CLARK COLLEGE

EST. 1933

BRAND *Guide*

Contents

Introduction 3

Why We Have a Brand Guide 4

How to Use This Guide 5

Our Audiences 6

Who Is Our Audience? 7

What Does Our Core Audience Need? 8

Understanding Our Audience 9

Audience Personas 10

Our Brand Story 14

What is Brand 15

Start with Why 16

Definition of Terms 17

Our Brand Identity 18

Our Brand Position 19

Our Brand Promise 20

Core Brand Strategy 21

Strategic Pillars in Action 22

Key Messages 30

Our Message Map 31

Our Brand Voice 33

What it Means to Be a Penguin 34

Design Guidelines 35

Core Design Principles 36

Hierarchy of our brand 37

The Clark College Logo 38

The Clark College Wordmark 38

Preferred Usage 39

Common Mistakes 41

Clark College Color Palettes 42

Clark College Typefaces 43

Photography/Videography 44

Oswald, Official Mascot 45

Athletics Visual Identity 47

Introduction

Why We Have a Brand Guide

Our brand is everything we say, do, and produce that makes up Clark College's identity. It creates a lasting bond between us and the communities we serve.

Who we are—our brand—doesn't change to fit a new brochure. It's not subject to brainstorms. It's not a campaign or a slogan. It's an anchor that helps us ensure that what we do to convey our brand to others adheres to a core set of beliefs—and a singular strategy that informs how we share and communicate what we do.

This guide is intended to help each of us understand how we all represent who we are as a college—our attitude, our core values, and how we should make each and every person we come into contact with feel about us as an organization.

However, this guide is also silent in places where there is room for creativity and flexibility. It is not intended to limit imagination, but rather to make sure the goals and messages of each program, department, and individual are aligned with our institutional goals and messages.

What Went Into the Creation of This Guide?

It's important to understand the process by which we developed these guidelines. For a brand identity to be useful, it needs to reflect who we truly are—not who we think we are and not how we might like to be perceived.

To clarify and define our core brand identity, we conducted extensive research and discovery to help us test our brand's core strengths. In addition, we worked to ensure that internal stakeholders provided input in defining our unique voice.

The result is a brand identity that serves as the foundation for how we communicate and connect with our audiences.

Managing our brand is a big job. But one we are proud to do.

Our brand is hard-earned, and each of us shares in the responsibility of being its steward and ambassador. By telling our story consistently and clearly, we bring to life our mission of guiding individuals to achieve their educational and professional goals.

All marketing, communications, and events should always follow the brand guidelines to ensure a consistent experience for our intersecting audiences.

How to Use This Guide

First and foremost, this is a guide. It's meant not to tell you what to say, but how to communicate your message while representing Clark College with clear guidelines to help steward our brand. As a guide, this book should:

INFORM. When we speak as one voice, it leads to better recognition and understanding among our audiences of what our brand represents.

ALIGN. Consistency ensures that every one of our messages is recognizable as being from Clark College.

UNIFY. Our brand brings every area of the college together to make our voices and impact stronger.

Our Audiences

Who they are, what they need, and how we connect with them

Who Is Our Audience?

Clark College is an institution open to everyone who desires to pursue higher education. However, it is important we understand our target audiences as part of understanding who we are.

It is equally important that we recognize that our target audience isn't everyone. While we have a specific student persona that is a natural fit for Clark College, that doesn't mean we exclude others. Clark remains a community for all.

While our campus and the communities we serve are diverse, every employee, department, program, or key partner meets at the same intersection: the Clark College brand.

What Does Our Core Audience Need?

There are some common attributes we see when we talk to our prospective students.

Each of Clark College's student populations—from the youngest to oldest—hold divergent views on the relevance, cost, and accessibility of higher education. But there is a greater need for engagement, visibility, and connection with prospective students under 35. This is a part of their higher degree of uncertainty and a more complex attitude toward the transition from high school to higher education.

It's Not About the Next Step

Many prospective students don't see college as a logical next step. They are more concerned about taking the ***right step***. They want to see clearly defined paths toward and through higher education to their personal goals. They may feel a sense of hesitancy because of high concerns around debt, costs, and getting a return on their investment into college.

Complex Lifestyles

Many prospective students struggle with socioeconomic limitations in their families, communities, and circumstances. They have a strong sense of wanting help while still feeling capable and independent. They view a truly supportive community as a mixture of nurture, validation, and affirmation.

Complex Identities

How Clark sees its target audience isn't necessarily how they see (or want to see) themselves. Prospective students are drawn to brands that feel positive, optimistic, and different. Many expect college to meet them where they are at in a particular juncture in their life.

Understanding Our Audience

To help us understand who we are trying to reach—including prospective students who know little about who we are—we created a set of personas that represents some of the common characteristics, attitudes, behaviors, and motivations of the audience we most need to engage with our marketing and branded communications.

The following personas are based on interviews with real students—both current and prospective. They help us relate to and refer to the core demographic who need to have a solid relationship with our brand.

How Our Prospective Students See Themselves

- Curious
- Passionate
- Relaxed
- Fun
- Nurturing
- Outspoken
- Resourceful

Courtney

Courtney graduated from a local high school three years ago and now works full time. She has a job assisting at a local computer repair shop. She enjoys her job but doesn't have the skills to be promoted. Most of Courtney's friends live in the area working odd jobs, but a few of her close friends attended college.

"I know that college will be beneficial, but I need to know that it is the right step for me right now. It feels a bit out of reach."

Personal Goals

- Work in a field that blends her passion for art and technology, such as computer animation.
- Move to Seattle or L.A. in five years.
- Be able to help her family financially.

Biggest Fears

- She won't be able to afford a college degree.
- Not being able to afford a place of her own someday.
- Living a one-dimensional or boring life.
- Never growing out of her current job/income level.

A Day In My Life

- Works odd shifts at the computer repair shop five minutes from her house.
- After work, Courtney goes home and meets friends to hang out.
- She lives with three other roommates in a small apartment.

Biggest Motivators

- Setting an example to her younger brothers.
- Helping her family make ends meet.
- A career pathway that opens opportunities for new experiences and moving to a bigger city.

James

James is interested in getting his education back on track. He needs to complete his high school diploma or GED, but has a longer-term interest in transitioning into an adult learning program. He and his wife are expecting their second child soon, and James wants to work on finding new ways to start a more fulfilling career that will help him care for his growing family.

"School has never really been my thing, and I worry about going back to finish up my diploma and trying a college course."

Personal Goals

- Earn more money to support a growing family.
- Find a career with more options for mobility.
- His dream is to one day open/run his own business.
- Work with people and do hands-on work.

A Day In My Life

- Works two jobs: one as a waiter at a local restaurant, one as a part-time equipment operator for a hardware company.
- He has to balance work with home, including taking care of their daughter.
- His family all lives in the area, and they spend weekends together.

Biggest Fears

- The cost of taking care of his wife and children.
- That he won't excel in a classroom.
- The cost of going back to school vs. continuing to work and try to earn more money.

Biggest Motivators

- Providing a better life for his kids.
- Being a model parent/father.
- Achieving his personal career dreams

Tanya

Tanya attended college for a year after high school, but found it wasn't right for her. After working for a few years, she enrolled at Clark full-time while holding a part-time job as a manager at a local retail shop. She and her 4-year-old son live in Clark County to be near Tanya's family.

"I came to Clark because I knew I wanted more than what I was doing. I just needed a community where I could discover what that was."

Personal Goals

- Work in the health care sector as a physician assistant or lab technician.
- Find a job with room for growth, including possibly going to medical school one day.

Biggest Fears

- Getting stretched thin between classes, parenting, and volunteer activities.
- The cost of her education if she pursues advanced degrees in health care.

A Day In My Life

- Attends classes at Clark three days a week.
- Works in a retail store near campus.
- When not at school or at work, she is taking care of her son, studying, or volunteering.
- Active in the community, including helping with school events and tribal/ Native traditions.

Biggest Motivators

- Being an independent mother who can provide for her son.
- Growing professionally in a competitive field.

Micah

Micah recently graduated from a local high school and is now a full-time student at Clark College. Instead of going directly to a four year university, he is taking classes at Clark as a way to figure out his own path toward the right career. He works part-time at a local coffee shop and lives with his parents.

"I wasn't sure if a four-year college was right for me, but Clark is the right step for me right now as I'm figuring out who I am and what I want in life."

Personal Goals

- Finding a career that allows him to travel.
- Financial independence.
- Making a difference in people's lives.
- Finding work that makes a positive impact on the environment and the world.

Biggest Fears

- Never leaving his hometown of Vancouver.
- Having to rely on his parents to support him.
- Not knowing what he wants to do for a career.
- The cost of transitioning to a four-year degree program.

A Day In My Life

- Classes take up his mornings, while work takes up most evenings and weekends.
- He is part of a group that works on environmental protection and animal habitat restoration.
- He hikes, travels, and snow-boards with friends when he's not busy with work or school.

Biggest Motivators

- Making an impact on his community.
- Traveling and experiencing new learning opportunities.

Our Brand Story

What it means to be the Penguin Nation

Our brand isn't what we do or how we do it; it's who we are.

It's our voice and the way people feel when they hear it.

Clark College's brand is the experience people have when they interact with every part of our community.

It's the shared spirit and values that connect us with people. It's what motivates people to choose Clark as a place to learn and grow.

Our brand isn't our mission. It's how we tell our story as we work to ensure we live up to that mission and achieve our vision.

Start with Why

Asking ourselves why we do what we do is critical to understanding our identity. Too often, we attempt to explain to others what we do or how we do it. ***But what matters most to people is why we do it***—the emotional connection to our mission. As such, our brand strategy starts with the simple question of why.

But that's just the starting point. As we probe further into our identity, we need to force ourselves to go deeper to get to the root of why something matters and why others should care.

Why does Clark do what it does?

Because we believe in the revolutionary power of higher education.

Why?

Because we believe in our students' potential to transform themselves and the world.

Why?

Because every day we see how our graduates help create a strong and prosperous community that benefits us all.

Definition of Terms

Brand Identity

Who We Are

Our identity represents every facet of who we are—our culture, personality, the language we use, and our overall communication style. It is defined clearly and does not change over time. As such, we should be able to sense our identity in everything we produce, share, and do.

Brand Position

How We Are Perceived

Our brand position is the unique place we hold in people's minds. It is something that we alone own—it is what separates us from all other institutions in our sector and attracts people to us. Our brand position is competitive in nature, and as such can evolve and be shaped over time as market conditions change.

Brand Promise

Manifestation of Our Identity & Position

This is a natural extension of Clark's brand position and the manifestation of our identity. It is the singular defining statement or promise that Clark College makes to everyone. It is what most clearly conveys our identity and why we exist. It is the rally cry that touches everything we do.

Our Brand Identity

Represents every facet of who we are and can be seen in everything we produce, share, and do.

CLARK COLLEGE IS THE CATALYST OF THE POSSIBLE.

We are a community that helps you discover who you want to be and provides the tools you need to achieve that.

catalyst noun | cat·a·lyst | \ka-tə-ləst\

: the prime agent of any change

: an agent that provokes or speeds significant change or action

Our Brand Position

Our distinct identity that we alone own and that separates us from other institutions.

YOU CAN FLY.

There are no limits to what you can do.

You alone define who you are.

We will help you defy expectations.

We can help you discover that you can fly.

Our Brand Promise

An extension of our brand position, our promise clearly conveys our identity and why we exist. It is our rally cry. There are three elements of the Clark College brand promise:

Clark has a radical belief in the possible.

This is the right place for anyone who wants to prove to the world—and to themselves—that they can achieve their goals.

We foster belonging.

Clark College believes every student needs the right community in order to thrive. Acceptance is more than filling out an application—it means you belong to a community. Diversity is more than race or ethnicity—it is unique identities, beliefs, perspectives, and life experiences.

We exist to help you discover.

Clark College embraces a foundational belief that who you are and want to become matters as much as what you want to do in life.

Core Brand Strategy

Our brand strategy anchors how we communicate our core brand. It helps ensure all of Clark's communications are rooted in a singular idea that we want every individual to think, feel, and hear about Clark College.

This strategy is based on four strategic pillars that demonstrate the strength and character of our brand. These pillars are the primary personality traits that Clark works to convey to its target audience and key stakeholders.

These pillars are what hold up and reinforce the brand promise. They are our proof points. Without them, the core of the Clark brand could not exist.

Strategic Pillars in Action

This framework isn't copy, messaging, or the homepage of the website. Rather, it is intended to define a centralized theme and inspire all of Clark's communications.

There are many examples of our brand strategy—the four pillars—in action. The following pages provide users of this guide with a template for how our strategic brand pillars are integrated into marketing and communications efforts across the work we do every day. These examples offer a reference point for key words, language, and entry points where our brand lives in a diverse array of materials and collateral.

Determination

Clark supports its students as they forge their own unique path in life. We provide the platform to show the world what they can do. We provide tools that allow each student to better themselves and reach a personal goal that they are determined to meet.

Key Words We Use

- Growth
- Achievement
- Accomplishment
- Success
- Pathway

Entry Points

- Student recruitment
- Student retention
- Student success
- Donor relations

"I Want to Be a Role Model." Clark 24/7 story

Determination

Nicolas Freese found college daunting—less academically than logistically. "I didn't understand how registration worked," he said. "I had to use my resources. I had to ask for advice, and I'm not used to asking for advice. I'd be in the Financial Aid Office every day for a week, trying to figure things out."

But as Freese continued at Clark, he learned how to navigate its support systems. Advisors showed him how to plan his degree; he met friends while working out in the Fitness Center; he took advantage of other free and subsidized services like the Counseling and Health Center and the college's dental clinic. In the end, Freese graduated with honors, earning a cumulative GPA of 3.77.

Read the whole story on news.clark.edu.

Confidence

Clark provides students with real experiences that allow each individual to discover what they are capable of achieving. We provide opportunities that instill confidence in our students to accomplish what they want to do and to expand their horizons.

Key Words We Use

- Capable
- Ability
- Potential
- Opportunity
- Supportive

Entry Points

- Student recruitment
- Student retention
- Student success
- Academics
- Partnerships

Partners Article

Confidence

In the machine shop one day this winter, student Sunshine Hill confessed—over the squeal of grinding metal—that she was having a rough week.

Hill, 34, had just weaned her youngest daughter, aged 2. She'd been up late each night, tending to the tearful toddler.

At first glance, it's easy to overlook that Hill is the only woman among the 70 or so students in the Machining program. In the shop, she ties her long brown hair into a messy bun. She wears baggy coveralls that dwarf her petite frame and protective eyeglasses that shield her face. But no matter how you conceal the physical differences, the single mom of three is different from her classmates.

"It's brutal being a mom... this is like a vacation," she said, pointing to the hulking machine that whirred behind her.

Read the full article at www.clarkcollegefoundation.org.

Relevance

Clark is not just the next step; it's the right step. While no two steps in life are the same for everyone, Clark meets each student where they are with a quality education. We are an academic institution that provides a good value to students at any stage of their life. We are an institution with real benefits for real people.

Key Words We Use

- Flexible
- Practical
- Real
- Hands-On
- Experiential

Entry Points

- Student recruitment
- Student success
- Academics
- Training
- Donor relations

Admissions Brochure

Relevance

A college admissions brochure is usually a collection of programs, uplifting images, and inspirational quotations designed to appeal to every potential student.

We know that our students are different. They are making their own path and aren't interested in generic assurances. We worked with Clark's recruitment team to create an admissions suite that would help make the case for Clark to diverse audiences with diverse needs.

The folder tells the overarching story, providing solid statistics on the tangible benefits of attending Clark. A series of inserts based on specific interests—from STEM education to Transitional Studies—allows recruiters to tailor their brochure based on each prospective student's goals and needs.

In this way, we show from the very beginning of our relationship with a student that we want to meet them where they are and help them get where they want to go.

Community

Clark is made up of many communities that come together to form our united community. We embrace people of diverse backgrounds, life circumstances, and beliefs. We are a place that values acceptance of every student with a desire to learn in a nurturing, supportive environment. We foster a sense of belonging because it unlocks students' ability to do and try new things.

Key Words We Use

- Acceptance
- Belonging
- Nurturing
- Collaborative
- Trust
- Together

Entry Points

- Student recruitment
- Campus life
- Partnerships
- Events
- Athletics

Children's Dental Health Day

Community

While Children's Dental Health Day, now in its 11th year, is the largest free-care event held by the Dental Hygiene program, its students regularly contribute free or low-cost care in their community. Indeed, the two students who led the 2017 event originally became inspired to take on the mammoth responsibility after participating last spring in a free dental day for adults through a local nonprofit.

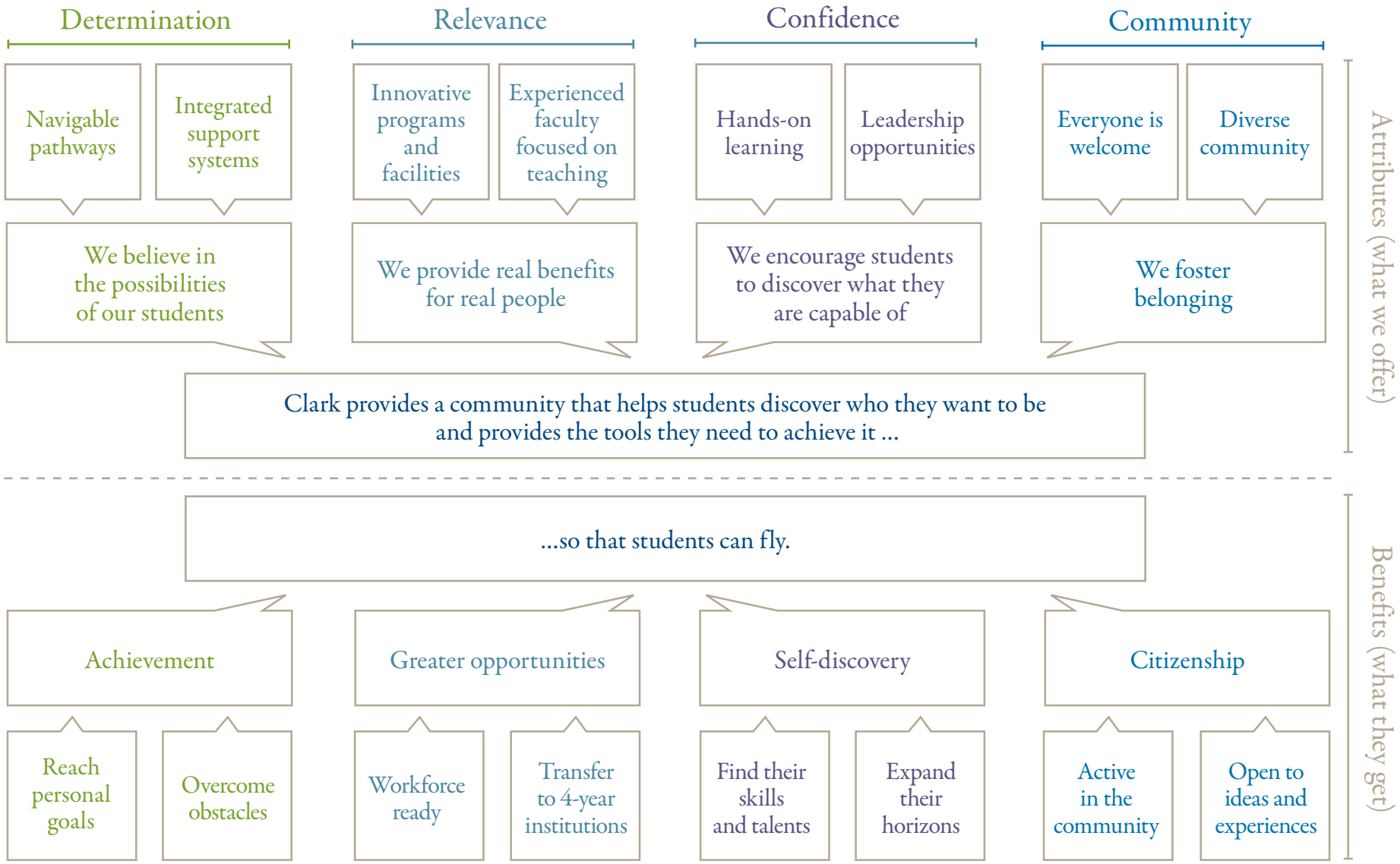
"The first patient we had there, we had tears in our eyes from the reaction that she had," recalled Casey Hedeen, who expects to receive her Bachelor of Applied Science in Dental Hygiene this spring. "With the free clinic, she got what's called a 'partial' so that she didn't have a missing front tooth. She was in tears. At that moment, we knew this is what we wanted to do: We wanted to be part of something bringing that kind of change to people's lives."

Read the whole story and watch the video at news.clark.edu

Key Messages

How to put our brand voice into action

Our Message Map



A message map consists of each of the supporting proof points that lead our core audiences to our brand promise. These messages are what we talk about and communicate in greater detail every day; they lead people to more clearly understand our brand—who we are, why we exist, and what makes Clark unique.

A PENGUIN DOESN'T JUST THINK ABOUT WHAT THEY WANT TO DO.

A Penguin discovers who they want to be.

Our Brand Voice

How we speak—our tone, our style of voice—is more than simply the words we use.

We all must speak with consistent tone of voice that carries our brand identity into everything we do—from messaging in advertising to alumni engagement. Our collective voice is how Clark will sound, speak, and behave across its marketing and communications, as well as its interactions with students and donors. The Clark College voice has three defining tonal elements:

Our Voice is Empowering.

Clark's voice expresses our belief that everyone has the ability to defy expectations. It should speak to people's desire to feel empowered and to position Clark as a champion for students who need a community that believes in them.

Our Tone is Accepting.

Clark should always sound welcoming, open, and accessible. The tone should convey that there is a place for you here at Clark College. We're not just in the community. We are a community.

Our Language is Authentic.

Clark doesn't overpromise and it doesn't oversell itself. ***Clark is not the answer.*** It's a very personal experience—and one that speaks to real people in real language. It acknowledges the barriers, concerns, and questions of prospective students. Clark will speak to you in real terms about the relevance of getting a high-quality education that allows people to discover who they are, not just what they want to do.

What it Means to Be a Penguin

Highly social and thrive in communities

Each has a distinct voice designed to identify them

Tenacious and determined

Nurturing and supportive

Design Guidelines

Putting the brand into our communications and outreach

Core Design Principles

Each of the pillars of our brand fit into a set of design principles that informs how we visually represent Clark College in all of our materials.

Be Engaging

Design should make viewers want to read or interact with the materials. Create a defined focus that engages the viewer. This will help the viewer be connected with the design and thus feel accepted and supported. Design should create connections between the text and visuals, as well as create connections between the viewer and the design. Design elements should convey an inclusive, diverse, accepting, and equitable culture. Use first person plural and second person in text (i.e., "we" and "you" instead of "the college" and "students").

Be Open

By making the design engaging and accessible, it shows the viewer that Clark is determined to provide a platform for each student to reach their highest potential. Keep the design simple and easy to read. Allow for white space to give the reader breathing space. Language should be friendly, simple, and not intimidating. (Ex: Use "use" instead of "utilize.") Show and give voice to under-represented groups or people in non-traditional roles. In digital formats, make sure material can be accessed by visually impaired readers.

Be Proud

Design should convey a sense of fortitude and accomplishment. Use visuals that show students being successful in and out of the classroom. Show them doing more than just being present on campus as they've accomplished more than simply showing up. Lots of fine print, dull visuals, or technical language can be off-putting. Use active voice in text, and pose questions that might apply to the viewer and draw them in. (Ex: "Are you ready to fly?")

Be Real

We want our materials to reflect the character of an academic institution and the character of our students. Photography and video should portray real people in real Clark environments. Use images that show Clark's commitment to being accessible to everyone wherever they are in life. Stock images may be used to illustrate a feeling or concept, but should not be used to represent the college. Do not use outdated imagery of old technology, labs, or facilities. When using images of students or employees, make sure the individuals shown make sense in context.

Hierarchy of our brand

Clark College is our primary brand. While each department, program, and person at Clark College is a part of this brand, the guidelines give us a way to build on each other's voices and make sure the whole is more than just a sum of the parts.

Primary Sub Brands

Academic Departments

Administrative Offices, Divisions & Self-Support Units

College Initiatives

Collaboration & Partnerships

Clark College Athletics

Clark College Foundation

The Clark College Logo

The Clark College Wordmark

CLARK COLLEGE

Preferred Usage

One color

Two color

Black and white

Reverse Logos

Should be used on a black or dark-color background.

Minimum Size

To ensure that the logo is always legible and accurately reproduced, do not reproduce the logo at sizes less than the size shown, except in some special applications.

Logo width = .75”

Clear Space

Clear space around the logo ensures that it has maximum visibility and impact on every communication. Avoid crowding the logo with other graphic elements such as typography and imagery. As illustrated, the height and width of the “C” (x) has been chosen as the standard unit of measurement for calculating the logo clear space.

X = C width

Departmental Logo and Usage

Space department name one “C-width” below the logo. The text is removed from the separating line, below Clark College.

Alternate Department Logo and Usage

Some instances require a more horizontal application. Please use the wordmark plus the department name in these instances.

Cap Height = Small Cap L Height

Return Address Format

DEPARTMENT NAME/MS #
1933 Fort Vancouver Way
Vancouver, WA 98663-3598

Common Mistakes

Always use original Clark College logo artwork.
It should never be edited, recreated, or combined with other graphic or typographic elements. Below are some common mistakes to avoid.

1. DO NOT skew or change proportion.

2. DO NOT remove or add any element.

3. DO NOT add any effects such as drop shadows or glow.

4. DO NOT use a different font for the logotype.

5. DO NOT place on any busy background that renders the logo unreadable.

You may place the logo on a Clark Blue background with a reversed logo as an alternative.

Clark College Color Palettes

Primary Color

Best use of these colors is a strong use of Clark Blue with accents of the secondary palette, or alternately, a limited palette of the supporting colors.

Clark Blue
PMS 295
CMYK 100/57/0/37
RGB 18/73/127
HEX 002855

Secondary Colors

These bright colors add a perfect accent to Clark Blue. This is the ideal brand color combination. Royal Blue can be used liberally whereas the Bright Orange should act as a bright punch of color (e.g., header, callout).

Royal Blue
PMS 3015
CMYK 100/30/0/20
RGB 0/96/156
HEX 00629B

Bright Orange
PMS 1585
CMYK 0/72/98/0
RGB 255/108/36
HEX FF6A13

Supporting Colors

The supporting colors can be used along with the primary palette, but should not overwhelm the primary palette. Refrain from using more than four colors in a single publication. Tints of the accent colors may be used but should not exceed 50%. Please refer to accent alternatives used in specialized campaigns, when applicable.

Purple
PMS 7673
CMYK 77/74/22/6
RGB 85/83/134
HEX 535486

Aqua
PMS 563
CMYK 59/6/36/0
RGB 103/186/175
HEX 6BBBAE

Green
PMS 377
CMYK 45/0/100/24
RGB 119/161/64
HEX 7A9A01

Cornflower
PMS 7697
CMYK 73/37/27/2
RGB 78/135/160
HEX 4E87A0

Slate
PMS 432
CMYK 78/64/53/44
RGB 51/62/72
HEX 333F48

Taupe
PMS 7529
CMYK 30/29/41/1
RGB 177/179/149
HEX B7A99A

Clark College Typefaces

Typography plays an important role in communicating overall tone and quality. Garamond Premiere Pro and Myriad Pro are our primary typefaces. If you don't have access to those typefaces, Adobe Garamond Pro, Garamond or Franklin Gothic can be used.

For example:

- Use Garamond Premiere Pro for headlines, subheads (small caps is common for subheads), captions, or body copy.

Garamond Premiere Pro Regular
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
123456789

Garamond Premiere Pro Italic
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
123456789

Garamond Premiere Pro Semibold
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
123456789

Garamond Premiere Pro Semibold (small caps)
ABCDEFGHIJKLMNOPQRSTUVWXYZ
ABCDEFGHIJKLMNOPQRSTUVWXYZ
123456789

- Myriad Pro may be used also, Myriad Pro Light is an acceptable headline, subhead or caption option.
- A few display fonts can be used for headlines and titles. Check in with the Office of Communications and Marketing for acceptable use of Incognito and Nexa Rust.
- Refrain from underlining words or bolding words for emphasis; use the bold or italic fonts instead.

Myriad Pro Light
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
123456789

Myriad Pro Regular
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
123456789

Myriad Pro Italic
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
123456789

Myriad Pro Bold
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
123456789

Photography and Videography

Clark College takes, shares, and produces engaging photography and videos to showcase the academic, extra-curricular, and community involvement of our students, faculty, and staff. We can show an authentic view of Clark by sharing images of real Clark College students as they interact with members of the college community.

Photos and videos are chosen by the Office of Communications and Marketing based on several factors, including image or audio quality. Each image or video:

- Accurately depicts, describes or enhances the information that is placed alongside;
- Reinforces the Clark College brand and the marketing goals of the individual piece; and
- Tells an engaging story.

Focus of the image should be:

- Action;
- Concentration; and/or
- Interaction.

The mood should evoke:

- Pride;
- Strength; and/or
- Perseverance.

Meet Oswald the Penguin, Official Mascot of Clark College

Oswald has been part of the college since 1933. (Read about his history here.)
Like other school mascots, he helps build spirit and provides a fun face for the college. We love seeing Oswald all over campus—but Oswald has a specific job description at Clark, and it's not fair to make him do things for which he's not designed. This guide will help you understand when and how to invite Oswald to the party.

Where should you see Oswald?

In general, Oswald shows up when we want to build energy or community. He often appears in print and digital materials promoting Student Life, family-friendly community events, and employee-morale boosting initiatives. His image is often used to promote events, not programs. Student Life activities and student-centric events are the best use for Oswald's image. You may see him at college events, welcoming students and the community to the college, or serving as a goodwill ambassador at community events.

Where shouldn't you see Oswald?

Oswald is a fun, informal guy. As such, he doesn't belong on official correspondence, academic materials, formal invitations, or presidential materials.

Oswald cannot be used as a substitute for the official Clark College logo, nor can he appear as the official representative of the college.

Using Oswald's image

We provide a few different versions of Oswald images to share or use in college publications. The images provided should not be modified or changed in any way.

Do not stretch, change the color of the image, add Oswald to our existing logo, change Oswald's clothing or position, or crop Oswald.

Oswald Usage, Cont.

The Costume

Oswald never speaks. He has some approved outfits, but mostly can be seen with his long striped scarf, and at commencement he even wears a mortar board, getting to high-five all the graduates as they head into the ceremony. Safety and courtesy guidelines are available when checking out an Oswald costume.

When you inhabit the costume, it is understood that you are representing the college and will act accordingly. Images of Oswald or others demeaning the Oswald character are not tolerated and should not be shared or published.

Seeing Other Penguins

Thanks to Oswald, Clark College's nickname is "The Penguin Nation." It's fun to see the diversity of penguins on campus—stuffed, sculpted, printed, etc. Offices full of penguin paraphernalia are a Clark tradition, but when using penguins in print, promotion, or digitally, ***only*** use the official penguin, Oswald. If you find yourself in need of a penguin image other than Oswald—if you need to depict a group of penguins, for instance—please do not resort to using clip art or images pirated off the internet. The Office of Communications & Marketing can provide an appropriate image upon request.

Penguins are Proper

It's common for members of the Clark community to share penguin imagery in their offices or on social media as a way of expressing Penguin Pride. Just keep in mind that when you do so, you are connecting penguins to the college. Penguins engaged in unseemly behavior are not appropriate in this context. Nor is connecting Clark's mascot to Oswald Cobblepot, the Penguin villain from *Batman*. Our Oswald is a bird of a very different feather.

Athletics Branding and Penguin

Clark College's Athletic Department has its own logo and penguin, created to meet their specific needs (including uniforms and other standardizations as they relate to collegiate athletics programs). All usage of the athletics logo and penguin, outside of Athletics, must be approved by the Office of Communications and Marketing with the express permission of Athletics.

Athletics Visual Identity

Athletics has its own logo set created for them for the express use of the Athletic Department, and all of the sports and events specific to their department. All use of the athletics logos outside of the Athletic Department are to be approved by the Office of Communications and Marketing.

Athletics Logo Font

The fillable area of the athletic logos must use Copperplate Bold.

Copperplate Bold

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

123456789

Alternative Fonts for Athletics

In designed elements, not the logo text, athletics default font is Arvo. It can be used with a stroke.

Arvo Italic
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
123456789

Arvo Bold
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
123456789

Arvo Italic
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
123456789

Arvo Bold Italic
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
123456789

Colors

Athletics Blue
PMS 287
CMYK 100/75/2/18
RGB 0/48/135
HEX 003087

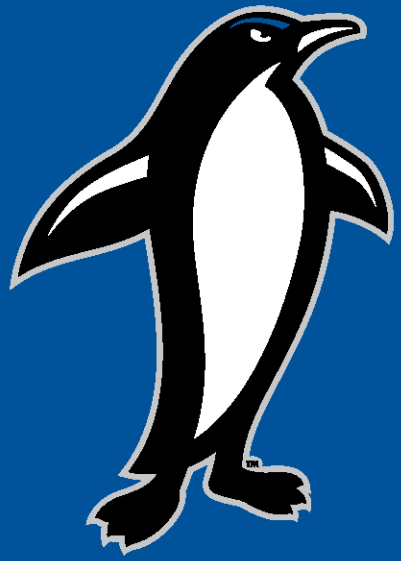
Athletics Grey
PMS 421
CMYK 12/8/11/26
RGB 178/180/178
HEX B2B4B2

CLARK COLLEGE PENGUINS
COLOR LOGOS

BLACK

PANTONE® 287 C

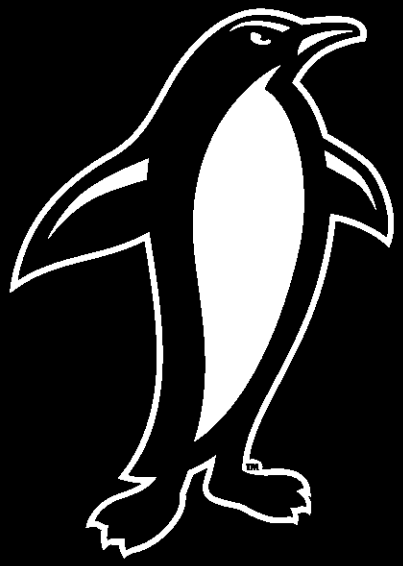
PANTONE® 421 C

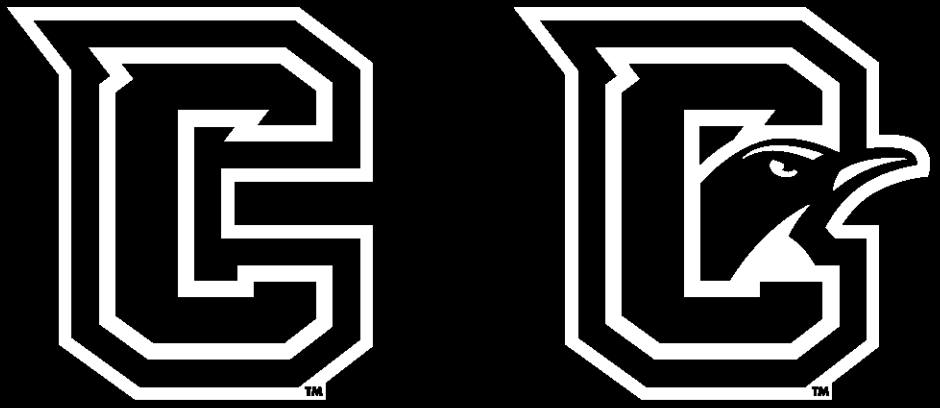


* Files labeled LT are "live text" versons of the logo with live text in the banner.

CLARK COLLEGE PENGUINS
BLACK & WHITE LOGOS

BLACK WHITE





* Files labeled LT are "live text" versions of the logo with live text in the banner.

This document was created by the Office of Communications and Marketing. Please contact commark@clark.edu with questions concerning the Clark College brand.

Alternate format of this document is available upon request. Please contact Disability Support Services at 360-992-2314 or VP 360-991-0901.

REVISED 2020