



Standard 1

Institutional Mission and Goals, Planning and Effectiveness

Overview

Clark College has successfully fulfilled its Mission. The spirit of the institution is reflected through its students, staff, physical facilities, and programs. Much of our success has been accomplished by the College's ability to be flexible and responsive to opportunities.

As the College grows more complex, however, careful planning and ongoing measurement of effectiveness is essential for several reasons: (1) state resources are diminishing at a steady rate, (2) opportunities for innovation are rapidly increasing, and (3) the public is requiring a greater level of accountability.

When this Self Study was initiated, the College had a set of effectiveness measures identified and in place. What we needed was an integrated model for planning, goal setting, and measurement that supported good decisions and would successfully lead the College into the future. Over the past two years, these foundation pieces have been laid through a careful review of the Mission, Vision, and Values; adoption of the Board Policy Governance model; creation of Board Results Polices; and identification of annual evaluation and planning calendars. The College has embraced this effort through broad-ranged participation and thoughtful creation of new models of performance, while at the same time recognizing that it requires a change in behavior and practice.

Mission of the College

During the summer of 1996 the Clark College Board of Trustees employed an educational consulting firm to assist in conducting a comprehensive review of the College's Mission statement. The process was highly participatory and resulted in a revised Mission statement as well as new Values and Vision statements. All constituencies of the College and representatives from various community groups participated in this process. The Mission review queried Clark College faculty, staff, students, administrators and Board members as well as community members from the following groups: higher education, K-12, business and industry, students, alumni, social services agencies, labor unions, medical and dental workers, legal experts, and Clark College employees. (Appendix 1.1)

The Board had more than one purpose in scheduling a comprehensive review of the Mission: (1) It wanted to use the process to revitalize the College and improve the overall communication and cohesiveness of the institution; and (2) The Board sought to adopt a Mission statement that was reflective of both the community college philosophy and the district served by Clark College.

Opinions were obtained through campus and nationally designed surveys, eight community focus groups, and consensus building activities. Members representing all internal and external constituencies were encouraged to attend each review meeting. After an extensive analysis of the data, new Mission, Vision, and Values statements were adopted by the Board of Trustees on June 25, 1997. (A copy of the full Final Report of Clark College's Mission, Vision and Values Review appears in Exhibit 1.1) The statements appear on the following page.



CLARK COLLEGE

Mission

Clark College provides opportunities for individuals from diverse backgrounds to pursue their educational goals. The College offers accessible, comprehensive education; provides services to support student success; and fosters community partnerships that enhance student learning. The College focuses on professional/ technical training, academic transfer, pre-college and basic skills, personal development, and cultural enrichment.

Vision

Clark College strives to offer high-quality, flexible, and relevant education to meet the lifelong learning needs of the community. The College responds to the changing needs of the people it serves by encouraging the use of innovative instructional methods and technologies.

Values

In support of our mission and vision, Clark College affirms the following values:

Learner-focused education

To demonstrate our commitment, we will:

- Focus on learning as the foundation for decision making with respect to planning, technology, location, instructional methods, and successful outcomes.
- Clearly articulate and continually assess learning outcomes.
- Support students as active participants in their education.

Excellence

To demonstrate our commitment, we will:

- Support efforts of faculty, staff, and students to set, achieve, and maintain high standards.
- Regularly evaluate goals and be accountable for achieving them.
- Give recognition to individuals and programs that demonstrate excellence.

A positive campus environment

To demonstrate our commitment, we will:

- Foster open communication and shared decision-making at all levels.
- Show honesty, fairness, compassion, integrity, and accountability in all interactions.
- Demonstrate respect for differences.
- Maintain safe, functional, and adaptive facilities that are aesthetically pleasing and meet the changing demands of technology.

Broad-based partnerships

To demonstrate our commitment, we will:

- Establish internal and external partnerships that support student learning, shared community resources, increased educational opportunities, and shared governance.

Program improvement and results-oriented decision-making

To demonstrate our commitment, we will:

- Foster innovation and creativity.
- Promote experimentation and interdisciplinary exchange of ideas.
- Establish accountability for decisions through goal setting, due process, and meaningful evaluation.



Approved by the Clark College Board of Trustees on June 25, 1997

Affirmative Action/Equal Opportunity Institution

● **Communication of Mission**

The Mission and Values statements were distributed to all members of the campus community during Fall 1997 Opening Week Orientation and sent to all employees in the fall issue of *Voices*, the Outcomes Assessment Newsletter. The Mission and Values statements are included in the 1997-99 *Clark College Catalog* and are posted in all major buildings of the campus.

To further communicate these important statements to the general public, the Mission statement is printed in quarterly class schedules mailed to all households in the community college district. The Mission statement is also printed in the first issue of *Choices*, a new catalog for continuing education distributed to every household in Clark County. In addition, copies of the Mission statement are sent to all community members on Vocational Advisory Committees.

● **Move to Policy Governance Model**

As the Mission review process neared completion, the Board of Trustees realized that it now had an opportunity to redesign the way it fulfilled its role. It decided to "reinvent" itself as a board. After much study, careful thought, and a great deal of discussion, the Board decided to adopt the Policy Governance model of board leadership as presented by Dr. John Carver. (Appendix 1.2.)

The new governance model modifies the process for development and measurement of College goals. In keeping with the Carver model the Board will use the new Mission statement as a framework for creation of four areas of Board Policies, including: (1) Results (2) Governance (3) Staff/Board Links, and (4) Executive Limitations. (Appendix 1.3 Carver Model flow chart)

The Board chose to begin policy development with the Results Policies—long-range, broad based goal statements that are the initial step in the creation of institutional goals. On January 28, 1998, the Board formally adopted a set of Results Policies. The remaining three areas of policy will be developed in facilitated sessions that will bring current policies into alignment with these new areas and add policies not currently in existence. The Board's goal is to have their Policy Governance work completed by late winter of 1999. These policies will then frame

the Board's evaluation process and goal development for the ensuing academic year.

● **Clark College Results Policies**

R1.0 The College learning environment and offerings will be responsive to the needs and goals of the community it serves.

R2.0 The College offerings will be comprehensive and will include professional/technical, academic transfer, and basic skills/pre-college courses, as well as opportunities for personal development and cultural enrichment.

R3.0 Students will be provided services that are comprehensive and supportive of their success.

R4.0 The diversity of the College's students, faculty, and staff will reflect the diversity of the community it serves.

R5.0 The people of the community will find the College and its programs open and accessible.

R6.0 All partnerships in which the College will engage will be for the purpose of promoting quality, relevant, and accessible learning opportunities.

R7.0 A positive campus environment as reflected in the College values will be present on campus and in all of the College's offerings and activities.

Period of Transition

As we move from the old model of measuring institutional effectiveness to a new model based on the 1997 Mission statement, the College is documenting in two frameworks.

On the one hand, we are documenting progress in accomplishing the *new* Mission and Values. During Fall 1997, the College Management Team and members of the College Communication Council began the process of integrating the Mission, Vision, and Values statements into College procedures. Areas checked and integrated with these statements include: admissions policies (accessible, learner focused), faculty and staff hiring (high quality, excellence, program improvement), resource

and planning procedures (comprehensive, innovative, results-oriented decision making). As part of the Self Study process, all departments, programs, and administrative areas conducted reviews of their units to identify how the Mission and Values direct their activities. Statements describing unit relationships to the College Mission and Values are included in each standard.

As a beginning step in linking resources to Mission, all new operating budget allocations (fiscal, human, and physical plant) for the 1998 budget cycle were measured against the Mission and Results Policies prior to adoption by the Board of Trustees. (Appendix 1.4)

The 1998-99 allocation of funds from the Clark College Foundation was also based on the new Mission, Vision and Values. (Exhibit 1.2)

On the other hand, we are still documenting the *former* effectiveness measures based on the plan developed in 1994 (and in response to Policy Statement 25-Educational Assessment). The earlier model is a matrix developed to assess institutional effectiveness based on the 1989 Mission statement. (Appendix 1.5) Indicators were identified and progress was documented in each area of the College Mission. (Exhibit 1.3) In 1993-94 the Board of Trustees developed a broad set of goals based on the 1989 Mission that they have re-affirmed each year. (Appendix 1.6)

As part of a careful planning effort, an institutional effectiveness matrix, derived from the *new* revised Mission and Values statements and the Board's Results Policies, will be developed and finalized in 1998-99. This matrix will be used to guide staffing and resource decisions for the 1999-2000 year and serve as the basis for development of the College's annual research agenda.

Until the new matrix is in place, key elements of the 1994 Institutional Effectiveness Plan are being used to assess institutional effectiveness. A sampling of these measures follows.

● Sample Measures of Effectiveness

Transfer Reports: Analysis of transfer reports from four-year institutions in the state of Washington reveals that Clark College graduates perform as well as or better than "native" students. (Appendix

1.7.) Although the success rate of our students when they transfer is commendable, the College continues its efforts to increase the rate of students who actually complete the transfer process. The opening of the Washington State University-Vancouver campus should favorably impact student transfer rates. Analysis of this data is also being used in the College's Accountability Plan.

Program Follow-up Surveys: Annual program follow-up surveys (Exhibit 1.4) are useful indicators of whether the College is meeting its goal of "learning for employment." The current surveys are being revised to obtain more accurate data from former students. Departments and programs review follow-up data and use it to direct program change.

Program Advisory Committees: Professional/technical advisory committees provide an invaluable link with employers in the community. Advisory committees meet quarterly and their contributions provide a framework for program improvement and modification. Most recently, collaboration between the College and technical program advisory committees resulted in development of a new program in Data Networking.

Accountability Measures: A recently-adopted policy by the Washington State Legislature directs community colleges to demonstrate improvement in four specific categories: transfer rates, graduation efficiency, core course completion, and entry wages for job-preparatory students. A response to these mandates, known as "accountability measures," is built on key indicators for assessment at Clark College. Surveys and analysis of advising are being used to develop a plan for improving time to degree. Re-examination of transfer data is providing information for planning. Analysis of completion in core courses is resulting in more in-depth evaluation of course sequencing, and improvement in vocational wage placement is being addressed through planning and evaluation in advising, co-operative education and internship experiences

Cooperative Efforts with Employers: Additional planning information is obtained through regular meetings with the Columbia River Economic Development Consortium and other community groups. In addition, a forum was held in May of 1998 to elicit input from the Association of Washington Businesses (AWB). The purpose of the fo-

rum was to assess proposed goals for the community and technical college system and receive feedback regarding the effectiveness of local college training programs. A synopsis of their recommendations is included in Exhibit 1.5.

Student Satisfaction Survey: A comprehensive student survey was conducted in the fall of 1996. This nationally-normed assessment, the Community College Student Experiences Questionnaire (CCSEQ), analyzes the effectiveness of student services and the student's educational experience at Clark College. The Student Services unit will analyze data and apply results to student success and retention efforts.

State Board for Community and Technical College Reports: A comprehensive set of reports is made available from the SBCTC. These reports cover a range of topics from progress rates for students of color to effectiveness of worker retraining efforts; from enrollment data to ratios for full-time and part-time faculty effort. The reports are used extensively for decision-making purposes at Clark College. A recent example involved the use of data regarding faculty teaching effort to determine expenditures of targeted budget dollars for part-time faculty improvements.

● Student Learning

While the institutional assessment scheme is an important component in planning and evaluation, strategies for assessment of teaching and learning are its vital companion. Assessment has assumed a position of primary emphasis in the institution. Although the key indicators in the 1994 Institutional Effectiveness Plan are viewed as being stable, traditional measurement tools for the College, newer outcomes assessment efforts reflect a sharper definition of student learning and a mechanism through which learning effectiveness is measured.

This change in assessment design was initiated in response to Policy Statement 25 of the Northwest Association of Schools and Colleges and also reflects national trends in educational assessment and reform. The Five-Year Student Learning Outcomes Assessment Plan (Appendix 1.8) provided the foundation for an ambitious effort to move the institution to an outcomes-based curriculum.

Supported through funding from the Washington State Legislature and the institution, the outcomes assessment movement at Clark College has had a major impact on teaching and learning. Deliberate and persistent planning efforts on the part of key faculty members and administrative staff have created a "culture of assessment" and transformed our curriculum.

Planning

In this transitional period, the absence of a formal institutional effectiveness plan has not affected the College's ability to thrive. Prior to adoption of the Policy Governance model, planning was evident in individual administrative and educational units. Samples include the Campus Facilities Master Plan, the Annual Recruitment and Marketing Plan, annual budget documents, Equipment Replacement Plans, Emergency Management Plan, Integrated Services Delivery Plan, and the Outcomes Assessment Five Year Plan. (Documents in Team Room).

● Planning for the Future

At this time, the College has no strategic plan in place. One of the first steps in that direction is to create a model providing more comprehensive institutional research. In the spring of 1998, the Office of Institutional Effectiveness was created to integrate research activities in the areas of performance and outcomes.

An Institutional Research Team is being formed to augment and support the research effort. The Research Team will: (1) identify a research and evaluation cycle that will support planning efforts, (2) inventory current research available to the institution, (3) identify key indicators of performance, and (4) design a format for an Annual Report of institutional effectiveness. The collective results of the work of the Office of Institutional Effectiveness and the Research Team will serve as the basis for institutional planning.

● Dissemination of Information

Distribution of the College Annual Report will (1) clearly identify College goals, (2) report progress toward these goals, and (3) validate that the decision-making process of the College is responsive to information collected.

The Annual Report will be presented to the Board in the summer and to the College during Fall orientation week. In October, the College community will evaluate the data and use it as a basis to establish institutional goals. These goals will then be used as the basis for resource allocation (fiscal and human) and provide long-range direction for decision-making.

The systematic, on-going collection of research, analyzed first by the Research Team and then by the College community will result in a broad level of campus participation. The process will begin with the Board of Trustees, who will systematically review their Results Policies and Board goals. This information, paired with the College Annual Report, will serve as a basis for campus-wide planning.

Resource Allocation

The annual research cycle sets the foundation for institutional planning. (Attachment 1.1) Resource allocation is based on the Results Policies of the Board of Trustees and further influenced by information gathered through the assessment scheme. Program review, D.A.T.A. panel, employment/employer and student experience information all serve as sample indicators of effectiveness of instructional programs. Institutional services and activities are evaluated through the use of the Community College Student Experiences Questionnaire and other on-campus evaluation methods such as library use rates, listings of public service participation, and results of affirmative action efforts. (Detailed documents are available in the Team Room.)

Communicating Current Efforts

The Results Policies have been shared with the College and the community. Staff positions have been realigned to reflect the College's dedication to its Mission. Board policies link to institutional goals. The Annual Report will be distributed during Opening Week Orientation each year and will serve as the basis for planning in October. The results of this planning session, reflective of the Board's Results Policies, will be used as the basis for resource allocation and staffing decisions for the following academic year.

Public Service

Appendix 4.2 in Standard 4 shows a sampling of the range of public service, community and professional involvement of faculty members. Exhibit 1.6 includes a list of levels of participation and accomplishments in the area of public service identified by members of the College Communication Council during 1996-97 academic year.

A factor of note is the high level of participation of faculty, staff, and students in projects that directly relate to the College Mission. These efforts link the College to those it serves, reinforcing the goal of developing broad-based partnerships that enhance the educational experience of all involved. Both lists will be updated on a regular basis, with indicators added to reflect the College Mission and Results Policies.

Substantive Change

The College is aware of the Commission's direction regarding substantive change for distance education and has been in dialogue with the State Board for Community and Technical Colleges, the Washington State Instruction Commission, and the Commission on Schools and Colleges about this issue. Excellent progress is being made in the development of common substantive change language for institutions in Washington State. Clark College will continue to participate in this process, leading to its adoption of substantive change mechanisms deemed appropriate by the Commission.

No other substantive changes have been requested since 1989.

Recommendations and Actions Taken

- **In order to demonstrate the need for planning and goal setting, the campus community must see worthwhile results from these efforts.**
- **Consistent use of evaluation results must drive decisions regarding goals and resource allocation.**
- **The Research Team must be supported with resources necessary to accomplish their tasks.**

- **The Office of Institutional Effectiveness must answer to the Office of the President in order to demonstrate institutional commitment to on-going evaluation and planning.**

Attachments

Attachment 1.1 Annual Research Cycle

Appendices

Appendix 1.1 Participants in Mission Review Process

Appendix 1.2 Policy Governance model

Appendix 1.3 Carver Model Grid

Appendix 1.4 1998 Budget Material

Appendix 1.5 1994 Institutional Effectiveness Model

Appendix 1.6 Board Goals (1993-94)

Appendix 1.7 Transfer Reports

Appendix 1.8 Five Year Assessment Plan

Materials in Team Room

Exhibit 1.1 Final Report of Clark College's Mission, Vision and Values Review

Exhibit 1.2 Clark College Foundation Allocation Process

Exhibit 1.3 Documentation of Effectiveness

Exhibit 1.4 Follow-up Surveys

Exhibit 1.5 Association of Washington Businesses Synopsis of May 1998 Forum

Exhibit 1.6 Communication Council Public Service Summary

**See also Exhibit 4.2 for summary of faculty public service

Attachment 1.1 – Annual Research Cycle