

**Northwest Association of Schools and Colleges
Commission on Colleges**

**A Full-Scale
Evaluation Committee Report**

**CLARK COLLEGE
Vancouver, Washington**

October 14-16, 1998

**A Confidential Report Prepared for the Commission on Colleges
that Represents the Views of the Evaluation Committee.**

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CLARK COLLEGE
Vancouver, Washington
Northwest Association Evaluation Committee Visit
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INTRODUCTION

A thirteen-person evaluation team from the Commission on Colleges of the Northwest Association of Schools and Colleges visited Clark College, Vancouver, Washington from October 14-16, 1998 to conduct a full-scale comprehensive evaluation of its Self-Study and to review reaffirmation of accreditation.

The last comprehensive visit to the college was conducted in the fall of 1989 with a Regular Interim visit in the fall of 1994.

Every courtesy was extended the visiting team by the trustees, students, faculty, staff and administration of Clark College. Assistance with interview scheduling, secretarial support, computer access made the visit go smoothly. The visiting team wishes to express its sincere thanks.

SELF-STUDY

The Clark College Self-Study document was overly long, uneven and in need of editing. It was, however, evident that many people contributed to the effort and this provided a sense of ownership in the process. Much of the document was useful. Tables and appendices were particularly good.

STANDARD ONE: INSTITUTIONAL MISSION AND GOALS, PLANNING AND ITS EFFECTIVENESS

The Clark College Board of Trustees hired consultants and undertook a thorough review of the College's mission statement in the spring of 1996. Input was sought from members of the community as well as Clark College faculty, staff, administrators, students, alumni, and board members. Results led to the development of Mission, Vision and Values statements.

The Mission Statement answers the following:

- Who is the college?
- What does the college do?
- For whom does the college do it?
- Why does the college do it?

The Vision Statement answers the following:

- What would the college look like if it is successfully achieving its mission?
- How would the college feel?
- How would the people on campus be acting?
- How will the college personnel know when they are accomplishing its mission?

Values are principles to guide the college.

Goals are things that should be accomplished in order to achieve the college mission.

The trustees, faculty, staff, students and administration now need to follow through with the development of goals so that assessments can be made of institutional progress.

Similarly, college personnel have developed a good number of surveys, assessments and follow-up studies yet have not pulled together an overall strategic plan that incorporates these findings and systematically analyzes them for the purpose of planning and advancing the institution.

It is recommended that the college develop a strategy to integrate its various assessment activities into a systematic planning, implementation, analysis, refinement cycle.
Standard 1.B. - Planning and Effectiveness.

STANDARD TWO: EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

Applied Technology Division

Quality of the programs in the Applied Technology Division is evident. Faculty is appreciative of the Advisory Committee, administration, and local industries. They are supportive of the college and share in the vision of the board and administration. Problems emerge as faculty report uneven funding among programs and access to college resources is not clear to them. Syllabi have been updated and reviewed, however, student graduation rates are low and credit requirements are excessive in many programs. College catalog information for the division should be clarified for students enrolling in either the Certificate of Proficiency or Associate of Applied Science degree tracks.

Division faculty leadership are to be commended for their service to the Vancouver community, for enthusiastic participation in shared governance, for acquiring and maintaining excellent service and equipment, for securing specialized accreditation and developing a strong relationship with local industries.

It is recommended that College personnel supervise the Construction Technology Program. Standard 2.G.

Automotive: Students in the Automotive Program are trained to diagnose and repair late model, high-tech automobiles. Training is provided in a well-equipped lab facility and consists of classroom instruction and hands-on application of concepts.

Enrollments in the program are strong and graduates are easily placed in quality positions. Program faculty serve on advisory committees in local area high schools and skills center.

The Automotive Program is fully accredited by Automotive Service Excellence for both the regular and Toyota T-Ten programs. Qualified full-time and part-time faculty instruct both day and evening classes. The program advisory committee and industry involvement ensure quality assurance procedures and curriculum verification, and course syllabi are current and reflect industry standards and requirements. The partnership with Toyota provides an abundance of training aids at no cost and allows for training with the latest field technology. The AAS degree for the program requires completion of 128-140 credits, well beyond the state recommendation of 90 credits as indicated in the catalog.

Professional development funding for faculty is available and Clark College strongly supports these activities. A technical library is maintained in the Program area and the campus library is very supportive and meets Program needs adequately. At the present time the Automotive Program does not offer distance education learning opportunities.

The Automotive Program meets the requirements of Standard Two. Students and faculty alike are satisfied and appreciate the opportunities presented by Clark College. Industry and student satisfaction are further indicators of a quality program.

The college is to be commended for its well qualified faculty, its resource management and for providing staff development.

Construction Technology: The Construction Technology Program trains students in all facets of home building. Training consists of about 85% hands-on and 15% classroom. The on-site house building project accommodates experiential learning. Graduates are easily employed in the construction field. This Program is a contracted partnership between Clark College and the Evergreen School District and is housed at the Clark County Vocational Skills Center. Students register and are advised on the Clark College campus, however, the instructor is an employee of the Evergreen School District. This is a unique partnership that utilizes community resources to meet a training need resulting in high paying employment opportunities. The College counts the FTE and the school district is reimbursed for training costs.

Program quality is assured by endorsement of the curriculum and employment by members of the Associated General Contractors and the County Builders Association. Faculty selection includes input from the Applied Technology Division Chair and Evergreen School District. Both the Applied Technology Division Chair and the Director of the Clark County Vocational Skills Center agree that the program meets a community need for employees in the construction field. However, in order for the Program to be in compliance with Standard 2.G, supervision and curriculum delivery must rest with Clark College rather than the Evergreen School. Presently, as indicated in the course materials "Support from Clark is in the area of advising and registration only".

The Construction Technology Program is to be commended for establishing collaborative arrangements with other educational entities, for sharing facility use, and for meeting local employment needs.

Culinary/Baking Program: The Culinary/Baking Program trains students to become cooks, bakers and food service managers. Student training consists of classroom lectures and hands-on experience in well equipped lab areas. A retail operation for selling baked goods to the public provides experience for students that parallels industry practice. Faculty, staff and students are involved with all other divisions on campus through food service activities for Clark College. The dining room is open to the public as well as the cafeteria line and snack bar. Culinary students regularly prepare and serve 350 meals per day and also work on special projects for Clark College where food service is required. Department faculty welcome internship opportunities for students to apply their skills both on and off campus. Job placement opportunities for students exceed the number of graduates thus allowing for competitive salaries and a wide range of locations for employment.

The Culinary/Baking Program is enrolled sufficiently and students are well satisfied with training and employment opportunities upon graduation. Faculty are qualified and dedicated to students, Clark College and the Program. The facilities are well maintained and up to date equipment is being used. Faculty expressed that Clark College is very supportive of the Program. Student training opportunities both in academics and vocational classes serve the Program well. Some equipment is in need of replacement, especially in the dish room, and requests have been submitted to administration for further action. Four quarter Certificate of Proficiency programs range in credits from 72 to 104 with the Associate Degree being 124 to 193 credits. This number of credits is excessive and exceeds the State recommendation of 90 credits for 2-year programs which presents a challenge to Standard 2.A.6. Regular meetings with advisory committees and industry input verify training.

The Culinary/Baking Department meets the requirements of Standard Two. This is a well run Program that meets student and employer expectations. Faculty are seeking improvement across the curriculum to maintain this excellent Program.

The program commendations would include excellent job placement, well maintained facilities, and dedicated, enthusiastic faculty and technicians.

Data Networking and Telecommunications Program: This new program offers an Associate in Applied Science degree in preparation for employment in the data network and telecommunications industry. There is one full-time faculty member who was charged with curriculum design and development of partnerships with industry. With Advisory Committee assistance, this new program was approved by the State of Washington last Spring and accepted students this fall. Demand has already exceeded the capacity of the program.

An analysis of the self-study and interviews conducted indicate that it was a significant challenge for the faculty to accomplish the development and delivery of the program in such a short time. Fortunately, industry was very receptive to the program concept and curriculum developed by industry, specifically CISCO, to industry standards has been incorporated into the program. Partnering with industry on curriculum design is advantageous particularly in dynamic, technical offerings. There is no question that students are receiving courses that prepare them well for employment. The program is appropriate and fitting to the mission of the College. It is aptly named and appears to reflect a coherent structure with sufficient breadth and depth of courses and sequencing. This curriculum is outcomes based and assessment is built in.

Equipment is barely adequate for the program and it does not appear that the College has a plan for procurement of additional equipment that will be essential to the success of the program.

It is recommended that the College develop a strategic plan such that new offerings result from a deliberate planning process and adequate resources can be identified to support the program prior to its implementation.

The program is staffed with a new faculty member. He is to be commended for his creativity, energy and partnerships with industry. However, the one-person nature of the staffing may limit his ability to be involved in institutional governance. This is especially true for a new faculty member who, with little orientation, has been required to teach and develop partnerships with industry and create a new program in one year. There is a danger that faculty will "burn out" if these workload expectations are not alleviated. It is suggested that the College develops an orientation for new faculty and provides sufficient support for faculty to achieve their goals.

Diesel Technology: The Diesel Technology Program trains students to diagnose and repair heavy equipment trucks and agricultural equipment. Training is accomplished through classroom lecture and experiential learning in the lab and internships at local businesses. Live work projects are coordinated by faculty to provide additional learning experiences for students. Students in the Program are employed upon graduation or before depending on their needs and expectations.

Faculty have extensive field experience and are actively involved with acquiring academic credentials that will enhance their teaching careers.

The Diesel Program has developed partnerships with Caterpillar and Freightliner Corporations. These partnerships enhance employment opportunities for graduates, secure equipment donations and provide training opportunities for faculty. The training also assists faculty in remaining current in their field. Apprentices from local industry enroll in the program to update their skills.

A technical library is maintained in the program area and students are assigned projects requiring them to access information in the College library. Articulation agreements are in place with the Clark County Vocational Skills Center through Tech Prep in an effort to eliminate courses being repeated at Clark College. Advisory committee members oversee the curriculum

during quarterly meetings. Fiscal resources for major equipment purchases such as a highway truck, backhoe loader and forklift are limited and faculty are concerned about maintaining program quality without adequate training aids.

The Diesel Technology Program meets the requirements of Standard Two and meets industry and student needs while adhering to Clark College's policies and procedures.

The Program is to be commended for providing professional development activities for faculty, Tech Prep articulations with high schools, apprenticeship training and industry partnerships, and an excellent record for placing graduates.

Electro-Mechanical Engineering Technology: This program has been replaced with Manufacturing Technology effective fall quarter 1998. Curriculum is in the developmental stage and the program consists of both current and new courses. Local industry had requested this new program due to the geographic area manufacturing changes and employment trends.

The Division is to be commended for responding to industry by creating a program that meets local employment needs.

Electronics Technology: Electronics Technology training is extremely important in the Vancouver community. The need for training is growing as the business community is transitioning from heavy industrial to light industrial electronics manufacturing. This has also created a need for updating or retraining of people employed in this field. Qualified full-time and adjunct faculty provide training during the day and evening in an attempt to meet industry and apprenticeship educational needs. Placement of Clark College AAS graduates of this program into high paying positions has been excellent.

The Electronics Program is fairly well equipped and regularly receives donations of equipment from local industry. Due to budget constraints, upgrading of equipment to stay current with industry field technology is a challenge, however, faculty are creative and seek methods to provide quality instruction with limited funding. Program faculty have been working with trickle down computers to create an Introduction to Computer lab in their facility and faculty teach the introductory class as a service to other Clark College programs. Electronics Technology curriculum is verified by the advisory committee that meets to review offerings and assess Program progress.

Students trained in this Program work with classroom theory application in lab settings and are considered "customers". They are satisfied with the quality of instruction and employment opportunities.

Technical reference materials are maintained in the Program area as well as the campus library and library staff are very supportive of Program faculty and students.

Qualified faculty with both academic preparation and field experience are employed to assure positive student learning outcomes. Faculty participate in professional development activities supported by Clark College. Course syllabi are current and reflect industry standards and employment requirements.

The Electronics Technology Program meets Standard Two requirements. Program faculty are excited about the restructure and potential for facility remodel that will greatly enhance the Program. Quality instruction, industry satisfaction with graduates and 100% placement are all indicators of quality in the Electronics Technology Program. Goals include ongoing improvement measures and more partnering in the Clark College community. Curriculum changes made mid year are implemented to accommodate industry requirements. Students are advised of the changes and options for completion.

The well-qualified Program faculty are to be commended for their creative abilities and for their cooperative work with other campus programs and for establishing excellent relations with business and industry.

Graphic Communications and Printing Program: This program provides training in Print Technology and Electronic Publishing and Multimedia. It is staffed by 2.5 full time faculty and a small number of adjunct faculty. The facilities and equipment are adequate to meet the needs of the program but will need ongoing updating.

The degree offerings are appropriate to the central mission of the College. The offerings reflect a coherent structure, are of sufficient and depth, and are sequenced in such a way as to develop students' abilities.

The Electronic Publishing program has undergone significant revision recently. Collaboration with other disciplines across campus has resulted in shared space and equipment as well as enhanced offerings for students. A new transfer degree has been articulated with Washington State University. The program has begun work on outcomes and has been able to incorporate the College abilities into the curriculum. However, assessment of these outcomes is in the preliminary stages. While there is a pre- and post-test to measure students' progress and anecdotal information, it is not systematic, nor is it used to improve learning in an intentional way. However, faculty are committed to student learning and are willing to embrace the opportunity to use assessment of outcomes to improve the teaching and learning process.

It is recommended that consistent methods of measuring learning outcomes be developed and systematically applied to improve instruction. (Standard 2.B Education Program Planning and Assessment and Policy 2.2)

The faculty is to be commended for its collaborative efforts with other programs. However, the sharing of space and equipment is a limiting factor in meeting increased demand for classes since the facility is fully used.

The Printing Technology program has continually updated its curriculum to meet the needs of industry. The program has met all the requirements for PrintEd certification. Outcomes and assessment are built into the program and results are used to improve the curriculum.

Some of the equipment is rather old and may pose some safety hazards. However, faculty build safety into the classes and have developed procedures to deal with problems.

The department has a five-year plan for equipment replacement but the plan has been modified to allow for the increase in the use of computers in the program.

The program meets the requirements for general education and related instruction. However, the catalog is very confusing as to the requirements. Related instruction requirements of communication, computation and human relations are not uniformly included with the program requirements.

It is recommended that the catalog be revised to exhibit clear expectations for academic requirements. (Standard 3.B - Students - General Responsibilities)

Machining Technology: The Machining Technology Program trains students to work in many different manufacturing and industrial applications. Training is largely hands on in the lab setting with lectures being delivered in both the lab and classroom. Internships and cooperative experiences provide additional learning opportunities. The Program is fully subscribed and graduates are in demand.

Faculty are well qualified and bring extensive field experience to the program. They provide service to the community through extended day offerings and apprenticeship training.

Program graduates are asked to identify weaknesses in the program. The quality of the Machine Technology is acquired through input from the Advisory Committee and through consultation with local industry. The Division Chair stated that this Program had the most active and vocal advisory committee in the Applied Technology Division.

A technical library is maintained in the Program area with support for other reference materials coming from the College library.

The National Tooling Association standards are included in the curriculum. Articulation agreements for academic transfer are in place with the Oregon Institute of Technology. Equipment is in good working order, but is 20-25 years old and requires substantial maintenance. Other Clark College programs recognize the Machine Technology Department as a viable component of education on campus.

The Machining Technology Program meets the requirements of Standard Two. Industry endorsement, graduate placement and advisory committee participation all indicate a quality program.

Machining Technology faculty and staff are to be commended for acquiring donated equipment, for excellent maintenance of labs, for establishing well equipped work stations for their students, and for service on local advisory committees.

Welding: The Welding Program trains students in all areas of welding and metal fabrication. This training meets local business and industry needs for new and continuing employees. Faculty are well qualified with a combination of academic credentials and extensive field experience to assure course content reflects industry standards. Curriculum is current and verified by an active advisory committee that meets quarterly. Student training is a combination of classroom lectures and hands on experience in a very well equipped lab. The Program is certified by the American Welding Society and certification standards are maintained in curriculum delivery.

Welding Program students are in demand both before and after graduation. Some students exit the program for employment prior to completion resulting in a low graduation rate. However, students seeking only a given level of skills training and exiting when that level is reached, are considered successful. The lab is well maintained and is equipped sufficiently meet curriculum goals. Some equipment such as the ironworker need replacement as repair costs are escalating. Faculty are expanding offerings to include a metal sculpture class for art students. Students and faculty are excited about this option and interacting with other Clark programs. Contract training is offered to the community in the evening by regular and adjunct faculty. A technical library consists of texts and videos and is maintained in the Program area to provide reference materials for Welding students. The program also is responsible for related welding courses within the Applied Technology Division.

The Welding Program meets the requirements of Standard Two. Employer and student feedback is positive and supportive of program.

Faculty are to be commended for attaining AWS certification, for dedication to students, for serving on local advisory committees, and for providing and maintaining excellent lab areas.

Business Division

The Business Division offers course work in Business Administration, which includes Management and Economics and Business Technology, including Medical Assistant and Legal

Assistant, and the Paralegal program. There are 14 full time faculty and a large number of adjuncts.

An analysis of the self-study and the interviews conducted indicate that the Business Division mission and goals and values are consistent with those of the College. This Division is very well organized internally. Each year faculty set curriculum and operational objectives, which are assigned to sub-groups: Academic Standards, Resources, Communication and Accountability. Each group develops and implements plans. Accomplishments are summarized in an excellent comprehensive annual report. As evidenced in this report the division plans well and accomplishes a great deal. There is energy and depth in this division and it has much to offer the institution as a whole with respect to shared governance and internal organization. Faculty are creative and committed to student learning.

The faculty and the Division Chair are to be commended for their proactive approach, their ability to plan together to set goals and work to achieve them.

The faculty are continuously evolving the curriculum to meet changing needs of students and business. The Advisory Committees make a significant contribution to the Division.

The faculty and Advisory Committees are to be commended for working together to improve educational offerings for students.

The Division is housed in a newly constructed building, which provides excellent classroom, lab, and office space. An attractive area for students to meet and study is a focal point of the building.

Business faculty have provided leadership in developing outcomes and assessment methods. While the work being done is a good start it needs to be connected to program and institutional effectiveness. Furthermore, the college-wide abilities appear to overlay the course outcomes rather than be fully integrated.

It is recommended that the faculty and administration build on the good start they have made and focus on a consistent method of measuring learning outcomes at the course and program level and develop a method of analyzing these results to inform the planning process. (Standard 2B and Policy 2.2)

The Division has developed a plan for equipment replacement. Given the nature of these programs it is essential that upgrading occur consistently. Technical support has been adequate as long as the Division has dedicated personnel.

It is recommended that the College take steps to ensure that there is adequate support for technology in order to ensure students' needs are served. (Standard 5)

Generally, there seems to be a great deal of confusion about the decision-making processes and specifically as it relates to budget allocation. Further, faculty are not sure their input is valued therefore they question their contribution to the formulation of institutional policy. There is a great deal of optimism that this will change with the new president.

It is recommended that the College develop clear, visible, decision-making processes and communicate them to faculty and staff so that they can participate appropriately and decisions can be understood. (Eligibility requirement 7, Standard 4.A.2 and Standard 6.D)

The Paralegal Program continues to be offered without any full-time faculty. While the program is run very effectively by a part time coordinator, it is not in compliance with the standard. This was cited as a recommendation in the 1989 evaluation report but no action has been taken despite efforts on the part of the Division Chair.

It is recommended that the administration review staffing of the Paralegal program and take action to ensure that it is staffed with a faculty member whose primary commitment is to the institution. (Policy Standard 4.A.1)

Students evaluate adjunct faculty in the first two quarters of employment and every seventh quarter thereafter. However, multiple indices are not used in the evaluation.

It is recommended that the College develop a comprehensive evaluation process for adjunct faculty, which provides substantive evaluation of faculty performance at least every third year. (Standard 4, Policy 4.1)

During the last full-scale evaluation a recommendation was made regarding workload equity for the Business Technology faculty. The changing nature of the curriculum and delivery in the technologies suggest that formulae developed years ago may no longer be appropriate. It is suggested that the workload assignment be reviewed (Standard 4)

Continuing Education and Special Learning Activities, Non-credit Programs and Courses

Continuing Education activities at Clark College are administered through the departments of Business and Industry, Mature Learning, and Community Education whose directors report to the Director of International Programs and Business and Industry Training. Continuing Education is an integral part of Clark College. While located in separate locations and somewhat decentralized, recent efforts have been made to increase cooperative activities. Responsibilities within the Continuing Education departments are well defined and clearly understood. Interviews with faculty, staff, students, and advisory committee members and review of documents provided support the information in the self-study.

The procedures for offering credit classes through Continuing Education are identical to the procedures for offering regular college credit classes. Instructor credentials and hiring processes as well as course approval processes are carefully followed. Clark College does not offer credit for prior experiential learning at the college level. Full-time faculty are involved with the Continuing Education program. From a geology instructor taking senior citizens on a five day geology trip to the business faculty member teaching computer classes for Community Education, faculty provide oversight and input into Continuing Education offerings. A particularly close association exists between the Business and Industry Training department and full-time faculty when working together to develop curriculum for business training programs. Faculty members described direct benefits to their programs from working with the Business and Industry department including connections to the latest developments in their fields, donations of equipment and employment opportunities for graduates. Faculty also stated that Community Education provided a format and process for their departments to conduct classes and seminars that did not fit the regular credit format and to be more responsive and timely.

Publications clearly outline fee structures and refund policies. The recent publication of Choices, a combined publication for all Continuing Education programs, is commendable.

While registration records are maintained by the respective departments, Continuing Education lacks a system for maintaining permanent records of Continuing Education participation. The staff has been investigating offering Continuing Education Units (CEU's). This would be a good step for the institution.

All three Continuing Education departments are to be commended for their responsiveness to community needs and provision of quality programs. Student evaluations indicate a high level of satisfaction. **The College is to be commended for its support of the Mature Learning Program through providing state support and keeping the cost to senior citizens low.** Many of those interviewed perceive this program as a valuable connection to the community which is run professionally with very little staff and a large group of volunteers. **The facilities for Continuing Education programs are excellent.** The Town Plaza Mall site

provides an up to date computer lab, comfortable classrooms, and adequate parking.

It is recommended that the Continuing Education Departments initiate a process of strategic planning which is tied to the institutional planning process and includes systematic review of outcomes assessment. Most of the areas needing improvement which were identified by faculty and staff during interviews would be addressed by such a planning process. Faculty and staff indicated a need to be more proactive rather than reactive, a need to make better use of data, and a need for more marketing—both internal and external. Staff indicate that planning will be a priority in the upcoming year. (Standard 1)

Education Division

The visits to the various departments and programs for the most part confirmed the accuracy of the self-study. The support documentation also added to help us in getting a better understanding of the program offerings.

The Division of Education comprises a diversity of programs and departments that include Elementary and Paraprofessional Education; Developmental Education; Adult Basic Education; ESL; English as a Non-native Language; High School Completion; GED program, and Tutoring.

The departments within the Division are housed in various locations on campus as well as a remodeled shopping mall across town. The campus facilities are well maintained and seem adequate for the most part. The mall area also seems to be adequate with well kept offices and classrooms as well as ample parking. Some of the faculty and administrators located in the mall facility would prefer to be located on the main campus. It is felt this would give the students and faculty a greater sense of belonging to the college. Even though some student services (a part time advisor - 25 hours per week) are available to the students on this off campus location other students services are not conveniently available. It should be pointed out, however, student services are available to all those who avail themselves of the services on the campus.

Many of the computers, particularly in the ABE and ESL areas, are outdated and are not compatible with later Windows based software products.

The faculty seem very dedicated to the college and for the most part are content even though a number of them felt salaries are not competitive and even lower than the State's K-12 salary schedules.

A number of the programs are not degree oriented programs but rather are service programs to meet community and state determined needs such as ESL, ABE, GED, and high school completion, literacy and child care. An effort to prepare students to matriculate into degree seeking programs has met with some success although statistical data is sparse. Those working in these programs are dedicated, student oriented, and are to be applauded for their efforts.

One of the more serious challenges the college faces is the ratio of adjunct to full time faculty. This is of particular concern in programs such as ABE and ESL where only one full time faculty/coordinator works with 25 to 30 adjunct faculty serving a great number of students. These coordinators also have the responsibility to hire and supervise the adjunct faculty as well as teach several courses, plan and develop programs, and do assessments. The recent hiring of two full time faculty may improve the situation. There is concern that the division relies heavily on part time faculty. For example, the chairs of both the Tutoring and Education Departments are part time personnel.

Outcomes assessment is beginning to be implemented and understood with some

department doing a better job than others. Government funded programs such as ABE and ESL have a history of success in evaluation as part of the grant requirements while other programs just beginning the process have very little data to assist them in improving. Progress is being made and continued effort will produce desired results.

The Health/Physical Education Department's principle effort is providing General Education to meet the Health and Fitness Activities requirement for AA and AAS degrees. Students can also choose from several majors relating to physical education and health areas.

In recent years the department has changed its philosophical emphasis from competitive team sports to wellness and fitness activities centered around the individual. This change reflects the national trend toward fitness and consequently has greatly decreased the course sections in sports like team volleyball and increased the class sections offered in the fitness facilities. The facilities are made available to faculty and staff who are encouraged to use them either on an individual bases or through organized activities. **The Division is to be commended for the professional appearance of the facilities and the excellent equipment provided.**

Although there is no full time dance instructor, the ratio of full time to part time faculty is reasonable.

General Education/Related Instruction Requirements

The College offers a collegiate level core of general education instruction conducted or facilitated by appropriately qualified faculty. Areas of general education study include the humanities, the fine and performing arts, the natural and physical sciences, mathematics, and social sciences. Transfer of credit is equal and/or comparable to the general education instruction of receiving 4-year institutions.

Although meeting Policy 2.1 requirements in fact, the catalog does not adequately communicate the requirements clearly to students, nor are they easy to locate. Negotiating the quantitative skills requirement is at best troublesome. It is difficult to comprehend and even more difficult to complete.

Programs of study for applied or specialized degrees or certificate programs of one year or more contain a recognizable body of instruction in communication, computation, and human relations.

Each program should clearly identify content pertinent to the student's program of study and include this intonation in the catalogue in a prominent, understandable manner.

Health Occupations Division

The Health Occupations Division offers the following instructional programs: Dental Hygiene, Nursing (RN, and LPN), Pharmacy Technician / Assistant, and Phlebotomy training. In addition, the division also offers CPR / First Aid courses and works with the Business Technology Department to support their Medical Assistant and Clinical Office Assistant Programs. A partnership with the Business and Industry Training Center allows the continuing education needs of health care providers to be met through their cooperative efforts. The Emergency Medical Technology program is inactive at the current time.

The General Requirements for Standard two are being met within the division. Sixteen full-time and twenty-four part-time faculty are adequate for serving approximately 270 full-time equivalent students each year. Faculty are augmented by numerous health professionals at

student clinical sites throughout the region. Faculty and staff describe the budget as adequate to meet divisional and departmental needs. The Dental Hygiene clinic was fully remodeled in 1996, and provides state-of-the art instructional facilities for students. **The College and program staff are commended for their efforts in raising funds to accomplish this project.** Other programs could benefit from facilities enhancements in the future. Current Nursing skills lab space is limited and restricts the flexibility of lab instruction for students. The Pharmacy Assistant program would greatly benefit from expanded student access to program-specific software within their classroom. A limited number of computer terminals are now shared by 30 students. Nursing students and faculty both expressed frustration over their current inability to run required computer-assisted instruction programs on campus computers. **It is recommended that campus technical support for instructional computing needs be improved (Standard 2.A.1).**

Degree and certificate programs reflect a coherent design. All division programs have learning outcomes that are published in student curricular materials or handbooks. The Dental Hygiene program awards an Associate of Applied Science Degree. Program design in Nursing allows for completion of a Nursing Assistant Certificate following one term of study, a Practical Nursing Certificate following one year of study, and a Registered Nursing Associate of Applied Science Degree following two years of study. The Pharmacy Assistant program offers a Certificate of Proficiency following one year of study. The Phlebotomy curriculum awards a Certificate of Achievement following 17 credits of study. Partnerships are in place with Eastern Washington University (Dental Hygiene) and Washington State University (Nursing) to allow Clark graduates to complete their baccalaureate degree with one additional year of study.

All division programs require regular use of library and other information resources, and are available to students on a full-time or part-time basis. Faculty demonstrate a primary role in design, implementation and evaluation of the curriculum. **Divisional faculty are commended for their innovative approach to curricular design and implementation.**

While the Nursing and Dental Hygiene programs require over 150 credits and three full years of study (including prerequisites), student advising materials in the Health Occupations Admissions Office clearly outline program requirements, length of study, and procedures for transferring credit. Students verified that they are carefully advised of program length, admission requirements and process through written materials, advisors, and program orientation sessions. It is strongly suggested that program outcomes and total program credit requirements be clearly stated in the College catalog and program brochures.

The division is commended for its thorough approach to meeting Standard Two requirements for Educational Program Planning and Assessment. The Dental Hygiene program is identified as a model assessment site in partnership with the Baylor University Assessment Center for Health Professions Education. Faculty within the program are actively involved in portfolio assessment of program competencies. Nursing faculty are involved in a project to assess and document critical thinking skills. There is strong evidence of ongoing planning and assessment efforts in all programs. Student learning outcomes are published in student handbooks and are correlated with competencies found in each course syllabus. College Abilities are cross-referenced with course-specific competencies and program outcomes. The departments use a variety of data sources to evaluate both students and the program. While the Dental Hygiene department has the most extensively developed system for documenting regular evaluation of learning outcomes and resulting program changes, all departments are able to provide evidence of complete educational program planning and assessment. The presence of active advisory committees in all programs, and specialized program accreditation in Nursing and Dental Hygiene further reflects divisional commitment to program evaluation and review.

The faculty are encouraged to share their expertise in educational program planning and assessment with other departments.

Related instruction requirements in computation, communications and human relations are met in all one-year and associate degree programs within the division. The division does not offer distance learning courses at the current time.

The division works closely with the Health Occupations Admissions office to advise prospective students and oversee the special admissions process for division programs.

The Health Occupations Admissions Office is commended for effectively advising approximately 1,200 pre-health occupations students and in supporting the selection and admission process for over 300 health occupations students annually.

Visits with division faculty and staff found them to be working hard but generally content with their work load, level of involvement in the College and their programs. Faculty are fully involved in their professional associations and in the community. Ample funds are available through the College and the foundation to support their professional development activities. These funds are used for both part-time and full-time faculty. One issue that faculty raised was a concern for their ability to remain competitive in hiring future faculty, due to the high salaries enjoyed by professionals in the metropolitan area.

The division climate is exceptionally positive, and both students and faculty share a strong sense of pride in their programs. Strong and effective team work exists among faculty and staff within programs, and between the division and other areas of the College. The division's programs are cited by employers and advisory committee members as having a strong reputation in the community. Graduates enjoy a high success rate in their certification or licensing exams, and are highly competitive for employment.

Health Sciences: Clark College provides transfer program opportunities for students studying in an array of health science areas, including Veterinary Medicine, Physical Therapy, Medical Technology, Medicine, Pharmacy, Dentistry, and Optometry. Students may choose to complete a block transfer Associate of Arts Degree, or directly transfer credits without obtaining the degree.

Primary advising support for these students is provided by the Biology Department. While all Standard Two requirements are met for these transfer programs, general education components for the A.A. degree could be more clearly and consistently outlined in each program area within the catalog.

In light of the institution's mission, and anticipated enrollment growth, it is recommended that a plan be created for addressing personnel needs in full-time faculty and staff (Standard 6.B.7).

Humanities Division

The Humanities Division includes Art, Music, Theater, English, Foreign Languages, Journalism, English, Philosophy, Speech and Scientific and Technical Communications. The Division also is engaged in Interdisciplinary Studies, The Honors Program, on-line learning, and Study Abroad Program. Course offerings are comprehensive, giving students abundant opportunities in cultural understanding, communication skills, creative problem solving, critical thinking, and aesthetic awareness. The Humanities curriculum, in virtually all instances, fulfills humanities distribution requirements, general education requirements, transfer requirements, and

the newly established College Wide Abilities. In this manner the curriculum fulfills the College mission. Considerable progress has been made by the Division in setting forth student outcomes for general education and relating them to College Wide Abilities. Nearly 1200 course outlines (college-wide) have been reviewed and revised to capture the established outcomes. This work is congruent with the Colleges Student Learning Outcomes: Five Year Assessment Plan. However, the planned initiatives for outcomes assessment, and evaluation of the effectiveness of the learning outcomes are yet to be accomplished. The nature of the disciplines of the Humanities Division result in obvious assessment tools, such as: student papers, student presentations, public performance, portfolios, student products and publications and proficiency testing. All are in place, supported and cultivated in the Humanities Division. Student work is documented in the individual department notebooks, showing links between required skills and abilities, identified outcomes, and the resulting student work, as well as achievements, honors, awards, and creative projects.

Division goals have been established and are being achieved in particular, work on student outcomes and assessment, the recent opening of the Writing Center, the creation of online courses, the birth of The Honors Program, and the integration of technology with traditional classroom instruction. Equipment priorities are established and evidently followed by way of the College's Five-Year Equipment Plan. Generally, Humanities faculty expressed high-praise for the library staff for service, courtesy and responsiveness; however, most described library holdings in individual disciplines as adequate. Facilities undergo regular upgrades and remodels. Areas are beautifully maintained, but space is limited and sometimes inadequate for current use and expected growth.

Four year transfer reports document Clark College's successful transfers and their average GPA's. The Humanities Division is key to the transfer process, since it serves core lower division requirements, and 82% of the students enrolling at Clark College indicate their intent is to transfer. In the Student Success is Synonymous with Student Retention Report (Spring 1997) student surveys frequently cited courses/faculty in the Humanities as well-liked and challenging.

The strength of the Humanities Division is in the energy and academic rigor, the commitment and creativity of the faculty. This is exhibited in the level of curriculum innovation, cross-discipline work, and the commitment to proceed with student outcomes, assessment and evaluation. It is further demonstrated by individual faculty initiatives, articles, research, and community service.

Challenges for the future are the need for an increased number of full-time faculty to meet projected enrollment growth and goals, and more physical space for computer labs and a performance center for music and drama. The continuing reliance on part-time instructors will require a new commitment to the evaluation of adjunct faculty.

In interviews with Humanities Division faculty, virtually all aspects of the self-study were verified anecdotally and with additional area documentation. Certain issues were amplified. Inadequacy of part-time instructor evaluation was cited often. Department heads (sometimes the only full-time faculty in the discipline) typically carry full teaching loads and cannot maintain the level of work needed to hire and orient, as well as evaluate and monitor the performance of adjunct faculty. Further, some department heads indicate lack of understanding about budget development or decision-making processes for hiring new faculty. This is of special note because enrollment in the Humanities is increasing and full-time faculty are insufficient for both current and projected growth.

With eight performing groups in Music and three to four productions a year in the Drama Department, the existing Decker Theatre is inadequate for performance as well as audience amenities. The theater seats only 125, has no fly space, limited wing area, and minimal space for storage and set construction. There is no covered lobby or adequate box-office. All but one or two musical performances each year are presented in off-campus sites. Music practice rooms, offices and student areas are cramped and over-flowing. Nevertheless, all facilities in the Humanities areas are clean, well-maintained, and well-used by students. Of particular note is the Archer Gallery of Art.

The Humanities Division demonstrates significant and focused work on educational assessment. All areas have worked on syllabi revisions to include student outcomes. Portfolios, student publications, art exhibits, and public performance and competitions are supported as specific assessment tools. The Art Department teaches portfolio preparation. English faculty, in particular, have drafted department retention strategies.

Through leadership in the Humanities Division, the new Honors Program already involves 18 different faculty, in eleven departments, serving 53 students. Humanities faculty also lead the way in design and delivery of on-line courses. New curriculum and interdisciplinary work in such areas as Philosophy, Study Abroad Programs, and Women's Studies are further examples of innovative efforts of the Humanities faculty.

The Humanities Division fulfills the mission of the College with comprehensive and rigorous programs. Faculty are actively engaged in strengthening the learning of their students. They clearly take pride in excellence and student achievement. The Division is student-centered and faculty pursue innovative methods for creating an exciting teaching and learning environment. Planning needs to continue for ensuring appropriate faculty, support staff, and facilities for current and projected growth.

The Humanities Division is commended for its open support and commitment to change initiatives, including: educational assessment, learning technologies, community outreach, and new reorganization, planning and communication processes. The Humanities Division is commended for its student-centered spirit and innovative work in student success initiatives, such as: support of College Wide Abilities, student outcomes and assessment, extensive curriculum and syllabi revision, and retention strategies. The Humanities Division is commended for its dedicated commitment to promotion of the visual and performing arts, communication arts, global awareness, critical thinking and transmission of culture.

It is recommended that a consistent system be developed to conduct, report, and monitor evaluation of adjunct faculty to ensure teaching effectiveness. This should be done in a way to be consistent with Policy on Faculty Evaluation (see Standard 4.A.5. and 4.1).

Math and Computer Science Division

Mathematics: The Mathematics Department is a large, cohesive unit with a well-developed sense of their role in support of the College Mission.

Strengths of the department include an enthusiastic professional staff both full-time faculty as well as adjunct. They are involved with a number of innovative efforts to improve student retention and facilitate student success.

The facilities are excellent and relatively new with faculty offices and classrooms in one building. The class offerings are extensive with a variety of daytime and evening classes. Additional strengths include the math help session classroom staffed by faculty members, tutoring and calculator workshops.

Students interviewed were very positive about their experience with faculty and the quality of instruction.

Faculty take advantage of professional development opportunities and are beginning to offer on-line and web-based classes.

Concern was expressed about the level and timeliness of technical support for computers on campus overall. A review of the College catalog materials indicated a lack of clarity in the path students should follow in completing degree requirements for mathematics in the various programs and departments.

It was found that the faculty has made excellent progress in establishing learning outcomes and assessing student achievement through a variety of indicators. The department is in the beginning stages of putting this information to use for the improvement of teaching and learning. The retention effort that is focused on mathematics as one affected department has certainly provided encouragement. The department needs to continue to follow through and make use of the data.

The department depends on many part-time faculty but is diligent in providing professional development opportunities as well as other support services.

The department is to be commended for providing a high quality instructional program that is responsive to student needs.

The Mathematics Department meets the requirements of Standard Two as evidenced by the self-study, information presented in the exhibits and interviews with faculty and students.

Computer Science: The Computer Science department offers transfer courses as well as occupational courses in Microcomputer Support Systems and Computer Network Systems and computer literacy courses. There are 6 full time faculty and 17 adjunct faculty.

Faculty members have developed good relationships with local industry and introduced two new programs to meet their needs. The department is an authorized training site for Microsoft and Novell. The faculty is energetic and student-centered and is constantly looking for ways to enhance the learning experience.

The department is housed in a new building that provides excellent classroom, lab and office space. Attractive student study space is a focal point of the area. Labs are well equipped at present although there is uncertainty about the availability of future funding to replace computers. Technical support for the labs is unpredictable. Consistent support is essential to ensure smooth functioning of the labs to support students.

It is recommended that the College take steps to ensure adequate support for technology to serve students' needs. (Standard 5)

Faculty participate in curriculum planning, development and review. The procedure for instituting curriculum change is well defined. The nature of these dynamic programs is such that they undergo continuous review. The Advisory Committee is very involved updating the programs and securing internships for students.

The faculty and the Advisory Committee are to be commended for working together

to benefit students' learning experiences.

Student learning outcomes have been developed but there needs to be more systematic measurement and a plan to use the findings. There is anecdotal evidence from students and employers, some of which has been used to improve programs, but it has not been documented.

It is recommended that a system to document measurement of student learning and use the findings for improvement and planning be developed. (Standard 2.B Educational Program Planning and Assessment and Policy 2.2)

Full-time faculty members are evaluated according to the policy. However, adjunct faculty are not evaluated using multiple indices.

It is recommended that the College develop a comprehensive evaluation process for adjunct faculty that provides substantive evaluation using multiple indices at least every third year. (Standard 4.1 and Policy 4)

Science Division

The Science Division consists of a variety of related instructional programs in science, engineering, agriculture/horticulture and floristry. The last two areas are identified as professional/technical programs leading to employment with some transfer opportunities for students in the agriculture-horticulture program.

The faculty are well qualified, enthusiastic and provide an excellent instructional program in excellent facilities with very good instructional equipment. They are creative as to instructional design and provide a variety of community service classes and activities. Recent innovations include on-line and web-based instruction. The reduction in the use of chemicals and the disposal procedures of lab waste were noteworthy.

Faculty report almost all classes filled with demand anticipated to increase particularly with Washington State University-Vancouver expanding. There is some space within the division that might be better utilized and accommodate some limited growth.

A number of adjunct faculty have been with the division for some time and special efforts are made to support them in various ways.

Professional development activities are a strong point for the division for both full-time faculty and adjunct. The faculty are supported by two full-time technicians, which is a strength.

Students were very positive about course offerings, quality of instruction and special efforts, such as open labs on weekends.

Concerns were expressed by a number of faculty about support for computers on campus, especially MacIntosh computers. In addition, a desire for additional computer laboratory facilities and easier access for students to current computer labs was expressed.

The division has made a strong start with the College-wide abilities effort and the syllabus project. Assessment of learning outcomes is taking place with all faculty. The faculty need to record the evidence of achieving the outcomes, evaluate the data and utilize for the improvement of teaching and learning. The division needs to keep up their momentum.

It is appropriate to make reference to the two professional-technical programs in the division. The agriculture-horticulture program is a strong program with a wide variety of courses and opportunities for students. The advisory committee is a definite asset. However a new challenge (and opportunity) is developing with Washington State University-Vancouver as they

bring a BS degree program in Nursery Management to Vancouver. Clark College is well placed to provide the first two years of the 4-year degree.

The floristry program will be in a state of transition as the single faculty member retires at the end of 1997-98 school year. There has been a history of low enrollments with low entry-level wages even though the job market is reasonable. Given that a one-year certificate program provides a valuable service to the community and the industry, the institution is encouraged to examine the potential for maintaining some level of instruction.

The division is to be commended for developing a hazardous materials disposal program in cooperation with the physical plant personnel. The division faculty are to be commended for their creative approaches in providing instruction for a diverse group of students. The science division meets the requirements of Standard Two as evidenced by the self-study, information presented in the exhibits and interviews with faculty and students.

Social Science Division

The Division of Social Science offers one vocational program and two service programs relating to parenting and child care. These programs are adequately staffed, have excellent facilities and provide great service to the community. The directors are enthusiastic dedicated professionals.

Dedicated faculty and staff are for the most part satisfied with their employment resulting in low turnover. Salaries are low and should be reviewed. In some areas the ratio of full time faculty versus adjunct faculty appears to be out of balance.

Computers in some cases need to be updated.

It is recommended that faculty work loads be reviewed, particularly where full time versus part time faculty ratios seem disproportionate. Standard 4.A

The balance of the Social Sciences is a well-established academic division comprised of a relatively traditional array of disciplines orchestrated in a standard organizational structure. The inclusion of associate degree transfer programs in Chemical Dependency Counselor and Early Childhood Education broaden and diversify the division's influence.

The goals and priorities of the division, both stated in the self-study and corroborated on-site, are consistent with the College's overall mission. There was a high degree of consistency and congruity in staff understanding and acceptance of mission, goals, and emphasis.

The disciplines focus primarily on preparing students for transfer. This is not unexpected. Providing general education distribution requirements and course options for other disciplines and programs is also a recognized function.

Faculty are qualified and appropriately involved in curricular approval, modification and innovation.

Although the College has invested considerable time, effort, and resources on assessment, the faculty have not clearly identified and noted specific assessment measures. Many faculty have such evidence but have not recorded it as such. Although much is anecdotal and subjective in nature, these professional judgments are nevertheless legitimate and should be included as outcomes measures. This step is essential to any institutional and divisional planning process and for successful evaluation of effectiveness in terms of the change brought about in student learning. This final step completes the cycle of assessment and moves the assessment initiative

to the institutionalized level.

In conclusion, the Social Sciences Division meets the requirements of Standard Two. The self-study, supporting documentation, and on-site interviews substantiate this conclusion. Although more needs to be done to complete the assessment, planning cycle and an institution-wide part-time faculty evaluation process must be developed and implemented, the division functions well and is focused on student learning.

Evaluation of part-time faculty is inconsistent and does not always utilize multiple indices. It is recommended that the College take appropriate steps to comply with Policy 4.1 relative to evaluation of part time faculty. (Standard Four, Policy 4.1)

Educational Assessment

The institution has worked hard to identify and record the educational assessments for the various programs across campus. The syllabus project has helped to identify these outcomes right into the individual course. These efforts serve as a great start to move towards use of this information to improve the education of the students served. The faculty members indicate that these actions have improved the learning in their classrooms. Greater efforts have been planned to implement practices that will be tied more specifically to programs and the institution as a whole. There seems to be the feeling among the faculty that the reorganization of the administration must take place before any additional work along these lines will have any long lasting value for the institution.

Distance Delivery

The Distance Delivery programs at Clark College have a clearly defined purpose which was articulated by faculty and staff. The purpose is to provide access to Clark College classes to students in the service area who are place-bound or time-bound. Mechanisms are in place to ensure that each course follows established approval processes with clearly defined learning outcomes. A review of distance delivery course syllabi supports this. The development of distance learning classes has been faculty driven—classes offered have been by faculty who have shown an interest in developing a distance delivery class. Clark College does not offer a degree or certificate through distance delivery. Administrative responsibility for distance delivery is with the Associate Dean of Instruction.

Support for faculty involved in distance delivery has been good. Faculty involved in distance delivery have been provided with training, mentors, and release time or overload pay for developing classes. Support for students is provided through special orientations for on-line classes, web site information, and a creative help desk staffed by students. Currently, Clark College offers courses through interactive compressed video, on-line classes and telecourses. All three delivery modes demonstrate evidence of sufficient student -faculty interaction.

Admissions materials and publications clearly represent the programs available. Recent efforts have been made to help students determine if an on-line class is right for them and if they have the ability to succeed. Questionnaires and orientation sessions provide the information necessary to assess if this delivery method will likely be right for them.

Early data indicates that approximately 80% of the students participating in distance

delivery classes are also taking classes on campus. For these students, access to learning resources and student support services is not an issue. Students who are only taking a class on line have access to the College library on-line and other web-based learning resources.

The College is to be commended for the deliberate and careful implementation of distance delivery programs. Interviews and exhibits demonstrated that mechanisms are in place to provide a quality program. **Because distance delivery is fairly new to the institution, it is recommended that the College assess student learning outcomes, conduct comparability studies and retention studies, and administer and analyze student and faculty satisfaction surveys.** This information should be gathered consistently and results used in the strategic planning process.

While there is a clearly defined purpose which has been articulated for distance delivery programs, a plan for distance delivery for the institution does not exist. Faculty and staff indicate that planning will be occurring in the upcoming year and will be tied to the overall institutional technology plan. Without a plan in place, faculty express some concern about the overall vision and direction of distance delivery. While positive about the current administrative support, there is concern about the expected growth and particularly the ability to provide technical support. Adequate planning should alleviate some of these concerns. **It is recommended that the College develop a plan for distance delivery as part of the institution's strategic planning process. (Standard One.)**

STANDARD THREE - STUDENTS

Purpose and Organization

Clark College Student Services staff anticipate new beginnings with an evident positive spirit as a series of staffing changes unfolds. A new division vice president and director of athletics have both been hired. The Director of Financial Aid, the Registrar, and the Director of Student Programs only recently began their duties, although they have previous community college student services work experience. Overall, Student Services programs are staffed by qualified individuals with academic preparation and experience appropriate to their assignments. Assignments are clearly defined and personnel evaluations being performed.

The division supports the achievement of Clark College's mission and goals by providing comprehensive support services. Although effective now, the organization of Student Services will likely continue transitions that appear to encourage clustering of like services as a way to meet expected future student growth and increased administrative demands. With these transitions, new policies and procedures are being developed. **The Student Services staff are commended for offering high quality student services and understanding the benefits of a division-wide team effort.**

Recently renovated physical facilities for student services are excellent. Staffing levels and support for staff seemed to be very adequate, including access for staff development. Staff recognize the accelerated reliance upon computer technology for the delivery of all services and are working to meet that challenge.

Standard 3.B - General Responsibilities

Student Services is in an advantageous position to acquire and share vital student characteristics with-instruction to enhance College planning. Although the very basic student characteristics are systematically identified and requests from faculty are honored, Student Services administrators are encouraged to further their involvement in designing and contributing user ready research to the larger Clark College community.

Clark College students are provided opportunities to participate in campus governance. Students interviewed felt involved with committee assignments and that their views were now being heard. Faculty representatives appeared to be involved in an advisory capacity with most functions and they have the opportunity to impact policy and procedural development.

Policies on student rights and responsibilities, including academic honesty, although acknowledged, are not in the catalog and readily available for student use. It is strongly recommended that these be included in the College catalog. This recommendation was made during earlier accreditation visits and the requirement has not changed (Standard Three-Students 3.B3).

Adequate provisions for the safety and security of students and their property is made, and information concerning student safety is published and widely distributed.

Clark College publishes a catalog every other year. A separate student handbook is not

published. **When evaluated against Commission Standards Three-Students 3.B4 and Nine-Institutional Integrity 9.A.3, and the Commission Policy 3.1 on Institutional Advertising, the catalog needs to be improved and a separate student handbook should be implemented. It is noted the recommendation for a separate student handbook was made in an earlier accreditation report.** Overall, the catalog represents an implied contract between the College and the student and should be clear, factually accurate, and current. Team members noted the following regarding catalog improvements: a) review to assure that Board policy is accurately reflected; b) include clear information where possible rather than refer students to a separate document, such as basic admissions and student records release policies; c) as stated earlier, include the student rights and responsibilities policy; d) include the total number of credits required for every certificate and degree offered by Clark College; e) clarify the length of longer programs so far as expected completion; and, f) review for duplication and logical sequencing of policy and service information. It is suggested that students and faculty could be involved in the catalog review to assure readability. Requirements for some special admission programs, such as nursing, are included in the catalog; however, students are referred to the departments for special admissions requirements for other programs. As much as possible, the general special admissions requirements for all programs should be in the catalog to promote equitable access for students.

The student activity fees should be disclosed and published with other student fees in the course term schedule so that students know it is a part of the tuition charge (Standard Three-Students 3.B5).

It is recommended that the student services division develop an assessment plan that is integrated into ongoing program evaluation and improvement (Standard Three-Students 3.B6). Although job specific operational evaluation is valued and implemented, it does not appear to fit within a broader assessment plan for student services.

Standard 3.C - Academic Credit and Records

The implementation of transfer credits is inconsistent with the Commission standard. As per the Commission Standard Three-Students 3.C4 and Commission Policy 2.S on Transfer and Award of Academic Credit: Admissions and Degree Purposes, it is recommended that a clear distinction be made in the transfer student admissions policy regarding the acceptance of credit for admissions purposes and applicability of credit for degree purposes. It is recommended that transfer credits accepted by Clark College be transcribed as soon as reasonably could be expected upon student enrollment.

Clark College provides adequate protection of student records through the admissions and registration offices. Staff consistently implement federal and College policies to ensure appropriate access to student records and files. As mentioned earlier, basic student records release policy should be in the catalog to ensure that students are aware of their rights in this regard

Standard 3.D - Student Services

Clark College's student admissions process is both centralized and decentralized
Concerning general admission to the institution, all degree seeking students make application to

the admissions department and complete assessment testing in counseling. Qualifications for certain vocational-technical programs are administered by the applied technology division with assessment testing in counseling. Those program admissions policies are not included in the catalog.

The College recognizes the special needs for multi-cultural students and promotes sensitivity to diversity issues through student support programs. Although support services are provided to help special populations with socio-economic challenges, this need will surely increase as more education students matriculate to the main campus.

Appropriate policies and procedures guide the placement of students in courses and programs based on their academic and technical skills. Student entrance assessment in centralized, academic departments are involved in the monitoring of the general course placement process and all tests meet the U.S. Department of Education ability to benefit requirements.

The College withdrawal policy is published in the catalog and is being considered for revision. The College academic probation and suspension policy is also included in the catalog, however, the language differs slightly from Board policy. Editing of Board policy is obviously required in some instances; however, it is noticed that, in more than one policy instance, students could have been better informed. For example, this same policy acknowledges that some vocational programs may not allow students to continue that earn less than a C grade, but those programs do not appear to be recognized in the catalog.

Clark College certificate and degree requirements are outlined in the catalog. A few applied science programs require significantly more credits than the norm. It is suggested that the College make every effort to inform prospective students about this, including posting the total program credit requirements in the catalog. This should be done for all programs.

All forms of federal and local financial assistance for students is centralized. Effective financial aid services are offered to support the College mission. Information regarding financial assistance is published by the College and explained using the federal financial aid forms. As a federally recognized Quality Assurance Program, Clark College participates in an ongoing federal compliance program. The Stafford Loan program default rate is currently at 16.1%; the Perkins Loan default rate is 3.3%. A rigorous loan repayment process for students receiving Perkins Loans is consistently applied. **The College is commended for achieving a low Perkins Loan default rate through consistent application of loan repayment procedures.**

Clark College students are encouraged to participate in student orientation sessions designed to inform students about the College and provide assistance in program planning. Expanded orientation is provided through counselor taught workshops that promote student retention. It is suggested that the orientation program be evaluated to assure students' needs are being met.

A systematic program of educational program advisement is provided. Centralized advisement is provided in the counseling center; department advising is provided through faculty and curriculum advisers. Department faculty determine the role of faculty so far as student load; in instances where this may be a concern the departments may need to review their procedures for determining faculty participation to accommodate predicted student load increases. Advisor responsibilities are defined and made available to students. Advising procedures are included in both the catalog and term schedules. Students are assigned advisers and matriculation requires an adviser signature each term. The advising center makes every effort to provide training and

increased services to special populations.

Career counseling and placement services are centralized in the counseling center. Career Services serves primarily as a resource center. Placement services enjoy the support of agency funded professionals that work to refer students for full and part-time employment. Health services include psychological counseling. Clark College also offers short-term personal counseling.

Clark College students enjoy the benefits of a food service program that includes a culinary arts program. Services are supervised by professionally trained faculty and staff. **The food service program offers a superb selection at a reasonable price for students and the College is commended for supporting this important student service.**

Co-curricular activities and programs are offered for students through a centralized student programs office, an active associated students council, and faculty club advisers. Excellent highly visible facilities ensure that services are accessible for students. Students interviewed felt positive about the new administrative changes. Students are given primary responsibility for the allocation of student fees, processed through a finance committee which includes faculty and administrative representation. Administration of co-curricular programs is a joint responsibility of the College and students. As expected, student athletics is a funding priority. The program also places a high priority on clubs. Participation in co-curricular activities appears to enhance the academic progress of students. **The significant support of the faculty in providing club adviser support is to be commended.** It is suggested that effectiveness measures be developed to ensure that students needs are identified and that programs offered are effective. A review is currently underway to consider expanding the number of students involved as voting members of the associated students executive council.

The Clark College college bookstore supports educational programs and contributes to the intellectual climate of the campus community. Although students, faculty, and staff have the opportunity to participate in the development of bookstore policies this could be expanded. **The College is commended for supporting student textbook purchases at the lowest price possible.**

The student newspaper operates within a clearly defined and published policy so far as the relationship of the institution to student publications.

Standard 3.E. - Intercollegiate Athletics

Clark College's intercollegiate athletics program is reviewed regularly through affiliation with the Northwest Athletic Association, including attention to comprehensive written policies and rules. Staff seem very pro-active in meeting ongoing program challenges. The College recently provided for a full-time athletic director which should be of great assistance in working with several coaches who are Clark College part-time employees. **It is recommended that the new director work to develop a current philosophy, goals and objectives statement for the Clark College program. Standard Three - Students 3.E.2.** This Commission requirement will serve the department in assessment as well as marketing the function to others. The athletic department also has a goal of developing a written handbook for students and coaches and this should be pursued.

A clear separation exists between Clark College athletics and the physical education department. The admissions requirements, academic standards, and financial aid awards are

vested in Clark College's recognized functions. The athletic budget is developed systematically, approved through the associated students finance committee, and monitored through college administrative services. **A recent exciting commendable development has been the advent of a Penguin Athletic Club through the College foundation.** This funding enhancement strengthens athletics, promotes ownership, and demonstrates the importance of athletics to the future of the College.

One challenge that is currently being addressed is the addition of soccer for female students to assure fair and equitable participation of both male and female athletes. Although an equal number of sports are fielded, the percentage of total female population require increased participation.

Conflicts with the instructional calendar are avoided through a clear understanding that students scheduled classes come first. In addition, instruction has first priority for facility scheduling. All athletic requests must be approved through the physical education department.

STANDARD FOUR-FACULTY

The process of hiring new faculty seems to be well thought out and followed. The search committee and those individuals responsible for hiring work together to advertise and encourage submission of applications from faculty who might have an interest in teaching at Clark College. Both faculty and administrators are pleased with the qualifications and abilities of those faculty members who have been recently hired.

Faculty morale is positive. As an example, turnover rates are relatively low with openings being available only following retirement of existing faculty. Some issues that are looming on the horizon that will need to be worked out between the faculty and the administration relate to adequate salary levels. Widespread concerns were raised about salary levels for faculty on full-time assignments and adjunct status. Faculty understand that the funding mechanisms are driven by the state but lack understanding about how those dollars are distributed by the administration to faculty. About one-third of the faculty choose to be involved in moonlighting activities by teaching overload courses at Clark College. Many other instructors are engaged in moonlighting at other places of employment. The main reason given for these activities was the need to supplement their income beyond that provided by the institution. The faculty believe that their compensation rate has lagged behind other community colleges in the Washington System. **In some professional / technical areas it has been difficult to recruit applicants due to noncompetitive salary levels. The evaluation team recommends that salary levels be reviewed and established at appropriate levels. (See Standard 4.A.4)**

Faculty describe inconsistency in the process of evaluating part-time faculty. The team generally speaking found few areas that were effectively evaluating their part-time faculty with indicators other than student evaluations. Many faculty members seemed ill informed of the process employed to evaluate faculty. Some efforts have been expanded to try to improve in this area as the College has hired an employee to monitor the evaluation for faculty. The faculty members are seeking feedback from the College that will improve the quality of their teaching. **The evaluation team recommends that a consistent system be developed to conduct, report and monitor evaluation of adjunct faculty to ensure teaching effectiveness. This should be done in a way to be consistent with Policy on Faculty Evaluation. (See standard 4.A.5 and 4.1)**

Tenure track faculty members feel secure in their assignments. A large number of faculty seem to work at the institution on a full-time basis but use as their funding source soft money that creates some concern about how secure their positions might be. They have a hope that these situations might be remedied under the current administration. Individual faculty has freedom to search out new knowledge and to discuss knowledge openly with their students.

Faculty are engaged in many professional development experiences. There seem to be adequate resources to help them continue to grow and expand not only in their content areas but in their abilities to reach out and connect with students through their teaching practices. **We applaud the efforts of the institution to help put professional development as a high priority in the allocation of their resources and commitment.**

The faculty has demonstrated a sincere commitment to the community through their continual service on a variety of committees and programs. **The evaluation team commends the work compiled that helps summarize the way Faculty are contributing to the area of**

service, scholarship and artistic creation.

From visits conducted with the personnel office as well as division chairs it seems there are concerns about whose responsibility it is to verify adjunct faculty's qualifications. Following review of files evidence of such degrees and qualifications were missing. **It is recommended that the responsibilities be better defined as to which administrators will carry out the verification process. (See standards 4.A.8 and 6.C.8)**

The climate of Clark College is in a state of change. The faculty are hopeful that these changes will improve the opportunity for them to have input into the governance of the institution. In the past they have felt that the leadership used top down governance to make decisions. Faculty members are concerned about the ability to participate in policy planning and development as well as other academic and program administration. They are invited to serve on committees, but administrators usually chair the committees. They also believe that it would be helpful if minutes from key decision committees and councils were distributed to the general faculty body. The College will benefit from a collaborative effort in decisions making. **Curriculum and instruction committees should have adequate representation and leadership from the faculty. These changes should improve decision making as faculty share in the formulation of institutional policies. (See Eligibility Requirement 7 and standard 4.A.2)**

Clark College is to be commended for the loyalty of their faculty and staff. Such loyalty is the underlying reason for the high degree of success of their students and programs.

STANDARD FIVE - LIBRARY AND INFORMATION RESOURCES

Library and Media Services

Library and Media Services are positioned to provide vital resources and services for students and the entire campus community. Clark College's statement of core abilities includes the expectation that students will develop skills related to information and technology, i.e., "the ability to identify resources; retrieve and manage data; interpret, evaluate and use information; and adapt to changing technologies." The statement of purpose and goals of the library reflect this overarching goal. The staff is actively involved in collection management, materials acquisition, circulation, and library instruction to facilitate access to information.

Information Resources and Services: The library's holdings have increased and some areas of the collection are strong (Nursing and Dental Hygiene, for example). However, the collection is still relatively small and weak in some areas. The library has received supplemental funding for collection development from the College Foundation but this does not compensate for continued erosion of purchasing power of funds allocated through the regular budget process. **The evaluation committee recommends that funding be secured for additional information resources to assure that resources sufficient in quality, depth, and currency are available to support the educational programs of the College. (Standard 5.B)**

Access to additional resources not physically located on campus is accomplished through local and regional resource sharing agreements such as the Fort Vancouver Regional Library System and PORTALS. The library network also allows student to access electronic databases for full-text retrieval of serials. Internet access and resource-sharing agreements are advantageous to students and should be maintained. As various local and regional systems migrate to Web-based systems, the robustness of network connections must be evaluated and upgraded. **The evaluation committee recommends that cooperative arrangements and the network connections which are necessary to support access to these and other externally provided information resources be part of strategic planning for information technology and computing services. (Standard 5.C.2)**

New information technologies and electronic resources are integrated into library resources and services. These new resources significantly expand access to information resources. However, effective access is dependent on library instruction. Librarians are working with faculty to identify critical skills and desired outcomes that can be incorporated into instructional strategies. Effective search strategies are demonstrated in a "wired" classroom in order to give students an opportunity for hands-on practice with electronic resources. **The library staff is commended for the development of resources and services designed to meet the needs of students and faculty in support of the educational programs of the College.**

Media services has campus-wide responsibilities for the production, dispatch, maintenance and repair of equipment. New technologies are enhancing the scope of service provided but also impact the department by increasing requirements for technical support for distance education (satellite downlinks, video, and teleconferencing).

Facilities and Access: Cannell Library is a relatively new facility (constructed in 1990) and meets ADA requirement for accessibility. The library is attractive and well-planned to

accommodate a growing student population. Study rooms and seating are available. In 1998, space on the first floor was remodeled to create the library teaching lab.

Office for support staff is, for the most part, adequate for current needs. Workspace needs will have to be addressed when new staff are hired.

Personnel and Management: Staff members are experienced and well-qualified for their respective positions and responsibilities. However, workload is an issue because the library is serving more students, incorporating new information technologies, providing more extensive services and has increased hours. **The evaluation committee recommends that the College provide stable funding for staff to provide professional and support services to library users. (Standard 5.D.1)**

Planning and Evaluation: The library director and the staff of the library regularly evaluate the use of library and information resources and facilities. **The evaluation team commends the staff of the library for the detailed information and supporting documentation provided in the self-study and during the team visit.**

Computing Services

Computing Services provides centralized support for information technology including administrative and instructional computing, the library, computer labs for students, PBX and voice mail systems, and technical support for Touch Tone registration.

Facilities and Access: Since the last accreditation visit, the College has invested heavily in information technology. The number of computers available to students has more than tripled. Office computers have been provided for all full-time faculty and support staff whose work requires office applications and network access. Instructional strategies are shifting to incorporate computers, access to the Internet, streaming audio and video. Many courses are now offered online. The network connections and backbone which support these instructional initiatives are managed and supported by this department and extend into virtually all areas of the campus. **The evaluation committee commends the College and, in particular, the staff of computing services, for providing the equipment and technical support for all of these facets of information technology.**

Personnel and Management: Campus-wide demands and expectations for technical support and training are rapidly exceeding available staff resources in computing services. Several factors also contribute to a relatively high rate of staff turnover (below market wage levels, limited career-path options for technical staff, and stress associated with rapidly changing technology). Because many services provided by this department are critical to the smooth functioning of the College and its instructional programs, there is a need for additional support. **The evaluation committee recommends that the College provide sufficient financial support to assure adequate staffing. (Standard 5.D.6)**

Planning and Evaluation: The computing services department has, in the self-study, very

clearly documented and evaluated the extensive range of issues faced by the department and the College as they endeavor to support academic and instructional computing . Their analysis provides a blueprint for necessary actions to support the mission and goals of Clark College.

The visiting team recognizes the tremendous impact of computers and information technologies across all areas of the College. The self-study and interviews with faculty and staff during the site visit prompted the team's recognition of wide-spread concerns related to technical support, upgrades, connectivity, student computer labs, and distance education. **The committee recommends that issues related to IT be addressed, building on the self-study and the work of the Instructional Technology Strategic Planning Task Force. (Standard Five - Library and Information Services.)**

STANDARD SIX: GOVERNANCE AND ADMINISTRATION

The Clark College Board of Trustees is made up of five members appointed by the Governor of the State of Washington who serve three-year terms. The trustees are very proud of their College and supportive of the new College president.

Board meetings with college administration are held once a month with opportunities for input provided for a student government representative, the representative from the faculty union and two representatives from classified or support staff. In interviewing the faculty, staff and student representatives, they all expressed some sense of futility as to the impact of their contributions. Upon further discussion it was determined that little weight had been given their input under a previous administration but that they all recognized potential with a new College president and with board members determined to promote a collegial environment at their College.

The role of the College president is well-defined by the Board of Trustees and performance expectations are made clear. The board has also developed a self-evaluation strategy to analyze its own performance.

In the spring of 1998, the board hired a consultant to analyze the organizational structure and decision making processes and to make recommendations.

The College president served as interim for a year until her appointment in July of 1998. Students, faculty, staff and board members are enthusiastically supportive of their president and anticipate a collegial, participative style of management in coming years

STANDARD SEVEN - FINANCE

Clark College is a financially strong institution. It enjoys an experienced senior financial staff, receives good audit reports and has negligible debt. The Clark College Foundation has been extraordinarily successful in fund raising. This has resulted in additional funds for the College to use for staff development, capital outlay and other purposes.

Financial Planning: State Law, the Clark College Board of Trustees and a number of State boards control the financial planning and budgeting function. The major source of funds is a State appropriation which is allocated biennially. However a recent change is that funds are allocated on an annual basis and do not carry forward into the second year of the biennium. Another change is that the College retains the tuition revenue it receives. In legislative years, the College may not be aware of its legislative appropriation until one or two months before the fiscal year begins. This makes strategic planning for longer periods difficult. The biennial appropriation by the State tends to focus financial planning into two-year cycles.

The College's administration proposes a budget for the upcoming year. It is reviewed by the campus Budget Committee which will endorse or not endorse the proposed budget. The Budget Committee is made up of representatives of the various constituent groups on the campus. The budget then goes to the College's Board of Trustees for approval. If the Budget Committee does not endorse the budget, it may go to the Trustees with its concerns and seek changes before the Trustees adopt the budget.

The capital budgeting process is different. While the funds also originate with the State, the process includes a ten-year moving plan for major facilities and a two-year planning cycle for repairs, minor improvements and minor buildings.

In preparing the budget for the current year, the major College areas requested incremental College funding in relationship to the College's Mission, Vision and Values.

The College does not prepare a minimum three-year projection of income and expenditures for operations as required by Standard 7.A.2. Even though vagaries of State funding may make the projection less accurate than desired, the forecast, if tied to the strategic plan of the institution, will be useful in determining any gap between mission and funding (Standard 7.A.2).

The College has negligible debt.

Adequacy of Financial Resources: Clark College receives funds through state aid, tuition and fees. The College's major source of funds is the State appropriation. Fees are retained by the department offering the class and become a valuable source of funds for the charging programs. Strong enrollment growth has provided additional financial stability.

The College has a conservative stance in projecting revenue to prevent shortfalls. In addition it endeavors to maintain a President's contingency fund of at least 1.5% of the State and Operating Fee allocation. This, in addition to fund balances in the Grants and Contracts and Other Funds accounts provide a buffer from revenue under realization and unanticipated expenditures.

The College's auxiliary enterprise accounts show good financial health. The Culinary program's resale account currently has a negative fund balance, but plans have been developed

for correcting this problem. Resale accounts in total have a positive fund balance.

Financial Management: The Chief Financial Officer of the College is the Vice-President of Administrative Services who reports directly to the President. In the past year, a budget analyst/internal audit position has been added to the Business Services area.

Activities appear well organized and appropriate accounting systems are in place. The Colleges audit reports are favorable with no recent findings.

While comments indicate that the College's administrative systems are less than state of the art, they are adequate to accomplish the necessary work of the College. The system of Community and Technical Colleges is investigating a new administrative information system and the successful vendor is to be selected by the end of 1998.

Fund Raising and Development: Clark College benefits greatly from the Clark College Foundation, a 501(c)(3) corporation which exists to raise additional funds for the College. The Foundation is audited annually and has in place investment and spending policies to protect the corpus of endowments from losses due to inflation.

A clearly defined relationship exists between the College and the Foundation with the President and two members of the Clark College Board of Trustees serving as non-voting members of the Foundation Board. The Foundation is sensitive to the needs of the College and coordinates its gifts with the College to maximize benefit. This is evidenced in the recent purchase of land adjoining the College and the involvement of the campus constituency in the Foundation's Funds Allocation Process in 1997-98.

The College is to be commended for its very successful Foundation, which has acquired substantial resources and made significant impact in such areas as land acquisition, equipment, and staff development.

STANDARD EIGHT: PHYSICAL RESOURCES

The College's main campus is located on 57 acres in Vancouver. Strikingly beautiful is perhaps the best way to describe the grounds of Clark College. The grounds and buildings are in excellent shape. Deferred maintenance is on the decline.

Instructional and Support Facilities: At present there are sufficient classrooms and other instructional space to handle the College's enrollment. However, the College is fast approaching complete "build-out " on its original property. Without new facilities coming on line, the potential exists for the College to be out of space and needing to limit growth by 2003. Recognizing this eventuality some years ago, the College with support of the Clark College Foundation has aggressively sought and acquired additional land for future development.

Additions include space for a major building on Washington State University's Vancouver campus at Salmon Creek. However, State funding for this facility is not yet assured and even if funded next biennium, there would most likely be a six-year construction timeline.

An option on a twelve-acre parcel contiguous to the campus has been acquired by the Clark College Foundation. This parcel, which contains buildings totaling 60,000-sq. ft., will be available in seven years or less. The Clark County Foundation also owns nine acres in the eastern part of the County. Even if the acreage size proves to be less than optimal for the future needs of the College, the location makes it valuable trading stock towards a larger parcel. The College and Foundation are also considering additional land that would further aid the College.

The College and the Clark College Foundation are to be commended on the solutions they have developed to solve the build-out problem on the campus. The College is to be commended for having reserved funds for the remodeling of the buildings on the twelve-acre parcel.

However, the risk still exists that instructional space needs may outstrip space available before new space comes on line. The College should closely monitor this situation and continue identifying strategies to provide the necessary space.

Deferred maintenance is identified by the College and documented in a Facilities Condition Survey. The amount of deferred maintenance has been reduced. This is in part do to the aggressive stance on the part of Plant Services in applying for grants to assist in maintenance and repair.

The College, and in particular the Plant Services staff, are to be commended on the very attractive and well-maintained campus. Facilities are well designed to meet the educational and student life needs. In addition, the College is to be commended for the introduction of similar architectural elements into its buildings. This has aided in developing the true sense of campus which is evident.

Equipment and Materials: The accreditation team consistently found satisfaction with the equipment available and the maintenance it receives. The Instructional area has a rolling five-year equipment plan. There were a number of comments expressing concern with the availability of student computer labs and the technical support available in the labs. The College is developing an Instructional Technology Plan for the campus. Completion of this plan is crucial for equipment planning to be complete.

Physical Resources Planning: The college has begun the process of updating its Campus Master Plan. This will not only include the original campus but also include the new parcels and buildings being acquired.

STANDARD NINE: INSTITUTIONAL INTEGRITY

The integrity of an institution may be evidenced in a variety of ways. Clark College officials chose to utilize the Community College Goals Inventory Survey (CCGI) developed by the Educational Testing Service. This instrument reveals a "gap" between what the college is doing and should be doing and allows recommendations for improvement. Overall results were quite positive, with the College constituents viewing the institution as being a valued member of their community, offering needed programs and providing accessible affordable quality instruction. Suggested improvements are being pursued. It is indirectly evident that the College has good standing in its community from the wonderful support of its foundation.

College officials have taken care to establish policies and procedures in keeping with the highest ethical standards. Everyone asked, for example, knew the College had a conflict of interest policy.

Some of the College programs require much in excess of the credits necessary for an associate degree for completion. It is suggested that care be taken to alert students in these programs as to their length and rigor.

GENERAL COMMENDATIONS

1. The faculty and staff are to be commended for their open support of and commitment to campus-wide change initiatives, including educational assessment, learning technologies, community outreach, reorganization, and new campus planning and communication processes.
2. The faculty and staff are to be commended for being student-centered and innovative in student success initiatives such as: College-wide Abilities, student outcomes and assessment, curriculum revision, and campus-wide work on retention strategies.
3. The Clark College Board of Trustees is to be commended for evaluating and refining the College mission and for adopting a policy governance model of operation. The Board is further commended for its high degree of professionalism and for its contribution to a renewed sense of community to the College and to the service area.
4. The College is to be commended for its very successful Foundation, which has acquired substantial resources and made significant impact in such areas as land acquisition, equipment, and staff development.
5. The College demonstrates positive, strong connections with the community as evidenced by active advisory committees, participation in community programs, partnerships with organizations and businesses, the involvement of senior citizens in the College, and participation in economic development activities in the community.
6. The College, and in particular the Plant Services staff, are to be commended on the very attractive and well maintained campus. Facilities are well designed to meet the educational and student life needs. In addition, the College is to be commended for the introduction of similar architectural elements into its buildings. This has aided in developing the true sense of campus which is evident.

GENERAL RECOMMENDATIONS

1. Strategic planning must be institutionalized. The evaluation committee observed considerable planning in progress, but these efforts need to be integrated into an ongoing institutional plan which identifies priorities and which will move the institution forward in a systematic manner in areas such as budget, faculty and staff hiring, information technology, and distance learning. (Standards 1.A., 1.B)
2. The institution must recognize the strength that will be realized from a stronger focus on shared governance. Specifically, the college should clarify the role of faculty in the formulation of institutional policy and should make the decision-making process regarding budget, capital equipment and staffing allocations clear and visible to the campus community. Further, it should ensure adequate participation of faculty and staff in decision-making processes. (Standards 4.A.2, 6.0)
3. In light of the institution's mission, current enrollment, and anticipated growth, a plan should be created for addressing the need for full-time faculty and staff. The College should review faculty work loads. This is particularly a problem where full time faculty versus adjunct faculty ratios are high, or where no full-time faculty exist in degree programs. Particular attention must be paid to the Paralegal Program which was cited in the 1989 and 1994 accreditation site reports. (Standard 4.A.)
4. The evaluation team recommends that a consistent system be developed to conduct, report and monitor evaluation of adjunct faculty to ensure teaching effectiveness. This should be done in a way to be consistent with Policy 4.1 on Faculty Evaluation. (Standards 4.A.5, 4.1)
5. The visiting team recognizes the tremendous impact of computers and information technologies in all areas of the College. During the site visit, however, team members noted many expressions of concern related to technical support, upgrades, connectivity, student computer labs, and distance education. The committee recommends issues related to information technologies (I.T.) be addressed, building on the self-study and the planning work of the I.T. Task Force. (Standard 5)
6. The college does not prepare a minimum three-year projection of income and expenditures for operations as required by Standard 7.A.2. Even though vagaries of state funding may make projection less accurate than desired, the forecast, if tied to the strategic plan of the institution, will be useful in determining any gap between mission and funding. (Standard 7.A.2)
7. The College should carefully evaluate and revise the catalog for accuracy, consistency, and readability to ensure institutional integrity throughout the institution and community. The catalog represents the primary implied contract between the College and the student. It is imperative that it be clear regarding admissions and academic policies and degree and program completion requirements, including length of time required to obtain a degree or certificate of completion, as well as all Commission required policies. (Standards 9.A.3, 3.B.4, and Policy 3.1 on Institutional Advertising)