Standard 2

Educational Program and Its Effectiveness

Overview

As a comprehensive community college, Clark College offers classes, workshops, programs of study, and related services for the citizens of District 14 in Southwest Washington. The College offers both Associate in Arts and Associate in Applied Science degrees, the latter in 29 specialty areas. Certificates of proficiency (minimum of 45 credits) and certificates of achievement (fewer than 45 credits) are offered in most professional/technical areas.

Other units in the Instructional Division offer classes and training that meet specialized needs in the community. The Business and Industry Training Center offers contract training classes and seminars for local industry. Community Education offers a variety of non-credit courses for personal and cultural enrichment as well as non-credit training. The Office of International Programs contracts to educate 60-75 foreign students annually and organizes study abroad and exchange opportunities for Clark College faculty and students. The Mature Learning Program organizes non-credit classes of interest to some 1400 senior citizens quarterly, running the gamut from the geology of the Grand Canyon (including field trip) to Shakespeare. The Office of Instruction supervises several apprenticeship training programs annually.

In addition, Clark College co-recreation courses provide the community with athletic events; band, orchestra, and choir concerts; art exhibits; excellent theater; and special events such as the annual Jazz Festival. A complete list of degrees and certificates, specialties, requirements, restrictions etc. may be found in sections B and C of the 1997-99 *Clark College Catalog.* (Copy in Team Room)

Organization

Instruction at Clark College is organized in several units under the direction of the Vice President of Instruction and supported primarily by the staff of the Office of Instruction. (Attachment 2.1-General Organization Chart for Instruction).

Resources

The instructional budget annually constitutes approximately 70% of Clark's expenditures. In addition to resources under the direction of the Vice President of Instruction, the Vice President of Student Services provides instructional support services ranging from crisis counseling to tutoring. Resources are adequate to support our educational programs and facilitate student achievement of program objectives.

Mission and Goals

The goals of the various educational programs, and their compatibility with Clark's mission, are outlined in the division and department self-studies. A significant percentage of faculty and staff participated in the development of the institution's Mission, Vision, and Values statements in the 1996-1997. Since that time, Clark has embarked on an ambitious program to revise divisional and disciplinary goals statements in light of the institutional statements.

The Mission, Vision, and Values statements were carefully constructed with the six College-wide Abilities in mind; thus, outcomes are linked with Mission, Vision, and Values. As individual course syllabi were revised as part of the College's Syllabus Project, student learning outcomes were linked

with the Abilities, and through them with the institution's Mission, Vision and Values. A review of randomly selected course syllabi reflects our progress on this project.

Divisional goals are set annually by the Division Chair and the Vice President of Instruction. Each division has its own unique process for establishing proposed goals; however, after such goals are established, the Division Chair meets with the Vice President early in the Fall to clarify goals and prepare an evaluation process. Evaluations are normally conducted in a meeting with the Vice President in the Spring.

Because of Clark's focus on restructuring the instructional mission of the institution to an outcomes-based model, the division goals have recently been fairly uniform, i.e. each division (indeed, each class) has been measured by its change from a teaching/testing centered approach to a learning/assessment centered approach.

Two major initiatives, discussed in detail in other sections of the Self-Study, have guided the College in the development and review of all curricular offerings. The Mission, Vision, and Values initiative has given us guidelines on the scope of our offerings. The Outcomes Assessment initiative has helped us focus our curricular content. These statements may be found on page A1 of the 1997-99 *Clark College Catalog*.

In 1990, the Office of Instruction began a formal review process for each of the eight (now nine) instructional divisions (Attachment 2.2). After completing reviews of five divisions (see Exhibit 2.1) and modifying the format with each review, the initial format was scrapped and a new format, more in keeping with the College's developing program of outcomes assessment, was initiated (format included as Exhibit 2.2).

Each of the professional/technical programs has an appointed advisory committee of individuals employed in the field. Advisory committees meet at least quarterly, and offer direction to program faculty in such areas as new directions in the industry, equipment and training needs, and developing areas of expertise. A DATA/DACUM review process in selected professional/technical programs has resulted in modifications where needed. (Exhibit 2.3)

Curriculum, Learning Outcomes, and Library Resources

Sections B, C, and D of the 1997-99 *Clark College Catalog* list course requirements for the various degrees, certificates, and programs of study. Appendix 2.1 lists total number of degrees granted for the last three years. The requirements for each degree, certificate, and program of study undergo regular, rigorous review from a variety of sources.

Transfer degrees and programs are regularly reviewed for relevance and coherence. Normally, faculty members in charge of transfer programs use their contacts with faculty members at baccalaureate institutions to review and (if necessary) revise programs. It is worth noting at this point that an increasing number of programs traditionally thought of as "vocational" (and thus, non-transferable) are accepted for transfer into baccalaureate programs at an increasing number of institutions around the state.

Clark College now finalized an agreement for an inverted program with Eastern Washington University for Dental Hygiene students. A technically focused Graphics Communications Program now will transfer to both the University of Washington and Washington State University baccalaureate programs.

At the same time, the Associate in Arts program, which has traditionally been considered as general education preparation for a major, is becoming somewhat more focused. As part of a "Transfer by Major" experimental program, coordinated by the State Board for Community and Technical Colleges, Clark faculty and staff advisors have helped students identify majors and possible transfer institutions early in their coursework, thus allowing them to take the specialty courses that would normally be taken by lower division students at the transfer institution. Early indications are that these efforts have resulted in better advising, and a generally better transfer experience.

Learning outcomes and their link to the College-wide Abilities have been developed for each professional/technical program and the six areas that comprise the general education requirements for an associate degree. Student learning outcomes are published in course syllabi and are assessed at the

course level through the use of a variety of assessment tools. (See individual department and program reports for a thorough description of the assessment process.)

Library and information resources comprise the basis of the Information/Technology College-wide Ability and examination of course syllabi reflects frequency of their requirement.

An increasing number of courses utilize electronic tools (Internet, World Wide Web, on-line databases) to access resources.

● Degree and Certificates

Section C of the 1997-99 *Clark College Catalog* lists the technical degrees and certificates offered by the College, descriptions of the objectives of each program and the skills to be learned, and a sample course of studies. In certain very competitive programs (e.g. Computer Network Administrator, Nursing), both the *Catalog* and the printed material (fliers, program descriptions) emphasize the programs' selective nature. Each department and program Self Study identifies student learning outcomes.

Degree designators are proposed by the various disciplines and reviewed by the Curriculum Committee and the Office of Instruction before being registered with the State Board for Community and Technical Colleges (SBCTC), thus providing ample opportunity to ensure that degree and program titles are consistent with program content. It should be noted here that in Washington, all technical degree and certificate programs are reviewed by the State Board for Community and Technical Colleges for, among other things, appropriateness of content. In addition, the content of the transfer degree (A.A.) offered by the College is governed in part by certain minimum standards contained in the block transfer agreement agreed upon by the (Exhibit 2.4)

Competencies for professional/technical programs are on file in the program office.

Students are required to meet the same learning outcomes for courses and programs in every format offered, regardless of timeframes and methods of delivery. Examination of course syllabi provides evidence of common learning outcomes.

Clark's degree and certificate programs follow state guidelines for credit allowance: lecture classes are normally computed at one credit per hour per week of classroom instruction. Lab credit is computed at one credit per three hours per week, and clinic credit is five hours per week. However, the boundaries between lecture and lab, and lab and clinic are breaking down, just as are the boundaries between transfer, professional/technical and basic education.

As outcomes assessment encourages more student/instructor interaction and more hands-on learning opportunities, lecture classes are beginning to become more applied, more "lab looking." Composition may be more effectively taught in a computer lab, which makes this traditional lecture class appear to be a lab. Geology labs may require the instructor to lecture up to 70% of the time, giving them the look of a lecture.

Until recently, courses were registered with SBCTC in one of three broad categories: pre-college, vocational, or transfer. Those three categories have become increasingly difficult to differentiate, however. While certain art classes—photography, silk-screening, calligraphy etc.—have always been problematic, computers and certain required skills in professional programs at universities have blurred vocational/transfer distinctions in such courses as computer aided design, software design, software management, graphics, and even such vocational standbys as welding and machining. Clark has carefully sought review by the state universities in Washington of vocational courses which may meet transfer requirements.

Tuition charges are uniform for all programs at Clark. Some courses include special fees to cover special costs, but all such fee accounts show a very small surplus; they are designed to cover specific costs only.

● Curriculum Design

While suggestions for new programs or redesigned programs or courses may come from the community, administration, or other institutions, the primary responsibility for designing, reviewing, approving, altering, deleting, and implementing curriculum resides with the faculty. The Curriculum Committee reviews and acts on new courses and programs of study. The Instructional Advisory

Committee also acts on new programs of study. Review of existing programs is also a faculty responsibility. Exhibit 2.5 shows the processes adopted by the Instructional Advisory Committee (IAC), the Curriculum Committee, and the College's Executive Team for program and course approvals.

Key in both processes are the faculty roles at the discipline and division levels where they have full responsibility, and the committee levels (IAC and Curriculum), at which the faculty hold a majority of the seats. Notwithstanding the fact that all committee votes are advisory to the administration, it would be extremely rare for the administration to override a curricular recommendation by a faculty committee. The Vice President of Instruction's position is that rejection of an advisory vote would take place only if the vote were fiscally irresponsible or in contradiction to clear Board policy.

Library and Information Resources

Library use statistics reported in Standard 5 show a healthy and increasing role for the library in the learning process. A review of Arts and Sciences course syllabi reveals that many require some kind of library exercise. A review of syllabi in such professional/technical disciplines as Nursing and Dental Hygiene shows a similar requirement. Those skills are directly related to three of the six Abilities that Clark expects all of its graduates to reflect: Communication, Information/Technology, and Critical Thinking/Problem Solving.

Accessible Scheduling

Over the last 10 years curriculum planning has resulted in a quarterly class schedule that, we believe, provides improved student accessibility. The basis for this statement can be found by reviewing any of our "Clark College - Schedule of Day and Evening Classes."

During Fall, Winter, and Spring quarters, core classes are offered from 7:00 AM to 10:00 PM except on Fridays when we offer no evening classes. This allows the College to address the needs of the traditional day and evening student, while late afternoon classes address the needs of the student who works and wishes to take classes, but needs to be home at a reasonable hour.

Professional/technical classes are offered to coincide with the needs of the student—day classes for the preparatory student, and late afternoon or evening classes for those seeking to improve their skills. Saturday classes have become more popular with students who wish to invest a block of time, but not attend in the evenings. Many of the basic English and Math classes offer more than one section during high demand hours.

During Summer quarter, a reasonably complete package of core classes if offered during the day. However, the evening offerings seem to be less than desired.

Block scheduling (of non-specialty classes), offering classes that start and end between 8:00 and 10:00, 10:00 and 12:00, and 12:00 and 2:00, avoids potential conflicts and assures students that they will be able to schedule more than one class. In addition, we offer summer classes in a variety of formats (i.e. back-to-back four-week sessions and the traditional eight-week sessions, back-to-back five-week sessions and an "extended" ten-week session, and various one, two, or three-session classes).

The College has developed an evening Associate in Arts degree and offers our students the assurance that it can be completed within three years.

In addition to the offerings just described, the following efforts have improved our scheduling efforts:

- Development of an annual schedule to enhance both planning efforts and improve student access and program completion.
- A new initiative to encourage and promote distance learning that offers new opportunities for students and revitalized our efforts in the community schools and telecourse arenas.
- An "Early Fall" schedule that provides continuing students the opportunity to register for Fall classes before they leave in the spring.
- Restricting "Running Start" enrollments to 25% of a section's capacity in order to ensure that our regular college students will be able to get the classes they need.

- Increased efforts to review historical data to help improve our schedule planning process, identifying both waxing and waning course demands.

● Optimal Learning

A variety of efforts have been adopted and/or continued that promote "optimal learning." These efforts include, but are not limited to:

- *Computer Aided Instruction (CAI).* Some form of computer-aided or enhanced instruction is offered in departments ranging from Business to Nursing to Developmental Education and Music.
- *Open computer labs.* These allow on-line research, including access to the Internet, and both word processing and desktop publishing.
- *Competency Based Education (CBE).* While our CBE effort was initiated in the vocational arena, it has spread through campus via our Syllabus Project, resulting in improved delineation of course objectives and clear standards of progression.

● Program Initiation and Review

To ensure the development and continuation of viable and coherent program curriculum, we avail ourselves of the following tools and/or resources: advisory committees, focus groups, industry standards, DATA/DACUM panels, national standards, and peer institutions. Other methods used to ensure optimal learning include altered course structures (extending a two-quarter math sequence to a three-quarter one); linked courses (a writing course taught in conjunction with another discipline such as biology); support courses (such as Biology Practicum and Skills for Health Chemistry) and tutoring/help sessions offered either through the formal tutoring program or by individual departments such as Business, Math, and the Sciences.

● Credit for prior experiential learning

Clark College does not offer credit for prior experiential learning at the college level. The Washington State Requirements and Guidelines for High School Graduation state that 405 hours of work experience equals one credit (WAC 180-51-110). High school diploma students may substitute work experience hours for two occupational education or elective credits toward their diploma requirements. Students must provide written documentation from their employer(s) verifying employment hours to be granted credit.

Typically, a small percentage of students choose to fulfill high school diploma requirements with employment hours. In the 1996-97 academic year, 77 students earned high school diplomas. Five of those students submitted verification of work hours that were equal to one high school credit each.

● Additions and Deletions of Courses and Programs

As the dates on the course and program review processes indicate, changes have been regularly made as the appropriate committees see the need for such changes. Reviews of policies and procedures take place annually by the IAC, Curriculum Committee, and the Division Chairs. If a degree or certificate program is to be terminated, students enrolled in the program are allowed up to two years to complete their coursework. (Exhibit 2.6 documents program termination procedures used for both Administration of Justice and Fashion Merchandising.)

A list of program additions and deletions appears in Table 2.1.

In the event that a program is terminated, it is the institution's policy to continue to offer classes for a reasonable length of time (up to two years) to allow students in the old program the opportunity to complete the appropriate degree or certificate.

Educational Program Planning and Assessment

● Five Year Plan

Since 1990, Clark College has steadily moved towards development of a culture of assessment at all levels of the institution. Fostered by funding from the State Board for Community and Technical Colleges and augmented by campus resources, a committed faculty has researched and experimented with a variety of tools and techniques to improve teaching, learning and assessment. Early assessment projects gathered information on portfolios, learning communities, technology-assisted education, and classroom research. (Exhibit 2.7. *1994 Interim Accreditation Report***)** Minigrants were awarded to encourage curricular innovation and

Table 2.1
Program Additions and Deletions
1992-93 to 1997-98

Added Programs

- Business Technology – Medical Assistant
- Computer Network Administrator
- Graphic Communications/Electronic Publishing & Multimedia (Animation & Digital Design)
- Graphic Communications/Electronic Publishing & Multimedia (Electronic Pre-Press)
- Graphic Communications/Electronic Publishing & Multimedia (Journalism & Technical Documentation)
- Graphic Communications/Electronic Publishing & Multimedia (Multimedia)
- Manufacturing Systems Maintenance
- Microcomputer Support Specialist

Deleted Programs

- Administration of Justice
- Business Administration – Industrial Sales and Services
- Business Administration – Manager
- Business Administration – Sales Representative
- Business Technology – Clerical Specialists
- Chemistry Technology
- Plastics Technology

Inactive Programs

- Computer Programming

experimentation. (see Exhibit 2.8 for full description of projects)

The 1994-1999 Five Year Assessment Plan for Student Learning Outcomes, developed in response to Policy 2.2 – Educational Assessment, provides the framework for assessment activities. (Appendix 2.2)

● Ability-based outcomes

A continuing interest in ability-based outcomes, assessment as learning, and performance-based assessment led the campus to a student-centered, ability-based curriculum and assessment model. Goal #3 of the Five-Year Assessment Plan best characterizes assessment efforts in the last four years.

> "To clarify College goals for student learning-for Clark College faculty, students and the community. To insure that these goals are appropriate for Clark students and include ideas of what they should be able to do, as well as what they should know. To establish assessment methods designed to see whether students are meeting the goals set for them. To use the results of all assessments as guides to making changes designed to improve learning outcomes in classes, programs, and curricula."

Before we could assess student learning and program effectiveness, we needed to clearly identify student learning outcomes at the institutional, program, and course level. A number of steps have been taken to reach that goal.

● Institution-level outcomes

In Fall 1993, faculty reached consensus on a list of six preferred abilities for all Clark College graduates. The six abilities include: Communication, Critical Thinking/Problem-Solving, Effective Citizenship, Global/Multicultural Perspectives, Information/Technology and Life-long Learning (Appendix 2.3). During the ensuing years, through a very inclusive process, dubbed the "Syllabus Project," the College-wide Abilities were defined, refined, and integrated into course syllabi.

The Syllabus Project has impacted the entire campus—full-time and adjunct faculty alike. Over 1,100 syllabi have been revised and updated in the last two years. Syllabi now follow a common format that includes student learning outcomes; College-wide Abilities and measures of assessment. (Appendix 2.4) Multi-section courses have the same basic learning outcomes. Exhibit 2.9 displays extensive materials developed for the Syllabus Project.

● Program-level outcomes

Transfer programs

At Clark College, general education is assessed by successful completion of a required range of courses. *(*Section B, *Clark College Catalog*). In addition, faculty in transfer programs have now reached consensus on student learning outcomes for all six general education areas: communication,

quantitative skills, health/P.E., and the distribution areas of science, social science and humanities. Links to the College-wide abilities have also been identified. (Appendix 2.5)

Professional/Technical Programs

Successful employment is the primary assessment for professional/technical programs, and Clark College tracks graduates through the Student Follow-up Study and targeted surveys. During the 1997-98 academic year, professional/technical faculty also identified expected student learning outcomes for every program and how they linked to the College-wide Abilities. Programs integrated national skills standards, where applicable. Continuing feedback from advisory committees has modified program requirements. In addition, vocational/technical programs identified individual program competencies in 1995—a requirement to receive Carl Perkins funding. (Exhibit 2.10).

● Course-level Outcomes

The Syllabus Project is nearing completion. By the close of the 1997-98 academic year, every professional/technical program and the six general education program areas had finalized program learning outcomes and linked them to the College-wide Abilities. Course-level outcomes are now included in nearly every syllabus. (Copies of revised syllabi are available in Department Notebooks.)

● Assessment of Effectiveness

Methods of assessment of College-wide Abilities, program outcomes, and course-level student learning outcomes vary with the discipline and program. A complete description of assessment tools is included in each department and program Self Study. Multiple assessment modes are being used. Sample measures include: successful course completion rates, standardized tests, essays, research papers, student satisfaction, mastery of competencies, employment rates, internships, employer satisfaction, transfer success, national board pass rates, alumni/graduate surveys, industry-certified tests, self-assessment, learning communities, and capstone courses.

Department notebooks in the Team Room provide examples from each discipline that show the course syllabus, student learning outcomes, ability link, related assignments and assessment, and a sample of student work. Examination of the student samples reveals the connections between outcomes, abilities, assignments and assessments.

Communication to the College Community

Students are informed about College-wide Abilities and student learning outcomes in a variety of ways. Syllabi for all courses are available in the Advising Center, Office of Instruction, and the Assessment Center. The Abilities are published on the College web site. A statement of the College-wide Abilities appears on the first page of the College *Catalog* and in the course Schedule. Posters listing the Abilities have been hung in every classroom and an introduction to the Abilities has been added to New Student Orientation. Course syllabi include a statement of the College-wide Abilities and identify which Abilities are taught and assessed. During the first week of the quarter, students see the learning outcomes listed on the syllabi.

Improvement of Teaching and Learning

Evidence of improvement of teaching and learning is always difficult to collect. However, as part of the Syllabus Project, students were surveyed at three different intervals in order to gather data about the improvement of skill levels in the six College-wide Abilities. Surveys were completed in Winter 1997, Spring 1997, and Winter 1998. Students report that their skill level in the Abilities taught improved during the course. (Exhibit 2.11)

Anecdotal evidence from faculty evaluations of the Syllabus Project indicates that the revision of syllabi, including the clear identification of student learning outcomes, led to the improvement of teaching. Sample quotes from faculty members include:

> *There's greater clarity of what's expected - less guesswork for the student about requirements; consequently, more attempts at striving to attain a higher mark.*
>
> *Students seem to grasp and retain some of the vocabulary and concepts better because they were using it, not just memorizing it. Students spent more time on a task and seemed to have deeper learning.*

By giving more specific assessment tools and criteria along with the assignment my students understood what I was looking for.

It made me break down an assignment into smaller pieces and let the students know what particular skill I'm trying to work on.

Exhibit 2.12 includes additional comments from faculty reflecting improvement in teaching as a result of revising syllabi and integrating abilities.

Recommendations and Actions Taken

Although the College-wide Abilities are now included in all course syllabi, additional steps need to follow:

- **Revise and simplify the ability level charts**
- **Continue to develop better ways to assess the abilities**
- **Revise and refine technical/professional program learning outcomes**
- **Analyze general education learning outcomes and identify where and how they are taught and assessed**

Other Assessment Goals

Three additional goals were targeted in the 1994-99 Assessment Plan. Progress in reaching these goals has occurred in varying degrees.

The College has pursued *Goal #1* (supporting and encouraging continued conversations about teaching and learning) in several ways. "Fall Focus on Teaching" has continued as the primary faculty "in-service" workshop to support cross-disciplinary conversations about teaching, learning and assessment. In keeping with the shift of focus from teaching to learning, the workshop title has been changed to "Focus on Learning."

Voices, the Outcomes Assessment Newsletter, is the primary vehicle for discussions of teaching, learning and assessment activities. Articles from over 90 faculty and staff members have been published. (Exhibit 2.13) Individual faculty members have continued to employ classroom research techniques and Small Group Instructional Diagnosis (SGID) tools. Talking/Teaching groups have met at various times to share ideas about teaching and learning.

We have been successful in achieving elements of *Goal #2* (supporting faculty development, creating a Teaching/Learning Resource Center and rearranging the College calendar to include a common meeting time for cross-disciplinary teaching and assessment planning.) Opportunities for faculty development have expanded considerably. (See Standard 4 -Faculty Development).

Conversations have continued about creation of a Teaching/Learning Resource Center, and initial steps have been taken to lay the groundwork for the Center. Materials have been collected and visitations made to centers at Portland Community College, Washington State University, and Chemeketa Community College.

Recommendations and Actions Taken

The most significant action has been in response to faculty requests for a common meeting time for cross-disciplinary curriculum conversations. President Tana Hasart has officially designated the 3:00-4:00 p.m. hour on the first and third Tuesdays as a "protected hour" for cross-curricular discussions.

Goal #4 (documenting and improving student retention rates and arranging discussions of the abilities with area high schools) is being addressed very specifically in two ways. First, we are responding to the new state-mandated Performance Measures for Accountability Plan. (Appendix 2.6). The College has focused on retention in core courses and has identified strategies for intervention in Math and English. Statistics are being gathered both at the state and College level to show relative progress in this area. It is anticipated that additional resources will be marshaled to address the retention issue in 1998-99.

Second, Clark has significantly expanded articulation discussions with instructors in area high schools. A statement of the six College-wide Abilities is a key piece in a newly-developed “Professional Portfolio Project,” sponsored by the Columbia River Education and Workforce Council. (Exhibit 2.14) Faculty from K-12, Clark College and Washington State University-Vancouver are nearing completion of the two-year project to develop a format for a lifelong portfolio of assessment. If adopted, portfolios may be required of every high school graduate. The Portfolio Project serves as a direct assessment link between K-12 and Clark College. It has also opened up assessment

conversations between Clark College and WSU-Vancouver.

Undergraduate Program

The undergraduate program provides students with a substantial, coherent, and articulated exposure to a broad range of curricular offerings.

● General Education

The General Education Core Curriculum for professional/technical and academic transfer programs helps students to integrate and synthesize skills and knowledge in the fine arts, humanities, social sciences, and natural sciences. This comprehensive curriculum also incorporates the six College-wide Abilities that form the foundation of the Clark College Mission to provide quality education for our community:

Section B of the 1997-99 *Clark College Catalog* contains a description of the general education requirements for all degrees and certificates, lists of courses which satisfy the general education requirements in each category for each degree or certificate, and sample worksheets which once again list the general education requirements. Courses submitted for general education status are reviewed internally (by the division and the Curriculum and Instructional Advisory Committees) and externally (by selected faculty and staff from baccalaureate institutions. Assessment is carried out in each class, and students are assessed as they progress through programs and after they leave Clark

The General Education Curriculum introduces students to the major areas of knowledge while incorporating cognitive skills and abilities that will make them more effective learners. In addition, the curriculum builds a foundation for personal growth and an appreciation of the larger community.

Beginning in the fall of 1997, the faculty began reevaluating the College's general education requirements in light of the College-wide Abilities. The Outcomes Assessment Committee is studying how to balance the College's requirements, based on abilities, with the Washington ICRC requirements, based on traditional disciplines and, indeed, specific courses, and the Commission on Colleges' requirements, based on areas of study and differentiated between vocational and transfer.

When the re-evaluation is complete, a general education statement articulating the rationale for the general education requirements will be published in course schedules and in subsequent catalogs. The Committee's findings will also provide the criteria by which courses are to be measured for general education status. The current general education requirement for the A.A. degree includes communications, quantitative skills, and health/pe, with distribution requirements in the humanities (including fine arts), social sciences, and sciences.

General Education requirements in technical degree and certificate programs are clearly identified by class. The classes meeting the communication, computation, and human relations requirements are listed on page B4 of the 1997-99 Clark College Catalog. Attachment 2.3 includes a grid of related education for each vocational program..

Transfer

Clark's general transfer policy is described on page A4 of the 1997-99 *Clark College Catalog*. In instances in which a transfer student wishes to transfer credit to satisfy specific degree or certificate requirements, a faculty member (usually the appropriate department head) reviews course syllabi and/or catalog descriptions to ascertain whether or not the course matches Clark's in expected outcomes. Within the state of Washington, the ICRC-managed block transfer agreement ensures that students who earn a transfer degree from Clark will be able to transfer all credits to a baccalaureate institution, and satisfy all general education requirements of the transfer institution.

Advising and Testing

The College's advising process is described on page A10 of the 1997-99 *Clark College Catalog*. All new full-time students are given advising appointments so that experienced faculty and staff members can help plan a course of studies. Peer advisors are also available, and for students in special areas (Health Occupations, Applied Technology, Business) curriculum advisors located in division offices help with planning. Students have the option of continuing with the advisor who was originally assigned them, or selecting a faculty member in a major area of interest. More complete descriptions of

Clark's academic advising programs may be found in Standards 3 and 4.

Although advising is considered to be an integral part of a faculty member's job, it is recognized that some individuals have more advising duties than others. The faculty contract allows bonus payments for faculty members with an excessive number of advisees. Faculty and staff who do advising attend annual training sessions offered during Fall Orientation by the Director of Advising.

Placement Testing

Most students who register at Clark, and all students planning to study for a formal certificate or degree, must take the ASSET test for placement in the appropriate English or math class (see 1997-99 *Clark College Catalog*, p. A8, "Assessment"). Placement testing is required for all students planning to enroll in math, English composition, or courses that require as a prerequisite math, English, or reading placement scores. Credit for some developmental education courses in math and English may be applicable toward some applied degrees (see *Catalog*, pp. B4 and Section C). Students who place below college level in one or more ASSET areas are not formally limited to the number of credits they may wish to take, but are normally advised to take a reduced load.

In 1997-98, Clark participated in Transfer by Major, a pilot project coordinated by the SBCTC). The Project sought to identify transfer students who had earned 30 credits, and who had identified a major and a baccalaureate institution to which they planned to transfer. The intent was two-fold: to help baccalaureate institutions plan for transfer students, and to help students plan coursework for specific baccalaureate programs. The program will be evaluated by the State Board and the participating Colleges in 1998-99, but initial results seem promising.

Clark has also cooperated with Washington State University-Vancouver in setting up a joint admission/advising program for students planning to study at Clark for two years and WSU-V for the second two years. Again, the program will not be evaluated until the first cohorts move through the system, but the premise seems sound.

Faculty

An annual average of 166 full-time and 300 adjunct faculty teach 5600 FTE students (1996-97 numbers). All faculty meet the state requirement for a disciplinary master's degree (transfer programs) or journey/work experience (professional/technical). In addition, about half of the faculty have earned appropriate terminal degrees in their field (MFA, MBA, MN, PhD, EdD, etc.) For a complete list of faculty, their qualifications, and their assigned fields, please see Standard 4.

Most degree and certificate granting courses of study have at least one full-time faculty member assigned to the teaching staff. In smaller disciplines, the faculty member doubles as the program's director. The only exception to this general rule is the Paralegal Program, which has a part-time coordinator assigned to it.

Clark College Continuing Education Programs

Clark College has a long history of meeting the continuing education needs of the Southwestern Washington community, through Community Education, the Business and Industry Training Center, and the Mature Learning Program. The 1997 Clark College Mission Statement re-emphasizes the College's commitment to offer accessible education and lifelong learning opportunities for our community.

Workshops, seminars, courses, and training programs are offered to meet a broad spectrum of needs—from basic skills to advanced technologies. Programs are scheduled at convenient times and locations and are designed to meet the professional/technical development, retraining, pre-college and basic skills, intellectual and personal growth, and cultural enrichment needs of members of the community in Vancouver, Washington, and surrounding areas.

One of the major College-wide Abilities identified by the campus is "Life-long Learning." The ability to continually assess what one needs to know in order to achieve a specific goal, whether it be personal or professional; locate sources to provide opportunities for identified learning to take place; critically evaluate sources and educational and training opportunities; and invest time, funds, and

energy in lifelong learning are important factors in being successful. These three programs offer former and future students, and other members of our community opportunities to fulfill their quests for life-long learning.

Although not formally designated as a continuing education division, the three departments work cooperatively, as appropriate, and all report to the Director of International and Business and Industry Programs. The unit is part of the Office of Instruction, and the Director of International and Business and Industry Programs reports to the Vice President of Instruction.

Attachment 2.5 is an organizational chart. There is some overlap, and all three managers work cooperatively to avoid duplicating programs, and to make sure that community needs are addressed.

● Business and Industry Training Center

This department fulfills an important part of the college's Mission: to extend quality educational opportunities to the employers in our community. It provides three main services:

- development and delivery of customized workforce training,
- delivery of public seminars on business-related topics and professional/technical training, and
- facilitation of Clark College registration for employees who are eligible for company-funded tuition.

Clark College has experienced a growing demand for public and contract training, as a result of a number of factors:

- The number of local employers in Clark County, particularly large employers, has grown tremendously.
- Companies of all sizes increasingly look to employee development and training as a way to increase quality and productivity.
- Over the past fifteen years, the Center has established an excellent reputation as a reliable resource for high-quality, affordable training.

The Business and Industry (B&I)Training Center is staffed by four full-time employees: one director, one program manager, one program coordinator, and one program assistant. In addition, a full-time project manager has served for two years, managing a program at Vancouver's Hewlett Packard plant.

Each quarter, a number of trainers, instructors, and curriculum developers are hired as needed to deliver public seminars, workshops, short classes, as well as customized training for local employers.

The staff (with the exception of those working on the Hewlett Packard program) moved in 1996 to the Baird Administration Building and there is adequate space.

Needs Assessment

The Business and Industry Training department uses a variety of techniques to assess local training needs. For example, the Center was successfully involved very early in the effort to attract WaferTech, a large semiconductor manufacturer that recently located in Camas, Washington To date, B&I has provided over 70 hours of training to 125 of WaferTech's newly hired production specialists.

Staff is in frequent contact with human resource, training, and technical representatives of most major employers in the county. Input is regularly gathered on their individual training needs as well as trends in the industry that will require additional training. B&I Center has been instrumental in the initiation and on-going coordination of the Southwest Washington High-Tech Manufacturers' Consortium. This group of Human Resource and Training managers from seven local technology employers works together to address workforce development and training needs in our community.

The Center offers a number of public workshops, seminars and classes. At each program, input is solicited from participants regarding future training needs. Clark College faculty, especially those in technical areas who work closely with industry, are also a valuable source of information on training trends and needs.

The fact that companies continue to return to Clark College with requests to assist them in meeting their training requirements is a strong indicator that Clark is able to deliver the product they want, in a useful, convenient format.

Program Evaluation

All programs are evaluated by participants. A written evaluation is completed at the end of each pro-

gram, whether it is a short workshop or a quarter long course. In addition, for courses offered on contract, the employer also conducts an evaluation. Feedback is often obtained from supervisors and others who evaluate a participant's specific skill improvement during and after a program. An example of a thorough program evaluation is the March 26, 1997 executive summary re: BEST^2 program. (Copy in Team Room)

Faculty and Trainers

Factors considered in the selection of faculty and trainers include: content expertise; successful instructional experience, especially in a workplace setting or with other adult populations; demonstrated flexibility in responding to the unique circumstances of the worksite; demonstrated ability to adapt instruction to meet the learning styles and circumstances of the workplace audience, customer service orientation; knowledge of and adherence to curriculum standards and College policies.

Faculty and trainers are recruited through the college faculty, local employers, and through advertisements in local newspapers.

Credentials for all faculty who are teaching classes for credit are evaluated by the appropriate college departments. Trainers/instructors are evaluated and selected by the Business and Industry Training Director and sometimes by staff of the company which is contracting for the program. As appropriate, college department input on trainers for non-credit programs is solicited. Resumes and/or curriculum vitae on all trainers and instructors hired by the Business and Industry Training Department are available in the director's office.

Records

All students taking a program for credit are formally registered at Clark College. Their grades and credits are transcripted by the Registrar's office.

Participants taking non-credit programs are registered directly by the Business and Training Center. Certificates of attendance are awarded to participants who complete programs. The Business and Industry Training Department maintains records of program attendance and/or completion for six years. For example, the Center maintains a list of over 4,600 individuals who have received a certificate of completion of the Washington state-mandated HIV/AIDS training.

We are currently investigating the advantages of awarding Continuing Education Units with the College's Registrar maintaining those records.

Credit Classes

While most of the programs offered through Business and Industry Training are non-credit, a few credit classes are offered. Sometimes a company will request that an existing course be offered on site. Occasionally, a company will want a custom-designed course offered for college credits. In either case, any course offered for credit must be approved by the college's Curriculum Committee, in the same manner that all credit classes are reviewed and approved. Course approval documentation and syllabi are kept in the Office of Instruction along with similar documents from all campus departments.

Programs

Contract training has changed dramatically in the past two years. In the past, most contracts were with small employers or public agencies for individual classes on a single topic. Today, training development often requires extensive time and resources to conduct research, needs analyses, feasibility studies, pilot training, and negotiation before contracts are secured. The growth of high-technology companies in our area requires a greater investment of time and energy to identify the appropriate developers, trainers and resources. Examples include large contracts with Hewlett-Packard and SEH America, both of which required many months of advance work by the Center's staff.

Since late 1993, customized training has been delivered to over 4000 employees from several different businesses and agencies including Hewlett-Packard, SEH America, James River (Fort James) Vanalco, the State Department of Personnel, the Clark County Auditor's Office, the Department of Ecology, and the Southwest Washington Area Agency on Aging.

A spreadsheet identifying contract training the Center has provided to local employers from late 1993 through March 1998 is included among the exhibits for Business and Industry Training. A second ex-

hibit documents large-scale training programs offered by the Center.

The Center works with College departments to extend training to their constituents. For example, a project with the Automotive Department provides training to emissions specialists and other mechanics. Other College departments involved in joint projects with the Center include: Parent Education, Pharmacy Technology, Nursing, and several in the Applied Technology division.

Since the fall of 1994, the Center has offered over 140 public workshops, seminars, and classes, serving more than 1,200 participants. Brochures describing these programs are included in our Exhibits.

Support Services

For many on-site projects, it has been important to assess the basic skills of program participants. In most cases, assessments are tailored to the training and are built into the program. For example, as part of BEST2, the extensive workplace basic skills program offered at Hewlett-Packard, assessments were developed to test workplace applications for math, writing, and reading. Students are advised which training options are most appropriate for them.

When a company's employees are planning to take credit classes, the Center administers the ASSET (College math and English placement) test or the SLEP (English as a Second language) test on-site. During the 1997-98 academic year, the Center administered ASSET tests to more than 50 employees at SEH America and 15 employees at Ft. James Corporation. The SLEP test was administered to 10 employees at SEH America.

The Center also assists employees of local companies who are registering for classes on campus. Since 1994, the Center has registered 542 employees for Clark College classes.

Budget

The college provides 20% of the salaries and benefits for each of the four permanent, full-time employees in the department. All remaining costs, out-of-pocket and overhead are generated through fees charged for programs and services. The Center delivered just over $550,000 in training services during the 1997-98 fiscal year. The amount varies each year, depending upon the number and size of projects.

A portion of the revenue from Business and Industry Training is used to keep a state of the art microcomputer lab dedicated for continuing education offerings. A new lab was purchased at the end of 1996, making our lab the most up-to-date on campus.

Fee Schedule

Fees for business and industry training programs are set to cover direct and indirect costs and to be competitive in the Portland, Oregon/Vancouver, Washington training market.

Fees vary from project to project and are based on the type and length of the training, the number of participants, the location of the program, materials required, and the amount of development needed.

Refund Policy

Full refunds are provided for business and industry training programs if the college cancels the offering, or if requested by the participant at least five working days prior to the beginning of the program.

● Community Education

The Community Education program is the primary provider of programs for personal development and cultural enrichment. In addition, the department delivers programs to meet other aspects of the college's mission, including some professional development programs and job training. In keeping with the college's commitment to lifelong learning, the department offers programs for youth as well as adults.

The Community Education department is staffed by a full-time manager and two full-time program assistants and five part-time office assistants most quarters. This staff is made up of student and part-time temporary clerical workers. The department has requested a permanent, full-time office assistant to replace two of the temporary part-time assistants beginning September of 1998.

The staff is located at the College facilities at Town Plaza, a mall approximately three miles from the main campus. The Town Plaza facility also houses the ABE and ESL programs.

The Community Education department has five classrooms in which it is responsible for scheduling credit classes for campus departments and its own programs. The department also has one dedicated microcomputer laboratory, which is used exclusively for continuing education programs. Equipment in the microcomputer lab is purchased through fees charged for microcomputer training by Community Education, Business and Industry Training, and Mature Learning. Use of the lab is shared among all three programs.

The Community Education Manager also serves as a liaison with the Town Plaza Mall management regarding security, safety, maintenance, and custodial services.

Clark College serves the area of Vancouver School District in an agreement with the district. The school district provides access to public school classrooms at no cost. The Vancouver/Clark Parks and Recreation Department contracts with Clark College community education to provide programs in the Hazel Dell area of Vancouver.

Needs Assessment

The Clark College Community Education Manager meets regularly with the directors of neighboring community education programs to discuss program needs and to jointly promote programs.

Some programs offered through community education have their own advisory committee (e.g., continuing education program for chemical dependency counselors); another program (Small Business) is supported by the SBDC, through Washington State University, and input on programs is solicited throughout the state.

The Community Education Manager stays current on regional offerings and trends and actively seeks out new programs.

Written course evaluations solicit also solicit ideas for future offerings.

Program Evaluation

Program content and instructors are evaluated at the end of each session in all Community Education programs. Participants receive requests for written evaluations by mail. Feedback is passed on to the instructors in order to improve the quality of their classes. Faculty who do not receive an acceptable rating on these evaluations are not scheduled to teach again.

Students in some programs, such as the Flagging and Traffic Control Certification program, are required to complete a test to receive their certificate. During the 1996-97 academic year, 490 people completed this program and were certified; as of April 1998, another 336 have been certified.

Records

Community Education program registrations are processed by the Community Education staff, and are recorded in the College Student Management System (SMS). Class rosters and registration confirmations are generated by the same system.

Certificate of attendance area awarded to participants who compete computer workshops and classes, and chemical dependency training.

Programs

The Community Education program offers a variety of classes in the following areas:

- Arts/Crafts/Hobbies
- Personal Finance & Law
- Home and Garden Improvement
- Languages
- Music, Dance and Theater
- Personal Enrichment
- Family Life
- Sports and Fitness
- Microcomputers
- Small Business
- Flagging and Traffic Control
- Wellness
- Trips and Tours
- Continuing Education for Chemical Dependency Counselors
- Mini College for Kids

Beginning Summer of 1998, Clark College Community Education offered a new program, Mini College for Kids. Classes include topics such as Marine Biology, Junior Engineering, Sign Language, Spanish, Japanese, Math, Drama and other areas of interest. Classes were held on the Clark

College campus in order to give students the experience of being on a college campus.

In addition, the Community Education program offers "Exploring New Options," a major half-day program for female students in junior and senior high school. Presenters share information on careers in science, math, and industry. Approximately 1,400 students attend this free workshop that brings high school students on the College campus, and introduces them to women who work in a variety of non-traditional fields.

Instructors

Between 150 and 200 instructors are hired quarterly to conduct community education classes and programs. Instructors and course leaders for the non-credit community education programs are selected based upon their experience teaching, professional experience, as well as formal education. Most instructors are paid in the same manner as regular faculty, and are required to submit completed faculty applications. A small percentage (less than 5%) are hired through contracts with co-sponsoring organizations. Background information on faculty is available in both Personnel Services as well as at the Community Education offices in Town Plaza.

Budget

The Community Education program is almost entirely self-sustaining. The program generated approximately $400,000 in fees in 1997-98; (including $9,000 from the Vancouver/Clark Parks and Recreation Department for services provided in Hazel Dell.) The College contributed $22,752 toward the staff salaries in 1997-98 and we have requested an additional $5,000 for the 1998-99 year. All remaining costs, out of pocket and overhead, are generated through fees charged for programs.

Fees and Refund Policy

Fees are determined by the cost of delivering the program. An effort is made to keep our fees competitive with other community education programs in Clark County as well as similar programs offered by the local Parks and Recreation department.

If a class is cancelled by the College, participants are notified and a full refund is issued. Refund policies are stated in all promotional material regarding programs, trips and tours.

Cooperative Agreements

The Southwest Washington Chemical Dependency Consortium contracts with the Clark College Community Education department to provide low-cost professional continuing education programs for staff, interns, and volunteers of member agencies. Member organizations are required to provide a maximum of one training event every two years and training must meet the criteria prescribed by the Washington State Division of Substance Abuse (DASA) for professional continuing education.

The College is required to review DASA applications and maintain the information on file for three years. The Consortium's training program is now also recognized by the Addiction Counselor Certification Board of Oregon (ACCBO) for alcohol and drug counselors. Jointly, we offer 12 training sessions per year; from April 1997 through March of 1998, 428 participants registered for these programs.

Credit Classes

If the Community Education program wants to offer a credit class, the Community Education Manager makes the request to the appropriate Division and Department Chairs. The academic department is responsible for hiring an instructor and ensuring that the approved curriculum is covered. Students are registered through the College's Registration Office and academic records are maintained and transcripts provided from Registration.

Mature Learning Program

The Mature Learning Program is designed to provide learning and socializing opportunities in the academic setting for students over 55 years of age. This program carries out the College Mission to provide accessible education to a growing segment of our community. It exemplifies the concept of lifelong learning, by offering both personal development and cultural enrichment programs. Classes are held both on campus, when space is available, and at the Town Plaza Center.

Staff have helped organize and chair a SW Regional Council for the Washington Humanities Commission and bring speakers from their Inquiring Mind series to Clark College at no cost to the public.

The department is staffed by a Program Manager (65%) and a part-time program assistant and assisted by a skilled corps of volunteers

The program office is located in the lower level of Gaiser Hall, convenient to the Archer art gallery, the faculty dining room and cafeteria, and the library.

An active Advisory Committee meets monthly to help with planning the program, searching for faculty, forming liaisons in the Vancouver community, organizing special events, giving meaningful feedback about classes and seminars, and mailing the quarterly brochures. (see exhibit in Team Room

Needs Assessment

As part of the overall evaluation process, participants are invited to suggest ideas for programs. A subcommittee of the Advisory Committee focuses on curriculum. The program has a strong cohort of senior citizen leaders who take great pride and ownership of the Mature Learning Program. They actively lobby for the program, for particular classes or faculty.

Program Evaluation

Written evaluations are completed by participants at the end of each program. Staff attend most of the classes for at least part of the program. Participants are vocal about what they like, what they don't like, and what they want included in the future programs.

Faculty Selection

Most faculty who teach in the Mature Learning program are current or retired instructors from Clark College or nearby colleges and universities. Faculty are carefully selected by staff and advisory committee members.

Occasionally experts from Vancouver and Portland are recruited to teach a specific class. For example, a practicing physician from Portland teaches classes on medicine for seniors. In Fall of 1997, a psychiatric social worker in private practice in family therapy taught a class on grandparenting.

Records

Mature Learning students register for non-credit classes through the College Registration Office. Registrations are counted as credit equivalents. Samples of ratios for credit equivalents are as follows: ten lecture hours is recorded as l credit equivalent, 22 lab hours for programs such as Vigor in Mature Learning is recorded as l credit equivalent. An art studio program, such as Water Color, includes 11 hours of lecture, plus 22 hours of lab, for a total of 2 credit equivalents. Participants do not receive certificates nor are classes transcripted.

Budget and Fees

The annual budget for the Mature Learning program is $113,400. The state provides $27,081 in support for the program, covering most of the program manager's salary. In addition, the College provides approximately $30,000 for faculty. This allows most classes to be offered for only 30% of regular tuition. Students pay a $16 fee for 10 hours of instruction.

Some special programs, especially tours, are offered on a self-support basis; funds generated from these programs also pay for a part-time program assistant, and a small portion of the program manager's salary. In 1997-98 the self-support portion of the budget was $56,594.

Refund Policy

Requests to drop a class must be made five business days in advance of the first class meeting to be honored in full. Trips and tours require two to three weeks advance notice on cancellations due to advance ticket purchase and travel or housing reservations. Fees are refunded in full for all classes cancelled by the college.

Programs and Enrollment

Most programs are offered in a five-week format, two hours per week. Each quarter is divided into two sessions. Classes include art, exercise, computers, history, science, humanities, social science, and current affairs. Day trip programs include visits to tour historical and art exhibits, opera, theater, and ballet performances, gardens, and others.

Registrations run between 1100 and 1200 per quarter. A limited program is offered during the Summer

Enrollment Growth	Fall 1996	Fall 1996
Number of registrations	827	1224
Number of individual students	450	637
Number of programs	24	38
state-support	19	24
self-support	5	14

In 1990, the program was limited to offering 110 classes per year with state support. Holding to these targets for state supported classes, the program will grow only in the self-support category. But as Clark County becomes more and more attractive to the retired population, growth in this program seems inevitable. So far, offering the needed additional classes on a self-sustaining basis is working well and we expect to be able to expand the program in this mode.

● Future Plans

The three Continuing Education departments are beginning to work more closely together. Although not located in proximity to each other, the managers published a joint publication to promote their programs in Fall of 1998. *Choices*, a schedule of non-credit offerings, will be published quarterly And provide the community a more comprehensive view of the continuing education efforts at Clark College.

As the College expands facilities, we have requested a location to house all three departments together.

Hiring Clark College faculty to teach in any of the three continuing education programs (Business and Industry Training, Community Education, and Mature Learning) is complicated by faculty loads established by the college. We are currently looking at the load that has been determined for the Mature Learning Program and proposing changes. College policies also need to be reviewed in terms of faculty working for the other two departments as well.

Additional permanent staff are needed in both Community Education and B&I Training.

We are investigating the use of the national continuing education unit as a way of recording participation in programs offered by the Business and Industry Center and some by Community Education.

Study Abroad Programs

Clark College has a limited study abroad program, but, as a global perspective becomes more critical to lifelong success, Clark College has increased its emphasis on international education. One of the College-wide Abilities adopted by the campus is "Global/Multicultural Perspectives." We expect students graduating from Clark College to be able to:

- demonstrate respect for different cultures
- demonstrate ability to work effectively within a diverse group
- demonstrate sensitivity to biases, his/her own or others.

As part of our effort to provide opportunities for our students to develop these skills, we are looking for more opportunities for our students to study and live abroad. A typical community college student, with limited funds and family responsibilities, finds it difficult, if not impossible, to participate in a traditional quarter- or year-long study abroad program so we have focused on short-term programs. In recent years we have offered programs in Germany, England, Ireland, and Spain.

Study tours at Clark College have been led/taught by regular Clark College faculty and have been designed to supplement regular departmental curriculum in accordance with the college's mission and outcome objectives.

We do not operate any branch campuses or centers in any other countries.

● Financial Aid

Students qualifying for financial aid may use the funds for their study abroad program. The College International Programs Office also makes available a minimum of three $500 grants annually to Clark College students for study abroad.

The Clark College Foundation provided a total of $6,000 toward airfare for the 1998 program in Spain, and has allocated another $10,000 toward

student airfare for the 1999 program in Germany. (see exhibits for funding proposal)

Staffing Abroad

All study tours offered to date include a minimum of one Clark College staff member on site. Our German instructor accompanies the students on the trip to Germany, and German faculty from our partner school are also available to assist students. The England program and the Ireland program each included one faculty member for the academic coordination, and one staff person for logistical coordination. The study program in Spain included one Clark College faculty member as well as a Spanish faculty member from the University of Valladolid. Staff are available to assist with travel arrangements, lodging, illness, and any emergencies which may arise.

Risk Management

As of Spring of 1998, forms were revised notifying students of the risks they are assuming by participating in study abroad programs. (see Exhibits).

Use of Commercial Study Tour Brokers

We have used a commercial study tour broker, Council Travel, only once to deliver a study abroad program. While it provided some convenience to have one agent represent us, we concluded that we could get better services and better prices if we maintained more control and worked directly with vendors or subcontractors on site. For the Ireland Tour we used the services of University of Limerick for much of our lodging, many meals, site visits and local transportation. We were very satisfied with the services we received, and the prices were extremely competitive. For the Spain program, we worked directly with the University of Valladolid for instruction, housing, and some cultural activities. This arrangement also provided us with high quality services and very competitive prices. All other arrangements, including airfare, were made by Clark College staff.

Specific Programs

German Exchange Program

This program, offered in cooperation with Heinrich Hess Gymnasium in Essen, Germany, is delivered in alternate years. The year 1999 will be the fourth time we will offer this unique program.

Designed by the head of the Foreign Language Department at Clark College and an instructor at Heinrich Hesse Gymnasium in Essen, students from Germany come to Clark College for three weeks in March, followed by a visit by Clark College students to Germany the following summer. As a result, students spend six weeks together in this unique, cross-cultural experience in two different countries.

College credit for this program is optional; students wishing to earn credit register for Germany 290, Special Projects and work out an individual contract with their instructor for assignments to be completed.

England Program

In summer of 1997, a three-week study program in England was taught by a College history instructor. This program included a preparation course prior to the trip, as well as a three-week tour of England. Students had the option of earning five credits in Humanities (Humanities 280: Selected Topics English History and Culture) or History (History 280: Selected Topics English History and Culture) for 5 credits. Thirty hours of instruction took place during Spring quarter, providing students with an overview of the history of England, as well as information about theater, the arts, literature and other English culture. An additional twenty hours of instruction was provided on site in England and a total of five credits were awarded to students who also successfully completed the tour and a written assignment upon return.

Ireland Program

During the summer of 1998, an eighteen-day study tour to Ireland was completed. A total of 21 participants signed up for this program, and they were accompanied by two Clark College staff members, a full-time History/English instructor and a program assistant in the College's international center.

A twenty-hour orientation class on Irish History and Culture was offered through the Mature Learning Program the preceding Winter Quarter. A thirty-hour credit class was offered for the general student population during Spring quarter. Both classes were open to the public, but tour participants were required to complete one of the classes.

A copy of the course syllabus, travel itinerary, and release form are included in our exhibits.

Because of the strong interest in this program, it may be offered again in 1999.

Spain Program

Thirteen students participated in a four-week study program offered at the University of Valladolid in Spain during the summer of 1998. Again, we used the model of a preparation class during the quarter prior to the international experience. A part-time Spanish instructor, researched the University of Valladolid intensive Spanish language program, through contacts in Spain. In addition, the head of the Spanish Department made a site visit in the summer of 1997. The University of Valladolid offers classes at beginning to advanced levels, provides housing, either in host families or in dormitories on campus, and arranges many cultural activities and field trips for students. Exhibits include the University of Valladolid brochure, a sample release form, and credit requirements for the class.

Because of the varied levels courses offered at Valladolid, we were able to accommodate students with very little Spanish language experience, as well as students who have relatively advanced skills.

● Future Plans for Study Abroad

We expect to continue to offer similar short-term "study tour" type programs. We currently have no plans to expand our program to include quarter-long programs, or foreign sites. The International Center continues to provide a variety of resources on studying and working abroad for individual students whose needs are not met by these limited offerings.

Distance Delivery of Courses, Certificate, and Degree Programs

Clark College offers telecourses through public television or cable cast over local cable TV; video/computer based courses; two-way interactive TV courses; and online courses for populations who are unable to take courses offered on the campus or whose class schedule prevents them from enrolling in campus based classes. These populations consist of people who are job, place, or time bound; who were not able to register for a campus class section because it was filled; or whose learning style makes a distance delivered course more suitable for them. At this time, the College does not offer its own certificate or degree programs via distance delivery. Clark College will be a member of the Washington State Online Consortium which will be providing students the opportunity to earn an AA transfer degree online by taking online courses delivered by several of the Washington Community and Technical Colleges.

● Approval and Purpose

Clark College's Mission, Vision, and Values statements address providing the opportunity for a diverse population to achieve educational and personal goals through accessible education. Distance delivered courses directly support these statements and are carefully being expanded as training is made available to faculty, as technology becomes more available, and as funding permits.

Students must meet the same entry requirements as students enrolled in campus-based courses. All new courses are approved through the established College procedures and guidelines.

● Curriculum Courses and Programs

Each distance delivered course provides opportunities for interaction between the faculty and students and some provide for interaction among students. Minimally, this interaction consists of the course orientation, mid-term test and final exams. Some instructors require regular campus study/exam sessions; some add electronic mail components to their courses. Courses being offered online include bulletin board interaction between faculty and students and between students. Some of the video-based courses and telecourses have also included an email component. The two-way interactive TV courses utilize the telephone, fax, postal system, and email to interact between class sessions.

Each distance-delivered course has a course syllabus which states learning objectives, outcomes and competencies and meets the same requirements as the campus based course. Assessment of individual student achievement varies with each course. The types of assessment include problem sets, journals, written assignments and written exams.

Faculty Support

The College established a CyberCurriculum Center in 1996 to offer training for faculty in the use of the various media and technologies to enhance the teaching of their courses. Curriculum development monies are available through the Clark II faculty development funding and a distance learning development account to assist faculty in developing distance delivered courses. Because the college is just beginning to offer courses in modes other than telecourses, we are in the planning stages for ways to enhance faculty support in these endeavors.

Faculty more experienced with technology are mentoring others. Faculty receive funding to attend distance learning conferences.

Students and Student Services

Distance delivered courses offered by Clark College are included in the quarterly class schedule listed under the departmental listings. Course descriptions includes reference to the College Web Site for more information and include a phone number for students who need to rent telecourse tapes if they do not have access to cable television.

In addition to course information in the quarterly schedule, the Office of Instruction prepares a quarterly flyer advertising the available distance delivered courses that is made available to Admissions, Division Chairs and college advisors and displayed in the Registration area. The flyer is also distributed to banks, community libraries and local businesses. (see exhibits for copy of flyers and schedule)

The College belongs to the Oregon Community College Distance Education Consortium which also produces a brochure for students listing distance delivered courses. This brochure lists the Clark College Web Site for further information. Clark also belongs to the Washington Council for Distance Education and the Council lists its offerings through the Washington Community and Technical Colleges web site.

Course descriptions include information addressing what is needed to succeed in a course delivered via a distance mode; i.e. student orientations, cable TV channels, airing times, hardware, software, and the alternatives that are made available if students have no access to the needed equipment.

Distance students may register by mail, fax or in person. The College will begin pilot testing telephone registration during 1998 and will then begin to address on-line registration and advising processes utilizing the College Web Site. Students taking distance delivered courses are able to purchase their text books and other materials from the College Bookstore via telephone or fax.

Learning Resources

Students at Clark College have access to the internet and the web, and thus can access the Fort Vancouver Library and its regional branch libraries as well as the PAL (Periodical Articles on Line) and PORTALS, (a Portland-metropolitan Virtual Research Library.) It is under consideration at this point to house copies of the telecourse videos at the branch libraries for those students who do not have access to cable TV or who are not able to come to the campus to view the videos in our campus library. The Office of Instruction also has information available for students to rent video tapes from an outside vendor if they do not have access to cable TV or cannot access our campus library or one of the branch libraries.

Commitment to Support

The College has made a commitment to offering and supporting distance-delivered courses. A plan is being developed to address the kinds of financial and technical support needed by the faculty, staff, and students. The College will need to make a decision as to what types of distance-delivered courses it needs to provide for its constituents; the available resources for technology and support; and the training for appropriate staff, faculty, and students. The Student Services area of the College, the Office of Public Relations, the Computing Support Department, the Library and Media Services, and the Associate Dean of Instruction are planning to provide quality support to both faculty and students who are teaching and taking distance learning courses.

The College's goals for the year 1997-98 were to double the number of courses available via distance delivery. An increase in curriculum development monies will be needed as well as resources for training of faculty and technical assistance for faculty, staff and students. The College will need to decide if it will continue to provide electronic mail

access to students, and how it will provide the training and necessary equipment for faculty.

● Evaluation and Assessment

The Oregon Community College Consortium, of which Clark College is a member, has its member colleges conduct an annual survey of students taking telecourses each Fall. Those results are tabulated at each college and sent to the Consortium. In addition, each department conducts student evaluations of all instructors including those teaching distance education courses. (see Exhibits).

There are state and regional efforts with the state of Oregon to identify/create useful and applicable evaluation tools for courses taught in the other distance learning modalities besides the telecourses.

Attachments

Attachment 2.1	General Instruction organization chart
Attachment 2.2	Instructional Divisions organization chart
Attachment 2.3	Related Education grid

Appendices

Appendix 2.1	Degrees Granted 1996-1998
Appendix 2.2	1994-99 Assessment Plan
Appendix 2.3	College-wide Abilities
Appendix 2.4	Syllabus Guide sheet
Appendix 2.5	General Education Outcomes
Appendix 2.6	1997-98 Accountability Plan

Materials in Team Room

Exhibit 2.1	Division Reviews
Exhibit 2.2	Revised Division Review
Exhibit 2.3	DATA/DACUM materials
Exhibit 2.4	Block transfer agreement
Exhibit 2.5	Course/curriculum change procedures
Exhibit 2.6	Program termination procedures
Exhibit 2.7	*1994 Interim Accreditation Report*
Exhibit 2.8	Mini-grant Reports
Exhibit 2.9	Syllabus Project materials
Exhibit 2.10	Vocational Program Competencies
Exhibit 2.11	Student survey on Abilities
Exhibit 2.12	Faculty evaluations and comments
	Syllabus Project
Exhibit 2.13	*Voices,* Assessment Newsletter
Exhibit 2.14	Portfolio Project Materials
Exhibit 2.15	BEST2 program
Exhibit 2.16	Summary of Contract Training
Exhibit 2.17	Business/Industry Training Materials
Exhibit 2.18	Community Education Materials
Exhibit 2.19	Mature Learning Program Materials
Exhibit 2.20	Study Abroad Materials
Exhibit 2.21	Advisory Committee Minutes
Exhibit 2.22	Curriculum Committee Materials
Exhibit 2.23	Instructional Advisory Council Materials
Exhibit 2.24	Clark College *Catalog*
Exhibit 2.25	Brochures, announcements, class schedules
Exhibit 2.26	Articulation Agreements
Exhibit 2.27	Alumni Study
Exhibit 2.28	Student course evaluation form
Exhibit 2.29	Admission, Retention, Records Procedures
Exhibit 2.30	WAOL Information
Exhibit 2.31	Distance Learning Fund Request Form
Exhibit 2.32	Clark College Distance Learning Flyer
Exhibit 2.33	OCCDEC Flyer
Exhibit 2.34	Distance Learning Course Descriptions
Exhibit 2.35	Clark College Library and WAOL Resource Information
Exhibit 2.36	Columbia Gorge Area Surveys – Blank
Exhibit 2.37	Distance Learning Survey
Exhibit 2.38	Telecourse Survey Form/Multimedia Course Survey Form
Exhibit 2.39	OCCDEC Evaluation Form

Additional Exhibits include Department and Program Notebooks

Attachment 2.1 – Organization Chart

Attachment 2.2 – Organization Chart

Attachment 2.3 – Related Education Grid

Applied Technology Division

Overview

The Applied Technology Division is comprised of twelve professional/technical programs.

- *Automotive*
- *Construction* (Joint Venture with Clark County Vocational Skills Center)
- *Culinary Arts:*
  Professional Baking
  Cooking
- *Diesel*
- *Electronics:*
  Electronics
  Data Networks and Telecommunications
- *Graphics Communications/Printing:*
  Electronic Publishing and Multimedia
  Printing
- *Machining*
- *Manufacturing Technologies*
- *Welding*

Each department comprises one or two full-time, tenured faculty, supplemented by adjunct teaching faculty as required. A number of the programs offer both a two-year Associate in Applied Science Degree and a Certificate of Proficiency.

Administratively the program departments are supported by a full-time (100% release time) Division Chair who reports to the Vice President of Instruction and three full-time classified staff members: a Division Secretary, a Program Advisor and an Office Assistant III. The Division recently added a full-time Machinery Mechanic position, which supports instructional programs through general maintenance, repair and fabrication of instructional training aids, and other equipment needs.

Mission and Goals

The mission of the A.T. Division is to provide students from diverse backgrounds with high-quality education and practical instruction and learning experiences for entry and success in the labor market.

The programs provide:

1. *Comprehensive Education.* Each major program area offers students comprehensive and relevant hands-on professional/technical training. The curriculum is competency based by its very nature and is regularly revised and updated in response to the introduction of new technology and recommendations from program Advisory Committees.
2. *Access to Education.* Along with our regular student population, overseas students have regularly enrolled in programs as have high school students in the Running Start program.
3. *Student Success.* A number of interventions and processes exist to help students achieve success at Clark and in the workplace. The Division Advisor meets with students prior to program entry and at quarterly intervals thereafter. Program faculty evaluate students' progress, and assist them in course and career advisement.
4. *Community Partnerships.* Each department in the Division works closely with representatives from industry on a Program Advisory Committee which meets two or three times each school year. Many of the programs also have specific co-op arrangements whereby students attend industrial/business sites to experience first-hand working conditions and employment needs in that industry.

Student Learning Outcomes

See individual programs.

Assessment of Goals and Outcomes

● Assessment of Goals

- Annual Student Follow-Up Survey.

- Employment of students and continued demand for students from local industry.
- Work of Data Panels conducted every 5 - 7 years.
- Feedback from Program Advisory Committees.
- Anecdotal evidence from students and employers.
- Curriculum certified by national organizations.
- Course Assessment tools that confirm growth in student learning.

Assessment of Student Outcomes

- National Board examinations.
- Student projects and/or portfolios.
- Satisfactory course and program completion.
- Anecdotal evidence from students and employers.

Curriculum and Instruction

The content of A.T. Division curriculum mirrors the fundamental job requirements of industry.

Curriculum changes during the last 5 years, address the six College-wide Abilities: Communication; Critical Thinking; Information/Technology; Lifelong Learning; Effective Citizenship; and Global/Multicultural. Curriculum and assessments for each major program have been revised to ensure that course syllabi incorporate learning objectives in these key areas.

Instructional Staff

Full-time Faculty ---------- 23
Adjunct Faculty ---------- 30
Other Instructional Staff ---------- 3

Evaluation Processes

Full-time, tenured faculty are evaluated every three years for two quarters in the majority of their classes. Students, peers (at least two) and the Division Chair, conduct these evaluations. Samples of the documentation used in these evaluations are included in the Team Room.

A tenure committee is established for each full-time, tenure-track faculty member. The committee is chaired by the Division Chair or Associate Dean and meet once a quarter during the evaluation process. Student evaluations are conducted every quarter in every class. In addition, there are a minimum of three committee classroom observations per year.

Adjunct faculty are evaluated by students in each class every quarter during their first year and (provided there are no adverse evaluations or issues) subsequently every other quarter.

Facilities, Equipment, and Technology

Physical facilities of the A.T. Division are primarily concentrated in the Andersen Vocational Complex of buildings, AA1, AA2, AA4, AA5 and the Diesel Building. Buildings are structurally sound and in reasonable condition considering their age. The Culinary Arts Departments are located in the west area of Gaiser Hall.

There is a wide variety of program equipment housed in these facilities. The complete list of inventory by program is included as an exhibit in the Team Room.

Technology resources are available throughout the campus. All faculty and staff offices have access to e-mail and the Internet. Large program computer labs are located in AA4/105 (Graphics Communications/Printing, Machining, and AutoCAD); AA4/109 (Electronics/Data Networks and Telecommunications); smaller computer labs are located in AA1 (Automotive), AA2 (Machining), and AA5 (Graphics Communications/ Printing). The Library houses a large open computer lab as well as a large collection of reference materials and videos. Media Resources loans projectors and other equipment for multi-media presentations. The Bookstore holds a wide range of software and equipment supplies as well as providing student textbooks each quarter.

Strengths

- Combination of lecture and hands-on lab classes with practical applications commonly found in industry.
- Knowledgeable faculty committed to the workplace success of their students.

- Strong industrial/business contacts with employers in the Portland/Vancouver metro area.
- Partnerships with major employers, e.g., Toyota, South West Semi-Conductor Consortium, Cisco, Halton, Hewlett Packard.
- Active program Advisory Committees, providing input to curriculum and equipment purchases.
- Articulation agreements with local high schools and community colleges.
- The Vocational Education Student Center (VESC) conveniently located on campus.

Challenges

- To successfully compete with private schools who have large advertising budgets. Clark College does very little in the way of program promotion and this places the A.T. Division at a disadvantage.
- Most of the A.T. Division faculty offices are located on the upstairs level in Bldg. AA5. Many of the offices are internal - there are no windows and the heating and ventilation system does not always operate effectively.
- There is no ADA access to the upstairs level in AA5 or the computer lab in AA4.
- To work with outdated equipment in some programs.
- The contact hours load for A.T. Division faculty is 18, 21 or 24 hours, dependent upon the individual department program. The challenge is to provide a more equitable balance of faculty contact hours on campus (or related release time) that will allow faculty to satisfy the numerous out-of-class demands on vocational/technical instructors.

Recommendations and Action Taken

- **Consolidation of Automotive Program. A campus decision has been made to move the AA4 Automotive Lab to AA2, alongside the present major automotive shop in AA1. This work will be undertaken during the summer of 1998 and result in the Automotive Program being located in one contiguous location in AA1/AA2.**
- **Technology Center. As part of the above move, the Manufacturing Technologies program is moving from AA2 to AA4 to form a "High Tech" center in AA4 with the Electronics and Data Networks and Telecommunications programs. The State of Washington has approved a major grant of $2.1M for the renovation of AA4 commencing the summer of 1999. This will provide additional square feet for classrooms and labs on the upper level of AA4 and elevators to permit ADA access (currently not available).**
- **State funds are being used this summer to improve the Food Court and Dining Room area in Gaiser Hall. Additional funds have been requested from the Clark Foundation for new cooking equipment to be purchased and installed during this next year.**
- **Major Equipment Items. The annual State allocation of equipment dollars is insufficient to permit major individual purchases. The Clark College Foundation is making $425,000 available to the campus from the Andersen Endowment in 1998-1999 and proposals for various large ticket items have been submitted to the Foundation.**
- **Discussions are being held with Eastern Washington University to offer four-year BS in Technology Degree. Students would be required to complete an additional 40 Clark credits and 60 credits from EWU. EWU plans to launch the program with Clark in the Fall of 1998.**
- **As part of the cycle of improving computer labs on campus, the AA4 Tech. Lab is scheduled to receive new computer units in the summer of 1998.**
- **Clark has formally agreed with Cisco Co., a leading national manufacturer and supplier of data network equipment and services, to become a regional center for teaching the Cisco curriculum. As part of this agreement Clark will be provided with equipment for use in the program. A grant is also being received from the State of Washington for this project.**
- **The Welding Department is already working with the American Welding Society as a welder training facility. Part of this project is to break down major curriculum components into smaller modules, which may be**

taken by students over shorter periods of time.

- **Permanent regular funding for the Machinery Mechanic position is being sought.**

Plans for the Future

- Develop campus marketing plan.
- Consider adding courses in the evenings and on weekends, as well as continuing the emphasis on various forms of distance education.
- Continue successful partnering with faculty in English, Art, Computer Science and Math departments and extend to other departments.

Special Accreditation or Certification Programs

- *Automotive* - Curriculum certified by the National Association of Technical Education Foundation (NATEF).
- *Baking* - Curriculum certified by the Retail Bakers of America (RBA).
- *Data Networks and Telecommunications* - approved as a Regional Training Center by Cisco Co.
- *Graphics Communication/Printing* - Curriculum accredited by PrintEd (National competency-based program).
- *Welding* - Registered with the American Welding Society (AWS) as an authorized training site for the Entry Level Welding program.

Materials in Team Room

- Division and Department Notebooks
- Quarterly reports
- A.T. Division color program brochure
- Student Follow-up Surveys
- Quarterly Computer Lab Schedule
- Five Year Equipment Replacement Plan
- Campus data of FTE students and Faculty/Student ratios
- Division Web pages
- Job Announcements from Student Employment
- Listing of Course Approval changes over the past year
- Faculty Evaluation documents: cover letter; supervisor form; peer observation form; self-evaluation form; student evaluation form.
- Summary Use of Vocational Education Student Center.

Automotive Technology Program

Overview

The Clark College Automotive Program is a two-year National Automotive Technicians Education Foundation Inc. (NATEF) certified program that teaches to the eight National Institute for Automotive Service Excellence (ASE) areas.

The Automotive Program is designed to give the students six options:

- To earn an Associate in Applied Science degree in Automotive Technology.
- To earn an Associate in Applied Science degree in Toyota Technology.
- To earn a Certificate of Proficiency in Automotive Technology.
- To complete courses to have entry-level skills in one or more ASE area.
- To complete courses to update technical skills.
- To complete courses for personal growth and educational development.

The Automotive Department has established a business partnership with Toyota. This has strengthened the Department and correlates with its primary objective - student employment. Toyota provides direct assistance with curricular development, repair manuals, training aids (component parts and complete vehicles), audio-visual materials, scholarships, instructor training, cooperative work experience, employment and recruitment funding.

Departmental students who have decided to enter management or engineering technology programs may transfer to four-year technical colleges, i.e., Oregon Institute of Technology (O.I.T.), Montana State University Northern, and Weber State.

Mission and Goals

The primary objective is to provide individuals with quality academic, technical, and professional skills required for entry-level employment in the automotive industry. At completion of the Automotive Program all students will:

1. Be prepared for employment in the industry or to continue their education.
2. Be able to grow and adapt to changes in the

Student Learning Outcomes	Ability Link
Interpret and verify driver complaints.	CM, CT, IT, LL
Determine and perform needed repairs.	CT, IT, LL
Comply with all personal and environmental safety practices that relate to the automotive industry associate with clothing , eye protection, hand tools, power equipment and handling, storage and disposal of chemicals in accordance with local, state, and federal safety and environmental regulations.	CT, EC, GM, IT, LL
Comply with all automotive shop policies associated with customers, vehicles, shop operation, tools and equipment, chemicals, clothing, and professional skills in the work place.	EC,GM, IT, LL
Work collaboratively by expressing opinions with tact, listening to others, and shouldering an appropriate share of the workload.	CM, CT, EC
Obtain, evaluate and use technical information from a variety of resources.	CT, IT, LL
Develop the ability to work in a professional and ethical manner.	EC
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

workplace and technology

3. Have a successful work ethic .

Assessment of Goals and Outcomes

Departmental effectiveness can be gauged by the following:

- Full enrollments and continued successful placement of our students is a major indicator.
- The Toyota Technical Education Network T-TEN program provides for students to intern at a local dealer. At present the Department has over twenty students that are on internship.
- ASE testing is a national voluntary test. The Automotive Department recommends that every student take the ASE tests. The test results are confidential and unavailable to the College.

Curriculum and Instruction

NATEF certification requires that the text book copyright be no more than five years old. Therefore the Automotive Department is always updating its curriculum.

NATEF certification provides for an on-site evaluation every five years. Every two and one half years the Program's Advisory Committee must complete a compliance review.

Increase in the use of computers in the lab, i.e., Alldata and Mitchell Repair Systems also increase the use of hand held lab oscilloscopes and scanners for diagnosis. With the advent of NATEF certification, we are now teaching to the ASE-NATEF task list. To meet NATEF certification, we have revised classes as necessary.

Instructional Staff

Full-time Faculty ---------- 2
Adjunct Faculty ---------- 1

Facilities, Equipment, and Technology

The Department has two labs and a classroom. One lab is 10,500 square feet with a computer lab attached, the other is 5,000 square feet.

Our primary equipment consists of six computers for information retrieval, several engine and exhaust analyzers, lab oscilloscopes, computer scanners, and four wheel alignment machines. The Department has six TV-VCR combination units and over one hundred video titles.

Over twenty new vehicles are available for training, along with twenty-two specific and non-specific courses, all provided by Toyota. It should be noted here that General Motors Corporation and Chrysler Corporation have also made generous contributions to the Program, as have numerous local businesses.

Strengths

Toyota Motor Sales Inc.

The (T-TEN) is based on the involvement of the individual college. As certain objectives established by Toyota are met, donations are given to the College. Recently the College proposed to move one of the Automotive labs from AA-4 to AA-2. Toyota donated $15,000 for the facility move. A Toyota Advisory Council has been established to help coordinate the T-TEN program.

Advisory Committee

Our Automotive Advisory Committee serves as our strongest connection to the local community. Membership is a strong representation from both the dealership and repair sector in the community.

Challenges

- To keep equipment up-graded.
- To find funding for needed essential instructional supplies, such as shop manuals and small tools.
- To find competent adjunct faculty.

Recommendations and Actions Taken

1. **In response to the Self -study we are rewriting all of our syllabi, updating our mission and vision statement and student outcomes.**
2. **To meet the challenge of moving equipment across campus, we are exchanging lab area in AA-4 for AA-2, which is next to our main lab area.**
3. **Continue to upgrade our classes to include training for the new technology integrated into new automobiles.**

4. **Seek the direction of the Automotive Advisory Committee as to the needed class changes.**
5. **Equip the instructional lab with the latest testing equipment and tools.**
6. **Continue to maintain NATEF certification to be recertified in 2000.**
7. **Seek adjunct faculty development opportunities.**
8. **Promotional the Program in all ways possible:**
   - **Continue hosting VICA contest at Clark County Vocational Skills Center.**
   - **Retain membership on Skills Center Advisory Committee.**
   - **Maintain contact with local high school automotive instructors.**
   - **Attend career fairs.**
   - **Continue to support Vocational Industrial Clubs of America (VICA) .**
   - **Continue to make approximately 100 industry contacts per year.**
   - **Continue with Toyota as a corporate sponsor.**
   - **Scholarships for VICA contest winners.**

Materials in Team Room

- Department Notebook
- Faculty Development plans
- 5-year equipment plans
- Student work Samples
- Curriculum

Baking Program

Overview

The Clark College Baking Program is one of few baking programs in the Western Region of the United States. It is certified to teach a specialized curriculum created by the Retail Bakers of America.

The Program consists of a series of theory classes and lab classes. The lab classes are the heart of the Program; they are designed to tie theory and practical experience together and to meet the basic goals of the Program by giving students hands-on experience in the College's retail bakery operation, which is operated completely by Baking students and staff.

The Baking Program is further broken down into the first-year program and the second-year program, designed for completion in six quarters.

Mission and Goals

The Baking Program meets the College Mission perhaps as well as any program due to its high visibility and involvement in community events and activities. The diverse background of its students and the fact that it is a vocational/technical program with nearly a 50% male 50% female gender mix demonstrates its unique position in meeting the needs of the entire community.

The College has identified six College-wide Abilities that form the foundation of our educational emphasis. The Abilities are Critical Thinking/Problem Solving, Information Technology, Communications, Life-long Learning, Effective Citizenship, and Global Multicultural Awareness.

The Department is currently updating all course syllabi to reflect these College-wide Abilities, with special attention given to communication and critical thinking.

The basic objectives of the Program are:

1. To help the students explore the baking trade in order to enable them to make realistic career choices.
2. To give students basic skills and attitudes for success in the field of baking.

Assessment of Goals and Outcomes

The Baking Program has an elaborate system of internal evaluation and grading. Furthermore we get specific feedback from employers where our students intern, and vocational follow-up studies, and employer satisfaction surveys.

Daily sale of products sold in our bakery retail store give our students instant feedback from customers. The Department produces up to $400 dollars in bakery sales each day, which allows for a lot of

Learning Outcomes	Ability Link
Demonstrate effective oral and written communications with customers, co-workers and supervisors. (Communication) C	CM, GM, E
Perform accurate mathematical operations appropriate to the occupation. (Computation)	CT, IT
Practice effective interpersonal/human relations' skills in dealing with customers, co-workers and supervisors. (Human relations)	CM, EC, LL
Read and follow formula's to successfully make a variety of baked goods.	CT, IT
Use lab equipment to successfully complete baking processes.	IT, LL
Use formula conversion format to increase or decrease standard baking recipes.	CT, IT
Demonstrate standard safety and sanitation procedure.	CT, IT, LL
Demonstrate basic baking methods.	CT, IT, LL
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

practical experience.

Standard evaluations are conducted in the classroom and lab. Hands-on lab testing and evaluations are helpful.

The addition of the internship program has proven very beneficial both with student placement and positive employer feedback to our Program. Intern Baking students keep a log of their experiences while on the job and make a report to the class upon completion of their internship. The employers who take our interns submit a written evaluation critiquing each student.

Curriculum and Instruction

The Baking lab consists of five training stations:

1. Early morning products.
2. Cakes, tortes, and French pastries.
3. Danish, croissant, and puff-pastry.
4. Breads and rolls.
5. Merchandising, purchasing, and miscellaneous.

The students rotate through these training stations with the focus on:

1. Making a wide range of bakery products.
2. Learning good production techniques.
3. Learning to work as part of a team.

These goals are further broken down into competencies, which are specific to each training station.

The assignments in the lab and the production pressure we try to create come from the competencies and from our sales through our retail bakery.

In the last four years the curriculum changes in the Baking Program have been:

1. Development of two second-year programs: A Baking Management Program and a Professional Baking Program.
2. A move toward competency based education and integration of the College-wide Abilities into the Baking curriculum.
3. Introduction of new technology into the Program.
4. Implementation of an internship program. Students can choose to go out on internships the last five weeks of their last quarter.

Instructional Staff

Full-time Faculty----------1
Adjunct Faculty ----------1
Other Instructional Staff ----------2

Facilities, Equipment, and Technology

The Clark College Baking Program has a well equipped Baking lab where the students work with a wide variety of machines. These machines are found in most retail and in-store bakeries.

Strengths

Program strengths are many. Students definitely acquire a self-confidence in their abilities and skills after two years in the Program. The second-year Management Program builds leadership skills, since the students actually manage various stations of the bakery and help in the supervision of the first-year Baking students.

The Program is designed to operate like a retail bakery open to the campus community six hours a day. The advantage of this is the cultivation of many hands-on skills and learning to deal with heavy production. We are fortunate that hired staff do most of the repetitive functions.

Another strength and asset to Clark College is the visibility of the Program through provision of food services for various public-relations events. This function brings notice to the campus and to the Culinary Program specifically. The Department reputation within the community is excellent, and its graduates have been quite successful. Instructors are extremely involved with chefs/baker's organizations, which help with student placement and the visibility of the Program.

Employment opportunities are good in the field, and often more jobs are available than there are students to fill them. The Baking students have won numerous awards and ribbons when the Oregon Restaurant Association, and the Pacific Northwest Baking Association hold their annual competition. This year the Pacific Northwest Baking Association will hold their competition at Clark College on the 24th of May.

The second-year Baking Management students get to test their skills when they, once a year, go to the

Clark County Skills Center to demonstrate their favorite product for the high school students.

During July the Baking Program participates in the annual Portland Bread Fest. The participation consists of bread displays and bread making demonstrations. In 1997 this event provided the Clark College Baking Program good exposure in the press.

Once a year in Winter quarter, the Culinary Arts Program, both Baking and Cooking, host the regional VICA high school competition. The Baking students act as helpers and occasionally as judges.

Challenges

Working with insufficient space. The major remodeling of Gaiser Hall did not allow the Culinary Department access to new areas for storage. A top priority must be given to additional freezer space and storage in general.

Recommendations and Actions Taken

Plans for the Future:

The Culinary Arts Department and the Bakery staff have agreed upon the following for continuous improvement:

- **Keep working on replacing equipment and remodeling facilities as the current ones become obsolete.**
- **Get the Baking Program totally competency based by the end of the 1997-98 school year.**
- **Keep improving relationships and cooperation with industry through internships, bakery visits, tours of the Clark College facilities, industry associations, participation in and hosting seminars, and participation in industry competition/festivals.**
- **Keep working with the Clark County Skills Center by having students do demonstrations at the Skills Center and by serving on the Skills Center Advisory Committee.**
- **Staying current on developments in the baking industry through participation in conferences, seminars, courses, and by having ongoing industry contacts.**
- **Some of the equipment is getting old, and will need replacement in the next five years. We also recommend that the revolving oven be moved away from the wall between the retail store and the bakery lab and that a 3' x 8' opening be created between the bakery and the store. This will greatly increase efficiency in the store since we won't need to have somebody in the store at all times, and it would make supervision with the store personnel much easier. In addition, it would enable our customers to look into the Baking lab, which would be a promotional advantage. With respect to equipment over the next five years we will need: guards for our mixers, a proof box, a bread molder, a donut fryer with filter, a 60 qt. Mixer, a 5 qt. Mixer, a 2 door reach-in refrigerator, 2 new computers, updated software, and a hearth oven.**

Materials in Team Room

- Department Notebook
- Advisory meeting minutes
- Faculty Development plans
- 5-Year equipment plan
- Student work samples
- Curriculum

Construction Technology Program

Overview

- The Construction Technology Program provides training for those who are interested in the construction industry. Instruction includes skills, attitudes and knowledge necessary to compete for entry-level positions in the industry.
- The Program is taught as a joint venture with the Clark County Vocational Skills Center (CCVSC). CCVSC provides the facilities and practical instruction at its premises about five miles from the main Clark College campus. Students complete their general education requirements for an Associate Degree in Applied Science or for a Certificate of Proficiency at the Clark College campus.
- The Chair of the Applied Technology Division is a member of the CCVSC Advisory Committee, which meets monthly. In addition to the contractual arrangement covering tuition and facilities, the Division provides some financial support to the CCVSC program for operating expenses and equipment.

Mission and Goals

The mission of the Construction Technology program is to prepare individuals with quality entry-level skills relevant to the needs of the construction industry.

Student Learning Outcomes

Clark College has identified six College-wide Abilities that form the foundation for a student's educational emphasis. The Construction Department focuses specifically on three of these: Communication; Critical Thinking/Problem Solving; and Effective Citizenship. Students apply their technical foundation concepts to assigned projects and, specifically, to the coordination necessary to operate effectively in a team environment building a house.

Assessment of Goals and Outcomes

This evidence is collected in a number of ways: employment of students, partnerships with industry, and employer surveys.

The CCVSC conducts a Program Renewal review of the Construction Program every three years. This consists of a:

1. Curriculum activities review.
2. Equipment and supplies review.
3. Facility review.
4. Staff development review.

Curriculum and Instruction

- The first phase of the Program emphasizes construction techniques, materials, processes, blue-

Learning Outcomes	Ability Link
Demonstrate specific skills and knowledge in the construction field.	CM, CT
Exhibit work ethics and career awareness needed for sustained employment and training.	CT, EC, IT, LL
Apply academic skills in a technical environment.	CT, IT
Demonstrate teamwork and interpersonal skills.	EC, GM
Demonstrate problem solving skills.	CT
Recognize and apply high standards of quality.	CT, GM
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

print reading, building codes, safety, and work habits. The second phase covers applied mathematics and science, human relations, supervision and employment relationships, cost accounting and estimating, business management and current technology.

- During their first year, students are taught the basic principles of construction in a closely supervised environment. Work safety and strong work ethics are emphasized. Second year students are provided opportunities to develop supervision skills and the Clark Abilities of communication, critical thinking and information/technology are stressed.
- A third section of the Program, aimed primarily at college students, has been added.
- Given the increase in the number of houses built by students, the CCVSC created two additional forms designed to facilitate the completion of these homes and transfer to the designated buyer. The "Construction Warranty" form outlines the warranty coverage and correction process and the "Acceptance Agreement" provides a check list of items to review prior to formal acceptance by the buyer.

Instructional Staff

Program faculty and staff are provided by and are employees of the Evergreen School District. Support from Clark is in the area of advising and registration only.

Facilities, Equipment, and Technology

Construction students use contracted facilities of the CCVSC, located about five miles east of the main Clark College campus. It consists of a large shop area of 6,000 sq. ft. and includes a classroom and a partitioned instructor office/supplies area.

The Program owns a range of small tools and equipment necessary to build a single story house and a truck used to carry this equipment to the building site.

Strengths

- Combination of lecture and hands-on lab classes with practical applications. Students are closely involved with building a one story house each year.
- Knowledgeable instructor committed to the workplace success of their students.
- Strong industrial/business contacts with a wide range of employers in the Portland/Vancouver metropolitan area.
- Active Program Advisory Committee, providing input to curriculum and equipment purchases.
- Completion of "Training for Professionalism" project by Skills Center staff in the following areas: Communication and interpersonal skills; resource management; teamwork; problem-solving, conflict resolution; time management; product and process quality; and employability, including professional behavior.
- 1995 National Business Week Award.

Challenges

- Increasing difficulty in obtaining reasonably priced lots in a location close to the Skills Center.
- Marketing and selling each completed house in a timely manner in order to provide funding for the purchase of additional lots.
- Providing an adequate amount of time on each visit, for students to spend on the site actually working on the building.
- Limited funding available for the purchase of equipment and small tools. Students are often required to share limited resources.

Recommendations and Actions Taken

Fewer sheds should be built by students at the beginning of each school year. Students would instead design and build gazebos, which would provide improved training and a better profit margin. More technical videos should be added, covering tool safety and information about related jobs in the construction industry, e.g., Estimator, Inspector. A working relationship with the Carpenter Apprenticeship Council should be implemented.

We would like to:

- **Begin discussions with a representative of Homes for Humanity about a joint partnership venture. Homes for Humanity would**

purchase lots, provide access for students and be responsible for the sale/disposal of the completed house; students would have greater access for training while providing free supervised labor to Homes for Humanity.

- **See implementation of the Association of General Contractors materials to support the Program curriculum.**
- **Increase membership of the Advisory Committee.**

Materials in Team Room

- Department Notebook
- Advisory Committee meeting minutes.
- Summary of three year program review.
- Outline of Construction Curriculum, Tool List and Data Sheet.
- Faculty Development plans
- 5-Year Equipment plan
- Student work samples
- Curriculum

Culinary Arts/Cooking Department

Overview

The Culinary Arts/Cooking Department is unique to the campus community because it affects and relates to all programs and departments. It is involved heavily in the public relations role of the institution: it is the one department that the College depends upon for showcasing all of its special activities. The Department provides food for many campus activities. Dinner theaters held in conjunction with the Drama Department; "Dinners of The Year," where speakers such as former President Gerald Ford are the guests of honor; award banquets for athletics and academics; and many other events including departmental seminars-all depend heavily on the Culinary Arts Department. Participation in these functions allows the Department excellent training opportunities for its students.

Mission and Goals

The Culinary Arts Program meets the College Mission perhaps as well as any program due to its high visibility and involvement in community events and activities. The diverse background of its students and the fact that it is a vocational/technical program with nearly a 50% male 50% female gender mix, demonstrates its unique position in meeting the needs of the entire community.

The College has identified six College-wide Abilities that form the foundation of our educational emphasis. The Abilities are Critical Thinking/Problem Solving, Information Technology, Communications, Life-long Learning, Effective Citizenship, and Global Multicultural Awareness.

The Department is currently updating all course syllabi to reflect the College-wide Abilities. The Culinary Program, though emphasizing all six College-wide Abilities, will specifically promote two Abilities, one being information and technology and the other being critical thinking and problem solving.

The basic goal of the Department is to give the Cooking and Restaurant Management students basic skills and work related attitudes to succeed in the hospitality industry.

Assessment of Goals and Outcomes

We get specific feedback from employers where our students intern. Other evidence comes from the Vocational Follow-up survey conducted by the Office of Instruction and the employment bulletin

Student Learning Outcomes	Ability Link
Demonstrate effective oral and written communications with customers, co-workers and supervisors.	CM, GM, EC
Perform accurate mathematical operations appropriate to the occupation.	CT, IT
Practice effective interpersonal/human relations' skills in dealing with customers, co-workers and supervisors.	CM, EC, LL
Read and follow recipes to successfully make a variety of food products.	CT, IT
Use lab equipment to successfully complete cooking processes.	IT, LL
Use recipe conversion format to increase and decrease standard recipes.	CT, IT
Demonstrate standard safety and sanitation procedure.	CT, IT, LL
Demonstrate basic food preparation methods.	CT, IT, LL
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

board requesting student employees and graduates from the Culinary Arts Program.

Daily completion of products served in our food facilities give our students instant feedback from customers. Students develop an overall view of the hospitality industry. They acquire a definite confidence in their skills since the Department produces up to 350 meals per day, allowing them much practical experience. Standard evaluations are conducted in the classroom and lab. Hands-on lab testing and evaluations are helpful. An extensive electronic classroom is made possible by the video recording designed with script by the foods instructor. Demonstrations by the instructor illustrating overhead viewing of food preparation techniques have proven extremely valuable to the students' learning success strategy.

The addition of the internship program has proven very beneficial both with students' placement and positive employer feedback to our Program. The Cooking students keep a log detailing their experiences while on the job. They also make a report presentation to the class at the completion of the internship. Their employers submit a written evaluation critiquing each student intern.

Surveys conducted by the Department and the Office of Instruction indicate that Culinary Arts students are satisfied with the education they are receiving and the positions they are securing. Former students refer many new students to employers.

Curriculum and Instruction

The Culinary Arts Department offers courses in all areas of the Hospitality industry. All faculty members emphasize critical thinking and problem solving techniques on their stations.

● The Data Panel Curriculum Review

The DATA Panel analyzed the Restaurant Management Program and generally supported the existing established curriculum. This exercise affirmed the Culinary Arts dedication to curriculum review.

The faculty are continually upgrading their theory and lab classes based on industry changes and advice from the Advisory Committee. Trends such as healthy cooking and Northwest Cuisine have changed some courses.

Instructional Staff

Facilities, Equipment, and Technology

Facility accommodations for the Program are quite numerous and complex, so they are difficult to adequately describe in a short space. The entire Program is housed in Gaiser Hall, and the basic service components include:

- A cafeteria line (scramble area).
- A snack bar (scramble area).
- A somewhat private sit-down dining service where users order from menu.

These services have adequate equipment for their respective purposes, as do the food preparation spaces, which are located near the service areas.

Classrooms, storage rooms, and faculty offices are in convenient adjacent spaces, however, much more space is needed.

Strengths

Program strengths are many. Students definitely acquire a self-confidence in their abilities and skills after two years in the Program. The second-year Management Program builds leadership skills, since the students actually manage various stations of the kitchen and help in the supervision of the first-year Cooking students.

Another strength and asset to Clark College is the visibility of the Program through provision of food services for various public-relations events. The Department's reputation within the community is excellent, and its graduates have been quite successful.

Employment opportunities are good in the field, and often more jobs are available than there are students to fill them. The number of requests from industry for the Culinary Arts students are usually 25 to 30 at any one time, an indication that employers are more than satisfied with Clark's students. Instructional technicians are the Program's number one strength. Technicians work on specific stations of the kitchen, which allows for control over poten-

tial food handling problems and much better individual training. This helps in training and in safety and health concerns when feeding the public.

In 1991, the Culinary Arts students formed "The Aspiring Bakers and Chef Club". The club is extremely active and meets at least three times each month. The students are involved in many campus activities, often raising funds by selling baked goods and food items at special campus events. At least once each year, the students put on a scholarship fund-raising dinner. Students plan, prepare, and serve the meal. There are generally 150 guests in attendance at this dinner event. In 1997, the club generated a scholarship fund of nearly $1,200 for Culinary Arts students to use towards purchase of books, tools, or uniforms.

Challenges

To find additional space for classrooms and storage. A top priority must be given to additional freezer space and storage in general. There has been a BOOM in enrollment and in retention of first-year students. About (60%) of the first-year students go on to the second-year Management Program. New equipment, storage areas, and classrooms would open many additional possibilities for the Department. Beautifying the atmosphere in the Dining Room with the addition of new lighting fixtures and carpeting is desirable. Reinstatement of basic skills practice class section should be seriously considered when resources permit. This area of instruction was extremely valuable to students but was eliminated for budgetary reasons.

Recommendations and Actions Taken

Currently, the Advisory Committee is helping the Department formulate ideas for remodeling the student dining area. Our facility was designed to accommodate a campus population of three thousand day students and we have doubled that amount. As now forecast, many changes to the student food court area will be upgraded in 1998.

Culinary Arts One- to Three-Year Plan

- Build a storage building behind Gaiser Hall to house extra equipment and chemical products.
- Locate a large freezer unit located Gaiser Hall to be utilized for ice carvings and additional buying power.
- Remodel the scramble area.
- Remodel the Dining Room.
- Incorporate a point of sale system in the Dining Room to work in conjunction with the a la carte kitchen.
- Add more seating to the area west of the Great Hall, formerly known as the Alcoves.
- Expand Culinary Arts office space.
- Need to expand food service to the entire area in front of the retail bakery store to south wall and to pillars on the west.

Materials in Team Room

- Department Notebook
- Surveys conducted by the Department and the Office of Instruction indicate that Culinary Arts students are satisfied with the education they are receiving and the positions they are securing. Many new students are referred to employers by former students.
- 5-Year Equipment Plan
- Advisory meeting minutes
- Faculty development plans
- Data panel results
- Student work samples
- Curriculum

DNET: Data Networking and Telecommunications Program

(Replaces Telecommunications)

Overview

The Data Networks and Telecommunications Technology Program provides a wide range of day and evening courses to meet the needs of local industries. These industries include telephone companies, network/Internet service providers, and local Data Communications and Telecommunications manufacturing companies.

The Program is offered as an Associate in Applied Sciences Degree with emphasis on the technical aspects of the data networks and telephony. Specialized technical courses are provided for organizations such as U.S. West and the Oregon Apprenticeship Board for the Low Energy Contractors' License.

The Program is unique in this region and one of the few programs nation-wide that addresses this technology. Students develop a strong fundamental understanding of electronics and computer science and receive specialized training in installation principles, telephone business systems, data communications, analog voice networking, LAN/WAN, digital (T-1) networking, and data and voice switching systems. Good work habits are emphasized.

Mission and Goals

The mission of the Data Networks and Telecommunications Technology Program is to prepare individuals with quality entry and professional upgrading skills relevant to the needs of the telecommunications trade. This is done by taking people with diverse backgrounds and preparing them through community partnerships and comprehensive education to enter this high demand field. We also emphasize personal development and cultural enrichment.

Student Learning Outcomes	Ability Link
Read and interpret technical instructions, technical literature, and manufacturers documentation from print and web-based sources. Use professional publications to continually keep updated on advances in technologies.	CM, IT, LL
Write technical reports, correspondence, and instructions to co-workers or clients using proper grammar, spelling and English composition skills.	CM
Perform computations in electronic applications using algebra at the intermediate level and geometry at the basic level.	CT
Use appropriate interpersonal skills to interact effectively in a diverse work team. Demonstrate awareness and sensitivity to customer needs, multicultural relations, varying leadership styles, and ethics in the workplace.	CM, GM, EC
Read and analyze electronic circuit schematic drawings and manufacturers documentation to understand the circuit components and to predict proper circuit performance.	CT
Use test instruments to measure electrical parameters of analog and digital electronic circuits and use methodical processes to troubleshoot and correct circuit faults.	CT
Identify computer components and subassemblies and use diagnostic hardware and software tools to identify faulty hardware components or faulty software and hardware set-ups in the systems. Repair as necessary and restore the system to full ion.	CT, IT
Setup and test data communications that interconnect personal computers via modems, multiplexing equipment and telecommunications data circuits.	CT, IT
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

Assessment of Goals and Outcomes

- Until the Program is completely implemented we have no data.
- Full enrollments and the continual successful placement of students is a prime indicator of the success and necessity for the continuation of the Program.
- This new strategy of partnering with industry will bring in more students and improve the Program's excellence.

Our students are able to take the Microsoft Networking Essentials certification upon graduation. This test focuses on many of the technologies we cover in this Program.

Program effectiveness is most accurately measured by the continued support of industry as well as student outcomes. Students are employed locally as installer, technicians, and engineers for such companies as Cellular One, MCI, Fred Meyer, Tellabs, GST, Electric Lightwave, US-West, and Kentrox. These employers come back each year to hire new employees, to provide continuing education for his/her employees, to provide donated equipment, and to support the Advisory Committee.

The growth potential and professional satisfaction for graduates is phenomenal. In past years Clark College graduates have been promoted to supervisory and administrative level positions in the telecommunications industry. Some of these successful graduates have returned to Clark College as members of the Telecommunications Engineering Technology Advisory Committee to guide future students.

Curriculum and Instruction

The rapidly growing technologies industry within Clark's service area is reflected in course offerings and the diverse cross-section of its Advisory Committee members. The Committee has been invaluable in recent years in deciding how the Department should restructure its offerings to meeting changing training and scheduling needs of local industries.

- Shifting from Novell to Windows NT 4.0 network training
- Incorporating modern data communications concepts into the DNET classes, which are foundational courses for all Program graduates
- Developing and implementing an Associate in Applied Science in Data Networks and Telecommunications degree.
- Partnering with CISCO Systems to include industry developed curriculum and technologies into the DNET Program.

The Telecommunications courses have been revised. New material has been added and spread over two quarters. In addition, four courses have been added that focus on the data networking field.

Instructional Staff

Full-time Faculty ---------- 1
Adjunct Faculty ---------- 2

Facilities, Equipment, and Technology

Electronics Instructional facilities include the following:

- An 18-bench electricity/electronics lab with general test equipment including power supplies, signal generators, digital multimeters, frequency counters and oscilloscopes
- A telecommunications laboratory, with several millions of dollars of PBX, digital transmission, multiplexing and test equipment, completely donated by the telecommunications industry. This facility is unique in the Portland area for the breadth of telecommunications equipment available for student use. Its capacity is 18 students maximum.
- A computer lab with 18 student workstations and one teacher workstation. This lab is equipped with a local area network and Internet access for student training and research.
- An industrial electronics laboratory with a capacity of 16 students, including motors, controls and higher voltage facilities.
- An adjoining set of laboratory areas for PC repair and Windows NT 4.0 Networking. Each area can serve up to 18 students.
- Two classrooms are used to offer the lecture portion of the curriculum.

Strengths

The strengths of the Program include:

Advisory Committee: The Advisory Committee, including representatives from industry, has provided excellent guidance, job placement for students, and large donations of stare-of-the-art equipment, which have contributed largely to the success of the Program.

Program strengths of commitment to student success and responsiveness to changing training needs in local industry are reflected in the high rates of student completion and high rates of student employment during and after program completion.

We are the only hands-on data networks and telecommunications program in the area. We will continue this tradition of strong practical excellence.

Challenges

Funding: Funding is needed for test equipment, data communications devices, and telephone switching equipment.

Enrollment: Better recognition by high schools of the transfer opportunities of the Program would help attract potential transfer students as well as vocational students; and an increase in the level of local and regional community awareness of employment opportunities, perhaps through advertisements, would enhance enrollments;

Technology: Need adequate access to and funding for faculty training to maintain state-of-the-art curriculum.

Technological Advances

The data networks and their relation to the telecommunication industry is one of the fastest growing high technology industries in the world today. Textbooks becomes outdated before publication. Laboratory equipment becomes obsolete after only a few years. Employers' needs change annually so that employees require routine updating of skills. In order to remain current in all areas of training the Program needs to continually utilize the expertise of its exceptional Advisory Committee, continually acquire purchased and donated equipment, and encourage constant diligence on the part of the faculty.

Recommendations and Actions Taken

We are beginning discussions with Cisco Systems as part of a national effort to provide curriculum and training at the high school and college levels.

Projects to be developed:

Microsoft Networking Essentials Certification in the Telecommunications day and evening program.

Materials in Team Room

- Department Notebook
- Advisory Committee
- Accomplished/In process of being accomplished:
  Evening Degree Program,
  Establish state-of-the-art Telecommunications lab.
- Advisory Meeting minutes
- Faculty Development Plans
- 5-year Equipment Plan
- Student work samples
- Curriculum

Diesel Technology Program

Overview

The Applied Technology Division's Diesel Technology Department provides vocational training opportunities for entry-level employment in the various fields of on-highway, off-highway, and industrial diesel-powered equipment. The Diesel Program also provides instruction for apprenticeship training, skill improvement, personal interest, and educational development.

For the past ten years, the Program has included math, science, and communication skills. Diesel courses offer instruction in the function, operation, repair, and maintenance of equipment with problem-solving skills emphasized. Instruction on safety is included with each course. The Diesel Department has two full-time faculty for the day program.

The evening program, when offered, is taught by adjunct faculty. Curriculum is modified to accommodate trends in the Diesel mechanics trade, either due to new methods and technology or recommendations by the Diesel Advisory Committee.

Mission and Goals

The Department provides opportunities for individuals from diverse backgrounds to pursue their educational goals. It offers accessible, comprehensive education and training, promotes industry standards to ensure student success, and fosters community partnerships that enhance student learning and professional opportunities. The Department focuses on professional and technical training, precollege and basic skills and personal development.

Assessment of Goals and Outcomes

Students in the Diesel Program typically have an opportunity to work part time while in going to college and most actually find a job in their field of study. The Caterpillar "earn-learn" scholarship program is one of these opportunities.

The Office of Instruction has prepared a Student Follow-up Survey Summary for Diesel Technology that includes data from 1992-1996.

Student Learning Outcomes	**Ability Link**
Apply fundamental concepts in reference to the function, construction, operation, overhaul maintenance and diagnosis of diesel engines.	CT, IT, LL
Perform basic shop skills, select proper tools, equipment and supplies for the task. Identify resources of information to support successful completion of assigned task.	CT, IT, LL
Perform basic welding skills commonly used in repair and maintenance of equipment.	CT, LL
Demonstrate knowledge of common shop safety practices, locate and understand safety information found in Material Safety Data Sheets (MSDS) and understand environmental concerns and hazardous waste procedures.	IT, EC, LL, GM
Perform mathematical computations including; fractions, decimals, percentages, ratios and proportions and conversions of metal and standard measurements.	CT, LL
Work as a team member acquiring assistance when needed, possessing mature work skills and habits, displaying a positive and safe attitude, showing pride in workmanship, and recognizing employee responsibility in regards to environmental and hazardous materials concerns.	EC, GM, LL, CM
Use proper telephone procedures for acquiring service and parts information and placing orders.	CM, CT
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

Student assessment mechanisms include written tests, research projects, homework assignments, database notebooks, and competency exercises. (see examples of student's competency exercises)

Curriculum and Instruction

Course content - major areas

1. Diesel Fundamentals
2. Engines/Fuel Systems
3. Drive Trains
4. Electrical/Electronics Systems
5. Hydraulics Systems
6. Brakes/Steering/Suspension
7. Basic Shop Procedures

- **Recent Curricular Changes (last 5 years) -**

  Primarily Trends

A major change in the diesel trade is the introduction of electronics in more equipment. In the past ten years, monitors, controllers, sensors, microprocessors, and programmable controls have been used to increase efficiency and reduce maintenance of equipment. Instruction in these areas is being introduced when appropriate for entry-level classes.

Instructional Staff

Full-time Faculty ---------- 2
Adjunct Faculty ---------- 2

Facilities, Equipment, and Technology

The Diesel Department's shop, computer-media lab, and hydraulics lab occupy approximately 8,500 square feet. The shop area has two hydraulic presses, engine valve grinder, arc welder, two solvent cleaning stations, steam cleaner, 300 horsepower engine dynamometer, water treatment facility and the usual power tools such as drill presses and grinders. Components available for projects include engines, (including 5 modern electronic engines), power train, electrical, hydraulic and brake components. The computer and media lab has 3 computers, 2 printers, a Caterpillar electronic engine simulator and a Caterpillar multimedia interactive trainer. The hydraulics lab has 3 hydraulic trainers and various components for hands-on training. The tool room is equipped with shop supplies and large storage cabinets for efficient storage of tooling. Specialized diagnostic tools include electronic engine diagnostic analyzers, electrical and hydraulic testing apparatus and specialized diesel engine tooling. A reference and service library are also located in the tool room. A classroom that will facilitate up to 25 students is equipped with a slide projector, overhead projector, 35 inch monitor and VCR. Other major equipment includes 1 highway truck, 2 forklift trucks, generator sets and generator load bank.

Strengths

Student job placement is over 90 percent, an indicator of the success of the Program and effectiveness of instructors. Instructors are particularly strong in the development of student skills, abilities, and confidence, along with self-reliance in completing tasks and objectives. Instructors have diversified trade and educational backgrounds.

Employment of Students

Graduates from the Diesel Technology Program at Clark College are in demand for high paying jobs and interesting career opportunities. Clark graduates are working in nearly every major company in the Northwest as technicians, supervisors, sales engineers, and managers. In fact, some now operate their own businesses.

Challenges

The Diesel Department faces challenges in the funding of major equipment purchases. This equipment includes replacement of an aging highway truck, and purchase of a backhoe loader and forklift. This type of equipment is needed for our students to gain hands on experience with the type of product our industry requires for entry level employment. Other equipment needs include additional hydraulic trainers and power train components. The Diesel Advisory Committee continues to recommend support for the purchase of this equipment as a high priority for the Department and Division.

Recommendations and Actions Taken

Increased training opportunities for College faculty on new and emerging technology resulting in an increased capacity to utilize state-of-the-art equipment.

Updating of training materials and curriculum to better address new and emerging diesel technology resulting in students who are better prepared for entry level and other skilled positions in private industry.

Acquisition of additional training equipment for basic and advanced training requirements dictated by the level of technology currently in use in industry.

Materials in Team Room

- Department Notebook
- Advisory meeting minutes
- Faculty development plans
- 5-Year equipment plan
- Student work samples
- Curriculum

Electronics Technology Program

Overview

The Electronics Technology Program is designed to provide an Associate in Applied Science Degree in a two-year time frame. The objective is to train students for employment in a variety of jobs requiring electronics skills. Target industries are involved in the design, manufacture, repair and support of electronics equipment and manufacturing and communications systems. Training encompasses both basic electronics skills and specific target technologies that are aimed at current job opportunities.

The Electronics Program is the umbrella program for several degree offerings: Electronics Technology and Telecommunications Technology Degrees during the daytime, and the recently approved Manufacturing Systems Maintenance Degree in the evening.

The Program has three full-time instructors and a full-time temporary instructor. Each full-time faculty has responsibilities teaching day and/or evening courses and coordinates with the four adjunct faculty teaching in the evening.

Mission and Goals

The mission of the Electronics Technology Program is to prepare individuals with quality entry and professional upgrading skills relevant to the needs of the electronics trade. This is accomplished by the Department's continual commitment to the campus goals of excellence in educational leadership, learner-focused education, and involvement in broad-based industrial and interdepartmental part-

Student Learning Outcomes	Ability Link
Read and interpret technical instructions, technical literature, and manufacturer's documentation from print and web-based sources. Use professional publications to continually keep updated on advances in technologies.	CM, IT, LL
Write technical reports, correspondence, and instructions to co-workers or clients using proper grammar, spelling and English composition skills.	CM
Perform computations in electronic applications using algebra at the intermediate level and geometry at the basic level.	CT
Use appropriate interpersonal skills to interact effectively in a diverse work team. Demonstrate awareness and sensitivity to customer needs, multicultural relations, varying leadership styles, and ethics in the workplace.	CM, GM, EC
Read and analyze electronic circuit schematic drawings and manufacturer's documentation to understand the circuit components and to predict proper circuit performance.	CT
Use test instruments to measure electrical parameters of analog and digital electronic circuits and use methodical processes to troubleshoot and correct circuit faults. CT	CT
Identify computer components and subassemblies and use diagnostic hardware and software tools to identify faulty hardware components or faulty software and hardware setups in the systems. Repair as necessary and restore the system to full operation.	CT, IT
Setup and test data communications that interconnect personal computers via modems, multiplexing equipment and telecommunications data circuits.	CT, IT
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

nerships that support students, faculty and the community.

Assessment of Goals and Outcomes

- Full enrollments and the continual successful placement of students is a prime indicator of the success and necessity for the continuation of the Program.
- Increasing enrollment in the Program has necessitated hiring additional faculty to handle the increasing number of class sections needed. We expect this trend to continue with the increasing numbers of large manufacturing companies locating in the area.

Student learning outcomes are assessed by a combination of the following, depending on the course: objective tests, written application projects, lab projects, written and oral presentations of the projects, ability of students to self-assess (as in evaluation of student's videotaped interviews), satisfactory course completion and third-part professional certification examinations (Microsoft networking, etc.).

Curriculum and Instruction

The rapidly growing technologies industry within Clark's service area is reflected in course offerings and the diverse cross-section of its Advisory Committee members. The Committee has been invaluable in recent years in deciding how the Department should restructure its offerings to meeting changing training and scheduling needs of local industries.

Additional committee requests for updating the technical training have resulted in several program changes:

- Shifting from Novell to Windows NT 4.0 network training.
- Incorporating more data communications concepts into the Electronics Communications classes, which are foundational courses for all Program graduates.
- Developing and implementing an evening Associate in Applied Science in Manufacturing Systems Maintenance degree.
- Redesigning the day and evening foundational electrical and electronics courses to provide both equivalency of subject material and alternate time offerings for students working multiple shifts in industry.
- Creating an "Introduction to Statistical Process Control" course.
- Creating a "Pneumatics, Low Vacuum, High Vacuum Systems" course.
- Creating a two-course sequence in "Introduction to Semiconductor Manufacturing Processes."
- Creating a "Capstone course in Automated Systems" for Industrial Electronics majors.

The Program is currently undergoing curriculum updating and revision to allow for direct equivalency between day and evening classes, and to narrow the Department's specialty areas into two degree tracks: DNET (Data Networks and Telecommunications) and Industrial Electronics (including Semiconductor Manufacturing).

Current curriculum: The Electronics Program has a core curriculum of basic electronic technology courses that cover DC/AC circuits, semiconductor circuits, digital circuits, communications systems and linear systems. Each student is required to take at least one specialized certificate area that focuses on one of the following specialty areas: Industrial Electronics, Information/Data Systems, Telecommunications, and Computer-Aided Design.

Instructional Staff

Full-time Faculty ---------- 3
Adjunct Faculty ---------- 4
Other Instructional Staff ---------- 1

Facilities, Equipment, and Technology

Electronics instructional facilities include the following:

- An 18-bench electricity/electronics lab with general test equipment including power supplies, signal generators, digital multimeters, frequency counters and oscilloscopes.
- A telecommunications laboratory, with several millions of dollars of PBX, digital transmission, multiplexing and test equipment, completely donated by the telecommunications industry. This facility is unique in the Portland area for the breadth of telecommunications equipment avail-

able for student use. Its capacity is 18 students maximum.

- A computer lab with 18 student workstations and one teacher workstation. This lab is equipped with a local area network and Internet access for student training and research.
- An industrial electronics laboratory with a capacity of 16 students, including motors, controls and higher voltage facilities.
- An adjoining set of laboratory areas for PC repair and Windows NT 4.0 Networking. Each area can serve up to 18 students.
- Two lecture classrooms.

Strengths

- Commitment to student success and responsiveness to changing training needs in local industry are reflected in the high rates of student completion and high rates of student employment during and after program completion.
- The Program has recently increased its number of articulation agreements with local high schools and will soon be seeing more articulated students in our classes.

Challenges

- To continue to upgrade equipment and curriculum. The main focuses continue to be quality instruction and student success.
- To develop programs for new and future employees of local semiconductor manufacturers.

Recommendations and Actions Taken

- **The second year of the day program is being re-written and shifted to an Industrial Electronics focus with semi-manufacture optional courses.**
- **Our computer networking courses are being combined into the revised DNET Degree.**
- **To see proposed changes for the Electronics Program beginning fall quarter 1998, see exhibits in the Team Room.**

Materials in Team Room

- Department Notebook.
- Letters of support from local industry.
- Evaluation/testimonial letters by Electronics graduates.
- Vocational Certificates for Electronics faculty.
- Certificates of Technical Updating Training for faculty.
- Proposed remodeling plans for AA4 building (if approved by the State).
- Advisory meeting minutes.
- Faculty Development Plans.
- 5-Year Equipment Plans.
- Data Panel Results.
- Student work samples.
- Curriculum.
- Copies of all curriculum and assessment materials.
- Portfolios of student projects.

Graphic Communications and Printing Program

Overview

The Clark College Graphic Communications/ Printing Department provides training in traditional and emerging careers in Print Technology and Electronic Publishing & Multimedia. This two-tier structure provides flexible pathways for students to supplement their existing job skills, earn one year certificates, two-year Applied Science Degrees or an Associate in Arts Degree to transfer to a university. In response to rapid industry and technology changes, the Department continually updates curriculum through a National PrintEd certification process reflecting industry competencies.

Graduates of the Electronic Publishing Program are employed as graphic designers, electronic pre-press specialists and publishers, desktop publishers, technical documentation specialists, production artists, multimedia authors and scanner operators. Printing companies, newspapers, manufacturers, retailers, advertising and marketing companies among others hire students. Wages for these various positions range from an entry-level $8.00 to $15.00 per hour. Additionally, the Program finds itself providing valuable service course work to other disciplines including Computer Science, Business, Scientific Technical Writing, and Art.

Mission and Goals

The Pacific Northwest is rapidly evolving into a hotbed of companies with a critical growing need for skilled employees in multimedia and electronic publishing. It is our goal to train individuals to meet the new opportunities emerging in this electronic publishing and multimedia arena.

Student Learning Outcomes	Ability Link
Provided with an account and access to a modem and telecommunications equipment, the student will access information databases and service bureaus, compress and decompress data for file transmission, and up and download files in the proper file format and according to copyright and industry standards.	EC, GM, IT, LL
Given a manuscript, the student will edit, proofread, and markup the text with corrections and production details for typesetting using industry standard proofing marks and type specifications	CM, CT, IT, LL
3Given appropriate hardware, and desktop publishing, drawing, illustration, and prepares software the student will convert traditional text and graphics into digital format using design principles and prepare plate/film ready artwork for print media according to the National PrintED standards.	CM, CT, IT
Given appropriate hardware and software, the student will convert traditional print media into visual media for presentation in multimedia form on UNIX, Macintosh and PC platforms, that includes sound, animation and video.	CM, CT, IT, LL
Given properly functioning hardware and software system configurations the student will troubleshoot data manipulation and file format conversions from the PC, Macintosh and UNIX operating systems to successfully integrate a variety of formats into digital form for use in an electronic publication.	CM, CT, IT, LL
Provided with appropriate software and hardware, the student will archive data to a variety of media including network servers, floppy disks, cartridges, optical disks and CD ROM for both local and remote output, and for file and data management services.	CT, IT, LL
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

Our Electronic Publishing Program works in partnership with the Scientific Technical Writing, Journalism, Art and Computer Science departments in this effort. The convergence in our disciplines and shared resources promises an exciting evolution in our curriculum. The emergence of interface design and human factors as critical training needs for both programmers and multimedia designers reinforces the need for rigorous academic study in the social sciences coupled with highly technical training. This program of study helps facilitate our curriculum development and transfer agreement to Washington State University Vancouver, Electronic Communication and Culture Program, as well as any university in the State of Washington. Our Clark College Electronic Publishing Program is certified in PIA National Skills Standards for Introduction to Graphics, Basic Offset Press, Electronic Imaging and Advanced Electronic Imaging.

Assessment of Goals and Outcomes

Documentation for evidence of effectiveness in meeting goals is maintained in the nine volumes of standards for program certification. These volumes are housed in the Printing Technology Department faculty office. Students and faculty use competency charts and syllabi links electronically to assess certification progress. Please see on-line syllabi for examples of competency reinforcement.

In three of our Electronic Publishing and Multimedia programs, we use industry standard tests for 1) color theory, 2) digital image fundamentals, and 3) systems and issues as pre-assessment and post assessment instruments.

These three tools provide the students with a look at the level of technical expertise expected as "better than entry level" workers employed in the workforce. As a measure of our ability to meet and exceed entry level skills training, students take these exams before and after completing :

- Image Fundamentals
  GRCP 219: Scanning & Image Editing
- Color Theory
  GRCP 213: 2D Computer Graphics
- Systems & Issues
  GRCP 240: Capstone Practicum.

Additionally, our GRCP 240: Capstone Practicum is a 10-week performance evaluation course where students review six video training tapes to refresh their two years of study and are required to pass each module exam with 80% or better in order to graduate. These testing instruments coupled with a portfolio product for a non-profit organization reinforce and demonstrate the students' competencies from design through production of a product.

Curriculum and Instruction

● Printing Technology Area

In the Printing Technology course work, students learn skills necessary to gain employment in the traditional methods of offset printing. Students experience approximately 150 hours each quarter on single and multiple-color press operation. Instructors emphasize basic maintenance and trouble shooting, registration, wet trapping, chemistry including pH and conductivity, density controls and customer service. The Printing Technologies majors will see an increase on the level of quality required for four color printing and computer literacy skills. Jobs for press operators significantly outweigh the Electronic Pre-press Specialists. This trend will continue for at least another three to five years. We expect to see a dramatic shift in how information is delivered to end users. Experts predict on-line access to information services to become mainstream with the incorporation of the Internet and E-business in our industry. Already, new job titles and descriptions are emerging for students interested in electronic publishing and web authoring. These new business strategies and information deliverables are addressed through the Electronic Publishing and Multimedia tier of our program.

● Electronic Publishing and Multimedia Area

In the Electronic Publishing course work, students learn skills necessary to address our changing methods of communication and techniques for accessing data. Students become comfortable with modems, networks and microcomputers on PC or Macintosh, computers in LAN and WAN configurations. Students learn a variety of operating systems including MS-DOS, Windows 95, Macintosh System 7.5, and UNIX. Graduates possess the skills

necessary to access national database services currently being offered in our industry. They will have experience using a variety of storage and retrieval devices such as floppy disks, optical drives, and CD ROM disks. Students learn the skills necessary to maintain their computer systems and know how and when they have exhausted their resources. Our faculty strive to develop questioning techniques and critical thinking in students.

Students learn the ethical and social responsibilities that accompany the freedom with the digital skills they have learned. Copyright, intellectual property, and privacy will continue to be difficult issues during the next few years of court precedent litigation and legislation. Exposure to these issues and concerns are an integral part of developing the responsibility of the Graphics Communication majors.

● Recent Curricular Changes (last 5 years)

Effective Fall term 1997, the Electronic Publishing and Multimedia tier of our Program introduced a host of new approved certificates and degrees reflecting strong partnerships with various disciplines across campus as well as a transfer degree to Washington State University - Vancouver in Electronic Communication and Culture. These new degrees fostered several new courses including: Hypertext & Hyper Media, Interface Design, Introduction to New Media, Multimedia Web Authoring, Multimedia CD ROM Engineering. Please see the new catalog and on-line web site for complete details and syllabi.

Instructional Staff

Full-time Faculty ---------- 2
Adjunct Faculty ---------- 3

Facilities, Equipment, and Technology

The Printing Technology facilities and Electronic Publishing and Multimedia facilities meet all industry requirements for PrintEd certification standards.

Strengths

● Printing Technology Tier

We are on the leading edge of industry technology. This means that our students are very employable.

The Program has been in a constant state of change to meet the needs of industry. The Advisory Committee guides us in this area. The Committee projects the next five years will bring more computerization and less mechanical camera and stripping. The bindery area will change to incorporate more packaging and distribution technologies as well.

Computers are connected to sophisticated copy machines that can run almost as fast as presses. These machines can do simple binding or stitching. We plan to combined GRCP 114 into GRCP 113 (first year press). The GRCP 102 class has been modified to incorporate the traditional darkroom skills needed in older commercial printing companies. The Computer Science area of the College teaches computer literacy. We acknowledge keyboarding and beginning word-processing as prerequisite skills entering the Program. Students matriculating from secondary schools are advised and trained in these areas. Students entering our Program from industry typically possess these skills from the workplace, but are advised to develop keyboarding and word-processing skills in addition to their outlined curriculum.

● Electronic Publishing & Multimedia Tier

The incredible rate of change in this curriculum has proven to be a Program strength. The cooperation between departments and even divisions on Clark's campus also reflects a Program strength. Our ability to provide training valuable to several disciplines helps to reinforce our enrollment, and the students' exposure to the versatility of the skills they are learning.

The new certificates and degrees reflect a significant shift and adaptation to technology change in our workplace. The addition of a transfer degree and partnership for Electronic Publishing & Multimedia to WSU Vancouver's Electronic Communication and Culture Program is evidence of the high level of technical training and theory incorporated in our Program.

Combining capitol budgets between the Math, Science & Engineering and Graphics Program allows us to maintain a second Macintosh laboratory af-

fordably. Cooperative work with the Computer Science Division allows Electronic Publishing students access to the UNIX operating and wide area networks. The development of the Web Author Certificate complements the emerging curriculum in the Computer Science area. Internet access and e-mail for students and faculty provides timely information and access to the instructor outside of the structure of the scheduled course work.

We have initiated a pre-assessment and post-assessment program to measure students' progress through the competencies. In partnership with Kodak, students are given assessment tests covering Color Theory, Digital Imaging Fundamentals, and System and Issues exams.

Each year a local business and education cooperative solicits entries for exemplary programs and projects that foster business and education partnership. Our Program was nominated to the Columbia River Economic Workforce Committee (CREWC) as an example of Clark's Graphic Communications/Printing Program is forging alliances and providing valuable skills in potential employees for local business. We competed against other programs from Clark as well as other higher education institutions in our region to earn "Best of Class."

Challenges

Enrollment management will become a challenge as the new curriculum becomes widely known. Evidence of industry requests for an evening program are already being experienced by faculty responding to phone calls and e-mail from workers in private industry.

Advising will become a critical component of the program success as the State moves forward on its accountability and performance standards. Typical entry level employment in our industry ranges from $8 to $15.00 per hour. The target for the state minimum, entry-level wage of $12 may become difficult to meet.

Another challenge facing our program is rapidly changing technology. To meet this challenge in the future, we have developed flexible course titles and descriptions. See the plan for continuous improvement.

Recommendations and Actions Taken

The development of new courses and degrees included plans for flexibility in the content of each course while maintaining a core focus by topic. The tools change very rapidly, but the instructional theory and learning objectives remain constant. By eliminating the software used in the course titles and descriptions, the Department is allowed the flexibility to shift with the industry to new tools within the program. However, this poses special problems in marketing the Program and specific courses to the general industry.

Materials in Team Room

- Department Notebook
- Follow-up reports.

Machining Technology Program

Overview

The Machining Technology Program at Clark College trains individuals to work in the machinist trade. The machinist's craft is basic to all American industrial production and manufacturing. Instruction is offered in numerous machine processes including the set-up and operation of the engine lathe, drill press, radial drill press, milling machines, grinders, tool and cutter grinders, horizontal boring mill and numerical control machining and programming. All shop theory and lab projects have a direct bearing on the student's skills, competencies, safety and attitude.

Classes lead to the Certificate of Proficiency and Applied Science Degree. Students may enter the work force as an intern, co-op student, apprentice, specialist, helper, machine operator, production worker, tool and die apprentice or a combination of job functions.

Mission and Goals

The mission of the Machining Technology Program is to prepare individuals with quality entry-level skills relevant to the needs of the machinist trade.

Student Learning Outcomes

See accompanying table.

Assessment of Goals and Outcomes

Full enrollments and continual successful placement of students is a prime indicator of the success and necessity for the continuation of the Program. A strong, active industrial Advisory Committee makes for the success of the Programs.

Student Learning outcomes are assessed by tests and lab performance

Curriculum and Instruction

The Machining Technology Department offers a variety of programs and courses for the community, and within each program and /or course the College-wide communications, critical thinking, and information Abilities are included.

Software is continually updated for the CNC areas of instruction and other curriculum is updated to make use of new textbooks or manuals. Program or individual course curriculum is continually modified to meet the needs of the machinist community.

Instructional Staff

Full-time Faculty ---------- 2
Adjunct Faculty---------- 3

Student Learning Outcomes
Interpret blue prints for the manufacturing of a part or parts to 100-percentage accuracy in a specified length of time.
Comply with all safety regulation in the Machining Technology Program in accordance with industrial machine shop standards.
Develop basic mathematical calculation to accurately complete a job.
Work with a team/group concept to perform multiple tasks in the shop environment.
Develop entry level skills for CNC machining and CAM programming.
Develop the ability to work in a professional and ethical manner.
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning

Facilities, Equipment, and Technology

There is approximately 8,250 square feet of shop space and two adjoining classrooms.

Strengths

The Program was the first program nationally to formalize advance placement of outstanding high school machine shop students into the second-year college Machining Technology Program. The Program is honored to be selected by the local high schools to host the high school regional Precision Machining VICA contest each year which is organized and supported by over 40 industrial firms. Successful placement of graduated students is another strength.

Challenges

Our primary challenge is to continue to upgrade tooling and equipment.

Recommendations and Actions

We continue to update our old equipment and are presently developing a quality control area for precision inspection of parts. Again, the main thrust is quality instruction, competent students, proper placement of students, and continual thrust for new and improved tooling and equipment.

Materials in Team Room

- Department Notebook
- Advisory meeting minutes
- Faculty development plans
- 5-Year equipment plan
- Student work samples
- Curriculum

Manufacturing Technologies Program

(Replaces Electro-Mechanical Engineering Technology)

Overview

The Manufacturing Technologies Program offers course work in engineering concepts, technical graphics, computer-aided design (CAD), materials, digital electronics, manufacturing processes, and design of mechanical and automated machines and devices.

It is an intensive two-year program using applications of algebra and trigonometry as an applied math, directed toward solving engineering and machine design problems. Laboratory work is involved in all of the subject areas listed above.

Instruction in the Manufacturing Technologies Program is accomplished with one full-time instructor/Department Head, and a full-time temporary instructor. Full-time instructors from the Transfer Engineering, Electronics, and Diesel programs are used to provide instruction for EMET classes related to their area of expertise.

Mission and Goals

The Program's mission is to enable students to develop technical, communication, and job skills directed toward acquiring meaningful industrial work. In keeping with College goals, the Program "Supports efforts of faculty and students to set, achieve, and maintain high standards."

The Manufacturing Technologies Program faculty members are committed to seeking training and funding for instructor education to keep up with the constant change taking place in the manufacturing technologies and process industries. In addition, a conscientious effort is made to develop a strong learning community with other departments to foster the learning process. This is accomplished by sharing lab equipment and facilities, working toward class linking and team teaching.

Student Learning Outcomes

See accompanying table.

Student Learning Outcomes	Ability Link
Demonstrate effective oral and written communications with coworkers and supervisors.	CM, GM, EC
Read and interpret technical instructions, technical literature, and manufacturer's documentation from print and web-based sources. Use professional publications to continually keep updated on advances in technologies.	CM, IT, LL
Use appropriate interpersonal skills to interact effectively in a diverse work team. Demonstrate awareness and sensitivity to individual needs, multicultural relations, varying leadership styles and ethics in the workplace.	CM, CT, IT
Use metallurgical testing and measuring tools and equipment to study, evaluate, and test materials.	CT
Use electrical testing and measuring devices to test, evaluate and troubleshoot electromechanical systems.	CT
Use tools, hand and machine, to construct, assemble, modify, repair, machinery and electromechanical systems.	CT
Read and interpret drawings, blue prints and schematics to facilitate manufacture and repair of equipment.	CT, IT
Develop an awareness and appreciation of safety, and safe working behaviors for your self and others when exposed to hazardous materials, electrical shock, and powered machinery.	CT, IT, CM, LL
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

Assessment of Goals and Outcomes

Documentation and specific evidence of effectiveness in meeting Departmental goals may be seen with the following:

- Student placement surveys that address job titles and duties.
- Student evaluations regarding the EMET Program.
- Advisory Committee comments

Student assessment is accomplished by completion of chapter questions related to course readings, written tests, graded lab exercises, and research papers and reports are also used to assess student learning.

Curriculum and Instruction

The Manufacturing Technologies Program offers classes in a lecture/lab and covers a broad range of technical disciplines. Instructors from the Transfer Engineering, Electronic, and Diesel Programs are used.

During the Winter quarter 1998 the EMET Program initiated the program revision process and is now prepared to propose to the Curriculum Committee a new Program to be called Manufacturing Technologies. Implementation is planned for Fall 1998.

Instructional Staff

Full-time Faculty ---------- 2
Adjunct Faculty ---------- 1

Facilities, Equipment, and Technology

The Manufacturing Technologies lab is equipped with:

- Metallurgical test equipment for metalography, tensile, fatigue, impact, and hardness testing.
- Heat-treating ovens.
- Machine tools for materials processing such as mills, lathes, etc.
- Carpentry tools and equipment.
- Fiberglass and composite work area.

Strengths

Student records reveal that students from the Program find work in a variety of jobs such as maintenance worker, machine operators, electrical-mechanical technicians.

Challenges

Obstacles That Hinder Program Objectives:

- Lab students need more access to the facilities so they can complete lab work in a more timely fashion. To facilitate this, a technician should be hired to run the lab full time.
- More Internet access is needed to facilitate acquisition of technical information.

Recommendations and Actions

Manufacturing Technologies Program is a new program in its developmental stage. After its first year, an evaluation will be made including student, employer, and advisory committee members.

Program Development

Future plans include co-developing a semiconductor manufacturing curriculum and associated lab facilities with the Electronics Department.

Facilities

Planning is under way to move the Manufacturing Technologies lab to AA4 100. The move will facilitate the creation of a joint manufacturing technology lab with the Electronics Department. The Manufacturing lab will contain PLC's, robots, and other electrical/mechanical equipment.

Materials in Team Room

- Department Notebook
- New Curriculum
- Data Panel Results
- Advisory Committee Minutes
- Summary of change
- Faculty Development Plan
- 5-Year Equipment Plan
- Student work samples

Welding Technology Program

Overview

The Clark College Welding Technology Program prepares students for entry-level status in the field of welding in fabrication, job shop, or maintenance positions. Students may complete a Certificate of Proficiency in one or two years or an Associate in Applied Science Degree if they are planning to transfer to another institution for advanced study.

In addition to day classes, night welding classes are offered for working students who need to add to existing job skills or learn new skills. Courses can be applied toward the certificate or degree.

Over the past ten years, the Welding Department has made major changes in its offerings. An advisory committee composed of representatives from the local welding industry meets regularly with Clark instructors to review the Welding Technology Program so that the curriculum continues to reflect industry needs and developments.

Mission and Goals

Our main mission is to employ our students. In keeping with the Clark College Mission, the Welding Department encourages and invites students from diverse backgrounds to pursue their educational goals and occupational training needs. Partnerships are fostered with the local community including industry and campus connections. One such campus connection is the increasing number of Art students interested in welding procedures.

Student Learning Outcomes

See accompanying table.

Assessment of Goals and Outcomes

Evidence of how effectively the Welding Department is in meeting goals is collected through a variety of means. The employment of our students speaks to the excellent training students receive. The Vocational Follow-up Report compiled by the Office of Instruction provides feedback from students as to their employment, wages and satisfaction with the Program.

Students are required to pass the guided bend test to AWS D1.1 98 structural steel code. Ninety-nine

Student Learning Outcomes	Ability Link
Perform mathematical computations.	CT
Use appropriate interpersonal skill in a diverse work group and demonstrate sensitivity in ethnic and cultural relations.	CM, GC
Perform entry level welding using the following: Shielded Metal Arc, Gas Metal Arc, Gas Tungsten, Flux Cored Arc, and Submerged Arc Welding.	CT
Read blue prints, welding symbols, shop sketches and drawings, job orders, material specifications, instruction manuals, MSDS's and safety warning labels.	CT, CM
Recognize physical mechanical, electrical, and chemical hazards and the safe operation of tools and equipment.	LL, CT
Pass a guided bend test in accordance with the AWS Structural Welding Code. Understand weld testing, inspection, and welder qualification testing.	LL, CT
Weld carbon steel, aluminum, and stainless steel welder qualification test specimens.	CT
Develop a work ethic, time management skills and leadership skills.	EC
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

percent of these students traditionally pass the tests conducted by an independent testing agency.

Objective tests are given on a weekly basis in theory classes. Weld samples are evaluated daily in lab classes. AWS D1.1 is used for grading criteria.

Curriculum and Instruction

Instruction in the Welding Department is delivered in a combination of lecture and lab hours. This arrangement provides students with the needed instruction and assessment while also allowing them the opportunity to develop their skills in a practical learning environment. To provide the best possible access to the Welding Department, classes are offered both in the day and evening. Evening classes are designed to respond to the needs of workers who are either in transition or need to expand their skills.

Instructional Staff

Full-time Faculty ---------- 2
Adjunct Faculty ---------- 1

Facilities, Equipment, and Technology

There are forty-eight ARC welding stations, sixteen Oxy-fuel stations, and approximately twenty auxiliary equipment stations in the welding lab.

Strengths

Strengths of the Welding Program at Clark include:

- Clark was the first welding program in the State to offer major degree courses in the evening, and the first in the state to de-emphasize costly outdated oxy-fuel welding processes.
- At present our employment record is 100 percent.
- A faculty that recognizes the need for change in both curriculum and methods of teaching.
- Maintenance of regular meetings with the Welding Program Advisory Committee and efforts to seek its active participation.
- A good working relationship with the local high schools, including an advanced placement program for them. Faculty representatives who serve on both technical and general advisory committees for high schools.
- Hosting the annual VICA welding contest for area high schools.
- Maintenance of industrial contacts with employers in the Vancouver-Portland Metro area.
- Continual upgrading of instructor welding certifications.
- Promotion of welding through contact with counselors, other faculty, and administrators.
- Training students that are certified to industry standards.

Challenges

- To establish a recruitment/promotion program that is continuous, including summer months.
- To revise the current Division Advisor's job description so that it includes a more pro-active role in the Division enrollment activities.
- To establish a strong vocational job placement service for students.
- To improve the perception of welding by counselors, other faculty, administrators, and the general public.
- To remodel the classrooms and lab and obtain funds for equipment repairs.

Recommendations and Actions Taken

The Welding Department is in the process of reducing the emphasis on outdated welding processes and integrating more fabrication techniques and pipe welding into our day program. The evening program has been reduced in hours to provide a more realistic schedule for our evening students. The curriculum will also be changed to reflect more up-to-date processes.

The Welding Department will be providing a means for industry up grade by offering modular sections. The traditional welding program structure will not be affected by the modular offerings, but rather work simultaneously with them. In addition, the modules will follow the American Welding Society's national skills standard and will be available for any student that wishes to complete them.

The Welding Department needs replacement of the third full-time faculty member and additional time to develop its innovative curriculum. In addition, a priority of utmost importance is the need for a full-time permanent machinery mechanic. A major priority is to obtain better funding for repairs, maintenance, and fabrication.

Materials in Team Room

- Department Notebook
- 5-Year Equipment Plan
- Advisory Committee Minutes
- Vocational Follow up
- Student Samples
- Faculty Development Plan

Business Division

Overview

The Business Division consists of the following departments:

Business Administration

- General
- Economics
- Management

Business Technology

- General
- Medical
- Legal
- Paralegal

In addition to the Division Chair, Department heads facilitate the Business Administration and the Business Technology Departments. Program Coordinators oversee the Medical Program and the Paralegal Program.

Full-time faculty are responsible for teaching, advising, course curriculum development and quality control, computer lab and technology implementation, and they serve on various interdivisional and College-wide committees. The Division sets internal curriculum and operational objectives based in large part on the recommendations of four subgroups: Academic Standards, Resources, Communication, and Accountability. Yearly objectives for subgroups, departments, and the Division are decided during fall quarter in-service by a 2/3 vote of faculty and staff and modified by the same 2/3 majority as needed. Division members work 9 hours per quarter on sub-group activities. An Annual Report is prepared in August, which includes the Business Division's accomplishments and challenges and provides a basis for goal setting during fall quarter in-service.

Mission and Goals

● Mission Statement

The Clark College Business Division provides high quality courses and programs which are relevant to the diverse and changing needs of students and society. The Division is committed to helping students develop the job skills, knowledge, and attitudes required for success in the business world. (Adopted unanimously February 24, 1993)

The Business Division mission statement reflects the newly-revised College mission statement in the following ways:

- A comprehensive transfer program in Business Administration is offered and instructors and advisors work closely with transfer institutions.
- Rigorous and appropriate lower-division course and content standards provide students with a strong foundation for success in upper-division work.

Professional/technical training is available for short programs, certificates, and degrees. Business Administration, Business Technology, Management, and Paralegal students explore career options, learn all aspects of an industry, adapt to technological change, and increase their academic achievement, motivation, and competence. Stress is on the development of specific skills within the shortest possible time frame.

The broad Business Division curriculum contains opportunities for individuals to enhance not only their professional job skills but also their personal development. For example, Entrepreneurship I and II utilize techniques, methods, procedures, and thinking needed to become successful entrepreneurs; Professional Self Development assists individuals in their professional relations and personal growth potential; Personal Finance provides principles and guidance for buying insurance, financing a home, borrowing, saving, and investing.

The Business Division provides educational opportunities, services that support student success, and fosters community partnerships.

Values Statement

Members of the Business Division agree to treat all students, faculty, and staff with courtesy and respect. Our faculty promotes an atmosphere of fairness, accountability, honesty, and compassion.

Our Division bases its decisions on facts, giving consideration to evidence, due process in decision making, and good-faith negotiations.

(Adopted unanimously May 19,1993)

The Business Division values statement reflects the newly-revised College values statement in our commitment to:

"Support efforts of faculty, staff, and students to set, achieve, and maintain high standards."

"Demonstrate respect for differences," and "show honesty, fairness, compassion, integrity, and accountability in all interactions."

"Establish internal and external partnerships that support student learning, shared community resources, increased educational opportunities, and shared governance."

"Establish accountability for decisions through goal setting, due process, and meaningful evaluation." Divisional goals are established and/or modified by a two-thirds majority of faculty and staff during Fall Quarter in-service."

Student Learning Outcomes

Specific course competencies are established for each course and program. Course content, tests, projects, and assignments are designed to assist the student in reaching the stated competencies. Faculty, advisory board members, and industry professionals continually review and make recommendations regarding the content-based competencies.

Applicable abilities are currently being incorporated into the general learning objectives, tests, and assignments for each course. A common core of learning objectives is required for a course with multiple sections. A common final examination, project or portion thereof will measure the course objectives.

Assessment of Goals and Outcomes

Documentation of effectiveness in meeting Business Division unit goals is evidenced through:

- Course competencies (required)
- Vocational Certificate/Program competencies (required)
- Quarterly grade analysis reports
- Student program completions
- Student transfers to four-year institutions
- Cooperative Work Experience Report-Business Technology
- Cooperative Work Experience contracts and evaluations from Cooperative Work Experience office
- Job placements (There are currently 16 classified Clark College employees who are BTEC graduates.)
- Advisory Boards (minutes for feedback on Clark College student placements-past and present)
- Vocational student follow-up surveys
- Asset tests
- Personal student testimonials

Business Division assessment of effectiveness in meeting student learning outcomes can include:

- Tests/exams (i.e., pre and post tests in BTEC 107-Business English)
- Cases studies
- Term papers
- Projects/activities
- Extra-credit options
- Special Project contracts
- Students who have completed courses and earned degrees provide feedback regarding the effectiveness of their educational and classroom experiences.

Curriculum and Instruction

General: The Business Division program curricula are reviewed and changed through ongoing re-

search. Advisory boards, local businesses, cooperative work experiences, job placement surveys, focus groups, graduates, department meetings, and local and national literature scans provide the information on skill standards necessary for technical business competence.

● Recent Curricular Changes

- The Paralegal Program has doubled number of internships and increased Special Projects for academic credit**.**
- The Division now offers Distance Education courses.
- The Division has designed a two-quarter Customer Service Certificate.
- A one-quarter Office Support program and two-quarter Office Support and Receptionist/Office Clerk program are under consideration by the Business Technology Department.
- The Supervisory Management programs have been incorporated into the Business Administration Department. A short-term Certificate of Achievement, Management I, has recently been developed.
- The Fashion Merchandising Program was discontinued during the 1993-94 academic year.
- The Business Administration Department courses include a writing component, a minimum of five assignments, a mid-term examination, and a final examination and/or end-of-quarter project for each course.
- Course additions and upgrades have been made in the Accounting Clerk Certificate. A Business Administration Certificate of Proficiency was introduced during the Business Administration Applied Science Degree revision.
- The Small Business Management Certificate has been revised.

Instructional Staff

Full-time Faculty ---------- 14
Adjunct Faculty ---------- 30-40
Other Instructional Staff ---------- 2

Faculty Evaluation

Faculty are regularly evaluated in accordance with the Clark College Association for Higher Education Agreement.

Facilities, Equipment, and Technology

The Business Division is housed in Scarpelli Hall-a new, state-of-the-art building that is centrally located on the campus. The building has suitable work areas; full-time and part-time faculty and staff offices with modular desk components; a functional employee lounge containing a sink, microwave oven, refrigerator, telephone, and comfortable furniture; a conference room available to campus-wide groups; two student study/conversation areas, one with vending machines. Other building features include handicap accessibility, restrooms on all three floors, good ventilation, and natural lighting. Scarpelli Hall provides a practical, yet aesthetic atmosphere.

Six spacious classrooms accommodate 34 to 50 students. Each classroom is equipped with whiteboards, message boards, a VCR/TV component, podium, and overhead projector. Classroom tables and chairs are adequate and flexible for a variety of instructional approaches.

Five well-equipped computer labs have 25 to 28 computer stations. Business Division lab software includes Office 95, WordPerfect 5.1, PeachTree Accounting, Netscape Navigator 3.0, Windows 3.1 with Word 6.0, and special keyboarding software (Cortez Peters, MicroAssistant, and Skillbuilding). Two labs are fully equipped with Pentiums and three with 486's. There are seven Hewlett Packard LaserJet 4 printers, three HP LaserJet III printers, and two HP 870 DeskJet Color Printers. The ongoing challenge is to obtain the adequate funding to update software and hardware configurations in the five Business Division labs.

Special Accreditation or Certification programs

The Medical Assistant Program is currently seeking certification by the Committee on Allied Health Education and Accreditation. (Also see Business Technology)

Strengths

- Highly skilled and experienced full-time and part-time faculty dedicated to educating students and pursuing professional development. The Business Division faculty have increased their interdepartmental (a total quality management approach) and campus-wide partnerships, innovation in curriculum research and development, and use of up-to-date computer technology. The Division's staff is exemplary in terms of productivity, scarce resource allocation, public relations, and a strong team spirit.
- Competency-based courses and programs.
- Unified syllabi in multi-section classes with common core learning objectives and assessment tools linked to the college-wide abilities.
- Excellent preparation of students for continued study at four-year institutions. Data from Washington State University indicate a high success rate of business transfer students, especially in the accounting area.
- A Business Division Tutorial Coordinator who oversees a lab for students.
- A full-time Computer Lab Coordinator who trains and supervises lab aides and provides instructional support to faculty and students during open lab hours.
- A full-time Business Division Curriculum Advisor who helps students identify their educational goals, develop their educational plans, and works full-time with faculty to monitor students' programs toward achieving those goals.
- Newly developed Small Business Management and Entrepreneurship classes have been developed through the procurement of a Clark II minigrant and Research and Performance (RAP) funds.
- An annual report that summarizes the Division's accomplishments, challenges, and financial status. The report is used as a discussion tool from which divisional, departmental, and subgroup goals are set for the next academic year.

Challenges

- Decreasing the Business Technology faculty workload from 18 contact hours per quarter to 15 contact hours per quarter. Business Technology instructors have historically met the constantly changing technological demands of the workplace and the educational needs of shifting and diverse student populations. In addition, they must now teach through rather than around the computer. Continuous faculty training, integrated teaching methodologies, and additional course preparation are required. "Lab" and "lecture" delineations are not reliable or valid measures of the difficulty level or time required to prepare and teach a technical business vocational class. Therefore, each Business Technology class contact should be regarded as equal to any other Clark College class taught on a full-lecture basis as are those in Computer Science. The Division will continue to request feedback and seek relief regarding the Business Technology Department workload inequities.
- Establishing class sizes in the quantitative Business Administration Department courses (economics and accounting) that are commensurate with the Clark College Mathematics Division and our business department counterparts at other community colleges.
- Acquiring consistent and adequate financial support from the Administration for faculty and staff development and state-of-the art computer technology to keep abreast of inflation and to meet the growing and ever changing requirements of our current and new courses and programs.
- Developing a formal tracking system to discern which graduates are successfully employed in the area for which they studied.
- Establishing a more stable, full-time clerical/advising position in the Business Division Office.
- Increasing our student base by (see Table V, attached, from the Business Division Annual Report-1996/97):
- Working with other campus divisions and areas to encourage interdisciplinary offerings, and to avoid duplication of curriculum and optimum use of all resources.

- Participating in professional/technological and transfer-student career days,
- Articulating professional/technical career programs with the high schools as well as four-year institutions and industry,
- Working within the Division and with other campus service areas such as enrollment management to develop innovative and current print, broadcast and direct advertising, public relations, and promotional pieces and events.
- Designing an Arts Degree that enables our students to graduate from Clark College with as close to 90 credits as possible while meeting the transfer institution's requirements.
- Providing more short-term and accelerated courses/programs that are attractive to a broader, more diverse student population.
- Developing a tactical plan for the growth of the Supervisory Management program.
- Moving the funding source for the Paralegal Program from soft funds (The Perkins Grant) to hard funds (institutional).
- Negotiating through AHE for a permanently funded stipend for the Medical Office Technology Program Coordinator.
- Working with the Office of Instruction to provide a release-time system for full-time faculty to pursue on-the-job training, curriculum research, and other professional development opportunities.
- Hiring a full-time Business Technology instructor and a half-time Medical Office instructor because adjunct instructors are so heavily utilized in the Business Technology Department.
- Continuing to develop a distance education plan/resources through the Office of Instruction to meet the growing needs of students who require this alternative mode of educational delivery.

Recommendations and Actions Taken

- **Developing courses with mutually agreed upon syllabi, grading standards, and learning objectives linked to the college-wide abilities.**
- **Analyzing courses and programs to ensure good student retention rates.**
- **Building and communicating with the four Business Division advisory committees.**
- **Working with area high schools to develop articulation agreements.**
- **Coordinating offerings with Washington State University in Vancouver to ensure transfer student success.**
- **Providing personal and professional faculty development through research and scholarship opportunities, conferences, and training in order to respond innovatively and creatively to changing student needs and program goals.**
- **Developing a team approach to Divisional governance, decision-making, problem-solving, and task completions.**
- **Plans, priorities, and recommendations for future improvements.**
- **Reviewing courses and programs to ensure educationally sound pedagogy that is flexible and suited to students' capabilities, learning styles, and needs.**
- **Adding continuing and advanced courses and programs that respond to views of students, employers and partners, baccalaureate institutions, faculty, and objective data.**
- **Administering surveys and evaluative instruments to track job placements, employment opportunities, and employer and student satisfaction.**
- **Adding information technology innovations into programs, curriculum, and delivery methods to improve student learning and employability.**

Materials in Team Room

- Division and Department Notebooks
- Program and degree enrollments - last 5 years
- Statistics for initial advising
- Program and degree completions for the last three years
- Inventory of degree programs that have been added or deleted in the last five years
- GPA's of Clark graduates at senior institutions
- Number of sections in Business division taught by full-time and part-time faculty
- Business Administration class caps from workload equity report
- Initial Business Division Advising Booklet
- Record card
- Education folder
- Fact sheets
- Program competencies
- Classes by quarter
- Curriculum Sheets
- Program Worksheets
- Four Annual Reports
- Five Cooperative Work Experience Reports
- Advisory Committee membership lists
- Two student vocational follow-up surveys
- Program curriculum guides
- Surveys
- Equipment/software
- Job opportunities
- Advising
- Medical Office Technology Accreditation Report
- Data Panel Reports
- Grade Distribution Reports
- Workload Equity Report
- Samples of course examinations
- Articulation Agreements/brochure
- Supervisory Management Report
- Peer Evaluation form

Business Administration Department

Overview

Business Administration includes the Economics and Supervisory Management Departments. These Departments are grouped together because they form an integral unit. They share the same students, faculty, facilities, budgets, and supervisors.

This group consists of 6 full-time and up to 30 adjunct faculty serving over 527 FTE students. The curriculum development, program design, program monitoring, quality assurance, course development, student advising, college service and community service are done almost exclusively by the full-time faculty.

Mission and Goals

The Departments support the College's Mission by providing high quality, relevant, and timely courses in business, economics, and supervisory management. Classes focus on preparing students for further educational opportunities, employment, and updated business skills.

Student Learning Outcomes

The Department supports two types of learning outcomes: content-based abilities and College-wide Abilities.

Content-based abilities are designed to achieve the Department's goals and outcomes. These objectives are identified in Departmental meetings and by advisory committees and industry contacts.

The Department supports student achievement of the College-wide abilities. Information literacy and Critical Thinking are taught and assessed by the inclusion of designated homework assignments. Information literacy includes the synthesis and effective use of information. Critical Thinking includes the use and evaluation of facts, data, evidence, and assumptions to solve various kinds of problems.

Additionally, they help students prepare for successful performance in on-going educational experiences, for employment in a variety of business occupations, and for upgrading business skills.

Assessment of Goals and Outcomes

See Department's Annual Report for both accomplishments and challenges (goals).

- Transfer students have been highly successful at four-year institutions as evidenced by grade-point average statistics from the Clark College Administration office and personal testimonials from students.
- Placement opportunities for professional/technical students have been good.
- Employer satisfaction with Business Division graduates has been high as documented by advisory committees and employer evaluation forms.
- Student satisfaction is high, as documented by student evaluations regularly administered to full-time and adjunct faculty.

Other College-wide abilities, such as Communication, Life-long Learning, Effective Citizenship, and Global/multicultural Perspective, are assessed by tests, written reports, oral presentations, cooperative work experience reports, employment, successful transfer, and completion of four-year degrees.

Curriculum and Instruction

● General

The Business Department offers courses in business transfer subjects, business vocational subjects, economics, and supervisory management. Courses are organized around the accomplishment of specific learning outcomes. Individual course syllabi provide specific learning objectives for each course as well as specific course assignments that are used to evaluate the accomplishment of these objectives.

Recent Curricular Changes

- Department curriculum and course content are continuously evolving to satisfy changing business needs. For example, the faculty has conducted research on the educational needs of entrepreneurs via focus groups (data panels), and advisory boards provide inputs.
- Implemented an annual schedule to help students plan better.
- Began Distance Education in Personal Finance, Professional Sales, and Marketing via telecourses.
- Offered Elements of Business via a telecourse that is dual listed with Business Administration as The Business Environment (BUS 100). It added Management 199 (Cooperative Ed) and one- to two-credit Saturday classes (Management 280).
- Standardized elements of syllabi and course requirements.
- Developed a course in International Business Economics (Economics 110).
- Converted "Human Resource Management" course from a Business 280 Special Topics offering to a regular course.
- Developed curricula for a two-quarter Customer Service certificate.
- Taped guest lectures for Entrepreneurship I and II in 1996/97. Converted the courses to Distance Ed in 1997/98.
- Reinstated Business 100. The course had been deleted.
- Offered Business 203 and 204 on a trial basis at night. Enrollments appear to be strong.
- Partnered with the Philosophy Department to create a course entitled "Ethics in the Workplace."
- Partnered with the Graphics Department to create a course on "Project Management."
- Created a 12-credit Certificate of Achievement in Supervisor Management.

Instructional Staff

Full-time Faculty ---------- 5.5
Adjunct Faculty ---------- 10-30
Other Instructional Staff ---------- 1.3

Facilities, Equipment, and Technology

In 1994, the Departments moved into the long awaited, newly constructed, beautiful Scarpelli Hall. The physical facilities are up to date and modern. However, the need to keep current with computer hardware and software remains a constant budget challenge.

Strengths

The Department

- Participates well in group decision making, governance, problem solving, and task completion.
- Mutually agrees on syllabi, exercises, and grading standards which full-time and adjunct faculty adhere to.
- Continues to build advisory board memberships.
- Continues to work with Washington State University to communicate and share methods of assessing the student transfer process.
- Partnered with Student Services to create fact sheets that relate WOIS data with technical job titles within the Business Administration areas.
- Developed course in Customer Service (Business 110).
- Created a two-quarter certificate in Customer Service.
- Participated in Clark College's first Professional/Technical Education Day.
- Partner with other Divisions to create courses.
- Put four new courses on line.

Recommendations and Actions Taken

- **Continue to build quality courses/programs and enrollments.**
- **Secure adequate secretarial staff.**
- **Continue to maintain Department participation in group decision making, governance, problems solving, and task completion.**

- **Reduce total student capacity in Economics 201 and 202, Business 101, 231, 232, and 233 in order to provide more individual teacher/student interaction.**
- **Reduce the number of advisees per faculty member.**
- **Continue to develop a comprehensive promotional plan to educate the community as to the benefits of our programs.**
- **Continue to explore and experiment with delivering quality instruction to our students via Distance Education.**
- **Develop short one-, two-, and three-credit courses.**
- **Convert Business 280 Special Topics courses to regular courses once the courses are proved viable.**
- **Develop income tax courses.**
- **Develop curricula to meet the demands of students going to school because of welfare reforms to include one-, two-, and three-quarter programs.**
- **Research the viability of developing courses in credit and collections.**
- **Research the job titles Marketing Assistant and Inventory Control Clerk for possible inclusion in our programs.**
- **Provide faculty training in computers, human relations, business, and other areas necessary to meet pedagogical and workplace changes.**
- **Continue to support and develop tutorial lab resources.**
- **Survey employment opportunities in the business vocational areas for demand.**
- **Track job placements for students in vocational and transfer areas.**
- **Design syllabi for courses taught by more than one faculty member with common outcomes and College-wide abilities.**
- **Offer all required courses in the Business Administration certificate and degree programs at night. (For example, offer BUS 036 and BTEC 241 at night.)**
- **Reduce class sizes in Introduction to Business, Principles of Accounting I, Principles of Accounting II, Managerial Accounting, Macroeconomics, and Microeconomics.**
- **Integrate Excel as a computational tool into Business 203 and 204.**
- **Reduce class sizes in Introduction to Business, Principles of Accounting I, Principles of Accounting II, Managerial Accounting, Macroeconomics, and Microeconomics through Business Division's subgroups and Clark College-Association for Higher Education negotiations.**
- **Maintain ongoing communication with advisory board members.**
- **Track students' and graduates' success at institutions transferred to and in the workplace.**
- **Additional institutional data gathering and analysis.**
- **Do more follow-up surveys to help assess whether or not the Departments have achieved these goals and student outcomes.**
- **Explain plans, priorities and recommendations for future improvements.**
- **Reduce class sizes in Introduction to Business, Principles of Accounting I, Principles of Accounting II, Managerial Accounting, Macroeconomics, and Microeconomics through Business Division's subgroups and Clark College-Association for Higher Education negotiations.**

Materials in Team Room

- Department Notebook
- Articulation Agreements
- Also see Business Division Statistical Data Book

Business Technology Department

Overview

The Business Technology Department has six full-time instructors, seven to ten part-time instructors and a full-time instructional technician who runs the four classroom computer labs and one dedicated open lab. The Department also encompasses the Medical Office Technology programs. One of the full-time instructors is the Coordinator for the programs.

Since the early 90s, the medical office programs have steadily grown in enrollment. Until 1994, the programs trained only for front office positions. First the Clinical Office Certificate was added, then followed by the Medical Assistant Degree making two back office programs. The clinical office and medical assistant programs are a joint partnership with the Health Occupations Division. The combined medical office programs account for more than fifty percent of the majors in the Business Technology Department.

A second specialty in the Department is the Legal Secretary. The required legal classes are offered through the Paralegal Department.

Degrees	Certificates
Administrative Assistant	Office Assistant
Information Specialist	Receptionist
Legal Secretary	Secretary
Medical Office Specialist	General Office Clerk
Medical Assistant	Legal Office
	Medical Record Clerk
	Medical Transcriptionist
	Clinical Office Assistant
	Medical Receptionist

Mission and Goals

In keeping with the College Mission statement, the Business Technology Department provides professional/technical training programs for office and administrative support and individual classes to update technical skills or for personal growth and educational development to meet the changing needs of a diversified student population.

The Department is actively involved in life-long learning and offers a flexible, individualized program in keyboarding to meet the goals of a diverse student population while maintaining high standards.

In Spring 1996, The Columbia Gorge Academy located in White Salmon, WA, requested permission from the Dean of Instruction to offer Beginning and Refresher Keyboarding for college credit. The Business Technology Department Head was asked to assist the individuals leading this endeavor to maintain college standards. The courses were expanded during the 1996-97 school year to include Applied Office English, Beginning Word Processing, Filing and Records Management, Professional Self-Development, Office Procedures, Document Formatting, and Cooperative Work Experience. This first group was ready for the job market Fall 1997. The same sequence of courses were offered during the 1997-98 school year.

Student Learning Outcomes

During the 1994-95 school year, learner outcomes were written for every certificate and degree program using subcategories of occupational, written communications, human relations and oral communications, and computational. Ability links with College-wide abilities have since been added. (See Department Notebook for complete listing of programs and learner outcomes.) These learner outcomes were endorsed by the Business Technology Advisory Committee and the Medical Office Technology Advisory Committee.

In the 1995-96 school year, professional/technical competencies were written for every course in the department (and listed in the syllabus) in conjunction with the activities of the Campus Assessment Committee. During the 1996-97 year, instructors added the College-wide learning abilities including assessment criteria. (See Department Notebook).

Assessment of Goals and Outcomes

● Goals

Degrees and Certificates Issued

1992-1993 ---------- 37
1993-1994 ---------- 59
1994-1995 ---------- 41
1995-1996 ---------- 75
1996-1997 ---------- 60

Our programs reflect industry requirements and standards in course work, office skills, and computer skills. A variety of evidence helps us determine how well we are meeting our Department goals. The Department receives feedback via employers in the Cooperative Work Experience Program, Co-op Follow-Up Survey of former Co-op students, supervisors of directed practice students in medical programs, four advisory committees, and two technology and software surveys each year. During Spring Quarter 1998, a survey was mailed to all graduates from certificate and degree programs for the past three years to obtain their evaluation of our programs and their training. The survey is still in progress. Enrollment in technology and keyboarding classes continue to be good.

The Business Technology Department receives input and feedback from four advisory committees: Business Technology Advisory Committee; Medical Office Advisory Committee, Paralegal Advisory Committee, and more recently the Clark County Business Education Advisory Committee. The latter is composed of business members, high school business education teachers, and our Department. This committee also serves to provide seamless education.

The Cooperative Work Experience Program in our Department has 20 to 30 students in Co-op jobs each quarter. This very successful program establishes internal and external business partnerships that support student learning and provides the necessary link for students to take the final step into the world of work. Co-op employers frequently offer students full-time positions when they graduate.

The coordinator of the Co-op program conducts a follow-up of former Co-op students each year. This study provides feedback on job titles, salary ranges, places of employment, the most common clerical duties being performed, types of computer equipment and software used, (See copies of the report in the Department Notebook).

1996 Survey

Currently employed in offices----------83%
Not seeking employment at this time ---------- 6%
Employed in other fields ---------- 6%
Attending college (full time) ---------- 4%
Looking for office position ---------- 1%

Two other surveys are completed each year to keep track of the latest trends in technology hardware and software used in our area. One is a survey of the businesses on the Business Technology Advisory Committee, and the other is an analysis of the help wanted ads for office employees in both the Vancouver and Portland newspapers. (See copies of these items in the Department Notebook in the team room.)

Our students are required to complete a job elements exam in the Office Procedures class. This experience has made it possible for a number of our students to get jobs in city, county, and state offices where this process is often used.

The Table 1 shows the increase in FTEs over the past five years. This growth was brought about by

Table 1 – Increase of FTEs in Business Technology Department

Business Technology	1992-93	1993-94	1994-95	1995-96	1996-97
Annualized FTES (State Funded)	159.37	165.10	154.75	171.71	172.33
Annualized FTEF (State Funded)	7.88	7.73	7.42	8l36	8.68
Annualized Student/Faculty Ratio	20.22	21.37	20.85	20.55	19.85
Annualized FTES (All Funding Sources)	163.64	169.73	161.19	177.07	178.73
Annualized FTEF (All Funding Sources)	7.90	7.73	7.42	8.36	8.69
Annualized Student/Faculty Ratio (All sources)	20.71	21.97	21.71	21.18	20.57

the increased enrollment in medical office programs as well as demand for technology instruction and skills enhancement.

We truly have a competency-based curriculum. In the 1995-96 school year, competencies were written for every course in the Department. Instructors assess the competencies through testing, homework assignments, class presentations, team projects, objective tests, performance tests, and portfolios. BTEC 150 classes (Microcomputer Applications) require each student to give a PowerPoint presentation as a final project.

In the 1996-97 school year, a majority of the full-time instructors revised at least one syllabus adding two College-wide abilities and prepared assessments for them. All were pleased with the results. This process will be continued in the 1997-98 school year. The Department has not designated two specific College-wide abilities to teach. Since the courses in our department cover a broad range of content and skills, more than two are taught in many of the courses; all six are taught in some form in our course materials.

Curriculum and Instruction

General

The Department is continually updating curriculum to meet the changing needs of the business world. All classes are based on established competencies and assessment criteria, and two or more College-wide abilities are being emphasized in each course adhering to the Mission, Vision, and Values statement. A variety of methodologies are used to support student learning and achieve successful outcomes: lecture, lecture demo, team projects, individualized and computer aided instruction, business speakers, and panels of former students. While technology has a strong emphasis in our programs, instructors also stress communication skills, human relations, and team work. These skills are vital for workplace success.

Recent Curricular Changes

The most commanding effect on curriculum has been the change from DOS to Windows in the computer world.

In the Spring of 1996, a PowerPoint class was created through a partnership with Graphic Arts. The beginning of these classes has been handled by Business Technology even though it has a Graphic Arts prefix.

In 1991, computers replaced the electronic typewriters in the keyboarding lab. Since that time, the keyboarding software has been updated twice with a gradual change from WordPerfect to Word. Fall of 1997, the department moved to Gregg's Windows Keyboarding software integrated with Word for Windows. Three different skill-building softwares have been added during the past five years to develop skill in speed and accuracy. The instructor has the ability to design a skill-building plan to fit each student's needs.

Gregg shorthand has been dropped. A one-quarter class of Personal Shorthand (an all-alphabetic system) and Personal Shorthand Transcription are offered once a year. In Spring of 1993, the Electronic Office Simulations course was restructured as a capstone class.

A system of multi-line phones was installed in one classroom in Scarpelli Hall. This addition has increased the department's ability to provide realistic and improved telephone training for students, which is a high priority for employers.

The Medical Insurance course was added to the Medical Office Specialist program about five years ago upon recommendation of the advisory committee. A number of medical courses have been added to meet the curriculum needs of the new clinical and medical assistant options; also, one course was expanded to cover additional competencies required. Curriculum changes are still in process as the medical coordinators prepare for accreditation of the Medical Assistant program. The new course in Business Technology is "Legal Aspects of the Medical Office." New courses developed by Health Occupations include: Clinical Assisting I and II, Pharmacology for Health Assistants, and Medical Laboratory Procedures.

The Department has made considerable efforts to articulate courses from secondary to postsecondary level in Business Education. As active members of a county-wide Business Education Advisory Committee (a partnership of business members, high

school teachers, and Business Technology instructors) set up through Tech Prep, faculty looked at the whole spectrum of business education curriculum from K-12 through postsecondary, particularly in relation to keyboarding and computer technology. The Department has Tech Prep/Articulation agreements with all high schools in our community college district.

Instructional Staff

Full-time Faculty ---------- 6
Adjunct Faculty ---------- 7-10
Other Instructional Staff ---------- 1

All faculty must be vocationally certified and must renew the certificate every five years.

Facilities, Equipment, and Technology

In the Fall of 1994, the entire Business Division and the Computer Science Department moved into a new building (Scarpelli Hall) designed for state-of-the-art facilities. The Business Technology Department has four computer labs (two labs dedicated to computer classes, one lab dedicated to keyboarding classes, and one medical office electronic lab). The Department also shares use of a room with printing calculators (30) with the Business Administration Department.

The two dedicated computer labs have 24 pentium student work stations, two laser printers, one color printer, and an instructor's lecture/demo multi-media work station composed of a pentium attached to an In-Focus multi-media projector. Software available includes all of Microsoft Office 95 Professional Suite, WordPerfect 5.1, Internet, and a local version of e-mail for training just in the computer labs. A server is located in one of the rooms to accommodate both labs, but some files are on the hard disks to speed up the operation of the Windows applications.

Special Accreditation or Certification Programs

The Medical Assistant portion of the Medical Records Technology Program is in the process of seeking accreditation by the American Association of Medical Assistants. By 1999, students must complete an accredited program to be able to take the national exam. Mostly the Medical Office Technology Coordinator with the help of some part-time instructors teaches the medical administration courses. A part-time instructor in the Health Occupations Division who has her RN and CMA teaches the clinical classes.

Strengths

- A competency-based curriculum.
- Excellent facilities with state-of-the-art equipment and software.
- Full-time instructional technician to coordinate the computer labs.
- Full-time Business Division advisor for orientation and advising for all new students.
- Active advisory committees (four).
- Yearly surveys to stay abreast of technology.
- Co-op Follow-Up Survey.
- Academically and vocationally certified full-time instructors.
- Academically and/or vocationally certified part-time instructors.
- Cooperative Work Experience Program and Directed Practice for medical majors.
- Tech Prep/Articulation agreements with local high schools.
- Satisfied graduates.
- Instructors who are willing to constantly study to keep up with the high tech world (See Department Notebook for full listing of professional development activities).

Challenges

- Constant struggle to keep up with the rapidly changing world of technology.
- Increased preparation time but no change in workload for the department members.
- (Note: The 1988 Accrediting Committee recommended that computer classes be reevaluated and removed from the lab category.)
- Funding to keep computer labs current with industry standards.

- Shortage of business educators trained to teach keyboarding.
- Heavy use of part-time instructors (currently 1 1/2 full-time tenured instructors are being used for administrative purposes without a full-time replacement).
- Need for increased marketing for general office programs.

Recommendations and Actions Taken

- **Continue to update curriculum on a regular basis according to information received from advisory groups, other colleges teaching similar courses, data panels, changes in technology, cooperative work experience follow-up report, and faculty input.**
- **Support instructor learning on new and common software programs.**
- **Continue the review of classes in the department seeking input from each member to keep classes up to date and to have classes complement other levels of similar classes.**
- **Develop a Medical Office Technology Student follow-up study that includes all students who register as Medical Office Technology students.**
- **Develop a patient registration screen on computers in Medical Office Lab to use in Health Information Procedures.**
- **Develop a presentation to market medical office programs to employers in the community.**
- **Continue to work with campus enrollment manager to market our programs to the high schools and community at large, i.e., Professional/Technical Day, presentations to Displaced Homemaker Classes.**
- **Explain plans, priorities and recommendations for future improvements.**
- **Establish a campus funding formula for updating computer labs on a rotation basis**
- **Replace full-time instructors on loan with temporary full-time instructors**
- **Provide equal emphasis and time for professional/technical programs as that given to transfer during freshman orientation and advising**
- **Readjust instructor workloads to reflect the increased preparation**
- **Encourage Business Technology instructors to certify in software applications by taking the Microsoft Office User Specialist tests.**
- **Rotate department head position every two years to share the increased responsibilities that have been added to the position.**

Materials in Team Room

- Department Notebook
- Articulation brochure
- Cooperative Work Experience Placement and Follow-Up Reports
- Survey of Equipment and Software Used by Businesses on the Clark College Business Technology Advisory Committee (2 years)
- Analysis of help wanted ads for office employees in both the Vancouver and Portland newspapers (2 years)
- Accreditation materials for the Medical Assistant Program
- Data Panel reports
- Program and Learner Outcomes

Paralegal Program

Overview

A part-time Program Coordinator manages the Paralegal Program. The Coordinator is responsible for supervising the part-time faculty, advising, curriculum development, ordering books, supervising Special Projects and Internships, and assisting in scheduling classes. The program offers a Certificate of Achievement (for students with prior college or law office experience) and an Associate in Applied Science Degree.

Mission and Goals

The Paralegal Program seeks to allow students to develop the knowledge and experiences necessary to perform substantive legal work for an attorney (including legal departments of government agencies or private businesses). The Program is designed to allow students to: explore career options, learn all aspects of an industry, adapt to technological change, and increase their personal and professional academic achievement, motivation, and competence.

Stress is on the development of specific skills within the shortest possible time frame, allowing for flexibility in course scheduling and sequencing. (From Business Division report.)

Student Learning Outcomes

Each course is taught with the objective of achieving specific course competencies.

Assessment of Goals and Outcomes

- Placement opportunities for Paralegal internships have been good.
- Employer satisfaction with Paralegal graduates has been high as documented by advisory committees and employer evaluation forms.
- Student satisfaction is high; as documented by student evaluations regularly administered to

Student Learning Outcomes	Ability Link
Effectively assist the attorney by investigating cases and other legal matters, interviewing clients and witnesses, and performing legal research identified independently and by the attorney.	CT, CM
Prepare correspondence and legal documents, including pleadings for use in court as well as multiple party agreements and all documents relating to the various business entities.	CM, IT
Manually establish and maintain a filing system.	CM, IT
Demonstrate proficiency in the accurate use of language, including legal terminology, both written and oral.	CM
Given word processing software, format and prepare legal documents and pleadings.	CM, IT
Given data base software, establish and maintain an electronic filing system.	CM, IT
Demonstrate the interpersonal skills required to deal with the legal community, clients, the public, corporate and other business executives, and government officials at all levels.	CM, LL
Present and defend viewpoints (formally and informally) through written and oral assignments and class participation.	CM, CT
Demonstrate the interpersonal skills necessary to communicate effectively with the supervising attorney(s), clients, witnesses, the public, business and government officials.	CM, LL
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

faculty.

- Student classroom evaluations: students tests, case studies, field experience reports, oral presentations, research activities and other performance measures as determined by individual instructors.

Curriculum and Instruction

The Program offers 15 courses, plus Selected Topics, Special Projects, and Internships. Each substantive law class is taught by an attorney specializing in that area of law. The paralegals on the faculty were selected for their vast experience in the workings of a law office as well as their teaching abilities. The Program has expanded from one course in "Legal Terminology" to the current lineup of courses based upon the needs of the students as well as the needs of the legal community. The courses offered in the program were established in response to a study comparing Clark's program with the programs in seven other community colleges, recommended American Bar Association (ABA) standards, attorney/student surveys, and committee recommendations.

Instructional Staff

Adjunct Faculty ---------- 17

In accordance with Business Division standards, paralegal adjunct faculty are closely monitored the fist two quarters of employment through student evaluations, and thereafter, every seventh quarter or as needed for informational purposes. Additionally, the Paralegal Coordinator seeks input regarding the faculty from students during advising or counseling. Syllabi are periodically checked for learning objectives, college-wide abilities, and assignments, tests, and assessments.

Facilities, Equipment, and Technology

In addition to the information given in the Business Division self-study report, some courses within the Paralegal Program also use the Clark County Law Library and private law offices as well as the courthouse for assignments.

Strengths

Due to the high regard for our program, there is an expanded number of firms and government agencies seeking interns and students for employment. Indeed, the Diversion Program of the Clark County Prosecuting Attorney's Office recently submitted a program proposal partially dependent on the use of Clark College interns. All of the intern evaluations that I have reviewed have been highly complimentary of the knowledge, skill, and professionalism of our students. I am frequently contacted by attorneys for recommendations seeking to employ a paralegal. Several interns have been hired by the firm/agency for which they served.

Challenges

There has been a recent decline in the number of students in the Program, with a 28 percent decrease in FTEs since 1992. This may be attributable to students dropping out of the Program after having obtained an entry-level position with a firm. Another reason may be a possibility that firms are hiring attorneys in lieu of paralegals.

Recommendations and Actions Taken

- **Obtain a "Westlaw" research link for the students on campus.**
- **Continue to increase the number of internships.**
- **Continue to fill faculty vacancies with the most qualified candidates.**
- **Continue to be flexible in providing courses that respond to the needs of the legal community. Conduct an updated survey regarding the Program by contacting local firms and former students.**
- **Work with the part-time faculty to insure that a current syllabus with college-wide abilities and applicable learning outcomes is on file for each course.**

Materials in Team Room

- Department Notebook

Education Division

Overview

The Education Division has eight departments:

- Adult Basic Education Department (ABE)
- Adult High School Diploma Program (AHSD)
- Developmental Education (DVED)
- Education Transfer/Education Paraprofessional Program
- English as a Non-Native Language (ENL)
- English as a Second Language (ESL)
- General Education Development Testing Center (GED)
- Tutoring Center/Services

The division includes a very successful volunteer literacy tutor program to recruit and train volunteers from the community who would like to tutor adults with reading problems. Also included in the division is a contract program for ABE and ESL instruction with the Department of Corrections at Larch Corrections Center

In keeping with the institutional mission, the Education Division provides increased opportunities for underprepared students to succeed through programs that build the basic and pre-college skills necessary for further education/training and employment. The division serves a diverse constituency composed of second language learners, the underprepared as well as education majors who are considering teaching as a career. The Division is highly involved in partnering with community agencies in order to support access to basic skills and through that medium encourage students to pursue other programs and training offered by the college.

Mission and Goals

See Departmental Reports

Student Learning Outcomes

All areas have been working on developing syllabi that include some of the six Clark College Abilities and designing measurements to assess those abilities in each department's classes as well as developing performance-based assessments. ABE and ESL students are in competency-based programs as directed by the state, and the Clark College Abilities are infused into those courses as well.

Generally, student outcomes in this division will relate to preparation for Level 1 of the Communications Ability, Level 1 of the Information Technology Ability, Level 1 of the Lifelong Learning Ability and Levels 1 of the Critical Thinking/ Problem-Solving Ability, Level 1 of the Effective Citizenship Ability, and Levels 1 of the Global/Multicultural Ability.

Assessment of Goals and Learning

Generally, student outcomes are assessed using standardized or teacher made pre and post tests, student self-evaluations, writing or demonstration samples, ongoing assessments of varying kinds including progress reports, checklists, competency testing, products such as essays, board work, oral reports, portfolios, and project learning.

Curriculum and Instruction

Through its various departments the division offers basic skills coursework in reading, writing, mathematics as non credit courses in ABE and as non-graded credit courses in DVED. The ENL department offers English language, reading and writing courses for credit to international and immigrant students while the ESL department offers tuition-free English language classes to refugees and immigrants on an open enrollment basis. The Education department offers credit courses leading to either a transfer degree or a two-year paraprofessional certification.

Though the mission and role of the various programs in the division have changed little in the last five years, curricular changes have occurred at a rapid pace due, in part, to educational reform, outcomes assessment, and mandates from the state which include program quality indicators for the ABE and ESL areas and Developmental Education Outcomes for DVED. Technology, transition opportunities, external mandates such as welfare reform, and partnerships with community have impacted instructional delivery as well.

● Student Outcomes

All areas have been working on developing syllabi that include some of the six Clark College Abilities and designing measurements to assess those abilities in each department's classes as well as developing performance based assessments. ABE and ESL students are in competency-based programs as directed by the state and the Clark College Abilities are infused in those courses as well.

● Technology

Since last review, all departments and programs have acquired access to computers for instructional and office use including e-mail and Internet access. DVED has integrated software into their curricula and all other departments are progressing in that area.

● Curricular Change

Developmental Education faculty have been working on curriculum development and revision for the last five years that has resulted in a complete change in instructional delivery from individualized instruction in a lab setting to a combination of lecture and lab. ABE, ESL and ENNL have all revised their curricula to include outcomes and assessments that are measurable and better demonstrate students' mastery of course content.

● Community Partners and Welfare Reform

External changes related to integrated service delivery which allows potential students to enter one arena, i.e., the Private Industry Council, Employment Security or Clark College, and be assessed and referred to appropriate service providers allows for easier access to the instruction offered by our departments since seventy percent of students entering Clark take below 100 level courses in order to prepare for other courses and/or training. Welfare reform impacts programs and instruction because of the increased need for attendance and progress data and the client's need for short term, intensive, vocationally-related coursework.

Pre-college students and second language learners are now more accurately perceived as a potential pool of students who can transition to college level courses and/or professional/technical training. Transition opportunities are increasing as suppport from student services and vocational programs is increasing. A small study done during 1996-97 for ABE students, (see ABE department), showed how effective support for transition students makes a difference in their success. Additional support for transition students in our division is planned.

Instructional Staff

Full-time Faculty ---------- 9
Adjunct Faculty----------64
Other Instructional Staff---------- 6

There are eight full-time faculty, (two of whom are probationary), one faculty acting as division chair, one faculty at three-quarters time, sixty-three adjunct faculty, three full time teaching aides, and three part-time classroom aides.

Facilities, Equipment, and Technology

The division is housed on two campuses. DVED, Tutoring, Education, and Adult High School Diploma programs are housed in Joan Stout Hall. There are heating and cooling problems in this area and adjunct faculty office space is not large enough nor is it handicapped accessible.

The ABE, ESL, GED Testing Center, Volunteer Literacy Programs, and the Division Chair office are housed at Town Plaza Center which is located about three miles east of the main campus. There are heating and cooling problems in the facility and limited space for adjunct faculty or any new permanent faculty.

Special Accreditation or Certification Programs

Adult Basic Education and English as a Second Language are reviewed by the State Board for Community College's Office of Adult Literacy every five years for compliance with federal standards.

The Education Paraprofessional Program is a two year degree that enables individuals to be employed as non-certificated staff in the public schools. This degree enables students to transfer to a four year institution as well.

The Adult High School Diploma Program awards an adult diploma to students who complete the required number of credits.

The GED Testing Program certifies that students have satisfactorily completed the GED Test battery and students then receive the GED Certificate through the office of the Superintendent of Public Instruction.

Strengths

The Education Division's strength lies primarily in the highly qualified and dedicated faculty and staff who possess extraordinarily diverse yet complementary areas of expertise. Serving the educationally disadvantaged student requires flexibility, high standards, and teamwork; qualities that division members possess in abundance. All division members continuously seek to improve themselves and their departments by incorporating best practices in their areas of specialty. We also have very strong teacher education transfer and education paraprofessional programs that are growing rapidly.

Challenges

- Acquiring full-time faculty in ABE and ESL.
- Operating effectively, despite poor funding for goods/services and equipment over the last several years.

Overcoming the disadvantages caused by the physical separation of departments whose missions are closely linked.

Recommendations and Actions Taken

Division planning will focus upon the following efforts: continued efforts to secure additional full-time faculty, to move ABE and ESL back to the main campus, continued emphasis upon curriculum development and program improvement based upon program evaluation and student tracking/follow up, support for transitioning students, staff development opportunities, further training related to technology, and seeking collaborations with school districts and other community partners in order to secure additional program funding. We would also like to secure more institutional support for the education paraprofessional program by acquiring funding for a full-time advising position for the entire division, providing a small amount of release time for the education department chair and securing permanent dollars for adjunct faculty meet on a quarterly or more basis.

Recommendations

Increase full-time faculty positions in Adult Basic Education and English as a Second Language Departments.

Decrease division faculty teaching loads in order to provide reasonable opportunities for curriculum development, shared governance and program improvement.

Increase support for transition of DVED, ABE, ESL and ENL students into transfer and professional/technical programs.

Move ABE, ESL and Volunteer Literacy to the main campus with DVED, ENL and Tutoring in order to maximize the use of resources and expertise.

Work with Student Services to:

- **plan campus-wide integrated tutoring services**
- **provide support to students at the Town Plaza Center**

Materials in Team Room

- Division and Department Notebooks
- Developmental Education/VESC Carl Perkins Annual Reports
- 1994 - 1997 Examples of curriculum, activities, technology

1. Data regarding completion rates, effectiveness of new curriculum, transition rates, percentage of graduates in all areas taking one or more DVED courses.
2. *Tutoring Program*
   Carl Perkins Annual Report- 1994 through 1997
   Tutor Study Guides and Sample study units
   Copy of English Tutor Reference Notebook
   Annual report summary
   Division Resource Catalog
3. *English as a Non-Native Language*
   Number of Students Served - 1994 - 1997
   Examples of curriculum, activities, technology
4. *English as a Second Language*
   Application for Allotment – 1997
   Adult Basic Education Annual Report – 1997
   Samples of Student Work/Portfolios
5. *Adult Basic Education*
   Application for Allotment – 1997
   Adult Basic Education Annual Report – 1997
   Student Follow-Up Study – 1998
   Samples of student work, competency checklists
   Newsletter and Video, Readiness to Learn Program - Family Literacy
6. *Volunteer Literacy Program*
   Grant Application – 1997
   Annual Report – 1997
   Student Outcome Study – 1995
   Tutor Training Manual
7. *General Education Diploma/ Adult High School Diploma*
   GED Statistics Report - 1995 through 1998
   Adult High School Diploma Report - 1995 - 1998
   Adult High School Diploma Program information handout
   High School Diploma Program evaluation form
   Compilation of student exit questionnaires
   Follow-up survey results
7. Education Transfer and Education Paraprofessional Program Growth Figures 1995-97
   Faculty Resumes
   Course syllabi for core of courses
   Course approvals
   Goals/objectives/proficiencies
   Program Handbook for Cooperating Teachers
8. Educational Paraprofessional Curriculum Guide
   Professional Concentration Chart and its relationship to DATA

Adult Basic Education Department

Overview

Adult Basic Education (ABE) provides mathematics, reading, and English classes that enable students to acquire basic literacy skills. ABE, together with ESL, Volunteer Literacy Tutoring, and GED testing programs are located about two miles east of the main campus at Town Plaza Center. In addition, ABE maintains ten sites at various locations in the College's service district.

Mission and Goals

The Adult Basic Education Program's mission is to provide classes that enable students to acquire basic literacy skills necessary to function in society as productive and responsible citizens.

The role of the Adult Basic Education/GED Preparation Programs is to provide less-than-college level course work to students who have not gained adequate skills in reading, writing, and mathematics to meet the demands of everyday life and/or complete high school graduation requirements.

Student Learning Outcomes

● Reading Competencies

1. Recall facts and details from a passage.
2. Identify the main idea of a passage.
3. Understand sequence of events in a passage.
4. Summarize and restate text.
5. Make judgments while reading.
6. Utilize study skills.
7. Use context clues to determine word meaning and build vocabulary.
8. Read and interpret written information found in everyday life situations.
9. Use basic decoding skills to understand written material.
10. Use word structure to understand written material.
11. Identify prefixes and suffixes, explain relationship to meaning of base word.
12. Identify cause and effect relationships in materials used.
13. Draw logical conclusions from text.
14. Analyze structure of passage considering organization pattern and sequence.
15. Understand figurative language.
16. Recognize and understand different literary forms.
17. Apply to a different situation information or ideas contained in a passage.
18. Analyze and evaluate social studies/science information.
19. Analyze and evaluate literary elements of style and structure.

● Math Competencies

1. Identify place value and read and write numbers to millions.

ABE HISTORY

	1996-97 Students/FTE	1995-96 Students/FTE	1994-95 Students/FTE	1993-94 Students/FTE	1992-93 Students/FTE
Summer	542/119.15	301/118.04	289/81.34	333/106.11	372/117.98
Fall	680/285.28	594/294.83	517/224.85	489/157.62	572/173.03
Winter	689/284.84	729/278.70	527/231.73	513/172.27	583/178.45
Spring	705/256.86	857/395.99	506/194.96	499/160.26	510/170.24
TOTALS	**2616/946.13**	**2481/1087.56**	**1839/732.88**	**1834/596.26**	**2037/639.70**

2. Compare and order whole numbers.
3. Solve a variety of whole number computation problems and find averages.
4. Estimate answers to whole number problems.
5. Solve a variety of whole number word problems using addition, subtraction, multiplication, and division.
6. Identify names and values of coins; count change.
7. Fractions: Read, write, interpret common, improper fractions, and mixed numbers.
8. Solve a variety of fractions word problems using addition, subtraction, multiplication, and division.
9. Decimals: Read, write, identify place value to .001.
10. Compare and order decimals.
11. Round decimals to nearest 1.0, .1, .01.
12. Convert between decimals and fractions (e.g., 0.25 = 1/4)
13. Solve a variety of decimal word problems using addition, subtraction, multiplication, and division.
14. Measurement: Use a ruler to measure to within 1/16 accuracy.
15. Use ratio and proportion to solve word problems.
16. Explain and give an example of percentages (e.g., what is 25%?)
17. Convert among fractions, decimals, and percents (e.g., 1/4 = 0.25 = 25%)
18. Percents: Solve a variety of word problems for the whole, part, and percent.
19. Find for perimeter, area, and volume.
20. Interpret and use schedules, tables, and graphs (bar, line, and circle)
21. Algebra: Evaluate and solve simple equations finding for one or more unknowns.
22. Geometry: Use formulae to find for perimeter, area, volume, and angles.

● Writing Competencies

1. Identify letters of the alphabet, know order, write upper/lower case letters and numbers legibly in both manuscript and cursive.
2. Write an address.
3. Alphabetize words beginning with the same letter.
4. Fill out forms.
5. Correctly spell words with or without aids.
6. Write accurate lists, simple sentences, and message lists, and simple sentences messages.
7. Write a variety of sentences including statements, questions, and commands.
8. Compose 3 complete sentences on the same topic.
9. Use correct capitalization and punctuation.
10. Identify subject and predicate.
11. Expand sentences to reflect more complex ideas.
12. Write a simple paragraph that contains a topic sentence and at least 3 supporting sentences.
13. Write personal and business letters.
14. Write a short report on material read or observed.
15. Compose a resume.
16. Develop proof-reading skills.
17. Understand and use logical paragraph organization.
18. Understand a system for planning, writing, and revising an essay.
19. Write a well-organized essay.

The ABE Department-wide student learning outcomes match many of the College outcomes of Life-long Learning, Communication, Information/ Technology, Effective Citizenship, Critical Thinking/Problem Solving, and Global/Multicultural Perspectives. The Communication Ability is a focus of our reading classes. The Critical Thinking/Problem Solving Ability is a focus of our mathematics classes. Our reading classes, which are: Literature and the Arts, Social Studies, and Science incorporate topics related to Global/Multicultural Perspectives, and Effective Citizenship. Our computer lab classes focus on Information/Technology. In all classes, students practice Life-long Learning strategies such as: identifying and accessing resources, setting and revising goals, and assuming responsibility for one's own learning.

Curriculum and Instruction

The ABE curriculum is based upon the Washington State Core Competencies and the Competency Indicators. This competency-based curriculum is based upon the (SCANS).

The significant changes in the ABE curriculum are: infusion of work readiness and workplace activities. The change in ABE program instruction is to incorporate more small group and whole class activities.

Instructional Staff

Full-time Faculty ---------- 1
Adjunct Faculty ---------- 24
Other Instructional Staff ---------- 5

Facilities, Equipment, and Technology

An off-campus site, Town Plaza Center, is at 5411 E. Mill Plain Boulevard in Vancouver and is the organizational hub of the Adult Basic Education program. The program has ten (10) additional sites which include:

- Columbia River Mental Health for students with mental illnesses.
- Evergreen High School for students in eastern Clark County.
- Bagley Center for adults with developmental disabilities.
- Larch Mountain Correctional Facility for minimum security inmates.
- Clark County Jail for incarcerated men and women.
- Orchards Community Service Organization for north Clark County residents.
- White Salmon for residents in the eastern area of the Columbia River Gorge (75 miles east of Vancouver).
- Stevenson for residents in the middle area of the Columbia River Gorge (40 miles east of Vancouver).
- Camas Readiness to Learn for a family literacy cooperative with Camas School District, ECEAP, and Head start.
- Hough Elementary School for students in western Clark County.

The majority of the ABE Department's resources are located at the Town Plaza Center. We have a designated computer lab which we share with the ESL Program. Our materials and library are stored in a convenient location near the classrooms. The off-site classes have limited access to computer technology and supplementary materials.

Special Accreditation or Certification Programs

This program grants no credits, degrees or certificates. Students can take the General Education Development (GED) battery to obtain a secondary credential.

Assessment of Goals and Outcomes

Competency checklists specify mastery of specific skills in math, reading, and writing. This is evidence of acquiring basic skills and/or being ready to take the GED tests.

Student evaluations of instructors and the program, on-going assessment of students passing course work, and GED completion rates are all specific evidence of student learning outcomes.

Instructors assess outcomes by giving students the GED pretests, observing the work they do alone and with other students, correcting their essays and other assignments, and administering assessment tests or other kinds of informal assessments to check competency mastery.

Strengths

- Dedicated professional staff
- Employability Project — Next Steps
- Star Schools
- Addition of Hough School
- Additional dollars to fund staff meetings

Challenges

Our most critical challenge is the lack of full-time faculty. Ninety-six percent (96%) of the ABE faculty are adjunct and they teach ninety-eight percent (98%) of the classes. Such a large percentage of part-time faculty with only one full-time faculty

member who is both coordinator and part-time instructor presents problems in communication, maintaining the integrity of the curriculum, and overall program management.

The second most critical challenge is the lack of an adequate goods and services budget. The Federal Government and the Adult Basic Education Act require the Department to purchase all materials for the students. Our allotment for materials, textbooks, etc., is less than $3.00 per student per quarter. Our goods and services budget has not increased, but our enrollments continue to increase.

Both challenges are significant in that they directly affect program quality.

Recommendations and Actions Taken

Faculty Development

One of the departmental goals is continued staff development in areas of computer technology, instructional methods, curriculum development, and student outcomes assessment. The faculty have rewritten all course syllabi to reflect the College-wide format and to include College-wide Abilities.

Faculty self-evaluation surveys are used to determine and plan for professional development activities. A variety of professional development opportunities are available to us through ABLENet, but we don't have the funds, so we would like to locate funding sources for these.

Faculty have attended a workplace workshop to review Washington statewide competencies, review materials, and come up with ideas to incorporate job readiness and work-related items into our curriculum. One upcoming event for us will be a math workshop. In addition, all faculty will attend a state required CASAS assessment tool training session.

The needs for at least one more full-time ABE faculty member and an increase in the ABE goods and services budget have been addressed to the Vice President of Instruction and the President of Clark College both in writing and in person. The ABE Department will continue to strongly advocate for these improvements. In addition, we apply for grants that can enhance our ABE program and will continue to do so.

A core faculty of six adjunct instructors and the coordinator will continue meeting regularly to make short-term and long-term plans for the Department with regard to curriculum, textbook adoption, recruitment and retention, special needs, program development and implementation, and faculty development. These six core faculty members are selected by the faculty and represent a cross-section of the adjunct ABE faculty. Departmental goals will be established, reviewed, and updated annually, as in the past.

Materials in Team Room

- Department Notebook
- Department Goals
- Syllabi
- GED Pretests
- Criteria for Scoring Writing Assignments
- Placement Procedures
- Examples of assignment/assessments and student work from ABE/GED
- Number of Successful GED Completers
- Agendas for ABE Core Faculty Meetings
- Agendas for Quarterly ABE All Staff Meetings

Adult High School Diploma

Overview

The High School Diploma Program provides an opportunity for students to fulfill all requirements for a State of Washington high school diploma. The Program is coordinated by the Program Supervisor, who reports to the Education Division Chair, who reports to the Dean of Faculty. The Program Supervisor is assisted by several part-time office staff.

Mission and Goals

In keeping with the mission of the college, this program supports the development of student skills needed for further education, employment and lifelong learning.

Student Learning Outcomes

1. Students obtain a high school diploma, which is often the impetus that encourages them to continue their education.
2. Students must complete transfer-level classes to fulfill many of their high school diploma credit requirements. Courses from professional/technical programs can be taken to fulfill the occupational education or the elective credits required for a high school diploma, provided the student meets the entry requirements for the specific college program. These transfer-level courses are in most, if not all cases, linked to college-wide abilities.

Assessment of Goals and Outcomes

1. Each quarter, approximately 90 to 105 adults are provided advising regarding the completion of their high school diploma.
2. A follow-up survey of program graduates from l994-l997 was conducted. Results indicate that earning a diploma fulfilled a personal goal for most students. Many graduates either became employed or attained better jobs as a result of earning their high school diploma. A number of respondents have continued with their education, started apprenticeship programs or entered the military.

Curriculum and Instruction

Curriculum is determined by the needs of students and credit requirements.

There have not been any changes in program requirements in the last five years. However, a possible revision to WAC 180-51-050 changing the credit equivalency ratio as it relates to high school credit and taking into account college credits earned is being proposed.

Instructional Staff

Students in this program use Clark College classes to complete their credits. No designated faculty are attached to this program.

Facilities, Equipment, and Technology

The Adult High School Diploma Program adviser's office is located in Joan Stout Hall - Room 101. Program records are housed in JSH 101 and the Registration Office. Adult diploma students have access to all college support services (e.g. career information, tutoring, computers).

Special Accreditation or Certification Programs

The Adult High School Diploma Program must comply with requirements and guidelines as established by the office of the State Superintendent of Public Instruction. The Adult High School Diploma Program undergoes review by committees appointed by the office of 0.S.P.I. every ten years or so.

Strengths

Many students who earn their high school diploma participate in the college graduation ceremony.

In the academic period from summer quarter 1996 to spring quarter 1997, 77 high school diplomas were issued. This represents approximately 31 percent of the students who were registered in the program. During the same time, 243 students completed credits towards diploma requirements. Success cannot be measured only in the number of diplomas issued, but in the total number of students who complete credits each quarter. Often students who leave the program return several quarters or even years later to finish their requirements.

Challenges

Student retention is the biggest challenge. Approximately 36 percent of the students who register do not successfully complete their classes.

Recommendations and Actions Taken

- **An enrollment management system is in place that provides a more accurate means of tracking students' progress each quarter.**
- **Students who earn a diploma complete an exit survey.**
- **A database, coordinated by the program supervisor, is being established in the program office to enable follow-up on currently enrolled as well as graduated students.**

Materials in Team Room

- Program Handout
- Form - Evaluation of Credits
- Form - Registration Appointment Procedure
- Form - Exit Questionnaire
- Form - Accreditation Review Questionnaire (sent from High School Diploma Program Supervisor to program graduates)
- Example - Quarterly Diploma Counselee List

Developmental Education Department

Overview

Developmental Education offers basic skills instruction to underprepared students identified by the ASSET placement test. Clark College's coursework below college level is divided between Developmental Education and the Math and English Departments, with the first two levels of mathematics and English and all levels of reading offered by the Developmental Education Department. Additional support is offered to vocational and other students by our Department's Vocational Education Student Center.

Mission and Goals

The following tables show how the Developmental Education Department's mission relates to the College Mission and to College-wide Abilities.

Student Learning Outcomes

Math students will be able to:

DVED Department Goals		**Clark College Values**		
Foster an atmosphere in which students:	Learner focused education	Excellence	A positive campus environment	Program improvement
● feel confident and secure			X	
● complete assignments successfully		X		
● experience their potential for creativity and meeting challenges	X			X
● actively participate in a wide variety of individual and group learning activities				X
Students will be able to:				
● understand and follow written and spoken directions		X		
● demonstrate responsibility for decisions	X	X		
● develop realistic educational goals	X	X		
● use a variety of strategies for mastering content.				X
● prepare for examinations	X			
● employ basic research techniques			X	
● respond to content through reading, writing, speaking, and listening	X			
● critically interpret and evaluate	X			
● use appropriate technology for learning			X	
● participate as a member of a team	X			
● use criteria for self-evaluation	X	X		X
● respond to ethical issues			X	
● interpret visual elements	X			

1. Add, subtract, multiply, and divide whole numbers, fractions and decimals.
2. Use a sequenced approach based on logic and reasoning to define problems, formulate questions, and identify issues.
3. Successfully complete a variety of problems involving numerical relationships that include fractions and proportions, percentages, measurements, graphs, and metrics.
4. Apply mathematical concepts, operations, and vocabulary in real-life situations.
5. Use a basic calculator, computer, and common measurement tools.

Reading students will be able to employ college-level reading skills to:

1. Develop vocabulary, summarize, and recognize structure.
2. Interpret charts, graphs, and illustrations.
3. Separate their opinion from ideas conveyed in the text.
4. Read critically.
5. Vary their rates reading rates to suit their purpose for reading.
6. Use a textbook effectively.

Writing students will be able to:

1. Generate, develop, and organize ideas by using various prewriting techniques.
2. Make a point.
3. Support the point with specific evidence.
4. Write more fluently, correctly, and clearly.
5. Evaluate writing using standard criteria.

Developmental Education student learning outcomes were specifically developed and revised to match Clark College's College-wide Abilities and the Washington State Board for Community and Technical Colleges Developmental Education Outcomes. Other documents consulted included the Secretary's Commission on Achieving Necessary Skills (SCANS) and the Washington State Survey of Expected Entry-Level Reading, Writing, and Learning Abilities. Other campus departments were also consulted regarding their expectations for entering students.

DVED Department-wide student learning outcomes match many of the College outcomes of Life-long Learning, Information/Technology, Effective Citizenship, and Critical Thinking/Problem Solving. The table below shows the relationship of the College-wide Abilities to the primary and secondary learning outcomes of each of our classes.

Assessment of Goals and Outcomes

1. Our overriding goal is to promote student success. Departmental goals relate specifically to providing a positive atmosphere for learning and to teaching life-long learning skills as well as basic skills. In 1991, the Clark College Guidance

DVED primary and secondary student learning outcomes help students to build a foundation for the Clark College Abilities	**Primary Ability Link**	**Secondary Abiltiy Link**
Math - DVED 021, 022, 023, 024	CM, CT, LL	IT, EC
Spelling, Vocabulary, Term Paper - DVED 051, 052, 053, 061, 062, 072, 073	CM, LL	
Learning Skills - DVED 075	LL	
Reading - DVED 081, 082, 083, 084	CM, LL	CT, IT, EC,
Critical Reading - DVED 087	CM, CT, LL	IT, EC, GM
Writing - DVED 091, 092, 093, 094	CM, LL	CT, IT, EC
Grammar Basics - DVED 095	CM	
Effective Study - ED 102	IT, LL	CM, CT
Reading Acceleration - ED 106	CM	CT, LL
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning		

Services Department conducted a study of 1,987 entering students to compare "their entry placement level with the type of credit they earned and congruence with their college plans." The study concluded, "New students beginning at a DVED placement level have very little chance for success." This led to a department study in 1992 of 721 students enrolled in DVED classes in fall quarter, 1990. The survey related to barriers to academic success. The study of student grades in subsequent math and English classes and other college-level classes showed varying rates of success. Seventy-four to ninety-two percent of students earned a "C" grade or better in subsequent English classes. Forty-one to fifty-four percent of students successfully completed Mathematics Department classes. Sixty-five percent of Business Math students completed the class successfully, and 90% of Industrial Math students completed that class. Other college-level course success rates ranged from 53% to 100%.

As a result of these studies, numerous changes have been made in DVED curriculum, most in the 1996-97 academic year. Our new curriculum combines a lecture-lab format in order to provide varied learning activities including direct instruction, discussion, and small group activities while retaining a component of individualized study. Students and teachers report increased satisfaction with our new curriculum.

We are interested in comparing student enrollment and completion rates, as well as comparing the same data from years prior to our curriculum changes to years following our curriculum revisions. The data received so far does show a slight increase in the percentage of Clark graduates who completed one or more classes offered by our Department from 1995-1996 to 1996-1997. See the table below:

2. Student placement by the ASSET is verified at the beginning of the quarter and with posttests at the end of the quarter. Faculty evaluate student work throughout the quarter in addition to pre- and post-tests to recommend placement for the following quarter.

   Assessment includes student portfolios, peer assessments, student self-evaluations, reports on strategy use, group projects, group presentations, objective tests, and essay tests.

   Several other measures have been taken to promote student success. ASSET test prerequisites have been instituted for DVED mathematics, reading, and English classes. Exponents, order of operations, prime numbers, scientific notation, and prime factorization were added to the DVED mathematics curriculum. Study skills were integrated into all classes.

Curriculum and Instruction

● General

The Developmental Education Department offers two levels of mathematics and writing instruction. Students progress to additional levels of pre-college instruction offered by the Mathematics Department and the English Department. DVED provides three levels of pre-college reading instruction and works cooperatively with the Education Department in offering one level of college reading instruction. In addition to several arranged classes that focus on individual student needs in pre-college and study skills, DVED also collaborates with the Education Department in offering a college-level course in study skills.

● Recent Curricular Changes and Trends

Curriculum initiated in 1996-97 integrated study skills instruction into all basic skills classes as well as making major changes from individualized, self-paced study to outcomes-based instruction in a lecture and lab format. DVED faculty improved quality by raising standards for earning credit and for proceeding to the next level, by eliminating the

	No. of Clark Certificate and Degree Graduates	No. of Clark Graduates who completed one or more DVED classes	Percent of Clark graduates who completed one or more DVED classes
1995-1996	1507	773	51%
1996-1997	990	547	55%

open-entry provision from most classes, and by shifting from individualized instruction to incorporating a broad range of instructional techniques.

DVED faculty have addressed relevance by adding a course that focuses on strategies needed in vocational classes, DVED 081, Technical Reading Strategies, and by incorporating real-life problems into reading and mathematics assignments. Many students returning to college to prepare for new careers benefit from the opportunity to improve their basic skills in DVED classes, through which we serve life-long and changing learning needs. DVED faculty are committed to using a broad range of innovative instructional methods and technologies, including collaborative learning, classroom assessment, student involvement in planning, multisensory learning strategies, software tutorials, and introductory instruction in word processing and online research strategies.

Instructional Staff

Full-time Faculty ---------- 3.25
Adjunct Faculty (quarter) ---------- 7-10
Other Staff
- Teaching Aides ---------- 1.4
- Program Support Supervisor ---------- 20%
- .4 Department Office Assistants ---------- 2

Developmental Education faculty read journals and participate in local and regional conferences of professional organizations. Participation in the discipline has included state meetings such as Council for Basic Skills and workshops sponsored by the State Board of Community and Technical Colleges, including those on learning disabilities, writing, and DVED Outcomes.

Facilities, Equipment, and Technology

After repeated requests for improved facilities, DVED moved in June 1996, to a building with six dedicated classrooms, a separate office space, a larger computer lab, and a VESC space adjoining the DVED office that allows for shared use of office personnel. The Tutoring Center moved with us, and its proximity is helpful for collaborative efforts to help DVED and vocational students with basic skills remediation.

Developmental Education reading and English curriculum requires library assignments in nearly every class, but not specialized library holdings.

Our Department computer lab provides classes with one scheduled hour per week to use word processing programs and tutorials. Additional open labs are scheduled for the use of students for completion of assignments or extra practice. Students have access to the Internet for assigned research projects. Several video monitors and a Macintosh computer with adaptive hardware are also available in the computer lab.

Math classrooms are equipped with additional computers, measuring equipment, and other manipulative learning materials. One reading classroom is equipped with controlled readers, the other with a broad choice of single-skill tutorial booklets. All reading and English classrooms are equipped with dictionaries. Every classroom has a portable overhead projector and English and reading rooms each have a permanently installed video monitor. The Vocational Education Student Center has three computers with the same software as the main lab, as well as eight video monitors provided by the Applied Technology Division, several audio players, and a language master. Audio players are readily accessible.

Strengths

DVED full-time and adjunct faculty are highly committed. Several adjunct faculty have volunteered their time to attend meetings and participate in curriculum planning and planning for our move from Gaiser Hall to Joan Stout Hall. Our faculty have participated fully in all of the campus outcomes activities, including cooperative learning, Classroom Assessment Techniques, Alverno workshops, ability committees, Competency-Based Education, and syllabus workshops, often serving as group leaders.

DVED faculty have initiated contacts with the Math, English, Business Technology, and Human Development Departments as well as the Applied Technology and Health Occupations Divisions in order to coordinate our curriculum with theirs and to provide better preparatory classes for their students.

DVED is noted for being a congenial, cooperative department. We work extremely well together because we value one another and our students.

Challenges

DVED faculty's greatest frustration is workload, which is 21 contact hours per instructor. Our Department schedule often does not offer students a choice of instructors because of the need to keep the number of faculty preparations to a minimum rather than increasing the faculty member's load in any way.

Our Department's heavy reliance on adjunct faculty and office help results in an overwhelming responsibility for individual full-time faculty.

An enormous amount of work remains to develop learning activities and assessments that meet our standards as well as those of the College and State. DVED faculty need to cross-check our student learning outcomes to be certain that all high-priority outcomes are taught and assessed at an appropriate level of an appropriate class.

DVED 095 Grammar Basics needs attention for several reasons. Students are required to enroll concurrently in ENGL 097 Writing Fundamentals, but there has been little correlation between the two classes and instructors. Several DVED English faculty believe that instruction in writing and grammar must be more closely related in order to be effective.

Another area of concern is the Department's ongoing need for an advisor. Part-time teacher aides have performed those duties at times, but the lack of benefits has caused frequent turnover in that position, and some teacher aides have not become sufficiently familiar with our program to serve as advisors. The current teaching aide has been trained for DVED advising, but is available only mornings. Repeated requests for increased funding have not been met.

Our Department experiences frequent frustrations with keeping our computer lab in working order. It is understaffed and has much outdated equipment and software.

DVED students would also benefit greatly from access to e-mail for interactive writing assignments and for communicating with experts as they do research for class assignments.

Although the new DVED curriculum requires considerably more printing than our individualized curriculum, our goods and services budget is the same as it was in 1993-94.

Recommendations and Actions Taken

Explain plans, priorities and recommendations for future improvements.

Following are DVED faculty recommendations, in order of priority:

Workload

DVED faculty need a workload of fifteen contact hours per week.

Advising

DVED students and faculty need the assistance of a full-time DVED advisor.

Computer Lab

DVED students and faculty need a computer lab with computers that work consistently and are adequate for operating software tutorials that branch to relevant instruction and keep records of student work. This lab also needs the oversight of a full-time coordinator, who need not be an additional staff member.

Curriculum

DVED faculty need time to continue refining our curriculum to meet student needs as well as continued support in curriculum development from our fourth faculty member, the Coordinator of the Tutoring Center.

Budget

The DVED Goods and Services budget needs to be increased to meet the printing demands of our new curriculum and syllabus format.

Materials in Team Room

- Department Notebook
- Department Goals
- Syllabi
- Grading Policy
- Criteria for Scoring Writing Assignments
- Placement Procedures
- Department participation in SBCTC DVED Outcomes: Book Report assignment/assessment and examples of student work
- Quarter meetings schedule

Education Department

Overview

The Educational Paraprofessional Program at Clark College is organized and coordinated under the broad structure of the Education Division. Program planning, evaluation, review, and other functions are carried out according to established policies and procedures. Ongoing responsibility for designing, overseeing, and evaluating the Educational Paraprofessional Program is lodged in a representative Advisory Committee (the Joint Apprenticeship Training Committee for Washington Public School Employee Instructional Aides). The Chair of the Education Department administers various aspects of the program and reports to the Education Division Chair. Recommendations for program change and establishment of policies may be initiated by a proposal from individuals, departments or divisions, or by the Advisory Committee. Proposals are routed through existing committees for discussion, consideration, and approval.

Mission and Goals

The Education faculty members are dedicated to excellence in teaching and determined to model best educational practices in the classroom offering selected core education courses of the highest quality to education majors through formal classroom instruction and planned field experiences.

The goals of the Educational Paraprofessional Program are congruent with those of the institution:

Student Learning Outcomes	**Ability Link**
Successful students in the Educational Paraprofessional Program will:	
● be prepared for initial employment for such positions as an instructional aide or classroom assistant.	
● be able to enhance their occupational skills as an aide or assistant in a classroom.	
● be able to transfer to a college or university to complete work on a degree leading to teacher certification.	
Specifically, the professional education core courses will enable students to:	
● demonstrate the ability to perform and provide appropriate tasks, information and curriculum pertaining to student progress and assessment.	CT
● develop a variety of rationale for management techniques to ensure an appropriate classroom environment and discipline	CT, IT
● form theories and conclusions about legal issues as they apply to education including health and safety issues.	CT
● exhibit clear, concise and accurate communication skills in speaking, writing and listening.	CM
● gain knowledge of current educational issues related to the philosophy, history and politics of education using a variety of professional, community and technological resources.	CM, IT
● demonstrate effective instructional skills in planning, implementing and evaluating instruction at all academic levels, including special needs.	IT, GM
● show a commitment to the teaching profession through reflective teaching techniques, interpersonal skills, professional conduct and ethics. - Lifelong learning/Effective Citizenship	LL, EF
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

namely to prepare individuals for employment within a school district, to assist certificated teachers in the classroom, and/or to prepare students for transfer to a four-year college or university to complete work on a degree leading to teacher certification.

Education faculty members seek and maintain positive professional relationships with area public school administrators and teachers in an effort to provide students field opportunities where master teachers and best instructional practices can be observed. Additionally, the education reform efforts occurring in the State provide students the occasion to view educators at all levels creating, designing and implementing programs and systems that will best prepare students for future endeavors.

Student Learning Outcomes

See accompanying table.

Although aspects of all College-wide Abilities will be addressed, the education courses will specifically promote the Critical Thinking/Problem Solving and Communication abilities.

Assessment of Goals and Outcomes

Since the Educational Paraprofessional Program is relatively new, the Vocational Follow-up study for 1994-95 does not provide much useful data for the program. Transfer data from the four-year colleges are not available by department/major area. However, internal education department goals established for 1997-98 are in process and will be reviewed and discussed with the Education Division Chair at the end of the academic year. These departmental goals are:

- to set up a series of meetings with the Educational paraprofessional adjunct faculty,
- to write a mission statement,
- to continue work on departmental learner outcomes to mesh with abilities,
- to review assessment activities,
- to establish short and long-range goals for the program.
- to develop a brochure for the ED PARAPRO Program.

Whenever possible, assessment data are used to make changes in courses or the Program.

Professors in the Education Department utilize multiple modes to assess student learning outcomes. Such modes include essays, research papers, examinations (oral and written), case studies, panel discussions, individual presentations, reflective journals, projects, exhibits, and videos. There is also an emphasis on self-assessment and peer reviews. (See syllabi and student work samples.)

Our teachers and advisors attempt to monitor the progress of Education students throughout their two-year program. Assessment of student progress includes, but is not limited to, the following data sources:

- GPA
- field placement observations
- faculty recommendations
- demonstrated competence in academic and field work
- evaluations/recommendations from appropriate personnel in schools

Anecdotal reports from students to education professors and advisors inform us of acceptance into teacher education programs and/or successful transfers to a college or university.

Curriculum and Instruction

All Education faculty members emphasize active and collaborative learning, critical and reflective thinking, formal and informal writing assignments.

The Educational Paraprofessional Program is a relatively new program, which gained state approval in 1994. There have been no major curricular changes in the program since its inception and no offerings eliminated. Course syllabi are updated and submitted to the Office of Instruction each year. All professional core courses incorporate pertinent College-wide Abilities.

Instructional Staff

Full-time Faculty----------0*
Adjunct Faculty ----------5

Other Instructional Staff—Support staff shared with Developmental Education faculty (office assistants and teacher aides).

Three full-time faculty members from other departments currently teach an Education course for the Department moonlighting or as part of teaching load.

Facilities, Equipment, and Technology

Education Department faculty utilize classrooms in AA2 and JSH buildings primarily because their support personnel are located in this area. All of the courses in the education department require research and project completion assignments for which students utilize the library and technological resources available. Facilities and services are accessible and available for individuals with disabilities. Faculty office space and instructional space are adequate for the needs of this Program. Instructional equipment such as VCR's, TV's, overheads, projectors, and computers are available for faculty and student use.

Strengths

Unit strengths include the excellent qualifications of faculty teaching the professional core courses, the exceptional sound advising provided by the Paraprofessional Pdvisor, the positive working relationships established with personnel in local public schools, and the excellent student evaluations received indicating teacher effectiveness and learner satisfaction.

Challenges

- To replace the current Department Chair who will retire in June 1998.
- To hire a professional Education Advisor to serve the 250 education majors.
- To find funds for Education adjunct faculty to participate in staff development activities.

Recommendations and Actions Taken

Monies set aside for this year will enable the Education faculty to meet to discuss, design, and implement goals set for the year.

Goals set for the 1997-98 academic year are nearing completion. A written report indicating achievement of these goals will be submitted to the Education Division Chair and Education faculty members.

All professional core instructors must be able to participate in the future planning and development of this growing program. Short and long-range goals must be established and reviewed annually. Some areas to be considered in order to improve the Paraprofessional Program include:

- **recruiting quality pre-service education candidates from diverse economic, racial, and cultural backgrounds**
- **continuing to establish positive working relationships with area public schools**
- **recruiting master teachers for field placements**
- **incorporating technology component into Education syllabi**
- **continuing to recruit quality faculty--experts in the field**

Priority recommendations for this program include:

- **Hiring a credentialed full-time teacher educator to serve as Department Chair. This person should advise Education students, oversee the Educational Paraprofessional Program, teach Education courses, serve as liaison with area public schools and state teacher education programs. This is a critical position to ensure for program integrity, quality, and continuity.**
- **Appointing the Education Division Chair or the Education Department Chair to the Advisory Committee in order to represent the College's instructional professional program**
- **Conducting DATA review of the paraprofessional program within 3-5 years.**
- **Developing a program brochure for recruitment/information.**
- **Establishing a long-range plan for the Educational Paraprofessional Program with staff development dollars bringing adjunct faculty together to participate in the process.**

Materials in Team Room

- Department Notebook
- Advisory Committee Meeting Minutes/ Paraprofessional Program
- Brochure/Paraprofessional Program
- Handbook for students and cooperating teachers
- Student evaluations of education faculty
- Vitae for faculty teaching the professional core of courses
- Course syllabi for professional core of courses
- Course approvals for the professional core of courses
- Educational Paraprofessional Curriculum

English as a Non-Native Language Department

Overview

The English as a Non-Native Language Department is comprised of one full-time faculty member and three to five adjunct faculty members, depending on the number of students enrolled each quarter. Eighteen classes are offered in three levels, the most advanced being a transitional level where students are enrolled in mainstream college level classes as well as in the ENL Department. Our students are immigrant and international students on student visas.

Mission and Goals

The purpose of the ENL Department is to provide English Instruction and academic orientation to non-English speakers seeking to meet proficiency requirements to enter college level academic or vocational classes.

We strive to provide cultural orientation, pre-college academic skills, and opportunities to share information and knowledge about the diverse backgrounds and cultures present in our program with the campus at large. It is important to our staff and to our students to demonstrate respect for differences, to encourage excellence, and to maintain a positive, supportive environment.

Student Learning Outcomes

1. Students will develop academic reading, writing, oral and technological skills suitable for participation and success in main stream college-level classes.
2. Students will attain proficiency in dealing with the cultural aspects of participating in American academic life, in the classroom and in personal relationships.
3. Students who are returning to their home countries after studying in our program will be prepared to deal with reverse culture shock at reentry.

Relationship to College-wide Abilities:

1. Students will develop academic reading, writing, oral and technological skills suitable for participation and success in mainstream college-level classes. These goals relate directly to the following abilities: Communication, Information Technology, and Critical Thinking.
2. Students will attain proficiency in dealing with the cultural aspects of participating in American academic life, in the classroom and in personal relationships. These goals relate directly to the following abilities: Global Multicultural, Effective Citizenship, and Communication.
3. Students who are returning to their home countries after studying in our program will be prepared to deal with reverse culture shock at reentry. These goals relate directly to the following abilities: Effective Citizenship, Life-Long Learning, and Communication.

Assessment of Goals and Outcomes

The effectiveness of the program is monitored through student evaluation of faculty and program, student success rates in mainstream English and other courses, through campus surveys of perceived needs of ENL students, and through instructor feedback on student needs.

Assignments for each class are directly related to the abilities adopted by the College and to the specific goals for the particular class. Grades obtained in classes are evidence of effectiveness in meeting departmental goals. Each departmental goal is met in the following manner:

- The International Office provides International Student Orientations prior to the beginning of Fall Quarter, Vocabulary and Study Skills for the USA levels 3 and 4, and Oral Skills levels 3 and 4 provide additional orientation in classroom and personal conduct accepted in the USA.
- Work in pre-college academic skills is offered in different levels: Understanding your Reading,

Composition, Grammar, Oral Skills, and Vocabulary.

- Opportunities are provided to share information and knowledge about the diverse backgrounds and cultures present in the Program with the campus at large. Our students participate in a partner conversation program. Students from Sociology, cross-cultural communication, and other departments are invited to participate in weekly discussion groups targeting different aspects of each other's cultures. They are also required to attend campus activities.
- This Department constantly tries to keep lines of communication with other departments open. For instance, transitional level Composition instructors meet with representatives of the English department each quarter to review student in class writing samples to facilitate placement in their department. The feedback we have received is very positive. The effectiveness of the program is monitored through student evaluation of faculty and program, student success rates in mainstream English and other courses, through campus surveys of perceived needs of ENL students, and through instructor feedback on student needs.

* See ENL Curriculum notebook for an explanation of how each class meets specific program goals.

The entire program is designed to constantly assess and give feedback to students. The first step in this assessment is the SLEP or the TOEFL test administered to all students, and subsequently, the worksheets, tests and assignments for each class offered provide evidence of mastery of each objective.

This department uses a variety of methods for assessment such as the following:

- Oral presentations
- Individual interviews and conferences
- Group discussions
- Traditional tests and quizzes
- Peer feedback
- Self and Instructor evaluations
- Research papers
- Essays / Paragraphs
- Homework assignments
- Use of e-mail and Internet

* See ENL Curriculum notebook for sample assignments designed for assessment of students learning outcomes.

Curriculum and Instruction

The ENL program serves intermediate and advanced English as a Non-Native Language speakers seeking preparation for college-level classes. A strong cultural orientation to American academic life component is embedded in each course. We provide classes in three levels to foster improvements in reading, composition, oral skills, grammar, vocabulary development, use of computers, and support for main stream courses. All faculty members emphasize production of acceptable levels of oral and/or written Academic English and are available at different times throughout the week for tutoring at the lab in addition to classroom instruction. Because our student population fluctuates in numbers, not all courses are offered every quarter.

This Department's curriculum and course content are continuously revised to meet the needs of the student population. In the last five years, we have:

- Invested in a state-of-the-art multimedia laboratory where students can practice pronunciation, view videotaped lectures, listen to audiotapes, search the Internet, send and receive e-mail, type papers, and receive tutoring from ENL instructors.
- Required attendance to mainstream college classes in order to enhance comprehension of lectures and to develop vocabulary and notetaking skills.
- Created a linked reading/English 101 class.
- Created support classes for Psychology, American Civilization, Business, and Small Group Communication classes.
- Linked Grammar/Composition, Reading/Oral Skills within the Department.
- Created opportunities for campus-wide development of Global Multicultural skills by requiring students in the oral skills classes to participate in the conversation partner program, to attend campus activities of their choice such as club meetings, brown bag discussions, games, theater productions and Friday-Night Flicks.

Instructional Staff

Full-time Faculty ---------- 1
Adjunct Faculty ---------- 3
Other Instructional Staff ---------- 1

Facilities, Equipment, and Technology

The physical facilities for the ENL Department are very good. We have always had access classrooms as needed, and within the last two years we have acquired one dedicated classroom and space for a multimedia lab. This lab is available to instructors and to students, with 19 stations equipped with computers with sound and voice capabilities, TV-VCR combinations, tape recorders, a networked tape recorder sound system, computer programs and other materials targeting pronunciation, grammar, reading, writing and speaking skills development. All students and instructors have e-mail and Internet access through the lab. The College Library and Media Center services are also available to the ENL department. This lab also has space for classes to be conducted there. At this point, full-time faculty has excellent office space adjunct faculty have access to one adjunct office. Both offices are equipped with computers capable of Internet access.

Strengths

- The Program is well organized and solidly designed. The ENL program is designed to serve a diverse group of intermediate and advanced English as a Non-Native Language speakers seeking preparation for college-level classes. The primary objectives for this program are to provide academic English instruction and cultural orientation as a solid base for success in mainstream courses. To accomplish these goals, the program has three levels of instruction: low intermediate, intermediate, and advanced, levels 3, 4, and 5 respectively. Levels 3 and 4 are semi-intensive, with little time for mainstream courses, and level 5 is a transitional level where students are ready to take a greater variety of mainstream courses while still working on composition, grammar, and oral skills. Individual course objectives are listed in class syllabi and continually reviewed to respond to the needs of the students, the mainstream instructors they progress to, and the college as a whole.
- The Program addresses the goals and objectives of the Department. The curriculum is designed to give students skills to deal with the cultural and the academic requirements they will face while studying in the United States. Each required class emphasizes a certain skill area that provides for the Program with a solid base from which students can grow and feel comfortable and prepared to participate in mainstream courses.
- The Program enjoys a good reputation campus wide, and students who go through the Program are well prepared for continuing their education.
- The major strength of this staff is the professional level each one brings to this program, with high regards for each other and for the students they serve. There is respect for what each can contribute to the program and to the students, and a willingness to ensure success for the students and for the program as a whole.

Challenges

- Most students are dealing with a lack of time or a lack of funds, or both. Complete mastery of the finer points of English takes time. It is impossible to reach nativelike proficiency, especially in writing, in the short amount of time students have to process the new language. Since student populations fluctuate, our program relies on part-time help with a high turnover rate.
- Administration of the program is a challenge because the full-time staff teach a full load of courses. It is difficult or impossible to schedule observations of instructors, and to be available to faculty and students for everyday concerns.

Recommendations and Actions Taken

- **We will continue to allocate and increase funds for adjunct staff development activities such as participation in TESOL and TESOL affiliate conventions. Funds have also been secured for future training to enhance expertise in technology use in the classroom.**

- **We will continue to monitor and make curricular and requirement changes as necessary for greater stability in course offerings.**
- **Lab equipment multimedia capabilities have been identified so that curricular changes can continue to be made and implemented.**
- **Student input, in the form of interviews, is being gathered in order to make further improvements to the curriculum and to the Program.**
- **Data is being analyzed in order to assist with future curriculum changes and to make informal decisions.**
- **Discussions have begun and will continue to address the administrative time needs of this program.**

In order to continue to be a responsive member of the Clark College community, the following priorities will be addressed in the near future:

- **The need to provide health insurance for adjunct staff.**
- **Peer evaluations.**
- **Regular upgrading of equipment in the ENL lab a regular basis through the recycling of equipment used by the Business and Industry training lab, which needs state-of-the-art equipment regularly.**
- **Affordable ways to minimize staff turnover.**
- **A plan for ENL Program evaluations, for program review and improvements**
- **Further study on the use of specific software requiring sound recording.**

Materials in Team Room

- Department Notebook
- ENL Curriculum notebook.
- Faculty
- Samples of student work, assessments, and evaluations.

English as a Second Language Department

Overview

The English as a Second Language Department (ESL) is responsible for the instruction of English and selected aspects of American culture for refugees, immigrants and foreign nationals who attend Clark College. The departmental faculty is comprised of one full-time coordinator/instructor and 28-32 adjunct instructors, depending on the quarter. During an average quarter, the program offers 40-42 classes of ESL and 1-2 classes for citizenship. Our enrollment per quarter has been averaging 1000 registered students.

The ESL Department is a point of departure for students to learn sufficient English to: (a.) acculturate to American society; (b.) prepare to gain their first job and/or improve their communication skills to obtain better jobs; (c.) prepare to enter the Adult Basic Education Program; and (d.) to prepare academically to enter the English as a Non-Native Language Program and/or the Developmental Education Program. The Department does not grant academic credit nor charge fees for services.

Mission and Goals

The Department provides English language services, one of the basic skills stated in the College's Mission statement, for eligible refugees, immigrants and citizens on a priority basis as defined by The United States Department of Education and The United States Department of State. The department strives to adhere to the College's Vision statement by offering "high-quality, flexible and relevant education to meet the life-long learning needs" of a diverse population of some thirty nationalities. The ESL Department, to support the Clark College Values of broad-based partnerships, works in close cooperation with such community agencies as the Washington Office of Adult Literacy, and Department of Social and Health Services, the Private Industry Council, the Employment Security, the Larch Mountain Correction Facility and the Educational Service District 112 to foster educational, employment and acculturation success for our students.

Student Learning Outcomes

Students will improve the performance of their measured competencies in speaking, listening, reading and writing. They will also increase their awareness of American culture. The program will adhere to the curricula and designated outcomes of The Washington State Basic Skills Competency Indicators and Competencies. Students are assessed on a quarterly basis to measure and track their performance using the indicators and competencies. In addition, students will demonstrate understanding and performance of The Clark College Communication and Global/Multicultural Abilities within the context of the program portfolio.

Curriculum and Instruction

● General

The Department offers courses in the four function areas of language: listening, speaking, reading and writing. Classes are also offered in the support areas of literacy, pronunciation, math, computer keyboarding and basic work processing. In addition, all classes teach selected areas of American Culture. The intermediate and advanced classes learn and practice collaborative learning, critical thinking, problem solving and interpersonal relations' skill development. The department is required to use The Basic Skills Competency Indicators and Competencies curricula that are published by the Washington State Office of Adult Literacy.

● Recent Curricular Changes and Primary Changes

Within the last two years, the department has developed and implemented an ESL Program Portfolio. (See Exhibit A) All faculty who are teaching the level classes work with their students and the students' portfolios to document and teach responsibility for life-long learning.

To support the students' portfolio work, College-wide abilities and state curricula guidelines, each faculty member is required to develop, implement and have on file for the ESL Coordinator the following documents: a course syllabus, a set of curriculum/lesson plans, a student assessment and a student competency record for each term that they teach in the department.

Those faculty who teach levels 3-5 are rewriting their class curriculum to include problem solving (level 3), critical thinking (level 4) and interpersonal relations (level 5).

Instructional Staff

As of February 1998 the ESL Department includes the following staff:

Full-time Faculty ---------- 1
Adjunct Faculty ---------- 32
Other Full-time Staff ---------- 1

All faculty in the Department are required to have an MA in TESOL (Teaching English to Speakers of Other Languages) or an MA in English, a foreign language, linguistics, intercultural communications etc., plus a certificate in TESOL. From time to time, faculty are hired as MA candidates with the understanding that they will complete the MA in a reasonable amount of time. Most of the faculty are proficient in a foreign language and many have spent years teaching abroad. One faculty member is working on her Ph.D., and recently several faculty members have made presentations at state or regional conferences. Several others have published articles in the literature.

Facilities, Equipment, and Technology

The ESL Program is located off campus in The Town Plaza Center at 5411 E. Mill Plain Boulevard in Vancouver. The Department has three additional sites: one at Wy'East Junior High School, Vancouver; one located in the Bingen and White Salmon area, 75 miles east of Vancouver; and one at the Larch Mountain Correction Center near Vancouver.

The majority of the department's resources are located at the Town Plaza Center. We have a designated computer lab shared with the ABE/GED Program. Our materials and library are stored in a convenient location near the classrooms. The off-site classes have limited access to computer technology and supplementary materials.

Assessment of Goals and Outcomes

The Clark College English as a Second Language (ESL) Department is comprised of six distinct levels of instruction: Pre-literacy (1); Level 1 (13); Level 2 (5); Level 3 (3); Level 4 (3) and Level 5 (3). In addition, the level classes are supported by the following classes: Holding Pool (1); Pronunciation and Accent Correction (2); Literacy (1); ESL Math (1); Computer Keyboarding (5) and Computer Writing (1). All classes follow the College calendar and offer distinct course work for each of the four academic quarters. All ESL students work with an ESL Program Portfolio (see Exhibit A) and learn to use a variety of methods and assessments. Students spend an average of 2.5 quarters at each level.

ESL classes are distinct levels and are comprised of four terms each. Students move from one term to the next at the same level until they are able to achieve a score of 80% on the final exam, at which time they move to the next highest level. All classes are variable credit. Students may use the services of the Volunteer Literacy Program to supplement their language development. ESL Students are assessed at entry by taking the departmental placement test. Students are also assessed by their daily work, small group work, class projects and selected activities, and by a program portfolio.

The data in Table 1 shows the cumulative ESL completion rates of the 4 designated levels: that is students passing from one level to a higher level through level 3. The data in Table 2 shows the number of students who are working and/or gained employment while enrolled in the Department for the last three years.

Strengths

Our faculty is one of the strongest in the Washington State system of community colleges and is highly qualified and committed to the students. They put in unnumbered hours of dedicated work and additional hours of uncompensated work. Their degree of professionalism is a credit to the College.

In addition to the faculty, the recent implementation of the program portfolio has been a major contribution to the success of students' performance and the Department. Although the portfolio is ambitious, it achieves the higher order performance goals that we have established in the areas of problem solving, critical thinking and interpersonal relations, including intercultural communication.

Challenges

The most significant issue facing the Department is the following fact: Ninety-seven percent (97%) of the faculty are adjuncts and they teach ninety-three percent (93%) of the classes. This is more than a challenge to the department. Secondly, since the Federal Government and the Adult Basic Education Act require the Department to purchase all materials for the students, we are severely underfunded and our expenses for materials, textbooks and printing is less than $3.00 per student per quarter. These issues need immediate attention and have been neglected far too long.

Recommendations and Actions Taken

- **The portfolio project, with supplemental work in the areas of problem solving, critical thinking and personal relations will make us more effective. This effort will take three to five years to become fully operational and to show sustainable student achievement.**
- **Our most pressing need is for additional full-time faculty. We will continue to work with the Education Division Chair and the Dean of Faculty to strengthen the Department by these means.**
- **The adjunct faculty should have designated staff development funding. It is not professional to ask dedicated faculty to volunteer their time to attend staff meetings and work on committees and conference with students. The Department's performance is compromised as long as this is allowed to continue.**

Recommendations

- **Hire at least two new full-time faculty members for the ESL Department.**
- **Allocate funds to allow each adjunct faculty member at least twelve (12) hours per term to do staff development activities. The ABE/ESL Advisory Committee also made this particular recommendation to a former administrator in 1996.**
- **Increase the goods and services funding for the Department so that each student has at least $10 per quarter for texts, consumable workbooks, printing, adult library materials and instructional technology, such as videos and tapes.**

Materials in Team Room

- Department Notebook
- Exhibits and evidence are included in the body of the work and are referenced to individual headings.

General Educational Development (GED) Testing Program

Overview

The General Educational Development (GED) Testing Program at Clark provides adults with a "second chance" to earn a high school equivalency diploma and exhibit their skills and ability to function in society as productive and responsible citizens.

Mission and Goals

Our mission is to provide a solid, well-managed program through the following processes and means:

Testing is offered at Clark's Town Plaza site in Room 120. GED tests are given on a first-come-first-served basis to candidates age 16 and over:

Monday: 12:00-3:00 p.m. and 5:00-8:00 p.m.

Wednesday: 8:00-11:00 a.m., 12:00-3:00 p.m. and 5:00-8:00 p.m.

GED testing, in addition to ABE/GED preparation classes and social service agencies such as Employment Security and JOBS, is located in the Town Plaza Center. This makes a convenient one-stop for students to combine their counseling, classes and official GED testing.

Retesting is conducted at the discretion of the GED examiner in collaboration and consultation with instructional staff.

GED tests are available in English-, Spanish- and French-language editions. Special editions of the English-language GED tests are available in Braille, large print and audio cassette formats. The GED Testing Service in Washington , DC, has not yet made GED testing available on computer.

GED testing partners with Clark's Veterans' Affairs program to better understand and meet the needs of examinees who require auxiliary modifications to standard testing accommodations. Examinees with special requirements are referred to the Chief Examiner at Clark who will assist them in applying for auxiliary modifications. Not all adults with disabilities require or are entitled to special testing. If the disability interferes with their ability to be tested fairly under standard conditions, they will need proof from a doctor or other professional.

Assessment of Student Outcomes

Assessment of student progress and needs is ongoing throughout the testing process.

Successful completion of the GED test is an outcome measurement. Transition to other college programs is tracked through the College's Student Management System (SMS). Data gathered is reported in an annual GED Statistical Report.

No. of Examinees Tested at Clark	Year
572	1995
786	1996
797	1997

Curriculum and Instruction

GED testing is offered in five subject areas: writing skills, social studies, science, interpreting arts and literature and mathematics each with a specific time limitation. The questions on the tests range from easy to difficult and cover a wide range of subjects. To pass, a total score of 225 and a minimum score of 40 is required on each individual test. Time allowed for the entire GED process and successful completion of all five subject areas is currently self-paced and determined by the examinee.

Instructional Staff

Examiners	4 - 6
Other Staff (part-time OAIII)	1

Facilities, Equipment, and Technology

Clark's GED testing is offered in Town Plaza Center, an off-campus site, at 5411 East Mill Plain Blvd. in Vancouver, Washington. Clark provides a testing room, secure storage and office space for the

GED Testing Program. As identified in its contract with GEDTS, Clark's testing center must provide an examination area that is free from noise, interruption and competing programs. Students have access to all student services including free bus passes. All student areas are handicapped accessible. Our official testing room capacity allows for a maximum of 20 examinees.

Special Accreditation

GED Examiners must hold a college degree or equivalent background and must be approved in writing by the GED Administrator and the GED Testing Service.

Strengths

In regards to Clark's GED Testing Program, the State GED Administrator stated, "This is a very well run testing center! Clark College's GED Testing Center has consistently received high marks for its security and the safety of its operation."

Challenges

Test security continues to be a challenge. As demonstrated, even with strict adherence to national, state and local security procedures and without jeopardizing the safety of personnel, thefts continue to be a primary concern.

Recommendations and Actions Taken

Actions already taken

- **Completed the fourth year of ten-year conversion plan of 50+ years of GED records to electronic transcripts.**
- **16,553 official transcripts entered the end of 1997.**
- **500 approximate number remaining to be entered.**
- **Met with staff reviewing, refining and implementing program procedures.**
- **Continued staff training in technology, program information and customer service.**
- **Maintained link between the program and departments on campus, as well as agencies and businesses throughout the community.**

Future plans

- **Continue staff training, developing and refining program policies and procedures.**
- **Conduct random internal audits to review test security.**
- **Continue link between the program and departments on campus as well as agencies and businesses throughout the community.**
- **Partner with Veterans' Affairs program to better understand and meet the needs of examinees that require auxiliary modifications to standard testing.**
- **Research, review and begin conversion to machine scoring.**
- **Assist in establishing Larch Mountain Correctional facility as an official GED Testing Center.**
- **Continue into fifth year of ten-year conversion of GED records from 1946 to present to electronic transcripts for collection, tracking and follow-up on examinees.**
- **Chief Examiner is required to attend annual state GED meetings. Examiners also meet regularly to review and update program goals.**

Materials in Team Room

- Department Notebook
- Samples of GED Program Activities - all available upon request
- GED testing schedule
- Review by State GED Administrator
- GED statistical reports
- GED testing brochures
- Facilities map

Tutoring Department

Overview

The Clark College Tutoring Program is a peer-tutoring program that is administratively a part of the Education Division. The Program is comprised of an affiliate faculty member who serves as a three-quarter-time coordinator, a 16-hour per week office assistant and one or two part-time workstudy student assistants. One variable credit course is offered to provide tutor training and experience working with students who need tutorial help.

Through the Program, any registered Clark College student may receive tutorial assistance free of charge if a recommended tutor can be recruited at a time that matches the request. There are no restrictions on who may receive academic tutoring. Carl Perkins funded tutors must limit their one-on-one tutoring sessions to qualified special population vocational students; however, other students may be assisted in group sessions with the qualified students.

The Clark College Tutoring Program provides one course, TUTR 285, which is accepted as a non-distribution list elective for the transfer degree. Students recommended by faculty who complete basic training and are available as peer tutors for a specified number of hours during the quarter may earn one to three elective credits. In addition, some tutors are paid with Carl Perkins funds to assist special population vocational students in certain vocational courses.

Tutors are recruited for a wide range of required and prerequisite vocational program courses, especially for Health Occupation, Computer Information Services, and Applied Technology programs.

Mission and Goals

The Clark College Tutoring Program supports student success. Both the tutors and students benefit through participation in the peer-tutoring program. The students have the opportunity to deepen their understanding of course content and improve study skills. The Program provides support for basic skills, academic, and vocational courses.

The Clark Tutoring Program emphasizes the college-wide Abilities of Communication and Life-Long Learning.

The Program is learner focused. When possible, Program decisions are based on input from students and faculty in order to support student success. The Program provides the opportunity for faculty to recognize excellence by recommending outstanding students as tutors.

Student Learning Outcomes	**Ability Link**
After successfully completing TUTR 285, students will be able to:	
Assess a student's stated needs to determine the most appropriate type of tutorial assistance (content specific, study or test taking skills, time management, etc.)	CM
Recognize the level of knowledge of the student and provide well-organized information to increase the student's understanding and ability to succeed in the course tutored.	CM
Determine the most appropriate methods of presentation based on the student's feedback (questioning techniques, explanations or modeling problem solving techniques using the text or handouts as reference, etc.).	CM
Recognize the value of assisting someone else in the learning process.	
Gain confidence in one's own ability.	LL
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

Student Learning Outcomes

See accompanying table.

Assessment of Goals and Outcomes

Data is collected on the number of students using the Tutoring Center (total and by week); the availability of tutors by subject, by time of day, and by week; and the number of requests successfully matched, matched but tutor not met, and not matched.

Feedback cards are always available for student comments (and actively sought during a chosen week at least one quarter per year). Tutors fill out a self-evaluation form each midterm. Comments and suggestions are encouraged from faculty, students and tutors and are acted upon when possible or included in the Tutoring Centers ongoing planning which has been limited to annual goal setting.

Curriculum and Instruction

The Clark College Tutor Program has continued to increase the quality and scope of tutor training since the TUTR 285 training course was updated approximately 6 years ago. At that time, a more formal training program was developed including group orientation meetings, and the requirement to complete individual study units on a variety of tutoring related subjects. Special training has been developed for all English Composition course tutors and beginning fall of 1997 the Clark Tutoring Program purchased access to an on-line tutor training program which makes it possible for tutors to access training materials from campus computer labs or from home.

Students tutoring in off campus public and private schools no longer receive credit in TUTR 285. (Credits for the practicum component of the Introduction to Education course are now incorporated in the 5 credit Ed 201 course and other off campus tutors may earn Ed 199 credit.)

Instructional Staff

Full-time Faculty (shared with DVED) ---------- .75

One full-time non-tenure track affiliate faculty member of the Education Division has been assigned a workload of 75% Clark College Tutoring Program and 25% DVED/ED.

Facilities, Equipment, and Technology

The Tutoring Program is located in Joan Stout Hall (AA3) room 208 with the Coordinator's office in room 210. There are tables, chairs and white boards for tutor and student use. Student use a video monitor, an electronic visual aid portareader, and three computers (two of which have access to the Internet). A small reference library, including some current or past texts and other resource materials are also located there. An office computer and a laptop computer are available for staff and faculty use.

Strengths

Anecdotal feedback from students has been favorable, with most reporting increased understanding and praise of the tutor's abilities. Tutors commonly express that they have gained by the experience through a better understanding of the subject and increased confidence in their own ability.

The Tutoring Program Coordinator has had the opportunity to attend local, regional, and national conferences. During 1996/97, she attended both the National Tutor Association Conference and the Alverno Assessment as Learning Workshops.

Challenges

- It has been difficult to accomplish long-term planning without requested data on non-success rates of students. Having a definite procedure for Division Chairs or faculty to request and receive data in a timely manner would help.
- The tutoring Department needs to better understand its role now that other divisions have begun to independently offer their own tutorial programs.
- The location of the Tutoring Program presents some drawbacks including its distance from the center of student activities and academic classes. No longer is there access to a DVED conference room (which used to be available most times for large or loud group tutoring sessions). The Coordinator's office is across the hall rather than physically a part of the Tutoring Center. The

heating system continues to provide problems for Plant Services.

- A continuing challenge is to inform both students and faculty about the Tutoring Program in order to keep a balance between recommended tutors and student requests
- The Tutoring Center has had one or two evening tutors many quarters; however, the evening students are not served as well as day students. The Tutoring Center is not open summer quarter. Broader service should be provided.

Recommendations and Actions Taken

- **Long term plans include working toward improved coordination with other tutorial resources and student services on campus, researching and possibly developing through the CRLA a master tutor certification program at Clark.**
- **Making the coordinator position part of the permanent budget would increase the potential for making use of faculty development opportunities, would lessen the uncertainty about the future of the Program, and would solve the need for allowing time for long-range planning.**

Materials in Team Room

- Department Notebook
- Annual report summary
- Tutor Self evaluation forms and one or more quarter summaries
- Sample schedule from tutor schedule board
- Tutor request card
- Student feedback form

Health Occupations Division

Overview

The Health Occupations Division (HEOC) is organized into seven departments. The three major instructional programs, Nursing: RN, LPN; Dental Hygiene; and Pharmacy Technician/Assistant constitute approximately 270 annualized FTES. These departments each have a director with release time and collectively have 16 full time faculty and 23-35 adjunct faculty. The Division is supported by two full-time secretaries, a full-time word processor, an instructional technician and an office assistant who heads the Nursing Testing Center.

All full- and part-time Program Heads report directly through the Division Chair to the Dean of Faculty. Faculty communicate primarily with their Director, however, they also have direct access to the Division Chair, Dean of Faculty or other administrators as needed.

The Division, because of the nature of its professional programs and outside accreditation agencies, operates a bit differently than most. The primary method of information dissemination is via the Department Directors who meet weekly with the division chair. The Department Directors then share the information at their regularly scheduled Department meetings. The Division as a whole meets once each quarter.

The Division has three standing committees: a Safety Committee, the Murdock Grant Committee, and the Divisional Computer Committee. Each of these groups reports to the Division as a whole at each Division meeting. Additional ad hoc committees are created as needed.

In addition to the three major departments, the Division also supports three minor programs: Phlebotomy Education, Clinical Medical Assisting, and the CPR/IFA programs. Each is headed by an adjunct faculty member and staffed by 7 - 10 adjunct faculty. These programs constitute approximately 70 annualized FTES. The EMT program, a fourth minor instructional area within the Division, is offered only episodically. Because this program has not been offered during the last two years, no annualized FTE has been estimated for that program.

Minor program organizational and curricular issues are combined for your convenience and discussed later in the report.

Mission and Goals

See individual departmental reports for goals related to Dental Hygiene, Nursing and Pharmacy Technician. All major and minor departments and programs value and therefore provide learned focused education, a positive learning environment, promote excellence, broad based partnerships, and conduct ongoing evaluations of the curriculum. These are identical to the institutions values. Our individual missions are consistent with those of the Clark College.

The following mission and goals statements were adopted by the Division as a whole in 1996 and reaffirmed by the Division in 1997.

The Clark College Health Occupations Division prepares high quality health care professionals with the entry-level skills, knowledge and attitudes required for success in their chosen field of study. The faculty promote articulation with a variety of educational levels; encourage life-long learning; and respond to diverse and changing needs of students and the health care community.

Minor Programs

- **Emergency Medical Techician**

(not currently offered).

- **Clinical Medical Assisting**

Coursework for this Program is an outgrowth of both the HEOC Division and the Business Division. As a result of recommendations from a DATA panel, the Medical Office Specialist program evolved into the Medical Assistant Program. The

front and back office components are available to students in a two-year degree completion program. A one year back office clinical medical assistant Certificate of Proficiency, which includes fewer front office courses, has also been made available.

Because of the recent nationwide changes in the laws governing the education and practice of medical assistants, beginning in 1998, all medical assistants must be graduates of an accredited medical assisting program. The two divisions are currently trying to negotiate a program that could be accredited and offered as either a certificate or a degree.

● CPR/IFA

This Department is really a collection of courses in CPR and Industrial First Aid that used to be offered both as continuing education for all health care professionals and as a supplement to the EMT program. It has become four courses offered on a regular basis. CPR 031, a general CPR course, CPR 031 the identical course offered as a special section for Health Care Providers, CPR 032, a CPR Instructors Certification course, and IFA 031, entitled "Industrial First Aid."

● Phlebotomy Education

This Program began 17 years ago as a single course for laboratory personnel who needed to improve their phlebotomy knowledge and clinical skills. The program is now a series of at least four courses designed to educate entry-level phlebotomists for hospitals and laboratory offices within the Portland Metropolitan area. The Phlebotomy Program is offered only in the evening. Changes planed for the Phlebotomy Program include proposing a Certificate of Achievement. This would require each student to complete an additional four courses. Each would strengthen their work site skills and provide greater flexibility.

HEOC Admissions

A fourth major area within our Division is the HEOC Admissions Office. Although it has no direct instructional responsibilities, it is integral to the Division and provides essential support to all major and minor programs. There are 2.5 full-time staff in the Admissions office in addition to 3-4 student employees. Members of the office work very closely with each program director to insure admissions policies are accurately and consistently applied. They also work closely with the Division Chair to insure accurate and up to day catalog and scheduling information is available to students.

Student Learning Outcomes

Although there are no specific divisional learning outcomes, each department and/or program establishes goals for its students and designs appropriate instruments for measuring outcomes. Program outcomes are determined by combining those of the institution, the professional community, and the faculty. The faculty have just completed the incorporation of the College-wide Abilities into their individual courses. Each syllabus reflects the specific college abilities addressed. All courses currently offered within the Division have course syllabi on file with the Division Secretary.

Assessment of Goals and Outcomes

The Division uses a wide variety of instruments and methods to assess the success and or need for im-

Student Learning Outcome Goals	Ability Link
To promote an environment conducive to teaching and learning .	(all abilities)
To institute new or modified HEOC related programs as requested by the community and supported by institutional funding.	
To foster the use of the most current educational methods and technologies.	(all abilities)
To encourage professional growth, improvement and innovation of the divisions faculty and staff.	IT, LL
To support HEOC programs in attaining their goals.	
To encourage the incorporation of the Clark College Abilities into all HEOC programs.	
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

provement of its programs.

Nationally normed examinations is one method required by the Departments of Dental Hygiene and Nursing Programs. The students within these programs consistently score in the highest percentages of the nation and or state. One hundred percent of HEOC graduates have passed the boards which permit them to practice their profession.

Students self select to sit for national examinations in Medical Assisting and Phlebotomy. One hundred percent have passed to date. Most score in the upper 25%.

State Board exams are also required for Dental Hygiene and Nursing. To date, Clark has had 100% of its students successfully complete these exams.

Each of the Divisional programs periodically surveys its graduates and sometimes employers for information related to the success or failure of their educational preparation to meet workplace demands. Curriculum modifications are made relative to graduate input.

The Advisory Board associated with each program is comprised of employers and professionals throughout the metropolitan area. These groups provide regular and candid feedback regarding the curriculum, long and short range planning, community integration as well as the quality and preparation of our graduates.

Paper and pencil examinations are one of the primary methods used within individual courses to assess student learning and subject matter.

Skill laboratories, clinics and practicum placements for each of the HEOC Programs provides opportunities and instruments to evaluate the clinical application of didactic information.

Successful completion of State and National Testing described in above.

One consistency within the HEOC Division is the desire of every single Program to achieve and maintain excellence. Toward that goal every faculty member seeks to examine his or her courses in relation to the current practice of the profession including trends for the future; educational methodology best suited for the content, the interrelationship of course content with the entire curriculum, the relationship of individual content/courses to the entire College-wide Abilities effort.

Curriculum and Instruction

The Pharmacy Technician/Assistant Program was initiated as a result of the perceived need and demand of the Vancouver/Portland Metropolitan area.

For more specific information related to curricular issues, see individual Department reports.

Instructional Staff

The faculty consistently attend continuing education coursework in their specific content areas, in educational methodology, and in the technologies associated with each. Many of the professional licenses held by faculty require documented continuing education for renewal.

All full-time and many adjunct faculty within the Division are required to maintain current vocational certification by the State of Washington. Continuing education is required for renewal.

Instructional Staff

Department	Full time faculty	Part time faculty	Staff (full and pt)
Nursing	10	10-15/yr.	2 1/2
Dental Hygiene	5	10-15/yr.	21/2
Pharmacy Tech	1	2	shared
Phlebotomy	0	2	shared
IFA/CPR	0	6	shared
Clinical Assisting	0	2	shared
Misc. courses	0	5-10	shared

Facilities, Equipment, and Technology

The various departments have discussed within their reports the status of their physical facilities, equipment and technology. From a divisional perspective it would certainly be nice to have all HEOC related activities located in the same building. It is not, however, essential to the smooth operation of the Division.

Library holdings, media and informational resources are adequate to support programs within this Division. The Division depends strongly on those components to maintain program continuation and excellence. Student and faculty access to hardware and software support, however, is barely keeping up with the demands.

Special Accreditation or Certification Programs

All Programs within the HEOC Division, with the exception of phlebotomy, have some degree of outside accreditation. The State of Washington, Department of Professional Licensing influences the admission requirements, program content, student conduct, and completion requirements of the Nursing, Dental Hygiene, Pharmacy Tech and Clinical Medical Assistant programs.

In addition to the Washington State Governing Boards,

- The Nursing Program is accredited by the National League of Nursing.
- The Dental Hygiene Program is accredited by the American Dental Association.
- The Medical Assisting Program is currently seeking accreditation by the American Association of Medical Assistants.
- Students successfully completing the Phlebotomy Education courses sit for the American Association of Clinical Pathologists Phlebotomy Examination.
- The American Heart Association dictates CPR content, texts, testing and class ratios.
- The State of Washington Department of Labor determines the criteria and licenses for Industrial First Aid Education.
- The EMT program content, ratios, testing, and instructor qualifications are dictated by the Washington Department of Transportation and the local Emergency Medical Services Council.

Strengths

Many of the strengths and challenges are mentioned in the individual reports of the Departments. Some overall recognized strengths throughout the Division are:

- The dedication and excellence of the professional staff and faculty.
- The number and quality of student support services accessed by HEOC students.
- The outstanding quality and support provided by HEOC Advisory Boards.
- The organization and approachability of the HEOC Admissions Office.
- The strong administrative support for program excellence.
- The encouragement, support and camaraderie of department faculty.
- The willingness of staff and faculty to go the extra mile for student success and program excellence.
- The philosophy that no matter how good you are you can always be better.
- The extraordinary success rates on National and State Examinations

Challenges

- Keeping up with the most current aspects of both the teaching and the health related professions.
- Keeping the Division integrated into the campus as a whole.
- An increased number of non-native English speaking students who require language as well as career content support.
- An increasing demand for accountability at the Department, Division, and Institutional levels without increased time for development and implementation.
- Because of clinical scheduling conflicts, it has not been possible to meet with 100% of the fac-

ulty at any meeting other than the first quarter, prior to the students return.

- Fewer monetary resources for highly equipment intensive, technology based programs.
- Common times for faculty development opportunities.
- How to do the same with less.
- How to unite faculty as a Division rather than programs competing for limited resources.

Recommendations and Actions Taken

- **Utilize the Clark College Foundation to increase resources available to support faculty development opportunities and program enhancement.**
- **Search for funding opportunities to develop and support lower level health related career opportunities which will serve the employment needs of lesser prepared students.**
- **Improve short- and long- term institutional planning in the area of computer instruction and testing.**
- **Establish better methods for tracking students completing the Phlebotomy Program and for accessing the Program quality.**
- **More clearly identify, articulate and promote the technology needs of the Division in preparation for computerized testing, and opportunities for accessing information and instruction.**
- **Explore additional methods of articulating students from the high schools into HEOC programs.**
- **Increase the number and frequency of divisionally appointed ad hoc committees to address issue of common concern.**

Materials in Team Room

- Division and Department Notebooks

Dental Hygiene Program

Overview

The Dental Hygiene Program is a two-year, seven quarter, clinical program which includes a required summer session. Prerequisite courses must be completed prior to admission into the program. The Program has selected entry which occurs each September. Twenty-six full-time and three to four part-time students are accepted into each class.

The Dental Hygiene Program is accredited by the Commission on Dental Accreditation, a specialized accrediting body recognized by the Council on Postsecondary Accreditation and the United States Department of Education. All clinical experiences take place in Clark College's Dental Hygiene Clinic and assigned community clinical situations under the direct supervision of licensed dentists and licensed dental hygienists.

The Director of Dental Hygiene is responsible to the Health Occupations Division Chair.

Mission and Goals

The Dental Hygiene mission and goals support and enhance the College's Mission statement which is: Clark College provides opportunities for individuals from diverse backgrounds to pursue their educational goals. The College offers accessible, comprehensive education; provides services to support student success; and fosters community partnerships that enhance student learning. The College focuses on professional/technical training, academic transfer; pre-college basic skills, personal development, and cultural enrichment. Departmental goals, while embracing these concepts, are more specifically related to dental hygiene education.

Consonant with the College Mission, the Dental Hygiene program is a comprehensive educational program with a curriculum that provides students with a strong general education background that emphasizes the College-wide Abilities of communication, quantitative reasoning, critical thinking, and social functioning skills, as well as knowledge in liberal studies areas.

The primary goal of the Program is to prepare competent clinicians capable of providing current, comprehensive dental hygiene care that reflects scientific advances and innovations in practice as allowed by the State Dental Practice Act.

The Mission of the Clark College Department of Dental Hygiene is to educate Associate Degree dental hygienists in the broadest scope of dental hygiene practice, eligible for nationwide licensure. Graduates are competent to provide oral health services using contemporary professional knowledge, judgment and skills. Graduates are prepared to serve the community in both private and public health settings and to provide education and clinical services, which support optimal oral health.

Clark College strives to offer high-quality, flexible, and relevant education to meet the lifelong learning needs of the community. The College responds to the changing needs of the people it serves by encouraging the use of innovative instructional methods and technologies. The goals of the Department of Dental Hygiene are consistent with and integral to the total Mission and Vision of the College.

1. Faculty will use assessment measures to guide Program growth.
2. Faculty will develop a learner focused curriculum.
3. Students will successfully complete the Program "Competencies for the Dental Hygiene Graduate."
4. Students will successfully complete all licensing examinations.
5. Clark College will be committed to a dental hygiene program of excellence and high quality.
6. Clients will be satisfied with the dental hygiene services received.
7. Faculty will provide a positive teaching/learning environment.

Exhibit B. in the Department Notebook shows the Dental Hygiene Mission, Goals and Evaluation Matrix and demonstrates how the Dental Hygiene Department regularly assesses the effectiveness of meeting Department goals.

Student Learning Outcomes

The Dental Hygiene Department has developed program competencies that must be mastered by each student in order to be eligible for graduation. Competencies are distributed among three domains:

Professionalism

The dental hygienist provides care using contemporary professional knowledge, judgment and skills.

Health Promotion and Disease Prevention

The dental hygienist serves the community in both practice and public health settings. The dental hygienist plays an active role in the promotion of optimal oral health and its relationship to general health. The dental hygienist, therefore, must be competent in the performance and delivery of oral health promotion and disease prevention services in the public health, practice and alternative settings.

Client Care

The dental hygienist is a preventive oral health professional who provides education and clinical services in the support of oral health. The dental hygiene process of care applies principles from the biomedical, clinical and social sciences to diverse populations that may include the medially compromised, medically or physically challenged or socially or culturally disadvantaged.

See Exhibit D: Dental Hygiene Program Competencies for the complete document.

Campus-wide Abilities are included in all the Dental Hygiene course syllabi and are incorporated in the program competencies.

Assessment of Goals and Outcomes

Program goals are reviewed, evaluated and revised at the annual strategic planning meeting scheduled in May. Throughout the year, faculty members perform assessments and evaluate various outcomes to ensure that the Program goals are being achieved. Weekly team meetings and full-time faculty meetings allow the opportunity to periodically review the progress in achieving Program goals. Feedback from the Advisory Committee is integral when planning and revising Program goals.

The Department of Dental Hygiene has developed an assessment plan for evaluating the achievement of Program goals. The matrix for this plan is provided in Exhibit B: Dental Hygiene Mission, Goals and Evaluation Matrix.

A variety of quantitative and qualitative outcome measures are used to evaluate achievement of student learning outcomes.

1. *Classroom Assessment Techniques (CATs).* A variety of assessments are used by each faculty member in didactic courses. Student responses often result in course changes during the quarter.
2. *Faculty Assessment.* Informal assessment is accomplished by encouraging students to express their problems and concerns and give suggestions at any time. Faculty make an effort to create an atmosphere of openness to attain this type of feedback.
3. *Student Advisory Group.* Students are assigned to be in the advisory group once during their second year. Each quarter the advisory group members change. The advisory group meets two to three times during the quarter to give feedback concerning the Program. Students not on the committee are encouraged to report any concerns or suggestions for improvement to an advisory group member and these reports are given anonymously to the second year lead clinical instructor at advisory meetings.
4. *Quarterly Didactic Course Evaluations.* Students are surveyed anonymously at the conclusion of each course. Results are tabulated and typed and this feedback is used to implement changes as appropriate.
5. *Clinical and Laboratory Instructor Evaluations.* Students complete an evaluation for each instructor they had in clinic and/or in lab during that quarter. Any comments from the students are typewritten and given to the Program Director and to the clinical/lab instructor and are used to implement changes as appropriate.
6. *Program Exit Survey.* Second-year students complete a program curriculum evaluation prior

to graduation. Students are given two weeks in May to complete the surveys and are encouraged to respond thoughtfully. Surveys are evaluated by Scantron and any comments are typewritten to ensure confidentiality.

7. *Clark Alumni Graduate Surveys.* Surveys are mailed to students one year after graduation. The surveys have been simplified and included on one page with return postage affixed so they can be folded, taped and mailed. This has greatly increased the return response.
8. *Western Regional Examining Board (WREB) results.* Students take both the anesthesia and prophylaxis portions of the WREB.
9. *Washington State Board examination results.* To be licensed in Washington, students must pass the WREB as well as be tested by Washington State with a practical test on placing and carving amalgams and a written test over anesthesia, asepsis and restorative.
10. *National Board examination results.* National Board results within each section are analyzed and topics requiring additional emphasis are identified.
11. *Patient Surveys.* Clinical patients are surveyed. The lead clinical instructor reviews the surveys and gives immediate feedback to the student and/or instructor if a concern is expressed.
12. *Advisory Committee.* Dentists who employ Clark graduates are surveyed periodically to discover their satisfaction with the training received by Clark College dental hygiene graduates.

Classroom goals, College-wide Abilities and Program competencies are assessed for effectiveness by the outcome measures included above and in the Exhibit: E: Evaluation Methods for Dental Hygiene Program Competencies

Results of the assessment process indicate that Program goals are being adequately met or exceeded

- Students and alumni believe they receive high quality clinical and classroom education.
- Employers indicate that graduates are well prepared.
- Students are consistently prepared for national boards, the WREB and Washington state licensing examinations.
- Patients are satisfied with the quality of oral care provided in the dental hygiene clinic.
- Graduates indicate involvement with the professional community.

These changes have occurred as a result of the assessment process:

- Increased efforts to calibrate clinical instructors
- Improved presentation of didactic course content
- Improved learning environment

Specific examples of modifications that were implemented within the last two to three years are included in Exhibit C: Specific Results Made as a Result of Assessment.

Curriculum and Instruction

General

The limited entry Dental Hygiene Program graduate receives either an Associate in Applied Science or an Associate in Arts Degree. The Program can allow students to advance to Bachelors Degree programs and beyond.

The College will join with Eastern Washington University to offer Dental Hygiene students a seamless educational opportunity to complete their bachelors degree here on the Clark campus. Dental Hygiene students graduating with an AAS degree from Clark will continue their education taking upper division courses and completing their degree through EWU.

Recent Curricular Changes

See Exhibit C: Changes Made as a Result of Assessment Procedures.

Instructional Staff

Full-time Faculty ---------- 3
Adjunct Faculty ---------- 14
Other Instructional Staff ---------- 3

Faculty are encouraged to attend professional meetings and are given release time to do so. In-service programs for the dental hygiene faculty are most

frequently presented in an informal manner during faculty meetings when both full-time and adjunct faculty are present or in conjunction with presentations for the students A summary of faculty development activities is available in the Department Notebook.

Facilities, Equipment, and Technology

The Dental Hygiene Program facility underwent a major remodeling in 1988 and another major remodeling project was completed in October of 1996. Physically disadvantaged individuals can be accommodated in the clinic.

The clinic has an open space design (one large room without separate cubicles or operatories), which has proven to be highly functional. Wide walkways and three doorways promote efficient traffic flow patterns for large numbers of people. It is easy to scan the clinic visually in order to locate particular individuals or activities. Each instructor can readily observe and approach each of the five students in her rotation.

Each of the five bays provides students in the surrounding dental units convenient access to a sink for washing hands, instrument trays, and disposable supplies for disinfection and patient treatment procedures. Adequate counter space is available for instructors to perform various grading and record-keeping functions near their assigned students.

The new radiology wing is state of the art.

Currently, there is good storage available throughout the building.

The clinic contains 24 complete, functional treatment areas. Eleven have nitrous oxide supplied to the unit. Fourteen of the treatment stations have a Dentsply Bobcat ultrasonic unit which can be moved to any of the other treatment stations.

Emergency equipment and materials are adequate in relation to instruction in managing any emergency that might occur in the clinic or in other areas within the facility.

Special Accreditation or Certification Programs

The Dental Hygiene Program is accredited by the Commission on Accreditation of the American Dental Association, a specialized accrediting body recognized by the Council on Post-secondary Accreditation and the United States Department of Education. Please see the Team Room for the Dental Hygiene self study document completed for the most recent accreditation site visit. In January 1997 the Dental Hygiene program received full accreditation with 12 commendations.

Recommendations and Actions Taken

Although the Program is successful in meeting its overall goals, assessment activities have identified issues that require attention. Some of the current projects being developed by the Department are:

- **A patient management system using the ACCESS program and placed on the library network server.**
- **Valid and reliable tools for the assessment of student competence, continuous Program improvement and appropriate documentation for accountability purposes.**
- **Continuing in the activities required of a model site for the Assessment Center for Health Professions Education.**
- **Implementing the Professional Development Portfolio developed by CREWC.**
- **Implement the Eastern Washington Degree Completion Program.**

Nursing Department

Overview

The Nursing Department is organized into three programs:

Nursing Assistant - After successful completion the student is qualified to take the state certification examination and on its successful completion, be employed as a Nursing Assistant-Certified.

Practical Nursing - Successful completion of this Program allows the graduate to qualify for national testing and state licensure as a Practical Nurse. This Program is approved by the Washington State Nursing Care Quality Assurance Commission.

Associate Degree Nursing - Successful completion of this Program allows the graduate to qualify for national testing and state licensure as a Registered Nurse. This Program is approved by the Washington State Nursing Care Quality Assurance Commission and accredited by the National League for Nursing. This program articulates with the RN to BSN program at Washington State University - Vancouver.

Mission and Goals

The mission of the Clark College Department of Nursing, in accordance with the State of Washington and the Mission of Clark College, is to provide quality basic nursing education to a diverse population leading to three entry levels of practice. The Department advocates and promotes continuing education and articulation with upper division nursing programs.

Student Learning Outcomes

The Program outcomes identify specific College-wide Abilities for the program. Course and module objectives use all six of the College Abilities.

Assessment of Goals and Outcomes

In addition to the vocational follow-up studies prepared by the Office of Instruction, the Department conducts regular studies to document the effectiveness of their departmental goals. Students have the opportunity to evaluate each class and clinical experience, the Program as a whole at program completion, and the Program at 6 months as a graduate working in the field. Statistics on pass rates of the National Council of State Boards of Nursing examination for licensure are reviewed as received.

Program evaluation measures are reviewed each Fall prior to departmental goal setting. The Nursing Program has a professional advisory committee composed of employers, faculty and a graduate which meets twice a year to review issues, con-

Student Learning Outcomes	**Ability Link**
The Program will prepare graduates who will be successful in passing the NCLEX Examination a. Goal 100% b. Tolerance 99% - 95%	CT
The Program will provide education to a diverse population.	GM
The Program will foster professional development in the graduates through continuing education and certification.	LL
The Program will provide quality education by evaluating a wide range of data to develop, maintain and revise the program.	CT
The Program will provide a quality learning environment.	CM, IT
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

cerns, curriculum adjustments and anything else that pertains to the Program.

Student learning outcomes are assessed on a quarterly basis through objective module testing, mid-term and final examinations as well as patient care plans which assess the application of theory to practice. This data is evaluated on an on-going basis. Program attrition rates, graduation rates, graduation grade point averages, pass rates on the National Council of State Boards of Nursing examination for licensure and evaluation data as described earlier are compiled and reviewed by faculty on an annual basis.

Curriculum and Instruction

● General

The curriculum is organized into a modular system which holds the student responsible for the content and promotes organizational skills. Students test on their own in a walk-in testing center and average 35-50 module tests per quarter in addition to an in-class mid-term and final examination. A major paper related to the curriculum is required each quarter. Critical Thinking is measured by pre and post enrollment testing as well as written care plans for each patient that the student cares for. Students spend 2-4 hours per week in classroom and practice lab activities and 8 -16 hours per week in a hospital, convalescent center or clinic setting throughout the program.

● Recent Curricular Changes

The nursing Department is scheduled to participate in a DATA panel for Registered Nursing in Spring 1998 to further define our curricular needs. There has been no major curricular re-organization since 1994.

Instructional Staff

Full-time Faculty ---------- 10
Adjunct Faculty ---------- 12
Other Instructional Staff
(testing center coordinator) ---------- 1

Facilities, Equipment, and Technology

The Department has the full use of one classroom of 744 square feet and shared use of another at 857 square feet which each seat a maximum of 40 students.

There is a nursing skills laboratory at 1619 square feet which includes a faculty office, tables and chairs, six hospital beds, an examination table and three state of the art computers and computer stations. Ample storage space is included in this space. The Department has a dedicated room in the College library which serves as a testing center and seats 23 students at a time. Computer lab space is shared with other Health Occupations programs. Students may also use any of the computer labs on campus.

Each full-time faculty member has a private office of a minimum of 80 square feet. Faculty have offices in the Health Science building where the classrooms are housed as well as Hawkins Hall, Hanna Hall and Foster Hall. We hope to have our offices consolidated in one building in the future. The adjunct faculty share a dedicated office in Scarpelli Hall and sometimes use the full-time faculty offices for student conferences.

Special Accreditation or Certification

The Nursing Assistant Program is approved by the Washington State Nursing Care Quality Assurance Commission, Washington State Board for Community college Education and the State of Washington Department of Social and Health Services.

The Practical Nursing Program is approved by the Washington State Nursing Care Quality Assurance Commission.

The Associate Degree Nursing Program is accredited by the National League for Nursing - Accreditation and approved by the Washington State Nursing Care Quality Assurance Commission.

Strengths

- The Department has contracts with 26 agencies that include hospitals, convalescent care facilities, clinics, home health and hospice facilities.
- The program structure allows faculty to become experts in their nursing specialties.
- The program structure allows for a learning ladder with exit points at nursing assistant and prac-

tical nursing to facilitate movement through the program.

- Articulation with the Clark County Vocational Skill's Center offers our first quarter of nursing to students while they are in high school.
- Articulation with Washington State University's RN to Bachelor's Program and Master's Nurse Practitioner Program provide the student with a seamless education and a variety of options at the student's individual pace.

Challenges

- To keep up with the rapid changes in health and medical care.
- To keep good communications among faculty who must use a number of locations on campus and who have varying clinical schedules.

Recommendations and Actions Taken

The Department looks forward to relocation into a single building within the next 5 years. Departmental changes at that point include computerized testing in a state-of-the art learning resource center. A consolidated location will address oversight and communications challenges. In the interim, the faculty are exploring standardized testing to measure critical thinking before entrance, during the program and at its conclusion.

Materials in Team Room

- Department Notebook
- Leveling of Objectives - June 1997
- Graduate Surveys
- Graduate Follow-up Surveys
- Employer Surveys
- Nursing Program Evaluations - both Practical Nursing and Associate Degree Nursing Program
- Nursing Department Student Theory and Clinical Evaluation Tools
- 1994 Self-Study for the National League for Nursing and the Washington State Nursing Care Quality Assurance Commission
- 1994 Self-Study for the Washington State Nursing Care Quality Assurance Commission
- Clark College Nursing Programs Policies and Practices for Nursing Students
- Samples of Student papers and projects

Pharmacy Technician Program

Overview

The Pharmacy Technician Program, established in 1994, consists of 54 credit hours, including 240 total direct pharmacy contact training hours in three quarters. Upon completion, students are granted a certificate of proficiency and can apply for Washington State certification.

Mission and Goals

The mission of the Pharmacy Technician Training Program is to prepare pharmacy technicians for the work-place, to assist pharmacists in a competent and professional manner, to perform distributive and non-discretionary functions in the delivery of pharmaceutical care, and to provide confidential and compassionate care for all patients.

The goals of the Pharmacy Technician Training Program are:

1. Produce certified Washington Pharmacy Technicians for employment in a variety of practice settings.
2. Recruit qualified students.
3. Network with greater metropolitan area pharmacies and health care deliver systems to select, train, and monitor practicum training sites for students and to facilitate future employment opportunities.
4. Provide a living wage and benefit package to unemployed persons after completing the Program.
5. Utilize the expertise of the Advisory Committee to guide curriculum development and program activities.
6. To provide education opportunities to the growing number of persons who need retraining: displaced or down-sized employees, immigrant populations, displaced homemakers.

The Program reflects the Mission of the College to provide comprehensive professional/technical training. The Program curriculum emphasizes personal development in addition to the basic knowledge required of a pharmacy technician in the work-place.

In support of Clark's Mission and Vision, the Pharmacy Technician Training Program affirms the value of "excellence", by regularly evaluating goals and being accountable for achieving them.

Student Learning Outcomes Graduates of the program should show high proficiency in these areas:	**Ability Links**
Role of the Pharmacy Technician	CM, CT
Drug Classification	CT
Prescription Calculations	CT
Interpretation of Medication Orders or Prescriptions	CM, CT, IT, LL, GM
Drug Inventory	CM, IT
Drug Preparation	CM
Prescription Law	CM, CT, LL
Clerical Skills	CM
IV Admixture Preparation	CM, CT, IT
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

Student Learning Outcomes

See accompanying table. Note that each learning objective is linked to one of the College-wide Abilities.

Assessment of Goals and Outcomes

Anonymous student reports are collected and shared with the Program Director, who in turn shares the evaluations with the Advisory Committee, the HEOC Division Chair, and the Advising office. The information is reviewed to determine changes or modifications that may be necessary.

Student graduates are surveyed twice to monitor their employment success and to track profession trends. Students report on employment status, wages, benefits, and educational follow-up.

Written evaluations of pharmacist preceptor and documentation of student progress in student learning objectives are reviewed several times: at each practicum quarter with the pharmacist preceptor and Program Director. These written records become the basis for documentation of skills and abilities during the student's job search.

Curriculum and Instruction

The Program utilizes current Clark College courses in Speech, Human Biology, Microcomputer Business Applications, and Medical Terminology. The core pharmacy didactic courses are Introduction to Pharmacy, Pharmacy Records Management, OTC Drugs, Pharmacy Law, Pharmacology, Sterile Products, Pharmacy Calculations, Seminar. The Program utilizes mock pharmacy software to simulate actual pharmacy settings.

Since the beginning of the Program several changes were implemented, such as re-sequencing the courses and altering prerequisites.

Instructional Staff

Full-time Faculty ---------- 1
Adjunct Faculty ---------- 2
Other Instructional Staff ---------- 4

Facilities, Equipment, and Technology

Course didactic instruction is held at Clark College in the Health Sciences Building. The pharmacy technician classroom is HSC 116 and contains the mini-pharmacy lab. The mini-pharmacy contains shelving for storage of mock drugs and supplies, a IV Laminar flow hood simulator, and secured storage shelving for IV supplies. The center island has work area for mock prescription and medication order filling, and access to two computer terminals (PharmEase software) and one printer to generate labels and reports. The classroom has a VCR player and monitor, pharmacy journals and Facts and Comparisons, a Physician's Desk Reference, and an overhead projector and screen.

The campus also has access to the Lewis D. Cannell Library as a resource to the Program.

Strengths

The Clark College Pharmacy Technician Training Program is becoming the program of choice for pharmacy employers. Telephone calls to the director soliciting potential employee candidates are beginning to exceed student graduate supply.

The curriculum has changed in the past two years to offer a non-core course (Overview of Pharmacy) to provide an opportunity for students to preview the Program and the profession. The number of students enrolling in this course continues to grow.

Non-traditional entry is being piloted this year. Qualified students are given the opportunity to enter the Program in what is otherwise the second quarter, with flexible scheduling of the first practicum experience in their sequence. This has potential to provide graduates at a time other than only June of each year.

The quality of the Advisory Committee members continues to be one of the strengths. The pharmacists and technicians that represent the employers in the profession are invaluable to the success of the Program.

The support of the campus and Health Occupations Division to the Program continues to be vital, and a welcome strength.

Challenges

The coordination of more than 22 separate pharmacy locations for practicum training is the biggest challenge. The recruitment of pharmacies, training of preceptors, and making on-site visits to students are other challenges with regard to efficient use of time and resources.

Recommendations and Actions Taken

- **As a result of the campus-wide syllabus revision project, the course materials are improved from previous years. As this is the fourth year, but fifth class of students, improvements in classroom teaching methods has come with increased experience of the Program instructors. As mentioned above, analysis and appraisal are the first steps in the listed improvements made to date.**
- **Health care is rapidly changing. It will be important to stay informed of professional needs and to adapt to the requirements of the future. It's difficult to predict what those changes may be, but it is possible that the Program will need at least two things: formal accreditation by ASHP and lengthening the Program to a full two years to award an Associate Degree in Applied Science to the Program graduates. It will be an interesting next few years.**

Materials in Team Room

- Department Notebook

Health/Physical Education Division

Overview

The Health/Physical Education Division is comprised of two departments, Health and Physical Education. There are five full-time faculty members, one of whom acts as the Division Chair, along with 30 to 35 adjunct faculty members. Classes are scheduled to accommodate a Friday morning Division meeting that includes full-time and available adjunct faculty.

The core courses for the Division are HPE 258 (Fitness Wellness), Health 101 (Health for Adult Living), PE 170,171 & 172 (Circuit Fitness), and PE 163 & 263 (Weight Training). Most of the courses are offered in the O'Connell Sports Center, other campus classrooms and on-campus sports fields. Additional facilities are leased for teaching classes such as Swimming, Bowling, Racquetball, Scuba and Golf.

There is a clear distinction between the Division and the Athletic Department even though they work harmoniously in sharing facilities and equipment and most of the coaches serve as adjunct faculty.

Mission and Goals

The mission of the Health and Physical Education Division is to provide knowledge that encourages positive lifestyle practices, attitudes and values. The Division is committed to promoting continual self-assessment and personal growth to enrich the quality of life.

The following goals are designed to facilitate a support system to more fully achieve the mission of the Division and the College.

1. Instruction:
   - Provide varied current programs, courses, and high-quality instruction.
   - Provide on-going student and faculty assessment consistent with the College Mission, Mission, and Values statements.
   - Foster an instructional environment conducive to learning which promotes respect for students from all cultural and ethnic backgrounds and individual differences.
2. Student enrollment management:
   - Provide ongoing academic advising, career counseling.
3. Building and facility management:
   - Provide clean, safe, varied, and well-managed facilities in an environment in harmony with the Clark College Mission, Vision, and Values.
4. General College staff support and community relations:
   - Provide Health Fitness direction, assessment, and assistance in college and community relations.
   - Provide a fitness program for full-time faculty, adjunct faculty, and staff to assist in their personal physical fitness development.
   - Student activity support
5. Support intramural, athletics, and extra curricular activities.

Student Learning Outcomes

The Health and Physical Science Division Student Learning Outcomes are the outcomes developed as General Education Student Learning Outcomes for the Health/PE Requirement. Each outcome is linked to at least one of the College-wide Abilities.

Assessment of Goals and Outcomes

● Departmental goals

Annual program review and assessment

During preliminary meetings prior to Fall Quarter all Division full-time faculty, and as many adjunct faculty as possible, participate in a full-day workshop to address the following:

1. Review the course content for all core courses.

2. Review Division mission statement, including goals and student learning objectives.
3. Review and introduce new information concerning:
   - Safety
   - College rules and procedures
   - State regulations

Student Learning Outcomes

Physical Education is a discipline in which teaching a physical skill is taught then tested in a real life setting. This occurs in every Physical Education Activity Course. HPE 258 Fitness Wellness conducts pre- and post-test assessments for lifestyle practice survey and health fitness physical skill. PE 170, 171, & 172 Circuit Fitness, PE 163 & 263 Weight Training, conduct pre-post physical skills tests. PE 115 Independent Fitness Students experience 96% completion rate on goals. All Physical Education activity courses utilize performance skill assessment.

All Health courses implement and emphasize lifestyle change. Students assess their behavior, evaluate personal disease risk factors, set goals for change, and then determine the effectiveness of the process.

Curriculum and Instruction

Questionnaires were submitted to nine two-year colleges and eight universities in the western United States. Information was sought concerning effective practices now in use and the vision for future trends in instruction. This survey was conducted to assist in development of criteria for selection of new faculty members.

The general curriculum trend has been a shift from a more traditional individual/team sport emphasis to the fitness classes such as Weight Training, Circuit Fitness and other aerobic conditioning type courses such as Dynamic Fitness, Aerobic Dance, Bench Step Aerobics, Independent Fitness and Walking.

- Sports Psychology, Sports Sociology, and Sports Ethics are new classes which are linked with English 101and Speech 101 and that are successful.
- Care and Prevention of Athletic Injury includes a new emphasis in course work and application with the athletic teams.
- Primary instructional emphasis is shifting from performance related fitness to health related fitness including cardiovascular endurance, body composition, muscular strength and flexibility.
- Curricular changes include increased use of technology in the classroom and distance education offerings.
- The addition of an on-line Internet fitness course (Independent Fitness PE 115). The first on-line fitness class offered in America.

Instructional Staff

Full-time Faculty ---------- 4.5
Adjunct Faculty ---------- 30 +
Adjunct Faculty Teaching in excess of 50% -------- 4

A full-time faculty member has been assigned to the Health Department for added emphasis in Health and Fitness.

Student Learning Outcomes	Ability Link
Acquire knowledge specific to health, physical education, and lifestyle, based on current scientific research.	CT, LL
Evaluate personal health status.	CT, LL
Access and evaluate valid and reliable health related information.	IT, CT
Design and implement a plan which balances the multi-dimensional aspects of wellness.	CT, LL, GM
Increase awareness of the interrelationship between personal and community health and wellness.	GM, LL, EC
Experience physical activity and its connection to healthy lifestyle through active participation.	LL
Increase awareness about being sensitive to human differences.	GM, EC
Communicate health and wellness concepts.	CM

Facilities, Equipment, and Technology

Physical facilities include the O'Connell Sports Center and the adjacent 23 acres, which includes a baseball field, two soccer fields, softball field, four tennis courts and a fitness trail.

A new 3,000 sq. foot wing has been added to the O'Connell Sports Center. The addition is used as an Aerobic Fitness Circuit Center, fully equipped with 30 strength and aerobic conditioning stations, an additional 20 pieces of exercise equipment for individual conditioning, and a new sound system. When the Center was completed, it allowed the transfer of the free weights to the previous aerobic fitness circuit center, which is now used as a weight training room.

A person services, repairs and maintains all of the equipment in the Weight room and the Aerobic Fitness Circuit Center. Additional student employees have been hired for supervisory and maintenance responsibilities during campus open hours. The former weight room has been converted to a formal dance studio complete with hardwood floor, wall mirrors, balance bars and a new sound system.

In the fall of 1997, minor construction and renovation of an old training room allowed for the addition of an up-to-date athletic training room on the north end of the woman's locker room.

There are eight computers in our Division; by the beginning of Fall 1998, a computer system will be in place for complete service for fitness analysis in the Center. All materials, supplies and equipment have been ordered for a new bar code system for tracking facility usage and fitness services.

A new storage area at the south end of the gym provides good access to a cart where we store physical assessment equipment and supplies. This is conveniently located in close proximity to all the teaching stations at the O'Connell Sports Center to facilitate the assessment process.

Two new offices have been constructed for the athletic director and coaches, and another office was remodeled.

Strengths

- Complete dedication of an innovative faculty and staff to the promotion and instruction of positive life style concepts.
- Fitness Center and athletic training room, two of the most updated and functional in the Northwest.
- Strong instruction in core courses.
- Educational, supportive, cooperative relationship between Physical Education, Health, and Athletics.
- Dedication and support to students and learning outcomes.
- Faculty and administration focus on advancing technology in the classroom.
- Distance education courses.

Challenges

Needs:

- Additional full-time faculty members: One for Health and one for Physical Education (with goal of selection from the protected population).
- Elevator to accommodate physically challenged students.
- Additional teaching stations and office space.
- More flexibility to assign adjunct faculty additional classes.
- Additional permanent office staff.
- Addition of one full-time Fitness Center Supervisor

Recommendations and Actions Taken

- **Addition of Performance Center on south end of the O'Connell Sports Center.**
- **Application of more advanced educational technology for equipment purchase and staff development in the classroom.**
- **Curricular changes including greater emphasis on dance, athletic training, outdoor recreational type classes, and offerings that attract the interests of diverse populations.**
- **Addition of distance education course offerings.**
- **Continual sensitivity to new health lifestyle changes and interests of the Southwest Washington student population.**

- **Addition of two full-time faculty and a permanent part-time staff member.**

Materials in Team Room

- Division Notebook including Health and Physical Education Departments

Human Development

Overview

Human Development instruction is a department within the Division of Student Services. The Department offers comprehensive educational programs including courses focusing on personal and professional development, career development, academic success, and human relations skills. The departmental courses often are the starting point for students returning to school. Courses such as Career Exploration, Self Esteem, and College Success, provide skills and an opportunity to explore options as students begin their college career. Faculty members report to a Division Chair who has administrative duties relating to student services: specifically overseeing advising, the career center, and job placement. The Division Chair currently does not teach.

Courses are taught by ten adjunct instructors. There are two full-time tenured faculty, one full-time probationary faculty and one full-time faculty on special funding, who within the Department. These full-time faculty also have responsibility for counseling, advising, and other student services functions. The departmental offerings are linked to and an extension of Counseling and Student Support Services. Course offerings fall into four broad categories: Academic success skills, career development, personal development, and professional development.

Mission and Goals

The Department mission is to support and sustain the following goals:

1. Provide classes, workshops, seminars, designed to assist students in making wise decisions, facilitating change, and reducing confusion in their lives.
2. Encourage students to identify personal and professional goals, accept responsibility for their own learning, and identify issues related to their success.
3. Promote the ability to interpret, evaluate, and utilize information regarding self, others, and the world of work.

Student Learning Outcomes

Human Development classes emphasize Life-long Learning, Communication, and Critical Thinking Abilities.

Academic Success Classes

1. Students will demonstrate active participation in the academic setting by accepting personal responsibility for learning and self-management.
2. Students will demonstrate effective study and test-taking skills.
3. Students will effectively utilize a wide range of college resources to achieve educational goals.

Career Development Classes

1. Students will demonstrate an ability to gather relevant information about self, and the world of work and determine appropriate options to consider.
2. Students will identify and utilize the occupational information in the Career Center to make informed educational and career choices.
3. Students will be able to draw enough conclusions to develop a career plan to reach their goals for personal and professional development.

Personal Development Classes

1. Students will demonstrate a knowledge of their own communication styles and describe how these styles help or hinder them in particular interactions.
2. Students will demonstrate the ability to change irrational thinking that interferes with assertive behavior.
3. Students will be able to utilize a variety of stress management techniques including cognitive restructuring, and relaxation to decrease anxiety.

Professional Development Classes

1. Students will be able to conduct company and employer research, using their personal networking contacts, the Career Center, library, Internet and professional organizations.
2. Students will demonstrate their knowledge of their work-related and transferable skills, abilities, values, strengths, and weaknesses and be able to interpret them to potential employers for internships or career opportunities.
3. Students will demonstrate effective job search techniques through a traditional and electronic resume, behavioral interview skill development, cover letter, and follow-up correspondence.

Assessment of Goals and Outcomes

The Department is in the process of developing a system to better assess outcomes. All Human Development course syllabi have been revised to incorporate College-wide Abilities. Final assessment of student learning is accomplished through individual learning projects and presentations, portfolios and/or mid-term and final examinations.

Curriculum and Instruction

The Human Development Department offers courses in four areas: a. academic success skills, b. career development, c. personal, and d. professional development.

a. Academic success classes emphasize study skills, critical reading, notetaking, time management, decreasing math and test anxiety, and becoming familiar with graduation requirements and services at Clark College.
b. The Career development classes range from Career Exploration to workplace success and include information gathering, decision making, aptitude assessment, interviewing skills, portfolio development and workplace success.
c. Personal development classes emphasize self esteem and confidence building, assertion training, stress management, relationships, overcoming anxiety, communication skills and human relations.
d. Professional development classes emphasize work related skills. These include resume writing, portfolio development, co-operative work experience and workplace success.

The faculty is committed to making the course work available to all students by offering daytime, evening, Saturday, full-term and mid-term classes. Classes are also offered by arrangement and as independent study.

Instructional Staff

Full-time Faculty ---------- 0
Adjunct Faculty ---------- 10
Other Instructional Staff
Administrator ---------- 1
Full-time counselors who teach part-time ------- 4

Facilities, Equipment, and Technology

The Clark College Career Center offers a "library" of information about occupations, education and training, and job search techniques. Its holdings include over 400 books and 500 informational files to aid in the career exploration process. Students may view career related videos on the VCR housed in the Center. In additional, there are seven (7) computers that offer user-friendly career guidance, occupational information, and college transfer information.

The Career Center services and resources are available to all students and the general public. A major focus, however, is to serve as a "Lab" for students registered in Career Exploration course work (HDEV 100,101, and 190). Approximately 175 students are enrolled in these classes each quarter. A completed career research assignment is required of all students in these sections, and at least two class sessions are devoted to guided assistance in accessing the career and educational information housed in the Career Center.

Strengths

The Human Development Department is a unique instructional department focusing on student development and teaching skills needed for success in school, work, and relationships. Life-long learning opportunities are provided to meet the needs of people at various stages of life. Our faculty bring specialized skills from the disciplines of counseling, psychology, social work and vocational education to provide opportunities for students to develop personally and professionally. We maintain a com-

prehensive career center with computerized and printed resources for the exploration of relevant career and training opportunities.

Challenges

We are an open door community college with a constantly changing and highly diverse population. Many of our students are non-traditional. The Human Development Department provides what is often the first step in an educational process for this diverse population. Our challenge is to remain flexible enough to meet the ever changing needs.

Our faculty maintain a dual role of counselor and teacher. We are on the front line and perform vital student services functions including advising, orientation, and counseling in additional to our teaching responsibilities. We must respond to a variety of student needs. We are continually asked to do more with less. As access to technology becomes more available there will be a greater demand for computerized information which requires budget for equipment and materials.

Recommendations and Actions Taken

- **If we are to remain flexible to changing needs in the community, we must establish a pool of qualified adjunct instructors to accommodate student demands for high enrollment classes such as our Saturday workshops.**
- **There is a need for a more diverse staff to provide balance and provide students with diverse role models. We have no full-time minority staff.**
- **We need to offer more personal development courses during the day and evening. Offerings needed include classes on relationships, anger control, overcoming anxiety and depression, human relations, and conflict resolution.**
- **We need non-credit mini workshops that focus on decision making, time management, and overcoming math and test anxiety.**
- **There is a need for staff development to keep abreast of current counseling and human development trends, issues and resources to assist students.**
- **Funds are needed to upgrade technology and purchase up to date videos, software and assessment tools.**
- **A College Success or Career Exploration class via the computer is recommended.**

Materials in Team Room

- Department Notebook

Humanities Division

Overview

The Humanities Division is composed of the following departments: Art, English, Foreign Languages, Journalism, Music, Philosophy, Speech/ Theatre, and Scientific and Technical Communication. Through its course offerings and its faculty, the Division encourages students to examine themselves and their world. Although the Division provides a wide a variety of courses in a number of disciplines, there is strong unity among its members. All faculty members share the conviction that critical thinking skills and the enhancement of aesthetic perception are vital elements in the human experience.

The Division has 27.83 FTE full-time faculty, 3.50 FTE temporary, and a per quarter average of 47 adjunct. Support staff includes one full-time secretary in Art, one 16-hour-a-week secretary in Music and one full-time secretary in Foster Hall who is shared with the Social Science Division.

Mission and Goals

The mission of the Division is to increase students' social knowledge, communication skills, critical thinking skills, and awareness for participation in and contribution to an increasingly complex society.

In keeping with the College Mission, community needs are met in remedial courses, general education courses, lower division college transfer courses, professional technical training and personal enrichment by providing the very best broad-based curriculum in each department. The Division promotes humanitarian values and serves as a community resource.

● Division Goals Include:

- Insure that offerings within each curricular area are comprehensive and fulfill their respective purposes.
- Complete syllabus reviews within the next year.
- Establish a Writing Center to support the College-wide communication ability.
- Strengthen partnerships with the Student Government in providing co-curricular/extra-curricular activities and programs that foster intellectual and personal development of students.
- Promote faculty welfare and development.
- Provide adequate facilities, equipment, materials, and technology necessary to the functioning of each course.
- Identify long-term equipment needs.
- Promote inter-departmental activities and events within the humanities.
- Articulate and continually assess learning outcomes.
- Establish distance education courses where appropriate.

Student Learning Outcomes

Two of the six General Education Student Learning Outcomes relate to the Humanities Division. See Table 1 for Communication Requirement and Table 2 for Humanities Distribution Requirement. Reports from individual departments may include more specific outcomes derived from the General Education outcomes.

Table 2._ General Education Student Learning Outcomes – Humanities	Ability Link
Understand the humanities' role in exploring the self: what it is to be human, to use aesthetic capacity, curiosity, and imagination in examining life and learning.	CT, LL, GM, C M
Develop creativity in producing and responding to the visual arts, architecture, literature, music philosophy, rhetoric, languages, theatre, and dance.	CT, CM, LL, GM, IT
Recognize and engage in multiple patterns of human expression and reasoning.	CT, GM, LL. EC, CM
Understand how the humanities define, redefine, and express cultures.	GM, CM. LL, IT, EC
Analyze and evaluate multiple perspectives inherent in human expression across time, culture, and foreign language.	GM, CM, CT, EC
Recognize the relationships between artists, art objects, and audiences.	CM, CT
Understand the many roles of the arts in the community.	EC, LL, GM, CM
Develop skills in gaining information from a variety of sources.	IT, CM, CT, LL, GM

Table 2._ General Education Student Learning Outcomes – Communication Requirement	
Design and execute thorough searches for information.	CM, CT, IT
Describe, paraphrase, and summarize college-level material accurately.	CM, CT, GM
Analyze and use a variety of college-level material both to identify areas for investigation and to develop ideas to communicate.	CM, CT, GM
Communicate critically thoughtful, focused ideas that show the ability to concede points and qualify conclusions.	CM, CT
Understand and apply the principles of effective communication when writing and speaking: ● Develop and organize around one central idea, ● Support central and related ideas with detail and evidence, ● Create an easy-to-follow organization, ● Use verbal skills such as precise word choice and correct grammar, ● Attend to non-verbal skills such as use of voice and body language, and ● Employ visual and audio tools skillfully whenever appropriate.	CM, CT
Adapt to a variety of audiences and occasions.	CM, CT, GM
Communicate in ethical ways by documenting sources accurately, refusing to substitute inflammatory or deceptive language and images for evidence, and expecting these practices from others.	CM, CT, EC
Work collaboratively by expressing opinions with tact, listening to others, and shouldering an appropriate share of the workload.	CM, CT EC
Improve communication by practicing self-assessment: set goals, seek and use feedback, revise and edit for excellence, practice self-discipline and persistence, and apply skills in new contexts.	CM, CT, LL
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

Assessment of Goals and Outcomes

- Division goals are continually updated and evaluated throughout the year. Progress has been made in differing degrees on each goal. The following examples demonstrate achievement of some of these goals.The Writing Center will be fully functioning the fall of 1998.
- General Education Learning Outcomes for the Humanities Distribution and Communication Requirement have been identified.
- Course syllabi are being revised and College-wide Abilities are being identified in the revisions.
- Distance education courses, on-line courses, telecourses, and two-way interactive courses are now being offered. The number of offerings will continue to grow.
- A five-year equipment needs list has been created. This list is updated twice a year.
- Curricular changes in Journalism are under review and are scheduled for implementation in Fall, 1998.

The Humanities Division uses a diverse set of assessment tools including projects, portfolios, recordings, video tapes, objective tests, nationally recognized performance and evaluation tests, live performances, journals, and research papers, to name a few. Examples of student success can be found in the team room in the Department Notebooks.

Curriculum and Instruction

There have been no major curricular changes in the Humanities Division. Minor changes have been made in the following areas.

English

- Literature course renumbering
- Addition of an on-line poetry class

Art

- Addition of a portfolio class
- Addition of a second semester graphic design course
- Addition of a cinema telecourse

Music

- Addition of a music theory course below 100 level

Philosophy

- Introduction to Logic course can no longer be used for science credit

Faculty Evaluation

Full-time tenured and non-tenured-track faculty in the Humanities Division are evaluated in accordance with Section 3 of the Clark College Association for Higher Education *Agreement*. Faculty are evaluated at least every three years by peers, self, Division Chair, and students.

Facilities, Equipment, and Technology

Courses in the Humanities Division are taught across campus, but most are taught in Hanna Hall, Hawkins Hall, and the Music and Art Buildings. Hawkins Hall computer lab is used for computer assisted composition courses, music theory courses and foreign language placement testing. Hawkins Hall will soon house our Writing Center (fall, 1998). Hanna Hall houses a piano lab which is a distance from the Music Building.

The campus has two performance sites for theatre and music. The first site is Decker Theatre which is located in the Art Building. Decker Theatre seats 169 people. The second performance site is located in Gaiser Hall. This site is also used as the school cafeteria during the day.

Strengths

The strength of the Humanities Division is its faculty. The faculty are dedicated educators who are also engaged in student activities outside the classroom. They have given their time freely or with minimal compensation to sponsor workshops, be club advisors, and help students participate in activities at the local, national, and international levels. The faculty have promoted Clark College in a positive light. Through arts and cultural activities, they directly support the Clark College Mission Statement. (See descriptive materials in Team Room).

A majority of Division faculty have been involved with outcomes assessment. They have participated in ability group committees and other activities to help the College define its student outcomes.

Challenges

Over the last ten years Clark College has grown rapidly. In the process of growth, faculty members have gradually assumed more administrative duties. Humanities Division department heads, with the exception of English, receive no release time. The Division Chair release time is the same as it was ten years ago. If faculty are to have additional administrative responsibilities as the College keeps growing, then some adjustments need to be made to department heads' loads or administrative responsibilities need to be decreased. If this trend of increased administrative work continues, there will be faculty burnout.

Commensurate remuneration should reflect the actual time instructors spend with Special Projects 290 students.

Recommendations and Actions Taken

Since the last accreditation report, faculty have reached consensus in identifying the six College-wide Abilities as well as General Education Learning Outcomes for the Humanities Distribution and the Communication Requirement.

A syllabus review and rewrite project has been implemented that identifies the specific College-wide Abilities taught in each course. This is viewed as an ongoing process.

The Writing Center opened Spring Quarter, 1998, and will be fully functional by the fall of 1998. The Writing Center will be tied into performance measures and outcomes assessment. The Writing Center Committee will be reviewing the various ways this will take place.

The College and Division are in need of a performing arts center. The Music Department has moved all its concerts to off-campus sites for two main reasons: the groups have outgrown the size of the facilities, and the aesthetic surrounding is not appropriate for concerts. The Theatre Department continually works around other events that take place in Gaiser Hall. Gaiser Hall serves as the school cafeteria during the day and is also the student union building. There are no future plans to add a performing arts center.

The English Department is in need of an additional computer-assisted writing lab. The present lab does not meet all their needs.

Materials in Team Room

- Department Notebooks

Art Department

Overview

The Art Department provides high-level training in a variety of art disciplines and is staffed by a complement of well-trained and empathetic instructors. The Department strives to provide well-maintained facilities and equipment in both traditional and emerging media and is committed to continuing a solid transfer program and to enhancing present modest offerings in electronic imaging. Our rigorous academic emphasis helps students advance to new levels of aesthetic perception and performance. The Department offers fifty-one classes for majors and non-majors.

Mission and Goals

In keeping with the College Mission, the central mission of the Art Department is to provide comprehensive academic and studio courses for transfer students (both art majors and non-majors), vocational students, and life-long learners.

Since the presentation of artwork is key to its experience and analysis, the continued growth of two student programs—the *Phoenix* and the Archer Gallery—is essential to our mission. The Archer Gallery remains integral to our efforts to engage the entire campus as well as the region-wide community in the visual arts. The Art Student Annual, curated yearly by the gallery, and the *Phoenix* art and literary magazine provide direct opportunities for students to develop skills in the presentation of artwork.

Student Learning Outcomes

All courses in the Art Department support the General Education Learning Outcomes for the Humanities Distribution Requirement and are linked to the College-wide Abilities. More specifically:

1. Students who complete the sequence of courses required for art majors will be accepted into junior-level art classes at four-year institutions.
2. Student portfolios will demonstrate a solid grasp of the historical, perceptual, conceptual, and technical basics and declare the student's readiness to transfer or to enter the commercial art job market.
3. Students will have some understanding of gallery practices, including how to present their work to a commercial gallery and how to install their work effectively.
4. The student art exhibit will further demonstrate high levels of perceptual, conceptual, and technical mastery.

Assessment of Goals and Outcomes

Although an art major's acceptance into a four-year program is generally based on an evaluation of both transcript and portfolio, we lack a systematic method for tracking our former students. Former art majors and non-majors drop by on occasion and report that the art classes they took here successfully transferred and that they felt well prepared for upper division work. Our sole source of transfer data is the reports we receive from four-year colleges, and statistics are provided for community college transfers by name of college only, and not by individual departments.

Although the Art Department is not a vocational program, many students take classes to build marketable skills and do not plan to transfer to four-year programs. This is made more confusing because the Graphic Communication Department and the Art Department teach several classes in Electronic Imaging whose content and purpose overlap. We lack concrete data about whether our classes are useful to our vocational students, and we lack a cooperative program with Graphic Communication.

Ultimately an art student's primary and proper focus is the development of a personal artistic vision. This being rather difficult to measure, art classes focus on measuring the College-wide Abilities. We might go farther and propose creativity as well as

studio skills as educational outcomes. These abilities are assessed in various ways depending upon the nature of the course. Academic courses such as Art History, Art Appreciation, and Women in Art, are evaluated through essays, research papers, projects, journals, and exams.

Studio classes, while they may employ one or more of the evaluation methods listed above, are primarily evaluated by a course portfolio. A more "holistic" evaluation of the student's progress is undertaken by the portfolio class required for all art majors in which a portfolio representing the complete body of work a student has produced at Clark is evaluated by the entire art faculty. This evaluation has been a valuable assessment of our faculty and particularly of how well we coordinate our efforts.

The Student Art Annual exhibit as well as the annually published magazine of student art and literature, the *Phoenix*, can therefore be seen as portfolios that represent the accomplishments of the entire Department for that year. Our advanced students are required to submit work for jurying in both of these venues. This forces them to rethink and reevaluate their own work. The *Phoenix* also provides editorial and publishing experience to a select group of students.

Curriculum and Instruction

The Art Department offers courses in Art History, Art Appreciation, Studio Art, and Introduction to Cinema. All faculty members emphasize active and collaborative learning, critical thinking, the development of a formal understanding of visual art, and the training of perceptual skills. Such skills are developed in lecture classes through formal and informal writing assignments as well as tests. Studio classes immerse the students in continuous projects and exercises designed to build skills in a particular medium. All core classes needed to transfer as an art major are taught every year.

The Art Department has instituted four curricular changes in the last five years. A portfolio class has been developed because most university programs require a portfolio as well as a transcript review before a student is accepted as an art major. Students prepare a slide portfolio and write an artist's statement and resume. In 1996, we introduced a non-Western art history class surveying the art of Africa, China, India, Japan, and Oceania. Such a class is now required for graduation as an Art major at many colleges including the University of Washington. The Introduction to American Cinema telecourse was introduced in 1997 as part of the Distance Learning Program. A second term of computer imaging (Computer Imaging II) has been proposed.

Instructional Staff

Full-time Faculty ---------- 3
Adjunct Faculty----------12
Other Instructional Staff (FTE lab assistant)-----.75

Facilities, Equipment, and Technology

The Art Department shares a building with the Drama Department. Exclusively the art department uses one lecture classroom, seven studio classrooms, a small computer lab, three storage areas, a slide-viewing area, and four offices. The equipment and furnishings of the individual studio classroom are generally adequate for our needs.

Strengths

1. A long tradition of turning out well-trained students who are successful at four-year schools.
2. Students and alumni have been juried into exhibits throughout the Northwest.
3. A noted art gallery that has exhibited the finest art to be found in Washington as well as emerging regional talent for the last 15 years.
4. Alumni who have built significant art careers and who continue to support this department.
5. Two major student programs, the *Phoenix* and the Archer Gallery, are directed by Art Department faculty and an art faculty member advises the Creative Club.
6. The beginning of several cross-disciplinary interactions between welding and metal sculpture, drawing and biology, art and graphic communications, art history and English.
7. Building connections with area high schools. One faculty member serves on the advisory committee for Mountain View High School.

Two others are members of the Southwest Washington Art and Photography (SWAP) consortium of high school teachers, college instructors, business and community members.

8. The highly successful integration of the Distance Learning Program with the Introduction to American Cinema telecourse.

Challenges

1. Documenting the success of Art students at four-year institutions.
2. Documenting the success rate for Art students who have sought to enter the commercial art job market directly upon leaving Clark.
3. Providing more art students access to electronic technologies.
4. Updating the art on book and periodical collection in our library.
5. Providing more guest lectures and demonstrations for our students and coordinating these events with Student Government and the Archer Gallery.
6. Creating stronger ties with K-12 art programs.

Recommendations and Actions Taken

- **The priority of the Art Department is to make at least an elementary level of computer imaging part of every art student's education at Clark and to expand present offerings in computer imaging.**
- **The Art Department and Graphic Communication Department need to develop a vocational program in either animation or three-dimensional design. One of our self-study exhibits is a survey of regional graphic design and publishing firms, which points out industry dissatisfaction with students who are trained in computers but not in art. Another survey of Washington community colleges and universities provides additional information in order to determine the standards being established for curriculum in computer imaging/animation. Two faculty members will visit Green River Community College to study their program in Three-Dimensional Design—a work force training program.**
- **A significant obstacle to this priority is that none of the current faculty members in the Art Department have the needed expertise in electronic imaging and, while the Graphic Communication faculty are certainly proficient in the use of computers, they lack training in the aesthetics of design. A long-term plan is to hire a full-time instructor, split between Graphic Communication and Art to teach the art portions of this yet undefined program. However, an immediate strategy will be to hire a half-time adjunct instructor to teach computer imaging, animation, and/or graphic design. With such an instructor on board, it will take several years to establish how this cooperative program might work. At the same time, both departments need to work together to gather data to support such a program as well as agree on an initial curriculum plan.**
- **In order to accomplish our goals, our computer lab or one in Graphic Communication needs to be enlarged to accommodate computer stations for at least twenty students. We cannot state strongly enough the importance of additional computer support personnel to our goals.**
- **Many of the Art Department facilities have been inadequate for decades for the number of students enrolled. Increased student enrollment has worsened the problem. The most urgent is certainly the painting and drawing classroom in which students are tightly crowded. Other pressing needs include a larger and better-equipped computer lab and equipment upgrades in photography and metal arts. Storage areas remain inadequate. Printmaking, a class once offered, should be offered again but is on hold because of present classroom spare limitations.**

Materials in Team Room

- Department Notebook
- Survey of Regional Graphic Designers
- Survey of Washington Community Colleges and Universities
- Student portfolios
- Proposal for curriculum for Animation/3-D Design Program
- Flyer, catalogs, and newspaper articles documenting exhibits, lectures, etc., by Clark Art Faculty
- The *Phoenix*, art and literary publication
- Yearbook of publications—Archer gallery

- Archer Gallery past exhibits, slides, pictures

English Department

Overview

The English Department is committed to increasing students' reading, writing, and thinking skills in order to promote fluency and confidence in written communication. The Department is dedicated to offering a range of courses that enable students to learn about themselves and their world through literature, as well as creative writing courses that encourage the opportunity to invest in the imagination. We offer 35-55 transfer composition courses each term; in addition, we offer courses in basic writing, literature, and creative writing.

Mission and Goals

The goals of the Department are related to the Mission and Values of the College:

- *Offer learner-focused support for all students*
- *Encourage an interest in writing and an appreciation of and commitment to excellence in written communication*
- *Foster partnerships among disciplines*
- *Continually seek to improve our program and increase educational opportunities*

Student Learning Outcomes

All courses in the English Department support the General Education Learning Outcomes for the Communication Requirement. Literature courses support the General Education Learning Outcomes for the Humanities Distribution Requirement. General Education Learning Outcomes are linked to the College-wide Abilities.

Overall, students in transfer courses will demonstrate communication skills that reflect creative and critical thinking. Students in Basic Writing courses will demonstrate skills that reflect proficiency in producing basic essays. Professional/technical students will demonstrate effective writing for the world of work and/or further course offerings. Students in Creative Writing courses will demonstrate an understanding of the concepts and skills related to writing poetry and fiction and will apply these concepts and skills to their own writing.

Assessment of Goals and Outcomes

Assessment of Department Goals

Offer learner-focused support for all students:

1. The English Department was instrumental in obtaining funding for the Campus Writing Center which began offering tutoring services Spring Term 1998. It offers learner-focused support for students in all classes who want help with their writing.
2. The Department has created a common set of Learning Objectives for each level of composition. This will become the standard used by all composition instructors. A key issue in this work is learner-focused objectives that will build a common set of skills which students ultimately need for success in English 102.

Encourage an interest in writing and an appreciation of and commitment to excellence in written communication:

1. Each year the Department sponsors the Columbia Writers' Series and the Poetry/Fiction Writers' Workshop, both of which bring nationally known writers to campus for readings and/or workshops.
2. Each year the Department sponsors the Hawkins/Gallivan Writing Awards which recognize excellent student writing in English classes.
3. The Department is actively involved in producing the *Phoenix*, the student arts/literary magazine.

Foster partnerships among disciplines:

1. The *Phoenix* is produced in partnership with the Art Department.
2. The Department strives to support writing across campus and has initiated the interdisciplinary

Writing Center Committee as a way to bring all disciplines together to assist in the planning of the Writing Center.

3. Faculty from the English Department have been involved in almost all of the Learning Community offerings.
4. The English Department participates in readings of student papers each term in partnership with the ENL Department to determine student placement.
5. Faculty from the English Department were instrumental in formulating and establishing the Honors Program, which recognizes and encourages excellence in every discipline.

Continually seek to improve our program and increase educational opportunities:

1. Faculty in the Department have offered on-line courses which have thus far been well received.
2. We continue to increase the number and variety of composition classes taught in the computer lab.
3. The Department is seeking funding to institute a mentoring program for adjunct faculty. Through this program we hope to increase communication between full-time and adjunct faculty and thereby improve the program overall.
4. At least annually, we conduct holistic reading sessions as a way to talk about grading standards and to strive toward consistency.

● Assessment of Learning Outcomes

All English courses focus primarily on two campus-wide abilities: Communication and Critical Thinking. These abilities are assessed primarily through written work that students produce. Written work may consist of any of the following: essays (both academic and personal), research papers, portfolios, writing notebooks, research notebooks, reading notebooks, journals, letters, memos, technical reports, stories, or poems.

Currently, there is a Clark College Assessment Guide which is cross-referenced to *The Bedford Handbook*, the standard Department handbook for all transfer-level composition courses. Many faculty in the Department use this guide to work toward uniformity and consistency in the assessment of student writing.

Annually or biannually, the English Department conducts holistic reading sessions of student writing. These sessions allow us to discuss standards and to seek consistency in applying these standards. Adjunct faculty are encouraged to participate and are compensated for their time.

Curriculum and Instruction

General: Composition transfer courses (101, 102, 103, 111, and 211) are compatible with lower division offerings at other institutions in content and quality and are easily transferable. Composition courses numbered 097, 098, and 099 satisfy vocational degree and certificate requirements and may also be used by students to prepare for 101 eligibility. Literature courses are offered in Fiction, Drama, Poetry, World Literature, Classical Mythology, American Literature, British Literature, Shakespeare, The Bible as Literature, Women in Literature, Gothic Literature, and Science Fiction.

Courses in Creative Writing, Poetry Writing, and Fiction Writing offer students the opportunity to develop skills in imaginative expression for self satisfaction and for publication. The Technical Writing Program is administered and taught by English Department faculty and is a program with its own set of requirements (see Scientific/Technical Writing Communication).

Recent Trends in Curricular Changes: The English Department offers an increasing number of computer-assisted composition courses, has developed web-based syllabi and distance education courses, and is working toward Internet accessibility for all students. Additionally, we have spearheaded interdisciplinary approaches to education: our faculty have been actively involved in almost all Learning Community offerings on campus and we actively sought and finally, this year, received funding for the campus-wide Writing Center.

Instructional Staff

Full-time faculty ---------- 12
Full-time, temporary faculty---------- 3
Full-time shared faculty ---------- 2
Adjunct faculty (quarterly average) ---------- 20

Facilities, Equipment, and Technology

The English Department has access to one computer lab in Hawkins Hall with 22 computer stations. Through this facility, we are committed to enhancing student learning by means of on-line researching, electronic conferencing, and other computer-centered technologies. The new Writing Center is also housed in Hawkins Hall and provides convenient access to tutoring services for students in writing classes. The Writing Center has six computers which offer writing-related programs.

Classrooms are generally satisfactory except for temperature regulation and ventilation systems. Despite repair and maintenance work, frequent complaints persist. Some classrooms have long, heavy tables rather than individual chair/ desks. Since many teachers in the Department like to meet in a more informal circle and/or to have students meet in small groups, chair/desks are preferable.

Work space in Foster Hall, which is shared with faculty in other departments and divisions, provides photocopy, fax, campus mail, and computer services, plus office supplies. Evening adjunct faculty do not have easy access to this workroom. Faculty in Hawkins Hall consistently complain about ongoing ventilation problems.

Adjunct faculty face pressing office space problems. A single, very small faculty office is the only space available to the 20+ adjunct faculty in this department, and it is located in a distant building, Scarpelli Hall. In that adjunct faculty office, the personal computer does not provide access to e-mail or other Internet services.

Strengths

Clear strengths of the Department are energy, enthusiasm, strong academic preparation, and fine teaching skills. All faculty are engaged and dedicated teachers and all members pursue professional development through a wide range of activities that reflect diverse interests. Each member of the Department contributes to the growth and strength of not only the Department, but also of the campus community. As a department that has contact with perhaps more students than any other department on campus, we strive to provide quality learning experiences for all students. We are very engaged in the work of Outcomes Assessment, and in establishing a workable, measurable standard in the sequence of composition courses. The strengths of the Department can clearly be seen in the number of ways we effectively meet departmental goals.

Challenges

Perhaps the most important challenge we face is establishing and maintaining consistent standards, which is an increasingly difficult task when about one-third of the course offerings are taught by adjunct faculty. Additionally, with staff growth and increased course offerings, the Department Head responsibilities have become more and more complex and time-consuming and are complicated further by overburdened secretarial support. The Department Head position continues to be compensated with only a 50% reduction teaching load which is not sufficient. Finally, we face the challenge of keeping abreast of computer and Internet technology in such a way that we are not only proficient ourselves with these technologies but are also able to comfortably teach the technology to our students.

Recommendations and Actions Taken

- **With the opening of the Writing Center, we will continue to work at building interdisciplinary links related to writing. We have formed an interdisciplinary committee to help plan and advise the running of the Center.**
- **We will seek to establish a stable source of funding for the continuing operation of the Writing Center.**
- **We are drafting common Learning Objectives which will ultimately be integrated into syllabi for all composition courses. One goal of this process is to more effectively prepare students for successive courses.**
- **We are seeking funding to begin an adjunct faculty mentoring project to ensure that all adjunct faculty understand and are able to integrate departmental standards into their courses.**
- **We want to continue to offer an increasing number of computer-assisted composition courses, as well as to continue to stay current**

with other technological advances in education.

- **We would like to seek access to the Workroom for evening adjunct faculty and reasonable office space for all adjunct faculty.**
- **We would like to see stronger secretarial support for the Department.**
- **Additionally, we would like to evaluate the current responsibilities of the Department Head to determine how this position can be more adequately compensated.**

Materials in Team Room

- Department Notebook
- The *Phoenix*
- Poetry/Fiction Workshop and Contest brochures and Chapbooks
- Winning student entries from Hawkins/Gallivan Writing Awards
- Columbia Writers' Series program and fliers
- Writing Center documents
- Recent published works of English faculty

Foreign Language Department

Overview

The Foreign Language Department consists of five foreign languages. French, German and Spanish offer two-year transfer sequences, special projects and (in affiliation with the Northwest International Education Association) international cooperative work experience. Japanese and Russian are offered as one-year transfer sequences.

Mission and Goals

The Foreign Language Department is committed to proficiency-based instruction in the target languages and cultures for diverse student populations—transfer, vocational, prospective travelers, and lifelong learners.

Student Learning Outcomes

All courses in the Foreign Language Department support the General Education Learning Outcomes for the Humanities Distribution Requirement.

Students will demonstrate proficiency in the target language, including the ability to negotiate situations both linguistically and culturally.

Proficiency relates primarily to the College-wide Abilities of Communication, Global/Multicultural Perspectives, and Critical Thinking, and secondarily to the Effective Citizenship and Lifelong Learning Abilities.

Assessment of Goals and Outcomes

The full-time faculty has been trained to use the assessment criteria developed by the American Council on the Teaching of Foreign Languages (ACTFL) for the Oral Proficiency Interview. The criteria are nationally recognized and measurable. Although the ratings made by Clark College faculty have not been verified by outside, certified raters, they do suggest that Clark College students who have completed two years of French, Spanish or German, place within the intermediate level of proficiency on the ACTFL scale. This is in line with the national trend.

Transfer students report being successful in upper-division courses in their target languages. Several have left Clark College having studied just one year of a foreign language and then, because of their proficiency, been tested or placed out of the next level into a higher one.

Students who have traveled in the target cultures, studied abroad, and participated in the exchange programs and international cooperative work-study programs have all reported success in real-life communication.

The ACTFL proficiency criteria described above include a cultural component, and are adaptable to written as well as oral communication, thereby assessing linguistic and cultural proficiency and the College-wide Abilities in Communication and Global/Multicultural Perspectives. As instruments for assessing proficiency, we use oral activities and interviews, written tests and reports or essays, and listening and reading comprehension activities, depending on the level of the course. The adjunct faculty have not had the opportunity for such training but use proficiency-based textbooks so that they have models for proficiency-based assessments.

Student success can be seen in the high rate of students who complete a course. Although students tend not to complete a sequence of courses, retention rates within courses are generally very high. Furthermore, as previously stated, those who do complete a two-year sequence usually reach the desired level of proficiency.

Curriculum and Instruction

The core curriculum of the Foreign Language Department is beginning and intermediate language instruction. All foreign language courses partially fulfill the Humanities Distribution Requirement for the Associate in Arts and the Associate in Applied Science degrees. Transfer students are also able to

meet entrance and exit requirements in foreign languages at four-year colleges and universities as well as lower division requirements for majors in French, German, and Spanish.

Additionally, special projects/courses are offered in conjunction with the exchange program in Germany, the study program in Spain and international cooperative work experience.

Curricular changes occur within the framework of the core curriculum—beginning and intermediate courses. Content, methodology, and assessment have been changed to reflect the national movement of the foreign language profession toward proficiency-based instruction and assessment.

Instructional Staff

Full-time Faculty ---------- 3
Adjunct Faculty ---------- 5
Other Instructional Staff- ---------- 0

Facilities, Equipment, and Technology

Two classrooms are dedicated to foreign languages in that they are equipped with cassette players, headsets, video players, and laser-disk players. Because foreign language enrollments far exceed the capacity of two classrooms, there is also one mobile laser-disk unit.

Strengths

To impress students with the value of foreign language study, to help them make personal connections with the target culture, and to help them attain language proficiency, a rich diversity of co-curricular and extra-curricular opportunities are offered. In Russian, students are connected with Russian immigrants as tutors and conversation partners. In Japanese, similar connections are made between American and native Japanese students.

During spring quarter, 1997, the French Club/ Department hosted a French survivor of the Jewish resistance to Nazi occupation for lectures in both French and English, for French students and the community. The German Department has a partnership with a German Gymnasium for group exchanges every two years. The Spanish Department organized a study-in-Spain program for the summer of 1998. Several individual student exchanges have been facilitated as well through the faculty's connections in the target cultures.

Challenges

The number of Spanish students has increased so dramatically that there is need for a second full-time faculty member. Currently, the Spanish instructor must recruit two adjunct instructors per quarter and still teach an overload. Because all language courses are sequential, he must also coordinate the curriculum, course goals, and assessments with the adjunct instructors. This is an unreasonable burden on top of his normal teaching responsibilities, for which he receives neither release time nor remuneration.

Japanese and Russian are taught entirely by adjunct instructors. It is difficult to develop, maintain, and evaluate language programs and provide staff development when there is no one responsible for the program itself—just individual courses. For consistency and real integration within the Foreign-Language Department, these positions should be based on a part-time contract. This would not only serve students in terms of quality, but also in terms of commitment: once students begin a one-year language sequence, they need to be assured that they will be able to complete the sequence for their transfer entrance requirements.

With all due respect, the expectations held for a Department Chair are overwhelming and unrealistic without some release time. It is one thing to develop departmental goals for excellence, quite another to coordinate, implement, and evaluate them, especially when administrative tasks seem to increase exponentially.

Recommendations and Actions Taken

- **The majority of foreign-language students take 101—one quarter, beginning level. Our goal is to increase the retention of students between the 102, 103 and second-year levels. This can partially be accomplished by encouraging incoming students with experience in the target language to enroll in the appropriate level beyond 101—the idea being that they lose interest if the level is really not challenging. To that end, we have adopted a computer-adaptive placement test for**

French, German, and Spanish. During the 1996-97 academic year, we tested it in our foreign-language classes in order to estimate appropriate placement scores. We are now ready to implement it as an advising tool.

- **Students also need to be encouraged to see the value of language study beyond earning distribution requirements which are satisfied with 5 credits of 101. The Certificate of International Studies, which has a long-term foreign-language component, is one means of encouragement, but we are aware that we need to promote it more effectively.**
- **Another consideration that we wish to pursue is rewarding those students with prior study beginning at a higher level than 101 with credit for the entire first-year sequence upon completion of 103 with a "C" or better.**
- **An interactive multi-media lab, designed and equipped for foreign students learning English, has some potential for use by the Foreign Language Department. Since ENL students have priority in the use of the lab, and since there are not enough work stations to accommodate an average foreign language class, it can only be used as an independent study resource by foreign language students. A departmental goal for this academic year is to determine how the lab can best be utilized in terms of scheduling and appropriate software for independent use. Interactive multimedia (i.e. Internet access and CD-ROM) have tremendous potential for helping students develop proficiency in a non-native environment. Therefore, a long-range goal is to design a lab and acquire software that could be implemented into the curriculum and accommodate the number of foreign language classes and the sizes of those classes.**

Materials in Team Room

- Department Notebook
- Brochure for International Studies Certificate
- ACTFL Proficiency Guidelines
- Second-Year French Portfolio
- German Exchange Information Packet
- German Exchange Student Exchange Booklet
- Study in Spain Flier
- International Cooperative Work Experience Student Project
- Portfolio of Ruth Hartz Event
- Flier of Russian Celebration of Chkalov (Language Club Activity)

Journalism Department

Overview

The Journalism program at Clark consists of three academic courses plus a student newspaper. Journalism is an elective only and does not fulfill general education or distribution requirements.

Students can receive one to three credits per quarter for work on the student paper, *The Independent*. The newspaper is a co-curricular program funded through student government.

Mission and Goals

The Department's goal is to help students understand what journalism is and how it functions in the culture at large, and to teach them the skills they need to become practicing journalists. Students also work through critical-thinking issues presented by news-judgment decisions and the variety of ethical situations that arise weekly in the production of a newspaper.

These goals dovetail beautifully with Clark's 1997 Mission Statement. Because it is naturally interdisciplinary, the study of journalism provides comprehensive educational experiences in a number of areas. Journalism provides an opportunity to apply such traditionally academic pursuits as writing, philosophy, and art to a professional endeavor. Students who work on the newspaper gain experience that provides as many of the challenges of the workplace as the classroom (such as working collaboratively, problem-solving) while preparing for transfer and providing a service to students in the form of a newspaper.

Student Learning Outcomes

The Department can think of few endeavors on this or any college campus that so beautifully fit Clark's six College-wide Abilities. It is for this reason that the Department believes journalism should be valued and utilized not only as a training ground for students who want to become reporters, but for any student who wants to get hands-on experience grappling with what is at the heart of those abilities. For example, in any given week, a student on *The Independent* works with each of the abilities in the following specific ways:

Critical Thinking: News judgment is critical thinking. What do we publish this week? Why? What makes some issues worthy of story and others not worthy? If we do a story and do it in a certain way, whose lives will be affected and how?

Communication: How do we frame questions to get the information we need? Can we listen and understand accurately enough to later convey meaning clearly to a reader? Can we think on our feet to ask follow-up questions? Can we pick out the focal point of the story and write a clear, interesting lead? Can we organize the story in an interesting, clear, accurate way?

Later, can we communicate with editors, other writers, photographers and the adviser in a way that will smooth out any problem areas in the story? Can we write a headline that fits the space on the page and invites a reader to read the story?

Technology: Can we use QuarkXPress to lay out the pages? Can we use the digital camera? (These are obviously not journalism *per se*, but are related.)

Lifelong Learning: Can we work as a team? (If so, we will be able to take the ability into other fields.) Can we gather information on a variety of topics that may or may not be our "specialty"? (Like teamwork, the ability to gather and synthesize information never goes away.)

Multicultural Perspectives: Does the way we frame the news perpetuate stereotypes? Do we have too many/too few stories framed from a particular gender or ethnic group's point of view? Do the assumptions we make when we choose sources, ask questions, write the story and take photographs perpetuate stereotypes or perpetuate the natural bias of who we are—or have we truly learned to step

outside ourselves and write from a detached and fair-minded stance? (Multicultural and gender issues have been huge issues in the journalism community for the past decade.)

Effective Citizenship: How accurately and fairly do we mirror the community? Do we do a good job of providing a "marketplace of ideas" for readers to use when they vote and make other decisions? Is the paper truly a public forum for the community it is a part of?

If A*esthetics* were another ability, it would also naturally come into play. Photography and page design are artistic endeavors in themselves.

While the instructor actively teaches and assesses communication and critical thinking, the others are more than incidental. Without all six, there is no paper.

Transfer: The University of Washington communications department is encouraging Washington community college journalism educators to send transfer students to UW with significantly advanced skills to bypass their beginning and advanced news writing classes. The instructor has met with UW officials and hopes to communicate with WSU and other universities so that students will leave here prepared to do junior-level work in this field at four-year schools. In the past, students have been able to transfer Clark's journalism courses to Western Washington University. Some adjustments to Clark's curriculum may be necessary to help more students transfer.

Relationship to related education: The relationship between journalism and such professional/technical fields as computer graphics, the Internet, digital photography, desktop publishing and similar areas is obvious! Students who work on *The Independent* work with all of these—whether they formally take a course or not. This will become more the case as communications become increasingly computerized.

Assessment of Goals and Outcomes

Several Clark College Journalism graduates have gone on to successful careers in journalism. *The Columbian* newspaper has hired three full-time reporters who studied Journalism at Clark in the past five years and went on to earn four-year journalism degrees. One student from the current adviser's first year works part-time at *The Columbian* and edits the WSU-Vancouver student newspaper.

The Society of Professional Journalists awarded *The Independent* an honorable mention in its statewide competition in spring 1997. Students on the paper have won several awards from the Washington Press Association.

For *The Independent* students, the primary assessment tool is the paper itself. Grades are assigned based on student portfolios of contributions (stories, page layouts, and photos) submitted at mid term and end of term.

Students in news writing classes are assessed by a series of articles written for the class as well as a clippings journal (in 101), news quizzes (in 102) and various in-class exercises. Editing students are assessed by style quizzes, edited articles, headlines and a final project.

Curriculum and Instruction

General: The curriculum consists of three three-unit academic courses: Introduction to Journalism, Advanced Journalism and News Editing; and the College Newspaper course. No courses in photojournalism are offered at Clark.

Recent curricular changes: The Department is currently making a number of changes:

1. Moving the three academic courses from the general electives list to the Humanities Distribution list (this is more in line with what other Washington community colleges offer);
2. Renumbering these academic courses to give 200-level status to the advanced courses with the hope of aiding students who want to transfer to four-year journalism programs;
3. Renaming two of the academic courses to reflect a broader, slightly more academic focus:

Other changes are badly needed. The biggest changes in journalism in the past decade relate to the creative use of graphics and photography, using QuarkXPress and Photoshop. To bring Clark more in line with what the best Washington community colleges are doing in journalism, we need to formally teach newspaper production skills and photojournalism in conjunction with The College

Newspaper course. An instructional technician or adjunct faculty member who specializes in these skills could teach this class. While similar courses are taught elsewhere on campus, busy students who have to make time to be in journalism in the first place resist taking them, and they are not focused on preparing students to work in a newsroom.

Instructional Staff

Full-time Faculty (shared with English)---------- 1

Facilities, Equipment, and Technology

The Independent is published in Gaiser 142, which is equipped with eight Macintosh computers, a laser printer, a scanner and a light table. We also have a new digital camera, which is slowly starting to improve the quality of photos in the paper and giving more students the opportunity to be photojournalists.

The paper has bought one new computer in each of the two years the adviser has been at Clark. Some of the older computers are aging and not reliable. The printer (a QMS, designed for 11x17 paper) gets heavy use and sometimes breaks down.

Gaiser 142 is small and often seems cramped when the entire group is in the room. If a larger room becomes available, consideration should be given to moving the newspaper there.

Some of the computer software is not uniform, which is a source of stress for students. This underlines the need for increased technical support.

Strengths

Spring 1996: Clark journalism students won five awards in the Washington Press Association student journalism contest.

Spring 1997: The student newspaper won an honorable mention in the statewide Society of Professional Journalists general excellence contest.

A former Clark journalism student was hired as a part-time obituary writer for *The Columbian* newspaper on the basis of her experience as managing editor for *The Independent*. Her editor has expressed interest in having her write other kinds of feature stories. She also edits the student newspaper at Washington State University-Vancouver.

A Clark journalism student recently wrote an article for a *The Columbian* special section. The adviser is working with *The Columbian's* special section editor so that Clark journalism students can be regular contributors.

Sample comments from former students:

Journalism attracts the best of the best! The people I worked with on "The Independent" will be my friends for life. I really enjoyed the teamwork.

Journalism has taught me responsibility beyond what is expected of me scholastically. I have a reputation to uphold—not only for myself but for others who work on "The Independent" as well.

Journalism hones your writing skills and gives you real-world experience in meeting deadlines, working as a team, learning to think fast and troubleshoot.

Challenges

Journalism at Clark has outgrown its present organizational structure. The program needs focused attention to a number of specific problems: the relationship to the student government and the attendant ethical and potential legal problems; adequate technology support and instruction, and faculty teaching load.

The College administration should be applauded for its support of an area that requires such an array of skills and technology. However, more resources are needed to fund technical assistance and teach production skills. Because the program is co-curricular, lines of responsibility need to be clarified between student services and instruction.

Recommendations and Actions Taken

- **Improve the technology training and support for Journalism students. This goes beyond merely learning the programs; for any publication, it is a matter of ongoing troubleshooting and development, and it is particularly so for students as learners.**
- **Add a course that covers newspaper production and design, perhaps replacing JOUR 172. Photojournalism should be**

taught, even if only as a one-credit Saturday course taught by an adjunct.

- **Address the conflict of interest between the student government, which funds the paper, and the Journalism students, who cover the student government. The tension gets in the way of teaching the very values and traditions that define this field. This situation has threatened funding and continues to intimidate journalism students. An alternative funding source should be considered and very clear policies written that protect both the teaching function and the editorial function of the paper.**
- **Replace aging equipment and consider a larger space.**
- **Revisit the faculty's load and/or pay.**

Materials in Team Room

- Department Notebook
- *The Independent*, student newspaper
- Student awards

Music Department

Overview

The Music Department resides in the Humanities Division and has two full-time faculty members, the Humanities Division Chair who directs the Band and Jazz Ensemble, and ten adjunct instructors. Courses are offered in History and Appreciation, Theory and Ear Training, Performing Ensembles, and Applied Instruments and Voice.

Mission and Goals

The Music Department is committed to helping each student discover and nurture their academic and musical potential and to encouraging the pursuit of excellence and the expression of self through music. The Department is dedicated to providing high quality courses in education for music majors and non-majors as well as high quality music performances for students, staff, and community. We offer a comprehensive educational program including academic transfer curriculum as well as personal development and cultural enrichment courses. Community partnerships that enhance student learning are continually being fostered.

Student Learning Outcomes

The Music Department supports the General Education Learning Outcomes for the Humanities Distribution Requirement. Specific outcomes are listed below.

Assessment of Goals and Outcomes

Our primary goals have been to maintain a successful transfer program for music majors and to continue to improve the quality of our performing ensembles. Students who have completed our program regularly return to visit faculty. They report their training has prepared them very well for completion of a music degree at a four-year institution.

As to the ensembles, their musical growth continues to improve at a slow but steady rate. One can hear this by comparing recordings which are made of every concert. Faculty aggressively recruit area high school musicians with scholarship offers each spring.

Music students focus on two primary campus-wide Abilities: Communication and Life-long Learning. These abilities are assessed in various ways depending upon the nature of the course. In strictly academic courses such as Music History, research papers and projects are required in addition to the usual exams. In the Applied area students perform a

Student Learning Outcomes	Ability Link
Students will evolve personally, musically, and intellectually through dedication, determination, and discipline as individuals and as ensemble members.	CM, CT, EC, GM, IT, LL
Transfer students will be prepared for upper division performing arts and music education courses and will be aware of music business and performing opportunities for musicians.	CM, CT, GM, IT, LL
Each second-year music major will demonstrate proficiency in second-year music theory and music notation software. They will also be able to sing or play an instrument at the 200 level.	CM, CT, IT, LL
Students will expand their musical horizons through music history classes, music theory classes, and performing groups to experience the finest music from the Medieval period to the 20th century	CM, CT, GM, IT, LL
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

jury each term which is videotaped for further evaluation and discussion with their teacher. Our ensembles perform public concerts each term both on and off campus. Touring is a regular opportunity for many of our groups, giving the added experience of a different culture. In June of 1997 the Band, the Jazz Ensemble, and the Choir went to Puerta Vallerta, Mexico, to perform. In June of 1998 they traveled to Hawaii. Plans are under discussion for a possible trip to Japan in 1999.

Recording is another means of assessment. The Jazz Ensemble and Vocal Jazz Ensemble have recorded two compact discs and the latest recording project included the Band, Choir, Women's Vocal Ensemble, and the Orchestra. CVTV, our local cable station, regularly tapes the Orchestra for delayed broadcast. As a result, more of the surrounding area is aware of our program and our stature has increased. These recordings have also been useful for recruiting efforts.

Each year we host the Clark College Jazz Festival. This three day festival held in January brings vocal and instrumental jazz ensembles from high schools in Washington, Oregon, Idaho, California, and Canada. This year the local cable television station taped the final round of competition for delayed broadcast. The Festival serves as both a recruiting tool and a source of scholarship money.

Curriculum and Instruction

General: The Department offers courses that prepare students to transfer to a four-year institution as Music Majors. Non-majors satisfy core requirements in the Humanities as well as enjoy the enrichment of performance opportunities. There have been no recent curriculum changes.

Instructional Staff

Full-time Faculty ---------- 2
Adjunct Faculty ---------- 10

The Humanities Division Chair teaches the Concert Band and the Jazz Ensemble. Our overworked secretary is a part-time staff person.

Facilities, Equipment, and Technology

The Music Department has two large rehearsal rooms that are used as classrooms. There are two offices for faculty and the department secretary, two studio areas for applied instruction, three practice rooms, and a lounge area with storage lockers and computers for ear training and music theory. All of this is located on the northern wing of the building which houses the Physical Education Department. The square footage of the Music Department is probably not the equivalent of the gymnasium.

Strengths

With the increased support of the Clark College Foundation we have been able to successfully recruit more talented high school musicians each year. The strength of our performing groups continues to grow as we become a viable alternative to students who might not otherwise be able to attend college.

A new area to be explored this coming year is the use of guest conductors. Dr. Christopher Lanz of the University of Texas - Arlington conducted the orchestra's June 1998 concert and in December Maestro Eliano Mattiozzi Petralia, Music Director of the South Pacific Symphony in Auckland, New Zealand, will conduct the Orchestra and Concert Choir. These are part of podium exchanges in which our own orchestra conductor will be guest conductor of their orchestras.

We have ensured that our students have adequate transfer preparation by maintaining updated requirements of schools where they will finish their four-year degree and having our own courses follow those requirements. Their technical skill proficiency is carefully tracked through applied juries and concerts as well as in academic projects.

The number of productions each year is consistently high for each ensemble, supplemented by off-campus touring and cable television delayed broadcast. Our total enrollment continues to grow steadily in both academic and applied areas.

Although no actual surveys have been taken of students who continue at four year institutions, anecdotal evidence in the form of calls, visits, letters, and e-mail indicate that they consistently do very well academically.

Challenges

Our largest challenge is to maintain our high quality of education in music within our limited facilities. A Fine Arts Center is our number one recommendation for improvement and we must continue to explore all possible means of achieving this goal! Another pressing need is for another full-time faculty person in Music.

Currently we have two faculty, as the Director of Bands is serving as Humanities Division Chair. Five adjunct faculty are now employed to cover classes and even ensembles. The situation would be better served with the addition of another full-time person who would teach courses now taught by single instructors.

Each term the Department generates approximately 80 FTE's. The ever-increasing demands of recruiting quality students cannot be addressed by adjunct faculty.

Recommendations and Actions Taken

Changes already implemented due to self study:

- **All faculty have revised their course syllabi to reflect campus-wide Abilities and clarify student learning outcomes.**
- **Due to the inadequacy of Gaiser Hall as a performance space, the Music Department seized the opportunity to enter into a partnership with the new Vancouver School of Arts and Academics (VSAA). The new Vancouver School of Arts and Academics will provide an avenue for artistic collaborations. We have successfully negotiated a contract with them to use the Royal Durst Theater for all concerts of our major ensembles. This partnership will extend our community involvement by utilizing our music faculty to work with the students of VSAA in master class situations. The use of their concert hall will greatly expand our reach into the community with increased attendance. With the improved acoustics of the Royal Durst Theater, we have secured the services of a recording engineer for all our major concerts.**
- **We are considering the possibility of creating a CD which will highlight the year with the best of our performances from each ensemble. This would be an additional recruitment tool and further expand our visibility into the community.**
- **Student enrollment in the past five years has increased to the point where most of our academic courses are at their capacity. In addition the growth in our applied area with more voice students and string students in violin, viola, cello, and bass has put an increasingly difficult strain on our limited facilities. The orchestra has increased so much in size that not only is the rehearsal room barely large enough, but also the stage in Gaiser Hall is no longer able to accommodate the entire orchestra! In fact the most crucial need for the Music Department is a Fine Arts Center with adequate space for performances, rehearsals, classes, and office. Our current performance space is not only too small a stage area, the acoustics are pitiful and the support areas (dressing rooms, etc.) are nonexistent. The Piano Lab was moved to another building this year which has relieved some of the strain in scheduling of our classrooms. Our applied teachers must vie for limited space and even compete with scheduled classes for room. The student lounge area must also double as a computer lab and storage area for student lockers. Full time faculty share office space and adjunct faculty have no offices whatsoever.**

Materials in Team Room

- Department Notebook
- Compact discs from last three years for Jazz Band, Jazz Choir,
- Vocal Jazz, Concert Choir, Women's Ensemble, Orchestra
- Copies of concert programs
- Videos from student voice juries showing student progress over 4 quarters
- Sample programs of music performances
- Performance tour itinerary - Mexico trip

Philosophy Department

Overview

The Philosophy Department has one full-time and two adjunct faculty members. The Department offers nine lower division transfer courses in Philosophy.

Mission and Goals

The mission of the Department is consistent with the overall Mission of the College to provide opportunities for students from diverse backgrounds to pursue their educational goals. The Department goals are to:

1. Provide opportunities to meet specific educational goals: transfer credit for majors and non-majors, humanities credit, and technical program support.
2. Provide historical and thematic instruction focused on the role of philosophy, philosophers, and philosophical ideas in human thought.
3. Provide instruction in formal and informal reasoning methods and opportunities to develop critical thinking skills.
4. Promote the value of philosophy in the lifelong learning of each student, and in particular, the importance of being able to think about human experience in rigorous and consistent ways from a wide variety of alternative perspectives.
5. Promote linked and service classes.

Student Learning Outcomes

Courses in the Philosophy Department support the General Education Learning Outcomes for the Humanities Distribution Requirement and are linked to the College-wide Abilities. Specific outcomes are listed below.

Assessment of Goals and Outcomes

Evidence of the Philosophy Department's success in meeting some of its departmental goals is anecdotal in character. Transfer students report being successful in upper-division courses in philosophy. Students in other areas like electrical engineering or computer science report the positive value of Clark's symbolic logic course in preparing them for further course work.

Student Learning Outcomes	Ability Link
Students will demonstrate a basic understanding of selected thinkers and writings in the history of world philosophy.	CT, GM, CM, LL
Students will demonstrate an understanding of selected theories and ideas of metaphysics, epistemology, ethics, and logic.	CT, GM, CM, LL
Students will comprehend and apply the elementary principles of formal logic and critical reasoning to their thinking, reading, writing, and listening.	CT, CM, IT, LL
Students will demonstrate an understanding of how to reason critically and rigorously about philosophical ideas from multiple perspectives.	CT, CM, GM, LL
Students will read, listen to, and present philosophical selections fairly and accurately as demonstrated by paraphrase and summary.	CT, CM, GM, LL
Students will identify conclusions and premises of arguments that appear in selected readings.	CT, CM, GM, LL
Students will identify/create relevant philosophical concepts showing the ability to identify/deduce their philosophical implications.	CT, CM, GM, LL
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

Philosophy students focus on four of the College-wide abilities: Critical Thinking/ Problem Solving, Communication, Global/Multicultural Perspectives, and Life-long Learning. These abilities are assessed using a variety of instruments and methods including standard exams and quizzes, graded problem sets, reading and research papers, oral presentations, peer group evaluations, and portfolios. Reading, listening, writing, speaking, and symbolic reasoning skills are reinforced and integrated into all philosophy courses.

Curriculum and Instruction

The departmental curriculum focuses on intensive training in formal and informal methods of reasoning and study of selected philosophical ideas, philosophers, and writings. We offer a formal logic course, an introduction to philosophy, a great thinkers sequence, a course on comparative religion, and both theoretical and applied ethics courses.

Recent curricular changes. Last year the Department successfully offered a three term linked sequence involving its Great Thinkers sequence and the English Department's World Literature sequence. Fall term the Department offered a pilot course in Business Ethics at the request of the Business Department. The Philosophy Department is also playing a role in developing offerings for the new Honors Program.

Instructional Staff

Full-time Faculty ---------- 1
Adjunct Faculty ---------- 2

Strengths

Some of our former philosophy students have gone on to obtain doctorates in philosophy, to write books in philosophy, to edit professional journals, and to teach at the college or university level.

Challenges

Our greatest challenge is to adequately serve an increasing number of students with a limited number of philosophy teachers. There is a need for another permanent faculty person in Philosophy. All sections have been filled to capacity this year. There have been many student requests for additional sections of standard offerings. Moreover, there have been requests by other departments for new courses, particularly in areas involving applied ethics.

A second challenge is to improve and enlarge library holdings in Philosophy and Logic.

A third challenge is to enlarge our media holdings in Philosophy.

Recommendations and Actions Taken

- **One additional adjunct instructor has been hired to teach the new Business Ethics course.**
- **The Department has acquired a twenty-eight part video series covering the highlights of Western philosophy.**
- **We are also in the process of reviewing for purchase another video series presenting philosophy from a cross cultural perspective.**
- **The Department continues to need another half-time or full-time permanent instructor.**

Materials in Team Room

- Department Notebook

Speech/Theatre Department

Overview

The Speech/Theatre Department is comprised of 3.5 full-time faculty members who teach Speech and .5 faculty teaching Theatre. In addition, adjunct faculty teach 32 classes during the school year. The Department offers 80 sections of its 28 course offerings during a normal year.

Mission and Goals

The Speech/Theatre Department is committed to proficiency-based instruction for a student population which is composed of transfer and vocational students and life-long learners. The Department supports the Clark College Mission statement by teaching students more effective methods of communication in a variety of classes which include Interpersonal Communication; Oral Communication; Small Group, Mass Media, Intercultural Communication, Persuasion, Forensics and Acting.

Student Learning Outcomes

Courses in the Speech/Theatre Department support the General Education Learning Outcomes for the Communication Requirement and the Humanities Distribution Requirement. General Education Learning Outcomes are linked to the College-wide Abilities. More specifically,

- Speech students learn to identify and develop effective communication styles in interpersonal, group, public, cross-cultural situations and mass media.
- Theatre students learn to apply effective performance techniques for a variety of stages and have a greater appreciation of different cultures.
- Students receive a solid foundation for most transfer programs in Speech and Theatre.
- All students learn the ingredients for personal and professional growth and the relevance of their course work to real life experiences..

Assessment of Goals and Outcomes

Department Goals

The achievement of departmental goals is evident in the number of students who successfully complete departmental courses, transfer to other colleges, and compete successfully on the forensics team or produce and perform in plays.

Student Learning Outcomes

Assessment varies with the subject matter and course objectives. Common assessment tools are exams, graded speeches, performances, projects, research papers, critiques, and group interactions. To aid feedback, students are videotaped during speeches, scene performances and some projects such as make-up applications may be photographed for later discussion.

Curriculum and Instruction

The Speech/Theatre Department offers a variety of transfer courses as listed in the College Catalog.

In recent years, the following classes have been added to the curriculum: Cross-Cultural Communication, Mass Media and Leadership.

Instructional Staff

Full-time Faculty (3.5 Speech/.5Theatre) ---------- 4
Adjunct Faculty (teaching 32 classes) ---------- 6
Other (designer/technical director for Theatre)--- .3

Facilities, Equipment, and Technology

Speech Classrooms

Speech communications classes are held primarily in two rooms, Hanna Hall 108 and 110. In recent quarters, we have had to schedule extra classrooms (Hawkins 101, Hanna 107, 109, and 119) to meet student demand for classes. Hanna Hall rooms 110 and 108 are equipped with video systems for the

recording and playback of speeches. Hanna Hall 110 received a new video system in fall 1997.

● Decker Theatre

1. Great acoustics, lighting, sound.
2. Intimate setting for audience and performers.
3. Good sight lines.
4. Recently remodeled dressing rooms.

● Gaiser Hall

Has an appropriate area for dinner-theatre tables which can seat 210 patrons and accommodate an orchestra.

Strengths

Our students win many awards at forensics tournaments, and plays are reviewed by local critics and faculty from other colleges as part of the Kennedy Center/American College Theatre Festival.

The Speech team travels to other colleges and competes throughout the school year. They have won national titles four times over the last ten years. The Theatre program presents three plays during the school year for a total of 24 performances. Theatre also provides a very active children's theatre touring program which visits elementary schools spring quarter and presents up to sixty-five performances of one play. Two original student productions from a 1997 summer season have been invited to the 1998 Northwest Drama Conference in Pasco, Washington.

One member of the Speech/Theatre Department developed communication curriculum for Wafer-Tech and another coordinated with ESL to develop cross-cultural communications classes. The Speech Department has a forensic coach who has served as president of the Northwest Forensics Conference and is the national president of Phi Rho Pi.

Challenges

Challenges: We must make do with a less than adequate performing arts facility for Speech/ Theatre and Music. More immediate challenges are the completion of the Speech classroom video upgrade and improvements in existing performance spaces.

The Department Chair must satisfy teaching and numerous administrative duties without released time.

Recommendations and Actions Taken

The Speech/Theatre/Music performing arts facility is the most needed improvement for theatre and speech. Both elements of the Department need more room. We also need another full-time instructor who is half-time Speech and half-time Theatre. Current class offerings support this need.

Improvements are already in progress in Decker Theatre and Gaiser Hall:

Decker Theatre

- **A covered lobby.**
- **A newer and more flexible sound system.**
- **New carpeting**

Gaiser Hall

A request has been turned in for a complete sound system upgrade.

Speech Classrooms

Requests have been submitted for the remainder of the video upgrade.

Plans for Improvement

***Speech Department* - Short-term**

- **A third Speech classroom equipped like Hanna Hall 110 and 108.**
- **More equipment and storage space.**

***Speech Department* - Long-term**

- **A Speech/Theatre/Music performing arts facility.**
- **Practice rooms with video equipment for students' speeches.**

Theatre Department

A state-of-the-art performing arts facility is the most critical need at this time. For a detailed list of the inadequacies of present performance facilities, see Department Notebook.

Instruction

We need another full-time instructor who is half-time Speech and half-time Theatre. Current class offerings support this need.

The College also needs to make a commitment to provide release time for Speech and all department chairpersons. The extra workload requirements without compensatory release

time is detrimental to high quality instruction in any department.

Materials in Team Room

- Department Notebook
- Trophies, awards
- Videotapes of plays
- Sample video tape from a Speech 101 class
- Forensic team records
- Reviews of plays from the last two years

Scientific and Technical Communications Department/Program

Overview

The program is organized as both a vocational program and as an Arts and Sciences transfer degree designated "Scientific and Technical Communication." The faculty who teach technical writing are members of the English Department; the majority of classes students take for the degree are based on college distribution requirements. Technical writing classes also may be used to fulfill communication requirements for any Arts and Sciences degree.

Mission and Goals

The program aims to produce graduates who can find work in entry level positions as technical writers.

Student Learning Outcomes

Graduates of this program are expected to write clear, concise technical reports with the needs of the intended audience in mind and to demonstrate competence with the technical content of those reports. In addition, students must be able to design reports appropriate for the medium in which the report will be transmitted.

This goal can be achieved only if students master the College wide Abilities of Communication, Critical Thinking, and Information/Technology skills.

Assessment of Goals and Outcomes

Instructors who teach technical writing emphasize communication and critical thinking skills with practice in other skills as well, particularly information literacy. Instructors use portfolios, team feasibility studies, student writing contests (judged by working technical writers), internships, research papers, and other academic exercises to assess progress toward learning goals. Where possible, instructors ask that writing tasks be prepared for real world purposes; for example tech writing students prepare documentation for other students to use in college computer labs. Still other students prepare a study for a company for which one or more of the class works. In this way students have an opportunity to let readers beyond the classroom environment assess their writing.

Instructors publish criteria for the assignments discussed in the section above as well as for all graded work. These assignments include editing and formatting tests and the writing of letters, memos, and resumes. Criteria is linked to the learning objectives specified in the syllabi.

Student success may be judged by the high rate of retention; by the assessment of professional readers; by student self-assessment; and by faculty assessment. Student projects are kept on reserve in the library to allow incoming students to see the caliber of work expected. Instructors maintain informal contact with graduates of the program in part to assess the effectiveness of the program's curriculum.

The program's Advisory Committee meets at least twice a year to review curriculum and at one of those meetings to read nominations of student work

Student Learning Outcomes	Ability Link
Write clear concise technical reports with the needs of the intended audience in mind.	CM, CT, IT
Be able to demonstrate competence in the technical content of those reports.	CM, CT, IT
Will be able to design reports appropriate for the medium in which the report will be transmitted.	CM, CT, IT
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

for the college wide technical writing award.

Curriculum and Instruction

General

Graduates of this program learn the basic skill necessary to create work world reports and documents. Graduates of this program must meet and exceed the distribution requirements of the arts and science degree.

Most graduates of the program attend either Portland State University(PSU) or Washington State University(WSU)-Vancouver for further education in technical writing. Faculty at Clark actively coordinate curriculum with faculty at WSU and will create a transfer agreement with PSU during the 1997 - 1998 academic year. Some students go directly to work after graduation from the Scientific and Technical Communication program.(See also "Recommendations and Actions Taken")

Instructional Staff

Shared Faculty---------- 3

Three full-time English instructors teach technical writing courses, as assigned, and as part of their regular teaching load.

Facilities, Equipment, and Technology

This program requires that all technical writing classes meet in Hawkins Computer Lab where students work with Windows 95 on a Novell network. All students are required to take at least one class in Desktop Publishing so they must work in the AA-3 computer lab and learn PageMaker and Quark Express. In Spring quarter 1998, the College made available introductory technical writing classes on the World Wide Web.

Strengths

The convening of a DATA panel and the subsequent revision of the curriculum means that Clark will be able to offer students skills that will allow them to compete in the marketplace with students who are graduates of four year programs. The range of offerings in our Art and Electronic Publishing Departments makes it possible for Clark graduates to work as technical communicators, professionals who do more than simply write.

Challenges

The State mandate to graduate students with no more than 90 credits is a challenge for our Scientific Technical Communication program. This program aims to train students to compete with graduates of four year programs but currently the degree requires 95 credits. If students are tested at a developmental level in math or English, then the number of credits required is even higher.

The furious pace of technological change also poses challenges; it's difficult to provide students with skills in computer applications that will have relevance in the future. For example, just a few years ago, Word Perfect was the most popular word processing program and entry level tech communicators needed to know it. Now Word Perfect has a much smaller market share and knowledge of it isn't as crucial for entry level tech communicators.

Recommendations and Actions Taken

- **The program convened a DATA panel, a group of eight technical writers unconnected to the College and the program, in April of 1997 to describe entry level job skills. The curriculum had been the same for ten years, and changes were long overdue. The panel identified skills, and the faculty and the advisory panel together created a revised curriculum that is currently under review by the College's administration to assure that the degree meets articulation standards.**
- **Revisions in the curriculum - classes in Internet and Internet tools; classes in designing for media other than print; a class that introduces on-line documentation - in short, the curriculum changes suggested by the data panel will help meet the demands of the on-line age. In addition, the college's outcomes Abilities efforts have created opportunities for learning communities; one such learning community would involve merging technical writing with a hypertext/ hypermedia class. Efforts are underway to create such a learning community. Long-term, the program will pursue new articulation agreements with four year programs at Portland State University and the University of Washington.**

Materials in Team Room

- Department Notebook
- DATA panel results

Math and Computer Science Division

Overview

The Math and Computer Science Division is comprised of the two Departments. The Mathematics Department provides courses that prepare students for upper division coursework, serve the need for mathematical and technical skills in applied fields, build basic mathematical skills and literacy, and help students to understand how mathematics relate to their lives. The Computer Science Department offers a wide range of computer classes which lead to degrees and certifications, provides support for other programs, and promotes computer literacy.

Mission and Goals

1. *Offers comprehensive educational programs:* The Division offers transfer courses, vocational programs, and service courses for other divisions.
2. *Provides services that support student success:* The Division provides services that support student success, including tutoring, office hours, help desk, and calculator lending, among others.
3. *Fosters community partnerships that enhance student learning:* Computer Science continues to respond to local industry needs by continually updating training programs. Both Math and Computer Science Departments are actively partnering with local high schools to articulate programs and smooth transfer.

Student Learning Outcomes

The General Education Student Learning Outcomes for Quantative Skills are the outcomes for the Mathematics Department. The Computer Science Department report lists its Department outcomes.

Assessment of Goals and Outcomes

Success of graduates is a principal strength of the Division. Students who transfer indicate that they are well-prepared for upper division work. Graduates of the Computer Science Department are employed immediately upon successful completion of their programs; in fact, more would be placed if the programs were expanded.

The Computer Science Department maintains strong community partnerships with local employers, and can thereby evaluate regularly their effectiveness in training students. Vocational follow-up studies and internships with local industry are used to continually evaluate training effectiveness and adjust in response to industry needs.

Faculty in the Division use a variety of tools for evaluating student learning outcomes, including projects, portfolios or journals, objective tests, written term papers, and vocational follow-up studies.

Curriculum and Instruction

● General

The Computer Science Department currently offers classes under two designations: CSCI (academic transfer, professional education) and CSA (applied and vocational). Mathematics courses are offered from Basic Mathematics through Differential Equations and Linear Algebra, with courses that emphasize applications for business and health sciences professionals. Not all higher level mathematics courses are offered every term.

Recent curricular changes

Faculty are continually updating course offerings through technology, instructional delivery, and content change.

Mathematics is increasing the use of technology in the classroom in several ways. Computer Science is in a constant state of flux to keep abreast of wide-ranging changes in the information-processing field. The move away from mainframes to personal computers has necessitated broad changes in curricula, equipment, and training for faculty.

Faculty Evaluation

Evaluations at all levels (student, peer, supervisory) occur for tenured faculty every three years; and for probationary and adjunct faculty every term or in every new course. Observations of adjunct faculty are now being done once a year by a full-time faculty member.

Evaluations are summarized for examination by faculty and supervisors; copies are not given to faculty until grades have been posted. Results are used to adjust teaching techniques and processes for dealing with students in and out of the classroom. In the case of adjunct faculty, evaluations can be the basis for a decision to re-hire. Textbooks are also evaluated on this form, and student comments are one of the criteria used to determine the advisability of new text adoption.

Facilities, Equipment, and Technology

Both Mathematics and Computer Science are in relatively new facilities (1995 for CSCI and 1996 for Math). Computer Science has three teaching labs with 20 student stations each, a lab with 12 UNIX stations and 30 PC stations, and access to a classroom equipped for computer-based demonstrations.

The Mathematics Department has one computer on a movable cart for classroom demonstrations, and several calculator and projection units that are regularly used by most faculty for classroom exploration, demonstration, and discussion.

Strengths

The main strength of the Division is its faculty—a dedicated group of highly professional educators who carry out the College and Division missions. The faculty is well balanced with respect to gender, experience, and subject specialties. Many are active in professional associations, holding leadership positions in some. The Computer Science faculty obtain regular Novell and Microsoft training and certification, as well as maintain membership in affiliated professional organizations.

Several faculty are published authors, both of journal articles and textbooks. Through the encouragement and continuing efforts of faculty, students have begun to participate in the national AMATYC exam and campus teams have placed among the top ten colleges in the nation. Clark has also placed first in the state of Washington.

Division faculty organize seminars, publish web pages, learn and teach new technologies, and develop new classes and programs to keep up with rapidly changing fields and industry needs. Faculty are well connected with their higher education and business colleagues, fostering student transfer and job placement.

Challenges

- Constant technical support for its many computers and extensive hardware.
- Intensive advising required for computer students.
- Additional classroom and office space
- Space and funding for a computer lab

Recommendations and Actions Taken

- **Hiring an additional three or four full-time Mathematics faculty and an additional two or three Computer Science faculty would enhance consistency among classes and more effectively serve student needs. Full-time faculty are more accessible and in more constant communication with each other and the department.**
- **Obtaining additional office and computer lab space.**
- **Both departments are investigating ways to further incorporate new instructional modes such as distance learning and project-based learning.**
- **Mathematics classes and tutorials via the Internet are also in the planning stage.**

Materials in Team Room

- Divisional newsletter (FYI) samples
- Copies and/or list of articles and texts written by Clark faculty
- Student projects and assignment samples from math classes
- Student Differential Equations class poster
- Trophy won by Clark students who took national math exam
- Examples of journals subscribed to by faculty for themselves and/or students
- Documentation of student success in Math 030, 090, 095 related to placement scores
- Placement of technical students and surveys of employers
- Analyses of student success in math classes
- FTE Analysis for division
- Department Notebooks

Computer Science Department

Overview

The Computer Science Department offers courses for computer science majors who plan to transfer to four-year institutions; specific technical programs for students who seek immediate employment, and computer literacy courses for students to develop basic skills and knowledge to succeed in the school and work.

Mission and Goals

In keeping with the college Mission, the Computer Science Department offers a wide range of computer classes to meet the following goals:

1. To introduce computer programming, operating systems, Internet, networking, database, and applications courses for majors, non-majors, and the general public. *Offers comprehensive educational programs.*

Student Learning Outcomes	**Ability Link**
Comprehend textbooks, calculator manuals, and technical documentation	CT, CM, IT
Analyze the scope of a problem	CT, IT
Define problems, formulate questions, and identify issues related to the problem	CT, IT, CM
Identify and use various resources and methods to solve problems	CT, IT, CM
Demonstrate problem solving and sequential reasoning skills	CT, CM
• take a set of facts and draw a reasonable conclusion	CT, CM
• describe a step-by-step, logical solution to a problem	CT, CM
• engage in substantial computer science problem solving	CT, CM, LL
• enhance computer science learning through modeling real-world situations	CT, CM, LL, IT
• develop the view that computer science is a growing discipline, interrelated with human cultures, and understand its connections to other disciplines	LL, CM, GM
• be able to use the vocabulary of computer science	CT, CM, LL, IT
• use appropriate technology to enhance their logical thinking and understanding and to solve problems and judge the reasonableness of results	CT, IT, CM
• engage in experiences that encourage independent, nontrivial exploration in computer science, develop and reinforce tenacity and confidence in their abilities to use computer science, and inspire them to pursue the study of computer science and related disciplines	CT, CM, LL
• develop logical intuition along with a relevant base of knowledge of computer science	CT, IT, LL
• recognize the connection between classroom learning and real-world applications	CT, IT, CM
• be prepared for additional college experiences in computer science, and related courses	CT, CM
• be able to work in groups and independently	CT, EC, LL, CM
• develop positive attitudes and build confidence in their abilities to learn and use computer skills	CT, EC, CM, LL
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

2. To provide classes that lead to professional and technical certification and Applied Science degree programs in emerging fields such as Microcomputer Support, Computer Network Administration, Computer Programming and the Internet. *Provides educational opportunities*
3. To provide service to all in the Clark College community (faculty, staff, and students). *Provides services that support student success*
4. To keep current in industrial needs and identify future employment trends. The Department works with local employers to set up internships and work-based experience for our students. *Fosters community partnerships that enhance student learning*

Student Learning Outcomes

Student Learning Outcomes are listed in the accompanying table.

Assessment of Goals and Outcomes

- Enrollments in the Department increased 41.03% in fall of 1994 when the MicroComputer Support Specialist (MCSS) program was introduced and 17.78% in fall of 1996 when the Computer Network Administrator (CNET) program was implemented. Overall enrollments have increased over 50% since 1993.
- The Department is partnering with the Office of Instruction to develop a survey to be sent to students after graduation. Anecdotal evidence from informal gatherings of former students and contact with employers is quite positive. Feedback from internship employers has been very positive. Employer satisfaction is measured through conversations with our Advisory Board and internship sponsors. Feedback from these sources has helped us to adapt the program to improve employer satisfaction. For example, feedback from our first set of internships indicated that students needed more hands-on training in the hardware area and needed more work in communications, especially related to customer service skills. We changed our curriculum to meet these needs, and we continually monitor feedback from employers and adjust our program requirements as necessary.
- Performance of our students on the Novell/Microsoft Certification Exams gives us feedback on student success. Their successful pass rate has been high.
- The College formally surveys former students, but they also report back to the Department while attending four-year institutions, and as they get jobs in the local high-tech industry.
- Each course has projects and exams that demonstrate student capabilities.
- Professional certification is a good indicator.
- Communications with both types of former students, with transfer institutions, and with potential employers have resulted in some changes to improve our courses and services:
- Student written and verbal feedback has helped us select new textbooks, upgrade and increase lab equipment, and improve instructor presentations. Evaluation summaries are on file with the department chair.
- Suggestions from the advisory board have led to the creation of vocational programs designed to produce a trained, employable student in approximately two years. Programs of shorter length are in the works.
- Technicians and faculty have attended additional training and obtained certification where appropriate to increase their knowledge of computer networks, and their own ability to train students for specific jobs. They have done an excellent job of keeping up with the extremely changeable computer field.

Curriculum and Instruction

● General

Courses are provided that are carefully in line with the requirements of most four-year institutions to which our majors transfer. All course outlines are current and complete and are updated every year. Each teacher's syllabus is updated every term.

● Recent Curricular Changes

The Department has introduced two new vocational programs: MicroComputer Support Specialist (MCSS), and Computer Network Administrator (CNET) The new programs train students for

emerging occupations in areas related to client/server rather than mainframe-based computing. A revised Computer Information Services (CIS) Computer Programmer curriculum will be introduced fall quarter of 1998.

Instructional Staff

Full-time Faculty ---------- 6
Adjunct Faculty ---------- 17
Other Instructional Staff ---------- 2

The Department is well-balanced with respect to gender, experience, and subject specialties.

Facilities, Equipment, and Technology

The Computer Science Department has three teaching labs that include 20 student stations each and a large computer lab with 12 Apollo workstations (UNIX) and 30 PC stations running Windows with various applications and software development tools (Visual C++, Visual Basic, Fortran, etc.). The Department also has access to a classroom with an instructor's station and projector for computer-based demonstrations. Some students use library computer resources. The facilities are adequate for instruction at the current time, except we lack a "tear down" lab where students can disassemble and put together computers.

Instructors print lecture slides and put them on reserve in the library for students to copy. The Department regularly recommends to the library which books and periodicals the library should acquire. In addition, some journals are kept in the department for the convenience of the students. These books and journals are not only used by instructors for reference, but also by students. Most of our classes do not require that students use the library other than to access class lecture notes, books, or articles that have been put on reserve, although some research projects and papers are required. Some of our students use the computer lab in the library for their assignments. The Internet classes use the library's on-line resources to do research for assigned reports. Our student-run help desk is located in the library adjacent to the computer lab. In addition to having computers for every student, the hands-on classroom also has a teacher's computer station with overhead projection system. This allows concepts to be demonstrated to the whole class. Some courses require group projects. Many instructors use Powerpoint to create "slide shows" for their lecture courses.

Special Accreditation or Certification Programs

The Computer Science Department is an authorized Academic Training Program site for Microsoft, a certified Novell training site, and a member of the Microsoft Academic Co-op (by whom a lab grant was awarded to the Department). Other certifications are in progress.

Strengths

The faculty is well balanced with respect to gender, experience and subject specialties. The Department continues to be responsive to the needs of the industrial community, as determined by advisory board, internship supervisors, and employers.

Challenges

- To provide good advising year around. Some faculty members are advising in excess of 60 students.
- There is increased demand for UNIX system accounts and services to support use of Internet in classes and for distance education. This impacts hardware, software, file space, and support staff.
- To provide high quality services with too few full-time faculty.
- To provide effective management of a program with an overloaded and increasing administrative burden.
- To work with too few technicians.

Demand for classes in new technologies is constant and increasing. These classes require a great deal of faculty time to learn new software and develop new class material.

Increasing complexity of software requires regular hardware upgrades and increases the need for faculty training. It is difficult to keep up with the new releases of software both in terms of budget and training. We are under continual pressure to up-

grade knowledge and skills. Faculty in general need release time to develop new courses and programs, and to upgrade others. This is an incredibly fast-changing field

The continual requirement to upgrade hardware and software to support classrooms and open lab to keep up with industry trends and new curriculum is very expensive; we need dependable, regular funding to support it.

The technicians on campus are capable, but their number is inadequate to support campus instructional computing and faculty and classroom hardware as well. A dedicated technician for computer teaching labs helped alleviate the pressure during 1996-1997, but was not budgeted for again during 1997-1998. The difference is notable. A permanently-assigned computer technician to deal with the software and hardware problems related to course offerings is an absolute necessity. Computing Services deals with College-wide instructional use of computers. This leaves them stretched too thin to have time for the constant trouble-shooting required to meet the special needs of the Computer Science Department and keep classes running.

We need a "tear down" lab where students can disassemble and put together computers. We have proposed such a facility to be shared with other departments.

Faculty need more release time to research the latest changes, such as Windows 98, multi-media, Internet, World Wide Web, development of campus web pages, etc., to improve faculty effectiveness.

The need to upgrade hardware and software is an ongoing, very expensive necessity. We are investigating an upgrade program offered by IBM in an attempt to even out this expense. Current upgrade cost is approximately $80,000 every two years.

The addition of a full-time advisor for the Division, primarily for use by the computer science department, would help alleviate congestion during advising and registration times. We have recently (late fall, 1997) funded a one-quarter time computer science advisor; the addition of this person has helped a great deal. We hope to increase the funded time of the position to at least half time beginning in fall 1998.

Recommendations and Actions Taken

- **More computers will be bought over the next five years to handle the increased student load anticipated,**
- **All existing computers should be upgraded with newer processors, updated software, and more memory.**
- **The Department will continue to upgrade its current degrees and certificates for Micro-Computer Support Specialists, Network Administration, and Computer Programmer.**
- **Some new courses may become necessary to keep up with industry trends and demands.**
- **The major challenge in this area is to keep the labs equipped with up-to-date hardware and software. The facilities were new in 1995 and upgraded in 1997. However, due to rapid growth there is not enough space for adjunct faculty or additional full-time faculty.**

Materials in Team Room

- Department Notebook
- Employment after Graduation Survey and Supporting Letters
- Various Reports and Proposals
- Instructions for Viewing Department Information Available on the Web
- Letters from Advisory Board
- Placement of technical students and surveys of employers

Mathematics Department

Overview

The Mathematics Department prepares students for upper division math courses, provides service courses needed by students in professional/technical courses, builds students' basic mathematical skills and literacy, and helps students understand how mathematics relates to their lives.

Mission and Goals

Department Goals

1. Provide students a carefully balanced combination of problem solving, technology, intuition, and skill acquisition.
2. Instill a desire in students to continue to study mathematics, based on the understanding that it interrelates with human cultures, connects to other disciplines, and provides increased options in educational and career choices.
3. Help students to be comfortable using appropriate technological tools to enhance their mathematical thinking and understanding.
4. Help students who complete professional/technical programs become proficient in the mathematics required for their programs.
5. Help students acquire the ability to read, write, listen to, and speak mathematics.

The Department supports the College Mission by:

1. *"Providing comprehensive, accessible education" through achievement of department goals*
2. *"Providing educational opportunities"*
   - Creating the class schedule with students' welfare in mind; arranging classes to minimize conflicts with other programs; and accommodating the working student (early morning late afternoon and evening classes
   - Offering distance education classes.
   - Providing a "catch-up" opportunity for students whose math background is below college level.
   - Working with other areas that require math by customizing topics to meet departmental needs.
3. *"Providing services that support student success"*
   - Providing names of competent students to the Tutoring Center each term.
   - Loaning graphing calculators to needy students.
   - [Faculty] spending one office hour per week answering questions in help sessions open to any Clark Math student.
   - Offering "Math Success Sessions" to aid students in improving their performance.
   - Offering classes in calculator instruction at the beginning of every term.
   - Assuring that tutors are available, both free and for a fee.
4. *"Fostering community partnerships that enhance student learning"*
   - Recently beginning to articulate with selected local high schools to help students make a smoother transition to Clark. In Fall 1997 the Department hosted an informal networking reception for all the high school mathematics teachers in Clark's service district. This reception is now scheduled annually.
   - A large number of local high school students enroll in math classes through Clark's "Running Start" program.
   - Developing a department policy document that supports the integration of new adjunct faculty and permits full-time faculty to compare policies to the college goals and values.
   - All syllabi are current and complete. Syllabi and outlines are updated every time a textbook change or revision takes place, usually every two to three years. Beginning with the summer of 1998, all syllabi are student outcome based.

Student Learning Outcomes

The Mathematics Department Student Learning Outcomes reflect the General Education Student Learning Outcomes for the Quantitative Skills Requirement. (See table below.) Learning outcomes for individual courses appear in each course syllabus.

Assessment of Goals and Outcomes

Types of documentation include: testing, class projects, interactive group activities, regular writing assignments and informal feedback from students who have transferred to four-year institutions or entered the job market. (See Department Notebook for sample letters). Assessment modes are clearly stated in each course syllabus so that students are aware of course expectations from the beginning.

Department members pride themselves on their open attitude and cooperative spirit in the area of student outcomes assessment. The Department is committed to increasing student retention and success.

SAT and ACT scores and transcripts from other colleges are used successfully for placement purposes. (See Department Notebook for complete data).

Curriculum and Instruction

● General

Math courses fulfill the College-wide Quantitative Skills Requirement for the Arts and Sciences transfer degree and the Applied Science degree as well as the computation requirement for vocational programs. Courses in general mathematics and applications are offered for majors, non-majors, and the general public. Class enrollment is limited to 30-35 students in order to maximize learning and discussion.

● Recent Curricular Changes

Emphasis on technology continues to increase. A graphing calculator is now required in most classes beginning at the Elementary Algebra level (although each instructor has the option to require or not). Distance education classes are being offered to accommodate the growing stay-at-home and telecommuting student; and mathematical software is being investigated with a view to offering some classes both in a computer lab and on the web.

Course syllabi and classroom instruction methods have been revised to accommodate the recent change to student-outcome based learning models.

Instructional Staff

Full-time faculty ---------- 14
Adjunct faculty ---------- 25
Other instructional staff ---------- .5

Facilities, Equipment, and Technology

Facilities are excellent, though space is limited.

The library maintains an adequate collection of math reference books, and is connected via the net to many other sources for math students doing research for papers and presentations (a regular requirement for many courses).

A collection of video tapes for textbooks is maintained and available on reserve in the library.

Student Learning Outcomes	Ability Link
Use appropriate technology to enhance logical thinking and understanding.	CT, IT, CM
Engage in quantitative problem solving by analyzing and defining the problem's scope; using various resources and methods, including the appropriate use of technology, to solve it; and describing the solution in a clear and logical fashion.	CT, IT, CM, LL
Use the vocabulary, notation, and methods of mathematics and/or computer science correctly.	CT, IT, CM, LL
Read and comprehend textbooks, technical manuals and documentation, and other materials relevant to the study and application of quantitative skills and methods.	IT, CM, CT
Be able to work in groups and independently.	CT, EC, LL, CM
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

Tapes are occasionally used in class as well.

A computer and projection device on a cart is available for classroom demonstrations.

Strengths

The Department is strongly represented in state and national offices in professional associations and their meetings. One faculty member has served as president of the Washington Two-Year College Mathematics Association for two years. Several members of the Department have authored articles for professional journals, and textbooks.

One Department member volunteered his services to maintain a Department web page; another arranges regular department seminars; another has started and advises a Math Club, which, among other activities, offers tutoring sessions during exam week. Yet another Department member maintains her own web page for use by her students.

Faculty take advantage of numerous opportunities to improve their expertise by participating in classes, workshops, seminars, institutes, sabbaticals leaves, and by effectively using staff development funds.

Mathematics faculty attend one or more of the following meetings each year: the American Mathematical Association of Two-Year Colleges, the Mathematical Association of America, the National Council of the Teachers of Mathematics, various technology conferences, the Washington Mathematical Association of Two-Year Colleges, the Skills Standards Conferences, the Organization of American Historians, the American Mathematical Society, and the American Statistical Association.

Challenges

- To find more office and classroom space. At this time, approximately twenty-five adjunct faculty members (the number changes from term to term) share a single office. A shortage of classroom space limits the addition of more course offerings and instructional staff.
- To re-establish the computer lab, lost in the move to Bauer Hall. The lab should hold 30 computers at a minimum, with full Internet access, CD-ROM drives, color printers, calculator connectivity, and laser disc capability.

Recommendations and Actions Taken

- **Continue to expand articulation with local high schools to facilitate student transition.**
- **Expand distance education offerings.**
- **Establish at least one course to be taught on the computer**
- **Provide release time for faculty to learn to use new software and integrate it into their classrooms.**
- **Continue refinement of student placement in mathematics courses.**
- **Participate in the development of a linked Math-English class, and continue to take part in campus efforts in assessment, linked classes, and learning communities.**
- **Complete development of a team-teaching approach to Math 085 taught in the Applied Technical Division, and investigate the same approach for a similar course taught in the Engineering Department.**

Materials in Team Room

- Department Notebook
- Copies and/or list of articles and texts written by faculty
- Student projects and assignment samples from math classes
- Student Differential Equations class poster
- Trophy won by Clark students who took national math exam
- Examples of professional journals
- Documentation of student success in Math 030, 090, 095 related to placement scores.
- Analyses of student success in math classes
- Sample of publicity poster for "Math Success Session"
- Sample of posters for Math Club and exam week tutoring sessions
- Samples of letters from students
- "How to Find Math Help" poster
- Poster for Calculator Class

Science Division

Overview

The Science Division is comprised of 23 full-time faculty and staff who are assisted by 10-12 adjunct faculty and part-time staff. A total of 104 courses are offered for majors and non-majors. These offerings allow the Science Division to provide a good combination of depth and breadth of curricula for the Clark College student.

Mission and Goals

In keeping with the college's Mission and Vision statements, the Science Division's goal is to provide an educational opportunity for student success by offering a wide spectrum of science courses which meet the Distribution Requirements and General Education Requirements for the Associate in Arts Degree and the Applied Science Degree. The Science Division also aspires to provide pertinent, high quality courses and programs which are relevant to the diverse and ever changing needs of society. In addition, the Science Division is committed to helping students develop skills, acquire knowledge and attitudes which are necessary for a person to be a contributing member of our society.

Student Learning Outcomes

The General Education Student Learning Outcomes for the Science Distribution Requirement have been adopted by the Division. The accompanying table lists the outcomes. This set of Learning Outcomes is specifically designed to create an educational culture which will assist the major or non-major science student succeed.

Assessment of Goals and Outcomes

● Goals

1. *Recent creation of the Science Division:* The creation of the "new" Science Division has been the single most important change affecting the Science faculty's abilities to meet the Mission and goals of the College and Science Division. This reorganization has allowed Science faculty, which have similar educational philosophies, to work towards common and meaningful goals.
2. *Recent acquisition of computerized projection systems:* In keeping with the excerpt "committed to helping students develop skills, acquire knowledge and attitudes" from our Mission and goals statement the Science faculty is developing

Student Learning Outcomes	Ability Link
Demonstrate an understanding of fundamental concepts in the natural sciences.	Content
Effectively communicate an understanding of fundamental concepts in discussion of issues relevant to the natural sciences.	CM, CT, EC, LL
Demonstrate an understanding of the process of the scientific method by using it to critically evaluate issues, claims, products and topics.	CT, EC
Obtain and evaluate scientific information from a variety of resources.	CT, IT
Demonstrate an understanding of relationships within and between systems in the natural world.	CT, EC, GM, LL
Demonstrate a continuing curiosity about nature and an ability to apply scientific tools to the lifelong exploration.	LL, CT, GM
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

innovative teaching techniques using these projections systems. In addition, the Science Division is attempting to maintain an open Macintosh lab which could be reserved at specific time to provide opportunities for innovative use of computers as a laboratory activity.

Student Learning Outcomes

At present the Science Division uses a wide spectrum of tools to assess the effectiveness of Science instruction. The following is a partial listing:

Student Follow-Up Survey	Ag-Hort, FLOR
Advisory Committees	Ag-Hort, FLOR
Contact with college/ universities	All areas
Standardized final exams	BIOL, CHEM
Admission to and success of student in other programs	All areas
Informal anecdotal information volunteered and solicited	All areas

Curriculum and Instruction

General

The Science Division contains two major elements: Vocational and Academic. These elements are further subdivided into instructional departments/programs as listed below:

Vocational (terminal)	**Academic (transfer)**
Agriculture/Horticulture	Biology
Floristry	Chemistry
	Geology
	Engineering
	Physical Science (ASTR, METR, PHSC)
	Physics

Recent Curricular Changes

The most significant curricular change in curriculum was a change in the General Education Science Distribution Requirement for the Arts Degree. Previously, students were required to "Select courses from at least 3 subject areas, include at least one laboratory science and not more than five credits total from courses in mathematics, computer science and Business 203 and 204, for a minimum of 15 credits." The new requirement is as follows: "Select courses from at least 2 subject areas for a minimum of 15 credits. May include no more than 10 credits from one subject area and shall include at least one laboratory science".

Program reviews are currently being initiated for the Agriculture/Horticulture, Engineering, and Floristry Programs. Discussions with WSU-Vancouver are being held about a Nursery Mangement/Plant Science bachelor of science program as well as a partnership with the Engineering departments.

Faculty Evaluation

Full-time Faculty Employment and Evaluation Procedure:

The Science Division adheres closely to the employment and evaluation procedures as specified in the CCAHE Faculty Contract. In addition to the prescribed procedures for evaluation the committees involved in specific evaluations, with consent of the evacuee, may create additional activities that are deemed beneficial. The evaluation process is not intended to be just a "gate keeper", but also a tool to help the evacuee be a better employee of Clark College.

Facilities, Equipment, and Technology

The Science Division occupies approximately 53,658 square feet of classrooms, offices, science laboratories, a computer lab, and storage space distributed between Anna Pechanec Hall, the Science Complex, a Floristry Shop, and a Greenhouse. Currently these facilities just barely allow us to meet the needs of students. The Science Division has requested, and tentatively has been approved, the construction of a new classroom/office space building

Strengths

There are three things that define the strengths and successes of the Science Division. They are: Faculty, Faculty and Faculty! In short, the faculty of the Science Division are well educated and committed to education. They are innovative and progressive, yet hesitant to make changes for the sake of change. Being a faculty of scientists has some basic

advantages. One is that they prefer decisions to be based on data and, secondly, they respond positively to arguments which are rooted in data.

Challenges

How to continue to serve our student satisfactorily? Answer, More $$.

Increasing college-wide enrollments will continue to put pressure on the Science Division to provide adequate space, equipment and supplies to maintain an educational facility that can meet the needs of our students. With the introduction of the computer, disciplines which are equipment intensive have suffered. Our challenge is to be alert and aggressively search out any available funds.

1. *Need additional laboratory and classroom facilities:* The ever increasing student population of Clark College is putting pressure on our facilities. Through a Minor Capital Projects request the Science Division is currently asking for the construction of a small classroom facility directly west of the Science Complex.
2. *Need additional faculty/staff to stay ahead of the enrollment curve:* As space becomes scarce, so does the faculty necessary to provide the instruction.
3. *Need additional equipment to replace, update and generally improve present inventory:* Simply put, science laboratories require equipment. As the student population grows,
4. *Need additional supply money for daily operation:* The Science Division currently maintains major laboratory facilities for Ag-Horticulture greenhouse, Anatomy & Physiology, Biology, Chemistry, Floristry Shop, Geology, Physical Science and Physics. These laboratories require a constant infusion of supplies to remain operational.

Recommendations and Actions Taken

Our 1# priority is to provide the very best educational experience that is possible for our students. To this end we plan to:

1. **Make the Macintosh Computer Lab more functional.**
2. **Continue to lobby for more supplies/ equipment dollars and facilities.**
3. **Continue to improve classroom/lab presentations, i.e., computerized projections system for major classrooms.**
4. **Develop a strong partnership with Washington State University Vancouver which will allow the creation of clear pathways for our students to received AA, BS and graduate degrees in our service area.**
5. **Continue to improve Faculty Evaluations. Self evaluation has brought to our attention the need to improve our evaluation process.**

Agriculture-Horticulture Program

Overview

The Agriculture—Horticultural Program offers an umbrella selection of courses in horticulture, animal science, tissue culture, soil science, plant materials, environmental management, and landscape construction is designed to provide an introduction to Horticulture and Agriculture for the vocational student, non-science major, and those seeking enrichment. A total of 20 courses are offered. The emphasis is on basic horticulture, environmental management and landscape management. Presently two members of the Science faculty and 3-6 adjunct instructors teach in the Program.

Mission and Goals

By providing students with quality technical skills, the Agriculture-Horticulture Department meets the Mission of Clark College. Students realize successful employment, obtain professional licenses, and upgrade of abilities. The wide umbrella of the Agriculture-Horticulture Program includes courses of study in Landscape Technology, Water Works Operations, Nursery and Greenhouse Management to Environmental Management.

Clark College Agriculture-Horticulture aspires to offer high-quality, flexible, and relevant education to meet the life-long learning needs of the community. The College responds to the changing needs of the people it serves by encouraging the use of innovative instructional methods and technologies. It provides students with the opportunity for success through responsive education, training, and services. The philosophy of the Agriculture-Horticulture Department supports the Clark College Mission, Vision and Values by offering a comprehensive education, a personal interest in student success, a close partnership with the service area, high-quality and relevant classes leading to technical/vocational degrees. Courses are also available for community enrichment and general interest.

The Program's goal is to provide an opportunity for student success in a selection of science courses which meet the Distribution Requirements and General Education Requirements for the Applied Science Degree. In addition to learning basic science concepts, it is important that these courses develop fundamental job skills that will lead to employment.

Student Learning Outcomes

The Agriculture-Horticulture Program has chosen to focus on Critical Thinking/Problem Solving and Communication College-wide Abilities. The expected outcome of these efforts is to produce a student with basic vocational and science knowledge

Student Learning Outcomes	Ability Link
Demonstrate specific skills and knowledge in the agricultural/horticultural field.	CM, CT
Exhibit work ethics and career awareness needed for sustained employment and training.	LL
Apply academic skills in a technical environment.	CT, LL
Demonstrate teamwork and interpersonal skills.	LL, EC
Demonstrate problem solving skills.	CT
Recognize and apply high standards of quality.	CT, LL
Create effective global and multicultural perspective in the agricultural/horticultural perspective.	GM
Utilize and apply scientific and technological language.	IT
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

and improved problem-solving and analytical skills sufficiently proficient to make informed decisions as a citizen in today's modern society.

Assessment of Goals and Outcomes

● Goals

The Program uses the following measures to determine effectiveness in meeting program goals:

1. *Student Satisfaction* - Measured by Faculty/ Course Evaluations completed at the end of the course.
2. *Completion of Course with a Grade of "C" or Better* - Measured by Registration and compiled into a quarterly summary by course.
3. *Total Enrollment* - Measured by Registration and compiled into quarterly totals by course.
4. *Skills: Science Knowledge, Critical Thinking, Self-Directed Learning, Communication and Teamwork* - Measured by the students' performance on exams and laboratory reports and/or tests, and their ability to work together to successfully complete laboratory assignments.
5. *Job Placement* - Anecdotal data supporting a high rate of placement in well-paying landscape positions throughout the Portland/Vancouver area.
6. *Community Partnerships* - Requests by various government agencies and local business for the Agriculture-Horticulture Program to provided landscaping. This is an important measure of success, in that the Program is recognized for it quality. This recognition then creates opportunities for students to practice their education in a real situation.
7. *Student Follow-Up Survey* - Information provided by Clark College for vocational programs.
8. *Agriculture-Horticulture Advisory Committee*— A committee comprised of faculty, administrators and local business people. This provides an important link to the community and provides feed-back with regard to the quality and content of the program.

Curriculum and Instruction

● General

The Clark College Agriculture-Horticulture Program offers a comprehensive educational program. All classes transfer to Washington State University. The professional/technical training allows students to gain their state license in insect, plant disease, weed control, space fumigation, structural pest control, wood preservatives, moss control, general pest control, right of way, and public health.

Special services are offered to students that are visually challenged or hearing impaired. If students are physically challenged, special considerations are provided. In addition, classroom presentations are video-taped and available to all interested students. Course notebooks are always provided to all the students.

Students can also get their state license in Irrigation, or as a Landscape Contractor and certification with professional and trade organizations as a certified nursery worker, certified landscaper, or consulting arborist.

● Recent Curricular Changes

Efforts are being made to include more computer-based activities in the program's courses with the intent of improving self-directed learning skills and computer familiarity. Some laboratory experiments are beginning to be computerized, and computer facilities are equipped with a variety of self-help tutorials for out-of-class learning.

Instructional Staff

Full-time Faculty ----------2
Adjunct Faculty ---------- 4-6
Other Instructional Staff ----------.5

Facilities, Equipment, and Technology

The Agriculture-Horticulture Program has a dedicated classroom and greenhouse facility. These facilities are currently adequate. Frequently, classes take place off campus as the real world becomes our laboratory. Clark County Parks, Portland Garden Shows, and local allow us to utilize expensive equipment. The opportunity to work directly with industry gives this award-winning program wonder-

ful recognition. The Clark College Horticulture Program was chosen to create the Oregon Pavilion at Expo '86 in Vancouver, British Columbia.

Strengths

A major strength of the program lies in the diversity of the faculty's educational backgrounds. A strongly specialized adjunct faculty interaction has resulted in the development and refinement of several interdisciplinary lab experiments.

Also, small class sizes encourage more student/faculty interaction and allow for a quick turn around time on exams and laboratory reports.

The Clark College Agriculture-Horticulture Department has always worked closely with the high school programs. Now, Clark's Running Start Program welcomes students to take classes. Agriculture-Horticulture classes are always a favorite for them.

Challenges

The fact that a major component of the program occurs away from the Clark College campus is sometimes a challenge. Equipment is often available at off-campus locations. However, flexibility in instruction has allowed the Agriculture-Horticulture Program to participate in numerous opportunities which could not be provided on campus.

Recommendations and Actions Taken

- **Continual involvement with local hospitals and care facilities is planned to develop a horticultural therapy certification program. Currently, our students work with the nearby Washington State Schools for the Blind and Deaf. We have helped to create a children's garden at Legacy Emanuel Hospital. Our students have been at the forefront in creating therapeutic garden programs.**
- **Clark College agriculture-horticulture classes all transfer to Washington State University in Pullman. An important goal is the creation of a four year degree in an aspect of agriculture-horticulture at the Washington State University/Vancouver campus.**
- **Increased articulation between Clark College and the high schools in agriculture-horticulture.**
- **A new attempt at creating apprenticeship programs in water works, nursery, small engines, and irrigation programs. Students completing these subjects will be at a journey status.**
- **Rapid growth in Clark County means the opportunity to serve more students by joining with industry to create more professional students. We need to offer more re-certification courses.**
- **The Advisory Committee and teaching staff will review the skill objectives tasks. These are professional abilities students have mastered.**
- **Updating of the greenhouse facility is a strong priority for the program.**
- **Continued expansion of our job placement program is very important.**
- **Updating of students and graduates with additional license categories means better preparedness.**
- **Development of a web site for agriculture-horticulture programs with Clark College.**
- **Continued commitment to industry to computerize their operations. Our first priority is the availability of current information and technology to all of our students. Our close ties to industry are invaluable.**
- **Our second priority is the continual remodeling of the facilities. Greenhouse, classroom, and outdoor facilities will continue to improve. More computers and CD-ROM material will enable students to work independently.**

Materials in Team Room

- Department Notebook

Biology Department

Overview

The Biology Department offers thirty-three courses for majors, non-majors, and allied health students. Biological Science majors and pre-professional majors enroll in the Biology 204-207 sequence of classes. Field experiences are provided through enrollment in Biology 208 classes. Allied Health students enroll in Biology 160/161 (Human Biology), Biology 231, 232, and 233 (Human Anatomy and Physiology), and Biology 240 (Microbiology). Non-major students can meet graduation distribution requirements by enrolling in environmental biology, general biology, or human biology.

Mission and Goals

The goals of the Department are: (1) To provide students with the opportunity for success through responsive education, training, and services, and (2) To give students information necessary to make decisions about their health and environment. The philosophy of the Biology Department reflects the Clark College Vision Statement, in that we offer high-quality and relevant classes for various educational areas on campus including transfer, non-transfer, allied health, general interest and community enrichment.

Student Learning Outcomes

The Biology Department, as a member of the Science Division, supports the General Education Learning Outcomes for the Science Distribution Requirement and their link to the College-wide Abilities. These Learning Outcomes are specifically designed to create an educational culture which will assist the major or non-major science student succeed.

Assessment of Goals and Outcomes

● Goals

Recent facilities expansion - The creation of one general purpose classroom, a non-majors laboratory and an anatomy + physiology laboratory supporting the health occupations.

Equipment acquisition - Commitment by the Biology Program and the Science Division to provide adequate equipment for non-major courses. Purchased 40 microscopes.

Success of anatomy + Physiology and microbiology students in Nursing and Dental Hygiene programs.

Close working relationship with the health science faculty and staff.

● Student Learning Outcomes

Evaluation consists of traditional exams with some discussion questions, lab practicals, lab reports and papers. Some classes have a standardized exit exam at the completion of the sequence.

Curriculum and Instruction

Recent changes in the curriculum include the establishment of a 200 level sequence for majors and pre-professional students, the restructuring of the non-majors courses, the implementation of cadavers in the human anatomy and physiology sequences, and the establishment of human biology as a science transfer course and prerequisite for allied health courses.

Instructional Staff

Full-time Faculty ----------7
Adjunct Faculty ---------- 6-8
Other Instructional Staff ----------1

Facilities, Equipment, and Technology

The Biology Department shares one wing of the Science complex and Science Service Center with Geology and Chemistry. Additional lecture and laboratory space is located in Anna Pechanec Hall. A natural history collection and herbarium are maintained in the Science Service Center. The Department utilizes two lecture rooms, five labs, and a

natural history museum/herbarium for instruction. Computer/Internet access is available in several labs.

Strengths

A rapidly growing service area, quality vocational health science programs and a tradition of quality in the Biology Department, has allowed the program to grow to its present size. The size of the program has allowed for the development of breadth and depth of biology offerings not found at most community colleges in the Pacific Northwest.

Challenges

Additional full time/permanent faculty are needed to maintain our excellent level of performance and to provide for growth in our rapidly growing service area.

Recommendations and Actions Taken

- **Several faculty will be putting their courses on the web for student access.**
- **At least one course will be offered via distance learning in the near future.**
- **Computer access in all labs is a goal.**
- **Offer a greater variety of courses at WSU-Vancouver.**
- **Continue to evaluate and rewrite laboratory experience for student success.**
- **More effective use of computer systems in instruction, i.e., Internet in classrooms, computerized projections systems, computer access for students.**

Materials in Team Room

- Department Notebook

Chemistry Department

Overview

The Chemistry Department offers a selection of courses including courses for science and engineering majors, vocational/technical programs, and preparatory courses for both groups. The Department includes four full-time faculty; two also teach a physical science course. The courses satisfy Distribution Requirements and General Education Requirements for the Associate in Arts Degree and/or the Applied Science Degree. The Department provides preparatory courses for students who need to build their skills, and provides chemistry service courses for a variety of Health Occupations Departments such as Nursing and Dental Hygiene.

Mission and Goals

The Department's goal is to provide an opportunity for student success in all levels of chemical science courses. It is important that these courses help students develop an appreciation of science and provide a basic understanding of how science is involved in everyday life, as well as teach the skills important to their career.

Student Learning Outcomes

The Chemistry Department, as a member of the Science Division, supports the General Education Student Learning Outcomes for the Science Distribution Requirement, and their link to the College-wide Abilities. The Department has chosen to focus on the Critical Thinking/Problem Solving and Communication Abilities in its courses. The goal is to help students sufficiently improve their problem-solving and analytical skills to continue in their career choice and to make informed decisions as a citizen.

Assessment of Goals and Outcomes

● Goals

Recent facilities expansion—The creation of one general purpose classroom, a non-majors laboratory, and renovation of the inorganic chemistry laboratory.

Equipment acquisition—Commitment by the Chemistry Department and the Science Division to provide adequate equipment for non-major courses. Recently purchased FT Infrared spectrometer.

Computerize data collection—Implementation of computers to collect data during inorganic chemistry laboratory experiments for students.

● Student Learning Outcomes

1. *Student Satisfaction* - Measured by Faculty/course evaluations completed at the end of the course.
2. *Completion of Course With a Grade of C or Better* - Measured by Registration and compiled into a quarterly summary by course.
3. *Total Enrollment* - Measured by Registration and compiled into quarterly totals by course.
4. *Skills: Critical Thinking, Self-Directed Learning, Communication and Teamwork* - Measured by the students' performance on exams and laboratory reports, and their ability to work together to successfully complete laboratory assignments.
5. *Standardized Exams* - Used at the end of the year sequence in General and Organic Chemistry and at the end of each quarter in the Integrated Chemistry courses.

Course offerings run at or near capacity each quarter. Most students show a marked improvement in their laboratory and teamwork skills by the end of the quarter or sequence. Written and verbal skills also improve.

Curriculum and Instruction

All chemistry courses involve the development of critical thinking and communication skills, as well as content necessary for the student's major field of study.

Efforts are being made to include more computer-based activities in the Department's courses, with the intent of improving self-directed learning skills and computer familiarity. Laboratory experiments are being computerized and computer facilities are equipped with a variety of self-help tutorials for out-of-class learning.

Instructional Staff

Full-time Faculty ---------- 4
Other Instructional Staff ---------- 2

The Department shares with the rest of the Science Division two full-time lab technicians who perform laboratory preparation, maintenance and ordering and other laboratory support activities.

Facilities, Equipment, and Technology

College facilities are excellent. In addition to a new chemistry laboratory, which opened in 1997, computer facilities are available to students within the Science department. Chemistry laboratories were renovated in the summer of 1997 with the addition of new hoods, lab bench areas, and lighting. Equipment is new and supplies are more than adequate to meet student needs. Classrooms are sufficiently large to accommodate class capacities of 20-40 students and laboratory facilities are sufficient with the remodeling of the chemistry labs. If, however, the Department grows as expected, additional laboratory space will be required.

Strengths

A major strength of the Department lies in the diversity of the faculty's educational backgrounds. The varied backgrounds in Organic, Analytical, Inorganic and Environmental Chemistry, allow for development of a variety of experiments. Two members recently returned from enriching sabbatical leaves; several are actively involved in research and publication; several are active in local and regional professional organizations; and all continue to upgrade their teaching skills. Also, small class sizes encourage more student/faculty interaction and allow for a quick turnaround time on exams and laboratory reports.

The Department provides student access to a variety of instrumentation, including computer interfaced equipment and computer simulations. The two laboratory technicians assist with lab preparations and maintaining inventory as well as assist the chemical hygiene officer with disposal. The new facility, as well as some new instrumentation (FTIR), give us an up-to-date learning environment.

Challenges

We do not have a course that truly meets the needs for business and industry training in the chemistry area. Currently, we try to satisfy those needs with our preparatory (CHEM 100) course or the physical science courses (PHSC 102 and 106). Our Chemical Technician Department is on hold at the present time. Although a number of students have expressed interest in the area, the job market is not large and the number of students that actually declare majors is generally ~ 4 per year. We will re-evaluate the need and possibly change the Department.

Recommendations and Actions

- **We will continue to evaluate and rewrite laboratory experiments.**
- **Faculty are involved in utilizing computer systems and the Internet more effectively in the classroom and the laboratory.**

Materials in Team Room

- Department Notebook

Floristry Program

Overview

The Floristry Program provides a complete, practical and in-depth experience for the student and is serviced by one full-time faculty. The Program consists of classroom presentations and activities as well as practical experience which develops the ever so important skill needed to work in the retail environment. A Certificate of Achievement requires forty credit hours of floral instruction in one year of study. With nine additional academic credits, the student will receive a Certificate of Proficiency. An Associate of Science Degree requires two years of floral and academic studies.

Mission and Goals

The Floristry Program provides educational opportunities for diverse cultural populations in a challenging and diversified vocational industry. The mission of the Floristry Department, in concert with Clark College's Mission, is to provide students with the necessary technical training to successfully enter the workplace. The Floral Department further communicates the Mission of the College by being strongly connected to the industry it serves and by being responsive to its needs. Faculty meet on a regular basis with the advisory board.

The goal of this program, in conjunction with the on campus Flower Shop operation, is to enable Floral Students to experience situations they would encounter working in a retail flower shop environment.

Assessment of Goals and Outcomes

● Goals

1. *Job Placement* - Anecdotal data indicate a high rate of placement Clark College service area.
2. *Student Follow-Up Survey* - Information provided by Clark College for vocational programs.
3. *Advisory Committee Evaluations* - The Department meets with its advisory board on a regular basis. Staff meet often with members of the floral industry and place student workers through the co-operative work experience program.

● Student Learning Outcomes

1. *Student Satisfaction* - Measured by Faculty/ Course Evaluations completed at the end of the course.
2. *Completion of Course with a Grade of "C" or Better* - Measured by Registration and compiled into a quarterly summary by course.
3. *Skills: Knowledge, Critical Thinking, Self-Directed Learning, Communication and Teamwork* - Measured by the students' performance on exams and laboratory reports and/or tests and their ability to work together to successfully complete assignments.
4. *Job Placement* - Jobs available for all graduates interested in working.
5. *Objective Tests* – (quantitative and essay) and hands-on laboratory assignments (all graded and returned).

Student Learning Outcomes	Ability Link
Demonstrate effective oral and written communications with customers, co-workers, and supervisors.	CM
Perform accurate mathematical operations appropriate to the occupation.	CM
Practice effective interpersonal/human relations skills in dealing with customers and supervisors.	LL
Design professional floral arrangements appropriate to the occasion.	CT, CM

6. *Student/employer satisfaction surveys*
7. *Ability to design professional floral arrangements for special College activities*

Curriculum and Instruction

The Floral Department offers all courses necessary for the one-year Floral Certificate. The Department, in conjunction with its Advisory Board, suggests that students take courses in communication, computer literacy, and human relations. Courses to complete the two-year degree are outlined in the College Catalog.

The recommended length for Certificate of Achievement/Proficiency is one year. The Applied Science Degree requires two years, (90 credit hours). The program length is influenced by the student's work load, study load, family needs, and finances.

Instructional Staff

Full-time Faculty ---------- 1

Facilities, Equipment, and Technology

The classroom seats 20 to 25 students, contains one sink, and a walk-in cooler. Nine fold-up tables and 25 chairs make up the learning area. Storage closet contains classroom supplies. The Flower Shop has an instructor office space and retail store consisting of display and storage coolers, work counter with cash register, and telephone. The large display windows are designed by the students. The Floral Shop provides realistic work experience opportunities that include taking telephone orders, creating custom floral designs, and assisting walk-in customers from the campus community.

Strengths

A major strength of the program lies in the commitment of the faculty to provide the very best educational experience possible. This is manifested most clearly in the program's combination of classroom and practical, shop experience.

Small class size encourages more student/faculty interaction. The artistic nature of floristry requires this close and individual evaluation of student progress by faculty.

Challenges

The floristry industry is changing from the floral boutique to supermarket floral shops. Weddings and funerals are often serviced by small specialty shops rather than full service florist shops as in the past. These changes in the industry, coupled with low pay (less than $7.00/hour) have decreased the demand for highly trained florists.

During periods of economic prosperity, i.e., low unemployment rates, the Floristry Program struggles for enrollment. The Floristry Program is currently undergoing a program review by the Floristry Advisory Board and Science Division. It is important that a long range solution is found.

Recommendations and Actions Taken

The Floristry Department is undergoing a complete review which will provide a healthy future for the department.

Materials in the Team Room

- Department Notebook

Geology Department

Overview

The Geology Department is comprised of two faculty members (one who is full-time and one whose duties include both teaching and acting as the science division chair) who teach three lab science courses, one non-lab science course, and an introductory field course.

Mission and Goals

The Department has a two-fold mission that reflects the multiple responsibilities of Clark College as a whole: (1) to offer introductory laboratory courses in Geology that are appropriate for a wide range of non-science students, and (2) to offer a rigorous first year Geology sequence for students who will transfer to four-year institutions as Geology or other science majors. These goals reflect the Mission of the College to offer "accessible and comprehensive education," particularly for students preparing for academic transfer.

Student Learning Outcomes

The Geology Department, as a member of the Science Division, supports the General Education Learning Outcomes of the Science Distribution Requirement and their link to the College-wide Abilities.

For example, our introductory course, GEOL 101, lists specific learning outcome goals in the syllabus: (see table below).

Assessment of Goals and Outcomes

● Goals

The success of the program can be informally inferred from the anecdotal reports of Geology students who have transferred to four-year institutions; and have consistently ranked at the top of their programs. Several of our students have gone on to graduate work in the field, and many students regularly visit up to 15 years after attending Clark College.

● Student Learning Outcomes

Assessment occurs in several forms: lecture examinations, laboratory practical examinations, field trip activities/reports and newspaper article reviews. In GEOL 101 a "standard" practical examination, which has been used for 10 years is used to evaluate students and the effectiveness of the program.

Curriculum and Instruction

Our sequence courses (GEOL101, 102, 103) all satisfy the general education lab science requirements for the Clark College Associate Degrees and

Student Learning Outcomes	Ability Link
Discuss the fundamental principles which govern scientific investigation in general and geologic investigation in particular.	CM, CT
Identify common minerals and rocks and understand their origins and significance.	CT
Identify and discuss the origins of the major internal and external physical features of the Earth.	CM, CT
Apply classroom principles in understanding the geologic structure and history of the Columbia River Gorge.	CT
Apply classroom principles beyond the context of this class in understanding the natural physical world around you.	CT, LL
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

matriculate easily to most four-year institutions to satisfy general education science requirements. Additionally, we offer a non-lab course, GEOL109, which allows non-majors to satisfy part of their general distribution with a non-lab science class, and a field-studies course, GEOL208, which is especially appropriate for transferring Geology majors.

More sections of all entry level Geology courses are being offered. Removal of the pre-requisite for Geology 102 has provided more entry points into the program.

Instructional Staff

Full-time Faculty ---------- 2

Facilities, Equipment, and Technology

Physical facilities are generally adequate, and the proximity of both faculty offices to the geology classroom is particularly workable. Wall and cabinet displays of maps, aerial photos, posters, rocks and minerals, and fossils are used as an integral part of lectures and labs and students are encouraged to use the labs during non-instructional open times. Faculty offices open into the lab room and thus, faculty members are easily accessible to students while they study.

Strengths

The greatest strength of our program has been the outstanding reputation of our faculty. Faculty maintain membership in professional societies (Geological Society of America, American Geophysical Union), and maintain active relationships with University of Oregon graduate faculty and research groups, as well as with the University of Washington Department of Oceanography and the U.S.G.S. Cascade Volcano Observatory.

The two members of the Department work extremely well together and have team-taught GEOL 101 classes. The same syllabus is used in both sections, providing continuity between sequence courses even when taken with different instructors.

Challenges

The greatest weakness of our program is our GEOL 103 (Historical Geology) course, which incorporates introductory paleontology as an important component. The lab section of this course is particularly difficult, since neither faculty member has a strong background in paleontology.

Recommendations and Actions Taken

- **The Geology program has placed high priority on developing a presence on the World Wide Web. Our intent is to provide both general information (instructor's biographies, course syllabi, reading assignments) and specific study aids (mineral and rock photos and descriptions, for instance) at a departmental web site.**
- **We intend to develop a new non-lab science course (tentatively titled Geo-Hazards) in order to more fully meet the needs of our non-major students.**
- **We have begun offering our introductory course in evening sections and have experienced great success. We will continue this policy in order to allow access to a wider range of Clark students, especially adult learners who have difficulty with narrow, daytime only schedules.**
- **One instructor will take additional courses in paleontology in order to strengthen our GEOL 103 course.**

Materials in the Team Room

- Department Notebook

Physical Science Department

Overview

The Physical Science Department offers an interdisciplinary selection of courses in astronomy, chemistry, geology, meteorology and physics, and is designed to provide an introduction to science for the non-science major and those seeking intellectual enrichment. A total of six courses are offered, two emphasizing chemistry, two covering astronomy, and one each in meteorology and physics. Geology is included in one of the chemistry offerings. Presently, three members of the Physics faculty and two members of the Chemistry faculty teach in the program. The consensus of these instructors is that while the level of these courses is introductory, the faculty teaching them should possess a demonstrable expertise in the area being taught.

Mission and Goals

In keeping with the College's Mission and Vision statements, the Department's goal is to provide an educational opportunity for student success in a selection of science courses which meet the Distribution Requirements and General Education Requirements for the Associate in Arts Degree and the Applied Science Degree. In addition to learning basic science concepts, it is important that these students develop an appreciation of science and provide a basic understanding of how science is involved in everyday life.

Student Learning Outcomes

The Physical Science Department supports the General Education Learning Outcomes of the Science Distribution Requirement. The Program has chosen to focus on Critical Thinking/Problem Solving and Communication as the College-wide Abilities to measures in its courses. These Learning Outcomes are designed to create an education al culture that helps the major or non-major science student succeed.

Assessment of Goals and Outcomes

● Goals

1. *Student Satisfaction* - Measured by Faculty/Course Evaluations completed at the end of the course.
2. *Completion of Course with a Grade of "C" or Better* - Measured by Registration and compiled into a quarterly summary by course.
3. *Total Enrollment* - Measured by Registration and compiled into quarterly totals by course.
4. *Skills: Science Knowledge, Critical Thinking, Self-Directed Learning, Communication and Teamwork* - Measured by the students' performance on exams and laboratory reports and/or tests, and their ability to work together to successfully complete laboratory assignments.

● Student Learning Outcomes

Outcomes are evaluated using traditional exams (both quantitative and essay), graded homework, practical laboratory examinations, field trip activities and reports, written laboratory reports demonstrating comprehension and writing skills, and a variety of other written reports and oral presentations.

Curriculum and Instruction

● General

The Department offers a variety of introductory science courses that provide a method for meeting the life-long learning needs of the community, academic transfer credit, and opportunities for personal development. Classes include Astronomy, Evolution of the Universe, Atmosphere and the Environment, General Physical Science (Physics), General Physical Science (Chemistry/ Geology), and Our Chemical World.

Recent Curricular Changes

Laboratory experiments are beginning to be computerized, and computer facilities are equipped with a variety of self-help tutorials for out-of-class learning.

Instructional Staff

Full-time Faculty ---------- 5

Faculty are well-qualified to teach in the Program, both in terms of credentials and years of teaching experience. Several are actively involved in research and publication, and all are continuing to take classes and attend workshops to upgrade their teaching skills.

Facilities, Equipment, and Technology

College facilities are excellent. In addition to a dedicated physical science laboratory, which opened last year, the Department shares classrooms, laboratories and computer facilities with the Chemistry and Physics Departments. Chemistry laboratories are presently being renovated with the addition of new hoods, lab bench areas, and lighting. Equipment is new and supplies are more than adequate to meet student needs. Classrooms are sufficiently large to accommodate class capacities of 20-40 students, and laboratory facilities will be sufficient once remodeling of the chemistry labs is completed. If, however, the Department grows as expected, additional laboratory space will be required.

Strengths

A major strength of the Department lies in the diversity of the faculty's educational backgrounds. The synergistic faculty interaction has resulted in the development and refinement of several interdisciplinary lab experiments.

Also, small class sizes encourage more student/faculty interaction and allow for a quick turn around time on exams and laboratory reports.

Challenges

Some concern has been expressed that most of the Program's course offerings are five-credit laboratory courses. A student needing only three non-lab science credits is limited to ASTR 102 and PHSC 106, which are offered at most once a year.

Recommendations and Actions Taken

The Program has been directed to develop a five-credit multi-disciplinary non-lab science class, which would include topics from astronomy, chemistry, physics, meteorology and geology. A similar three-credit course is also being considered.

Materials in the Team Room

- Department Notebook

Physics Department

Overview

The Physics Department is made up of three full time faculty. Eight courses are offered, with related classes in meteorology, astronomy, and physical science also being taught by members of the Physics Department. Classes are organized by the level and depth of subject matter:

1. *For two-year vocational-degree students:* Physics 090 provides a non-transferable, arithmetic based overview of physics concepts that have direct application to the programs of vocational degree students.
2. *For technical degree students:* Physics 105 provides an algebra-based survey of mechanics and fluids. This class is primarily aimed at students getting engineering-tech degrees, but also has a significant number of students who take Physics 105 to satisfy part of their general studies science requirements.
3. *For non-science transfer students:* Members of the Physics Department also have the responsibility of teaching Physical Science 101, which is a conceptual physics class, and Astronomy 101 and Meteorology 101. These three classes are tailored for the non-science major.
4. *For science transfer students:* The Physics Department offers two year-long sequences for science transfer students.

Physics 101, 102 and 103 is algebra and trigonometry based. This sequence is predominantly filled with those in life-science majors and pre-professional majors in health sciences. This sequence is moderately mathematically rigorous, and covers topics ranging from mechanics, fluids, electricity and magnetism, to optics and modern physics.

Physics 201, 202, and 203 is calculus based, and is taken by majors in engineering, physics, geology, chemistry, and mathematics. This sequence is mathematically rigorous, and covers the full range of topics as listed under the Physics 101 series above.

Mission and Goals

The philosophy of the Physics Department is to provide students with the opportunity to learn as much about the fundamental laws by which the universe operates as is appropriate given the time constraints. This includes an appreciation of the historical context in societal development, and how science is present in everyday life.

The philosophy of the Physics Department reflects the Clark College Vision statement, in that we strive to offer high-quality and relevant classes for all the various educational tracks on campus.

Student Learning Outcomes

As a member of the Science Division, the Physics Department supports the General Education Learning Outcomes of the Science Distribution Requirement.

The Physics Department has chosen to focus on Critical Thinking/Problem Solving and Communication as primary abilities.

Assessment of Goals and Outcomes

Goals

- admission to and success of students in transfer programs
- informal anecdotal information volunteered and solicited
- contact with colleges and universities

Student Learning Outcomes

1. *Student Satisfaction:* Measured by Faculty/Course Evaluations completed at the end of the course.
2. *Completion of course with a grade "C" or better.* Measured by Registration and compiled into a quarterly summary by course.

3. *Skill: Science knowledge, Critical Thinking, Self-directed learning, Communication and Teamwork:* Measured by the students' performance on exams, and laboratory reports and/or test, and their ability to work together to successfully complete laboratory assignments.

Curriculum and Instruction

General

All courses as listed in the overview involve the development of critical thinking and communication skills, as well as content necessary for the students major field of study.

PHYS 090	Applied Physics
PHYS 091-6	Physics Calculations
PHYS 101-3	General Physics
PHYS 105	Introduction to Physics
PHYS 199	Special Projects
PHYS 201-3	Engineering Physics

Instructional Staff

Full-time Faculty ---------- 3

Facilities, Equipment, and Technology

1. *Lecture Room:* Our lecture room, APH 111, has recently been augmented with a multi-media projection system. Development of lecture materials that can utilize the capabilities of this new set-up is on-going. This includes the effective use of video segments and computer simulations in support of lecture information.
2. *Laboratories:* A new lab space for the non-science-major classes has recently been added. Remodeling of this space has added to the variety of laboratory experience that can be offered to non-science majors taking classes offered by the physics faculty.

New laboratory apparatus is being added each year, that allows the labs offered for science and technology majors to keep up with recent technological advances.

Strengths

A major strength of our Department is the diverse background of the instructors, all dedicated to maintaining the high reputation that Clark College Physics enjoys throughout the Pacific Northwest Association of College Physics, as measured by positive feedback from colleagues at 4 year colleges.

Challenges

High enrollment and demand for traditional college classes offered by the Department make it difficult to offer classes at non-traditional times, such as evenings and summer.

Recommendations and Actions Taken

- **Efforts are being made to include more computer-based activities in the Program's courses, with the intent of improving self-directed learning skills and computer familiarity. Laboratory experiments are being computerized and computer facilities are equipped with a variety of self-help tutorials for out-of-class learning.**
- **Upgrade the computer in the laboratory on a five-year turnaround**
- **Acquire and utilize more multimedia material, such as a laser disk.**
- **Locate and retain a high-quality adjunct physicist to help with offering night and summer classes.**

Materials in Team Room

- Department Notebook

Social Science Division

Overview

The Social Science and Social Services Division consists of the following departments: Anthropology (ANTH), Chemical Dependence Counselor (CDEP), Early Childhood Education (ECE), History (HIST), Family Life/Parent Education {including the P.R.I.D.E. Program} (FLPC), Political Science (POSC), Psychology (PSYC), Sociology (SOC), and Women's Studies (WS).

The Division includes well-defined vocational programs for Chemical Dependence Counselor and Early Childhood Education.

Mission and Goals

The mission of the Social Sciences Division is to support the Mission of Clark College by providing individuals from diverse backgrounds courses to support their educational goals (all departments); providing accessible, comprehensive education (all departments); providing services to support student success (child care center); and fostering community partnerships that enhance student learning (chemical dependence counselor, early childhood education, parent education and P.R.I.D.E. programs).

Student Learning Outcomes

The General Education Student Learning Outcomes for the Social Science Distribution Requirement have been adopted by the Division. The accompanying table lists the outcomes.

Specific learning outcomes vary from course to course within each department and are specified in each course syllabus. The specific learning outcomes for a given course will emphasize one or more of the six College-wide Abilities as specified in the course's syllabus.

Assessment of Goals and Outcomes

All departments and programs within the Division are actively engaged in assessing student progress. All six of the College-wide Abilities are taught and assessed within the Division; specifics are spelled out in the syllabus for each course. All courses specify student learning objectives and assessment tools in their syllabi.

Within the Division continuous improvement is supported and encouraged on several fronts. Individual faculty members endeavor to keep abreast of developments within their respective fields and to bring the vitality of their disciplines into the classroom. Discussions at Division meetings frequently center on proposals and recommendations for curriculum development or change. For example, during the 1996-97 academic year there were discussions on the best structure for Social Sciences Distribution requirements, the influence of outcomes assessment efforts on the desirability or need for course prerequisites, and the appropriate number of hours for several courses. Most Division members have also been actively participating in College-wide Abilities groups and the syllabus project.

Curriculum and Instruction

Most introductory courses in Social Science have been five credit courses for some time now. The trend over the last few years has been to move further in this direction. For example, over the last two years United States History courses, International Relations, and Introduction to Women's Studies have all changed from three credits each to five credits each.

Our Administration of Justice vocational program has been discontinued, consistent with the advice of the Administration of Justice Advisory Council. Most entry level jobs in the criminal justice field in our service area now require a bachelor's degree. In its place we have moved our criminal justice

courses into the Sociology Department where they draw from a larger pool of students. These courses aim to develop the conceptual tools and Communication and Critical Thinking Abilities sought in applicants for most entry-level jobs in the criminal justice field today.

The Social Science Division has reduced the maximum class size of its introductory courses. Most of these courses had a class capacity of fifty students per section; the largest classes are now limited to forty-five students. This allows faculty to promote and assess students' progress toward mastery of College-wide Abilities taught in these courses.

Faculty Evaluation

All faculty evaluations follow procedures consistent with the faculty contract. Tenured faculty are evaluated at least once every three years. Evaluations include student evaluations in a majority of the instructor's classes for two consecutive terms, two peer evaluations, one self evaluation, and one supervisory evaluation.

All adjunct instructors in the Social Science Division receive student evaluations at least once per year. Peer and/or supervisory evaluations may also be conducted at the discretion of the Division if deemed advisable.

Facilities, Equipment, and Technology

Most Social Science activities take place in the Foster, Hanna, Hawkins building complex. Most faculty offices are located in Foster Hall, with a few in Hawkins Hall; and most classes are held in Hanna Hall. The main exceptions to this is the early childhood education classes and offices, in the Child Care Center and the parent education/family life classes and offices (including the PRIDE program) in the Haag Parent Education building.

In addition to computers for all full-time faculty and staff, the Division has a FAX machine, optical scanner, laser printer, typewriter, and two additional computers in the Foster Hall work room for faculty use. The Division also has a multimedia cart equipped with a computer, laser disc, and projector for multimedia presentations in classrooms. We plan to have all classrooms in Hanna Hall wired for Internet access for classroom demonstrations.

Special Accreditation Programs

The Clark College Chemical Dependence Counselor Program is accredited by the Division of Alcohol and Substance Abuse of the State of Washington to teach required and optional course work leading to Qualification/Certification.

Strengths

The primary strength of the Social Science Division lies in its faculty. The faculty share a strong commitment to remaining current in their disciplines and to quality teaching and learning.

Challenges

General Education Student Learning Outcomes – Social Science Distribution	Ability Link
Acquire a broad base of knowledge about human behavior, consistent with current scholarship, which may have an individual, sociological, biological, developmental, political, economic, historical, geographical, or cross-cultural focus. Content,	CT, IT, CM, GM, LL
Develop an ability to think critically and systematically about human beings, human events, and social systems from a variety of perspectives.	CT, GM, LL, EC
Access, utilize, and evaluate information from a variety of sources.	CT, CM, EC
Effectively use and communicate social science concepts, theories and research findings.	IT, CT, GM, LL
Quantitatively and qualitatively analyze and evaluate multiple perspectives inherent in culture across time and geography.	EC, LL
Apply concepts and perspectives of the social sciences to "real life" challenges.	EC, GM, CT
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

The main challenges faced by the Division are time and space. The time required to stay current in one's field and share this information with students is considerable. There is a conflict between this endeavor and increasing bureaucratic requirements. For example, an enormous amount of time and energy has gone into meeting the mandate for a College-wide outcomes assessment program. Undoubtedly, some aspects of this work will improve the quality in teaching and learning, but it is a widely shared perception amongst Social Science faculty that these returns may not be commensurate with the time and energy required, that this time and energy has been a hindrance to staying current in one's field and properly serving students.

A further challenge is to provide adequate office space. We are one office short of having a private office for each full-time faculty; thus two faculty are currently doubled up in one space. Any growth in faculty will compound this problem. Further, we have no office space available for adjunct faculty.

Recommendations and Actions Taken

- **We would like to see bureaucratic requirements imposed by the Legislature, the State Board of Community and Technical Colleges, and the Clark College administration kept to a minimum.**
- **We would also like to have more office space assigned to the division.**

Exhibits

Social Science Student Evaluation Form
Division Chair/Supervisory Evaluation Form
Faculty Peer Observation/Evaluation Form
Self Evaluation Form

Anthropology Department

Overview

The Anthropology Department consists of one full-time faculty member and two adjunct faculty members. Courses in biological anthropology, archaeology, and cultural anthropology are offered to majors and non-majors. The Anthropology Department offers advising to both majors and non-major students.

Mission and Goals

The Anthropology Department offers courses that expose students to the human condition by addressing the three major areas of anthropological focus: (1) the study of human beings as biological organisms, including our evolution and biological variation; (2) the variability and behavior of past cultures, and (3) the cultural diversity seen in extant cultures.

The departmental faculty are engaged in their discipline through scholarly participation in anthropology, attending conferences regularly, and community service. The Department subscribes to the following: "engaged classroom professors are inescapably dedicated professional scholars, whose research will continually inform their teaching, for majors and non-majors alike."

Student Learning Outcomes

Courses in the Anthropology Department support the General Education Learning Outcomes for the Social Science Distribution Requirement.

Students successfully completing the biological anthropology course should have an appreciation of the scientific method, introductory human genetics and evolutionary theory, human biological variation and adaptation, the non-human primates, and the fossil and genetic evidence for human evolution. They should be able to understand how these topics relate to, and have shaped the contemporary human condition.

The archaeology course introduces students to the sub-field of archaeology and provides a basic understanding of the history of American archaeology, cultural and archaeological theory, methods of archaeological survey, excavation, and interpretation, and provides an overview of selected aspects of world prehistory.

The cultural anthropology course introduces the student to the concept of culture and culture theory, discusses methods for studying, recording and analyzing cultural data, and illustrates the cultural diversity seen amongst the peoples of the world. Students should acquire an appreciation of the anthropological perspective, and the ability to critically analyze and compare ethnographic material.

All Anthropology courses stress critical thinking, and to various degrees, a multicultural perspective.

Assessment of Goals and Outcomes

The Department attempts to track anthropology majors who transfer to four-year colleges and universities. This is done by feedback from the students and information provided by colleagues at those institutions. Students are assessed by objective examinations during the courses and the majority of students successfully (C grade or better) complete the courses.

Curriculum and Instruction

The Anthropology Department offers introductory courses in three areas: Biological Anthropology, Archaeology, and Cultural Anthropology. All courses are designed to provide a sound foundation for upper-division study in anthropology.

In the past five years the Anthropology curriculum has been expanded to include a two hour laboratory for the Biological Anthropology course, a 3 credit Selected Topics course, a 9 credit Archaeological Field School, and the addition of multiple sections of the introductory courses each term.

Instructional Staff

Full-time Faculty ---------- 1
Adjunct Faculty ---------- 2

Facilities, Equipment, and Technology

The Anthropology Department has one classroom for use in teaching the Biological Anthropology and Archaeology courses. The room houses a modest collection of fossil casts, skeletal material, prehistoric tools, and archaeological supplies. Materials for the Biological Anthropology laboratory are also kept in this room. A computer is attached to the overhead television to allow real time presentation of computer information in class. However, other classes are assigned to this room as well, which means lab materials cannot be left out, nor can open study periods be scheduled for labs, making this a less than satisfactory situation.

Strengths

The real strength of the Department is that it is made up of faculty who are active, dedicated anthropologists who enjoy teaching.

Challenges

Our biggest challenge is attempting to maintain curricular integrity and academic excellence in a climate of increasing enrollments, decreasing resources, and more and more legislative interference in the classroom.

Recommendations and Actions Taken

- **No plans, priorities or recommendations will be forthcoming as a result of this self-study. The departmental priority has, and always will be, to strive to offer the best possible courses in anthropology to our students.**
- **Departmental faculty will continue to be active participants in the discipline of anthropology, and translate that participation into effective classroom teaching. We will continue to evaluate, improve, and add teaching materials and tools to our curriculum as budgets permit.**

Materials in Team Room

- Department Notebook

Chemical Dependence Program

Overview

The Clark College Chemical Dependence Counselor Program primarily serves students and employers of Clark, Skamania, and Klickitat Counties in Washington and the greater Portland, Oregon, area. Students are generally returning to college for vocational training after an absence of several years; many of them are recovering alcoholics, addicts, or recovering family members who are seeking to turn their disability into an asset for themselves and others. A significant number of students are workers in related areas, such as nursing or corrections, who are returning to school for job advancement. Many students also enroll in these classes for personal enrichment and self-knowledge.

The program serves numerous and diverse employers. Jobs are available in a variety of Chemical Dependence settings such as detox, information and referral centers, inpatient and outpatient treatment, DUII or school counseling. Clark College students also find positions in Corrections or agencies in the social service field.

A Program Coordinator is responsible for teaching in the program and overseeing the activities of seven adjunct faculty, who teach from one to three courses per year in their respective specialties. The Program Coordinator also supervises student field experiences.

Mission and Goals

As a vocational program, our goal is to train students to fill jobs within our service area in which the majority of Chemical Dependence Counselor positions are held by our former students.

The Chemical Dependence Counselor Program's goals are to maintain high standards of excellence through compliance and cooperation with: (1) Washington Administrative Codes governing requirements for qualified Chemical Dependence Counselors; (2) The Handbook on Chemical Dependence Counselor Certification issued by the Chemical Dependence Counselor Certification Board of Washington State; (3) Recommended curriculum guidelines promulgated by the Northwest Consortium of Chemical Dependence Educators; and (4) Input from the Advisory Committee of the Clark College Chemical Dependence Counselor Program.

The nature of training individuals in counseling theory and skills calls for learner-based education. Each person comes from a unique background, frequently with intense personal experiences in the alcohol/drug dependence area. All must be approached from the position in which they arrive, and brought along to the point of successfully passing a nationwide Standardized Certification examination.

The comprehensive nature of our program requires students to take coursework in cultural diversity and enrichment. Personal development is an absolute basic for those seeking to work at helping others and is integral to all our efforts.

We rely on broad based partnerships with the community as a source for recruiting adjunct faculty, members of our Advisory Committee, and locations for student field experiences.

Student Learning Outcomes

As a member of the Social Science Division, the Chemical Dependence Counselor Program supports the General Education Learning Outcomes for the Social Science Distribution Requirement and their link to the College-wide Abilities.

The Chemical Dependence Counselor Program further emphasizes that graduates demonstrate the ability to:

1. Effectively communicate with individuals and families to assist them in recovery.
2. Teach and apply elements of critical thinking and problem solving as a means to recovery for their individual and family clients.

3. Promote principles of effective citizenship as significant measures of recovery.
4. Demonstrate awareness of and competence in global/multicultural perspectives as a fundamental skill in dealing with all individuals within their respective professional scope.
5. Demonstrate proficiency in the current standards of information/technology to keep pace with dramatic changes in client record keeping and scheduling practices.
6. Embrace lifelong learning as a statutory requirement for credentialing as a Chemical Dependence Counselor.

The Chemical Dependence Counselor Program deals directly with all of the campus-wide abilities. Two specific examples are Communication and Global/Multicultural Perspective. Courses in CDEP 122, Introduction to Counseling, CDEP 161, Cultural Awareness in Chemical Dependence, and CDEP 120, Theories of Counseling address these abilities specifically.

With regard to related education, current statutory requirement (WAC 440-22) calls for Chemical Dependence Counselors to be proficient in and/or have specific course work in English Composition, General Psychology, and Psychology of Human Development. Chemical Dependence Counselor courses can also be used as an elective for the Associate of Arts degree (CDEP 101, Survey of Chemical Dependence) and as the Human Relations requirement for the Associate in Applied Science degree and Certificates of Proficiency (CDEP 120, Theories of Counseling).

Assessment of Goals and Outcomes

Employers consistently comment on the quality of preparation and dedication to duty displayed by our graduates. Letters from the two largest providers of Chemical Dependence Treatment in our area are included in the Department Notebook in the Team Room. These letters also speak to our effectiveness in meeting student outcomes. The Vocational Follow-up Survey provides additional evaluative information from graduates of our program.

The CDEP program is constantly improving based primarily on our relationship with the Washington Division of Alcohol and Substance Abuse and the Northwest Consortium of Chemical Dependence Educators, who provide monitoring and ongoing aids to curriculum development.

Beginning in 1999, all students will be required to pass a national standardized test in counseling theory and practice in order to become state certified.

Curriculum and Instruction

A significant curricular change occurred in 1994, when the Washington Administrative Code was amended to require an Associate Degree as the minimum academic requirement for Chemical Dependence Counselor Qualification/Certification. This primarily necessitated the rearrangement of courses offered by Clark College (since we had always emphasized the Associate Degree in lieu of the previous 24-credit statutory requirement).

Instructional Staff

Full-time Faculty----------1
Adjunct Faculty ----------6

An important factor in the success of the Chemical Dependence Counselor Program has been the continuity and qualifications of its instructors. In addition to the Program Coordinator, who is a licensed and qualified working clinician, the six adjunct faculty members are degreed at the Masters or Doctoral level and are also certified/qualified working clinicians. Their length of service to Clark College students runs from five to fifteen years. With regard to continuing education, all are required by the various licensers (Social Work, Psychology, Chemical Dependence Counselor) to participate in ongoing Continuing Education, in excess of those requirements for vocational certification.

Facilities, Equipment, and Technology

Physical facilities, both on campus and in off-campus field sites are adequate for purposes of instructions.

Strengths

The strength of the Chemical Dependence Counselor Program lie in the dedication of its students, most of whom are recovering alcoholics/addicts and highly motivated to help fellow sufferers. We also

benefit from a highly skilled core of instructors, all of whom are working professionals. Another significant area of strength is in the support and guidance of the State of Washington Division of Alcohol and Substance Abuse and the Northwest Consortium of Chemical Dependence Educators, both of whom provide ongoing support in program planning and curriculum development. We also receive ongoing support and guidance from our Advisory Committee.

Challenges

The most current challenge facing the Program is the incorporation of the Assessment, Treatment Planning and Case Management features of the American Society of Addiction Medicine criteria into our curriculum. These criteria will eventually cause a fundamental re-conceptualization of how Chemical Dependence treatment services will be offered to the public.

Materials in Team Room

- Department Notebook

Early Childhood Education Program

Overview

Early Childhood Education (ECE) was originally part of the Home Economics Department and became an individual department in the mid-1970s. Curriculum was developed and the Early Childhood Education Laboratory School (then known as the Child Development Center) became the program's teaching laboratory. The ECE Department offers both an Associate in Applied Science degree and a Certificate of Proficiency in Early Childhood Education. As part of the certificate or degree program, students are required to complete a prescribed numbers of hours of student teaching and observation, under supervision, in the ECE Laboratory School.

Mission and Goals

The Mission of the ECE Department is consistent with the overall Mission of Clark College as follows: The mission of the Department of Early Childhood Education is to provide professional educational and training opportunities to a diverse population of students whose goal is to work with young children and their families in programs providing care and education to the children and education on parenting to adults.

Student Learning Outcomes

Degree, as well as certificate recipients, shall:

- Demonstrate an understanding of child development and apply this knowledge in practice.
- Observe and assess children's behavior in planning and individualizing teaching practices and curriculum.
- Establish and maintain a safe and healthy environment for children.
- Plan and implement developmentally appropriate curriculum that advances all areas of children's learning and development, including social, emotional, intellectual, and physical competence.
- Establish supportive relationships with children and implement developmentally appropriate techniques of guidance and group management.
- Establish and maintain positive and productive relationships with families.
- Support the development and learning of individual children, recognizing that children are best understood in the context of family, culture, and society.
- Demonstrate an understanding of the early childhood profession and make a commitment to professionalism.

The goal of the Early Childhood Education Department is to address all six College wide abilities, and the eleven Early Childhood Education Professional Competencies.

Assessment of Goals and Outcomes

● Assessment of Student Learning

The ECE curriculum addresses all six of the campus-wide Abilities and the eleven ECE professional competencies. In addition to incorporation of these abilities and competencies into the ECE course offerings (See Department Notebook), students are required to reach the college level in writing (Communication Ability) and to take a college level class that addresses the Global/Multicultural Ability specifically (WS 101 - Introduction to Women's Studies or SOC 131 - Racism in America).

Assessment of these abilities and competencies is accomplished through: research papers, case studies, oral presentations, written examinations, written observations and application projects, "hands-on" application of principles in the ECE Laboratory School, and the professional portfolio with formal presentation. Students are required to achieve a "C" grade (2.0) in all major area requirements.

Assessment of the Program

Assessment of the program is accomplished in several ways.

1. The Office of Instruction conducts follow-up surveys of vocational students after leaving Clark. (Copy in Team Room).
2. Every spring term, the ECE Department conducts a program evaluation with the ECE students who are completing the program of major area classes. We review each class in the program, the lab assignments, and the content of the curriculum overall. Student suggestions and criticisms are recorded and the Department faculty work to address them.
3. The ECE Advisory Committee meets several times a year to review the program and to make suggestions for revisions to the program curriculum.

Assessment of Transfer Courses

To date, Clark College has not developed an institutional method for tracking students who eventually transfer to other colleges to pursue a higher degree. Anecdotally, faculty hear from students who transfer and informally keep track of their performance.

Numerous students have transferred to WSU-Vancouver to complete a B.A. in Human Development with a focus in Early Child hood Education and one student successfully completed an "upside-down" B.A. in Early Childhood Education at Evergreen State. Other ECE majors have successfully transferred to Warner Pacific College and University of Portland in either Human Development or Elementary Education.

Assessment of Success of Students with Disabilities

Students with significant disabilities (blind, deaf, physically disabled) have successfully completed the ECE two-year degree and have become employed in the community, typically through Head Start and Southwest Washington Child Care Consortium. The program continues to help students with a variety of disabilities to successfully articulate and meet their goals. Faculty work closely with the campus office for disabled students as well as with the staff of the Student Support Center.

Assessment of Community Needs for Training

The ECE program coordinator is conducting a survey of employers this year to find out how well our program meets their needs for training as well as how employees who have taken classes in ECE or completed a formal program compare to untrained employees. The survey is targeted to be completed by the end of Spring term, 1998.

Ongoing information on meeting the community's needs for training and trained personnel is obtained through the ECE Department Advisory Committee, participation on the ECE Training Committee (local people from SW Washington ECE programs and colleges), and participation on State-wide committees (Washington Association for Educators of Personnel in Early Childhood Programs, Campus Child Care Committee, and Washington Skill Standards Committee).

Early Childhood Education Portfolio Project

The ECE Department has developed an outcomes-based portfolio to (1) assist students in tracking and assessing their own professional development; and (2) provide students with a printed record of their professional development to present to prospective employers. Upon graduation, portfolios are presented to a panel of ECE faculty and community professionals for evaluation and review.

Assessment of Effectiveness of Meeting General and Professional Student Outcomes

A list of the eleven ECE Professional Competencies and their relationship to the College-wide abilities is included in the Department Notebook in the Team Room.

Curriculum and Instruction

The ECE Department strives to keep its program up-to-date and current with the standards and trends established in our field. Changes to the curriculum are made in accordance with changes in the field (frequently published in the form of "position statements") as well as in response to suggestions offered by the ECE Advisory Committee and the graduating student majors in the department.

In 1996, the ECE Department developed a process and began to require a professional portfolio so students could document their best work and the achievement of both the Clark College Abilities and the ECE Professional Competencies.

During the 1996-97 school year, the ECE Department and the ECE Lab School began the "Project Approach." Its goal is to provide an integrated, emergent, in-depth learning that is student directed and teacher supported. Faculty and staff have volunteered many hours to develop this project, an illustration of the commitment of the staff and faculty to keep up to date in their teaching.

During Spring 1997, a class was developed to address standards, regulations, and "best practices" in early childhood education, ECE 123 - Child Care State Licensing Requirements. This class also was developed as a pilot "mastery" learning class.

Beginning with Fall quarter 1997, the three required classes that focus on children with special needs was taught as a three term sequence: ECE 104 - "Introduction to Children with Special Needs;" ECE 105 - "Individualized Instruction I;" and ECE 106 - "Individualized Instruction II." Students in these classes complete observations and participation in the P.R.I.D.E. program as well as in the ECE Lab School and the Parent Education Department preschool classes.

During the school year 1996-97, two full time faculty members in the ECE Department joined a state-wide committee of educators to develop performance based Skill Standards for the field of Early Childhood Education in the State of Washington. When complete, the Clark program will implement these standards into all the ECE courses as appropriate.

● Course of study and its articulation

The Clark ECE program has and continues to design courses that comply with the guidelines set by the National Association for the Education of Young Children (NAEYC) for teacher education as well as the statements of competencies articulated in the NAEYC published list of Developmentally Appropriate Practices (DAP) for working with young children. In addition, all curriculum additions or modifications are discussed by the Clark College ECE Advisory Committee and approved by them. In addition, we offer classes that teach practices and theory that comply with child care licensing regulations set by the State of Washington, Office of Child Care Policy.

The courses offered in the 1-year certificate and the Applied Science degree are part of a vocational program and meet the content suggested by the NAEYC for 2-year training programs. Special topics and ECE workshops are designed for the continuing education of ECE teachers and child care providers in the community.

We coordinate our course offerings with Washington State University's Early Childhood curriculum, to insure maximum transferability from Clark to WSU. Clark has developed Early Childhood Education articulation agreements with other colleges in both Washington and Oregon, including Evergreen State College, Warner Pacific College, and University of Portland.

Through the Washington Association for Educators of Personnel in Early Childhood Programs, all community college ECE programs are attempting to coordinate the content of our respective classes that cover "Issues and Trends" in Early Childhood, which at Clark is in ECE 121 (Introduction to Early Childhood Education). Elementary teachers seeking an ECE endorsement on their elementary certificate must take, among other things, a class that covers "Issues and Trends" and thus through coordination of the course outlines state-wide, there will be less problem in determining if this requirement has been met.

Currently, the faculty of the ECE department are working with the Vancouver Public Schools and their teen parenting program at Hudson's Bay High School to achieve an articulation agreement for ECE majors and to coordinate child care services between the two schools which are geographically located across the street from each other. Hudson's Bay High School is trying to become an Early Childhood Education "magnet" school and it is our hope that we can arrange for ECE majors in the high school to take ECE classes at Clark and to make a "seamless" articulation to college. In addition, we hope to coordinate our child care services (Hudson's Bay serves children birth through age 3 years and Clark College serves children aged 2 1/2 to 6 years) and utilize both sites for laboratory ex-

periences. For several years, the ECE Laboratory School had a children's classroom for toddlers which served as the lab for the classes on programs for infants and toddlers, but it proved too expensive at that time and had to be closed. This has created a gap in students' training that we hope to partially fill through this collaboration with Hudson's Bay.

Instructional staff

Full-time Faculty ---------- 2
Adjunct Faculty ---------- 4
Other Instructional Staff ---------- 6

The two permanent, tenured faculty in the ECE Department both have responsibilities outside of direct teaching.

Facilities, Equipment, and Technology

The ECE Program has a teaching laboratory which also serves as the campus child care center and an Early Childhood Education Laboratory School.

The ECE Laboratory School is licensed by the State of Washington Office of Child Care Policy. Prior to moving into the new facility, the center was accredited by the National Academy of Early Childhood Programs, and is in the process of being reaccredited.

Student learning would be enhanced by the addition of two-three rooms to the ECE Laboratory School. One would be for a toddler aged group, as the highest needs for child care are between the ages of birth to 3 years and thus the need for teachers trained to work specifically with young children is also great. A second room for evening child care would support the needs of student parents who must take classes at night and have difficulty finding evening child care. The third room needed is a room for adults, i.e., a staffing room where supervising teachers could meet together for planning, meet privately with students and where small groups of students could meet for planning and other purposes.

The ECE Laboratory School is equipped with child sized furniture and developmentally appropriate learning materials (puzzles, blocks, dolls, paints, paper, toy cars, etc.). The outdoor play space has both permanently installed equipment (climbing structure, sand pit, covered bridge, etc.) and portable equipment (large wooden blocks, aluminum climbers, tables and chairs, balls, tricycles, wagons, etc.).

The Coordinator of the lab school and the program assistant both have computers with Internet access in their offices. The four children's classrooms do not have computers though these were "promised" to the lab in the past. Computers in the classrooms would enhance teacher assessments of children and record keeping and would supply access to the Internet for use as children and teachers develop curriculum projects.

There are moderate holdings related to early childhood education in the library and the journal of our professional association, Young Children, is carried there. The ECE lab school houses curriculum books for use by both students and lab teaching staff.

Strengths

The strengths of the ECE program include (but are not limited to) the following:

1. The two full time faculty have worked to upgrade the overall curriculum to reflect current research and practice in the field, including the incorporation of the concepts of Developmentally Appropriate Practices2 as articulated by the National Association for the Education of Young Children (NAEYC).
2. The College vocational education office has been very supportive of adjunct faculty's needs for attending workshops and needing printed materials to improve and upgrade the content of their classes.
3. The ECE Laboratory School has implemented a policy of hiring full and part-time staff who have a minimum educational background of an Associate Degree in Early Childhood Education, thus improving the quality of programming for the children in the center and improving the mentoring , guidance, and assessment of the student teachers during their student teaching experiences.

Challenges

1. Two distinct populations access our training: full-time day students who cannot attend night classes and ECE employees who cannot attend day classes. Classes are equally split between day and evening. Enrollments are not sufficiently high to offer duplicate classes in the day and evening.
2. Child care has "come into its own" in the last several years, and the demands on the two full time faculty members to participate on statewide committees, to be partners in grant projects, and to represent ECE at the community college level on advisory committees and at public hearings has increased at a most rapid pace. The addition of another full time faculty member would help spread these requests out a bit more, so the two current faculty members do not continue to be overextended.

Recommendations and Actions Taken

The ECE department constantly re-evaluates all its course offerings, based on feedback and suggestions from the Advisory Committee, regulations from the State of Washington, Office of Child Care Policy, as well as from the official student feedback session conducted in conjunction with the students' last (capstone) class, ECE 215.

Currently, the ECE Department is working to upgrade the program to reflect new findings and developments in the field. We have:

- **Provided faculty and staff with written materials and videos (paid for out of Instruction, Carl Perkins, and ECE Lab School budgets).**
- **Organized a voluntary study group to "teach ourselves" about these new approaches (inviting community members to join us also).**
- **Integrated new concepts and approaches into the classes that Laurie and I currently teach to provide examples for faculty and staff.**
- **Developed a Professional Portfolio for student assessment that integrates the new approaches as well as vocational competencies and Clark abilities.**
- **Reorganized the ECE Lab School staff into teams so that the new curricular approach could be implemented.**
- **Focused ECE Lab School staff meetings on these topics.**
- **Organized staff to attend workshops on these topics and their application, paid for collectively through ECE Lab School, Parent Ed, Office of Instruction and Carl Perkins dollars.**
- **Volunteered to work with the State skill standards group for ECE, where we are heading up the work on writing the Performance Criteria (basing them on the new methodologies).**
- **Attended regular meetings of the local ECE Training Committee (Clark, Lower Columbia CC, WSU, ESD ECE and ECE Special Education, Child Care Resource and Referral) to plan community workshops in these areas of change.**
- **Faculty and Lab School staff provided training to others on new methods of curriculum and assessment (Washington State Child Care Coalition, WSU Community Education, Head Start, SWCCC).**
- **Developed displays to educate public about the ECE program and our teaching philosophy (paid for by Foundation in conjunction with Anderson activities).**

Materials in Team Room

- Department Notebook
- Professional Portfolio

Geography Department

Overview

The Geography Department, is part of the Social Science Division and its courses fulfill Social Science credit requirements for the Associate of Arts degree. The Department has no majors and no full-time instructors dedicated solely to geography. It is coordinated, on a part-time basis, by a full-time Political Science instructor. Additional courses in the field are offered by a full-time Economics instructor and by an adjunct Geography/Political Science instructor.

Mission and Goals

Geography, in the broadest sense, is "the study of the earth." More specifically it is the study of places or locations with examination of their natural features such as geography, climate, and biology, and their cultural characteristics including political systems, economic structures, social patterns, and artistic and linguistic traditions. Furthermore, it analyzes how these characteristics interact and influence each other, and how different places compare, contrast and interact. As such, geography touches upon the natural sciences, social sciences, humanities, and business/economics. Geography courses are a valuable educational supplement for students in virtually every area of academic study.

In relation to the College Mission: the Department provides academic transfer courses relevant to a wide variety of academic or professional career goals. By investigating the varied and complex ways in which humans interact with nature and with each other, we also promote personal development and cultural enrichment.

Student Learning Outcomes

As a member of the Social Sciences Division, the Geography Department ascribes to the General Education Learning Outcomes for the Social Science Distribution Requirement and their link to the College-wide Abilities.

More specifically, a successful student in Geography will be able to demonstrate a knowledge of the history, concepts, and techniques of the field, including an understanding of maps and spatial relationships. He/she will have an understanding of the physical and cultural characteristics of places, and how they change and interact. This requires an ability to learn from written, visual, verbal, and electronic sources, and to communicate effectively by all these methods. Furthermore, he/she will be able to analyze and critique alternative visions and philosophical perspectives in regard to how the world should be studied and portrayed.

As such, Geography relates to all six of the College-wide abilities. It has particular relevance to Communication, Critical Thinking, Information/ Technology, Effective Citizenship, and Global/ Multicultural Perspectives abilities.

Assessment of Goals and Outcomes

The Geography Department currently meets the needs of students from a wide variety of disciplines. Geography is not a separate academic or professional degree program. Students whose primary career goals are in Geography are unlikely to attend Clark College. Therefore it is difficult to follow-up with our graduates to determine the long range impact of their Geography education. Within individual courses, evaluation comes through class discussion, written and graphic assignments, tests and quizzes.

Curriculum and Instruction

The Geography Department offers an introductory course, GEOG 101 (World Physical Geography) and a more specialized course, GEOG 107 (Economic Geography) on a regular basis.

When student demand and faculty availability allowed, the Department has offered more advanced Special Topics, GEOG 280, and courses such as

World Regional Geography and Geography of the Middle East.

Instructional Staff

Full-time Faculty (shared)----------2
Adjunct Faculty (shared) ----------1

The two full-time and one adjunct faculty in other fields who dedicate part of their activities to Geography.

Facilities, Equipment, and Technology

The Geography Department has its own collection of maps, films, and computer software, and uses the instructional materials held by cognate departments in the Social Sciences. The Clark College library contains maps and globes, an audio-visual collection, books, and periodicals in this field. We are currently in the process of inventorying, assessing, and expanding our resources.

Strengths

Geography is a valuable area of study for students in almost any field. Our Department serves a wide variety of students in spite of the lack of a full-time faculty member. At this time both human resources and instructional materials are adequate.

Recommendations and Actions Taken

Clark College has a growing student body, The Vancouver region, and the Northwest in general, is expanding its economic and cultural ties to other parts of the world. There will likely be a growing interest and demand for courses in geography. It is quite possible that an increase in faculty and instructional resources will someday be necessary. There is, at this time, no specific concrete plan for expansion in course offerings or personnel.

History Department

Overview

The History Department is comprised of two full time faculty members, a shared faculty member, and four adjunct faculty. Fourteen courses are offered for majors and non majors.

Mission and Goals

In keeping with the College mission, the History Department's mission is to foster a comprehensive education by providing historical data from around the world. We focus on academic transfer courses, personal development, and cultural enrichment. Department goals include helping students: (1) Develop familiarity with the diversity of the human past, including the roles of non-elites, women, and otherwise ignored groups in history; (2) Develop understanding of the political, social, cultural, economic and intellectual trends that have shaped it; (3) Improve critical thinking, reading, and writing skills; (4)Enhance ability to use libraries, computers, and data bases to access information; and (5) Understand themselves within the continuum of the human process

Student Learning Outcomes

As a member of the Social Science Division, the History Department supports the General Education Learning Outcomes for the Social Science Distribution Requirement and their link to the College-wide Abilities. More specifically, students will be able to:

- Identify and give the historical significance of events and personalities, as well as process and respond to the historical, political, intellectual, economic, cultural philosophical and religious ideas of the various periods in history throughout the world.
- Research a limited historical question, using conventional and electronic indexes and original and secondary sources, then present their research in writing in the format used by historians.
- Draw a connection between societies of different regions and time frames, supporting their generalizations with factual material drawn from the historical record.
- Recognize the difference between primary and secondary sources of historical information.
- Recognize the impact of events and ideas from the past on world events in their own and other societies throughout history.
- Identify the changing positions and roles of men and women in the history of world and national civilizations
- Recognize and understand the impact of geography on historical civilizations and events.
- See how professional historians use written records, oral history, and artifacts to reconstruct what happened in the past, and to interpret what it means to be a part of various cultures that are being studied.

Students can acquire skills in all of the College-wide abilities.

Assessment of Goals and Outcomes

Student learning outcomes are assessed in a variety of ways. Some of the most frequent methods are essay examinations, research or term papers, quizzes, and in-depth discussions of primary sources. Even though class enrollments are large, we are proud of our Department's dedication to quality and student accomplishments.

A number of our students have transferred and majored in History at Portland State University, Washington State University - Vancouver Campus, University of Washington, Concordia, Warner Pacific College, and Linfield. Non-majors who have taken History courses at Clark College report that our professors can compete as to competence, knowledge and presentation with the professors

from Harvard and the University of Washington. Our training in library, writing, research, and analysis is continually mentioned as first rate.

Curriculum and Instruction

Department courses offer opportunities for formal and informal writing, reading primary and secondary sources, and researching historical topics. In addition, formation of a History Club has offered extra-curricular activities and raised the College's awareness of history's wide-ranging perspectives and influence.

Continual research in pertinent course offerings is conducted to ensure we offer our students adequate course offerings. In the last five years, the Department has added a three-term sequence in Women in World History and one quarter course, Women in U.S. History. The United State History course has been expanded from 3 to 5 credits. We are offering more night and summer courses to meet the demands of our community and students.

Instructional Staff

Full-time Faculty ---------- 2
Full-time faculty (shared)---------- 1
Adjunct Faculty ---------- 4

A request has been submitted to replace the shared faculty position with a full-time position.

Facilities, Equipment, and Technology

The History Department has seen a remarkable increase in library holdings for use in history classes. Seminars and assignments are jointly carried out by the History Department and the Library. History students are some of the most consistent and frequent users of the various library facilities, including the World Cat, Portals, Laser Cat, and the Academic Index. One history instructor supplements the Library collection by placing from 200-250 personal books on reserve each quarter.

The History Department uses a variety of visual, media and computer equipment. Slides, overhead transparencies, documentaries, music, artifacts, costumes of the various cultures, cd-roms and laser disc players are used daily in classes.

Strengths

We are extremely proud of our faculty in History. All three permanent members have published in books and articles in the field. All three have traveled extensively throughout the world as well as lived in foreign countries. One faculty member has led a student tour to England and another to Ireland. Both trips have been in tandem with courses on these countries and in conjunction with the International Programs at Clark. In March of every year students and faculty actively participate in Women's History Month.

Challenges

One of the main challenges is a lack of full-time staff to offer additional History courses. While student enrollment at the College is among the top three community colleges in the state, the rank in number of courses offered in History is 16th. In order to keep up with the increased number of students transferring to four-year colleges or universities, we need to offer at least six to ten more courses on the 100 and 200 level. In the past, too many of the courses were taught by instructors who were not academically prepared in the discipline.

The Pacific Northwest is the only area in the United States that does not require a World or Western Civilization History course in area high schools. Neither does Clark College. The Department that would like to make History an exit requirement, particularly since Washington State University requires one semester of World History as a graduation requirement.

Recommendations and Actions Taken

- **The Department will continue to monitor its performance, conduct regular department meetings for communication and goal setting, regularly attend local, state and national history conferences, research and develop our individual publications, read the pertinent history journal articles, and keep up with the latest research and interpretations of historical events and countries.**
- **We are hoping to hire a professional historian with one of the following specialties: Latin-America, Native-America, Asia, the Middle East or Africa. We also envision fur-**

ther integrating technology into our pedagogy so we can access original source material and immediately integrate it into our classroom discussion.

Materials in Team Room

- Department Notebook

Parent Education Program

Overview

The "Parent Participation" program evolved from a parent "cooperative nursery" pre-school course introduced in 1947. The program is part of the Social Science Division under the Family Life Section. Classes are offered for parents of children from birth to six years old. Topics of study include child development, nutrition, guidance techniques, parenting theories, and school advocacy.

Initial enrollment has increased from 30 families to the current 300+ families with sites located at Clark College, Battle Ground, and Brush Prairie. The program is staffed by a director, classroom teachers who work in lab settings with children, parent educators who work with parents enrolled as students and a full-time office manager who oversees the business aspect of the program.

Mission and Goals

The mission of the Family Life/Parent Education Department is consistent with the overall Mission of Clark College.

The Clark College Family Life/Parent Education Department is a program committed to serving individuals from diverse backgrounds in pursuing their individual goals in personal development and cultural enrichment. We are dedicated to facilitate individual learning regarding the development of children, family and support systems. Developing the full potential of the individual is our primary goal.

The purpose of the Family Life/Parent Education Department is to facilitate students' healthy interaction with children through the development of:

- Understanding of child development in all aspects—cognitive, social, emotional and physical;
- Understanding of historical and cultural context of the family roles members of the family take on throughout the life cycle, and the family role in the community;
- Ability to recognize the implications of culture and the effects of bias in our daily lives;
- Knowledge about typical and atypical child development;
- Ability to deal effectively with the unique challenges and problems that arise in raising a child with a disability, and;
- Skills in advocacy.

The Parent Education Department strives to provide study and lab experiences that address all six of the College wide Abilities.

Student Learning Outcomes

Because parents are a child's most influential teachers, a major purpose of the program is the continuing education of parents and the involvement of parents in the young child's education. See chart below for specific student learning outcomes.

Assessment of Goals and Outcomes

Assessment of College-wide Abilities is achieved through a number of methods. Modules have been developed which apply to various areas of research that students use as framework for their lab participation. Students participate in written examinations in some courses and oral presentations in others. Students also present topics of interest in group presentations and workshops. Written observations are used to document knowledge of parenting topics. Students also provide appropriate curriculum activities in the lab settings and may be videotaped or observed by staff for later appraisal.

Curriculum and Instruction

The Parent Education Department offers courses in several areas. Specifically we provide a lab environment for parents of children from birth through age six. Lab instructors and parent educators design experiences that allow students to actively demon-

strate learning in various areas of child/family development.

Our faculty and staff recognize the changes occurring in this field and strive to keep abreast of current trends and theories. For instance, in 1996, the Parent Education Department was asked by the Educational Service District 112 Truancy Board to provide parent education for families with truants. A class was designed to provide support.

During the 1996-97 school year, the Early Childhood Education (ECE) Department and the ECE Lab School began to incorporate a new curricular approach. The "Project Approach" is designed to provide an integrated, emergent, in-depth learning experience that is student directed and teacher supported. Staff members of the Parent Education Department have met with staff members of the ECE Program and attended workshops to incorporate this method into the lab experience and other areas of course work.

During the 1995 school year, the "Independent Living Skills" class was added as the result of a community need for young adults who have developmental delays. The class was to stimulate and facilitate learning of independent living skills. Nutrition, physical health and day-to-day living skills are addressed. The same year, the "Families Encountering Cultural Change" class was added, in collaboration with the English as a Second Language Department (ESL) to provide parenting skills to ESL students.

The Program continues to look at other models and research theories of child/family development to improve program quality. The Program Coordinator serves on the board of directors of the Organization of Parent Educators through the year 2000. Her active participation on this board provides the program with new and innovative ideas.

Instructional Staff

Full-time Faculty ---------- 2
Adjunct Faculty ---------- 1
Other Instructional Staff ---------- 6

Facilities, Equipment, and Technology

The Parent Education Department is located on the north end of campus in the Cora Haag Parent Education Building. This center, constructed in 1975, houses three classroom/laboratories and a conference room. The P.R.I.D.E. Program is located in the west wing and includes 2 classrooms and a speech/physical therapy office. The lobby area used as a meeting space for students as well as for con-

Student Learning Outcomes	Ability Link
Parents will determine learning and developmental goals for themselves and their children based on child development theories, learning styles and observations by faculty and staff.	CT, LL
Parents will develop a broader understanding of children's growth and development needs, and feelings.	CT, GM
Parents will gain a new perspective of their children by observing children of similar ages, mixed ages, diverse developmental abilities and levels in a lab setting.	GM, LL
Parents will acquire additional skills in child guidance techniques and parenting skills.	CT, EC
Parents will learn, share experiences and grow along with their child.	CM, CT
Parents will exchange knowledge and discuss mutual concerns with other interested parents and teachers.	CM, EC
Parents will review current information on child growth and development of parenting theories.	IT, CT
Parents will see themselves as competent facilitators with skills to advocate for their children in other settings.	CM, EC, LL
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

ferencing and staff meetings.

The outdoor play space was constructed in 1994. Work is in progress on the east side of the outdoor play space to accommodate children aged 2 and under.

We lack storage space for resource materials and a room for planning sessions and private conferences.

Strengths

Students have advocated in the public school districts to pursue this form of education in the elementary schools. A coalition was developed with the purpose of seeing a parent "co-op" implemented with grades K-3 and ultimately K-5.

A long-running highlight of the program has been the collaboration between Family Life and the Department of Social Health Services. For example, at the request of DSHS, a ten week workshop was offered for parents at risk for abuse of children. The course subsequently became part of the regular department schedule.

Challenges

- Meeting the curricular needs of students in a more consistent, concise manner.
- Developing agreed upon exit competencies for students.
- Working with other education institutions to develop a degree in parent education for transfer purposes.
- Providing better modules on current theories of parenting.

Recommendations and Actions Taken

Staff members will meet together regularly to facilitate curriculum review and syllabus preparation. A Department priority is to encourage students to make connections between course offerings and skill development for life long learning.

Materials in Team Room

- Department Notebook

Political Science Department

Overview

The Political Science Department is comprised of two full-time faculty members and several adjunct faculty. Courses are offered in national, state and local government, the U.S. Constitution, international organization and relations, international conflict, environmental politics, selected topics and special research projects.

Mission and Goals

The Department supports the Clark College Mission to "provide opportunities to individuals of diverse backgrounds to pursue their educational goals" whether through "professional/technical training, academic transfer, pre-college and basic skills, or personal development and personal enrichment." The Department supports the goals of learner-focused education, excellence, positive campus environment, broad-based partnerships, program improvement and results-oriented decision-making embodied in the Clark College Values Statement.

Student Learning Outcomes

The table outlines student learning outcomes and how they reinforce mastery of College-wide abilities.

Student learning outcomes are assessed through tests, research papers, and simulations. Informal interviews with students to determine course effectiveness in meeting student learning objectives have been predominantly positive.

Curriculum and Instruction

The Department believes that students should understand the principles and concepts of political science and use them to improve the human condition. A major objective is a learner-centered classroom with collaboration between student and instructor. Instructors emphasize research, active reading, informal and formal writing assignments, visual aides, group problem solving, community-based research, and interaction with the community. Added emphasis on international relations is reflected in recent curriculum changes.

Instructional Staff

Full-time Faculty ---------- 2
Adjunct Faculty ---------- 2

Facilities, Equipment, and Technology

Facilities and equipment are adequate. Computer rooms with access to the Internet are available for classes. Vans are provided for student field trips.

Strengths

A primary strength has been the Department's collaborative partnerships with the community. Our students have worked in local offices of state senators, in the state and national capitals.

Challenges

A major challenge is support of the College Mission to "provide opportunities to individuals of diverse backgrounds to pursue their educational goals." Diversity can be interpreted as various levels of educational preparation, and many educationally disadvantaged students now enroll in our classes. Although the College Mission is to serve the needs of the community, the dilemma of the thoughtful instructor is deciding whether failing a student is an appropriate response.

Recommendations and Actions Taken

- **More interdisciplinary teaching would enhance student learning and faculty development.**
- **More physical resources such as CD-ROMS and computers would support students in the classroom.**
- **At present the number of faculty positions is equal to students numbers and needs. Given the projected increase in enrollments, more staff positions may be needed in the future.**

Elements of Student Learning				
Outcome	**Ability**	**Key Concept**	**Level**	**Learning Activity**
a. Learn theories and concepts of political science.	Effective Citizenship	2. *Group Process* 2.1 Respects diversity of opinion	2. Argues each side's perspective effectively.	Students provide counter-arguments when writing congressional bills or essay papers.
b. Improve critical thinking and problem solving skills	Critical Thinking/ Problem Solving	1. Examines purposes, goals, and problems.	3. Evaluates, formulates, and synthesizes various kinds of problems.	Students research, assess, and integrate facts on public policy issues such as gun control.
c. Learn concepts and processes of effective communication	Communication	4. Recognizes and practices ethical behavior in communication situations.	3. Evaluates and values the ethical quality of communication.	Students debate policy issues during simulation congressional hearings and assess the sources and logical consistency of the opponent's arguments.
d. Apply information technology in political science research	Information/ Technology	1. Identifies Sources.	1. Identifies On-line Sources 1. Identifies Professional Sources.	Students trained to use on-line sources Students locate government documents such as Congressional Records for research projects.
e. Use political science research methods	Information/ Technology	2. Retrieves and manages data.	2. Selects appropriate sources.	Students use on-line political surveys and public opinion polls to assess current policy issues such as physician assisted suicide.
f. Use tools and methods for effective participation in the political process	Effective Citizenship	4. Builds Consensus.	1. Listens and is able to suspend judgment to alternative views.	Students understand and apply democratic concepts such as tolerance for different viewpoints in classroom simulations.

Assessment of Goals and Outcomes

Department Goals are assessed according to the following chart:

Goal	Assessment Tool
1. Learner-focused education	Course evaluations by students and informal interviews
2. Excellence	Student assessments and faculty accomplishments
3. Positive campus environment	Student assessments of learning environment and assessment of effectiveness in meeting student learning objectives
4. Broad-based partnerships	Assessment by campus and community of department's effectiveness in meeting objectives
5. Program improvement and Results-oriented decision-making.	Collaborative planning, monitoring, evaluation of goals and Objectives.

Materials in Team Room

- Department Notebook

Parents Receiving Intensive Developmental Education Center
P.R.I.D.E. Center

Overview

The P.R.I.D.E. (Parents Receiving Intensive Developmental Education) Center is a family-focused, early intervention program that provides education, training, and support for parents meeting the challenges of raising a child with a developmental delay.

In the program the parent is the student. The father, mother or primary caregiver enrolls in a Family Life class and earns college credit. The children's program is the parent's lab class. Parents learn by doing. Instructors model special techniques and the parent is given the opportunity to practice new skills under the watchful eyes of the highly skilled professionals who are members of a multidisciplinary team. The team includes a parent educator, a physical therapist, an occupational therapist, a speech pathologist, an instructional technician, classroom assistants, a family resource facilitator, and the parents.

The Adult Program

Adult learning in the P.R.I.D.E. Center is multidimensional and individualized. The class content is varied and built around each parent's experiences and specific needs of the child. Small group discussions and large parent group meetings are presented on topics that seem to be of general need each quarter. Learning occurs through interactions with instructors and other parents.

An equally important component involves a variety of supports which enables a parent to advocate for the family's needs in the larger community. Support for a parent may include individual instruction, information about other community resources, meetings with other parents, etc.

The Children's Program

Children in the program have unique needs which are met by a multidisciplinary team approach of individual assessment, family instruction and parent conferences. A plan is custom designed to instruct parents in the techniques that will help accelerate their child's development and prevent further complications caused by the child's disability. This individual family service plan views the family as the most important component in a child's life. The parents provide stability and consistency for the child and are the child's lifelong advocates.

Mission and Goals

The primary mission of the Clark College P.R.I.D.E. Center is to offer quality educational classes to families who face the challenges of raising a child with a disability. The program seeks to provide lifelong learning for parents by offering developmental education, training, and the opportunity to practice parenting skills under the guidance of trained professionals within a classroom setting that will enhance the personal growth and development of the family.

Our mission matches the college's Mission by providing quality educational classes to people within the community. Parents raising children with special needs have a strong voice within our community and the information they learn today will help them advocate for their child's needs throughout his/her life span, for others with special needs, as well as for their own needs. Our mission addresses the college's goal of life long learning.

Student Learning Outcomes

Upon completion of a course of study, parents will be able to:

- identify developmental goals and skills that are age appropriate for their child
- demonstrate guidance techniques modified to meet their child's individual needs
- identify their child's strengths
- demonstrate the techniques to teach their child gross and fine motor, cognitive, and self-help skills

- demonstrate techniques to facilitate their child's communication skills
- participate in advocating for their child and demonstrate learned skills through his/her
- participation in the IFSP process

Assessment of Goals and Outcomes

The Clark College P.R.I.D.E. Center addresses the campus-wide Ability of Life long Learning. Parent evaluations, letters, and conversations show a high level of satisfaction.

Each parent in the program completes a process called the Individual Family Service Plan. The plan is designed to identify the goals the parent will work on while enrolled in the program. The goals are listed in the IFSP and reviewed and updated as appropriate for their child's development. Goals are reviewed formally every six months and informally daily, and progress is documented on the IFSP form.

The Center is evaluated yearly by the Department of Community Services, Clark County Interagency Coordinating Council and each contracting school district. Feedback from these agencies expresses a high level of parent (student) satisfaction.

Curriculum and Instruction

The P.R.I.D.E. Center is in an on-going process of curricular development. Current trends and new insights are shared in weekly meetings. Changes in the fields of early childhood education and early childhood special education, Washington state guidelines for special education (WAC Rules), and staff expertise form the basis for modifications within the program. Parent feedback is gathered on a daily and quarterly basis and is a strong influence on the direction the classes take.

Historically, the P.R.I.D.E. Center had been identified as a program for parents of children with Down's syndrome. Within the last 5 years we have expanded our curriculum to meet the diverse needs of families who have children who may be medically involved, had a premature birth, cerebral palsy, autism or other disability.

Instructional Staff

Full-time Faculty----------2
Adjunct Faculty ----------8

Supervising teachers in the program are certified or licensed in the State of Washington to teach or provide therapy services for the public school system. The director is a member of the local Interagency Coordinating Council where professionals from the community work with families with children from Birth-age three. There is one permanent, tenured faculty in the P.R.I.D.E. Center who has responsibilities outside of direct teaching. There are 8 members of the multidisciplinary team who also instruct in the program.

Facilities, Equipment, and Technology

The P.R.I.D.E. Center has a teaching laboratory on the north end of the campus. The outdoor play space is being renovated to allow access for wheelchairs and walkers.

Physical space includes two classrooms that open to each other, three small rooms, a walkway used as a therapy room, an observation room and a restroom. The three smaller spaces include the director's office doubling as a parent meeting room or community meeting space, an office that houses four staff members and all of the records for the program, and a speech room where parents receive individual instruction.

The P.R.I.D.E. Center is growing at a rapid pace. We have doubled our student ratio in the last five years. Physical space is a great concern for us. We do not have adequate space for all current employees let alone for new staff members as our numbers increase. A room where members of the multidisciplinary team could meet to develop curriculum plans or meet with parents would greatly enhance the student learning. Also, two additional individual room for parent learning centers would expand the opportunities we could offer parents.

Strengths

The Center has been recognized as the most successful replication of the University of Washington's Down's syndrome program in Dr. Valentine Dmitriev's book, Time to Begin. The Center ad-

vanced to become a demonstration and turnkey site. We provide consultation services to new programs wishing to replicate our model.

The Center has been recognized in several additional books published by Dr. Valentine Dmitriev whose most current book is Tears and Triumph. This year we were again mentioned and recognized in a book written by a parent who is a psychologist and whose child attended the program from birth to age five. In her book Angles in the Rocking Chair we were praised for our compassion.

We have also been featured on the McNeil-Lear News Hour, Front Street Weekly and AM Northwest, as well as in local media reports.

Challenges

Challenges are: An urgent need for space, the inadequacy of our outdoor learning area and our necessity for full-time trained staff. A special problem is that our outdoor learning area is not handicapped accessible.

We have an immediate need for additional office space to house members of our teaching team who must complete school forms, evaluation reports and formal educational plans for families in the program. We need additional classroom space so we can run a variety of class options to meet the diverse needs of the unique families we serve.

The need for full time staff is becoming even more critical. The obligations of the school district contracts, parent and child privacy rights and the unique training and skill level required of the professionals within this program almost demand full-time employees.

Recommendations and Action Taken

The P.R.I.D.E. Center is constantly re-evaluating all course offerings, based on feedback and suggestions from students and guided by regulations from the State of Washington, public school requirements and professional training seminars.

Materials in Team Room

- Department Notebook

Psychology Department

Overview

The Psychology Department has five full-time faculty, three of whom also have teaching responsibilities in other departments. In addition, two to four adjunct faculty are employed per term.

Mission and Goals

The primary goals of the Psychology Department are to provide students with a base of knowledge of individual human behavior and the various factors that influence it, and to develop students' ability to open-mindedly, but critically, evaluate claims about human behavior through the application of scientific method and exposure to a variety of theoretical models.

Courses offered by the Psychology Department support Clark College's Mission of offering comprehensive educational programs and providing access to educational opportunities. Each of the core courses currently offered by the Department applies toward the social sciences distribution requirement for both the Associate in Arts and Associate in Applied Science degrees. The Department also supports specific programs in other departments (e.g., Chemical Dependency Counselor, Early Childhood Education, Nursing, etc.) by offering courses required by students in those areas.

Student Learning Outcomes

Courses in the Psychology Department support the General Education Student Learning Outcomes for the Social Science Distribution Requirement and their link to the College-wide Abilities.

Very specific student learning objectives for the minimum content of the General Psychology I course were formulated and agreed upon by the full-time Psychology faculty during the summer of 1994. Although individual instructors have tailored these objectives to more closely mesh with current texts, the project was successful in at least two ways. First, all General Psychology I students now receive a list of detailed learning objectives to facilitate their mastery of course content. Second, faculty agree on a core of topics and concepts to be included in this basic, introductory course.

Specific learning outcomes consistent with College-wide abilities, are specified in all psychology courses in each course syllabus, as follows:

General Psychology I
Critical Thinking/Problem Solving, Communication

General Psychology II
Critical Thinking/Problem Solving, Communication, Life-long Learning, Information Technology

Social Psychology
Critical Thinking/Problem Solving, Global/Multicultural Perspectives

Human Development
Life-long Learning, Communication

Assessment of Goals and Outcomes

All Psychology instructors are actively engaged in assessing student progress. Students are informed in writing, either in syllabi or other course handouts, of what they are expected to learn and how their learning will be assessed. Assessment devices include objective examinations, essay and short-answer examinations, and various writing assignments (e.g. article summaries, term papers, annotated bibliographies, etc.)

Sample syllabi, assessments, and student work are available in the Team Room along with pre- and post-test results from General Psychology I.

Curriculum and Instruction

The Psychology Department offers four core courses: General Psychology I, General Psychology II, Social Psychology, and Human Development. General Psychology I is among the most popular

courses at Clark College, serving nearly four hundred students per term. Human Development is also popular, serving approximately 150 student per term. Both courses are offered in a distance learning (telecourse) format as well as in the traditional lecture/discussion format.

General Psychology II (one section offered per term) and Social Psychology (one section offered per year) are taken primarily by students intending to transfer to a four-year college or university to major in psychology or a related social science. The Department periodically offers a selected topics course (e.g., a course on sexual orientation was offered Spring 1995). In addition, students occasionally contract with faculty to work on special projects of interest.

The Psychology Department has reduced the maximum class size of its core courses from fifty to forty-five students. This helps promote and assess students' progress toward mastery of College-wide abilities.

Instructional Staff

Full-time Faculty ---------- 5
Adjunct Faculty ---------- 4

Facilities, Equipment, and Technology

Most Social Science activities take place in the Foster, Hanna, Hawkins building complex, with the most in Hanna Hall. Full-time faculty offices are located in Foster Hall and Hawkins Hall. Currently each full-time Psychology faculty member occupies a private office, but as the Social Science Division has grown to meet demand we have run out of available office space. None of the adjunct faculty in Psychology have office space. We see this as a problem.

Strengths

Among the major strengths of the Psychology Department are the following:

- A strong commitment within the Department to quality teaching and learning;
- All faculty are agreed on incorporating into their courses educational practices that have been demonstrated through research to be effective.
- All members of the Department are actively engaged in following new developments in selected areas within their disciplines.
- All members of the Department are committed to working together toward improvement of the Psychology curriculum, and toward providing courses that support the needs of other departments and programs within the college.

Challenges

Perhaps the most pressing challenge facing the Department (and most of the College community) is the availability of adequate space. It also appears that we will not have access to the necessary classroom space (two adjacent or nearby rooms) to offer selected sections of PSYC 101 in the Personalized System of Instruction (PSI) format that we are developing at high demand times.

Recommendations and Actions Taken

The Psychology Department is designing a survey that will be administered to General Psychology I students to determine (1) why they enrolled in the course, (2) their major field of study, and (3) what other psychology classes they would find useful or interesting. The results of this survey will inform our discussions on potential curricular changes.

Plans are currently underway to develop and implement a Personal and Social Adjustment course and Personalized System of Instruction (PSI) format for the General Psychology I course.

Materials in Team Room

- Department Notebook

Sociology Department

Overview

The Sociology Department consists of two full-time faculty members and six adjunct faculty members. The course offerings are in two major areas: Criminal Justice and Social Institutions and are offered to majors and non-majors in a two year transfer degree program.

Mission and Goals

The Sociology Department offers courses that:

1. develop students' ability to analyze human society and social behavior from a scientific perspective;
2. develop students' familiarity with the intellectual roots of sociology and their understanding of both the theoretical and empirical aspects of the discipline; and
3. enhance students' "sociological imagination" and their appreciation of the importance of such an imagination in today's global society.

In keeping with the College mission and values, we have developed learner-focused syllabi. We pursue excellence through regular evaluation of our goals and performances by students and peers. We foster partnerships with outside agencies and organizations by collaborating with professionals in social work, juvenile counseling, and criminal justice who serve as guest speakers and adjunct faculty.

All Department faculty regularly attend conferences, present papers at state and regional professional conferences, and serve on various committees and councils.

We subscribe to the following: "engaged (research & larger community) classroom professors are inescapably dedicated professional scholars, whose research will continually inform and impact their teaching areas directly in the classroom."

Student Learning Outcomes

Our courses support the General Education Student Learning Outcomes for the Social Science Distribution Requirement and their link to the College-wide Abilities.

Students successfully completing the general Sociology course should have an appreciation of the social scientific method, through an understanding of the sociological perspectives. By examination of social theories and social concepts from functional, conflict, and symbolic interaction perspectives, students should have a better understanding of social phenomena, social interactions and social structures that comprise any society and culture around the globe.

Sociologists are especially aware of the multicultural aspects of any society and an attempt is made to foster such learning outcomes in each course offering. All sociology courses stress the College-wide Abilities of Critical Thinking and Multicultural Perspectives.

Assessment of Goals and Outcomes

We assess student learning through regular formal student evaluations, examinations, internships, essays, and special projects where we determine employer satisfaction through survey data and successful completion of negotiated community projects. The objective exams are basically designed as "application questions," (versus simple concept definitions) in order to assess critical thinking. At the present time, we do not have a good tracking system for our graduate and transfer students.

The Department Notebook includes sample course syllabi, writing samples, and a copy of a satisfactory completion of a specific course section with the final grades.

Curriculum and Instruction

General Sociology is the introductory course and serves as a prerequisite for other Sociology courses. Fourteen other courses are offered each year, among them "Special Projects."

Instructional Staff

Full-time Faculty ---------- 2
Shared Faculty ---------- 2
Adjunct Faculty ---------- 6

The Sociology Department's full-time faculty members attend and present at least several times a year at one of the Sociological professional organizations. (See Department Notebook for example from The Pacific Sociologist)

Facilities, Equipment, and Technology

The Sociology Department does not have any specific needs for specialized equipment. However, as more of our curriculum is tied to CD-ROM's and PowerPoint, each classroom should be equipped with computers that will allow us to use computer technologies now widely available. We feel we are operating at a disadvantage without them.

Strengths

The real strength of the Sociology Department is that it is comprised of faculty with diverse backgrounds racially and culturally. The faculty are active and dedicated sociologists who enjoy teaching and sharing this discipline with their students.

Challenges

Our biggest challenge is attempting to maintain curricular excellence in a climate of increasingly diverse student abilities, given our open enrollment policy as a community college. We are also one of the departments, along with most other Social Sciences, that have consistently large class size enrollments. We routinely have 45 students in each section each quarter in our general sociology courses, which is too many.

Recommendations and Actions Taken

We plan to offer computer labs with specific case studies to be utilized by our general sociology students to develop technological skills to enhance global cross-cultural studies through assigned case studies, and enhance critical thinking and multicultural awareness.

Materials in Team Room

- Department Notebook

Women's Studies Department

Overview

The Women's Studies Department has one full-time faculty member and three adjunct faculty teaching courses with the Women's Studies prefix. Women's Studies, however, is an interdisciplinary field that comprises courses in History, Art, Literature, Health, and other fields. As such, the quarterly Clark schedule cross-lists these courses along with the Women's Studies offerings. Seven faculty in other departments teach classes that can be considered Women's Studies courses, such as Women in History, Women in Art, and Women's Health.

Mission and Goals

Our mission and goal is to provide classes that integrate materials, activities, and lectures that foster acceptance of diversity. Women's Studies works to overcome sexism, racism, homophobia, and discrimination based on age or disability. Students are clearly informed of the ways Women's Studies courses integrate and fulfill the College-wide Abilities. We especially focus on Critical Thinking, Global/multicultural Perspectives, Communication, and skills that foster Life-long Learning.

Student Learning Outcomes

As a member of the Social Science Division, the Women's Studies Department supports the General Education Learning Outcomes for the Social Science Distribution Requirement.

Student Learning Outcomes	Ability Link
1) Understand the rationale for a separate discipline for Women's Studies.	Content
2) Learn about women who have made significant contributions in our society.	Content
3) Develop awareness about the connection between women's personal problems and the role of women in society.	Content
4) Develop awareness about how the first and second generation of the women's movement has contributed to women's existing rights.	Content
5) Understand the history of feminism and its positive outcomes for both women and men.	Content
6) Relate to women who are different from themselves, either by race, culture, age, or sexual preference a. Demonstrates respect for different cultures b. Demonstrates ability to work effectively within a diverse group c. Demonstrates sensitivity to biases, his/her own and others.	GM
7) Understand feminism, separating fact from opinion, and evaluating negative images as portrayed in the media and popular culture as part of the backlash against the forward-moving strategies of the Women" Liberation movement a. Make accurate observations b. Identify, distinguish and define facts, data, opinions c. Use relevant questions to solve problems	CT
8) Practice effective written and oral communication skills in small and large groups as well as consciously use the elements of communication in a variety of settings and modalities.	CM
Key: CM=Communication, **CT**=Critical Thinking/Problem Solving, **EC**=Effective Citizenship, **GM**=Global/Multicultural Perspectives, **IT**=Information/Technology, **LL**=Lifelong Learning	

Assessment of Goals and Outcomes

Department

The Department measures its effectiveness by the following accomplishments.

1. Enrollment in Introduction to Women's Studies. Enrollment continues to be strong. We have added a new day section, and it has filled, bringing the number of sections offered each quarter to five.
2. Attendance at conferences. With the aid of community support and student fund raising, we were able to send twenty six students to a Young Feminists conference in Washington, DC in April of 1997.
3. The YWCA uses volunteers from Women's Studies classes in their advocacy programs, and sends speakers to Women's Studies classes each quarter.
4. Student evaluations of course offerings continues to be strong.
5. Students who have taken Women's Studies classes are hired in the community. Currently former students are working in the YWCA Sexual Assault Program, the Safechoice Program, and the Clark College Preschool.

Student Learning Outcomes

Student learning outcomes are assessed in the following ways.

1. Written self-evaluations by students. Students complete a two-page report at the end of each quarter for most Women's Studies classes, and explain how they have reached the course objectives.
2. Student grades are generally good and compare favorably with other departments.
3. We also use recommendations, word of mouth, and student reports, all of which have been favorable.
4. Anecdotal student comments. Faculty continue to receive reports from former students who say, "Taking your Women's Studies class has changed my life". Students have had the courage to leave an abusive relationship, strive for higher vocational goals, and enter new and exciting job fields. Mothers send their sons and daughters to take theses courses after taking them themselves. Many campus advisers recommend Women's Studies courses, and most courses fill within a week of the opening of registration.

Curriculum and Instruction

Women's Studies employs a variety of teaching methodologies. Rather than using the traditional lecture and memory-based testing, Women's Studies uses mini-lectures and discussions, student led small discussion groups, speakers, videos, films, and take home tests. Tests focus on critical thinking and integration and assimilation of skills and information into student's lives, rather than traditional rote learning.

The Department offers five courses regularly, and many other offerings on a quarterly or experimental basis. Currently we offer five sections of WS101, Introduction to Women's Studies each quarter with a total of 350 students who take this course every year. This year we offered the course for 5 credits; formerly for 3 credits. WS201, Women Around the World, is offered 1 or 2 times per year. We have offered it 3 times as a linked course with "First Course in the Internet". Other courses offered such as WS280, Special Topics in Women's Studies, have included Verbal Abuse, Ethnic American Women, Great Women, Women in Myth and Music, Men's Lives, and the women's conference.

The increase to five credits in WS101 was in response to the overwhelming amount of scholarship produced since the second wave of the Women's Movement and continued pressure from students to increase the credits. Clark College had one of the first Women's Studies Programs at the Community College level. We have grown significantly in the last ten years, and continued campus-wide suggests further growth.

We utilize speakers from the YWCA, Hands off Washington, Hough School Foundation, and other community groups, thereby fostering community partnerships. We also produce a community wide Women's Conference, "Keep on Moving Forward" each year with a steering committee of students, staff, and community members.

Instructional Staff

Full-time faculty ---------- 1
Shared faculty ---------- 7
Adjunct faculty ---------- 3

The Department Head attends the yearly meeting of the National Women's Studies Association whenever funds are available and has presented several times. She has also presented on the linked course (Women Around the World and First Course in the Internet) at three computer conferences. She is a certified trainer in the Internet. The Coordinator also attended the United Nations Fourth World Conference on Women in Beijing, September 1995.

Facilities, Equipment, and Technology

The Women's Studies Department does not have a designated classroom that can be fitted with suitable materials. The Coordinator has a very small office where the Women's Studies library, posters, educational materials are stored. Adjunct faculty have no offices, which is a major problem.

The Department developed a linked course - Women Around the World and a First Course in the Internet, utilizing the latest internet technology.

Strengths

- Continued enrollment growth.
- A variety of courses to meet students needs.
- Excellent coordination with other departments.
- Community recognition. Instructors serve on boards for other community agencies, on planning committees, and the Women's Studies Coordinator this year received the Val Joshua Racial Justice Award for her work in promoting equity in the community.

Challenges

We are continuously challenged to provide courses that meet student needs, to keep a solid staff of trained faculty, and to work within the constraints mentioned in the next section below.

Recommendations and Actions Taken

- **As more women enter fields formerly dominated by men, the need for fostering better understanding of women's needs and concerns has become vital for both male and female students at Clark College. The Department has tried to stay abreast of these needs by offering more sections of the introductory course, by expanding the basic course to five credits, and by offering courses linked to courses in other departments. We also offer both core and experimental courses in the evening and in the summer.**
- **The Department has also developed new offerings, such as Diversity: Ethnic American Women, and Verbal Abuse. More courses need to be developed, and more courses need to integrate web-based technology into their assignments and lecture/presentations.**
- **We are hampered by lack of Internet access in classrooms. We are also hampered by the lack of re-assigned time for the Coordinator to enable her to develop programs and train new faculty. For example, she has had to train and supervise two new adjunct faculty this quarter, in addition to teaching full-time and producing a major women's conference on campus. In spite of these drawbacks, and because of the support of other staff at the College, Women's Studies is flourishing at this time.**

Materials in Team Room

- Department Notebook
- Samples of final reports from Women Around the World are also available on the Women's Studies Web page.