



**Northwest Commission on College and University (NWCCU)**  
**Annual Update for WSQA**  
**Academic Year 2008-2009**

College Name: Clark College

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<b>Accreditation recommendations to the College and year of recommendation</b>	<b>Actions taken by the college to address recommendations</b>	<b>Improvement results</b>
<p><b>Fall 2008 – General Recommendation One:</b> The committee recommends that the college continue to develop and implement a systematic, transparent institutional planning and evaluation system. Essential conditions, elements, and uses of this system:</p> <ul style="list-style-type: none"> <li>• Clearly define the planning and evaluation processes.</li> <li>• The planning and evaluation processes are ongoing.</li> <li>• The planning process is participatory involving appropriate constituencies such as faculty, administrators, staff, students, and other interested parties.</li> </ul>	<p>In 2008-2009, the Strategic Planning Task Force reviewed information about the college, the community, and the community and technical college system. The sources of information were used to develop the strategic plan, including the existing college plans (such as the Instructional Plan and Enrollment Management Plan), environmental scans, college community feedback, the accreditation self-study, the accreditation evaluation report, and the SBCTC Strategic Plan.</p> <p>The 2009-2014 Clark College Strategic Plan has four primary components: vision, mission, strategic directions, and five-year college goals. The scorecard will be the tool used to broadly measure key indicators of how well Clark College is accomplishing the strategic plan. The one-year institutional goals will be developed</p>	<p>The 2009-2014 Strategic Plan was completed and adopted by the Board of Trustees in June 2009, and implemented on July 1, 2009. Constituencies of the college such as faculty, administrators, staff, students, and the Board of Trustees developed the Plan.</p> <p>Annual operational plans exist for all Executive Cabinet areas of the college. Units that organizationally report to Executive Cabinet are currently developing their operational plans. Each operational plan links to the 2009-2014 Strategic Plan, has measureable outcomes, an assessment plan, and proposed improvement strategies. Representatives within each area contributed to the development of the operational plans.</p>

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<ul style="list-style-type: none"> <li>• Results of the planning and evaluation processes influence resource allocation decisions and are used to improve programs and services.</li> <li>• Necessary resources are provided for an effective planning and evaluation system to function.</li> <li>• Institutional research is integrated with and supportive of institutional evaluation and planning.</li> <li>• The college uses information from its planning and evaluation processes to communicate evidence of institutional effectiveness to the public.</li> </ul> <p>(Standard 1: 1.B.1, 1.B.3, 1.B.4, 1.B.6, 1.B.7, 1.B.9)</p>	<p>based on the annual evaluation of the scorecard. The 2009-2010 Institutional Goals were developed from the accreditation self-study and evaluators’ recommendations.</p> <p>The college community was requested to review, critique, and offer feedback to the 2009-2014 Strategic Plan before its adoption and implementation. These feedback mechanisms include a Penguin Roundtable, Board of Trustee work session, College Council meeting, talking with a member of the Strategic Planning Task force, or comment/critique submission on Clark College’s intranet site.</p> <p>Ultimately, Clark College will accomplish the strategic plan based on the work of the college community through the development and implementation of each functional area’s annual operational plan. The operational plans are developed at the functional areas of the college, e.g. departments, divisions, units. Each planning function will develop objectives related to the strategic directions, five-year college goals and the one-year institutional goals (when appropriate).</p> <p>Executive Cabinet members produced an operational plan for their area linked to the strategic directions and college five-year goals. The objectives, within the operational plans, are statements describing what they will accomplish related to the strategic plan. Each objective has at least one activity listed to accomplish the objective and at least one desired outcome (i.e. benchmark) that is tangible or measureable. The desired</p>	<p>The Scorecard workgroup has convened to develop the scorecard, a measurement tool to measure the progress toward meeting the strategic plan. The expected date of completion is December 1, 2009.</p>
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	<p>outcomes will be assessed each year. The assessment results will be used for the next year's operational planning, either by revising or maintaining the functional area's objectives or activities.</p> <p>Currently, the Scorecard Workgroup is identifying college-level indicators to measure the progress toward meeting the strategic plan. The workgroup consists of representatives of administration, Board of Trustees, staff, and faculty from various departments throughout the college. The scorecard is expected to be completed by December 2009. The 2010-2011 one-year institutional goals will be developed based on the results of the scorecard. The scorecard is both an internal and external measurement tool for continuous improvement.</p>	
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<p><b>Fall 2008 – General Recommendation Two:</b> The committee found evidence that some programs, but not all, conduct regular and systematic program reviews and assessments. Therefore, the committee recommends that</p> <ul style="list-style-type: none"> <li>the institution’s processes for assessing its educational programs be clearly defined, encompass all of its offerings, including General Education and programs offered through e-learning, be conducted on a regular basis and be integrated into the overall planning and evaluation plan. (Standard 2.B.1, Policy 2.2 and Policy 2.6).</li> <li>through regular and systematic assessment, the institution demonstrates that all students who complete their programs have achieved the stated outcomes of these programs. (Standard 2.B.2 and Policy 2.2)</li> </ul>	<p>In 2008-2009, a small subcommittee formed consisting of members of the Instructional Program Team (IPT). The charge of the subcommittee was to review the college’s current definition of an instructional program in relation to the accreditation standards. The subcommittee identified that the current definition of program was not in alignment with the accreditation standards and recommended a revision. The change was approved on June 10, 2009 by IPT and identified approaching program review and assessment as measuring the learning outcomes in terms of full degrees or certificates rather than simply individual courses or sets of “core” courses. Focus will shift to a degree as a whole when assessing the changes in students as a result of their full program of study.</p> <p>Another subcommittee from IPT formed to develop a timeline and work plan to develop learning outcomes associated with program, specifically for the transfer degrees that require general education (e.g. Associate of Arts). That work was completed and has been implemented. The transfer degree will be assessed through learning outcomes specific to the distribution areas. These distribution areas are communication skills, quantitative skills, health/physical education, humanities, natural science, and social science. Each distribution area will develop learning outcomes associated</p>	<p>A revised definition of program was approved and adopted by the Instructional Program Team to be in alignment with the accreditation standards on June 10, 2009.</p> <p>A work plan and timeline has been established and implemented to conduct regular and systematic program reviews and assessment throughout all instructional programs, prioritizing transfer degrees with general education requirements.</p>

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	<p>with that area that are measurable by the end of fall 2009. Any course that falls within a distribution area (including eLearning and other modes) will incorporate the learning outcome associated with that distribution area. Pilot assessments of the learning outcomes will be administered winter quarter.</p> <p>The Office of Instruction and the Office of Planning and Effectiveness generate reports that assess program viability, including trend information of enrollment, degree and certificate completion, industry need, and other information. These reports are currently being enhanced to be both meaningful for the program review and continuous improvement process for the faculty, students, and administration.</p> <p>Career and technical programs use the program review reports generated as well as assessment results of their stated learning outcomes. These efforts have been enhanced and increased to make sure students are meeting the program outcomes.</p>	
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<p><b>Fall 2008 – General Recommendation Three:</b> The committee recommends that the college attend to student records at risk and make timely provisions for the security of student records of admission and progress. The college should assure that student records, including transcripts are:</p> <ul style="list-style-type: none"> <li>• Private, accurate, and permanent.</li> <li>• Protected by fire-proof and otherwise safe storage and are backed by duplicate file. (3.C.5)</li> </ul>	<p>In January 2009, the waterproof and fireproof file cabinets were purchased for the hard-copy student records. These water and fire proof cabinets now store the student records prior to 1976. The cabinet replacement occurred in February 2009. The specifications of the new Schwab Corp. Trident Series 500 Water &amp; Fire Rated Files storage cabinets include:</p> <ul style="list-style-type: none"> <li>• Recessed Handles;</li> <li>• UL Class 350 fire protection;</li> <li>• One piece seamless construction (more theft resistant);</li> <li>• Lifetime After-the-Fire Replacement Warranty;</li> <li>• Insulite™ Insulation – Fire Protection over 1700 degrees;</li> <li>• Patented D-B™ Seal technology for water protection; and</li> <li>• Protection from sprinklers, fire hoses, and more.</li> </ul>	<p>The Northwest Commission on Colleges and Universities responded to the actions taken by Clark College in this matter on July 31, 2009 stating: “In reaffirming accreditation, the Commission finds that Recommendation 3 of the Fall 2008 Comprehensive Evaluation Report is an area where Clark College now substantially meets the Commission’s criteria for accreditation.”</p>

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<p><b>Fall 2008 – General Recommendation Four:</b> The committee recommends that the college make necessary adjustments in the advising and counseling area in order to assure that a systematic program of academic and other educational program advisement is in place that adequately informs and prepares faculty and other personnel responsible for the advising function. The college should assure that:</p> <ul style="list-style-type: none"> <li>• Advisors help students make appropriate decisions concerning academic choices and career paths.</li> <li>• Specific advisor responsibilities are defined, published, and made available to students (3.D.10)</li> </ul>	<p>During the 2008-2009 academic year, the Director of Advising was hired. Since that time, significant activities in planning and implementation has occurred. These include:</p> <ul style="list-style-type: none"> <li>• Reorganized the advising structure to ensure that the advising classifications are in line with standards.</li> <li>• Reinstated the weekly advising meetings to identify changes that work well as well as issues and problems.</li> <li>• Offered new students an advising session in three computer labs where students are put into different groups based on their educational goals (e.g. career and technical programs, transfer programs). The session includes how to use schedule planner, general course information, and individualized advising information.</li> <li>• Developed and implemented a new system for student sign-in. The sign-in sheet is color-coded based on the students educational goals so that the students will see the appropriate advisor.</li> <li>• Developed the advisor mentor program where new advisors would have weekly outcomes for their first six months of employment. These outcomes include information they must know and experiences they must engage. They will be paired with experienced advisors.</li> <li>• Met and continue to meet with faculty and</li> </ul>	<ul style="list-style-type: none"> <li>• The wait time for advising from the Advising Center during high student volume times has decreased from one - two hours to 15 minutes on average.</li> <li>• Students are more likely to see the advisor most knowledgeable about their program.</li> </ul>

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	<p>departments, especially career and technical programs, to discuss advising related issues and to coordinate advising efforts.</p> <ul style="list-style-type: none"><li>• Reconvened the Advising Strategic Planning Taskforce to finalize the college-wide advising plan.</li></ul>	
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<p><b>Fall 2008 – General Recommendation Five:</b> The committee recommends that the college assess the effectiveness of its internal system of governance to facilitate the successful accomplishment of its mission and goals. Elements to be addressed by the resulting system of governance are:</p> <ul style="list-style-type: none"> <li>• Administrators, faculty, staff, and students understand and fulfill their respective roles in the governance system</li> <li>• The system of governance ensures that the authority, responsibilities, and relationships among and between the administrators, faculty, staff, and students are clearly described in policy documents.</li> <li>• The system of governance makes provision for the consideration of faculty, student, and staff views and judgments in those matters in which these constituencies have a direct and reasonable interest.</li> </ul> <p>* The role of faculty in institutional governance, planning, budgeting and policy development is made clear and public. (Standard 6.A.1, 6.A.2, 6.A.3, 6.D)</p>	<p>The Clark College President has initiated many activities to define and clarify shared governance. The President’s advisory committee, College Council, is an important piece of shared governance. College Council spent the significant majority of meeting time (twice monthly) throughout the 2008-2009 academic year discussing and clarifying its role in shared governance. This has been reflected in the updated College Council Bylaws that is expected to be adopted by the end of October 2009. Once adopted, these changes will be reflected in the Administrative Procedures.</p> <p>The significant avenues of shared governance and communication are:</p> <ul style="list-style-type: none"> <li>• President’s Open Door Policy</li> <li>• College Council,</li> <li>• Quarterly Penguin Roundtable,</li> <li>• President’s Quarterly Open Forums,</li> <li>• Executive Cabinet,</li> <li>• Informal Open Door Policy,</li> <li>• Vice President of Instruction’s Monthly Open Forums,</li> <li>• Regular meetings with the faculty union’s executive team (i.e. AHE, Association of Higher Education),</li> <li>• Regular meeting with classified staff union’s executive team (i.e. WPEA, Washington’s Personnel Employee Association),</li> <li>• Standing Committees,</li> </ul>	<p>College Council Bylaws, identifying their role and responsibility in shared governance, is expected to be adopted by the end of October 2009.</p> <p>Anecdotal evidence suggests that in general the college community was satisfied with the results of the 2009-2010 budget development process and strategic plan.</p> <p>Clark College Executive Cabinet, College Council, and the Board of Trustees will continue to work on communication strategies to improve the understanding and value of all members’ responsibilities in shared governance through the provisions already in place, including</p> <ul style="list-style-type: none"> <li>• President’s Open Door Policy</li> <li>• College Council,</li> <li>• Quarterly Penguin Roundtable,</li> <li>• President’s Quarterly Open Forums,</li> <li>• Executive Cabinet,</li> <li>• Informal Open Door Policy,</li> <li>• Vice President of Instruction’s Monthly Open Forums,</li> <li>• Regular meetings with the faculty union’s executive team (i.e. AHE, Association of Higher Education),</li> <li>• Regular meeting with classified staff union’s executive team (i.e. WPEA, Washington’s Personnel Employee Association),</li> <li>• Standing Committees,</li> <li>• Community,</li> <li>• Quarterly meeting with the Associated</li> </ul>

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	<ul style="list-style-type: none"> <li>• Community,</li> <li>• Quarterly meeting with the Associated Students of Clark College (ASCC), and</li> <li>• Representation of students, faculty, staff, and administrators on taskforce and committees.</li> </ul> <p>The College President and all members of Executive Cabinet have provided opportunities to give feedback, comment, suggestions, and critique to all of the college-wide initiatives that occurred during the 2008-2009 academic year. Following is two examples:</p> <ul style="list-style-type: none"> <li>• Developing the 2009-2010 budget with significantly reduced state resources. Five college wide open forums were held where all of the college community was invited to attend. The college community was encouraged to provide feedback and suggestions for budget reductions through the Clark College intranet. All meeting minutes where budget reduction ideas were submitted to the Vice President of Administrative Services to synthesize. All of the feedback from these mechanisms was presented to Executive Cabinet during their two-day budget planning retreat. Budget priorities for the college were developed based on the feedback and the 2009-2014 Strategic Plan.</li> <li>• Development and adoption of the 2009-2014 Strategic Plan. Feedback and critique of the 2009-2014 was solicited and gathered through a Penguin Roundtable,</li> </ul>	<p>Students of Clark College (ASCC), and</p> <ul style="list-style-type: none"> <li>• Representation of students, faculty, staff, and administrators on taskforce and committees.</li> </ul>
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	<p>Board of Trustee work session, College Council meeting, talking with a member of the Strategic Planning Task force, or comment/critique submission on Clark College's intranet site. Anecdotal feedback identified the college community felt their opinions were heard.</p> <p>While systems exist to provide feedback to the decision-making authority of all levels, the definition of shared governance is not widely understood. It is apparent that some members off the college community believe that shared governance means shared decision-making.</p> <p>Both the Board of Trustees and the college have identified further work on improving the college-wide common and shared definition of shared governance as one of the most significant goals/priorities for the 2009-2010 academic year.</p> <p>The Penguin Roundtable, where all administrators get together to discuss and problem-solve a college-wide issues, brainstormed how to build and implement a college-wide common and shared definition of shared governance and how to implement it throughout the college. The factor that was identified as being the most problematic was communication. It was not that people did not know their role or participate in offering feedback in decisions that affected their work. The issue was people did not know how certain decisions were made in some cases and if their voice was heard in most cases. The recommendation from the Penguin Roundtable</p>	
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	was the channels of information, such as College Council, deans, directors, division chairs, and taskforce/committee members need to communicate back with their constituents about discussion and how the decisions are being made.	
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