

**Clark College**  
**Full-Scale Accreditation Visit**  
**October 7-10, 2008**

**GENERAL COMMENDATIONS AND GENERAL RECOMMENDATIONS:**

**General Commendation One:** The committee commends the teaching and learning center (TLC) on its mission to articulate and support learner-centered teaching and to foster a positive linkage between learning and assessment. Their efforts have stimulated campus-wide enthusiasm for teaching excellence, increased communication about teaching and assessment among the faculty in different academic areas, and made a significant difference in the professional development of adjunct faculty.

**General Commendation Two:** The committee commends the college for its generous support of professional development and renewal activities. Through a variety of funding sources and resources, faculty and staff are able to engage in a variety of activities in support of the college's mission and goals, professional assignments, scholarship, research, and artistic creation.

**General Commendation Three:** The committee commends the college for the deliberate and creative use of its library and information resources and services to actively support teaching and learning.

**General Commendation Four:** The committee commends the college for its efforts to ensure that existing facilities are superbly maintained and that planning efforts show a clear focus to ensure that all facilities provide students with the best learning atmosphere possible.

**General Commendation Five:** The committee commends the Clark College Foundation for its long-term commitment to providing substantial funds to improve the educational programs at Clark College.

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**General Recommendation One:** 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:

Clearly define the planning and evaluation processes.

- The planning and evaluation processes are ongoing.
- The planning process is participatory involving appropriate constituencies such as faculty, administrators, staff, students, and other interested parties.
- Results of the planning and evaluation processes influence resource allocation decisions and are used to improve programs and services.
- Necessary resources are provided for an effective planning and evaluation system to function.
- Institutional research is integrated with and supportive of institutional evaluation and planning.
- The college uses information from its planning and evaluation processes to communicate evidence of institutional effectiveness to the public.  
(Standard 1: 1.B.1, 1.B.3, 1.B.4, 1.B.6, 1.B.7, 1.B.9)

**General Recommendation Two:** The committee found evidence that some programs, but not all, conduct regular and systematic program reviews and assessments. Therefore, the committee recommends that:

- 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).
- 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)

**General Recommendation Three:** 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:

- Private, accurate, and permanent.
- Protected by fire-proof and otherwise safe storage and are backed by duplicate file. (3.C.5)

**General Recommendation Four:** 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:

- Advisors help students make appropriate decisions concerning academic choices and career paths.
- Specific advisor responsibilities are defined, published, and made available to students. (3.D.10)

**General Recommendation Five:** 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:

- Administrators, faculty, staff, and students understand and fulfill their respective roles in the governance system.
- 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.
- 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.
- 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)