

INTERIM ACCREDITATION REPORT 1985

Clark College
Community College District 14
1800 E. McLoughlin Blvd.
Vancouver, Washington 98663

Earl P. Johnson, Ph.D
President

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INTERIM
ACCREDITATION
REPORT
1985

Clark College
Community College District #4
1000 E. McLoughlin Blvd.
Vancouver, Washington 98663

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INTRODUCTION

Since the last accreditation visit to Clark College, an unprecedented number of national/regional studies on American education have been published. Most reports on excellence in education focus on individual student standards and expectations and teaching standards. There is little in all of the reports that addresses the question of a climate of excellence in any one institution. At Clark we have been concentrating on what we believe are the major factors in a well-run academic institution which promote the pursuit of excellence. These include individual faculty and staff performance, organizational climate, a shared vision of purpose and direction, and a strategic plan for the institution.

First, what the individual teacher does in the classroom and what individual support staff members do in one-on-one and group contact with students are the most important factors in determining how well students perform. In an "open-door" institution, our role is one of continually assessing student capabilities and encouraging student participation and feedback. We continually encourage students to become more involved in academic and occupational skill learning, to correct their deficiencies, to plan ahead, and to attain their fullest potential.

Second, excellence can be promoted through the organizational climate. At Clark, administrators can help to create a climate of excellence by practicing a participatory management style that clearly demonstrates an understanding of the human dimension of management. Managers must encourage the flow of information in all directions so that everyone in the organization is guided toward common objectives.

Third, to promote a climate of excellence, there must be a compelling vision of ourselves and the institution where we work. If you will, there must be a compelling vision of what Clark College is about. Clark College does have a unified sense of purpose. An associate degree from Clark means that the holder has developed proficiencies sufficient to pursue upper division collegiate work or to enter directly into a specific occupation with confidence. Unless a student has completed a coherent program of study designed for a specific purpose, he or she will not be granted a degree from Clark. It has remained clear and precise about what students should study. The College will maintain minimum standards of performance and has not lost sight of what it means to be an educated person.

Fourth, as the service area changes, Clark must implement active, externally oriented strategies for coping with changes. We must do so in such a way that we promote those elements crucial to excellence in education. This includes communicating strategies to the governor, the legislative representatives, and our local constituents. Strategies Clark has set and successfully executed in the past few years include strong advisory committees in the occupational programs; a growing Clark College foundation; close working relationships with area high schools and senior institutions; special programs and services for the disabled, older adults, and women; special funding for high-tech training programs; and many others mentioned in the following report. Strategies that we have set for the future and must successfully execute include managing enrollment; increasing funding for

faculty and staff salaries; minimizing future student tuition increases which might further erode access; securing funding for our projected business education, library, and humanities buildings and for instructional equipment; developing a campus master computing plan; expanding parking and improving campus landscaping; and providing instructional services for business/industries located or locating in Clark County.

We will continue to plan, to reach, and to achieve our goal: quality education for students at Clark College.

--Earl P. Johnson, Ph.D.
President, Clark College

PART A. Actions taken regarding recommendations

I. General

Develop prospectus for the 1980's to use format of annual report, to include direction of college development, to include college goals over the next decade, and to be a quality product.

Prospectus for the 1980's

A comprehensive prospectus was developed and approved for Clark College as recommended by the visiting team. Severe budget cuts in 1981-82 prohibited a continuing effort to update the entire document. Currently, the college addresses strategic and intermediate planning by scheduling a retreat with board members, faculty and administrators at the beginning of each fall quarter. An abbreviated planning document is prepared, updating the college prospectus. The document concentrates on planning for the upcoming academic year, but also attempts to provide strategic planning for a three-year period.

As a member of the Southwest Washington Joint Center for Education, Clark College has recently participated in a major higher education needs analysis of the Southwest Washington area. This needs analysis will be used to provide direction on what college programs should be expanded and emphasized during the coming years.

II. Clark II

- A. Lauded as an innovative approach that should be retained, though regularly defended and evaluated.**
- B. Additional faculty representatives should be appointed to task force.**

Clark II

Clark II has become an institutionalized approach to developing innovative instructional materials. The faculty is represented on the task force by two members. Clark II is evaluated annually by the administration and faculty when the annual budget is prepared. The committee has concentrated on funding projects that promote instructional innovation.

III. Library

- A. Strengthen the reference section.**
- B. Take measures to increase security, possibly through use of detection device.**

Library Reference Section

The reference section of the library has been strengthened from two funding sources: the Clark College high technology budget and the technical library budget from Washington State University through the Southwest Washington Joint Center of Education. In 1983-84 the former budget funded library materials for \$8,244 of which \$3,640 was allocated to reference materials. The same year the latter budget funded library materials for \$3,906 of which \$370 was allocated to reference materials. In 1984-85 the latter budget funded library materials for \$42,000 of which \$7,000 was allocated to reference materials. Therefore, the reference section has been strengthened by purchases totaling \$11,010. However, no new funds from the college operating budget have been allocated for the purchase of reference materials.

Library Security

Library re-modeling and re-keying accomplished significant security improvements by controlling library access. In 1984 a 3-M electronic security system was installed in the library and did much to satisfy any remaining concerns.

IV. Student Services

- A. Use follow-up studies of students who complete and drop out of programs.**
- B. Evaluate academic advising program.**

Student Follow-up

The State of Washington has developed a centralized computerized system for tracking students who complete or drop out from vocational programs. This system will enable the State to monitor the career activities of former Clark College students. In addition to this program, vocational faculty members at Clark College are responsible for assisting the graduates of their programs with appropriate placement opportunities. Periodically, the college administration contacts individual vocational departments to ascertain the placement levels. For example, that information provided by the staff led to the decision to discontinue the Dental Assisting, Cabinetmaking and EMT programs.

Evaluation of Academic Advising

The evaluation of the academic advising program at Clark College is an ongoing one. The development of the peer advising program is a direct result of such an evaluation. Academic advising continues to be an unresolved issue at Clark College as it does on each of the other 26 community college campuses of the State.

V. Instruction

A. Address part-time/full-time faculty ratios.

1. Committee acknowledged faculty is typically more comfortable in static situation.
2. College needs to maintain its flexibility through the hiring of part-time faculty.
3. Communication on this issue needs to receive more attention.
4. Part-time teachers with several classes may be asked to consider establishing student conference time.

Analysis-Faculty FTE

The number of full-time teaching faculty has steadily increased from 1979 through 1984 by a total of 18.28 or 8.24%. The greatest increase occurred from 1980-81 to 1981-82 at a rate of 4.09%.

Moonlight FTEF fluctuated only slightly over the five-year period with a net increase of 1.07%.

Part-time FTEF decreased markedly from 1979-1984 with a net decrease of 31.20 or 12.86%. The greatest decrease of 6.48% occurred from 1980-81 to 81-82; this was at the same time the full-time faculty had the greatest percent increase. (see Figures 1 and 2)

Part-time Instructor Office Hours

Instituting office hours for part-time instructors is under consideration in the "meet and confer process" (see attachment A).

Figure 1

Summary of **ANNUALIZED** FTE Faculty by Employment Status*
at Clark Community College

<u>Quarter/Year</u>	<u>Full-Time</u>	<u>Moonlight</u>	<u>Part-time</u>
1983-84	120.11 51.38%	12.82 5.48%	85.42 36.54%
1982-83	112.75 50.56%	10.74 4.81%	90.42 40.54%
1981-82	108.70 49.68%	12.31 5.62%	86.18 39.39%
1980-81	103.67 45.59%	9.84 4.32%	104.30 45.87%
1979-80	101.83 43.14%	10.41 4.41%	116.62 49.40%

*Teaching faculty

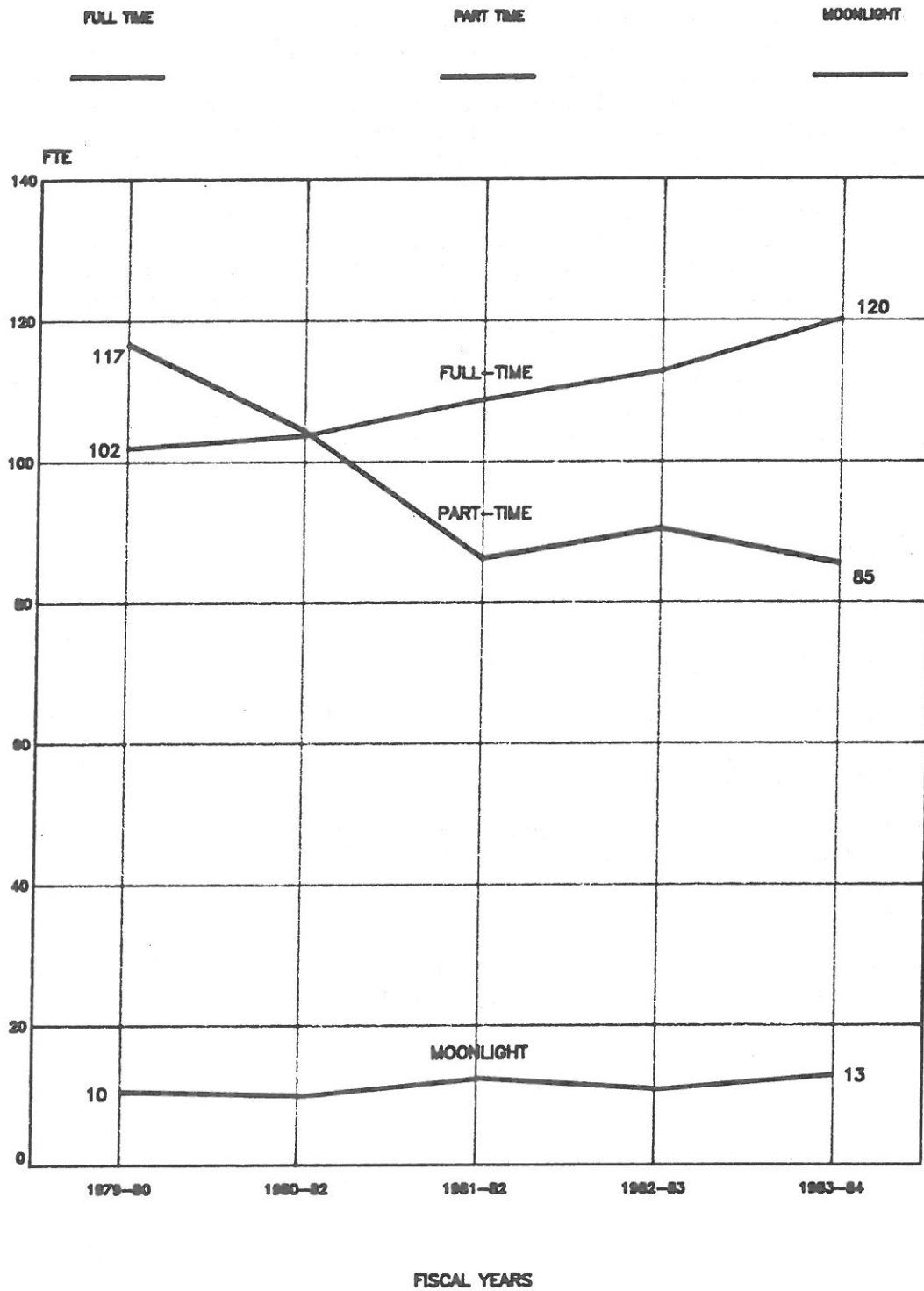
3/27/85

Data obtained from Reports

IM2057 and MIS 2:09

CLARK COMMUNITY COLLEGE

ANNUALIZED FTE Faculty by Employment Status



VI. Physical Plant

A. Need to develop reasonable air flow circulation, heating and cooling, on a fuel-efficient basis.

Heating, Ventilations and Air Conditioning System

In August 1985, a \$4.3 million renovation of the college's heating, ventilation, and air conditioning systems will be completed. This project will provide a complete hydronic heating and cooling system to replace the existing steam system. The work includes a new central mechanical plant; a new pipe distribution system; and the replacement or retrofit of heating/cooling equipment within the campus buildings.

The central mechanical system includes four 1000-gpm deep water wells; two 200-ton heat recovery centrifugal chillers; and two backup boilers. The system will provide 130°F hot water and 45°F chilled water to all major buildings. All campus instructional areas will be air conditioned with the exception of the gymnasium and large vocational shops.

The ground source heat pump design of the new central plant coupled with "state of the art" computerized controls will gain the college the distinction of having one of the most energy efficient facilities in the country.

VII. Staffing

A. Add 10-12 new professional personnel.

B. Add 5-7 new classified positions.

C. Add faculty advisors, student help in P.E., and security personnel.

Professional Positions

Clark has added fourteen new professional positions from 1980-1984, the majority in high tech areas (see attachment B).

Classified Positions

Five full-time classified positions and one part-time position have been added in the same time period (see attachment B).

Faculty Advisors

Advising has been strengthened in a number of ways.

1. Faculty involvement in advising has increased by the restructuring of the quarterly registration process. Full-time faculty are scheduled to staff advising stations at registration. There the faculty provide guidance to students in class selection.
2. Certain instructional divisions have special full or part-time advisors. The M.I.T. and the Health Occupations Divisions each utilize a full-time classified advising specialist who provides both limited entry admissions and program advising. The Business/Office Administration Division utilizes a part-time faculty to advise the students.
3. The Guidance Services, using peer advisors, prepare each new full-time student for referral to a faculty advisor within the students major area.
4. An effective placement testing system is now serving all full-time new students.

The number of full-time counseling positions remains the same as in 1980.

Student Help in PE

Student help has been scarce on campus. However, since Winter Quarter, 1985, the Physical Education Department has had 5 hours daily of student help, 3 hours of which are assigned to the weight room and 2 hours in other areas.

Security Personnel

Clark College provides 24-hour security with one full-time classified employee and a varying number of student security officers. In addition, the security office provides 24-hour dispatch, lost and found, and information services.

PART B. Questions related to other institutional changes

- I. What changes, if any, have been made in the objectives of the institution, and why have they been made? How have these changes been reflected in the program of the institution?**

Institutional Objectives

The philosophy statement of purpose and major goals of the institution remain the same as outlined in the Clark College self study submitted to the accreditation committee March, 1980. There has been, however, an emphasis on linking economic development in the surrounding regions and specialized college training programs. The college received a special appropriation of \$1.5 million for the 1983-85 biennium to strengthen existing programs and to add new programs in plastic technology, telecommunications, computer science, mathematics, engineering, chemistry, technical writing, electronics, and word processing. The special funding enabled the college to employ several new full-time faculty members. Also, the grant included funding to enhance the collection of the Clark College Library. Finally, the link between business and industry and the college has enhanced the ability of the Clark College Foundation to seek major equipment donations from firms to train students for entry into the labor market.

- II. What changes, if any, have been made in the general requirements for graduation, and why?**

Changes in General Requirements

Two types of changes to the Associate in Arts and Sciences (transfer degree) have been made since the 1981 accreditation visit. Some changes were initiated within the college, and some were required by the Intercollegiate Relations Commission to comply with the associate degree guidelines.

Changes initiated within the campus community included: (1) reducing the two-credit Health and three-credit Physical Education requirements to a three-credit Health and Physical Education requirement, and (2) adding a five-credit quantitative skills requirement. The Health/Physical Education requirement was reduced so that students would not have to complete more credits than will normally transfer to a senior institution. The quantitative skills requirement was added in response to technological changes which have created a need for postsecondary computational and symbolic reasoning skills in order for students to function effectively in society.

The Intercollegiate Relations Council (ICRC) is a body consisting of two- and four-year college representatives which attempts to ensure the orderly transfer of students among colleges in the state of Washington. ICRC adopted its previous transfer guidelines in 1980. Under ICRC guidelines, students completing the community college transfer degree will normally be able to transfer at least 90 credits, attain junior standing, and have

fulfilled their general education requirements. Transfer students must also meet lower division requirements for major, minor, and professional programs. All two- and four- year Washington colleges except the University of Washington adopted the 1980 guidelines.

Beginning in 1982, ICRC worked toward making the transfer guidelines more prescriptive. This effort was intended to strengthen basic skills requirements and to increase breadth of study in all academic discipline clusters. In February, 1984, ICRC unanimously adopted new transfer guidelines. These guidelines apply to those students who enter college in Fall, 1984, or thereafter. The guidelines were adopted by the Clark Board of Trustees in April, 1984.

The new guidelines required only minor modifications in Clark's Associate in Arts and Sciences degree requirements because Clark's requirements were already relatively rigorous. Changes included a five-credit increase in the minimum for natural sciences, an absolute requirement of at least five credits in each of three humanities disciplines (in other words, 15 hours of a foreign language will no longer satisfy the humanities requirements), and eliminated a few courses from those which could previously have been transferred as electives.

The ICRC Associate Degree Guidelines and Clark's Associate in Arts and Sciences Degree Requirements are included as attachments C and D.

The above mentioned change in Health and Physical Education requirements were applied to the Applied Science degree and the General Studies degree. Otherwise, no significant changes have been made to these nontransfer degrees.

III. What new majors and minors have been added? What majors and minors have been discontinued? What significant changes have been made in existing majors and minors?

Several new majors and minors have been added to the instructional program since 1980. Students may now earn the associate in arts and sciences degree in Scientific-Technical Communication and Speech/Television. By completing the former degree students may attain third-year status in the Scientific-Technical Communication programs leading to the BS degree at the University of Portland or other schools across the country. Other new majors include the associate in applied science degrees in chemistry technology, telecommunications technology (an electronics technology option), and industrial plastics technology. By carefully selecting electives, students in the chemistry technology program may meet requirements for transfer to a university. New certificates of proficiency are available in telecommunications technology and nursing assistant/nurse's aide. Programs deleted from the vocational program include civil engineering technology, cabinetmaking, dental assisting, hotel-motel restaurant management, keypunch, and land surveying technology.

IV. If postgraduate programs are offered, what significant changes have been made, and why have they been made.

Clark College has no postgraduate programs.

V. What changes have been made in the postgraduate non-degree or credential programs and in the special programs (summer session, extension, correspondence, travel, and foreign centers), and why have they been made?

Clark College has no postgraduate non-degree or credential program nor special programs as described above.

VI. What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student personnel services? Why? Compare the current enrollment figures with those reported in the last institutional self-study?

Admissions

Clark remains an open door institution in terms of admissions. However, basic skills proficiency requirements have been established for admission to MIT programs, and performance standards (grade of C or better) are now required for continuation in these programs. These changes were designed to ensure higher completion rates and to eliminate the almost certain failure of those students who were inadequately prepared.

Currently, the college is emphasizing pre-admission testing. The results of these tests are used to advise students into developmental courses as needed, to inform them of special problems they might encounter in the programs they wish to enter, and to give them encouragement if they seem uncertain of their skills and capabilities.

Current Enrollment

Clark College's current enrollment level is approximately 4400 FTE. This contrasts with an enrollment level of 4700 FTE in 1980, and 6200 FTE projected for this year in the last accreditation self study. The State of Washington has imposed enrollment lids on all of the institutions of higher education. Because of higher than anticipated tuition increases and demographic changes, the college's enrollment base would be about 4,400 FTE without a state mandated ceiling.

VII. Have any significant changes been made in policies affecting the faculty? Has the faculty increased or decreased in size? How have faculty salaries and other benefits been improved?

To what extent has the faculty been strengthened? In case faculty ranks are used, compare the number and percentage at each rank level with the figures last reported.

Policies Affecting Faculty

No significant changes have been made in campus policy affecting faculty. Proposed changes to college policies manual are reviewed by the faculty during the meet and confer sessions that are held every two weeks. In addition, the faculty bargaining unit has established a procedure to review matters of concern to the faculty.

Faculty Positions

Since the last accreditation self study, several new faculty positions have been established at the college. In 1980-81 Clark College had 112 full-time contracted instructors and 285 full-time equivalent instructors employed on a part-time basis. In 1984-85, Clark College employed 137 full-time contracted instructors and 212 full-time equivalent instructors employed on a part-time basis.

Faculty Salaries and Benefits

Faculty salaries and other benefits are set by the Governor and the Washington State Legislature. Since 1980, Clark College faculty has received four increases in salary. The top level of the salary schedule has been raised from \$27,274 in 1980-81 to \$32,244 in 1984-85, and the bottom level for entering faculty has been raised from \$13,649 in 1980-81 to \$16,122 in 1985-86. The faculty benefit package has not been changed.

VIII. What changes have been made in the physical plant (new buildings, demolition or remodeling of old ones)?

Changes in Physical Plant

During the past five years, there have been major improvements and additions to the Clark College physical plant. This includes the addition of over 20,000 square feet of new building space, the replacement of 80% of the campus roof surfaces, and major improvements to handicap accessibility.

Capital construction projects scheduled for completion during the 1985/86 fiscal year include a \$4.3 million central heating/cooling system; a \$1.5 million instructional building; a \$500,000 maintenance/warehouse building; \$750,000 in parking lot renovations; \$400,000 in landscape/grounds improvements; and \$800,000 in building renovations.

IX. How have the library learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?

Learning Resources Changes

In 1983-84 the college received a special appropriation from the legislature to fund high technology training programs. Fourteen thousand dollars were allocated to the library for collection development in support of those new programs. In addition, the Learning Resources Center (LRC), recognizing the need for a general computer lab, offered classroom space across from Tutoring for the lab. The instructional staff of the LRC developed a computer literacy course, CPTR 105. The instructional program furnished the lab with Commodores (to be replaced spring quarter, 1985, with IBM-PC's), and supported the course and 19 hours a week of open lab with high tech funds. These funds also covered major portions of the salaries of two new library personnel: a librarian and a library technician.

Further, the Media Department received a grant from Cox Cable through the Clark College Foundation for \$43,000 in 1983 to purchase equipment for the television production program which produces instructional materials. Cox Cable is also constructing a closed circuit cablevision system on campus to enhance media dispatch services.

X. Have any significant changes been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?

Changes in Financial Structure

Clark College has just completed a new budget process that encompasses justification, financial data, and capital and personnel requests. In addition, the College has for the 1985-86 budget year received a preliminary allocation which reflects an increase of approximately \$40,000. Since the 1984-85 year is the second half of the biennium, Clark College by law must not have either operating surpluses or deficits; however, through efficient management, the college has been able to increase the amount of goods and services by approximately \$70,000. In light of the budget picture for the State of Washington, the college assumed the position of maintaining a stable budget for the future. Clark shall continue to explore new avenues so as to enhance revenue projections that would enable greater resources to be expended in the instructional area. There are also plans for additional expenditures (approximating \$50,000) for the general operations of the college.

On March 21, 1985, Governor Gardner issued Executive Order 85-01, reducing Clark College's 1984-85 allocation by \$139,585. In addition, the governor indicated that all state agencies can expect budget reductions for the 1985-87 biennium. The college administration and faculty are continuing to work with legislature delegations to emphasize that the state must obtain adequate revenues to provide a stable funding base to the college.

XI. Have any significant changes been made in the administrative structure and personnel? Explain.

Administrative Structure and Personnel

The most significant change in the administrative structure has been the reduction in administrative FTE from 31.3 in 1980-81 to 22 in the current year. The college has combined the positions of Dean of Students and the Executive Dean into a position entitled Vice President of Instruction and Student Services. The college eliminated two positions in the Instruction Office and one position in Student Services. In addition, the college eliminated several positions formerly known as Community Education Specialists, including: the Van Mall Supervisor, Mid-Columbia Center Supervisor, Seminar Center Supervisor, and Special Programs Coordinator (See revised organizational chart, attachment E).

Budget constraints forced all Washington community colleges to reduce administrative overhead and support services.

XII. What old plans for the future have been realized, and what new ones have been formulated?

College Planning

Several of the objectives of the college stated in the 1980 self study have been achieved. The number of full-time faculty members has been increased significantly. New vocational programs in plastics, telecommunications, and telephony have been started. Programs in math, computer science, chemistry, physics, engineering, word processing, technical composition and business have been strengthened. Programs with declining placement, i.e., Dental Assisting, EMT and Cabinetmaking have been eliminated or have been phased out. Alterations to the college library are now complete in conformance with the suggestions of the 1980 accreditation recommendation. The college has installed a new security system, expanded the bookstack area and student study space, and strengthened the reference section by installing new shelves and expanding the collection.

In Student Services, the college added a peer counselor program to provide advising services for incoming students. Working under the supervision of counselors, peer advisors provide needed information for new and returning students. Since the 1980 self study, the college has strengthened guidance services by creating a self-help Career Information Center, increasing instructional sections of the Career Exploration course, and improving Job Placement services to reflect the unprecedented increase in employer job orders and students seeking part- and full-time employment.

The staff of the Financial Aids and Veterans/Handicapped programs has been strengthened in order to provide better services and to ensure compliance with Federal requirements. The most recent audits in both of these program areas have been clean.

The college has strengthened its relationship with the surrounding business community through addition of a business and industry training program and through the Clark College Foundation. In conjunction with increased state resources, the Foundation has enabled the college to acquire much needed vocational equipment. For example, through the Foundation the college was able to secure a major donation from Hewlett-Packard for a new mainframe HP3000 for instructional computing applications.

Future plans include implementation of the campus master plan for facilities and grounds; implementation of computer based student management, financial aid and registration systems; increased emphasis in the Community College Foundation on deferred gift giving; and increased activities between Clark College and the upper division institutions serving Southwest Washington.

PROPOSED

Revised Job Description

300.000 INSTRUCTION

320.000 INSTRUCTIONAL STAFF

ADMINISTRATIVE PROCEDURE

18. Identify problems relating to affirmative action and work to achieve the goals established to resolve such problems.
19. Other duties as assigned by the President, Dean of Faculty or designee.

The duties and responsibilities of the instructor hired on employment memo include:

1. Teach assigned classes in accordance with the course descriptions published in the catalog and with instructional procedures agreed upon within the department or division.
2. Evaluate students' progress, assign grades in accordance with standards established by the faculty member's division, and submit grade and attendance reports in accordance with deadlines established by the Dean of Faculty.
3. Maintain scholastic records of students and submit required reports.
4. Report special adjustment problems of students to the Dean of Students or designee and make recommendations for resolving the problem.
5. Assist students in learning effectively by using all facilities and materials available for instruction.
6. **Schedule office hours, attend meetings, or perform related duties assigned by the division chair.**
7. Inform classes in writing early in the quarter of attendance policy, class requirements, grading procedures, and any other factors that may affect the progress of the student in the course.
8. Assist the division chairperson in keeping an inventory of all supplies and equipment assigned for instructional use.
9. Provide for proper use and security of equipment assigned to him/her and maintain or report need for maintenance.
10. Enforce campus regulations regarding smoking and other conduct in classrooms.

New PositionsApproved Clark College Board of Trustees

1980-1984

<u>Positions</u>	<u>Approved</u>
Speech Instructor*	September 28, 1983
Electronics Instructor*	"
Computer Science Instructor*	"
Scientific/Technical Writing/English Instructor*	"
Technical Librarian*	"
Industrial Liaison*	"
Office Assistant/MIT Division*	"
Financial Aid Assistant- 1/2 time	"
Physics Instructor*	July 27, 1983
Math Instructor*	"
Engineering Instructor*	"
Computer Science/Data Processing Instructor* ²	"
Electronics Instructor* ²	"
Plastics Instructor*	"
Office Administration/Word Processing Instructor*	"
Chemistry Instructor*	"
Advisor/Counselor for High Tech*	"
Media Maintenance Technician I	October 20, 1980
Media Services Operator	"
Professional Media Producer	"
Bakery Cashier	January 20, 1980
*Hi Tech Positions	² Currently vacant
Total Faculty Positions:	14
Total Classified Positions:	5 1/2
Total Administrative:	1

ASSOCIATE DEGREE GUIDELINES, INTERCOLLEGE RELATIONS COMMISSION

DEFINING THE ASSOCIATE DEGREE

For the purpose of these guidelines, the Associate Degree (sometimes called the Associate in Arts, Associate of Arts, Associate of Arts and Sciences, etc.) is defined as that two-year college degree offered by the Community College to students who have completed a transfer curriculum. In order to fulfill General Education Requirements for a baccalaureate degree, this Associate Degree should possess the following characteristics:

- I. Be issued only to students who have earned a cumulative grade point average of at least 2.00;
- II. Be based on 90 quarter hours of transferable credit including:
 - A. A minimum of 60 quarter hours of general education courses* distributed as follows:
 1. Basic Skills 14 credits
 - a. Communication Skills 9 credits
Must include at least two courses in English composition which total at least six credits. Remaining credits, if any, may be an additional composition or designed writing courses or basic speaking skills (e.g. speech, rhetoric or debate) courses.
 - b. Quantitative Skills ¹.5 credits
Must be at the level of intermediate algebra or above or other college level courses emphasizing quantitative or symbolic reasoning.
 2. Humanities ^{2,4}. 15-20 credits
 Select from at least three disciplines
 No more than 10 credits from any one discipline
 No more than 5 credits in performance/skills courses
 Suggested disciplines include: ⁵

Art	Music
Foreign Languages ⁶	Philosophy ³
History ³	Drama/Theatre
Literature	Speech
 3. Social Sciences ^{2,4}. 15-20 credits
 Select from at least three disciplines
 No more than 10 credits from any one discipline
 Suggested disciplines include: ⁵

Anthropology	Political Science
Economics	Philosophy ³
Geography ³	Psychology
History ³	Sociology

ASSOCIATE DEGREE GUIDELINES, INTERCOLLEGE RELATIONS COMMISSION (CONT.)

4. Natural Sciences⁴ 15-20 credits

Select from at least three disciplines
No more than 10 credits from any one discipline
Shall include at least one laboratory course
Suggested disciplines include: ⁵

Astronomy	Geology
Biology	Mathematics ³
Botany	Physics
Chemistry	Zoology

*A list of course alternatives specified by department and number and satisfying these distribution requirements should be prescribed and published.

- B. A minimum of an additional 30 quarter hours of college-level courses, of which a minimum of 15 credits shall be fully transferable courses as defined by the receiving institution and a maximum of 15 credits may be in college level courses as defined by the community college. Remedial courses shall not be included in the 90 quarter hours of the Associate Degree.

ASSOCIATE DEGREE GUIDELINES, INTERCOLLEGE RELATIONS COMMISSION (CONT.)

NOTES

1. No later than 1987, the Quantitative Skills requirement will be reviewed.
2. Within appropriate distribution areas, students are encouraged to develop an understanding of and sensitivity to cultural differences by completing courses requiring study of cultures other than their own. To most, this should include Non-Western ethnic, minority, or other area studies.
3. A specific course may be credited towards no more than one distribution or skill area requirement.
4. Within each distribution area, integrative, synthesizing courses and programs, including interdisciplinary courses and linked sequences of courses, are to be encouraged.
5. A list of suggested disciplines is subject to ICRC review.
6. First year foreign language faculty are encouraged to include cultural aspects of study in their courses.

CLARIFICATIONS

- A. Associate Degrees meeting the distribution system in these guidelines represent but one model for valid general education programs. Two and four-year colleges and universities are encouraged to develop models, including interdisciplinary core requirements or vertical general education requirements with courses at the upper division level. Institutions using such alternative approaches are further encouraged to develop individual inter-institutional transfer agreements.
- B. In various institutions, General Education Requirements are referred to as General University Requirements, Distribution Requirements, Breadth Requirements, or other similar designations.
- C. The voluntary agreements suggested by these Guidelines provide mutual guarantees of institutional integrity and are consistent with the high level of voluntary cooperation that has become traditional in Washington higher education.
- D. The Associate Degree agreement will provide for the fulfillment of college and university General Education Requirements only, and it is not intended that this agreement should cause modifications of unique requirements (Religion, Philosophy, etc.) or special programs (Pharmacy, Engineering, etc.). Further, it should be clearly understood that agreements based upon these guidelines in no way alter admission criteria established by four-year institutions.

**CLARK COLLEGE
ASSOCIATE IN ARTS AND SCIENCES DEGREE
REQUIREMENTS**

Students who earn Clark's Associate in Arts and Sciences degree will normally be able to transfer to Washington colleges and universities with junior standing, having met lower division general education requirements. Additional credits may be required to meet major, minor, and/or professional school requirements or to meet the requirements of out-of-state institutions. Students are urged to contact the counseling office or a faculty advisor to plan their course of study.

To earn the Associate in Arts and Sciences degree the student must complete 90 credit hours of work in courses numbered 100 or above with a minimum grade point average of 2.00 or better to include:

A. General Education Requirements--63 Credits

1. Communication Skills - 9 credits

selected from:

A. English 101, 102, 203, (or 211 for Engineering majors) or

B. Six credits from the English courses in (a) above and three credits selected from Speech 101, 201, 211.

2. Quantitative Skills--5 credits

Five credits from MATH and/or CSCI courses numbered 100 or above, not included in the Science distribution requirements in 4. below.¹

3. Health and Physical Education Activities - 3 credits.

Any Health class except 205, 206 or 290 and any PE course except courses labeled "professional" in the class schedule. HPE 258 will meet both Health and PE requirements.

4. Distribution Requirements

See distribution list for approved courses.

Select credits from Humanities, Social Sciences, and Sciences as follows:

Humanities - 15 to 20 credits from at least 3 subject areas. No more than 10 credits from any one subject area.²

Sciences - 15 to 20 credits from at least 3 subject areas. One laboratory science required. No more than 5 credits of math and/or computer science.¹ No more than 10 credits from any one subject area.²

Social Sciences - 15 to 20 credits from at least 3 subject areas. No more than 10 credits from any one subject area.²

B. Major or Elective Courses--27 credits

Any course on the distribution list which is not applied to a distribution requirement may be used as an elective. Additional courses numbered above 100 may be counted as electives only if they have been approved as electives for this degree. More than 27 credits may be required in some majors.

NOTES AND RESTRICTIONS

1. DVED courses may not transfer to some colleges.
2. No more than 15 credits in Special Projects allowed.
3. No more than 15 credits for Experience-Based Learning (all courses numbered 198) allowed.
4. A maximum of 12 credits is allowed for Speech 171, 172, 173, 271, 272, 273 (Forensics).
5. No more than 15 credits allowed for Cooperative Work Experience (199).
6. Maximum of 6 physical education activity credits allowed toward degree except for physical education majors.
7. Although some courses meet more than one degree requirement, a course may be applied toward only one requirement.
8. If the student intends to transfer to an upper division institution within the State of Washington and to be granted junior standing, at least 15 credits of the 27 elective credit requirement must be transferable as defined by that institution.

¹ A maximum of 10 credits in Math and/or Computer Science may be applied towards the 63-credit General Education Requirement--the 5 required under quantitative skills and the 5 optional under Sciences. Any additional Math credits may be counted as electives.

² Additional credits in a subject area may be applied as electives.

9. These requirements are effective for those students entering Fall, 1985, or thereafter.

DISTRIBUTION LIST FOR ASSOCIATE IN ARTS AND SCIENCE DEGREE

HUMANITIES

A maximum of 5 hours to meet this requirement may be taken in selected performance classes (list B), provided academic hours (list A) in the same department are also taken.

List A (Academic)	List B (Performance)
Art 150, 151, 152, 154, 155, 156, 157, 250	100, 101, 102, 103, 104, 105, 112, 113, 115, 116, 117, 121, 122, 123, 127, 130, 131, 133, 137, 138, 140, 141, 142, 168, 169, 170, 177, 178, 179, 180, 181, 182, 200, 201, 203, 204, 205, 208, 221, 222, 223, 224, 225, 226, 237, 239, 240, 254, 255, 256, 257, 258, 259, 290, 292, 293, 294
English 128, 130, 131, 132, 134, 135, 136, 137, 138, 139, 140, 141, 152, 161, 162, 163, 164, 165, 166, 184, 185, 251, 264, 265, 270	121, 122, 123, 124, 125, 126
Foreign Language 101, 102, 103, 201, 202, 203, 204, 205, 206, 290	None
Humanities 101, 102, 103, 201	None
Music 125, 127, 128, 131, 132 133, 135, 136, 137, 141, 142, 143	180, 181, 182, 183, 184, 185, 187, 188, 189, 195, 196, 197, 280, 281, 282, 283, 284, 285, 287, 288, 289, 295, 296, 297
Philosophy All courses except 115, 175	None

Speech 102, 103	114
Theater 105	140, 141, 142, 143, 144
Women's Studies 101	None

MATHEMATICS AND COMPUTER SCIENCE

All MATH classes numbered 100 or above, BUS 203 and 204, except note that MATH 103 is not allowed for credit by some senior colleges.
All CSCI classes.

SCIENCES

If two course numbers appear in brackets below, the first is the lecture course, the second is the corresponding lab course. Courses followed by "L" satisfy the lab science requirement. Five credits from the Mathematics and Computer Science list above may be applied toward the Science requirement.

Biology
(100, 101L), 104L 108, 111L, 112L, 121L, 122L, 124L, 137L, 138L, 142, 241, 251L, 255L, 258L, 261.

Chemistry
111L, 112L, 131L, 132L, (133, 134L or 135L), 211L, 212L, (213, 214L).

Geology
101L, 102L, 103L, 107L, 108, 109L, 111.

Physical Science
101L, 102L, 103L

Physics
101L, 102L, 103L, 111L, 112L, 201L, 202L, 203L.

Science
103, 105, 109, 110, 112, 115, 158

SOCIAL SCIENCES

Anthropology - 101, 111
Economics - 101, 107, 201, 202, 203, 204, 205
Geography - 101, 107
History - 101, 102, 103, 131, 132, 133, 150, 217, 239
Political Science - 111, 131, 151, 152, 153, 161, 211, 251, 252, 253
Psychology - 101, 102, 111, 203
Social Science - 131
Sociology - 101, 102, 121, 131, 171
Women's Studies - 101, 210

CLARK COLLEGE
ARTS & SCIENCES DEGREE

Evaluation Worksheet

 For students intending to transfer to a
 four-year institution.

 NOTE: Students must obtain
 a transcript to complete this
 evaluation.

NAME _____				Remaining Credits Needed	In Progress
A. General Education Requirements (63 credits. See Distribution List for approved courses).				Total	
1. Communications	(9) _____ () _____ () _____ ()				
2. Health & PE Activities	(3) _____ () _____ () _____ ()				
3. Math and/or Computer Science	(5) _____ () _____ () _____ ()				
4. Distribution Requirements (46 minimum. See distribution List for approved courses)					
Humanities	(15-20 from 3 different departments. No more than 10 credits from any one subject area.)				
	_____ () _____ () _____ ()				
	_____ () _____ () _____ ()				
	_____ () _____ () _____ ()				
Sciences	(15-20 credits from 3 different departments. One lab science required. In addition to those listed in (3) above, no more than 5 credits in math and/or computer science. No more than 10 credits from any one subject area.)				
	_____ () _____ () _____ ()				
	_____ () _____ () _____ ()				
	_____ () _____ () _____ ()				
Social Sciences	(15-20 credits from 3 different departments. No more than 10 credits from any one subject area.)				
	_____ () _____ () _____ ()				
	_____ () _____ () _____ ()				
	_____ () _____ () _____ ()				
B. Additional Major or Elective Courses (27 credits minimum; excess credits from distribution requirements may be used. More may be required in some majors; number required determined by departments.)					
	_____ () _____ () _____ ()				
	_____ () _____ () _____ ()				
	_____ () _____ () _____ ()				
	_____ () _____ () _____ ()				
	_____ () _____ () _____ ()				
	_____ () _____ () _____ ()				
	_____ () _____ () _____ ()				
	_____ () _____ () _____ ()				
	_____ () _____ () _____ ()				
				TOTAL 90 or more as required by major.	

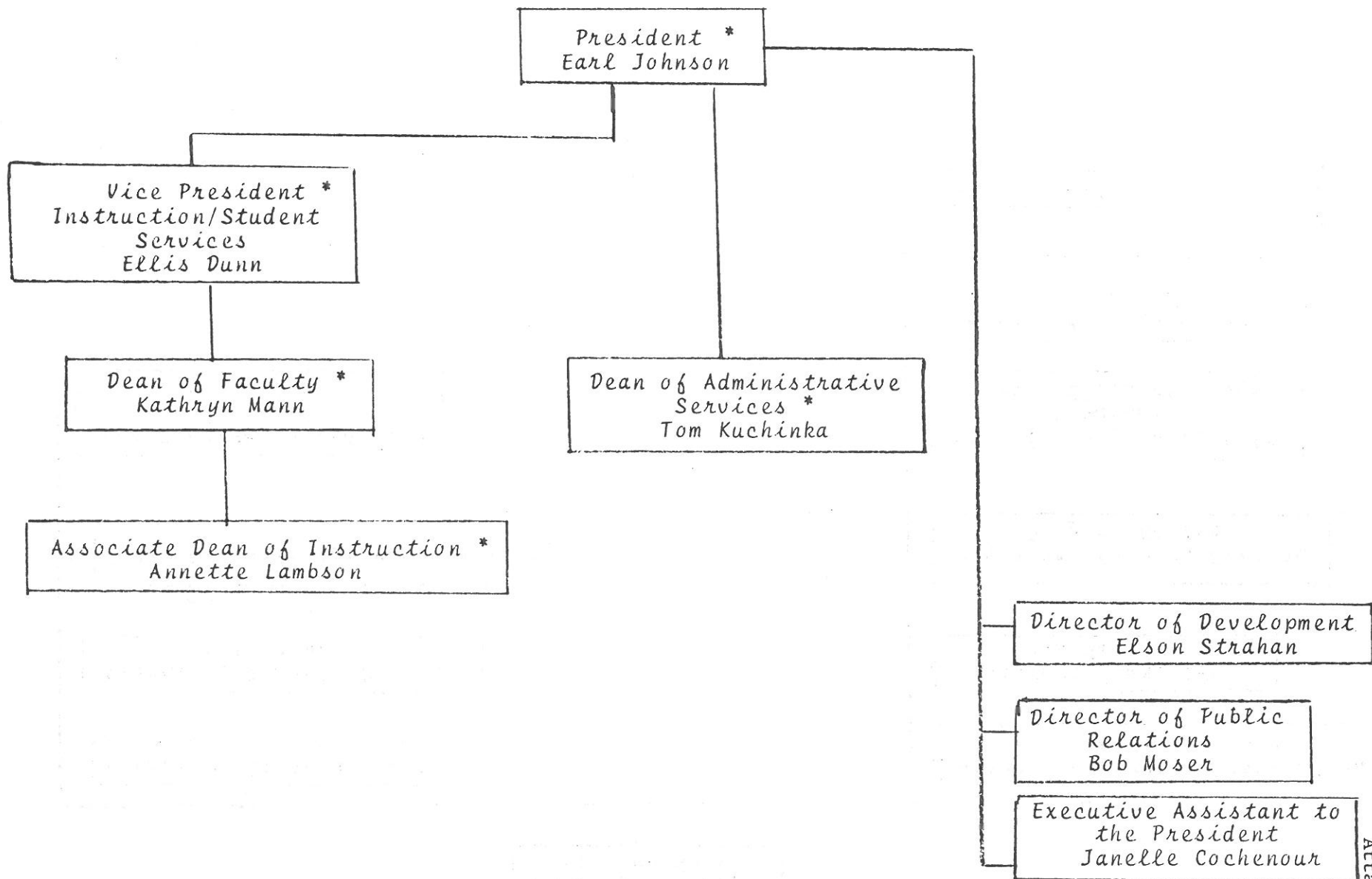
I certify that _____ will meet the graduation requirements upon completion of the following courses:

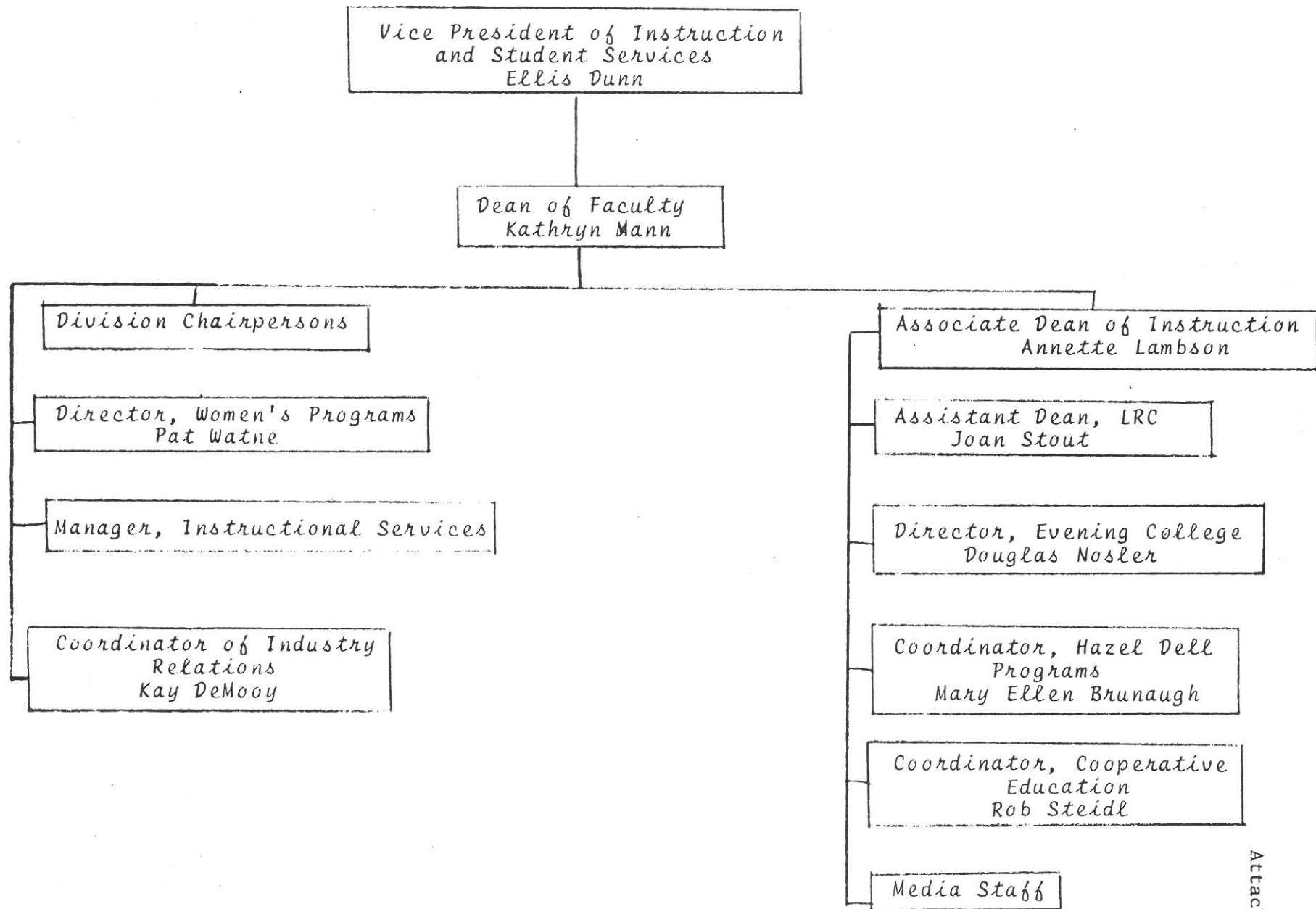
Waiver Requested: _____

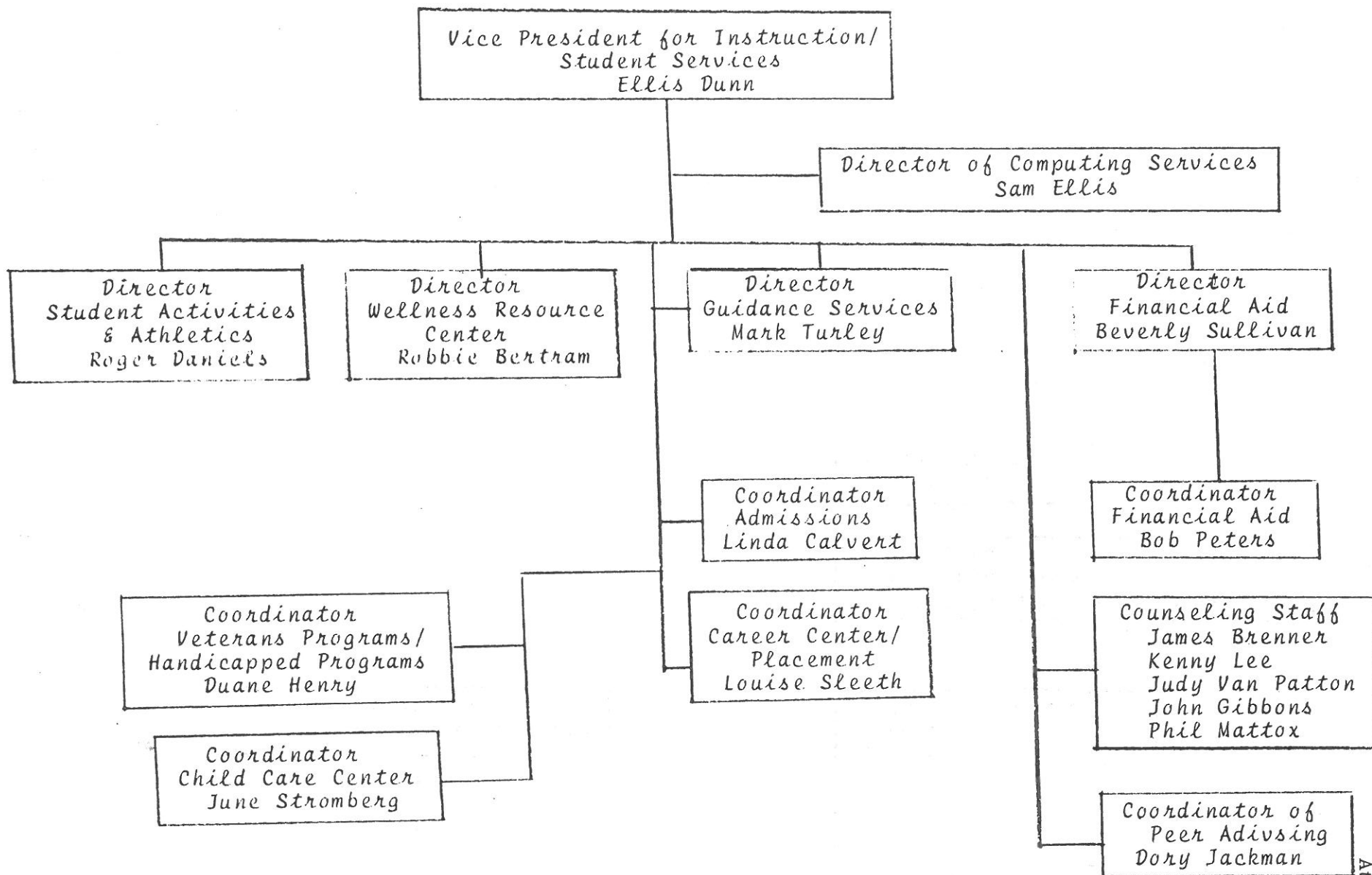
Date _____

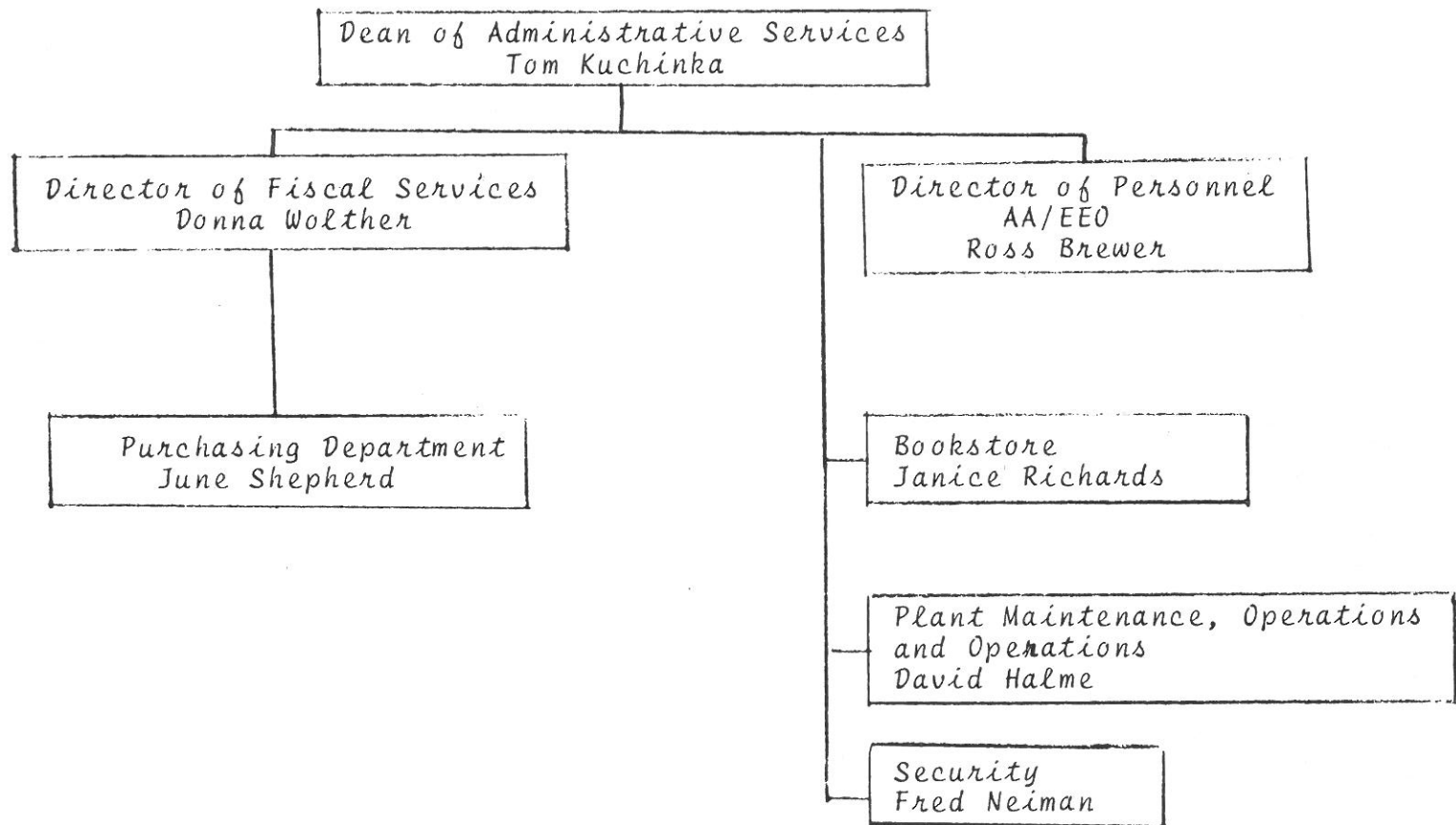
Signature of Advisor _____

Revised 9/84









DIVISION CHAIRPERSONS
ORGANIZATIONAL CHART

