

Clark named national welding testing center



Clark's welding technologies program allows students – and now professional welders seeking national certifications – to demonstrate their skills.

The Clark College welding technologies program is proud to announce its accreditation as an American Welding Society (AWS) testing center. This accreditation makes national certifications available to both students and professional welders in the region who are seeking to advance their careers.

Beginning May 1, Clark will make a number of certifications available for testing. The most common is the Certified Welder (CW), which tests welders on procedures used in the structural steel, petroleum pipelines, sheet metal, and

chemical refinery
welding industries. Certifications available include Steel,
Stainless steel and
Aluminum. In conjunction with the AWS certification, Clark
College also offers
the Washington Association Building Officials (WABO) welding
certification at
the Clark facilities.

Fees for certifications
will start at \$300, with more-complex testing requiring up to
\$600. All testing
will be completed at the Clark welding lab located on the main
campus, at 1933
Ft. Vancouver Way in Building AA2. The college will provide
all the needed
steel, stainless steel, and aluminum materials required for
completing the
certification examination.

Professionals
interested in testing for either AWS or WABO certifications at
Clark College
may contact welding faculty member Brian McVay at 360-992-2359
or bmcvay@clark.edu
to discuss their certification requirements, the costs, and
testing schedules. For
more information about Clark College's welding technologies
program visit www.clark.edu/cc/welding.

"We are excited to be
able to serve our community by providing this unique testing,
which will help
expand the opportunities for career advancement in the
industry and support
this region's economy," said McVay, noting that the next-
closest AWS Accredited
Testing Facility is in Tacoma, Washington.

Photo: Clark College/Jenny Shadley

Welcome, professors!



Twelve outstanding educators are the newest members of the tenured faculty at Clark College. Dr. Amy Castellano (phlebotomy), Dr. Cara Cocchiarella (physical health and education), Dr. Catherine “CeCe” Crosby (biology), Dr. Jacob Funk (music), Hannah Jackson (mathematics), Julie Lemmond (business),

Dr. Xiunu “Sophie” Lin (physics), Meredith Lynch (Transitional Studies English), Dr. Sam May-Varas (Transitional Studies English and mathematics), Donivee Randall-Jones (nursing), Michelle Roth (English as a Second Language), and Dr. Michelle Stoklosa (geology) were all granted tenure during the Clark College Board of Trustees meeting on March 13. They will be honored at a college reception on April 22.

Tenure is awarded by the college’s Board of Trustees based on professional excellence and outstanding abilities in their disciplines. The granting of tenure is based on the recommendations of tenure review committees to the vice president of instruction, which are then forwarded to the president, who presents a final recommendation to the Board of Trustees.

Recommendations are based on self-evaluations, tenure review committee evaluations, student evaluations, supervisory evaluations, and peer evaluations. The final decision to award or withhold tenure rests with the Board of Trustees.

About the faculty members

Dr. Amy Castellano



Dr. Amy Castellano holds a Bachelor of Science in physiological sciences from the University of Arizona and a doctorate in naturopathic medicine from the National University of Natural Medicine. In addition to her teaching and research work at both her alma maters, she has previous work experience at Tucson Medical Center, Banner Medical Center, Oregon Health and Science University Hospital, and as a naturopathic physician at multiple clinics.

At Clark College, Dr. Castellano serves as department head of the phlebotomy program, and is a member of the program's Advisory Committee, the Healthy Penguin Walkabout Committee, and a task force to define the college's core healthcare curriculum.

"My teaching philosophy hinges on the belief that the learning environment provides the foundation for growth, has the ability to empower or demotivate students, and that a culture of positivity, respect, and community should be created," she said. "My goal is to cultivate a supportive space for students to grow, allow their individual strengths to emerge, and show a genuine interest in their success."

Dr. Cara Cocchiarella



Dr. Cara Cocchiarella earned her Bachelor of Arts degree in Spanish and health and human performance; her Master of Science in health and human performance; and her Doctorate of Education in educational leadership from the University of Montana. She has coaching and teaching experience in a wide range of educational institutions, including Lincoln High School, Peninsula Elementary, University of Montana, Gonzaga University, and University of Montana Western.

Dr. Cocchiarella has taught health and physical education at Clark College since 2016. She currently serves as the lead instructor for the college's Fitness-Wellness course and is also a member of the college's Queer Employee Resource Group.

"As a teacher, I employ numerous active-learning modalities and strive to make all lessons applicable to the lives of my students," she said.

"The supportive community that we build in each of my classes is essential in terms of maximizing engagement and individual growth of all students."

Dr. Catherine "CeCe" Crosby



Dr. CeCe Crosby earned her bachelor's degree in cellular and molecular biology from Western Washington University and her master's and doctorate degrees in soil science from Washington State University. She has previous teaching and research experience at Washington State University, Green River College, and Tacoma Community College. She joined the faculty at Clark College in 2016.

At Clark, Dr. Crosby serves as faculty liaison for the college's MESA program, which encourages underrepresented groups to participate in STEM. She also serves on a pillar group for the college's work to adopt the Guided Pathways model of higher education and volunteers at the college's Science Olympiad competitions.

"My goal is to invite my students to see themselves as scientists by developing their natural curiosity about the world and giving them the skills to explore using the scientific method," Dr. Crosby said. "I focus on the skill development, learning from mistakes, and the practical applications of knowledge to solve difficulty problems."

Dr. Jacob Funk



Dr. Jacob Funk holds a Bachelor of Science in vocal performance from John Brown University, a Master of Music in choral conducting from the University of British Columbia, and Doctor of Musical Arts in conducting from the University of Missouri Kansas City's Conservatory of Music and Dance. Before coming to Clark College in 2016, he had previous teaching experience with Northwest Arkansas Community College, John Brown University, and Berean Academy (a private K-12 school in Elbing, Kansas).

At Clark College, Dr. Funk serves as director of the vocal music program, including the college's Chorale and its Women's Choral Ensemble.

He is also a faculty advisor for the music department.

"The choir rehearsal is what inspired me to want to be a teacher and an artist, and I want to share and give that experience to others," he said. "My objective is that through their choral experience, my students will learn about all aspects of music, learn about themselves, experience the joy of creating something beautiful and meaningful together, and be better, more educated people because of it."

Hannah Jackson



Hannah Jackson hold a Bachelor of Arts degree in mathematics from Willamette University and a Master of Science in mathematics from Syracuse University. She has previous teaching experience at the University of Denver, Arapahoe Community College, University of Colorado Boulder, and Front Range Community College.

Currently Jackson coordinates Clark College's college algebra course and is part of the team piloting a new sequence of introductory-level mathematics courses. She also serves on the college's Math Activities Committee.

"My teaching philosophy is that you cannot force a student to learn," Jackson said. "You must make them want to. I achieve this through high levels of energy, enthusiasm, and a true love of my subject matter that comes across clearly to my students, gets them excited about the course, and makes them want to come to class and learn."

Julie Lemmond



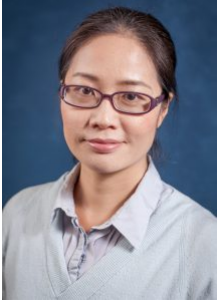
Julie Lemmond earned her Bachelor of Science degree in business and management and her Master of Business Administration with a concentration in finance from Marylhurst University. She began teaching at Clark College in 2006 and has previous teaching experience at Marylhurst University and Oregon State University.

At Clark, Lemmond serves as lead instructor for the college's accounting and finance courses; a Quality Matters reviewer; an accounting tutor; and a faculty advisor in the college's business program. Additionally, she has led the accounting faculty through the process of adopting and maintaining accounting resources and provides accounting resources to tutors to help them support students.

"My objective is to help students become competitive in the business world by developing logical and ethical business minds," Lemmond said.

"I believe that anyone who wants to attend college should be able to attend college."

Dr. Xiunu "Sophie" Lin



Dr. Sophie Lin holds bachelor's and master's degrees in physics from Xiamen University in China and the University of Kentucky, respectively. Prior to coming to Clark College in 2016, she taught at Eastern Kentucky University and at Pacific University in Forest Grove, Oregon.

At Clark, Dr. Lin serves on the college's BUILD EXIT0 work group, which provides research opportunities in STEM fields for Clark students.

She has also volunteered when the college has hosted a regional Science Olympiad.

"As a science instructor, I believe in setting high and specific goals for students at the beginning of a course and motivating them to learn," Dr. Lin said. "To engage students in active learning, I adopt various kinds of research-based teaching approaches, including 'peer instruction,' in-class exercises, experiment demonstration, and backward course instruction."

Meredith Lynch



Meredith Lynch earned her Associate of Applied Science degree from Tacoma Community College and both her bachelor's and master's degree from the University of Washington Tacoma. She served on the faculty of Pierce College in Puyallup, Washington, for more than 10 years before coming to Clark College in 2016.

At Clark, Lynch serves as vice-chair of the Environmental Integrity Council and as Transitional Studies liaison to the English Department. She also serves on the team responsible for redesigning the college's composition courses and co-requisites.

"I meet my students where they are and use collaborative, student-centered, active-learning strategies to help them achieve their educational goals," Lynch said.

Dr. Sam May-Varas



Dr. Sam May-Varas earned his bachelor's degree in economics from the University of South Florida, his master's in

education from City University, and his doctorate in educational leadership from Lewis & Clark College in Portland, Oregon. He also holds a K-12 Administrator License through the University of Oregon. May-Varas has 15 years of work experience in the K-12 system, both as a teacher and an administrator. He also has teaching experience at Portland Community College and has taught at Clark College for four years.

Since coming to Clark, May-Varas has been active in numerous Transitional Studies committees and works groups on topics that include academic standards, identifying barriers to enrollment and student success, and recruitment. Additionally, he serves on the Pillar 3 Work Group for the college's work toward adopting the Guided Pathways model of higher education and has helped develop curriculum for the college's High School 21-Plus and Welding I-BEST programs.

"In my position as an educator, I believe in empowering students to engage actively in the learning process," he said. "This engagement offers individual students the motivation to continue in education and ultimately reach their educational and career goals."

Donivee Randall-Jones

Donivee Randall-Jones earned her Bachelor of Science degree in nursing from York College in Pennsylvania and her Master of Science in nursing

education from Walden University. She is in the process of completing her doctorate in nursing practice and educational leadership from Walden.

A certified emergency nurse, Randall-Jones also holds certificates in advanced cardiac life support, pediatric advanced life support, and trauma nurse core courses. A U.S. Marine Corps veteran, she has many years of experience working in the emergency departments in Californian hospitals as well as at PeaceHealth Southwest Medical Center in Vancouver. Before coming to Clark College in 2016, she taught at Mt. San Jacinto Community College in Menafee, California.

At Clark, Randall-Jones serves on her department's accreditation, curriculum, and sub-curriculum committees. She also has served as a mentor to incoming teaching staff in her department.

"Nursing is a very broad profession in terms of knowledge base and skill set," Randall-Jones said. "There are many shades of gray when the human body is involved, and my teaching approach fosters clinical reasoning and judgment to help students make evidence-based decisions while in those gray areas."

Michelle Roth



Michelle Roth holds a Bachelor of Arts degree in anthropology from Reed College in Portland, Oregon, and a Master of Arts in teaching English to speakers of other languages from the University of Washington. She has previous teaching experience at University of Washington, Portland Community College, and Mount Hood Community College.

Since coming to Clark College as an adjunct instructor in 2000, Roth has been part of the college's Transitional Studies department, teaching in both its English as a Second Language and its Career and Academic Preparation programs. She helped develop the curriculum for international students in the college's Intensive English Language Program, where she served as department head. Currently, she serves as curriculum development lead for three Transitional Studies courses and as a member of the Transitional Studies Academic Standards Committee. Additionally, she is currently president of the Washington Association for the Education of Speakers of Other Languages (WAESOL), where she has served as a board member since 2015.

"Learning an additional language as an adult is an inherently vulnerable act," said Roth. "Therefore, my first task is to ensure that the

classroom is a place that supports my students' bravery. Through real, relevant, communicative activities, students gain the confidence and language skills to achieve their career and academic goals."

Dr. Michelle Stoklosa



Dr. Michelle Stoklosa earned her bachelor's degree in biology from Franklin and Marshall College in Pennsylvania and both her master's and doctoral degrees in geology from the University of Wisconsin Madison. She has previous teaching experience at Boise State University, Portland State University, Marylhurst University, and Clackamas Community College. She currently teaches in Clark College's earth and environmental science department.

At Clark, Stoklosa assisted in the development of the Natural Sciences Course Alignment Rubric for the Associate of Arts degree, represented adjunct faculty on College Council, and co-lead a workshop at Faculty Focus on Learning. She currently serves as a faculty advisor for the geology program.

"My goals for students are similar to those I have for myself as a scientist: that we directly interact with the Earth,

develop critical thinking skills, and ultimately appreciate the Earth and the field of geology," she said.

About Clark College

Located in Vancouver's Central Park and serving up to 12,000 students per quarter, Clark College is Southwest Washington's largest public institution of higher education. The college currently offers classes at two satellite locations: one on the Washington State University Vancouver campus and one in the Columbia Tech Center in East Vancouver. Additionally, its Economic & Community Development program is housed in the Columbia Bank building in downtown Vancouver.

Photos: Clark College/Jenny Shadley. No photo available for Donivee Randall-Jones.

Helping student parents



Clark College recently received a \$496,800 grant to help low-income parents pursue higher education.

The grant, which will be disbursed over four years, comes from the U.S. Department of Education's CCAMPIS (Child Care Access Means Parents in School) program. The bulk of it will be used to subsidize child care in the college's Child and Family Studies program for Pell Grant-eligible student-parents. About one-quarter of Clark students have dependent children, and 43 percent are low-income.

"We are thrilled to be able to take this step forward in serving our student-parents with the CCAMPIS Student Parent Support Program," said Clark College Child & Family Studies Director Michele Volk. "We know that child care can be a barrier for many people who would like to go to college, so having safe, high-quality, and affordable early-childhood care and education right here on campus can help these students succeed and create brighter futures for their whole families."

According to the Institute for Women's Policy Research, only 33 percent of students with children complete a degree or certificate within six years; for single mothers, the rate is 28 percent. One study showed that student-parents who used their college's on-campus child care services were more than three times as likely to graduate on time as those who did not. At a time when many colleges across the country are shutting down their child-care centers, this grant will allow Clark College to expand its services to more students.

Founded during World War II as a parents' cooperative, Clark College's Child & Family Studies program has evolved into a full-scale child care center providing care to children ages 12 months to 5 years. Serving more than 123 families per quarter, it also serves as a learning lab for the college's Early Childhood Education program.

Student parents can receive CCAMPIS-funded subsidies through an application process and could begin receiving subsidized child care as soon as the beginning of winter quarter on January 7. CFS hopes to serve 40 student families during the first year of the grant.

Clark's Pharmacy Tech ranked No. 1



Pharmacy Technician students in the Columbia Credit Union Simulation Pharmacy

Clark College's Pharmacy Technician program has been ranked No. 1 in the nation by *Washington Monthly* in its annual "College Rankings" issue.

The issue, which is published in September, traditionally ranks four-year colleges and universities based on a range of criteria. However, this year marks the first time the Washington, D.C.-based magazine ranked vocational certificate programs, using data from the U.S. Department of Education's "gainful employment" database.

Clark College's Pharmacy Technician program is based in the college's location at Washington State University Vancouver. Students learn in the program's state-of-the-art Columbia Credit Union Simulation Pharmacy, as well as in



externship placements with local employers. Local employers were also consulted in building the program's curriculum, so that graduates learn the skills needed in today's health care marketplace.

"We were already confident of our Pharmacy Technician program's reputation in this region, but are tremendously proud to see its excellence recognized on a national level," said Brenda Walstead, dean of business and health sciences. "Our faculty work hard to create a program that produces the kind of skilled technicians that modern pharmacies need."

The full *Washington Monthly* article may be viewed at <https://washingtonmonthly.com/2018college-guide>.

Photos: Clark College/Jenny Shadley

Teaching accessibility



Bruce Elgort

Clark College computer technology instructor Bruce Elgort recently received grants from the national organizations Teach Access and the Partnership on Employment & Accessible Technology (PEAT), as well as the Washington State Board for Community and Technical Colleges (SBCTC), to incorporate accessibility principles into computer science curriculum.

Elgort was just one of 13 faculty members across the nation to receive this grant and the only instructor from a community college to do so. He plans to use the funds to enhance his current curriculum so that it expands its teaching of Universal Design principles.

“We teach accessibility in our HTML classes—you know, ‘add a description to all your images so people using screen-reader technology know what they are,’” Elgort said. “It’s time to start taking accessibility further. It’s time to create forms for people with cognitive disabilities, or physical disabilities that go beyond visual impairment.”

The topic is deeply personal for Elgort, who is visually impaired himself. “I am a user of accessibility,” he said. “I am someone who is challenged as a user of technology.”

Funded by Teach Access and PEAT, the Teach Access Curriculum Development Award totals \$5,000. The SBCTC is matching that grant with an additional \$5,000. Elgort plans to use the funds to develop curriculum enhancements over the summer, and have

them ready to share with other faculty in the fall.

“We’re extremely fortunate to have a faculty member like Bruce working at Clark College. His strong commitment to ensuring everyone can use technology is commendable. With the Teach Access and PEAT grant, which SBCTC is matching, Bruce can impact an entire industry by making sure future web developers are equipped to develop accessible technology as soon as they enter the field,” said Jess Thompson, program administrator for accessible technology initiatives at SBCTC.

About Bruce Elgort

Bruce Elgort began his career as an electrical engineer and then moved into the world of enterprise information technology. He was responsible for designing and developing collaborative computing solutions to serve global businesses. Elgort also started one of the largest open-source communities for IBM’s Collaboration Software division. He is a popular speaker at conferences and industry events. As an entrepreneur, he created the award-winning IdeaJam idea-management software. Elgort began teaching at Clark College in 2013 and has earned the college’s prestigious Exceptional Faculty Award in 2014 and 2018.

About Clark College

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About Teach Access

Teach Access is a unique collaboration among members of higher education, the technology industry and advocates for accessibility, with a shared goal of making technology broadly accessible by infusing accessibility into higher education, with enhanced training and collaborations with people with disabilities. Teach Access includes members from leading tech companies, academic institutions and disability advocacy organizations and other non-profit institutions. Teach Access operates as a fiscal sponsorship fund at the Silicon Valley Community Foundation (SVCF). To learn more visit teachaccess.org or email info@teachaccess.org.

About the Washington State Board for Community and Technical Colleges

The Washington State Board for Community and Technical Colleges is led by a governor-appointed board and provides leadership, advocacy, and coordination for Washington's system of 34 public community and technical colleges. Each year, about 374,000 students train for the workforce, prepare to transfer to a university, gain basic math and English skills, or pursue continuing education.

Penguins shine



The skies above Sleep Country Amphitheater filled with heavy gray clouds on June 21, but nothing could dampen the bright spirits of the more than 700 students participating in Clark College's 2018 Commencement ceremony.

Members of the college's 82nd graduating class encompassed every imaginable background, age bracket, and life goal. Approximately 75 of them wore the light blue robes that indicated they were celebrating their high school diploma or GED completion; another two dozen or so wore the white robes reserved for those receiving their Bachelor of Applied Science degree. The class included a record 476 Running Start graduates who were graduating from high school and college simultaneously; meanwhile, other graduates were old enough to have children of their own—and, in at least a couple cases, dressed them in matching royal-blue robes so that they could cross the stage as a family.

All told, more than 2,300 degrees and certificates were

conferred upon the Class of 2018.

As the ceremony began, however, it became clear that certain themes held these graduates together. When President Bob Knight asked all graduates who had worked while attending Clark to stand, almost the entire class rose to their feet. When he next asked the first-generation college graduates to rise, the result was only slightly less unanimous.



Valeria Flores

Student speaker Valeria Flores spoke about her experiences as the first in her family to attend college. “Being a first-generation student in college is like learning a foreign language,” she said. “You don’t become fluent overnight. I had no idea where to begin. I did not know that I could apply for FAFSA. I didn’t know how to register for classes, or even how to *find* my classes.”

Flores went on to say that she did eventually find her path through college, and that working at the college’s child care facility had led her to decide on a career as a speech pathologist, a path that would require her to continue her education to a master’s degree.

The ceremony’s keynote speaker, retired Evergreen Public Schools superintendent John D. Deeder, spoke of his own experiences as a first-generation college student. “I recall that 51 years ago tonight, I finished my junior college career in Couer d’Alene, Idaho,” he said. “It was a big deal, because

I was the first in my family to ever graduate beyond high school. It opened so many doors—I can't tell you how important this night is for you."



John Deeder

Deeder also spoke about the importance of education in broadening people's perspectives. "I really believe we need to be more tolerant, we need to be more inclusive, we need to be better listeners, we need to be accepting of differences in every way—cultural, religious, political, social, etcetera," he said. "If we do that, this society and the world that you're going to lead in the next few years will be a better place, and that is critical."

As is traditional, the ceremony was occasion to announce two major awards. Early in ceremony, President Knight announced the names of the recipients of the 2018 Exceptional Faculty Awards: computer technology instructor Bruce Elgort; English as a Second Language professor Sara Gallow; music professor Richard Inouye; mathematics professor Dr. Kanchan Mathur; and addiction counselor education instructor Don Wissusik. Later during the ceremony, he announced that graduate Grace Moe was the recipient of the 2018-2019 Community College Presidents' Award in Honor of Val Ogden. This annual scholarship is given to a Clark College graduate who demonstrates leadership potential, a commitment to community service, and academic achievement. The scholarship award provides full-time tuition at WSUV and is renewable for one additional year, essentially

providing full tuition to complete a bachelor's degree.



Grace Moe

Thanks to the Clark College Foundation, scholarship finalists Chad Lipka and Mckenna Pozsgai also received \$1,000 each to attend WSUV.

The ceremony ended with the traditional sounding of bagpipes. And as for those looming storm clouds? By the time the last graduate had crossed the stage, they'd broken up to reveal patches of golden sunshine. And when the graduates left the amphitheater and headed toward what their new futures held, they walked into the last golden rays of a gentle sunset, with the cheers of family and faculty greeting them on every side.

Photos: Clark College/Jenny Shadley. To see more photos, visit our Flickr album.

'I did it!'



Alina Gonzalez, *left*, and Madison Moore, *center*, stand with a classmate as they wait to receive their high school diplomas at Clark College's 2018 Commencement.

At 22 years old, Madison Moore was ready to receive her high school diploma at Clark College's 82nd Commencement ceremony—beyond ready, really. She knew that not having graduated from high school had held her back in job searches and other opportunities.

Now she was just moments away from entering the Sunlight Supply Amphitheater so she could walk across the stage and be recognized for her achievement. There was only one thing to fear: "As long as I don't fall, I'm good," she said, laughing.

"If you do, it's OK," said her friend Alina Gonzalez. "You just get up and keep going."

It was apt advice for this graduating class. Each robed figure waiting to enter the amphitheater—more than 700 in all—contained their own story of resilience and endurance, whether they were earning a high school diploma or a bachelor's degree.

Gonzalez had needed both qualities herself to earn her second high school diploma, this time in a second language (her first had been earned in her native Mexico). “The English was hard for me,” she said. “I can tell you, there were times when I cried, it was so hard. But you know, I think I'm going to be graduating with a 4.0 [GPA].”

Not only that, both of her daughters would also be graduating that night with associate degrees that they had earned through Running Start. More than 470 members of the Class of 2018 were graduating through that program, which allows high school students to earn college credit and, in some cases, enter four-year universities as rising juniors.



Emily Hain, who began taking classes at Clark while still in high school, and Elizabeth Browne, who simply said it had “been a while” since she was last in school, take a moment to rest before graduating at Clark's 2018 Commencement.

Not everyone took the fast lane through college, however. For Maegen Davidson, whose graduation cap was adorned with the message “It always seems impossible until it’s done,” the journey had taken four years. Because she’d had to work while attending Clark, she’d needed extra time to earn her associate degree in Medical Office Technician and certificates in Medical Reception and in Medical Billing and Coding—and, technically, she still had a couple more classes to take over the summer, though she was being allowed to walk with her classmates.

“It feels so good to know I’m *right* there,” she said, pinching her fingers together to show how close she was to earning her degree.

“Yeah, she’s only been posting about it on Facebook like 20 times a day,” cracked a friend standing beside her.

“Well, hey!” laughed Davidson. “Some things are worth making a big deal about!”

For others, simply *getting* to college had taken a while. Originally, Elizabeth Browne had come to Clark just to learn some American Sign Language to help her in her work with toddler-age foster children. But once at the college, she decided instead to pursue an associate degree in Early Childhood Education. Now she was wrestling with how to get her honors and Clark tassels to both hang from her mortarboard cap. After graduation, she said, she planned to become a “traveling granny nanny.”

Browne was not the only graduate who was older than what’s frequently considered “college age.” Wayne Schmasow was a Vietnam veteran earning his fourth college degree, this one in network technology. “I think I might come back to earn a certificate in Network Plus,” he added.



Daughter-and-father team Edna Stultz and Wayne Schmasow get ready to graduate at Clark's 2018 Commencement.

Beside him stood his daughter, Edna Stultz, who was earning her associate degree in pharmacy technician leadership. Both had woven feathers into their regalia to honor their Native American heritage. As she stood waiting to graduate, Stultz was approached by her daughter, who took a string of beads from her to give to a friend who was also graduating.

For Stultz and Schmasow, Clark truly was a family affair: Schmasow's wife (and Stultz's mother) Anna Schmasow works at the college and earned her degree there as well. Stultz said that along with her family support, she appreciated the support provided by her program's cohort model.

"Having the same classmates for three quarters was amazing and helpful," she said. "Everybody wanted you to make it."

Stultz also appreciated the opportunities to put what she was learning into practice, both through Clark's simulated pharmacy and through externships. "The hands-on experience, that was a fantastic opportunity," she said.



Raymond Gutierrez, *far left* poses with some Diesel Technology classmates at Clark College's 2018 Commencement.

Raymond Gutierrez also enjoyed getting to learn on-the-job skills and work with cutting-edge equipment in his Diesel Technology program. He fondly recalled the wireless helmets he and his classmates had worn that allowed them to communicate while working on heavy equipment.

Gutierrez came to Clark after the birth of his child. "I had a baby, so I had to start thinking about a career," said the former auto-body and -paint worker. "I went to diesel because so many things are diesel these days, there are lots of jobs."

Gutierrez said he appreciated how much his family supported him while he pursued his degree. "I'm going to be the first in my family to graduate from college, so they were really behind me," he said. "It became a priority for me."

Now that he was almost about to walk across the stage as a Clark graduate, Gutierrez said, "I feel good. I feel happy. You know, people say, 'Oh, if I can do it, you can do it,' and you think 'whatever,' right? But you know what? I did it!"

Photos: Clark College/Jenny Shadley. For more photos from the 2018 Commencement, see our Flickr album.

A student leader with community roots



Grace Moe is congratulated by President Bob Knight at the 2018 Commencement ceremony.

This year's recipient of the Community College Presidents' Award in Honor of Val Ogden was Grace Moe, who graduated with an Associate of Arts transfer degree. "She has shown an exemplary work ethic, participating in student government and volunteering with community organizations while maintaining a high GPA," said Clark College President Robert K. Knight in announcing the scholarship during the college's 2018 Commencement ceremony.

Moe came to Clark College through the Running Start program, which allows high school students to earn college credit. A first-generation college student, Moe has excelled at Clark, serving as the president of the Associated Students of Clark College (student government) and earning a cumulative GPA of 3.82. In addition, she has volunteered with Friends of Trees, the Clark County Food Bank, and New Heights Church.

Moe, 17, says that this scholarship will allow her to complete her bachelor's degree in finance and marketing in two years, when she will be 19 years old; because her parents are unable to financially contribute to her college tuition, without the scholarship she would have had to attend WSUV part-time in order to earn enough to cover the costs. After earning her bachelor's degree, she intends to spend a year volunteering with her church before beginning a career at a local business.



“My roots are definitely ingrained in this area,” said Moe, who has lived in Vancouver her whole life. “I plan to give back to the community that raised me, by working in the area so that I can continue to volunteer and serve for Vancouver.”

Because Moe was already sitting on stage during the Commencement ceremony in her capacity as ASCC president, Knight invited her to the podium as he announced the scholarship. “You’ve been a wonderful leader and I know we’re going to hear a lot more about you,” he said.

Photos: Clark College/Jenny Shadley.

New bachelor's degree announced



On Wednesday, May 23, Clark College received approval from the Northwest Commission on Colleges and Universities (NWCCU), the college's regional accrediting body, to begin offering its third baccalaureate program: the Bachelor of Applied Science in Human Services (BASHS).

The BASHS degree program is designed for students who already hold an associate degree in Addiction Counselor Education or a related field, allowing them to advance their careers in the behavioral health professions. Sample courses include Multicultural Counseling in Human Services; Trauma, Grief, and Loss; Practical Family Therapy; and Systems and Social Justice.

Full-time students can complete this 90-credit program in two

years. Designed with working professionals in mind, classes are taught in-person two evenings a week, with electives being offered online. The program also provides all the educational requirements necessary to sit for the Washington Department of Health Chemical Dependency Professional (CDP) exam.

“This degree program answers a need we’ve heard from local employers, who want professionals who are cross-trained in mental health and addiction,” said Dr. Marcia Roi, BASHS Program Director and head of the Addiction Counselor Education department at Clark College. “It also serves the needs of our students, who historically have not had a straightforward pathway to a bachelor’s degree that also meets the educational requirements of the CDP exam.”

The college is currently taking applications for fall 2018, the first term the new degree will be offered. For more information or to apply, contact Marcia Roi at mroi@clark.edu. Information is also available online at www.clark.edu/cc/bashs.

Student art on display



The 2018 Student Art Annual comprises approximately 150 student artworks.

Approximately 150 works of art by 93 Clark College students are on display at this year's Student Art Show in Archer Gallery. Clark College art faculty narrowed down from an original pool of about 400 submissions. Artist Victor Maldonado made the final adjudication of awards. Maldonado is Inclusion Specialist and Professor of Art at the Pacific Northwest College of Art and was part of Clark College's Art Talk series earlier this academic year.

The show runs through June 16. Gallery hours are Tuesday through Thursday, 10:00 a.m. to 7:00 p.m., and Friday through Saturday 12:00 – 5:00 p.m. Archer Gallery is located in the lower level of the Penguin Union Building on Clark College's main campus.

2018 Art Student Annual Award Recipients

Best in Show

Joanna Lafayette, *"Sad Jo"*

Sponsored by Artist and Craftsman Supply and Dengerink Art Supply

Award of Excellence

Bryce Van Patten, *"Emma"*

Sponsored by Dick Blick Art Supply

Award of Excellence

Stephanie Hale, *"Inner Machinations"*

Sponsored by the Clark College Bookstore

Award of Excellence

Emily Clark, *"Re-define Woman"*

Sponsored by the Clark College Bookstore

Award of Merit

Albina Kokhanevich, *"Self-portrait"*

Sponsored by Collage Art Supply

Best Ceramics

Channa Smith, *"Reconciliation of the Ancestors"*

Sponsored by Clay Art Center

Ceramics Award of Excellence

Sara Brandt, *"Vase"*

Sponsored by Georgie's Ceramics

Ceramics Award of Distinction

Eric Burren, *"Stellar Rust"*

Sponsored by Georgie's Ceramics

Ceramics Award of Merit

Chiara Marcy, *"Light Beyond the Breaking Point"*

Sponsored by Georgie's Ceramics

Best Photography Award

Lexi Dufault, *"Tomorrow Looking Into Today"*

Sponsored by Pro Photo

Photography Award of Excellence

Tricia Davis-Payne, *"Windows"*

Sponsored by Pro Photo

Photography Award of Excellence

Gwenn McGill, *"Hidden Memories"*

Sponsored by Blue Moon Camera

Photography Award of Excellence

Cy'aira Shotwell, *"Disconnect"*

Sponsored by Blue Sky Gallery

Best Metal Arts

Ray Bennett, *"Mask"*

Sponsored by Handley's Rock and Jewelry Supply

Best Welded Sculpture

Scott Kemper, *"Love Blossoms"*

Sponsored by the Clark Welding department

Welded Sculpture Award of Excellence

Ashley Kemper, *"A Bowl in a Garden"*

Sponsored by the Clark Welding department

Photo: Clark College/Jenny Shadley. For more photos from the

show, see our Flickr album.