visited the campus.

During the fall quarter, 1967, 3,805 people spent 376,695 participant hours in scheduled non-instructional activities on the campus.

### C. Business

The visitation committee made several recommendations concerning the Division of Business Administration. They recommended the following items:

1. Studies should be made to evaluate both divisional and institutional objectives in terms of desired outcomes and in measuring the success the division of achieving in meeting these objectives.

We are engaged in such a study at the present time.

2. Serious consideration should be given to the expense of the library holdings in Business Administration. The visitation committee recommended several reference materials.

All of the specific items mentioned in the visitation committee report have been added, and the collection in Business Administration is now considered adequate.

3. The visitation committee recommended that we offer Principles of Economics in our curriculum.

At the time the visitation committee was here, we were keenly aware of the need to offer the economics courses. At that time, we had not been able to find a qualified instructor, but since then, Mr. William Sharp has been added to our staff, and the Principles of Economics sequence is now offered.

A new curricula program has been added in Data Processing. This required an appointment of one new instructor,



Mr. Philip Ryan, the remodeling of one classroom to house the computer and data processing facilities. At the present time, the college is studying very carefully the development of computer technology for both transfer and non-transfer students.

#### D. Humanities

The visitation committee was favorably impressed with the offerings of the Arts and Letters Division when it was here. Its recommendations for improvement of two areas are as follows:

1. Philosophy should be offered.
2. Further development of theater and drama.

The division is resolved to offer philosophy, and this course will become part of the curriculum soon.

Course offerings in speech and drama are expanding presently with a new emphasis on plays rather than merely presenting readings. Although the latter have been successful, there is need for a more varied program and involvement of greater numbers of students. Since no fine arts building or stage exists, the interim alternative is to use portable flats, lighting and staging. A new course of study is being developed as an introduction to theater and will encompass the historical aspects of the stage with a complete survey of the art form.

English course and class loads remain the same as they were during the period of the accreditation report. It is the intention of the college to maintain this balance. The close cooperation between the English Department and the college Study Center has been maintained.

The art program now offers a total of seven transfer courses and will require a new additional full-time staff member beginning with the fall of 1968.

The adult program in art has been increased both in sections and in courses and now includes offerings in three of the nearby district population centers. The transfer art program will be moved in another year to the top floor of the Library which will be a temporary facility until a fine arts structure can be constructed.

In music, the second year course sequences are nearer to realization. The department hopes to add an additional half-time staff member for the coming year. The need in physical facilities for music, as in art, must be met in the near future by the building of a special fine arts structure.

In languages, the possibility of hiring an additional part-time instructor for fall of 1968 appears to be excellent. This will allow greater flexibility in scheduling and strengthen the second-year program.

## E. Mathematics and Physical Science

The visitation committee made the following recommendations for the Division of Mathematics and Physical Science:

1. The committee recommended the addition of a physical science instructor.

In 1967-1968, the college employed Mr. Halleck Donelson as a physical science instructor.

2. The committee recommended the development of a course in geology.

We fully recognize the desirability of our offering a geology program. We have been in contact with a number of able instructors, but at the present time, our size will not allow us to expand into this area. It is our hope that our growth will enable us to offer a program in geology in the fall of 1969.

3. The committee recommended the establishment of a separate Physical Science Department.

The recommendation for a separate Physical Science Department has been studied by our faculty. We do not agree with the recommendation. The recommendation will be given serious consideration as the program in the physical sciences expands.

## F. Social Sciences

The visitation committee made two recommendations for the development of the Social Science Division at Southwestern Oregon Community College:

1. Transfer courses in economics and geography should be added to the curriculum.

Transfer courses in both economics and geography required to meet lower division curriculum requirements are now being taught by Mr. William Sharp and Mr. James Ferguson respectively.

2. The committee stressed what appeared to them to be an overbalance in the offerings in psychology.

The apparent imbalance in the psychology courses was changed by the addition of economics and geography. While the number of psychology courses offered has remained stable, the division has added new courses and increased the number of sections of other offerings.

The acquisitions in the Library have reflected the addition of economics and geography to the curriculum and have become more balanced.

## G. Student Personnel Services

The visitation committee made several recommendations about student personnel services at Southwestern Oregon Community College:

1. The number of people and their qualifications are appropriate to carry on these functions. The program might be improved if assistance were provided to the Dean of Students by naming a Director of Admissions and Registration from the present staff. As the institution grows, additional clerical personnel will be needed.

The position of Coordinator of Admissions and Records has been created. It is presently filled by Mr. Ralph Hahn who serves in this capacity one-half time and has a one-half teaching assignment in psychology.

Additional clerical assistance has been provided.

2. Admission and registration functions could be better performed if more adequate space were provided. A combination of business, general office, admissions, and registration activities in one relatively small area leaves much to be desired and could result in inefficiency and inaccuracy.

Remodeling of Dellwood Hall (Administration Building) has provided a small increase in space and more functional space utilization for Admissions and Records. The bulk of registration now takes place in one central location, Prosper Hall. Students and faculty have been considerably encouraged by this move.

3. The number of students, indicated by test data, who could profit from work in the Study Center indicates clearly that additional instructional personnel will be needed in the very near future in order to staff this program adequately.

One additional person will be assigned one-half time to developmental, remedial, and adult basic education programs in the fall of 1968; the other half-time will be spent in counseling.

4. At the present time, the Study Center has superior equipment but inadequate facilities. Its location near counseling offices should be maintained; but adequate reception space, work area for staff and students, and storage space for materials and equipment should be provided.

Considerable additional space was provided fall, 1967. A permanent facility will be available fall, 1969. Reception, instructional, work, and storage areas have been carefully planned.

5. For facilitation of college attendance through financial assistance and also facilitation of the transition to future education or employment, an effective program of financial aids is available. For the most part, loans, scholarships, and employment services are coordinated through the Office of the Dean of Students. It is urged that this not only be continued but also aspects of the issuance of loans and scholarships involving financial planning and counseling be definitely directed toward that office.

Financial aids, employment, and placement services are coordinated from the Office of the Dean of Student Services. One individual has the full-time assignment in making these services fully available to students.

6. At the present time, the program for participation of students in activities that supplement classroom experiences is quite limited, but growing. Meaningful educational experiences could be provided with an expanded program in this area. It is urged that immediate attention be given to this matter. Those activities available involving students and the community are commendable, but this program needs improvement.

The position of Coordinator of Student Activities has been created and is filled by a teaching faculty member on a one-half time basis. A new Associated Student Government Constitution is under consideration. Students have been asked to serve on some faculty committees. In addition to the traditional kinds of student activities such as student dances on and off campus, homecoming activities, and student elections, the students conducted an Oregon primary straw ballot, raised funds to send the college's track and golf teams to the national finals and actively participated in the annual meeting of the Oregon Community College Association.

7. Temporary accommodations are not adequate in terms of the size of the student body and the nature of student's needs. Food services are minimal. It is hoped that the Student Center will be completed in the near future. This institution exists primarily for students, but it is most unfortunate that they have inadequate facilities for their out-of-class activities. With so many commuting students, it seems critical that better accommodations be provided.

Fall, 1967 saw a significant increase in space for Associated Student Government offices, meeting areas, and lounge areas. A majority of the space of the first floor of the Learning Resource Center is devoted to student activities. The enlarged student bookstore is adjacent to this area. Food and drink are dispensed from eight machines. The college hopes to be in a position to build a College-Community Center in the very near future.



## H. Technical-Vocational Education

The visitation committee made several recommendations about technical-vocational education at Southwestern Oregon Community College:

1. The committee pointed out the need for a vocational director.

Mr. James Piercey has been hired as Assistant Dean of Instruction and Director of Vocational and Adult Education.

2. Course outlines are comprehensive and descriptive, but relatively few had been expanded into adequate courses of study.

Course outlines in each of the technical-vocational areas have been revised each year in the past several years. Extensive revisions are to be made in each of these areas. We feel that they are adequate to meet all our needs.

3. Considerable efforts should be devoted to the development of instruments--tests, comprehensive examinations, progress charts, and performance tests.

We agree with the recommendation. Little has been done to implement it.

4. The committee pointed out the need for additional technical facilities.

Phase IV construction, which is expected to begin this summer, will include provisions for a new

drafting facility and for a home economics laboratory on a temporary basis. A typing laboratory will be constructed by the fall of 1969. The long-range plans for the completion of the campus include another building to house technical programs.

## I. Biological Sciences

The visitation committee made the following recommendations for the Division of Biological Sciences:

1. That Southwestern Oregon Community College make a concerted effort to integrate General Biology and General Botany and Zoology.

In the fall of 1968, General Zoology and General Botany will be dropped from the curriculum and the development of a sophomore-level program in the biological sciences has been considered. A meeting was held in May of 1968 with the members of other community colleges in Oregon and the members of the Oregon State System of Higher Education to consider the nature of this sophomore-level program.

2. That there be a reevaluation of the load credit allowed faculty for laboratory assignments.

A committee of the Faculty Senate is in the process of evaluating course loads of all faculty members at the present time.

3. That the administration continue to furnish an adequate budget for instructional supplies and equipment with the increase in enrollment of course offerings.

The present budget allocation for instructional supplies and equipment for the operation of the courses in the biological sciences seems quite adequate.

4. That more emphasis be placed on sophomore-level offerings that meet the needs of select students and to promote all growth and development in upper division offerings.

The sophomore-level course that is in the process of development will take into consideration the students who plan to continue in programs in the biological sciences and related areas.

5. That gas facilities be supplied to the laboratory.

Individual tank-type Bunsen Burners will soon be added to the facilities in the biological laboratory.

### III. RESPONSES TO QUESTIONS RAISED BY THE EXECUTIVE SECRETARY

#### A. New Programs

The dominant feature of instructional growth at Southwestern Oregon Community College during the time period that has passed since the visitation committee was here has been the development and growth of existing educational programs.

We have met the recommendations of the committee to include economics and geography in the course offerings. We have adopted a new curriculum pattern in data processing, and have extended our outreach operations to include classes in Reedsport, Bandon, Coquille, Powers, Myrtle Point, and Gardiner.

The innovative development of the new course, Man and Society, has received national attention and generally enthusiastic acceptance as meeting a vital need in the community college's mission of quality education for all. The professors who are involved in its continuing development are also at present engaged in the preparation of a volume of selected readings to be used as a text.

In the new Learning Resources Center an Instructional Materials Center has been established. This facility provides the faculty with the service and the materials for the reproduction and creation of materials for classroom use.

The Audio-Visual Center, which is located opposite the Instructional Materials Center, is the service area for all audio-visual equipment. It includes listening and viewing areas as well as storage for records, tapes and slides.

The adult basic education program was created to develop and advance basic skills in arithmetic, writing, English, expression, vocabulary, spelling, and reading for those with deficiencies in those areas so serious that they were unable to function adequately in society.

The program combined small group instruction, tutorial assistance, machine teaching, and self-instruction.

Group instruction included presentations in arithmetic, phonics, English grammar, and spelling as the day's needs dictate, accompanied by question-answer and discussion from the group.

Tutorial assistance underlies all the basic education given. Individual help, correction, supervision, and drill were included daily.

Machine teaching was scheduled for each student to meet his individual needs and a supervisory check was maintained.

Daily assignments were so planned with use of workbooks and work sheets that individuals worked independently and with satisfaction.

The Arts and Lectures series which was mentioned earlier in the report is also a new program.

## B. Faculty

In the accreditation report, a very favorable mention was given the strong and mature role of the faculty and the Faculty Senate in the development of Southwestern Oregon Community College. That position of strength remains as it was at that time.

The Faculty Senate has been most active in attempting to re-define the policy statements which had been adopted by the Board of Education at the time of the visitation. They also have been very active in efforts to better define teaching loads. The faculty has not asked for Board of Education action on any changes in policy.

The increase in the size of the faculty from 40 to 49 is reflected in the addition of another faculty member on the Faculty Senate.

The Board of Education at Southwestern Oregon Community College has adopted as policy the State System of Higher Education Salary Schedule. During the summer of 1967, the State System Salary Schedule was adjusted upward. During the fall of that year, the Board of Education took the necessary action to adjust the salary of the faculty to match the changes made by the State System.

### C. Physical Plant

Phase III construction was completed in September, 1967, at a cost of \$1,039,900.00. It consisted of three items:

Prosper Hall (Physical Education Building)	\$545,800
Tioga Hall (Learning Resources Center)	479,100
Temporary Maintenance Building	15,000

#### Tioga Hall:

Constructed and equipped at a cost of slightly more than \$500,000, the Learning Resources Center is a multipurpose facility housing the library, the audio-visual center, instructional materials laboratory, student lounge, several offices, and the college's bookstore. The building contains 17,600 square feet.

The library is open to students and all other members of the community <sup>20,300</sup> 67 hours per week, and is located on the main floor of the two-level structure. It houses 21,000 volumes in the main collection, 1,500 volumes of reference works, and 450 magazines and selected periodicals on microfilm. Individual study is encouraged by the provision of <sup>500</sup> 65 study carrels.

The audio-visual center and the instructional materials laboratory are located on the first level. In addition to other services, the audio-visual center provides materials and equipment for use by the college faculty and staff in the classroom. Films, tapes, and recordings are available. The instructional materials laboratory is provided for duplicating materials for faculty and staff use.



The student lounge provides students a place to study or relax. Vending machines in the lounge offer a wide selection of soft drinks, coffee, and snacks.

The bookstore is located near the rear entrance to the building.

Prosper Hall:

Prosper Hall provides a facility for the expanding Physical Education program of the college, and a meeting place for students and residents of the community.

At this time the gymnasium will seat over 800 spectators for sporting events, and over 1,600 for formal ceremonies such as commencement exercises. The entire building contains a total of 24,880 square feet.

Balconies located at the west and east ends of the building house Physical Education department offices, student offices, and a temporary journalism laboratory.

A multipurpose room on the lower level of the building is used for a variety of instructional and special activities.

#### D. Library

The most significant change in the development of the Learning Resources Center at Southwestern Oregon Community College has been the completion of the first two levels of the building. Details of that construction are contained in the discussion of the physical plant. Present plans include the construction of three additional floors to that facility starting in September, 1968. In addition to these changes, the library has added the following items:

4,049	volumes of books
100	magazine subscriptions
5	metropolitan newspaper subscriptions
4	periodical indexes
467	reels of microfilm (newspaper)
104	reels of microfilm (magazine)
1	reader printer - microfilm
2	readers - microfilm
156	filmstrips
556	phonorecords
66	phonotapes
391	pamphlets

One full-time, non-professional position has been added and at least one more is planned.

The budget has been increased; and for 1966-1967, library expenditures represented 6.1% of total institutional expenditures. The book budget for fiscal 1966-1967 was \$25,000. An additional \$6,040 was received for library materials from the federal government.

## E. Financial Structure

The citizens of the Southwestern Oregon Area Education District have continued to express their support of Southwestern Oregon Community College by passing the annual budget in both 1967 and 1968. On May 28, 1968, they approved a tax base as the committee recommended in the visitation report. This tax base will provide an operational fund of \$750,000 to give the college the financial stability to guarantee the means for sound planning and development.

## F. Administrative Structure

The administrative structure of Southwestern Oregon Community College remains essentially as it was at the time of the visitation. There have been some significant changes in administrative personnel as follows:

John R. Rulifson, Professor of History and Dean of Instruction

### Education

University of Portland - History - BA - 1949-1953  
University of Washington - History - MA - 1955-1957  
University of Washington - Higher Education -  
PhD - 1962-1967

### Experience

Everett Junior College	1957-1961	Instructor
Everett Junior College	1961-1962	Chairman, Social Science Division
University of Washington	1962-1963	Part-time Lecturer
Everett Junior College	1963-1967	Chairman, Social Science Division

James R. Piercey, Assistant Dean of Instruction and Director of Vocational Education

### Education

Everett Junior College - 1950-1952 - Assoc. 1952  
University of Puget Sound - 1952-1953  
Western Washington College - 1954-1961 - BS/Ed. 1959  
University of Washington - 1962-1967 - MA/Ed. 1967

### Experience

Coordinator of D.E., Everett School District	1955-1967
Teacher - Grade 6 North Creek School Bothell, Washington	1955

Principal  
North Creek School  
Bothell, Washington 1956-1957

Teacher - Grade 6  
Jackson School  
Everett, Washington 1958-1959

Bradford G. Ross, Coordinator of Community Services

Education

Pacific University - 1958-1962 - BA 1962

Experience

Advertising Salesman  
THE WORLD (Coos Bay, Oregon) 6/1960 - 9/1960

Sports Editor  
FOREST GROVE NEWS TIMES  
(Forest Grove, Oregon) 10/1961 - 6/1962

Managing Editor  
COQUILLE VALLEY SENTINEL  
(Coquille, Oregon) 6/1962 - 1967

Tenison Haley, Dean of Student Services and Associate Professor  
of Psychology

Education

California State Polytechnic 1948-1950  
University of Colorado 1951-1952  
University of Denver 1952  
Washington University 1952-1954 BS, 1954  
University of Oregon 1955-1958 MEd, 1958  
University of Oregon 1958-1963 DEd, 1963\*

\*Doctorate from an American Psychological Association  
approved program in counseling psychology jointly  
offered by the Department of Psychology and School  
of Education.

Experience

Junior High School, Eugene Public Schools  
Student Teacher, 8th Grade Science - 1955

Junior High School, The Dalles Public Schools  
Teacher-Counselor - 1955-1958

Junior High School, The Dalles Public Schools  
Director, Guidance Services - 1958-1961

University of Oregon, Counseling Center  
Graduate Assistantships in  
Psychometry and Counseling - 1961-1963

Oregon State University, Counseling Center  
Counselor and Assistant Professor - 1963-1964

Central Oregon Community College  
Director, Counseling and Testing  
Assistant Professor - 1964-1967