



## Standard 3

### Students

#### Introduction

From 1994 through 1998 major changes have occurred in Student Services. Three different chief Student Services officers were employed. Major initiatives such as welfare reform, worker retraining, and outcomes assessment shaped decisions and practices. Emphasis during the self-study years shifted from maintaining individual, quality programs to rebuilding of teams. A newly revised foundation of operational policies is in place, and Student Services is ready to move into the future supported by thoughtful planning and careful evaluation.

#### Organization and Mission of Student Services

The organizational model for Student Services is consistent with the Mission of the College, providing maximum opportunities that support the educational and personal goals of a diverse student population. Student Services departments are arranged within relational groups reflecting the services provided for student outreach (Enrollment Management), intake (Admissions, Guidance Services, Registration, Financial Aid, and Sponsored Programs/Disability Support Services/Veterans Affairs), student success (Student Support Services, One-Stop Employment Center, and Health Services), and activity and leadership opportunities (Student Programs and Athletics). A broader emphasis on inclusion has resulted in changes—moving from a narrow Women's Center model to a broader Student Support Services focus (that includes retention efforts, Women's Programs, the Displaced Homemaker Program, and Peer Mentoring) for instance. Every effort is made to ensure

units are organized and focused on student success and retention. Attachment 3.1 shows the organizational structure of Student Services.

The Vice President of Student Services participates in all administrative functions of the college as a member of the Executive Team. Recent modification of title from dean to vice president, job description (with an emphasis on communication, planning, and evaluation) and equal status with other college administrators will highlight the vital role performed by this branch of the institution.

A newly created position, the Student Services Manager, is designated to coordinate activities in the Vice President's office, to oversee the Student Services budget and the meeting facilities on campus. An additional area of emphasis includes support of staff development and coordination activities among Student Services departments. Two clerical support positions assist the Manager in carrying out these responsibilities.

The key positions within Student Services are: the Student Services Manager, Director of Admissions, Director of Financial Aid, Director of Sponsored Programs/Disability Support Services/Veterans Affairs, Director of Athletics, Director of Guidance Services, the Health Services Officer, Director of Recruitment and Outreach Services, the Registrar, Director of Student Programs and Multicultural Student Affairs, and Director of Student Support Services. Each of these positions has been reviewed to determine qualifications and abilities necessary for job performance. Job descriptions are reviewed annually to ensure they are accurate and up to date. An emphasis is placed on consolidating programs that serve like functions. All staff members are active in regional, state, and national professional organizations.

## Student Services Policies

All units work to develop clear policies and procedures associated with their roles. Because of changing regulations and initiatives, updating these policies and procedures is challenging. During the past three years all major Student Services Policies, *Code of Student Conduct* (WAC 132N-120); *Admissions, Registration, and Graduation* (WAC 132N-160); *Tuition and Fee Waivers* (400.L00); *Athletic Eligibility, Grievance Procedure* (723.00); and *Family Educational Rights and Privacy Act (FERPA)* (710.020) were reviewed and updated.

Student Services also fulfills a major role in the development and updating of College Catalog material. During the 1998/99 revision process, Student Services took the lead in reorganizing the Catalog to more closely match the student experience and ensure information was accurate and useful. This process will continue with the 2000/01 Catalog process.

## Goal Setting and Planning Efforts

While Student Services identified goals for the 1995/96 and 1996/97 academic years, no overall goals were established for the 1997/98 time period. (Appendix 3.1) This was largely attributable to the interim nature of Student Services leadership. Recently, the job description for the Vice President of Student Services has been re-written to clearly reflect responsibilities associated with planning and evaluation. A major goal assigned to the new Student Services leader will be to accomplish this process and produce an annual report of accomplishments, strengths, and weaknesses. Student Services goals and planning efforts will be aligned with those of the institutional planning and effectiveness model.

## Resources and Facilities

The Vice President of Student Services presents budget projections and requests to the Executive Team and has an equal voice with other lead administrators during this process. Over the past five years, the percentage of funds supporting Student Services activities has increased by almost 3%. In addition, several new staff positions have been created. Recent staff increases include a 1.5 FTE in

Counseling, a .75 FTE in One-Stop Employment Center staffing, a .5 FTE for the Director of Athletics, a 1.0 FTE Registration staff increase, and more dollars identified for part-time employee costs. In recognition of increased complexity of job responsibilities, several position upgrades have been approved.

The Vice President of Student Services also participates as a member of the Foundation Funds Allocation Sub Committee; the group that recommends awarding of enhancement funds for general and vocational purposes. Student Services' interests are given equal consideration during the decision-making process. Recent awarding of funds has served to support technology, to improve student success and retention efforts, and to enhance support services.

During the summer of 1996/97, many physical changes occurred within Student Services. New carpeting and furniture was purchased for virtually every area. The Registration Office was moved to Gaiser Hall, consolidating all Student Services in one central location. Many departments on campus assisted in providing information and support during the planning and implementation phase of remodeling. The result has been better communication among Student Services units and an increase in morale for staff. As Student Services needs grow, however, a long-range plan must be developed reflecting physical space considerations.

## Information and Communication

During the spring 1998, a student handbook format was created to serve as a "roadmap" for student use. The campus community will review the format and it will be produced during the 1998/99 academic year.

All major Student Services functions are reflected on the Clark College Homepage. Students access this WEB site for answers to questions and to view copies of application and request forms. The use of the e-mail distribution lists assists in providing better communications for faculty and staff.

As a result of State legislative requirements, the College developed and submitted performance goals and strategies to document initiatives and improvements in four defined areas: transfer effi-

ciency, access to baccalaureate education, earnings at time of placement, and vocational program retention. Information about these initiatives has been facilitated through Student Services professionals associated with peer support services and student retention. During the first two years of this initiative, Student Services took a lead role in development of the institutional plan. This role will be equally shared with instructional partners during the next planning period.

### ***Recommendations and Actions Taken***

**In order to ensure that communication, planning, and evaluation of services occurs regularly, Student Services should be organized into fewer, more meaningful units. While the recent organizational study gave minor recommendations for Student Services, special attention must be placed on a review of structure and decision-making processes. An annual goal-setting and assessment session will be planned for all Student Services personnel. Also, professional development opportunities must be provided for mid-management staff.**

## **General Responsibilities**

The organization of Student Services is tied to the Mission of Clark College, and its service to students reflects this same tie to institutional Mission, Vision, and Values. Students complete admission, registration, financial aid, and other forms that provide a wide range of information. Students undergo assessment testing for academic placement and advising. Selected students also participate in self-identification of their needs as a result of advising and through participation in special programs such as athletics, workstudy, or activities. Other methods of identifying the characteristics of students include: collection of demographic and retention/attrition data, assessment of students' academic/vocational interests and skills, and evaluation of students' special needs for support services. All these represent the general responsibilities of Student Services. See Appendix 3.2 for details regarding student characteristics.

## **Student Placement and Retention**

Students entering college for the first time are encouraged to take ASSET and COMPASS placement

tests to determine their reading, writing, and math skill levels. If a student believes test scores fail to accurately reflect their skill level, math or English departments are available to provide further assessment.

Students may be referred to non-credit Adult Basic Education (ABE), English as a Second Language (ESL) classes, or to credit bearing Developmental Education (DVED) classes prior to taking college-level course work. Faculty advisors in each of these areas conduct additional diagnostic testing to determine which ABE, ESL, or DVED classes are appropriate. Second-language learners are encouraged to take the Second Language English Proficiency (SLEP) Test offered through the International Programs Office, rather than the ASSET or COMPASS. Based upon their performance, they are then referred to ABE or ESL classes if their English proficiency levels are extremely low, or become enrolled in English as a Non-Native Language (ENL) credit-bearing classes. Students interested in special vocational/technical programs, health occupations, and business are referred to individual divisions and departments for special testing and advising.

Students with disabilities are referred to the Disabled Student Services Office to determine their eligibility for accommodations. Clark College has both the State Schools for the Deaf and for the Blind located within its service area. During the past several years, the number of students qualifying for accommodation services has increased dramatically. Identified funding is available from the legislature, but the College must cover any costs above available budget. Due to the nature of student enrollments, projecting costs is difficult at best.

### ***Recommendations and Actions Taken***

**A thorough review of all testing policies, procedures, processes, and methods across the campus is needed. The current assessment system is based on historical relationships with the test developers and must be reviewed in light of current needs, assessment goals, and student performance. In addition, a more effective and appropriate (perhaps centralized) system must be developed to monitor student progress and provide appropriate intervention.**

## Student Progress

Students who are undecided about their major area of study are encouraged to enroll in Employment Exploration classes. Staff members provide employment counseling, vocational assessment, and information about employment fields. Retention efforts focus on this group—the most at-risk students of those attending Clark.

Each quarter, student academic probation and suspension lists are generated. During the academic year 1997-98, students who were on academic or financial aid probation were involved in a pilot retention project. Selected students met with Student Support Services personnel who identified factors affecting educational performance, developed and implemented individual student academic plans, and assisted in providing support services.

Students enrolling in limited-entry programs, such as Nursing and Dental Hygiene, must meet additional pre- and post-admissions requirements set by each department. Student progress is carefully monitored by faculty to determine each student's academic readiness. When deemed necessary, faculty meet with individual students to discuss performance and make recommendations for intervention.

The role of the student's advisor is key to identifying student learning needs and appropriate support services. Areas throughout Student Services assist students by providing information and referral to community and campus resources. Service and support is tailored to the individual needs of each student, many of whom are facing very complex academic, financial, employment, and personal issues simultaneously.

### ● General Recommendation

During the past several years, duplication and overlap of services has occurred within Student Services. A study relating to organization and decision making must include a review and "assignment" of services. Coordination among units related to advising, student retention, and support services is lacking.

## Student Governance, Policy Development, and Budget

Students enrolled in college credit courses at Clark College are members of the Associated Students of Clark College (ASCC). The Clark College Board of Trustees recognizes the ASCC Executive Council as the representative body for all students. Each spring ASCC conducts a campus-wide election to select officers for the forthcoming year. There are currently five (5) positions on the ASCC Executive Council: President, Vice President of Finance, Vice President of Activities, Vice President of Elections and Appointments and Director of Public Relations (appointed). Each officer serves on college committees; the President of ASCC is the official liaison and representative between ASCC and the Clark College Board of Trustees, the College and the community. The officers gain valuable leadership and executive-level experiences through formal training and experiential learning.

ASCC officers are responsible for the management of a services and activities fees budget totaling more than \$600,000. Student government keeps students informed about administrative or legislative policies that directly affect the student body such as tuition increases, regulation changes, and mandated procedures. Students are represented on major college standing committees. Any student may request selection as a member to a committee that includes student representation. Thirteen of the 25 college committees have student representation. The College reorganization and decision making study process will include a review of student participation in the College's governance structure.

Faculty help develop policies for student programs through membership on the ASCC Finance Committee. Faculty make formal and informal suggestions for the initiation of policy and programs to the ASCC Executive Council. Program directors set policy, in the form of syllabi, related to successful completion of courses linked to the co-curricular program. Club advisers and students collaboratively develop formal and informal guidelines for activities.

### Student Program Improvements

The current student government structure was developed in 1973 when Clark was a relatively small institution and the model no longer provides adequate representation for the nearly eleven thousand students in attendance. The structure is currently under evaluation by the Constitution and By-laws Committee. One system that is being considered includes a student senate that more accurately reflects a broader student population.

A formal leadership development model has been in place for ASCC officers during the past four academic years. This model has resulted in more stability within ASCC officer ranks and improved performance of duties. Promotional material listing opportunities for involvement in student government and campus committees at Clark College is available in a variety of publications, but a more comprehensive plan for providing information to students and identifying potential student leaders needs to be developed. Intake mechanisms such as the admissions process, registration, orientation, and referral from faculty need to be used to provide more and better information regarding leadership opportunities and involvement in campus committees. Leadership outreach programs should be developed to recruit high school juniors and seniors seeking involvement in leadership at the college level.

### Student Rights and Responsibilities

The *Code of Student Conduct* details the students' rights and responsibilities. This core policy was updated during the 1996/97 academic year and has been formally adopted by the Clark College Board of Trustees (WAC 132N-120). The new policy includes sections on computer use and academic honesty. It clearly identifies due process rights and procedures.

The *ASCC Constitution and Bylaws* includes a section on student's rights and responsibilities and is consistent with the *Code of Student Conduct*. Reference to the *ASCC Constitution and Bylaws* and the *Code of Student Conduct* is made in the *Clark College Catalog* and will be included in the new student handbook.

As a result of the self-study, the College has identified the need to develop policies relating to appropriate student use of computers and e-mail. Recommendations will be forwarded to the Academic Computing Users Committee, then passed on to the Executive Team for final review.

### Student Safety and Security

Clark College employs a full-time Security/Safety Manager, two additional full-time campus security officers, six part-time campus security officers, and several part-time dispatchers. During the 1998/99 academic year, a new full-time dispatcher position was funded. This position further demonstrates the College's commitment to ensuring a safe and secure learning environment. The Department uses trained student workers during quarter sessions to assist in staffing the Security/Information Desk.

The primary responsibilities of the College Security/Safety Department include insuring public and employee safety; preventing crime; providing information; enforcing parking and traffic regulations; and lending assistance in case of emergencies.

Campus security officers have citizens' arrest powers. All significant crimes committed on campus are immediately referred to the Vancouver Police Department. The Clark College Security/Safety Department also maintains a working relationship with the Washington State Patrol and the Clark County Sheriff's Office, which supports information sharing, report transferring, and staff training. During special events on campus, the College utilizes off-duty law enforcement officers to provide additional security coverage. The Security/Safety Department provides a dispatcher during regular hours, Monday through Friday, and until 1 PM on Saturday to respond to questions and concerns of visitors, students, or faculty/staff members and to dispatch appropriate security responses as necessary.

Emergency information sheets are posted in each College building. If a crime is witnessed, the Vancouver Police Department can be immediately summoned by calling Emergency 911. When campus buildings are closed, outdoor telephones are available to the public.

### ● Incident Reporting

The College complies with Section 28B.10.569 of the *Revised Code of Washington and the Crime Awareness and Campus Security Act of the Federal Government*. (Exhibit 3.1) Each time a security situation is reported to the Security/Safety Department, a written record is generated and copies of case reports are provided to appropriate campus departments and law enforcement agencies.

Each week the Security/Safety Manager makes available to the College newspaper a summary of incidents, which occurred during the previous week. Notices dealing with special concerns are periodically printed in the College newspaper and the campus staff newsletter, *Run of the Mill*, and posted at the Security Office and on campus bulletin boards. Bulletins are distributed campus-wide through e-mail when emergency situations require immediate notification of personnel.

### ● Physical Security

All buildings are closed to students and the public before and after regular College hours except for those times and for purposes otherwise approved by the administration. Individuals violating the facility use rules adopted by the Board of Trustees may be subject to disciplinary proceedings or criminal prosecution.

The Security/Safety Manager or designee remains in close contact with the Director of Plant Services, identifying and working on maintenance requests related to security/safety issues for grounds, parking lots, and campus buildings. Lighting problems and other concerns are specifically noted. Employees and students who are concerned about safety and security issues can forward information to the College's Environmental Health and Safety Committee or the College's Security/Parking Advisory Committee.

Victims of a criminal sexual assault on the College campus have the option of contacting the Vancouver Police Department or the College Security/Safety Department. If the Security/Safety Department is contacted first, they will assist in notifying the proper authorities. An officer will respond to the location to be with the victim to provide assistance until the police arrive.

Health Services and Counseling staff are available to provide support as requested. Sex offense educa-

tional materials are available in Health Services and Student Support Services. After an alleged sex offense, academic and living situation change options may be discussed with the College's counseling staff. Disciplinary procedures and sanctions for sex offenses are prescribed in the *Student Code of Conduct* or employee contracts/personnel rules, as applicable.

### ● Crime Prevention Education and Coordination

The Security/Safety Manager participates in Student Orientations each quarter. The Security/Safety Manager or designee meets regularly with particular campus departments and personnel to assist with crime prevention, safety, and security planning. The manager is available at any time to discuss similar issues with interested campus groups or student organizations.

While the Security/Safety Manager reports to the Vice President of Administrative Services, he/she is invited to participate in Student Services Director/Coordinator meetings. This process ensures a clearer understanding of safety/security issues related to students and provides an opportunity for direct communication among offices located in Gaiser Hall.

## College Catalog and Printed Information

The *Clark College Catalog* is published every two years. The section on admissions includes general admission procedures as well as information on special admission programs. Included in the general information section is extensive information on financial aid, registration, tuition and fees, refund policies, and student records, grades, and graduation requirements. Specific information related to courses and programs is published in the final section of the Catalog. During the 1996/97 academic year, the Catalog was updated to more closely reflect the sequence of student experience. Prior to the next Catalog update, students will be asked to review the current format and provide suggestions for improvement.

The quarterly schedule includes admission procedures, registration, class listings, student records, graduation information, assessment, advising and

tuition detail, fees and refund policies. The Student Handbook draft includes similar material but is formatted for ease of student use and promotional purposes. Additionally, the Student Handbook will provide information about student organizations, navigating through the college, and other useful topics. The Clark College WEB site also provides similar information formatted for ease of access. The site is managed by the Public Information Office and is updated on a regular basis. Information is being collected related to use of technology information sites and will impact future planning and resource allocation.

### **Evaluation of Services**

Recent work in the area of institutional accountability and outcomes assessment has resulted in changes within Student Services. A clearer focus on student retention and quality of services resulted in increased efforts of counseling and advising staff. New Student Orientation processes have been refined and improved. Work has begun on a review of Advising and Registration services. And Student Services staff regularly participate in efforts aimed at improvements in student outcomes assessment and institutional accountability. Several student services members helped draft and evaluate the first institutional accountability plan and will participate in the formation of the plan due in October of 1998.

During the academic year 1996/97, Clark College administered the Community College Student Experiences Questionnaire (CCSEQ) to a random sample of its student population. While the results of this sample have been informally used to enact changes, a more formal and consistent use of data must be developed. Several staff changes, including those of the Vice President and Registrar, precluded adequate follow-up on this project. However, the effort is seen as an important component to regularly collecting information about the student experience at Clark College. The second administration of the CCSEQ during the 1999/00 academic year is planned, with a detailed comparison done with previous results.

#### **Recommendations and Actions Taken**

**The College is in the process of developing measures of institutional effectiveness. Much of this process has been focused in the area of in-**

**struction, via outcomes assessment. With completion of the College Mission, Vision, and Values work, and identification of the Goal Setting and Institutional Effectiveness Plan for the College, Student Services will be able to move forward with annual goal setting activities. The goals for Student Services will flow from those developed by the Board and College and include clearly identified evaluation criteria. A commitment to completing goal setting processes for the 1998/99 academic year will be made on the part of the Student Services administration.**

### **Academic Credit and Records**

The Registrar participates in campus committees that determine policy regarding awarding and recording of credit. Clear guidelines relating to grades and student records are published in the *Clark College Catalog* and made available to those requesting information. Staff entering grades, complete the process and check the accuracy of their work through computerized lists. On a quarterly basis, faculty are asked to maintain copies of grades entered after verifying their accuracy. Changes in grading policy are implemented only at the beginning of an academic year and after comprehensive review by college committees and approving bodies. Transcript legends accurately reflect the College's grade definitions.

The criteria used for evaluating student performance and achievement are established by the faculty, instructional departments and divisions, then approved by appropriate campus committees, and are detailed in Standard 2.

#### **● Awarding of Credit**

It is the established policy of the College to accept credits from all regionally accredited institutions. The guide used for awarding of credit is *Accredited Institutions of Postsecondary Education*, published by the American Council on Education. Students not meeting the criteria stated in this guide are given the option to petition awarding of credit to the Academic Standards Committee (ASC). The Credential Evaluation Office recommends the student petition any such credit after academic residency requirements (30 credits) are met. This policy is consistent with other Washington State institutions.

Only one exception to this policy is in place—through the Health Occupations Office. The practice for this program is necessary due to the transitory nature of Health Occupations Program applicants and the competitive nature of program admission. Because the program may choose to accept credit not recognized by the College, a student who has had coursework approved for a Health Occupations vocational program may not be allowed to use the same coursework in an Associate of Arts degree according to college policy. The Academic Standards Committee has consistently denied petitions for non-regionally accredited coursework. This issue is a future agenda item for the Academic Standards Committee and will be resolved during the 1998/99 academic year.

Requirements of the Associate Arts degree are evaluated against criteria established by the Inter-College Relations Commission, a body that oversees transfer of credit among all colleges and universities in the State of Washington. In this way, students are fully informed and supported in their transfer needs.

Requirements for applied degree and certificate programs are based on criteria established by the College and approved by the State Board for Community and Technical Colleges. When course work in a specific vocational class is transferred to Clark College, the appropriate department reviews the request, insuring consistency of skill preparation. It is the responsibility of the corresponding department to determine comparability and applicability towards program requirements. The Credential Evaluation Office is responsible for determining the equivalency for all courses that are part of the Associate of Arts degree or are General Education requirements.

In the case of a student with transcripts from a college or university outside of the United States, the credits are evaluated using specific formal guidelines: publications, translation/evaluation services, and previous credential evaluations. The student is granted credit for course work in the same manner as other transfer students if documentation warrants. Students are not, however, granted credit for English course work completed in a non-English speaking country. If the academic integrity of an institution cannot be verified through formal publi-

cations, the student is asked to have transcripts evaluated through a translation/evaluation services.

The College's Catalog, transcripts, and documentation available in the Credential Evaluation Office all clearly state the method used to award and record credit. The Catalog and Class Schedule clearly establish what type of credit, if any, and the amount that will be awarded.

### ● Evaluation of Transfer Credit

It is the established policy of the College to accept credits from all regionally accredited institutions. The volume *Accredited Institutions of Postsecondary Education*, published by the American Council on Education, is the reference guide used by the College to determine which institutions qualify. While transfer decisions can be appealed, the College carefully reviews each situation to ensure transfer policies are not compromised.

#### Recommendation and Actions

**The current system of degree audit fails to meet the needs of the Credential Evaluator, faculty, and general/curriculum advisors. This factor inhibits student follow-up and advising services. The College should research programs available and work toward implementation of a new system as soon as possible.**

### ● Records Security

The Registrar's Office is responsible for ensuring that academic records are accurate and secure. Student records are maintained in accordance with the *Family Educational Rights and Privacy Act*. Student's official transcripts are kept in secure and locked files, accessible only to staff. The area is protected from fire and vandalism. Only selected individuals in the Registrar's Office and Admissions Office have access to these files. Transcribed information is maintained on the Student Management System (SMS) database and back up occurs on a daily basis. The Computer Information Services main office, located in Bellevue, Washington, maintains master files. In addition, Computing Services has a disaster preparedness plan in the event of an emergency.

Staff and faculty are provided access to master computer records based on clearly identified need. Personal training is conducted with each SMS user, stressing confidentiality and security of student re-

cords. No unauthorized person is granted access to confidential student information. Clear procedures related to the release of student information are printed and updated for use by staff, faculty, and administrators.

The Financial Aid Office closely monitors policies and practices related to ability to benefit issues. The financial aid probation and dismissal policy, as well as implementation of the 150% rule, serve to ensure students are making progress in keeping with the guidelines of their awards. The same cannot be said for monitoring processes for non-aid students in general programs. The primary method used to monitor student progress is the establishment and application of pre-requisite courses.

### Academic Standards

The College's academic standards policy is printed in the *Clark College Catalog*. Staff in the office of the Vice President of Student Services notifies students who fail to make satisfactory progress. The policy for academic probation and suspension has not been reviewed for several years and frequently fails to identify students early enough for appropriate intervention. While this must be an area of focus, it should be noted that intervention services are now being offered in concert with current processes. A program to help retain students identified as having academic difficulties has been in place for the past year and is being evaluated.

Students who wish to appeal their status (probation, dismissal, or termination) receive clear information regarding their rights and responsibilities related to this process. Special admissions programs, such as Health Occupations, include this information in their Student Handbook and student policy manuals.

### Application of Degree Requirements

All current program and degree requirements are stated in the Catalog. The Credentials Evaluator consistently applies these written curriculum requirements. The Credentials Evaluator has responsibility for approving awarding of the Associate Arts degree. Co-signature of a department advisor is required to authorize awarding of vocational certificates or degrees. A record of degrees and certifi-

cates is used to provide enrollment verification as requested by appropriate agencies or employers.

During the self-study activities it was noted that problems occur for students in vocational programs where changes are made during the course of the academic year. Curriculum additions and deletions are allowed to occur at any time but are officially put into effect only at the beginning of the next subsequent academic year. This causes confusion for students and departments.

#### Recommendations and Actions Taken

**A review of course approval and program change processes should be conducted to ensure procedures are clear and effective in meeting student needs while supporting a changing curriculum and training requirements.**

### Financial Aid

The primary purpose of the Office of Financial Aid is to provide financial assistance to all eligible students who, without such aid, would be unable to pursue their educational goals. Because of its dedication to this purpose and its excellent audit records, the Clark College Office of Financial Aid has been selected by the U.S. Department of Education as one of only seven community colleges in the nation to participate in the Quality Assurance (QA) Program.

The mission of the QA program is to assure that the delivery of student aid funds is conducted accurately, expeditiously, and with integrity. There are two reasons QA has proven worthwhile to Clark. First, QA provides the College with administrative flexibility to develop and implement resource-effective and institution-effective accountability in the management of Title IV programs in exchange for administrative flexibility. Successful participation in the QA program depends, in part, upon cooperation among various college departments. While the Office of Financial Aid processes all money received by students from outside scholarships, Title IV, and state funds, institution-wide coordination is necessary so students receive all possible gift aid, yet are not over awarded.

#### Recommendations and Actions Taken

**The Office of Financial Aid works closely with Accounting Services, Registration and Admis-**

sions. Partnerships with other areas on campus need to be established in keeping with the mission of the Quality Assurance guidelines.

Another continuing concern is the ability to keep up with developing technology in terms of both training and equipment. In order to serve students, technology needs must be balanced with the human touch provided by concerned and caring staff. The Office of Financial Aid is adequately staffed with dedicated professionals and a cadre of work-study students. Computers must be continually updated to allow the office to be current with Federal requirements for reporting. The Office of Financial Aid needs to be included as part of the overall technology plan.

### ● Information Regarding Financial Assistance

Information about financial aid, both printed and electronic, is readily available from a number of sources: The Student Guide prepared by the U.S. Department of Education, consumer information developed by the Office of Financial Aid, on-campus computer information kiosks and Clark College web pages. The Catalog and Quarterly Schedules are available both in print and electronic forms.

In order to maximize student accessibility, the Office of Financial Aid is located in Gaiser Hall. To further insure accessibility, the Director of Financial Aid works closely with high school counselors and employment specialists in the Clark College service district, providing information to parents and students about financial planning for college and all available State and Federal student aid programs. The Director gives an average of twenty high school and agency presentations per year. Additional scholarship information is posted on the bulletin board in the Office of Financial Aid. The office also makes available to students and parents three, on-line computers with which they can send financial aid data directly to the federal processor. Scholarship searches can also be done on these computers. Statistics related to financial aid awards by Clark College for the past three years are available as Exhibit 3.2.

### ● Student Loans

Clark College participates in the Federal Perkins Loan Program and the subsidized and unsubsidized Federal Stafford Loan Programs. The Office of Financial Aid monitors the current loan default rate through State and Federal agencies and the College loan servicer. Federal Stafford Loan recipients must attend an entrance interview before the first disbursement is released. Loan counselors have used a combination of video, written materials and lecture to apprise students of their repayment obligations. Each quarter the office monitors enrollment of all loan recipients.

Students, who leave the institution, graduate or transfer, may attend an exit interview presented by the Financial Aid staff or they are sent an exit interview packet. The student is asked to complete the form and return it to the College. The College then submits the information to the guarantor agency. Students who have defaulted on loans are identified through the NSLDS and the information sent to the College by the guarantor agencies. The current Federal Stafford Loan default rate is 16.1 percent.

Federal Perkins Loan applicants/recipients must successfully pass a credit check and the requirement of thirty successfully completed credits. Before checks are released, recipients must complete loan counseling with the Perkins counselor, where they are informed of their repayment obligations. The current default rate of 3.3 percent attests to the success of the Federal Perkins Loan process at Clark College. Federal Perkins Loan recipients also complete an "exit interview" prior to leaving the institution. The exit interview stresses loan repayment obligation, possible deferments and the importance of keeping in touch with the loan servicing agency.

### Student Orientation

Potential students are referred to the Advising Center for information on admissions, testing and registration. During initial contact with a general advisor, students complete an Admission Application and are encouraged to register for an assessment test. Students who complete the assessment process by an established deadline receive an appointment for New Student Orientation.

New Student Orientation is provided for students entering fall, winter, and spring terms. Each session of Orientation is designed to serve approximately 100 students. General advisors prepare and present an orientation focusing on information about Student Services and the advising and registration process. After the presentation, students are advised by specialists in their intended major or interest. During the fall orientation, students are offered the opportunity to participate in a New Student Seminar series. This seminar, in part, is designed to provide a more enhanced orientation to the College environment.

New Running Start students are served by specialized orientations providing information that is unique to their needs. Students are given a "Running Start Handbook," a *Clark College Catalog*, and other information in order to ease the transition from high school to college. Currently enrolled Running Start students give a realistic student perspective as guest speakers at these orientations.

#### **Recommendations and Actions Taken**

**The New Student Orientation Model should be reviewed as part of an over-all plan for student intake and advising. While the information presented is of interest to students, it may not directly support improved retention, goal clarification, and decision-making.**

**Running Start students need additional assistance in the area of socialization and classroom behavior. Counselors will focus on these issues more strongly during orientation and advising sessions. High school counselors will be asked to provide feedback about how this goal can be met.**

### **Advising Services**

The College provides advising for new students each quarter through the Counseling and Advising Center, curriculum advisors, or general faculty. Students who have indicated a specific major or vocational interest are assigned to a faculty advisor in that field. Students are encouraged to meet with their advisor each quarter, following the path designated either by the faculty advisor and/or the selected vocational program, until they have attained their educational goal. Students who are undecided

in their educational goals may be referred to a faculty advisor or may remain with a General Advisor.

Students undecided about their major are encouraged to consider course work that may help them further define Employment or transfer interests. General Advisors are described in the Clark Catalog as: "...available to help students define their educational goals, assess their abilities, and select appropriate courses. Advisors may also help students understand College policies and procedures and locate College resources."

Special populations are provided with advising during the orientation program. Advisors in those selected areas assist those needing accommodation, in special-admission program tracks, or enrolled through a third-party agency. Customized orientation sessions are provided to Displaced Homemakers, worker retraining populations, and older or diverse student groups. Orientation is also provided for International, Health Occupation, and Athletic Program participants.

#### **Recommendations and Actions Taken**

**A review and plan for advising is critical to the success of students. The current system has evolved over time and includes no measures of effectiveness. In addition, roles and responsibilities for general, faculty, and curriculum advisors are unclear and lack coordination. The system used to assign advisors is not well articulated. Advising loads across faculty are not monitored nor measured for effectiveness. The study and development of a coordinated plan for assessment, orientation, and advising is a major institutional goal for the 1998/99 academic year.**

Early evaluation of credits should occur to ensure students are "on track" with their degree or certificate programs. The Computer Information System is reviewing on-line degree audit software that will assist with this process.

### **Employment Counseling Services**

The One Stop Employment Center's staff includes one full-time Employment counselor, four adjunct Employment counselors, and a full-time Employment information specialist. In addition to credited Employment Exploration classes, the One Stop Employment Center offers several other options for

students. *The Strong Interest Inventory* and the *Myers-Briggs Type Indicator* are available to all students and community members. The cost is nominal and includes a 1.5-hour small group interpretive session facilitated by an employment counselor. Students are encouraged to set up an individual appointment with a counselor following the group session. Several Employment Development workshops that utilize the *Self-Directed Search* are offered throughout the quarter. Students may use the computerized employment guidance system, DISCOVER, to explore options. Orientations to information contained in the One Stop Employment Center are offered regularly to interested groups, community members and faculty.

Another important employment development and employment service available at Clark College is the Displaced Homemaker Program (DPH). Clark applied to become a regional DPH center in 1996/97 and is the first such program in Southwestern Washington. In partnership with agencies and institutions in a four-county area, the program serves women transitioning back into employment. The DPH effort is so successful that additional funding was appropriated to support local demand.

## Employment Services

The Student Employment Center (now known as the One-Stop Employment Center) assists current and former students in obtaining employment and curriculum related internships. Students are coached in effective job search techniques, including resume, job application, cover letter, and interview preparation.

The staff work with area employees by processing job orders, pre-screening and referring eligible candidates, routing information about College programs, and arranging for on-campus recruiting schedules and presentations. The staff advise employers in how to best meet their recruiting needs, suggesting effective techniques to advertise openings on campus.

Faculty also assist in disseminating job information for students. Job openings are widely advertised on campus and on the College's Internet web page. Quarterly classroom presentations are made to share information regarding the Co-op Program and

the One Stop Employment Center's services. Classroom workshops are offered on topics ranging from resume writing and cover letter preparation to behavioral interviewing and utilizing the Internet for job searches. Job search sessions are regularly offered at the noon hour in Gaiser Hall, with guest speakers from business and industry invited to talk about specific employment areas.

The One Stop Employment Center provides a wide range of job search handouts for public distribution. These informational handouts, available on a rack in the One Stop Employment Center, are updated regularly. Additionally, an assortment of government-related job opportunities and out-of-the-area job listings are available. Books on resume writing, cover letters, and other job search topics are housed in the One Stop Employment Center.

### ● Relationship with Co-Location Center (One Stop)

The chief purpose of the One-Stop Employment Center is to share job and program information, increase understanding of participating agencies, and provide a cooperative approach to mutual clients. The Student Employment Center works closely with co-location representatives from the Southwest Washington Private Industry Council and the Employment Security Department. Through this arrangement, clients are never turned away and told they cannot be served. Instead, the partnering agencies continually find ways they can work together to assist clients. Unemployment Insurance information, Job Service job ads, job training contracts, Worker Retraining, and Veteran's information offer a valuable dimension to the services that the One Stop Employment Center and the Student Employment Center offer clients.

A Wide Area Network (WAN) has been set up among the partnering agencies, supporting e-mail access and a new software program Client Track. Client Track allows sharing of client database information among agencies. This eliminates the need for clients to fill out multiple intake forms at each agency. Partnering agencies' staff can view eligibility criteria for common clients and make decisions based on the information. The WAN's reach has recently been expanded to Lower Columbia College, the Department of Social and Health Services

and other Job Service offices in surrounding counties.

### ● **Employment Placement Results**

Job placement activity is tracked regularly and reported annually by the Center's manager. Since 1993, the number of openings has risen dramatically, from 1,247 openings in 1993/94 to 3,014 openings in 1996/97. The number of students hired during this time has remained relatively the same (around 800 placements per year. Exhibit 3.3 includes copies of the annual Employment Center Report.

#### **Recommendations and Actions Taken**

**While both the One Stop Employment Center and Student Employment areas are very effective, closer coordination could occur. With the introduction of several new, special populations (worker retraining, welfare reform, one-stop participants), these two areas may benefit from a combined model that provides for greater planning and program effectiveness.**

### **Health and Wellness Services**

Clark College has the most comprehensive Health Services Office of any of the community colleges and is a model in the State of Washington. Advanced Registered Nurse Practitioners offer health services to students, faculty, and staff. Emphasis is placed on prevention, self-care, and early intervention for the highest possible level of wellness through a comprehensive set of programs and activities.

Health Services provide emergency treatment, primary health care, immunizations, health education, drug and alcohol counseling, a relaxation room, and a self-care resource room. Self-help groups include Narcotics Anonymous, Alcoholics Anonymous, weight control, and smoking cessation. The Advanced Registered Nurse Practitioners who operate Health Services have prescriptive privileges in Washington so students do not need an outside referral for most routine, episodic health care needs. Mental health care is obtainable through the services of a counselor and consulting psychologist. Classroom outreach is provided for health and illness related issues. Community networking and referral occur routinely—to the Southwest Wash-

ington Health District in the case of communicable diseases and with other entities for other identified health, illness and wellness needs.

Coordination between Health Services Office and academic units further enhances options for students. Ties to the Health and Physical Education Department work to coordinate special activities and share expertise. Collaboration with the Chemical Dependency Program supports sharing of information and direct support. Presentations by Health Services staff to the Nursing and Dental Hygiene Programs are an integral part of their instructional program.

#### **Recommendations and Actions Taken**

**A study should be conducted to review Health Services hours, the role of and need for mental health counseling, improved methods of communication with the campus community, stable sources of funding, and implementation of peer education.**

### **Student Housing**

Clark College does not have student housing.

### **Food Service**

The Clark College Culinary Arts Department offers a variety of food services to the campus community including a bakery, dining room, and scramble bar (cafeteria). All food is prepared by cooking and baking students who are training for jobs in the food service industry in accordance with all mandated health and safety standards. The award-winning Culinary Arts Program also operates a dining room open to College employees and the community.

When special events are scheduled on campus, the food service program is available to provide snacks or meals. Costs for meals are reasonable and the quality of service is exceptional. While the primary purpose of the program is training, the food service program generates good will and a positive image for the College as a whole.

The food service area is inspected on a regular basis to ensure compliance with local health ordinances. Students and staff are immunized and participate in required food handler training.

## College Bookstore

The Clark College Bookstore is owned and operated by the College as an auxiliary enterprise. This unit reports to the Vice President of Administrative Services. All Bookstore employees are College staff; many part-time staff are also students.

The Bookstore is open during normal College operating hours. Prior to the first week of each quarter, the Bookstore is open on Saturday. Bookstore staff work at special events with "theme" book tables and periodically move to off-campus locations to facilitate textbook and other classroom supply purchases for special needs areas.

The store manages about 900 required class texts per quarter (except summer). This is an almost 200% increase since 1988/89. Bookstore staff attempt to shelve as many used textbooks as possible to realize savings for students. Book buy-back activities occur during finals week each quarter.

The Bookstore sells reference books, various fiction and non-fiction books, periodicals, snacks, class/office supplies, computers and computer supplies, calculators, insignia items, and many other items. Fee services available from the Bookstore are as follows: faxing personal documents; shipping personal packages; ordering non-stocked books or supplies for individuals or departments; and notarizing of documents.

Current memberships are held with the Northwest College Bookstore Association (NCBA, the National Association of College Stores (NACS), Campus Computer Reseller Alliance (CCRA), and College Stores Corporation (CSC). Staff participate in seminars and buying shows to continually update their knowledge of the college store world. In addition, a high volume of incoming literature must continually be perused.

The staff uses a point-of-sales system and computerized buying system that interface, allowing current stock analysis, pricing and vendor information, and other records support. The staff also reviews daily cash sheets generated by the Cashier Supervisor. A monthly financial statement is generated by Accounting Services. Any cash surplus generated is used to update equipment and the facility. Audits are conducted annually.

The Bookstore Advisory Committee is comprised of administrative, faculty, classified, and student representatives. The Bookstore Manager is also a member of this committee. This group provides valuable input and feedback regarding bookstore operations.

## Co-Curricular Activities and Programming

A wide range of co-curricular clubs and programs are available to students. Exhibit 3.4 details the programs and clubs active during the 1997/98 academic year. These offerings reflect the Mission, Vision, and Values statements of the College. Events are scheduled to avoid conflict with classes. The activities are student directed, coordinated with appropriate areas of the College to ensure compliance with policies and procedures. Many events include a multicultural theme or perspective. There are currently seventeen co-curricular programs and twenty-nine student clubs. See Exhibit 3.4 (Associated Students of Clark College Active Clubs and Programs) for a complete listing of co-curricular programs and student clubs active during the 1997/98 academic year.

Through student enrichment programming, opportunities are provided for interaction with artists, lecturers, and governmental and educational leaders. The opportunity for involvement in any of the co-curricular offerings is unlimited and students are welcome to participate in any organization, regardless of its mission or philosophy. A wide range of programs are available.

Co-curricular programs and activities are considered opportunities for educational and cultural enrichment. Should students be unable to find a co-curricular activity suited to their needs, they have the ability to create their own program or club. Details related to this process are clearly stated in the *ASCC Constitution and Bylaws*.

Services and facilities are readily available for student use. Should a student have special needs for accommodation, advocacy is available. Several clubs adjust their meeting times in order to provide opportunities to students with different class schedules (i.e., primarily day students or evening students). A balance of day and evening programs, and

clubs and programs for a wide range of student populations, provide appropriate opportunities for involvement.

### **Policies and Procedures for Student Programs**

The co-curricular programs, student organizations and publications are defined in the policies and procedures of the *Clark College Board Policies and Administrative Procedures* section 715.00. They are further delineated in the *Clark College Student Programs Office Policies and Procedures manual*, *Associated Students of Clark College (ASCC) Constitution and Bylaws*, *ASCC Financial Code* and the *Student Club Advisors manual*. (Exhibit 3.5)

#### **Recommendations and Actions Taken**

**Documents, publications, and policies must be reviewed on an annual basis to ensure information is accurate and current. Copies of documents should be provided to all program directors, club advisors, and student leaders, along with training related to practices and procedures.**

### **Student Recreation**

The Clark College fitness facilities, located in the O'Connell Sports Center, include locker rooms, gym facilities and a state-of-the-art weight room and fitness center. Students who present a student identification card are eligible to use the facilities. The facilities are also open to staff on a regularly scheduled basis. A wide variety of physical education programs are available through the curriculum, including aquatics, dance, fitness, individual sports (bowling, fencing, tennis, racquetball, sailing, hiking, yoga) and martial arts. A special emphasis on wellness generates programs such as exercise "contests" and participation in off-campus events such as the Hood-to-Coast Walk and Run. The Health and Physical Education faculty are highly supportive of the program and continue to expand offerings.

There are opportunities to develop more outdoor recreation-oriented clubs such as bicycling, skiing, and sailing. ASCC may add these components to programming options.

### **Student Newspaper**

The student newspaper, *The Independent*, is published at least bi-weekly during the academic year. Students enrolled in Journalism write, edit, and support publication of the newspaper as an integral part of their program experience. Copies of recent student news publications are available as Exhibit 3.6.

### **Intercollegiate Athletics**

The Intercollegiate Athletic Program at Clark College is guided and directed by clear policies and procedures, approved by the Board of Trustees, and monitored by the President, Vice President of Student Services, and the Director of Athletics. The office of the Northwest Athletic Association of Community Colleges (NWAACC) is located at Clark College. Operation of the Athletic Program is in compliance with stated policies of this organization. When questions arise, such as those associated with athletic eligibility or funding, queries are posed directly to NWAACC officials. The Director of Athletics provides an annual review of the athletic program, develops goals in collaboration with coaching staff, and monitors program compliance.

Program policies and procedures are reviewed and updated on a recurring basis by the coaches, the Director of Athletic, Women's Athletic Commissioner, Vice President of Student Services and President. The College supports the purpose, code and principles of NWAACC.

All students who participate in athletics are responsible for being successful in the academic arena. To ensure the success of athletes, retention strategies have been developed that include continuous counseling, advising and oversight by coaches and advisors. A special student success component has been designed for the athletes and is administered by a member of the coaching/advising staff. Close coordination of these efforts occurs with other retention and student success-related units of the campus.

As the model for student athlete support is new to Clark College, close monitoring and evaluation of its effectiveness is essential to ensure results are forthcoming. A team of individuals from Student

Support Services, Guidance Services, and the Athletic Programs will evaluate this model.

### **Duties of Athletic Program Staff**

During the past three years, job descriptions for the Director of Athletics and coaching staff have been created, reviewed, and updated. The Director of Athletics and program staff, including coaches, are evaluated on an annual basis. An Athletic Department handbook is being developed and will detail the policies and procedures governing the Athletic Department and student athletes. All program policies, procedures, and publications will be reviewed annually to ensure accuracy, currency, and compliance. A copy of Athletic Department documentation relating to athlete retention and graduation rates is provided as Exhibit 3.7.

The Athletic Department currently has one full-time director, a secretary senior, five part-time head coaches, and several part-time volunteer assistant coaches. The full-time Director position was initiated in 1996 and has served to provide additional stability and oversight for the program. The Athletic Department is not directly affiliated with the Health and Physical Education Department, but close coordination for events, facility use, and student support occur.

During the last three years, an increased emphasis has been placed on obtaining adequate funding for the Athletic Program. With the creation of the Penguin Athletic Club (PAC) through Clark College's Foundation, money is being made available to support enhanced opportunities for students and coaching staff. The coaching staff, under the direction of the Director of Athletics, set priorities for program improvement. These priorities are then forwarded to the PAC and serve as the basis for fundraising efforts. Highly successful events such as the annual Penguin Walk and a Clark College PAC Golf Tournament serve to make additional funds available for program improvement.

#### **● Athlete Admission and Aid**

Athletes comply with the standard admission policies of the College. The Athletic Department does not provide special admission to any of the school's programs, nor does participation in the athletic pro-

gram give any special privilege to students for registration in classes. In order to maintain athletic participation, the students must maintain academic standards and academic progress measures as established by the NWAACC.

The Office of Financial Aid does not provide priority funding to student athletes. There are no special athletic awards given to athletes. The department does have athletic scholarships of \$200 per term provided to a specified number of students who participate in varsity athletics and maintain athletic eligibility. These scholarships are processed by the Office of Financial Aid and follow the policies of the NWAACC.

All students at Clark College, including those involved in intercollegiate athletics, are required to meet clearly published program requirements in order to be awarded a degree.

#### **● Athletic Budget Development**

Funding for the Athletic Program is organized systematically into three budgets: the institutional budget (program staff and office support), the ASCC athletic budget (coaching stipends, expenses for specific sports programs), and the PAC Foundation budget (program enhancements). The Board of Trustees and Board of the Clark College Foundation approve each budget. Annual audits are performed to ensure all accounts are in compliance with rules, regulations, and policies.

Budget development begins in early spring. During the past three years, increased emphasis has been placed on having equal resources available to all sports. This goal has resulted in adequate coaching stipends for cross country and track, a set per diem amount for athletes traveling with teams, and set amounts for uniforms and equipment.

### **Title IX Emphasis**

The College may not be in compliance with the Three-Part Test for Title IX. Efforts are currently underway to add another women's sport during the 1999/00 academic year. Funding is being identified to support this effort, and current sports are being monitored to ensure maximum opportunities for women are made available within program constraints. The College is committed to correction of

Title IX deficiencies and has a plan in place for addressing this issue.

### ● Scheduling of Athletic Events

Schedules for athletic competition are jointly developed through the NWAACC organization. At this time, the only sports that pose a conflict with academic classes are men and women's basketball play-offs. Every effort is made to ensure students complete course requirements during the time that they participate in tournaments.

### College Advertising, Student Recruitment, and Representation of Accreditation Status

College publications are created to promote the educational Mission of the College. The Publications Review Board, a College standing committee, ensures the Catalog, Class Schedule, and other materials used for recruitment and information meet College standards. Accuracy and clarity are benchmarks of printed material at Clark College.

The Catalog contains all required elements, from Mission through policies for refunding fees. This document is updated every two years to reflect current policies, procedures, and program requirements.

The Office of Enrollment Management conducts student recruitment. The College's recruiter is a trained professional who coordinates events and activities associated with outreach. Several significant promotional events are held at the College each year. For the first time, a designated marketing plan was approved and funded during the 1998/99 budget cycle. Promotional videos, high school outreach, and presentations to special groups are all part of the marketing effort at the College. Each activity clearly centers on the educational Mission of the College. When possible, coordination for each event encourages participation by professionals such as local high school Employment specialists and business/industry trainers.

College publications clearly identify our accreditation status and accrediting body. When special accreditation is awarded, such as is the case for

Health Occupations Programs, citations note this fact.

### Alumni

Clark College believes the student experience extends well beyond graduation or educational goal attainment. Our alumni serve as members of campus committees, act as guest speakers, and much more. Their dedication to life-long learning and enhancement of the College has led to the formation of an Alumni Association, sponsored by the Clark College Foundation. Past alums, many of whom served as leaders, are setting the agenda and developing activities for this group. Clark College holds a special place in the hearts of those who have attended, and we continue to be dedicated to fulfillment of their on-going needs. The Alumni Association is a vital part of the College Mission and one that is receiving strong emphasis and support.

### Attachments

Attachment 3.1 Organization Chart

### Appendices

Appendix 3.1 Student Services Goals

Appendix 3.2 Student Characteristics

### Materials Available in the Team Room

Exhibit 3.1 Student Right to Know

Exhibit 3.2 Financial Aid Data

Exhibit 3.3 Employment Reports

Exhibit 3.4 ASCC Active Clubs and Programs

Exhibit 3.5 ASCC Constitution and Bylaws, Financial Code Book, Program and Club Advisor Handbook

Exhibit 3.6 Student Newspaper Samples

Exhibit 3.7 Athletic Retention and Graduation Data

Exhibit 3.8 Clark College Accountability Plan and Report

Exhibit 3.9 Graduation Information

Exhibit 3.10 Vocational Follow-up Report

Exhibit 3.11 Workforce Training Report

Exhibit 3.12 Initial Results of CCSEQ



	<b>Evaluation Yr 1997</b>	<b>Year Prior 1996/97</b>	<b>2 Years Prior 1995/96</b>	<b>3 Years Prior 1994/95</b>
<b>First Time New Applicants</b>				
Admitted	4,619	3,408	4,693	3,226
Enrolled	2,527	5,593	5,025	4,978
<b>Re-admission Applicants</b>	1,518	1,523	1,235	1,390

<b>Characteristic</b>	<b>Administrative/ Managerial</b>	<b>Support Staff</b>	<b>Student/Other</b>
<b>Gender</b>			
Female	9	57	4
Male	4	18	3
<b>Degrees</b>			
PhD, EdD	3	1	1
MA, MS	5	10	6
BA, BS	3	17	0
AA, AAS, Certificate	1	12	0
<b>Years of Experience</b>			
Less than 5	5		3
5-10	2		1
11-15	0		1
16-20	5		0
More than 21	1		2
<b>Full-time</b>			
9-10 months			6
12 months	13		
<b>Part-Time</b>		17 Males	1
		28 Females	

**Attachment 3.1 – Organization Chart**