Fifth-Year Interim Report
For Reaffirmation of Accreditation

October 2003

Prepared for
Commission on Colleges and Universities
Northwest Association of Schools and of Colleges and Universities

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Clark College Mission/Vision/Values Statements

http://www.clark.edu/pdf/general_information/mission_statement.pdf

INTERIM ACCREDITATION STEERING COMMITTEE

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OVERVIEW

In Fall 1998, following a full-scale, ten-year evaluation, Clark College was granted re-affirmation of accreditation by the Commission on Colleges of the Northwest Association of Schools and of Colleges and Universities. The Report of the Evaluation Committee included six General Commendations and seven General Recommendations. The Commission directed the College to prepare a Focused Interim Report and host a site visit by a Commission representative in Fall 2000 to address three of the General Recommendations.

Dr. Robert Bennett represented the Commission during the 2000 site visit, during which he reviewed the College progress in General Recommendations #1 (Strategic Planning), #3 (Utilization of Full-Time/Part-Time Faculty), and #4 (Faculty Evaluation). In each of the three areas, Dr. Bennett commended the College for its commitment to complying with the General Recommendations and the progress made in the two years since the full-scale visit.

Copies of the full-scale 1998 Self-Study, Report of the Evaluation Committee, the 2000 Focused Interim Report, and the Evaluator's Report will be available in the Exhibit area on campus. (Exhibits 1.1-1.4)

The Fifth-Year Interim Report is organized according to the report outline developed by the Commission. Part A addresses the seven General Recommendations. Part B responds to the questions listed under each standard and describes significant institutional changes in the areas of the standard. A set of organizational charts for 1998 and 2003 is included in Overview Appendices 1.1 through 1.6, followed by Appendices for Parts A and B and a list of Exhibits available in the Exhibit area..

Part A lists each General Recommendation in bold, followed by the College response describing progress made during the last five years. In the three General Recommendations addressed in the 2000 Focused Interim Report, the first two years of activities are included in a summary fashion followed by a more detailed description of actions taken during the most recent three years. Commendations from the 2000 evaluation are listed at the conclusion of the narrative for the three General Recommendations reviewed during the 2000 Focused Interim Report.

Part B is organized around the nine standards. In standards that include areas addressed in responses to General Recommendations in Part A, the information has been referenced but not repeated.

Preparation of this Report and the Exhibits has been coordinated by the Interim Accreditation Steering Committee, a group selected to represent a broad area of the campus community, including faculty, staff and administrators from instruction, student development, administrative services, and the President's office. The Steering Committee began its work almost 18 months ago. Since a number of key leadership positions in the institution have been in transition, progress during the last three years has not moved as quickly as during the first two years. In those areas where progress has been somewhat limited, the responses are honest and candid. In areas where the College has made significant strides, the Interim Report reflects the pride and sense of accomplishment we all feel.

Clark College welcomes the visit from the Commission's representative and the opportunity to share our progress and our plans for the future.

PART A. ACTIONS TAKEN REGARDING GENERAL RECOMMENDATIONS

General Recommendation 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)

The College has moved steadily and persistently to address the general recommendation relating to institutional planning and effectiveness.

Board of Trustees Results Policies
In 1999, guided by the Carver Model of Policy Governance, the Board of Trustees adopted a set of College "Results Policies," a series of broad goal statements that describe how the College will serve the community. That same year, in an all-campus goal-setting session attended by over 160 faculty and staff, the campus community developed a set of College Goals that support the Results Policies. The Results Policies and College Goals were subsequently revised and officially approved by the Board on August 27, 2001. They provide the foundation for the campus strategic plan and the College's first step in institutionalizing the planning process. (Appendix A.1.1)

Strategic Initiatives – Action Plans
In Fall 2000, faculty and staff developed an initial inventory of 2000-2001 "Strategic Initiatives"– action plans that implement the Results Policies and College Goals. (Exhibit A.1.1) As part of the budget development process, some campus units also submitted proposals for new initiatives. These Strategic Initiatives were reviewed and progress documented during Summer 2001.

The newly developed annual cycle of Strategic Initiatives was interrupted in Fall 2001 when the College learned of the dramatic shortfall in state funding. Since the initiatives were tied to new funding, the Cabinet concluded that a call for 2001-2002 initiatives would only raise false hopes. During this academic year, the College instead focused its energy on how to deal with the prospect of serious budget cuts across the campus.

In Fall 2002, development of Strategic Initiatives was separated from the budget development process, and campus units developed a new round of initiatives for 2002-03. The new initiatives were more appropriately named "Strategic Action Plans." The Action Plans were carried out during the academic year, and, during Summer 2003, progress was reviewed and documented. (Exhibit A.1.2)

The Planning Cycle
The College is entering the fourth cycle of an annual process of strategic planning and evaluation based on the Board of Trustees Results Policies. The annual cycle begins at the Board Retreat in August when Board members review the Results Policies and discuss progress made by the College during the previous year. During September through December, departments and units review the College Goals and begin to develop Strategic Action Plans for the coming year. Once the Cabinet prioritizes plans, any requiring funding are built into the budget development process, beginning in January. Those plans that the College can carry out without additional funds or ones that received funding during the previous year are implemented during the remaining months of the academic year.

In early summer, the Office of Research and Planning reviews the Action Plans and reports progress. The Board reviews the report at its August retreat.

Measures of Effectiveness

Another step in institutionalizing the planning process has been expansion of the College's capacity for research and evaluation. Created in 1998 to integrate campus research activities, the Office of Institutional Effectiveness was re-named the Office of Research and Planning in 2002 – a title that better reflects the range of responsibilities. A primary role of the Office is to monitor progress towards achievement of Board Results Policies, College Goals, and other strategic planning activities. Staffing includes a full-time director, a full-time research analyst and an experienced classified staff member who provides full-time support for the office.

Progress towards the Results Policies and College Goals is measured both quantitatively and qualitatively. The College Research and Planning Team developed an initial set of Key Progress Indicators (KPI) for each Results Policy. In January, 2002, the Board approved the measures in final form. (Exhibit A.1.3) The primarily quantitative KPI's document progress made as a result of the Action Plans and other College initiatives. The Office of Research and Planning makes a full report to the Board every other year that compares data and identifies trends observed in the KPI's over time. The College is still refining the indicators and working to develop a clear and concise way of presenting the data to the Board and the community. The R&P Office presented the first compilation of KPI reports to the Board in January and April 2001. The Board has scheduled the next full report for November, 2003.

The Board gathers qualitative feedback by conducting biennial community forums with a broad variety of College stakeholders about progress made in the seven areas of the Results Policies. Three community focus groups were held in June of 2000—the first round of a regular schedule. Representatives from K-12, higher education, social service agencies, business, labor, and Clark College students, faculty, staff, and alumni attended the facilitated sessions. (The full report is available in Exhibit A.1.4) The Association of Washington Businesses and the State Board for Community and Technical Colleges conducted a fourth forum for business leaders. The full report of the forums was distributed at the Board's August retreat and used as part of the review of the Results Policies. A summary of major recommendations appeared in the first annual *Report to the Community*.

The College conducted the second round of stakeholder focus groups in Fall 2002. Although the same categories of stakeholders were invited, the sessions were expanded from three to nine in order to allow more voices to be heard. Groups included representatives from faculty, staff, administrators, students and alumni, higher education, K-12, large and small businesses, labor, social service and government agencies. The executive summary and recommendations from these groups were distributed to the Board, the campus community, and all focus group participants. The Board reviewed the recommendations at its February 2002 retreat and charged the president with developing responses to the primary recommendations. (The report is available in Exhibit A.1.5)

Selected Planning Efforts

The College has already developed and implemented several corollary plans in support of the Board Results Policies. A problem was identified, a review process set in motion, a plan developed, and actions implemented. Plans completed during the last five years include: Pre-Design Study for the Clark Center at WSU Vancouver, the Facilities Master Plan, a Full-time/Part-time Faculty Mix Plan, and the Clark College Strategic Plan for Information Technology. (Copies of these planning documents are available in Exhibits A.1.6 through A.1.9)

Communication to the Public
In the new planning model, the annual *Report to the Community,* published in November, communicates evidence of effectiveness to the public. This year, 2003, marks the fourth year of a publication that features the College accomplishments in each of the seven Results Policies. Copies of the report are mailed to every campus employee, all advisory committee members, and a broad cross-section of community leaders. In order to communicate College effectiveness to as broad an audience as possible, reports are also distributed at presentations and activities throughout the academic year. (The 2002 *Report* is included in Appendix A.1.2. Prior years are available in Exhibit A.1.10).

Resource Allocation
The new planning model links Results Policies and College Goals to the budget process. Beginning in 1998-99, the College linked its budget requests and allocations to the existing Board Results Policies. The 2000-01 budget directly linked new staff and services to the revised Results Policies. In 2000-01, the Clark College Foundation Funds Allocation Committee also began funding requests based on the Board Results Policies.

In the face of the recent downturn in state funding, the College has experienced difficulty basing resource allocation and staffing solely on actions that support specific Results Policies. During preparation of the 2003-04 budget, only one item was identified as a "new" activity that could be linked to a Results Policy. State funding was not discretionary at all. The final operating budget actually re-allocated funds that had been gathered through the 2.5% budget cut process earlier in the year. (Appendix A.1.3)

Future budget cycles should allow the process to connect more directly so that resource allocation and staffing decisions will be based on the Action Plans (either current or proposed) that help accomplish College Goals which, in turn, further the Results Policies. A process for prioritizing Action Plan requests needs further development along with a more direct tie to the budget development process.

Monitoring Planning and Institutional Effectiveness
The College Council, created in 2000 as the President's Advisory Council, monitors the planning and evaluation of institutional effectiveness. The Council reviews progress towards achievement of College Goals, Results Policies, and College Performance Measures. Section 832.000 of the *Administrative Policies and Procedures Manual* describes the Clark College Council's role as follows:

> "The purpose of the Clark College Council is to review selected procedures, projects, operational issues, and recommendations presented to the president for action. In addition, the Council oversees institutional planning, budget development, and institutional effectiveness systems for the College district. Members strive to base recommendations to the president on a consensus model; if the group is unable to reach consensus, a formal vote of members will be taken."

Conclusion
The College has taken major steps to set up structures and processes to institutionalize strategic planning. The structures and processes have been developed with broad participation from members of the College community. They are, however, new and still being tested. The Board of Trustees Results Policies provide the framework, the College Goals donate the support, and the Action Plans furnish the energy. The Office of Research and Planning collects the data, the strategic planning calendar confirms the timeline, and the College Council serves as monitor. Results of the plan are communicated through the annual *Report to the Community*. Our planning and evaluation system is now an integrated process that will move the College towards achieving its goals.

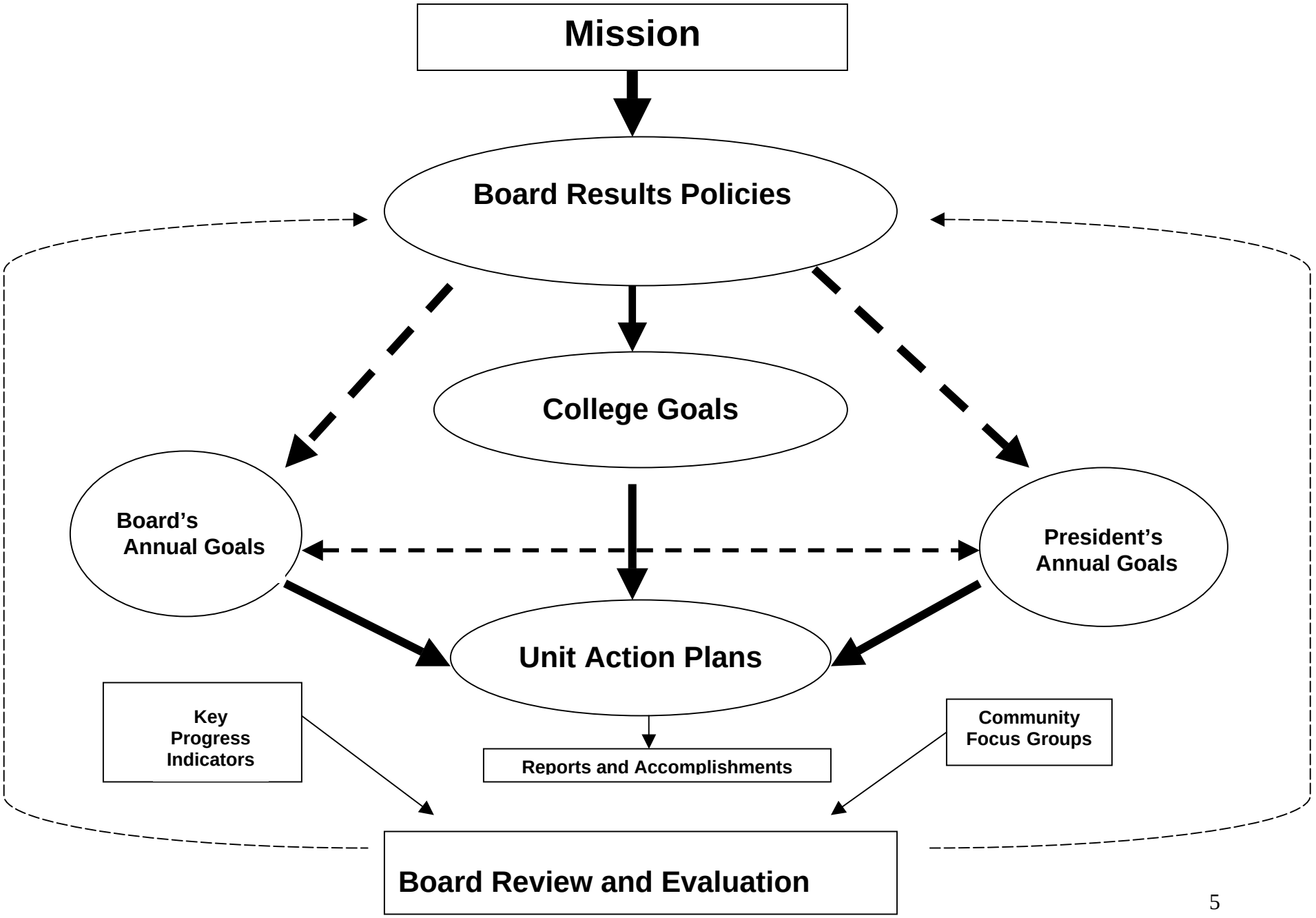
Moving Forward

President Wayne Branch, who accepted the presidential appointment beginning in August 2003, has announced his first priority during 2003-04 is to complete a five-year Strategic Plan by June 2004. The goals of the planning process include: producing a Plan that clearly defines the College vision, values, and priorities; providing the basis for assessment of institutional effectiveness; and providing a foundation for the budget development process during the life of the Plan. He has already established a process and timeline to review the current planning framework and shape a Strategic Plan for the future that addresses the changing learning needs of our students and our service district.

2000 Focused Interim Report – Commendation:

"The administration and the Board of Trustees have accepted the challenge of institutionalizing their plan and have given serious attention to the development of materials and strategies that will ensure the strategic planning being done by the College is being integrated into all aspects of the institution. Their commitment to comply with the recommendation made regarding Standard I is clearly evident."

Clark College Strategic Planning Model



Clark College
Institutional Effectiveness
Timeline

Every Year (2001, 2002, 2003, 2004, 2005, 2006)

August	Board Retreat and Review of Results Policies and Progress of Strategic Action Plans
November	Annual *Report to the Community*
September-December	Units/Departments Develop Strategic Action Plans
January-May	Action Plans Implemented or Built into Budget Development Process
June-July	Plans Reviewed & Progress Documented

Even Years (2000, 2002, 2004, 2006)

June - October	Community Focus Groups

Odd Years (2001, 2003, 2005)

April- November	Full Report on Key Progress Indicators

Every Three Years

April-May 2001, 2004	Employee Satisfaction Survey
Fall-Spring 1999, 2003	Student Satisfaction Survey

General Recommendation 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)

The changing roles of faculty and staff in institutional policy and decision-making during the last five years have seriously impacted the process of shared governance. The chronology of events since the last full-scale visit reveals the profound changes and period of transition in leadership that the campus has experienced since 1998. It provides the background for the College's response to this recommendation.

1998-2003
Chronology of Events

1998	Appointment of President Hasart
1998-2000	Reorganization of Instructional Administration & Support Areas
1999-2001	Adoption of Board Results Policies and College Goals
1999	Appointment of Vice President of Instruction Jackson
2000, 2002	Appointment of new members of Board of Trustees
2000	Appointment of 4 new Deans of Instructional units
2000	Empowerment of College Council, Curriculum Committee & IPT
2001	Appointment of Vice President of Student Development Nisson
2002	Appointment of Vice President of Administrative Services Morgan
2002	Reorganization of Student Development Area
2002	Departure of President Hasart
2002	Appointment of Interim President Beyer
2002	Adoption of Interest-Based Bargaining
2002	Certification of WPEA as classified staff bargaining representative
2002-03	Departure of 3 of the 4 Deans of Instructional units
2002-03	Year-long Presidential Search
2003	Appointment of President Branch

Transition Team Report
In Fall 1998, President Hasart established the Transition Team to review and make recommendations regarding the decision-making processes, committee structure, and instructional organization of Clark College. The team spent several months reviewing the current climate, assessing the effectiveness of existing College decision-making bodies, and reviewing models of governance. An ad-hoc committee of the Transition Team reviewed the effectiveness of the 31 College committees that formed a vital part of the campus decision-making process.

Early in 2000, the Committee released its comprehensive report and series of recommendations. (Exhibit A.2.1) The report recommended a new model of decision-making that promoted "a shift from a hierarchical decision-making structure to a more collaborative method of decision-making with the intent that authority and responsibility would move to those with the most knowledge and to those most impacted by the decision."

Instructional Administration
In accordance with recommendations in the Transition Team Report, the instructional area was re-organized, moving from a ten division-chair and 56 department configuration to a structure of four instructional units consisting of 19 divisions. Each unit is directed by an instructional Dean. Departments and programs in several key areas were re-arranged in a reporting pattern historically different from the past. The resulting lack of clarity about roles, responsibilities and authority levels among the Vice President, deans, division chairs, program heads, and faculty created considerable tension.

Policy-Making Bodies
Along with the reorganization in instruction, the President and Cabinet approved the recommendations to disband the very large Instructional Advisory Committee in favor of a more active role for the Curriculum Committee and the formation of an Instructional Planning Team (IPT). Both Curriculum Committee and IPT were restructured to give faculty a clear and decisive role in decision-making relating to instructional issues.

The composition and scope of responsibilities of both the Curriculum Committee and the Instructional Planning Team that appear in Section 800 of the *Administrative Policies and Procedures Manual* help clarify the role of faculty. Specific committee descriptions and membership follow.

845.000 CURRICULUM COMMITTEE

The Curriculum Committee reviews the appropriateness and integrity of course offerings and approves new courses, course changes, and the deletion of individual courses. Committee review includes consideration of appropriateness as a lower-division course, congruence between content and credits, rigor of course, effect on students, programs, and College resources.

Members:
1. Eight tenured faculty members jointly appointed by the vice president of instruction and the AHE president (three-year appointments)
2. ICRC representative (standing member)
3. Vice president of instruction or designee (standing member)
4. ASCC representative (one-year appointment)
5. Registrar (standing member)

The chair is selected by the committee.

865.000 INSTRUCTIONAL PLANNING TEAM (IPT)

The Instructional Planning Team institutes and oversees the instructional planning process; makes recommendations to the vice president of instruction regarding academic policies such as distribution, transfer, and degree requirements; oversees program reviews; and makes recommendations to the vice president of instruction regarding the approval of new programs and changes to and deletions of current programs.

Members:

1. Vice president of instruction (standing member)
2. Nine tenured faculty members jointly appointed by the vice president of instruction and the AHE president (three-year rotating appointments)
3. The instructional deans (standing members)
4. The director of business and industry training (standing member)
5. Registrar (standing member)
6. ASCC representative (one-year appointment)

The chair is selected by the committee.

College Council

A new decision-making body, the President's Advisory Council, was also formed in 2000 to provide a more meaningful vehicle for faculty and staff to participate in institutional policy formulation. The purpose, responsibilities, and membership of the Council, renamed the Clark College Council in 2002, appear in Section 832 of the *Administrative Policies and Procedures Manual* as follows:

832.000 CLARK COLLEGE COUNCIL

The purpose of the Clark College Council is to review selected procedures, projects, operational issues, and recommendations presented to the president for action. In addition, the Council oversees institutional planning, budget development, and institutional effectiveness systems for the College district. Members strive to base recommendations to the president on a consensus model; if the group is unable to reach consensus, a formal vote of members will be taken.

The Clark College Council shall consist of the following membership:

1. President (standing member)
2. Executive assistant to the president (standing member)
3. Seven faculty members
   a. Four (4), one elected from each instructional unit (two-year appointments)
   b. One (1) librarian elected from the unit (two-year appointment)
   c. Two (2) adjunct faculty members elected from the adjunct faculty (two-year appointments)
4. Four classified staff members, one elected from each major area of the College: Administrative Services, Instruction, Student Development, and Executive (two-year appointments)
5. Two (2) exempt staff members elected from the exempt staff (two-year appointments)
6. One (1) AHE representative elected from the AHE (two-year appointment)
7. One (1) WPEA representative elected from the WPEA (two-year appointment)
8. Three (3) student representatives, appointed by ASCC (one-year appointments)
9. Vice president of administrative services (standing member)
10. Vice President of instruction (standing member)
11. Vice President of student development (standing member)
12. Director of institutional planning and research (standing member)
13. Director of college and community relations (standing member)
14. Clark College Foundation president or designee (standing member)

Faculty and staff terms will be staggered.
--*Revised April 2003*

Evaluating Reorganization and Clarifying Roles
In March of 2001, following implementation of the first phase of the new organizational structure, the College began the process of evaluating the reorganization. A "Reorganization Status Report" was prepared by the Evaluation Committee of the Transition Team and circulated to the campus in March. (Exhibit A.2.2) In May and June of 2001, MJ Briggs & Associates conducted a series of feedback groups designed to gather insights about what was working well, what needed improvement, and recommendations for how the improvements could be accomplished. The full report of these discussion groups is available in Exhibit A.2.3. In addition, a *Reorganization and Environmental Survey* was distributed to an estimated 748 employees during Spring 2001 in order to gather additional information about employee perceptions about the College environment and the impact of the reorganization. The survey report is available in Exhibit A.2.4. In response to these evaluation processes, the Executive Cabinet prepared a Response Grid to help further clarify roles of faculty, staff, and administrators. (Exhibit A.2.5)

Decision Grid and Contract Revision
Continuing ambiguity regarding the relative roles of faculty, department/program heads, division chairs, unit deans, and the Vice President of Instruction prompted the development of a Decision Grid in 2001-2002 (Exhibit A.2.6) that defined decision-making roles in areas of student issues, curriculum, budget, facilities and faculty hiring. Article III of the June 2003 CC/AHE Agreement further clarified roles by defining the job description and selection process and procedures for division chairs.

Perceptions of Faculty and Staff
In a practical sense, the opportunities for faculty and staff involvement in governance and decision-making have been broadened since the last accreditation visit. For instance, budgets for the instructional units have been transferred out of the Office of Instruction to the four units. Membership in several important campus-wide policy committees, including the College Council, the Curriculum Committee, and Instructional Planning Team, have also been adjusted to provide better representation for the units.

Perceptions about the role of faculty in the formulation of institutional policy and decision-making vary widely, however, and dissatisfaction persists in many quarters. A primary reason for this dissatisfaction is the ambiguity caused by the continuing instability in staffing of administrative positions. In addition, the implementation and reinforcement of new policies and structures has been uneven from unit to unit.

A positive outcome of this uncertainty has occurred in a surge in membership of the Association for Higher Education (the faculty union) and Washington Public Employees Association (the classified staff union) to record levels, which has effectively strengthened faculty and staff participation in decision-making from a bargaining perspective.

Prior to the reorganization, only the trades classes (security and custodial - Unit A) had a collective bargaining agreement with the management. (Exhibit A.2.7) In September 2002, a collective bargaining agreement for Unit B employees (technical and clerical staff) was voted in, and a contract negotiated as a direct result of the campus re-organization. (Exhibit A.2.8)

Given that changes in leadership are ongoing, unease among faculty is likely to persist. A significant charge for the new College president will be to ensure that the unit deans act consistently to provide faculty real decision-making power around issues that directly affect faculty as well as campus-wide issues. Every opportunity should be taken to make all processes transparent and to ensure that all voices are heard.

General Recommendation 3.
In light of the institution's mission, current enrollment, and anticipated growth, a plan should be created for addressing the utilization of both full-time and adjunct faculty. 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 specialized degree and/or certificate programs. Particular attention should be paid to the Paralegal Program as to oversight and supervision by full-time faculty and/or administration. This was cited in the 1989 and 1994 accreditation site reports (Standard Four - Faculty; 4.A Faculty Selection, Evaluation, Roles, Welfare and Development).

Full-Time/Part-Time Faculty Mix
The College continues to be cognizant of the need to address the appropriate utilization of both full-time and adjunct faculty. Although the College's geographic location, with sufficient population, allows the institution to hire highly qualified adjunct faculty, the need to hire additional full-time faculty remains a high priority.

The Full-Time/Part-Time Faculty Study in 2000, identified the areas of highest use of adjuncts. The College took steps to reduce the use of adjunct faculty in these areas by deliberate decisions on new hires. Three new full-time positions, one in Adult Basic Education and two in Corrections were added at the Larch Mountain site in 1999. A new position in Graphics/Multimedia was also added on the main campus. Three new full-time positions were added beginning Fall 2000: one each in English as a Second Language, Education, and Mathematics. New positions in 2001 included Mathematics, English as a Second Language, Welding and Data Networking (DNET). In 2002, an additional position was added in English as a Second Language.

In Fall 2002, the College implemented a process for selection of new faculty positions in 2003-04 that factors in the full-time/part-time ratios of departments and programs. When retirements and resignations make positions available, a key criterion in the rationale for approval of new positions is the current proportion of adjunct faculty in the department. (Exhibit A.3.1)

Paralegal Program
In response to the Commission's recommendation concerning oversight and supervision of the Paralegal Program, a full-time instructor has been hired effective Fall Quarter 2003.

Faculty Workloads
Faculty workloads are defined by the collective bargaining agreement between Clark College and the Clark College Association for Higher Education. (Exhibit A.3.2) As part of the Interest-Based Bargaining process, negotiators approved and adopted a revised table of full-time faculty workloads in June 2003. This table replaces three earlier Memoranda of Understanding.

Table A.3.1 shows the teaching loads effective with the June 2003 contract changes.

Table A.3.1
Full-Time Faculty Teaching Load

Department	Dept. Abbr.	Dept. Load
Adult Basic Education	ABE	18
Agriculture	AG	18
Anthropology	ANTH	15
Art, Lecture	ART	15
Art, Studio	ART	18
Astronomy	ASTR	15
Automotive	AUTO	18
Biology	BIOL	15
Business	BUS	15
Business Technology	BTEC	18
Chemical Dependence Counseling	CDEP	15
Chemistry	CHEM	15
Computer Aided Design & Drafting[1]	CADD	18
Construction Technology	CNST	18
CPR	CPR	24
Criminal Justice	CJ	15
Computer Technology[2]	CTEC	15
Culinary Arts: Baking	BAK	24
Culinary Arts: Cooking & Mgmt	FOOD	24
Data Networks & Telecommunication	DNET	18
Dental Hygiene	DH	18
Developmental Education	DVED	18
Diesel Technology	DIES	18
Early Childhood Education	ECE	15
Economics	ECON	15
Education	ED	18
Electronics	ELEC	18
Engineering	ENGR	18
English	ENGL	12
English as a Non-Native Language	ENL	15
English as a Second Language	ESL	18
Environmental Science	ENSC	18
Family Life - Parent & Child	FLPC	21
Family Life - PRIDE	FLPC	21
Floristry	FLOR	18
Focus on Mature Learning	FML	15
Foreign Language:	FREN/GERM/JAPN/SPAN/RUSS	15
Forensic Science	FSCI	15
Geography	GEOG	15
Geology	GEOL	15
Graphic Communications/Printing	GRCP	18

Table A.3.1
Full-Time Faculty Teaching Load (Continued)

Department	Dept. Abbr.	Dept. Load
Health	HLTH	15
Health Occupations	HEOC	24
Health/Physical Education	HPE	15
History	HIST	15
Honors	HONS	15
Human Development	HDEV	15
Humanities	HUM	15
Industrial First Aid	IFA	24
Industrial Technology Electricity	ITEL	18
Journalism	JOUR	12
Machining Technology	MACH	18
Management	MGMT	15
Mathematics	MATH	15
Meteorology	METR	15
Music	MUS	16
Nursing	NURS	18
Nursing (Clinical\Lab)		30
Nutrition	NUTR	15
Paralegal	PRLE	15
Pharmacy Tech	PHAR	18
Philosophy	PHIL	15
Physical Education	PE	18
Physical Science	PHSC	15
Physics	PHYS	15
Political Science	POSC	15
Psychology	PSYC	15
Sociology	SOC	15
Speech	SPEE	15
Theatre	THEA	12
Tutoring	TUTR	30
Welding	WELD	18
Women's Studies	WS	15

[1] Replaces Manufacturing Technologies
[2] Replaces Computer Science and Computer Software & Applications

Focused Interim Report – Commendation for General Recommendations 3 and 4
"The efforts made by both administration and the faculty to work toward an agreeable solution for utilization and evaluation of both its full-time and adjunct faculty has addressed the recommendation of the Commission in a most admirable fashion. Furthermore, the addition of four full-time administrators appointed to monitor the quality of instruction offered by Clark College with the new instrument is a definite move to ensure quality instruction for all the students at the College."

General Recommendation 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)

Following the 1998 accreditation visit, the College took immediate action to address the issue of faculty evaluation processes for all types of faculty: probationary, post-tenure, temporary, adjuncts, counselors and librarians. The Research and Planning Support Team collected and reviewed a variety of documents related to faculty evaluation: the Accreditation Handbook, existing evaluation forms, language in the Faculty Contract, a literature review of faculty evaluation and a 1996 Missouri Law Review article on the legal implications of faculty evaluation. Based on their research, the Team prepared the summary Faculty Evaluation Project Report that was widely distributed and discussed. (Exhibit A.4.1)

A ten-person Faculty Evaluation Task Force was appointed to develop an updated faculty job description and evaluation instruments. The Task Force came to agreement on the multiple purposes of a good faculty evaluation system and, building on this philosophy, drafted a new job description for faculty, counselors, and librarians. The job descriptions were approved in the CC/AHE Agreement of November 2000. (Appendix A.4.1)

The November 2000 CCAHE Agreement now clearly defines the procedures and policies regarding the evaluation of faculty – both tenure-track and non tenure-track. The specific language outlining evaluation of *adjunct faculty* appears in Article III, D.8:

> "All adjunct faculty teaching credit classes will be evaluated in at least one class taught in the first quarter for which they are appointed. This evaluation will consist of a classroom observation by a peer or supervisor, and student evaluations. After the first three quarters of teaching, all adjunct faculty will be evaluated in at least one class (classroom observation and student evaluations) each academic year. The evaluation instruments for adjunct faculty will be collected and delivered to the [Division Chair] by a person other than the faculty member being evaluated. All evaluations will be reviewed with the adjunct faculty member. Upon completion of a subsequent evaluation, the evaluation summaries will be turned over to the adjunct faculty member."

In addition, the *Clark College Administrative Policies and Procedures Manual* includes the following citation:

> 660.200 "A log of adjunct faculty evaluations will be maintained in the instructional dean's office, listing which adjunct member is to be evaluated, who has been evaluated, and the date of the evaluation. The information will be given to the Office of Instruction at the end of the spring term of each academic year."

Each of the four instructional units maintains an adjunct faculty evaluation log in order to monitor evaluation of adjunct faculty in a consistent and effective manner. Unit logs for 2002-03 are available as Exhibit A.4.2.

The Faculty Evaluation Task Force also completed a review and revision of various evaluation forms (student, peer, supervisory and self-evaluation) for all types of faculty. The new evaluation tools have been forwarded to the AHE contract bargaining team.

Focused Interim Report – Commendation for Recommendations 3 and 4:
"The efforts made by both administration and the faculty to work toward an agreeable solution for utilization and evaluation of both its full-time and adjunct faculty has addressed the recommendation of the Commission in a most admirable fashion. Furthermore, the addition of four full-time administrators appointed to monitor the quality of instruction offered by Clark College with the new instrument is a definite move to ensure quality instruction for all the students at the College."

General Recommendation 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)

Since the 1998 visit, the College has addressed issues related to information technologies through adoption of the Clark College Strategic Plan for Information Technology (IT), completed in late 1998. The Strategic Plan identified adequate funding for IT as a strategic goal. An Information Technology Operational Plan was completed in July 2000 by the IT Task Force and the College has made steady progress in implementing the actions proposed in the Operational Plan. (Exhibit A.5.1)

Technical Support
In September 2000, Computing Services was reorganized and two new manager positions were created to improve the delivery of IT services at the College**.** An internal transfer filled the Network Services Manager position, and the Computing Services Manager was a new hire. These managers supervise the line staff and share responsibility for day-to-day operations and project planning. In addition, two computer maintenance technicians received classification upgrades in December 2000 to allow them to serve as leads for the technical staff and to take on additional project management responsibilities.

In June 2000, the department hired an application specialist whose job is to focus on technical training for College employees. This staff member also serves as a liaison between Computing Services and the campus community. Lastly, the department hired a full-time Help Desk technician in August 2001 to replace a number of part-time temporary staff members who served in this capacity. This move has significantly improved the quality and consistency of the service delivered by the Help Desk.

Technology Upgrades
The College has made significant gains in its efforts to provide students, faculty, and staff with reliable, up-to-date computer hardware and software. As part of the IT Operational Plan, the College implemented an instructional computer replacement plan in the 2000-2001 academic year. Under this centralized procurement plan, the equipment in instructional computer labs is replaced on a three-year rotation. Funding has been identified for a similar plan to replace employee computers on a four-year rotation and implementation is scheduled for the 2003-04 academic year. In the meantime, lab machines due for replacement are rolled out to employees in departments with limited budgets so that a minimum hardware standard is maintained until the plan is fully implemented.

These equipment replacement plans allow the College to implement new technology initiatives with the knowledge that a minimum hardware standard exists across the campus. This approach minimizes the possibility that users will be confronted with unbudgeted upgrades to old equipment in order to participate in College-wide technology initiatives. The centralized procurement model also allows the institution to stretch its IT dollars by demanding and receiving steep discounts on volume equipment purchases.

The College has entered into a volume licensing agreement with Microsoft for office productivity software. Under the Microsoft Campus Agreement, the institution pays an annual fee for unlimited use of a selection of Microsoft products on College-owned computers. This program provides access to current versions of popular Microsoft products by all users on campus. The MS Campus Agreement reduces software expense and greatly simplifies license management. The College has pursued similar

agreements for other specialized software products such as anti-virus software and graphics-oriented software.

Connectivity
Since 1998, the College has tripled the bandwidth to the Internet by adding two additional T1 circuits. This increased capacity has allowed the College to keep pace with the increasing demand for Web-based information and services.

Computing Services staff members were active participants in a project undertaken by the Center for Information Services (CIS) to upgrade the functionality and security of the Web Transaction Server (WTS), a tool that allows the Washington Community and Technical College administrative applications to be Web-enabled. Web-based services for students that have been implemented by the College include:

- Web registration
- Credit Card Payment
- Class Schedule
- Degree Audit
- Financial Aid Status
- Registration Appointments
- Student PIN Change
- Student Schedule
- Unofficial Transcripts

Additional Web-enabled administrative applications include the Instructor Briefcase that allows instructors to access their class schedules and submit their grades via the Web.

Computing Services has upgraded or replaced the network infrastructure in classrooms and offices in several buildings on campus to provide greater network access and/or to provide higher bandwidth connections to the campus network backbone. These facilities include the Science Complex, Hanna/Foster Complex, Child & Family Office Wing, Health Occupations, Student Development offices, and Financial Aid.

Computing Services performed major upgrades to the campus telephone system in 2001 and 2002 to increase capacity and functionality. The system was converted to digital trunking to provide additional truck capacity and to take advantage of features associated with digital circuits (enhanced E911 capability, caller ID, etc.).

Student Computer Labs
With the major renovation of the AA4 building in 2001, the College created seven new state-of-the-art computer labs to serve instructional programs in Data Networking, Electronics/Industrial Technology, Graphics, CAD, PC Repair, and Web Technologies. The building also houses a high-end open lab facility.

The College hired a full-time Lab Manager in 2001. This move has allowed the College to manage more effectively the instructional computer labs on campus and to deliver a higher level of service to students. In addition, we have created temporary classified staff positions for three Lead Lab Assistants to coordinate the daily activities in College open computer labs. The Lab Manager has initiated training programs for student lab assistants and has written a detailed operations and procedure manual to insure that the lab assistants deliver accurate and consistent information. Staffing levels in busy open labs have steadily been increased to deliver improved service and to lessen the impact of student employee absenteeism.

In 2002, the College launched the Student Select Program in cooperation with Microsoft to sell the Microsoft Office suite of software to students at a steep discount (approx. $75) through our Bookstore. This allows many students to purchase the same professional quality software they use at school at a price that is affordable. The program has proven very popular with students.

Training & Staff Development

Employee training in information technologies is identified as a goal in the College's IT Strategic Plan. Because faculty members pose some unique challenges related to the modality and timing of training efforts, the College conducted a Web-based training survey for faculty in 2001. The results of the survey provided insights into faculty preferences related to training topics, methods and timing. Small group and one-on-one training has emerged as the preferred delivery method. The College cannot provide individual training for every faculty member who requests assistance, but it is clear that traditional methods would achieve limited success.

Computing Services staff, in cooperation with the staff development arm of Personnel Services, has developed a series of small group training sessions on popular topics offered on a regular basis. In addition, an introductory course is scheduled each month to orient new hires to the College computing environment. The Computing Services staff training consultant continues to offer one-on-one assistance to people who are experiencing difficulty or who have special needs. The College IT governance body (IT Council) focused attention on staff training issues during the 2002-03 academic year.

Technical training for Computing Services staff has become a priority as a result of the IT strategic planning effort. Training is now an annual budget line item and funds are earmarked for technical training activities. During 2002-03 approximately $10,000 was expended on technical training for Computing Services staff.

Administrative Computing

In Summer 2001, the College replaced the aging server on which our administrative applications run. The new machine has relieved processing bottlenecks and has shortened the time needed to run production batch processes. This has allowed the College to extend the time that transaction processing can occur (student information system, Web registration, etc.). The added processing power has enabled the College to implement a new degree audit application and to speed up data extraction processes.

Clark College is actively involved with the administrative application re-hosting project being undertaken by the Center for Information Services on behalf of the Washington community and technical colleges. This $20 million project will move our existing applications data onto a modern relational database and the legacy code will be rewritten in a Web-centric language such as Java. The outcomes of this project include enhanced access to data for planning and decision-making and Web-enabled applications that will provide higher levels of service to students and employees.

Distance Education

Clark College acknowledges that delivery of college coursework via distance education can be an effective means of meeting the needs of students who are place or time-bound and for serving students not within ready reach of campus. The College has taken some steps toward meeting such needs by designing and delivering courses using broadcast television, interactive video-conferencing, the Internet, and a combination of these media. In April 2000, the College commissioned *A Distance Education Research Report and Review* which provided a good overview of national trends in Distance Education. (Exhibit A.5.2)

To provide high quality DE options to students is widely acknowledged to be more expensive than to provide traditional, face-to-face classes. Without institution-wide coordination, planning, and support, it was impossible to offer adequate support to faculty in the development of high quality DE course offerings. It was equally demanding to provide the necessary support for students as they determined if DE classes were a good match for their skills and lifestyles, or as they actually completed such courses. Finally, the relatively small student-faculty ratio for good quality in online classes in particular presented an additional challenge to prudent fiscal management. In a climate of tight or declining resources, the College elected, in Fall 2000, not to expand its DE initiatives until it could address these issues properly.

In Spring 2001, the President commissioned faculty member, Kimberly Sullivan, to research the various issues of Distance Education and to provide a more detailed plan to serve as a guide for continued DE development. Ms. Sullivan compiled a comprehensive report during Summer 2001 and presented it to the campus in Fall 2001**.** (Exhibit A.5.3) Although initial discussions were held, to date no actions have been taken to implement the proposed Distance Education Plan.

General Recommendation 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)

Clark College's revenue and expenditures are greatly influenced by Olympia. The Legislature and State Board establish the state appropriation and allocation to the College. These two bodies also control the rate of change in tuition. These two revenue sources, state appropriation and tuition, make up 67% and 25% respectively, or 92% of the College Operating Budget.

Historically, changes in the state appropriation and the tuition increase are connected: moderate tuition increases in "good budget" times and high tuition increases in "bad budget" times.

On the expenditure side, changes in salaries and benefits are also controlled by these two Olympia entities. Salaries and benefits make up 80% of the College Operating Budget.

As a result, the College has little control over the significant factors that influence changes in revenue and expenditures at the macro level. That is not to say that the College is powerless to control its budget destiny, but that these decisions tend to be marginal.

The analysis in Table A.6.1 is an attempt to project College revenues and expenditures for the next five years using conservative and optimistic scenarios to establish "bookends" within which the College's Operating Budget is likely to fall. The table displays the assumptions and the five-year revenue and expenditure implications resulting from those assumptions. Under the conservative assumption, the revenues stay virtually the same and expenditures are held constant. Under the optimistic scenario, revenues and expenditures growth is moderate. Under both scenarios, the budget is in balance.

The State is suffering its worst economic times in 20 years. Regional economists predict a slow and moderate recovery from the recession for Washington. Given that background, our conservative scenario assumes cuts in the state appropriation; those cuts by lawmakers will likely result in higher tuition increases than is typical in a more average budget period. This is reflected in the assumptions as is a no-growth assumption for expenditures.

In view of the current economic situation and a predicted slow recovery, the optimistic scenario is not as optimistic as the last time this forecast was made in 1999. As a result, we have assumed only moderate growth in revenues and expenditures.

Table A.6.1
CLARK COLLEGE
PROJECTION BASED UPON "BEST GUESS"

	Compounded rate of change "Conservative"	Compounded rate of change "Optimistic"
REVENUE BY SOURCE		
State Appropriation	-3.000%	4.000%
Tuition	7.000%	4.000%
Fees	1.000%	2.000%
EXPENSE BY CATEGORY		
Salary & Benefits	0.000%	4.000%
Goods, Travel, Misc	0.000%	3.000%
Equipment	0.000%	2.000%

FIVE YEAR PROJECTION

	Budget	CONSERVATIVE RATE OF CHANGE					OPTIMISTIC RATE OF CHANGE				
REVENUE BY SOURCE	**2001-02**	**2002/2003**	**2003/2004**	**2004/2005**	**2005/2006**	**2006/2007**	**2002/2003**	**2003/2004**	**2004/2005**	**2005/2006**	**2006/2007**
State Appropriation	20,893,167	20,266,372	19,658,381	19,068,629	18,496,571	17,941,673	21,728,894	22,598,049	23,501,971	24,442,050	25,419,732
Tuition	7,350,000	7,864,500	8,415,015	9,004,066	9,634,351	10,308,755	7,644,000	7,949,760	8,267,750	8,598,460	8,942,399
Fees	2,570,000	2,595,700	2,621,657	2,647,874	2,674,352	2,701,096	2,621,400	2,673,828	2,727,305	2,781,851	2,837,488
TOTAL REVENUE	30,813,167	30,726,572	30,695,053	30,720,569	30,805,274	30,951,524	31,994,294	33,221,637	34,497,026	35,822,361	37,199,619
EXPENSE BY CATEGORY											
Salary & Benefits	24,651,051	24,651,051	24,651,051	24,651,051	24,651,051	24,651,051	25,637,093	26,662,577	27,729,080	28,838,243	29,991,773
Goods, Travel, Misc	5,769,661	5,769,661	5,769,661	5,769,661	5,769,661	5,769,661	5,942,751	6,121,033	6,304,664	6,493,804	6,688,618
Equipment	392,455	392,455	392,455	392,455	392,455	392,455	400,304	408,310	416,476	424,806	433,302
TOTAL EXPENSES	30,813,167	30,813,167	30,813,167	30,813,167	30,813,167	30,813,167	31,980,148	33,191,920	34,450,221	35,756,853	37,113,693
Difference – Revenue less Expense		(86,595)	(118,114)	(92,598)	(7,893)	138,357	14,146	29,717	46,806	65,508	85,926

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General Recommendation 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)

Based upon recommendations from the accreditation report, the Clark College catalog format was revised for the 1999-2001 printing to include:

- Admissions/General Information section redesign to make process easier to understand and follow for students;
- Consistent format outlining vocational programs, including total credits required to degree or certificate; (This format is also used for College program brochures and Web pages.)
- Addition of an Appendix to include the complete FERPA policy, Student Code of Conduct, Campus Security report and the College's Discrimination and Harassment Grievance Procedure.

The 2003-05 catalog (Exhibit A.7.1) is available in print, CD, and electronic form. The url for the catalog is: http://www.clark.edu/schedule_catalog/catalog/current.html. (Previous catalogs are also available in the same Exhibit.)

PART B. QUESTIONS RELATED TO OTHER INSTITUTIONAL CHANGES

STANDARD ONE – INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

- *What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?*
- *What existing plans for the future have been achieved and what new plans have been formulated?*
- *Succinctly describe the institution's current status in meeting the requirements of* ***Standard 1.B - Planning and Effectiveness.***
- *What are the institution's expectations of itself and how does it assess itself regarding the achievement of those expectations?*

Mission and Goals
The Mission, Vision, and Values Statements for the College were reviewed and revised in preparation for the 1998 full-scale visit. Subsequently, in keeping with the structure of the Carver Model of Policy Governance, the Board of Trustees approved a set of Results Policies that provided an overarching direction for the College. Then, the campus community adopted a series of College Goals that supported the Results Policies and the Board approved the final version of both the Results Policies and College Goals at its August 2001 meeting.

The Results Policies and College Goals provide a framework for the College planning process and a tool to measure the effectiveness of the institution. The College is in its fourth year of a planning cycle that links unit and department Action Plans to College Goals and the Board Results Policies. The budget development process is gradually connecting to specific activities that directly further the Results Policies.

Planning and Effectiveness
The College response to General Recommendation 1 in Part A of this report provides a thorough description of the institution's current status in meeting the Commission's requirements related to Mission, Goals, Planning and Effectiveness.

Expectations and Achievements
Expectations for performance of the College are established by the Board of Trustees through the Board Results Policies. These global statements encompass the areas of student learning, access, relevant education, respect for differences, broad-based partnerships, personal development and cultural enrichment, and a positive campus environment. Faculty and staff developed College Goals in support of the Results Policies.

Each year, campus units review the College Goals and develop Strategic Action Plans that further these goals. Evaluation at the end of the year allows the College to assess its achievements in the areas of the seven Results Policies and highlight them in the *Report to the Community.*

Plans Achieved

Adoption of a 10-year Facilities Master Plan
The College has received approval under the City Master Facilities Plan Ordinance of its 10-year Facilities Master Plan. This plan replaces the previous Master Site Plan Study authored in 1984 and includes both detailed and conceptual projects for the next decade to upgrade and expand campus

facilities. (Exhibit B.1.1) City approval will enable individual projects to move quickly through the permitting process saving time and money. Public approval of the plan ensures support for the College from the surrounding neighborhood and local government partners. The plan also serves as a guide for funding requests and campus activity and growth.

Approval of Clark Center at WSU Vancouver
Location of an off-campus facility at the Washington State University Vancouver campus has received state funding, and construction is scheduled over the next two years. This facility will accommodate future enrollment growth and will also enhance the partnership with WSU Vancouver for students seeking to transfer into upper division coursework there. Location of Clark's nursing program at the new facility will allow for expanded enrollments in response to a community and nationwide nursing shortage.

Co-Admission Agreement Signed with WSU Vancouver
An agreement that guarantees admission to upper division coursework in a specified major has been approved by Clark College and WSU Vancouver. This plan will ease the transition for students between the two colleges, thereby increasing the number of baccalaureate degree graduates in Southwest Washington.

Expansion of K-12 connection through Tech Prep
Creation of a direct credit program for high school vocational students articulating to Clark College has been developed and implemented with significant results. The number of students receiving credit has increased from 14 in 2001-02 to 333 in 2002-03. Agreements have been signed with 16 area high schools.

Plans for the Future

In conjunction with the Board of Trustees, President Branch recently identified nine goals for the College.

Strategic Planning
The College will complete a Strategic Plan by June 2004 that clearly defines its Vision, Values and priorities for the next five years. The plan will provide the basis for an assessment of institutional effectiveness and a foundation for the budget development process.

Organizational Analysis and Structuring
The College will review, and modify as appropriate, the structure of the instructional unit. Staff will be hired and a formal process for seeking external grants developed. Restructuring of other auxiliary services to enhance service and revenue production will be studied and implemented.

Diversifying the College's Revenue Portfolio
The College will expand its Workforce Development programs to increase participation and revenue and to better respond to the needs of the local business community. Recruitment and support activities will be implemented to increase International Student enrollment to a level of 100 students or more. Plans will be implemented to increase revenue to the College from its auxiliary services and grants development.

Strategic Communications
An institutional strategic communications plan will be developed to provide a format for both internal and external communications that outlines participation by the entire campus community. The plan will include a process for developing annual marketing strategies, a system for information sharing with the media, and prescribed activities for relationship building with key partners in the community. A crisis communication plan will also be established.

Expanding Community Involvement
The College will support work already in progress through College staff participation with community organizations. An assessment will be made of involvement in key community organizations and College representatives will be asked to serve on governing committees. College participation in community organizations will provide an important link that enables Clark to respond quickly to community needs with educational solutions.

Document Student Success through Outcomes Assessment
The College will take actions to re-energize the campus assessment initiative. A task force will be appointed to develop an assessment plan for the campus and to recommend structures, processes, a timeline and budget to implement the plan. The College will provide support for professional development to faculty.

Develop and Implement a Coordinated Plan for the Clark/WSUV/LCC Institute
The College will hire an Institute Director to oversee lower division planning and implementation of curriculum, student services, and faculty to insure it satisfies state requirements while transitioning smoothly into upper division studies delivered by WSU Vancouver. A Steering Committee will be established to assist in the development of a curricular infrastructure, a student support services plan, and recruitment and marketing strategies.

Bring East County Site Closer to Fruition
The College will identify a location for a satellite campus facility in East Clark County, develop programmatic strategies for the new facility, cultivate partnerships with other community entities to support the satellite and programs and implement the pre-design funding provided by the Legislature.

Expand Community Partnerships
The College will strengthen its community partnerships by identifying new opportunities for College involvement, using its resources strategically, basing decisions on its Mission to serve the community and supporting and strengthening programs and delivery systems for this purpose.

STANDARD TWO: EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

- *What changes, if any, have been made in the requirements for graduation and why?*
- *In the undergraduate (or lower division) curriculum, what new majors, minors, or degrees/certificates have been added?*
- *What majors, minors, or degrees/certificates have been discontinued? What significant changes have been made in existing majors, minors, or degrees/certificates? [Report only those certificate programs that total 45 or more quarter credit hours or 30 or more semester credit hours.]*
- *At the graduate level, if programs are offered, what significant changes have been made and why have they been made?*
- *What changes have been made in graduate non-degree or credential programs? Please provide the rationale for the changes.*
- *What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel, and foreign centers) and why have they been made.*
- *What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes?*
- *In light of the requirements of Commission Policy 2.2 - Educational Assessment, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning?*
- *Keeping to a concise format, what are the institution's expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations?*

Graduation Requirements

Since the 1998 accreditation report, there have been no changes in graduation requirements for the Associate in Arts (AA) degree, the Associate in Applied Science Degree, the Certificate of Achievement, or the Certificate of Proficiency.

Changes in Degrees and Certificates

Associate Degrees

An **Associate in Science (AS) Degree** was added in 2001-2002. This degree assists students planning to transfer to a four-year institution to further their studies in science and/or engineering. Compared to the AA degree, the AS requires more coursework in mathematics and science and less coursework in humanities and social science. Establishment of this degree option allows students to meet the requirements for acceptance into science programs at Washington state universities more efficiently than the AA degree.

The Associate in Arts Degree—Direct Transfer for Business Administration Washington State University Vancouver was added in 2001-2002. This degree is intended for students planning to transfer to Washington State University-Vancouver to further their studies in Business Administration. In contrast to the traditional AA degree, this direct transfer degree has more specific science and social science requirements. Establishment of this degree option allows students to meet the requirements for acceptance into the WSU-V Business Administration program more efficiently than the traditional AA option.

Applied Science Degree

New Applied Science Degrees have been added in the following areas:

Graphic Communications/Electronic Publishing & Multimedia (Multimedia)
(previously Graphic Communications/Electronic Publishing)

Graphic Communications/Electronic Publishing & Multimedia (Electronic Pre-Press)

Graphic Communications/Electronic publishing & Multimedia (Journalism & Technical Documentation)

Graphic Communications/Electronic Publishing & Multimedia (Animation & Digital Design)

Data Networks and Telecommunications (previously Telecommunications/Engineering Technology)

Manufacturing Technologies (previously Electro-Mechanical Engineering Technology

Manufacturing Systems Maintenance

Certificates of Proficiency

New Certificates of Proficiency have been added in the following programs:

Business Technology—Medical Assistant
Business Technology—Medical Billing Specialist
Early Childhood Education—Advanced Applied Curriculum Planning
Early Childhood Education—Family Care (Introduction)
Early Childhood Education—Family Child Care (Advanced)
Early Childhood Education—School Age

Other

The Chemical Dependency Counselor Program (CDEP) has been substantially revised in content to correspond to the State Certification Requirements for Addictions Counselors. In addition, to respond better to the typical demographics of the population of students completing the CDEP certificate, vocational program or transfer program, the course offerings have been structured so that a student already working in the field (a very common occurrence) can complete the program in the late afternoons and evenings over the course of four years.

Discontinued/Inactive Degrees and Certificates since 1997:

<u>Inactive status through December 2002</u>

- Business Technology – Clinical Office Assistant
- Computer Information Systems – Computer Managed Information
- Floristry

<u>Inactive status through October 2003</u>

- Graphic Communications/Electronic Publishing & Multimedia (Animation & Digital Design)
- Graphic Communications/Electronic Publishing & Multimedia (Journalism & Technical Documentation)

Inactive Status Through August 2004

- Graphic Communications/Printing Technology
- Manufacturing Technologies
- Practical Nursing

Graduate-level program Changes

N/A

Special Programs

International Education

Recently, the College joined the Washington Community College Consortium for Study Abroad to provide additional opportunities for students to study abroad and for faculty to teach abroad. The Consortium offers quarter-long programs in four locations (London, Paris, Florence, and Costa Rica) and attracts students and faculty from all member colleges. As well, the College has registered with SEVIS and now issues the I-20 forms through the new system while awaiting the finalization of federal regulations.

The number of international students has dropped during recent years, and the College is considering a marketing plan to recruit additional students. Partner school Seisen Junior College no longer offers an English program and has not sent students to Clark for the one-year language program for the past two years. International Programs is in the process of improving its Web site and linkages to other study abroad Websites.

Continuing Education

Clark College and Washington State University Vancouver combined their continuing education programs in Fall 1999. This joined Clark College's departments of Business and Industry Training and Community Education with WSU Vancouver's Continuing Education department and formed the Clark College—Washington State University Vancouver Center for Continuing Education. Clark serves as the fiscal agent for the Center, and most staff locates at Clark facilities.

The Center has a steering committee comprised of the Associate Dean of WSUV, the Vice President of Instruction of Clark College, and the Director of the Center. Representatives of local employers, including government agencies, and faculty from both campuses comprise the Center's advisory committee.

In addition to offering open enrollment professional and personal enrichment programs, the Center works with local employers to provide contract training that is company specific, and offers credit and clock hours for programs for teachers. Credit and clock hours are recorded at Washington State University.

Currently, the Center is investigating the possibility of brokering selected e-learning programs to provide additional training opportunities and negotiating to become a testing center for Prometric.

Tech-Prep

Beginning with the 2002-2003 academic year, Clark College restructured its Tech Prep high school articulation program. The Tech Prep/Direct Credit program was created and designed to help students make a seamless transition to post-secondary Professional/Technical programs. Tech Prep/Direct Credit offers local high school students who perform exceptional work the opportunity to earn college credit for certain high school Career & Technical Education classes. These classes are identified through formal articulation agreements between the College and the high schools.

The new Tech Prep/Direct Credit program witnessed a dramatic increase in the number of students participating, growing from just 14 students in the 2001-2002 academic year to 333 students in 2002-2003.

Eastern Washington University Degree Programs

The College has teamed with Eastern Washington University to offer Bachelor of Science degrees in Technology and Dental Hygiene. These baccalaureate programs can be earned on the Clark College campus in Vancouver and are designed for Clark graduates who have completed an Associate in Applied Science (AAS) degree.

To earn the B.S. in Dental Hygiene, students must earn an A.A.S. in Dental Hygiene at Clark College and pass the required national, state and regional licensing exams. Then, students complete a minimum of 61 upper division credits offered by EWU through on-site classes at Clark, on-line and correspondence. Sixty students have earned bachelor's degrees since the program's inception in 1997.

To earn the B.S. in Technology, students must complete an eligible Clark College A.A.S. degree program, earn approximately 40 additional credits of lower division coursework from Clark College, and complete 60 credits of upper division coursework provided by Eastern Washington University with local professional instructors and through a Live Video Classroom link. Seven students earned the bachelor's degree in 2003 as part of the first graduating class.

Educational Assessment

- *What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes?*
- *In light of the requirements of Commission **Policy 2.2 - Educational Assessment**, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning?*
- *Keeping to a concise format, what are the institution's expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations?*

Institutional Level Outcomes

The College has identified six College-wide Abilities that form the basis for institutional learning goals. The core abilities, including Communication, Critical Thinking/Problem Solving, Information Technology, Global/Multicultural Perspectives, Effective Citizenship, and Life-Long Learning, are designed to help students apply what they learn and are taught across the curriculum. Faculty encourage students to practice and improve their skills continually in these six areas. (Appendix B.2.1)

The three abilities taught most widely include Information/Technology, Critical Thinking/ Problem Solving and Communication. The 1999 "Focus on Learning" faculty development workshop showcased the teaching and assessment of the Information/Technology ability; the 2000 workshop featured Critical Thinking/Problem Solving. The Communication ability formed the focus of discussion at the 2003 workshop. The Focus on Teaching workshops provide a forum for faculty to demonstrate a variety of teaching and assessment tools for the abilities.

Program Level Outcomes

In the 1998 Self Study, Clark College identified educational program outcomes for all vocational programs as well as for the transfer or general education program. (Exhibits B.2.1 and B.2.2) Departments and programs assess student achievement through a variety of assessment tools, including vocational student follow-up studies, completions, employment and wage data, internships, technical skill

proficiency – competencies met, portfolios, performance, achievement of skill standards, student satisfaction, objective tests, transfer preparation, advisory committee recommendations, and results from national board examinations.

Through a recently created plan of program review, at least eight departments per year engage in assessing their program level outcomes and aligning those outcomes with course outcomes. (Appendix B.2.2) The College piloted the program review process in 2001-02, and four departments completed their reviews in 2002-03. In 2003-2004, twelve more departments will engage in the same process. Through program review, departments re-evaluate their program outcomes in light of the College-wide abilities and the general education requirements. As well, these departments review and revise course level outcomes to align with the College-wide abilities, the program outcomes, and the general education outcomes.

In this process of evaluation, the Faculty Assessment Liaison and the Director of Research and Planning work with each department to assist instructors and departments in determining their departmental and course outcomes. In addition to this review, the program review encourages departmental conversations and evaluation of curricular offerings in light of institutional outcomes.

Mid-Program Assessment

Since 1997, the College has measured student progress in mid-program for three areas: transfer, vocational-technical, and basic skills. The state-mandated and measured progress indicators provide feedback to faculty on student performance as they prepare to transfer, work, or complete basic education. Three college-wide task forces monitor the "performance measures" and annually develop strategies to improve student success in all three areas. Each year the strategies are reviewed for effectiveness, and where appropriate, new strategies are developed. (Exhibit B.2.3)

Course-level Outcomes

Several departments are currently engaged in developing assessment tools for use in determining learner success in each course offering. Technical and vocational programs list specific sets of learner outcomes, required by their outside certification boards, which easily measure students' learning. Faculty teaching students who pursue transfer degrees measure learning outcomes by tests, portfolios, projects, and presentations.

President Branch has identified documentation of student success through outcomes assessment as one of his strategic goals for 2003-04 and appointed a task force to develop a campus-wide assessment plan, including timelines and budget.

STANDARD THREE—STUDENTS

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

Since the last accreditation visit, Student Services has undergone an in-depth study of its needs and structural organization. It has changed its departmental title to Student Development to reflect the holistic approach to services for students. The duplication of services has been addressed, and changes made to consolidate and centralize services to provide a more efficient and effective model. (Exhibit B.3.1)

Communication among Student Development program directors and managers has been enhanced through regular meetings of the Student Development Management Team, and decision-making has grown more collaborative and efficient. The new Vice President for Student Development (2000) implemented the team approach to budget development and has encouraged ongoing communication between Student Development, Instructional units and Administrative Services at all levels. The subsequent interaction among staff members has enhanced cross-campus collaboration in problem solving and program development.

The Student Development staff has addressed the strategic initiatives identified in 2000-2001.

- **Enhanced Utilization of Current Facilities**
  A new space was identified for an Advising Center; the Disability Support Services Office space was increased to accommodate special needs for DSS students; new spaces were identified for a centralized testing center and a Career/Student Workforce center; and the reorganization of Admissions, Registration and Credential Evaluation space allowed for the centralization of services.

  The proposed addition of a new student union building and a new bookstore will allow for the remodeling of Gaiser Hall. Through the remodeling, the College intends to integrate Student Development offices and, thus, provide more efficient service to students by creating a one-stop center.

- **Realignment of Student Development administrative structure with Instructional model** – A detailed study was completed to achieve this goal. Some reorganization of structure has occurred, but budget cuts mandated by the State have prevented the full implementation of the proposed structure.

- **Purchase and Implement Degree Audit Software**
  The DegreeWorks software was purchased and fully implemented in Spring 2003. Additionally, an enhancement software program (TREQ) was purchased to manage credits from other colleges in the degree audit process.

- **Complete Program Review of Advising Services**
  The hiring of a new Advising Director reflects the importance that the College placed on this initiative. The physical and administrative structures of the Advising Center were reorganized, and college-wide discussions regarding an integrated advising plan have been initiated. (See Advising in the summary provided below.)

Significant changes that have occurred in Student Development within the past five years are summarized below.

Admissions
In 2002, the College realized its goal of a centralized admissions office by co-locating the Health Occupations limited and competitive admissions programs with general admissions. The centralization of transcript evaluation functions was also a part of the goal and has resulted in increased productivity and better service to students. The physical co-location of Health Occupations staff into Advising, Admissions and Credentials Evaluation has provided an opportunity for the departments to establish new efficient methods for accomplishing tasks and cross-training personnel. Further centralizing services, a Director of Admissions and Assessment was hired during the spring of 2002 to oversee admissions functions and the assessment services for the campus.

Advising
The institution took a major step toward its goal of a central intake center for advising by relocating specialized curriculum advisors in Business, Business Technology, Health Occupations, Vocational and Technical Programs and Computer Technology to the Advising Center. Those advisors now report through Student Development rather than through Instruction. All new students now come through the Advising Center, and continuing students with a declared program are assigned to faculty advisors.

In October 2001, a Director of Advising was hired, a vacant position for two years. Working with the faculty, the deans, the Advising Center staff, and the Vice President of Student Development, the Director has revised and updated the Advising Plan to address some of the major problem areas in implementing the central intake model on the Clark campus. (Exhibit B.3.2)

As part of this advising plan, the College intends to establish an advisory steering committee composed of faculty representatives from each of the four academic units and a number of Student Development staff.

Counseling and the Running Start and High School Completion programs were moved under the supervision of the Director of Advising. This provides a better depth of staffing for advising during peak periods of service as well as offers support for the individual programs when needed.

Additional changes are in process that will improve advising services to students and increase the efficiency of resource use, given the extraordinary demand. An additional part-time advisor has been assigned to Town Plaza to help meet the needs of the growing ABE/ESL population. DegreeWorks, a degree audit software program, has been purchased and successfully configured for use by advisors and eventually by students as well. Initial plans are underway to create an online orientation option; additionally, the staff is studying the possibility of online delivery of advising services given the current staffing resources. Additional training sessions for faculty advisors are being offered each term. Group advising sessions in high-enrollment areas are increasing, and new student orientations have been re-designed to be shorter and more focused on successful course selection and registration for the first term.

Testing and Assessment
A committee composed of representatives from Instruction and Student Development met during Fall 2001 and established the goal of centralizing testing services on the campus to increase coordination and efficiency of testing efforts, campus wide. In addition to the ongoing College readiness placement testing (math, English and reading), GED testing services were moved to the main campus Assessment Center, which became an official state of Washington GED test site in late February 2002. The Nursing modular testing site was also physically moved to the Assessment Center in Summer 2002. Remodeling of the physical space and additions to staff and computer equipment were initiated to accommodate the increased number of students and new testing software.

Athletics
A new Director of Athletics was hired in Summer 2003. As a part of the institution's goal to correct potential deficiencies related to Title IX, the department added Women's Soccer as an intercollegiate sport for the 2000-2001 school year. By adding this sport, 18-20 additional female student athletes have the opportunity to participate in intercollegiate athletics.

Credential Evaluation
Transition in management, alignment of services and cross-training of staff has occurred over the past three years. The move of Health Occupations admission evaluators into the department supports conclusions drawn in the Student Development's self-study report. The recent purchase of DegreeWorks is in the final stages of implementation. This tool has been released to faculty and staff advisors, and has streamlined office procedures and increased staff efficiency.

The department has completed a review of its procedures and published policies and has added evaluation services for students entering the College in addition to program completion evaluation. The development of a specialized Access database supports the selection process for competitive entry programs.

Disability Support Services
The College has equipped the general student computer labs with software that enables students with a variety of disabilities to access the computer labs along with their peers. Disability Support Services has also developed a comprehensive Web page that outlines the process of procuring academic adjustments and/or auxiliary aids and the responsibilities that go along with the specific adjustments and/or aids. Two full-time sign language interpreters now assist with the growing number of deaf students on the campus, and Web registration has made the registration process much more accessible for students with disabilities.

The College has made significant efforts to serve the needs of its students with disabilities, many of whom graduate from the state School for the Deaf and School for the Blind, both of which are located in Vancouver near the College.

Career and Employment Services
As recommended in the 1998 self-study, a physical co-location of offices in Gaiser Hall took place in 2001, creating the Workforce Development Center. The new Center houses the Career Center, Employment Services, Cooperative Education (internships, service learning), WorkSource, Displaced Homemakers, Worker Retraining and WorkFirst programs. The co-location affords an integration of programs and better accessibility of personnel for the unemployed and underemployed students at Clark College. Increased coordination of services in this area has enabled staff to direct students to appropriate programs and services, as well as to keep abreast of changes in each other's area. The Career Center hosts events such as the Employer Guest Speaker Series and the annual Career & Job Information Fair.

In 1998-99, the Center purchased Career Information Systems Software. This software has expanded the information available electronically in the Center and allows students to keep abreast of trends in the labor market. An online job placement system, called "eRecruiting," was implemented in Fall 2002.

In April 2003, the Career and Employment Services department hired a 75% program manager to expand the Service Learning program. The manager works closely with faculty to develop curricular activities related to service learning, enabling students to grow into knowledgeable and responsible citizens.

Enrollment Management
Restructuring of the Student Development functions resulted in the position of Student Retention and Multicultural Student Affairs Manager reporting to the Director of Enrollment Management. This has helped cluster compatible duties within Student Development that focus on recruitment and retention of students, including students of color. One of the goals of the Enrollment Management Office is to assemble a campus-wide retention advisory committee to articulate an institutional definition of "retention and student intervention."

A newly created Student Ambassador program will also be overseen by the Director of Enrollment Management. This program is intended to promote student leadership and professionalism through participation in outreach activities, campus tours, and standard requests for information. These students may also provide assistance to various departments within Student Development during peak times of activity.

The College has experienced a change in the ethnic composition of its student body over the past five years, with noticeable increases in the Hispanic population. Special outreach strategies for students of color have been developed, and the Student Retention/MSA Manager coordinates cultural programming that honors and recognizes the contributions of various ethnic groups within the campus community.

Financial Aid
The Financial Aid Office has responded to the increasingly electronic nature of most processes as recommended in the 1998 self-study. In 1997-1998, applicants used the paper version of the Free Application of Federal Student Aid (FAFSA) almost exclusively, and submitted paper Student Aid Reports (SARs) as part of their applications. In 2002-2003, 79% of all applicants applied electronically using an electronic process called FAFSA-on-the-Web. The office receives only the electronic records of financial aid applications called Institutional Student Information Records (ISIRs). In 1997-1998, financial aid administrators used a mixture of electronic batch processing and paper reporting of financial aid awards and expenditures; in 2002-2003 all reporting occurs electronically, much of it Web-based.

In 2001, the Financial Aid Office underwent major remodeling to enhance its customer service focus. The Office installed computer stations in the reception area for students to complete financial aid applications, and windows at the counter stations (similar to bank teller stations) were replaced with an open counter to provide more efficient service and a more welcoming ambiance. Offices are now located by function for ease of access. The Sponsored Programs Office, which coordinates third-party payment of tuition and books, was relocated to the Financial Aid Office.

Clark awarded financial aid to 2,686 students for the 1997-1998 academic year and 4,492 for 2002-2003. These numbers are consistent with the increases in the size of the student body that have occurred. Additional staff have been hired to meet the growing numbers of students needing financial assistance, and new leadership in the department provides a focus on a client-centered, team-oriented approach in service to students. An effort has been made to coordinate services with other departments on campus to assure consistency and efficiency in service to students. Staff is encouraged to participate in training opportunities that keep them abreast of changing federal and state regulations and to gain client-oriented and team-oriented perspectives on financial aid administration.

Registration and Records
The Registration and Records Office has implemented the use of technology to provide increased access for students. On-line Web services include access to the quarterly schedule of classes, financial aid information, registration appointment times, tax credit information, unofficial student transcripts and registration services. Student information kiosks have been placed at eight different locations on campus. An electronic wait-list system now provides an equitable and efficient process in filling classes that have

a high demand. In the effort to provide services to basic skills students enrolled at the Clark College satellite location, new registration staff has been hired and now serves that student population at the satellite. A new non-resident tuition waiver program allows those students who are new to the area to access higher education at an affordable rate.

Conversion of the Student Management System to the use of a student identification number rather than the social security number on student records protects the identity of students and supports state and College confidentiality policies.

Running Start

Additions to the staffing of the Running Start office have been made to accommodate the 46% growth in the number of Running Start students between Fall 1997 and Fall 2003. A full-time manager was hired in 2000, and the office was physically moved to the Advising Center. During the last five years, the Running Start Web page has been improved to include sample test questions from the Running Start eligibility test (ASSET test) and Frequently Asked Questions.

Through collaboration between the Running Start Manager and the Vancouver School District, the list of accepted courses to meet high school graduation requirements has expanded over the past five years. An internal "Running Start Procedure Manual" was written in order to document processes and procedures. Funding for books for needy Running Start students was increased from $500 annually five years ago to $3,000 annually as of 2002. (Exhibit B.3.3)

The Running Start Manager has also been able to encourage the instructional departments to offer additional class sections in high-demand courses. Improvements in the orientation process, in the Running Start Student Handbook and in application forms used by Running Start students have raised the awareness of students and their parents of the academic and behavior expectations for college students.

The number of Running Start students who graduate from high school with an A.A. degree has increased from 11 in June and August 1997 to 23 in June and August 2003. Two students from the Washington School for the Deaf participated in Running Start during the 2000-2001 academic year. In addition, Clark served the first blind Running Start student from the Washington State School for the Blind in Fall 2001.

Student Programs and Activities

In June of 2000, after two years of work by the ASCC Constitution and Bylaws Committee, the Clark College Board of Trustees officially ratified a new ASCC Constitution and Bylaws. (Exhibit B.3.4) The new document includes an expanded student government structure. Each ASCC officer serves on at least two College committees as student representatives. In recent years, the ASCC President has been asked to serve on Executive Cabinet and the College Council, and student representatives are included on the Foundation Funds Allocation Committee.

Efforts to provide information to students were expanded and now include: direct mailing to students; increased distribution of flyers on campus; use of campus email to advertise opportunities to faculty/staff; classroom presentations; and development of an ASCC Website on the College internet site. A comprehensive leadership program for college student leaders has been implemented and continues to undergo improvement. A current effort is underway to develop a credit-bearing leadership class, based on the Phi Theta Kappa leadership curriculum. In 2001-2002, a student planner/student handbook was developed through the combined efforts of the College and Community Relations Office, Student Support Services and Student Programs and distributed at orientation programs and through various campus offices. Efforts are underway to identify an ongoing source of funding.

The number of opportunities for students to participate in extracurricular activities has grown as a result of the addition of clubs that meet the broad interest of students. In 1999, the Fencing program was transitioned to an Intramural program that also includes outdoor elements such as rock climbing, ski trips and flag football as well as other recreational opportunities such as fencing, volleyball, soccer and softball. Leadership training for students, program directors and club advisers is now offered.

In 2002, the ASCC Student Government was responsible for a $900,000 services and activities fees budget and a $500,000 Fund Balance. In Fall 1999, a student technology fee was implemented and, through committee, the students participate in decision-making regarding use of the fee.

In Fall 2001, the students approved and implemented a Student Union Fee designated for the purpose of constructing a student union building. It was through the efforts of ASCC Student Government members in 2000-01 that the fee was approved and students continue to participate actively in decision making through building design processes. Groundbreaking for the new building is anticipated in Fall 2003.

Student Workforce Development

The Workforce Development Center has integrated a variety of employment programs and services. Campus Workforce programs staff now meet monthly and include the Director of Workforce Development and staff along with Business and Industry, Instruction, and the Student Development Center personnel. Ongoing one-page advertisements of WorkFirst, Displaced Homemaker and Worker Retraining programs appear in the quarterly class schedules.

Through the Worker Retraining program, recently laid off students can receive tuition and book assistance until securing other Financial Aid funding. The increase in area unemployment has increased the number of students receiving Worker Retraining funding for tuition and books. Restructuring of the Worker Retraining staff has centralized the advising and eligibility assessment services for Worker Retraining students. In 2002-2003, Worker Retraining paid tuition and books for 214 students.

Of the original collaborating agencies in the Displaced Homemaker Program, only Clark and the YWCA of Clark County remain. The numbers served, however, have not been affected. During 2001-03, 162 women enrolled at Clark College in the DH program, with a 92% completion rate. One class is held each quarter. Ongoing support services, including advising and counseling, are offered through Clark College and the YWCA of Clark County.

A new referral partnership has been formed with YW Housing, a nonprofit organization providing permanent and transitional housing for homeless women and women with children in Clark County. One of the primary goals of the program is to retain these students at Clark in degree and certificate programs. The College has been successful as evidenced by the 55% enrollment figure in other classes after completion of the DH class.

WorkFirst programs are spread across Student Development and Instruction. Coordination occurs through campus Workforce Development committee meetings and WorkFirst campus meetings. WorkFirst tuition dollars have greatly expanded low-income parents' ability to attend school. In the 2002-2003 school year, tuition, books and fees were paid for 398 students who completed 4,329 credits. The work study component of Work First provided assistance in the form of ANF grants to an additional 39 students.

Student Admissions and Enrollments

The following chart compares admissions and enrollments from 1998 to the present.

Category	2002-03	2001-02	2000-01	1999-2000	1998-99
First Time New Applicants					
Admitted	11,046	9,391	6,801	5,228	4,415
Enrolled	6,989	7,752	7,276	6,487	6,603

STANDARD FOUR – FACULTY

- *What significant changes have been made in policies affecting the faculty?*
- *Have the characteristics of the faculty changed?*
- *How have faculty salaries and other benefits been improved?*
- *How does the institution conduct a substantive performance evaluation of all faculty?*
  See Standard Four - Faculty and Commission Policy 4.1 - Faculty Evaluation.

Policies Affecting Faculty

Faculty Handbook

The Faculty Handbook describing major policies is periodically updated and distributed to all faculty. (Exhibit B.4.1)

Re-organization and Administrative Change

A reorganization of the instructional area was implemented in Fall 2000. In effect, the new structure reorganized 56 departments in ten divisions headed by a division chair, into 19 "clusters" distributed among four organizational units, each headed by a dean. The clusters were subsequently renamed "divisions." The additional changes in all senior leadership positions at the College during the last three years, including the President, the three vice-presidents, and three out of the four deans who were hired in 2000, has resulted in some ambiguity in interpretation of College policies affecting faculty.

Tenure Process

Procedures in support of awarding tenure to faculty have become increasingly precise, lending more accountability and credibility to the process. The College has developed a comprehensive Tenure Committee and Process Handbook that serves to guide each tenure committee regarding timelines, documentation requirements, and the type of results that should be in the hands of members of the Board of Trustees as they determine whether to award tenure. This handbook is updated annually, and an orientation session for each new faculty member and his or her committee members serves to ensure that all are aware of the requirements and expectations of the process. (Exhibit B.4.2)

Budgets and Decision-Making

Perhaps the most important change resulting from the instructional reorganization has been the transfer of budget and decision-making responsibility and authority from the Office of Instruction to the four unit deans.

Faculty Characteristics

Since the 1998 accreditation, changes in faculty characteristics include the addition of eight additional full-time tenure-track (Professor) positions. Currently, the gender of professors is equally balanced, compared to the previous split of 47% female and 53% male. Protected group representation of faculty has increased by 9%.

Characteristics of full-time faculty in Fall 2002 and Fall 1997 are shown in the tables below.

Table 4.1

Full-Time Permanent and Temporary Faculty
Fall 2002

Rank	Number	Demographic Data			Terminal Degree				Salary			Years of Experience at Clark		
	F/T	F	M	Protect	Doc	Mast	Bach	Other	Min	Med	Max	Min	Med	Max
Professor	156	78	78	36**	35	96	17	8	37,700	48,330	58,960	1<	17	34
Instructor	13	5	8	3**	1	9	2	1	37,700	38,935	40,170	1<	9	13

** Includes ethnic minority, Vietnam veteran, and disabled

Table 4.2

Full-Time Permanent and Temporary Faculty Fall 1997																	
Rank	Number	Demographic Data			Terminal Degree				Salary			Years of Experience at Clark			Total Years of Teaching Experience		
	F/T	F	M	Protect	Doc	Mast	Bach	Assoc	Min	Med	Max	Min	Med	Max	Min	Med	Max
Professor	150*	70	80	33**	32	104***	15	6	31,815	39,865	47,677	1<	19.5	39	1<	24	49
Instructor	16	8	8	0	3	9****	4	1	30,830	34,115	35,430	1	9	17	3.5	12	20

*1 faculty holds vocational certification only and is not reflected in the terminal degree breakdown totals
**Includes ethnic minority, Vietnam veteran, and disabled
***Reflects 8 faculty with double degrees
****Reflects 1 faculty with a double degree

Faculty salaries and benefits

Full-time Faculty

The College and faculty have a mutual interest in improving faculty salaries. In Fall 2000, a new salary schedule structure was negotiated providing for increments progressively increasing as faculty move through the salary schedule from Step A through Step H. Faculty can now move every two years by earning 12 units. Faculty earn units through longevity and through academic credits or by participating in activities that qualify for credit equivalents. Since 1997, the minimum salary for professors has increased by 18% and the maximum salary by 24%.

The former schedule structure provided for more steps with increments of $1,100; the new salary structure provides for fewer steps but higher increments ranging from $2,470 between Step A and B to $3,660 between step G and H. One of the faculty's interests was to provide for stable and substantive increases faculty could count on if they acquired the necessary units.

The full-time faculty salary schedule has been enhanced since 1997 as shown in Table 4.3

Table 4.3

Full-time Faculty Salary History: 1997-2003			
Year	**Salary Range**		**Percent Increase in Range**
1997	$28,365	$46,765	3.2% - 3.8 %
1998	$28,365	$46,765	no change
1999	$30,500	$49,300	7.5% - 5.4%
2000	$34,500	$54,200	13.1% - 9.9%
2001	$36,500	$57,100	5.8% - 5.4%
2002	$37,700	$58,960	3.3% - 3.3%
2003			still to be negotiated

The College remains close to the average salary for the Washington State Technical and Community College System. Based on the Fall 2002 IPEDS faculty salary information, Clark College's average faculty salary is $47,740 and the system average is $47,916.

The faculty and the College continue to work on improving the full-time faculty schedule to recognize current faculty and attract qualified new faculty. Exhibit B.4.3 contains full-time faculty salary schedules for the years 1998-2002.

Adjunct Faculty

Adjunct faculty salaries have received significant attention in the Washington State Legislature in recent years. The College has received a number of allocations since 1997 specified for improving adjunct faculty salaries. In 1997, adjunct faculty rate increases ranged from 12.2% to 25% due to legislative appropriations to improve specifically adjunct salaries. Since 1997, adjunct salaries have continued to improve as noted in the following table. In addition, in November 2000, Clark College established an affiliate rate established to recognize adjunct faculty who had accumulated the equivalent of 3.0 annualized FTE years of service with the College. Table 4.4 is a summary of the changes since 1997 along with the salary schedules.

Table 4.4

Adjunct Faculty Salary History 1997-2003								
	Adjunct		**Adjunct**		**Affiliate**		**Affiliate**	
Year	**Lecture**	**% Inc.**	**Lab**	**% Inc.**	**Lecture**	**% Inc.**	**Lab**	**% Inc.**
1997	$34.00	12.20%	$29.75	25%	n/a		n/a	
1998	$35.60	4.70%	$31.15		n/a		n/a	
1999	$35.60	n/a	$31.15	n/a	n/a		n/a	
2000	$39.50	11.00%	$34.00	9.00%	$44.50	n/a	$39.00	n/a
2001	$42.00	6.30%	$36.00	5.90%	$47.00	5.60%	$41.00	5.10%
2002	$44.75	6.50%	$38.40	6.60%	$50.10	6.60%	$43.70	6.60%
2003	To be negotiated							

Adjunct counselors and librarians are now paid the same rate, which is also the same as the corresponding lecture rate for adjuncts and affiliate. This change was negotiated in Fall 2001. The "Other Assignment" rate of $20/hour has not changed. In negotiations, emphasis has been placed on teaching rates which benefit the majority of adjunct faculty as well as moonlight faculty.

Adjunct Faculty – Other changes

The definition of adjunct faculty has been revised to include part-time faculty who teach 80% of a full-time load or less; the threshold was two-thirds of a load. This change was approved in July 2003 to allow adjunct faculty to teach more classes while still allowing the College to maintain a distinction between part-time and full-time status.

Adjunct faculty also accrue sick leave on a quarterly basis. Information on adjunct faculty benefits is included in Appendix B.4.1.

Division Chair Compensation

As part of the revised contract approved in June 2003, a system of compensation for division chairs was established. The approved stipends appear in Section J of the 2003 faculty contract.

Table 4.5

Division Chair Compensation		
Department/Program	**Release Time**	**Stipend**
Business	40%	$3,000
Business Technology	49%	$3,000
Med Tech		$3,000
Paralegal		$3,000
Computer Technology (CTEC)	49%	$3,000
Computer Science/CSA		$3,000
Culinary Arts and Mech Tech	40%	$3,000
Electronics and CADD	40%	$3,000
English/Journalism/ENL	49%	$3,000
Math	49%	$3,000
Dental Hygiene	49%	$3,000
Health Occupations	40%	$3,000
Pharmacy Tech	25%	0
Health and Physical Education	40%	$3,000
Life Sciences	40%	$3,000
Physical Sciences	40%	$3,000
Behavioral Sciences	40%	$3,000
Fine Arts	40%	$3,000
Language Arts	40%	$3,000
Social Science	40%	$3,000
Services to Children & Families		
ECE	25%	

Faculty Evaluation

Since the 1998 accreditation visit, the College has reviewed and revised its faculty evaluation processes for all types of faculty: probationary, post-tenure, temporary, adjuncts, counselors and librarians. As a basis for updating evaluation tools, updated job descriptions for faculty, counselors, and librarians were developed and approved in the November 2000 CC/AHE Agreement.

The CC/AHE Agreement also includes highly specific procedures and policies regarding the evaluation of all types of faculty. The use of multiple measures, including student, supervisory, peer, and self-evaluation, is designed to ensure teaching effectiveness. New evaluation tools have been forwarded to the AHE bargaining team for review and approval.

In addition, the Tenure Review Committee and Process Handbook for all probationary faculty and members of their tenure committees defines the specific procedures associated with the tenure process.

Evaluation of adjunct faculty is addressed in more detail in response to General Recommendation 4 in Part A of this report.

STANDARD FIVE—LIBRARY AND INFORMATION RESOURCES

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

Library Resources

Highlights of significant changes since 1998 in Library Resources include:

- Migration to Innovative Interfaces Millennium on-line library system to replace inefficient, ten-year old system funded by a special allocation of $120,000
- Library gate count increased from 232,020 in 1998-99 to 313,102 in 2002-03 (34.9% increase)
- Collection increased from 59,732 in 1998-99 to 63,525 volumes in 2002-03 (6.4% increase)
- Library Instruction sessions increased from 259 in 1998-99 to 365 in 2002-03 (40.9% increase)
- Satellite down link services numbered 17 in 1998-99 and 17 in 2002-03 (remained the same)
- Video conferencing services decreased from 273 in 1998-99 to 155 in 2002-03 **(**43.2% decrease)
- Book budget increased by $10,000 in 1999-00
- Reference collection updated with supplementary funding of $21,000 in 2002-03

Moreover, the Clark College Foundation Funds Allocation Committee awarded several grants to fund additional library holdings and infrastructure. From 1999-00 through 2002-03, more than $44,000 was received for Vocational/Technical books for Culinary Arts, Horticulture and Early Childhood Education; videos for Health Occupations and Computer Technology; on-line subscription to business and technology books, the IT Pro Library Collection; microform reader/printer; electronic reserve system, ERes; and Library Instruction Lab LCD Projector. The Foundation Funds Allocation Committee also allocated $43,486 in the 2003-04 funding cycle for Inn-Reach software and membership fee to Orbis Cascade Alliance.

Cannell Reference librarians have developed a strong library instruction program to ensure that Clark College students learn the research skills to be successful in furthering their education. Annual student survey results show that the library is providing more than adequate services with a greater number of positive comments than previous years.

In the coming years Cannell Library faces considerable budgetary challenges. With the growth in student enrollment and concomitant escalating demand on library services, each year it becomes increasingly difficult to allocate within the existing budget for books and print periodicals as well as electronic resources (such as on-line catalog, full-text databases). A sound core collection of print journals needs to be maintained for faculty and students, since the periodical collection already has been heavily weeded. The book collection also requires updating to better support the College's curriculum. Furthermore, the PORTALS consortium has greatly reduced its subsidy for on-line research databases (projected at the value of $20,000 for Cannell Library) and this is likely to be phased out by 2005. Cannell Library & Media Services does not generate direct student FTE but more than 300,000 people entered the library in 2002-03. These budget concerns need addressing to continue to provide adequate services to Clark College students.

Cannell Library has applied for membership in the Orbis Cascade Alliance, a resource-sharing consortium of 26 academic libraries. Clark College and Washington State University Vancouver have recently strengthened their partnership to enable co-admission of students. Students and faculty will benefit from searching this unified catalog for books and other materials.

Information Resources

Implementation of the Information Technology Operational Plan, completed in July 2000, has resulted in significant changes in Information Resources. Notable changes include expanded technical support, establishment of a campus Intranet, technology upgrades, an equipment replacement plan, improved connectivity, development of Web-based services, and upgrades to network infrastructure and the telephone system. In addition, seven new student computer labs have been created and a full-time Lab Manager hired to oversee staff training and operations.

Changes in Information Resources are fully described in Part A in response to General Recommendation 5 of this report.

STANDARD SIX – GOVERNANCE AND ADMINISTRATION

- *Explain significant changes in the governing board, leadership, and management of the institution. See Standard 6.B – Governing Board and Standard 6.C - Leadership and Management.*

Board of Trustees
In 1997, the Board of Trustees adopted the Carver Model of Policy Governance, and subsequently approved four policy statements that provide the guiding documents for the Board's role in managing the institution. The four policy documents include: (1) Results Policies, (2) Governance Policies, (3) Executive Policies, and (4) Board-President Relationship Policies. (Appendix A.1.1)

The Board has taken a strong position in encouraging the College to build its strategic planning and budget-development process around the seven Board of Trustees Results Policies and accompanying College Goals. The annual *Report to the Community*, distributed widely to campus and community members, creates a key communication tool for sharing the progress made by the College in each of the Results Policies.

In light of the events of the last five years, the Board of Trustees reviewed its interpretation of the Carver Model of Policy Governance and has made adaptations to accommodate the campus culture.

Administration
During the last five years, the College has experienced an exceptional period of transition in key leadership positions as well as a total reorganization of the instructional administration. Leadership and management styles have changed with the personalities holding key positions.

The Executive Cabinet continues to meet weekly and make key decisions affecting College operations. Membership on the Cabinet has fluctuated from six to ten. President Branch has identified eight permanent members: President, Vice President of Instruction, Vice President of Administrative Services, Vice President of Student Development, Director of College and Community Relations, Foundation President, Director of Human Resources, and the Executive Assistant to the President.

Faculty and Staff
As a result of the 2000 Transition Team Report, a new decision-making structure was designed that provided for a more participative and collaborative decision-making process for faculty and staff. In addition to the empowerment of the re-structured Curriculum Committee and the Instructional Planning Team to deal with instructional issues, the College Council was identified as the primary review and oversight body for institutional planning, budget development, and institutional effectiveness systems.

Students
The Associated Students of Clark College adopted a new constitution and by-laws in 2000 that clarifies the roles and responsibilities of the student government and associated committees. The new ASCC document includes an expanded student government structure and calls for each ASCC officer to serve on at least two college committees as student representatives. In recent years, the ASCC President has been asked to serve on Executive Cabinet and the College Council, and student representatives are included on the Foundation Funds Allocation Committee.

The response to General Recommendation 2 includes a more complete discussion of the change in decision-making structures and processes.

STANDARD SEVEN – FINANCE

- *What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?*

1. Fund Balance/Operating Budget
   Since the 1998 accreditation visit, the College has benefited from the combination of strong enrollment growth and pro-active fiscal management at all levels within the organization. During this five-year period, the College's operating budget has grown from $23,349,940 in 1997-98 to $32,138,272 in 2002-03. In addition, our operating surpluses continued to show moderate increases for the 2002-03 year. If our actual enrollments continue to outpace our state funded enrollments; however, these surpluses will be needed to maintain our current levels of operations and address this significant growth.

2. Contingency Fund
   The College has historically held the majority of its contingency funds in a single account, administered by the President. Beginning in 2002-03, these funds have been distributed into four accounts administered by the President and the three Vice Presidents (Administrative Services, Instruction, and Student Development).

3. Adjunct Faculty Budget
   The responsibility for managing the adjunct faculty budget, and generation of budgeted FTES, has been shifted from the Office of Instruction to the four area Deans within Instruction. This change, an integral component of the Instructional reorganization initiated in 2000-01, links authority to responsibility. (FTES targets are assigned to each Instructional unit and faculty funds are budgeted to these areas).

4. Excess Enrollment Funds
   Due to the increase in student enrollments and the limited amount of new state funds, the College has developed and tested a process for variable budgeting, whereby funds generated by excess enrollments (FTES in excess of state funded levels) are distributed to those areas providing services.

5. Budget Development
   The budget development process has been amended to link requests for new funds to the Board of Trustees Results Policies. Requests for new funds were extremely limited in the 2003-04 budget development.

6. Revenue Projections
   Beginning with the 2003-04 fiscal year, all revenue projections that are dependent upon student enrollments will be driven by a consistent methodology.

STANDARD EIGHT – PHYSICAL FACILITIES

- *What changes have been made in the physical plant (new buildings, demolition/remodeling of old ones)?*

A variety of facility changes have occurred since 1998. Acquisition, repairs, remodels, renovations, and new construction have been financed with funds from a variety of sources: state, local, federal and Clark College Foundation.

Currently and in conjunction with the City of Vancouver's Public Facilities Master Plan Ordinance, the College is revising the 2001 Facilities Master Plan for the Central Park campus. The Foundation is acquiring the "Triangle Property," twelve acres adjacent to the campus, near Gaiser Hall. Plans are to move the ABE/ESL/GED programs, now housed in rented space off campus, into renovated facilities onto this property. It is anticipated that the significant facility growth in the College service area will occur at off-campus satellite sites at WSU Vancouver and at an East County site yet to be determined. Discussions are underway with the Evergreen School District to locate this facility on a site with their new high school. The College district has experienced tremendous population growth in East County over the past ten years, and significant growth is predicted to continue.

SUMMARY OF FACILITIES CHANGES SINCE 1998

Past Activity

Acquisitions

Visitors Center	(5 acres)	1,610 gsf
Triangle Property	(12 acres)	60,000 gsf

Building Additions

Bookstore Warehouse	1,125 gsf
Grounds Storage	1,152 gsf
Maintenance Shop	672 gsf
AA-5 Welding Lab	1,214 gsf
Child Care Addition	400 gsf

Renovations

Applied Arts 4	new: 11,998 gsf

Remodels

Culinary Arts and Clark Dining Room
Welding Lab
Chemistry and Biology Lab
Dental and Nursing Labs
Student Development Offices

Repairs/Replacements

Electrical Panel Replacement
Fire Alarm System Replacement
Hanna Hall HVAC Replacement
Roof Replacement (5 campus buildings)
Exterior Repairs
Energy Conservation Projects

Site Improvements

Athletic Fields Parking Lot	(173 new spaces)
Soccer Field Renovation	
Chime Tower Plaza	
Andersen Fountain	
Recycling Center	
Parking Lot Improvements	

Current and Future Activity

Construction Projects – 2003

Penguin Student Union Building Addition remodel of adjacent space	19,000 gsf &
Bookstore Addition	1,000 gsf
Music Building Addition	2,800 gsf
Frost Arts Improvements	
O'Connell Wall Repair	
Seismic Improvements	(7 campus buildings)
Clark Center at WSU-V	63,000 gsf
Electrical Repairs	
Welding Lab Relocations/Remodel	

Projects in Design – 2004 Construction

- AA-5 Renovation/Addition
- Stout Hall Replacement
- Chiller Replacement
- Roof Replacement

STANDARD NINE – INSTITUTIONAL INTEGRITY

- *How does the institution ensure high ethical standards in its treatment of students, faculty, and staff?*

Clark College has a standing commitment to high standards of institutional integrity, evidenced in a variety of ways. These standards reflect the College's dedication to supporting an inclusive campus environment and meeting the educational needs of our district residents. Examples of this commitment to integrity include:

Facilities
As described in Standard Eight, the College revised its ten-year master plan for the Central Park campus. This effort involved collaboration with the City of Vancouver as well as considerable communication with campus and community constituents. Numerous forums and information sessions shared the plan and solicited feedback. In addition, the College continues to involve itself in a high level of construction and remodel projects to keep pace with the growing demands of the institution. During the next several years, the College will embark on several major capital projects for which planning is underway, including meetings and discussions with architects and stakeholders.

Policies and Procedures
During the last two years, the *Administrative Policies and Procedures Manua*l has been updated and posted on the College Intranet site. This effort has provided up-to-date information that is easily accessible for College employees. In addition, the three employee bargaining agreements have been posted on the intranet site: the Clark College/Association for Higher Education (CC/AHE) Faculty Agreement, the Washington Public Employees Association (WPEA) Unit A Agreement, and the WPEA Unit B Agreement.

Labor Relations
Numerous changes relating to labor relations have taken place since the 1998 accreditation visit. In Fall 2002, the College administration and faculty agreed to use the "Interest-Based Bargaining" approach to negotiations. Training was held in December for the administration and faculty teams and IBB bargaining began in January. The process allows for more information to be shared related to interests and more focus on problem resolution rather than competing needs.

Since the last accreditation, Bargaining Unit B, clerical and professional employees, have organized and are represented by WPEA. The first agreement was bargained during 2001-2002 and is now being implemented. The College is holding quarterly Labor Management Committee meetings with WPEA representing both Units A and B, and has also conducted training for managers and supervisors on implementing the agreements.

In addition, the College is working closely with classified employee groups on Civil Service Reform, which was initiated in Washington State during the 2002 legislative session. An important component of the reform allows salaries and benefits to be bargained, and colleges have the option to use the services of the Governor's Office of Fiscal Management (OFM) Labor Relations Department, to bargain on their behalf. Clark College elected to request the services of OFM to bargain a master contract for the WPEA Units A and B to be in effect July 2005. It is anticipated that the master contract will allow for some local bargaining on issues of local concern.

Clark College Catalog
As described in Part A, General Recommendation 7, the College has revised its catalog to provide more comprehensive information about the admissions process and College policies. It now reflects a

consistent format outlining program curricula, including the total number of credits required for each degree and certificate. Furthermore, other College publications accurately describe the complete instructional programs including prerequisites, degree requirements, and required credits.

Clark College Web Site

The Web site, www.clark.edu, was redesigned based upon input from a Web site user survey, a focus group with high school students, and industry standards and best practices derived from staff training and a professional Web audit. Based on new survey responses and significant increases in use, users find the redesigned site easier to navigate. Hours for access to the on-line class schedule and registration services have been extended to include evening and Saturday hours. New processes have been developed to ensure timely updates to course information and College information. All information provided on www.clark.edu is designed to be in compliance with federal ADA standards for accessibility for the visually-impaired.

Clark College Intranet

In 2002, the College developed an Intranet to improve information sharing and communication within the campus community. The site provides easy access to College policies, including the *Administrative Policies and Procedures Manual*, all employee-group agreements and others. More than 300 College forms are available on the site for employee use. The Intranet also includes a section for posting of minutes from campus meetings and archives for the weekly campus newsletter for faculty and staff. Other features include a discussion board where faculty and staff can discuss academic and College issues and a Question & Answer page for posting questions and answers of College-wide interest.

Commitment to Creating an Inclusive Environment

The College has taken a number of steps to be inclusive in campus decision-making and information sharing. The Executive Cabinet has been "opened up" by inviting anyone from campus to attend these weekly meetings, and both the agendas and minutes are shared electronically with the campus community. The President, trustees and/or other College administrators have regularly attended the Faculty Senate meetings to engage in dialogue and to gain an understanding of issues and concerns. Additionally, the membership of College Council (formerly President's Council) has been expanded and a variety of issues and concerns, including College processes, have been reviewed and appropriate changes made. The College took these steps to help ensure integrity in the workplace and to make Clark College a more responsive institution to the needs of the campus community.

Student Rights and Responsibilities

The College is in the final stages of reviewing and updating the Student Rights and Responsibilities Policy. Careful attention has been given to ensure that students will be treated with high standards of respect and due process and that the rights of students are protected under the revised policy. It is anticipated that the new policy will be implemented during the 2003-04 academic year. (Exhibit B.9.1)

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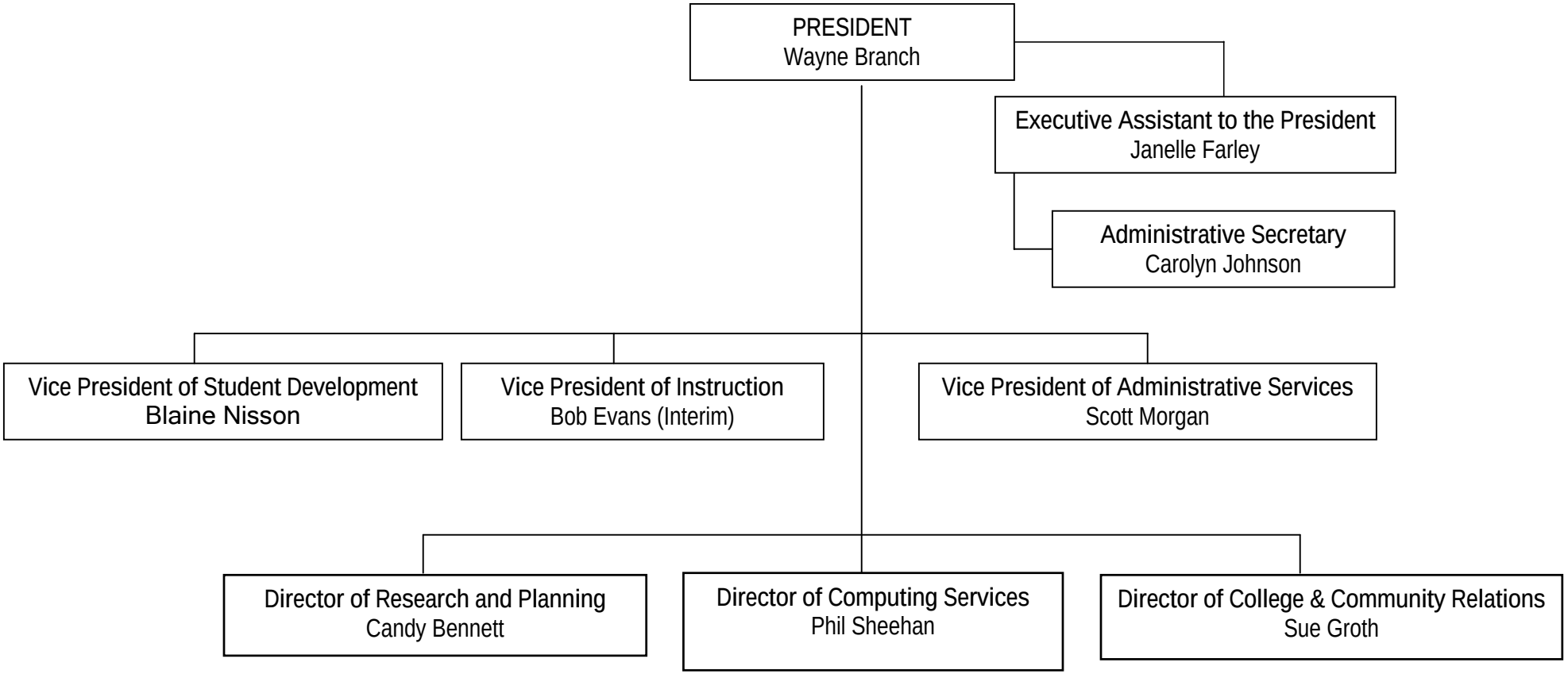
Appendix 1.1
8/15/03

2003

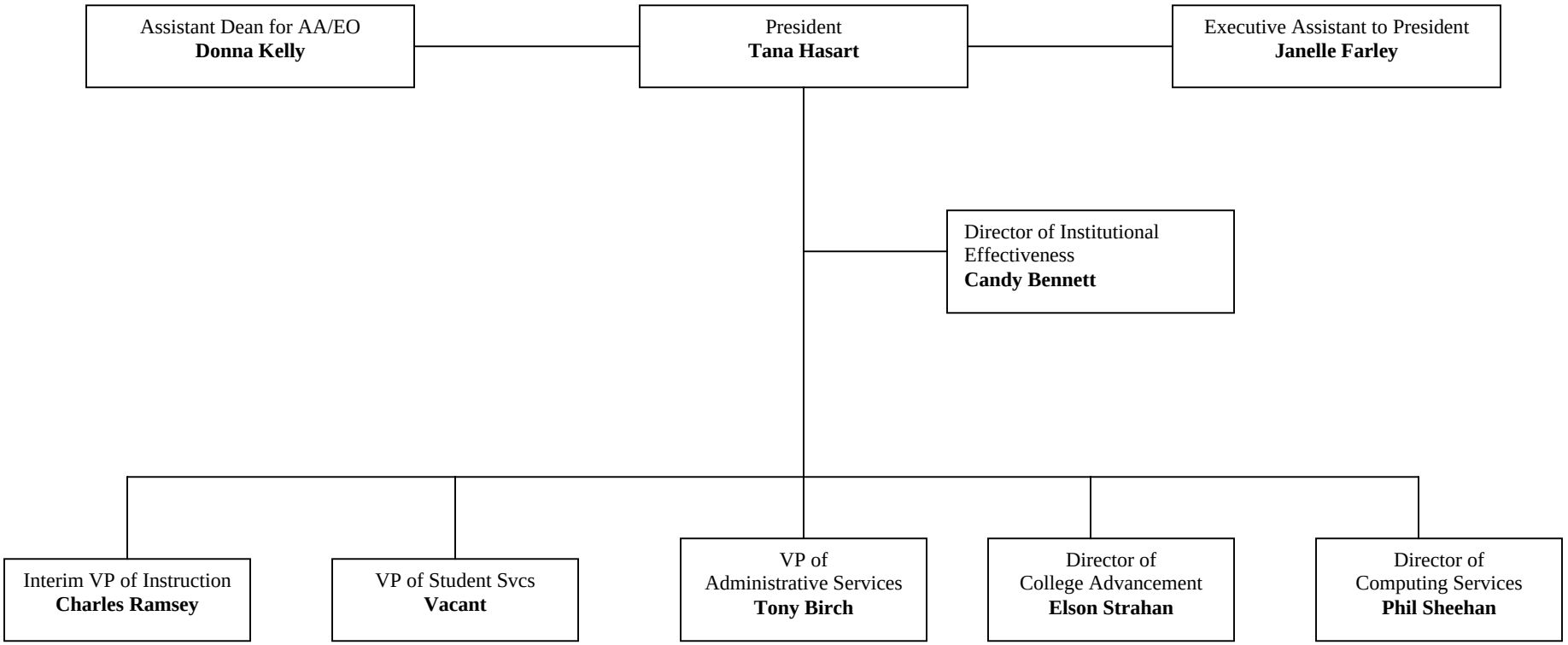
GENERAL ORGANIZATION CHART



Appendix 1.1

1998

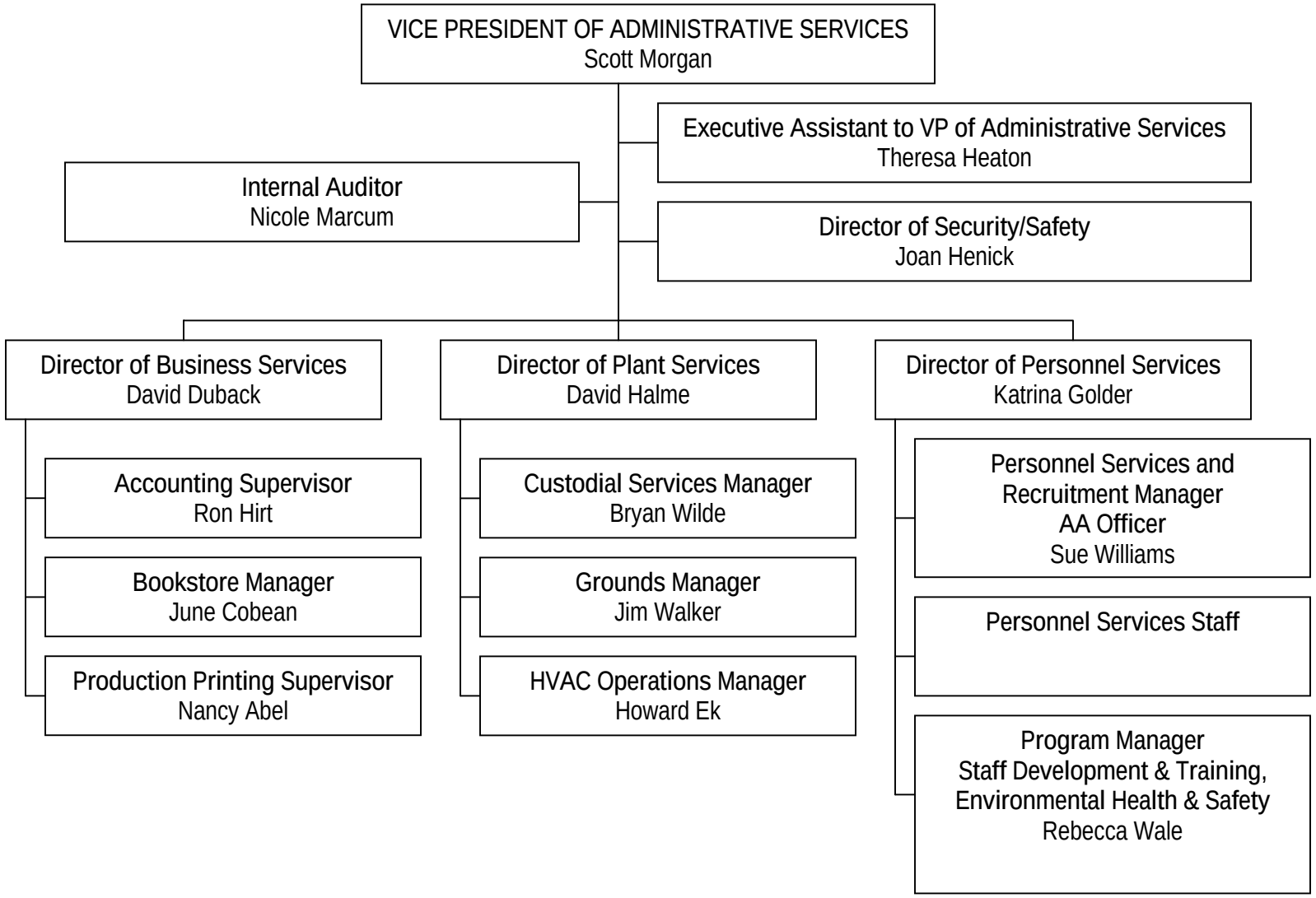
GENERAL ORGANIZATION



Appendix 1.2
8/15/03

2003

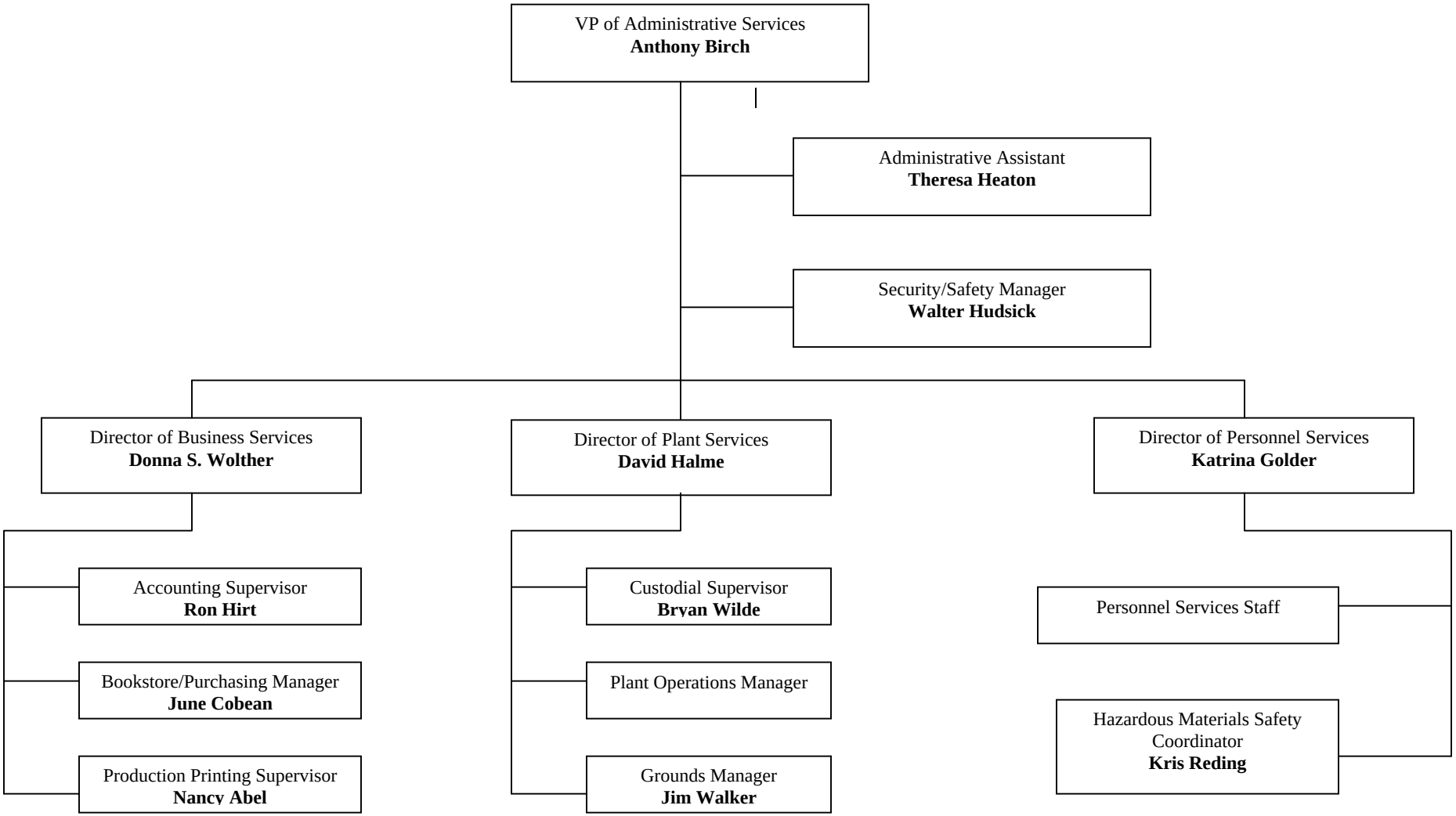
ADMINISTRATIVE SERVICES ORGANIZATION CHART



Appendix 1.2

1998

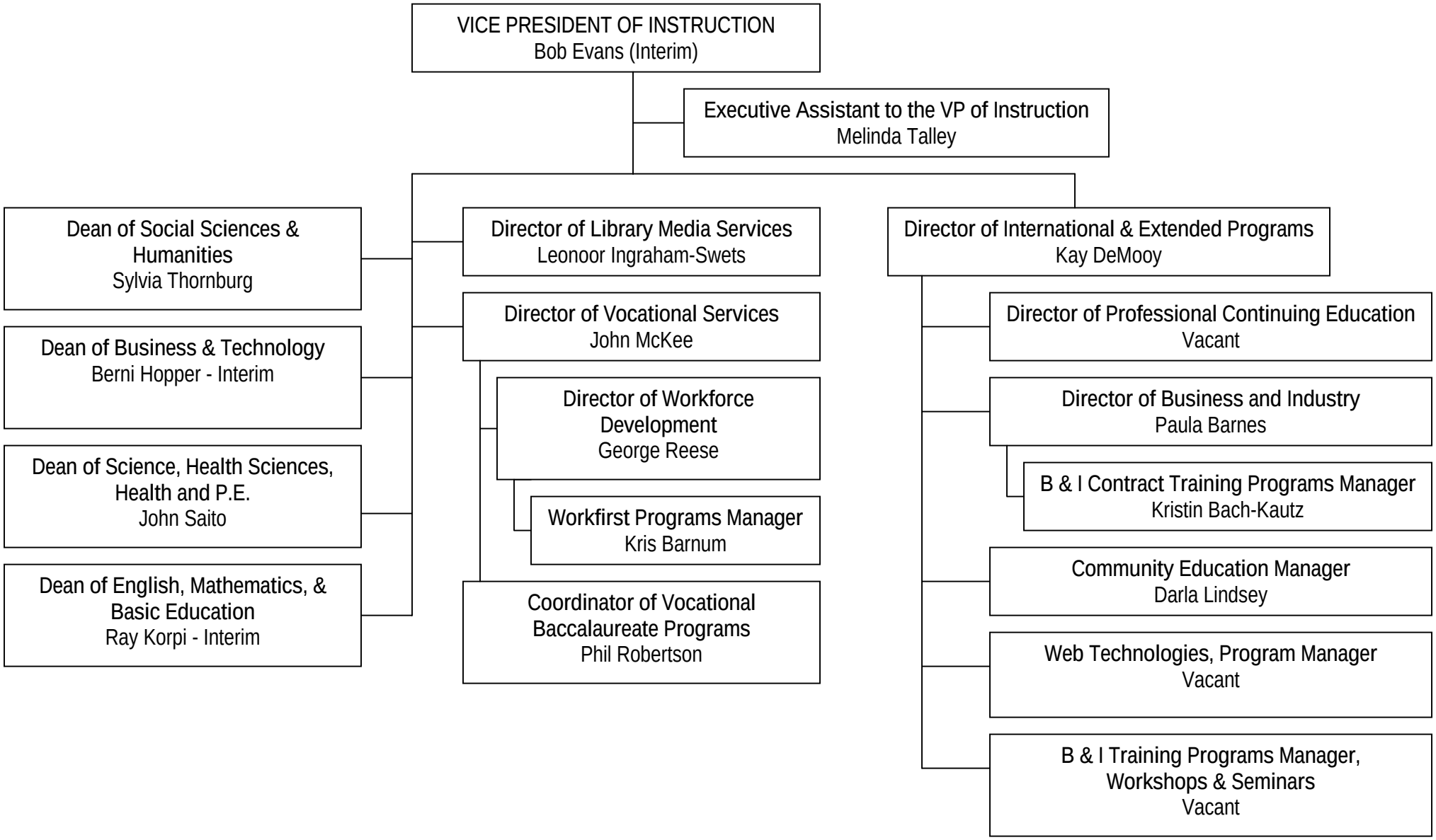
ADMINISTRATIVE SERVICES ORGANIZATION CHART



Appendix 1.3
8/15/03

2003

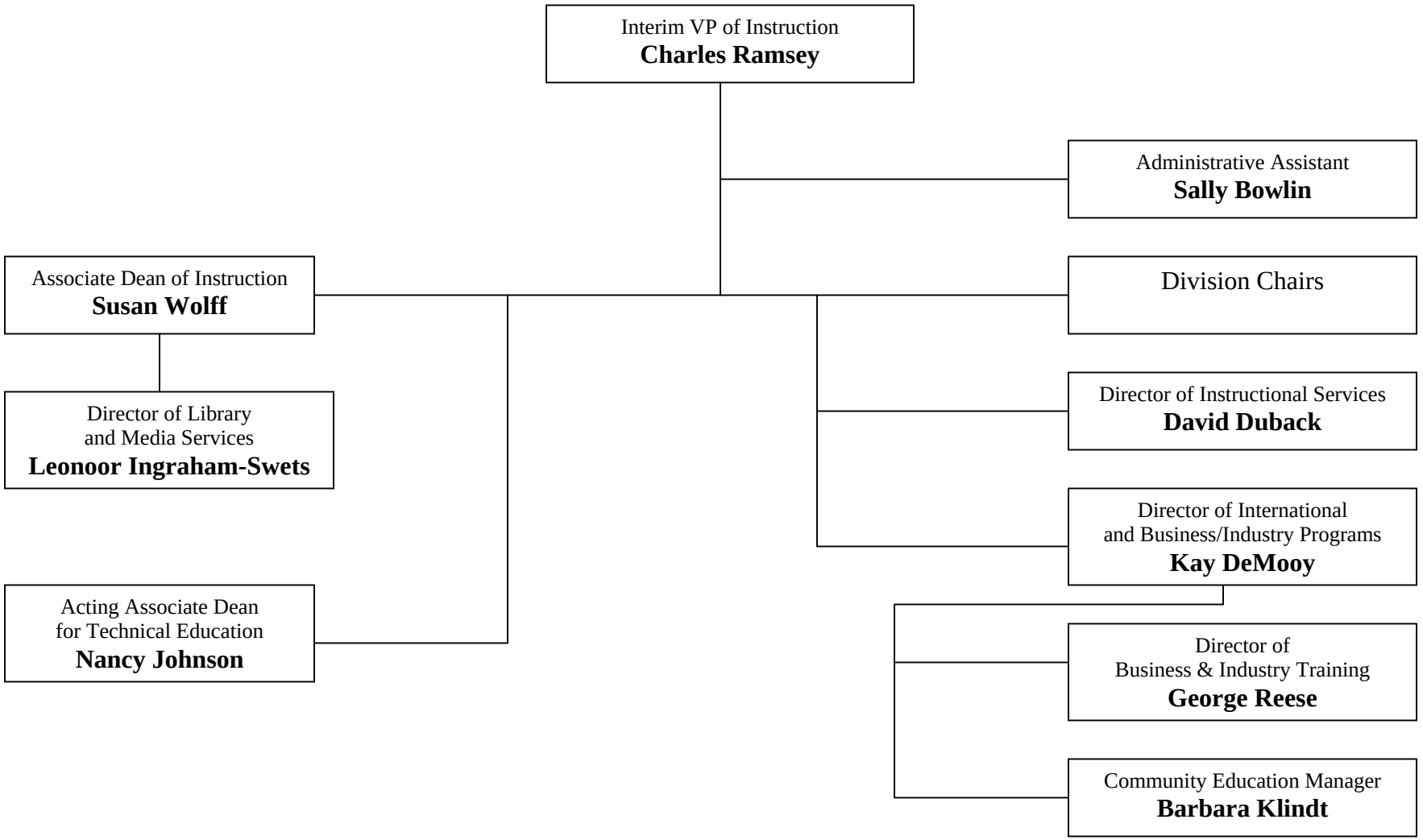
INSTRUCTIONAL ADMINISTRATORS ORGANIZATION CHART



Appendix 1.3

1998

INSTRUCTION ORGANIZATION CHART



Appendix 1.4
8/15/03

2003

INSTRUCTIONAL UNITS & DIVISIONS

BUSINESS & TECHNOLOGY
DEAN (INTERIM) – BERNI HOPPER
Administrative Assistant – Christina Fitzgerald

BUSINESS
Division Chair – Jim Craven

- Business Administration
- Economics
- Supervisory Management

BUSINESS TECHNOLOGY
Division Chair – Melanie Mooney

- Business Technology
- Medical Technology
- Paralegal

COMPUTER TECHNOLOGY
Division Chair – Bob Hughes

- Computer Science
- Computer Software/Applications
- Data Networks/Telecommunications
- Graphic Communications/Printing

CULINARY ARTS & MECHANICAL TECHNOLOGY
Division Chair

- Automotive Technology
- Diesel Technology
- Cooking/Restaurant Management
- Professional Baking

ELECTRONICS & INDUSTRIAL TECHNOLOGY
Division Chair

- Construction Technology
- Electronics
- Industrial Technology/Electricity
- Machine Technology
- Manufacturing Technology
- Welding Technology

ENGLISH, MATHEMATICS & BASIC ED
DEAN (INTERIM) – RAY KORPI
Administrative Assistant – Shirley Brannon

DIRECTOR OF BASIC EDUCATION
Mark McLean

- Adult Basic Education
- Developmental Education – English/Reading
- Developmental Education – Mathematics
- English as a Second Language

ENGLISH
Division Chair – Don Erskine

- Journalism
- English
- English as a Non-Native Language

MATHEMATICS
Division Chair – Louise Hoover

- Mathematics

WRITING AND TUTORING CENTERS PROGRAM MANAGER
Alyssa Brownlee

SCIENCE, HEALTH, & PE
DEAN – JOHN SAITO
Administrative Assistant – Vicki Presley

DENTAL HYGIENE
Division Chair – Gail Liberman

- Dental Hygiene

DIRECTOR OF NURSING
Shelly Quint

- Nursing

HEALTH OCCUPATIONS
Division Chair – Katy Graham

- Cardiopulmonary Resuscitation
- EMT
- Industrial First Aid
- Medical Assisting Clinical
- Pharmacy Technology
- Phlebotomy

HEALTH & PHYSICAL EDUCATION
Division Chair – Lisa Borho

- Health Education
- Physical Education

LIFE SCIENCES
Division Chair – John Martin

- Agriculture/Horticulture
- Biology
- Floristry
- Nutrition

PHYSICAL SCIENCES & ENGINEERING
Division Chair – Tina Barsotti

- Astronomy
- Chemistry
- Environmental Science
- Geology
- Meteorology
- Physical Science
- Physics

SOCIAL SCIENCE & HUMANITIES
DEAN – SYLVIA THORNBURG
Administrative Assistant – Joy Horning

BEHAVIORAL SCIENCES
Division Chair – Tim Cook

- Chemical Dependence
- Criminal Justice
- Human Development
- Psychology
- Sociology

DIRECTOR OF SERVICES FOR CHILDREN & FAMILIES
Laurie Cornelius

- Child Care
- Early Childhood Education
- Family Life-Parent/Child
- Special Education

FINE ARTS
Division Chair – Chuck Ramsey

- Art
- Music
- Theater

LANGUAGE ARTS
Division Chair – Roxane Sutherland

- French
- Japanese
- Spanish
- Philosophy
- German
- Russian
- Humanities
- Speech

SOCIAL SCIENCE
Division Chair – Van Forsyth

- Anthropology
- Forensic Science
- Geography
- History
- Political Science
- Women's Studies

Appendix 1.4

1998

DIVISION CHAIRS ORGANIZATION CHART

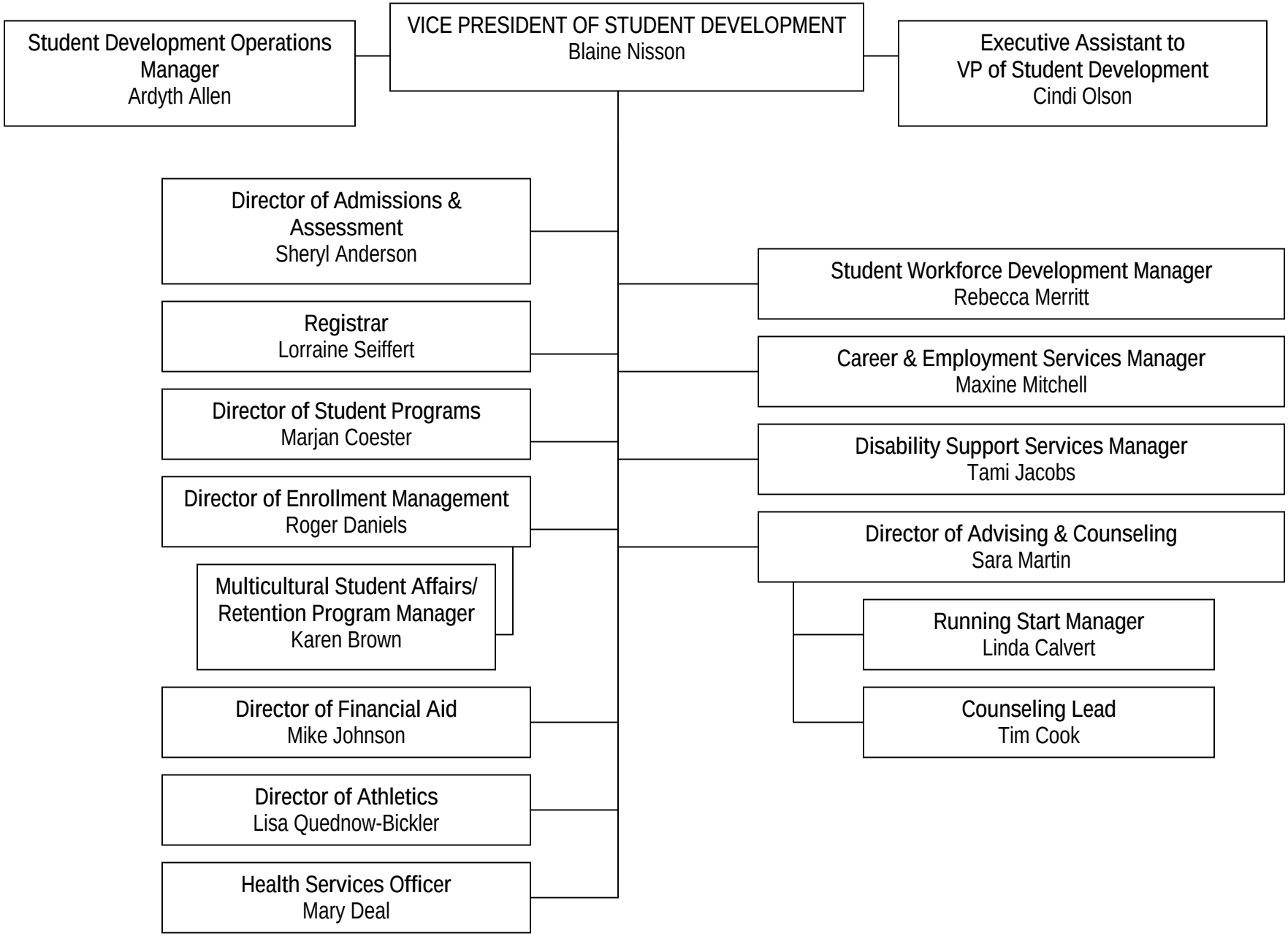
Interim Vice President of Instruction
Charles Ramsey

Human Development	Applied Technology	Business	Education	Health Occupations	Health and Physical Education	Humanities	Science and Engineering	Math and Computer Science	Social Science and Social Services
John Gibbons	**Mike Godson**	**Patricia Serrano**	**Terri Woodward**	**Kathryn Graham**	**Rod Smith**	**Chuck Ramsey**	**Wayne Colony**	**Louise Hoover**	**Charles Davidson**
Counseling	Automotive Technology • Construction Technology • Culinary Arts/Baking Culinary Arts/Cooking • Diesel Technology • Electronics • Electro-Mechanical/ Engineering Technology • Graphic Communications/ Printing • Industrial Technology/ Industrial Technology-Electricity • Machining Technology • Telecommunications • Welding Technology	Business Administration • Business Technology • Paralegal • Supervisory Management • Economics	Adult Basic Education • Developmental Education • English As a Second Language • Tutoring • Education • English as a Non-Native Language	Dental Hygiene • Nursing • Pharmacy Technician • Phlebotomy	Health Education • Physical Education	Art • English • Foreign Language • Journalism • Music • Philosophy • Speech, Theatre • Technical Writing	Agriculture/Horticulture • Biology • Chemistry • Engineering • Floristry • Geology • Physics	Computer Information Systems/Computer Science • Math • Computer Network Administration • Microcomputer Support Specialist	Criminal Justice • Chemical Dependence Counseling • Anthropology • Early Childhood Education • Geography • History • Parent Education • Political Science • Psychology • Sociology • Women's Studies

Appendix 1.5
8/15/03

2003

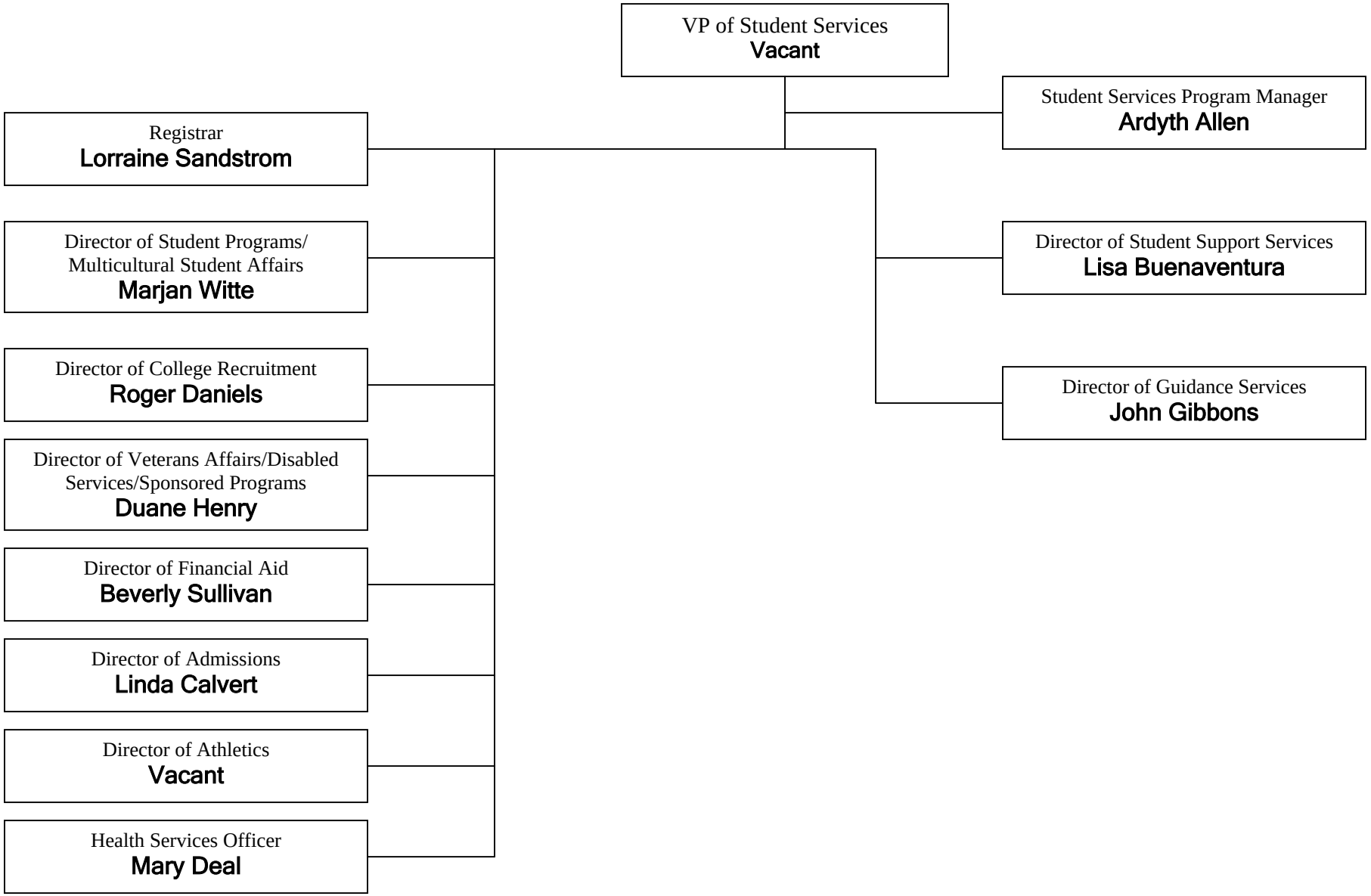
STUDENT DEVELOPMENT ORGANIZATION CHART



Appendix 1.5

1998

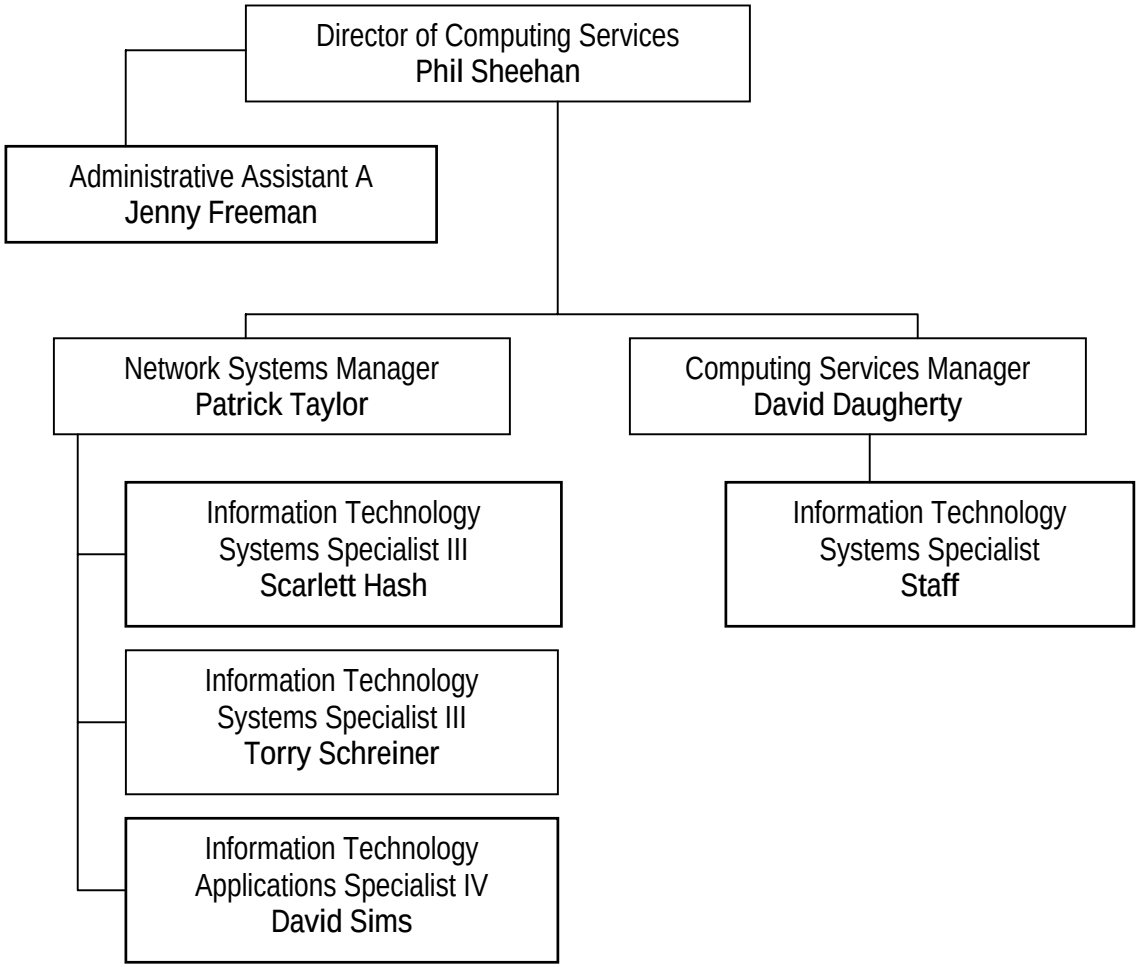
STUDENT SERVICES ORGANIZATION CHART



Appendix 1.6
8/15/03

2003

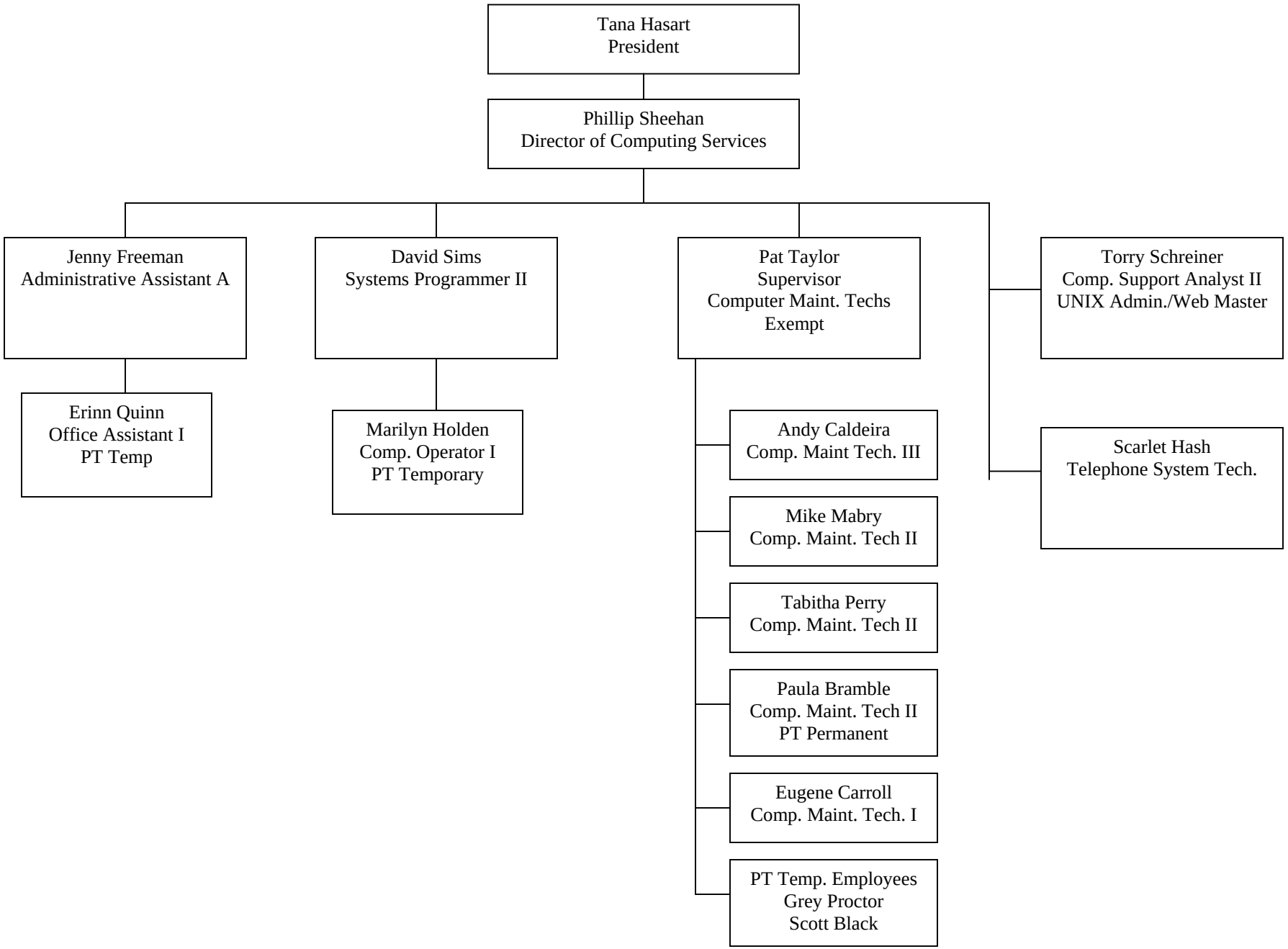
COMPUTING SERVICES ORGANIZATION CHART



Appendix 1.6

1998

COMPUTING SERVICES ORGANIZATION CHART



Appendix A.1.1

Results Policies and College Goals
http://www.clark.edu/pdf/general_information/results_policies.pdf

Governance Policies
http://www.clark.edu/pdf/general_information/governance.pdf

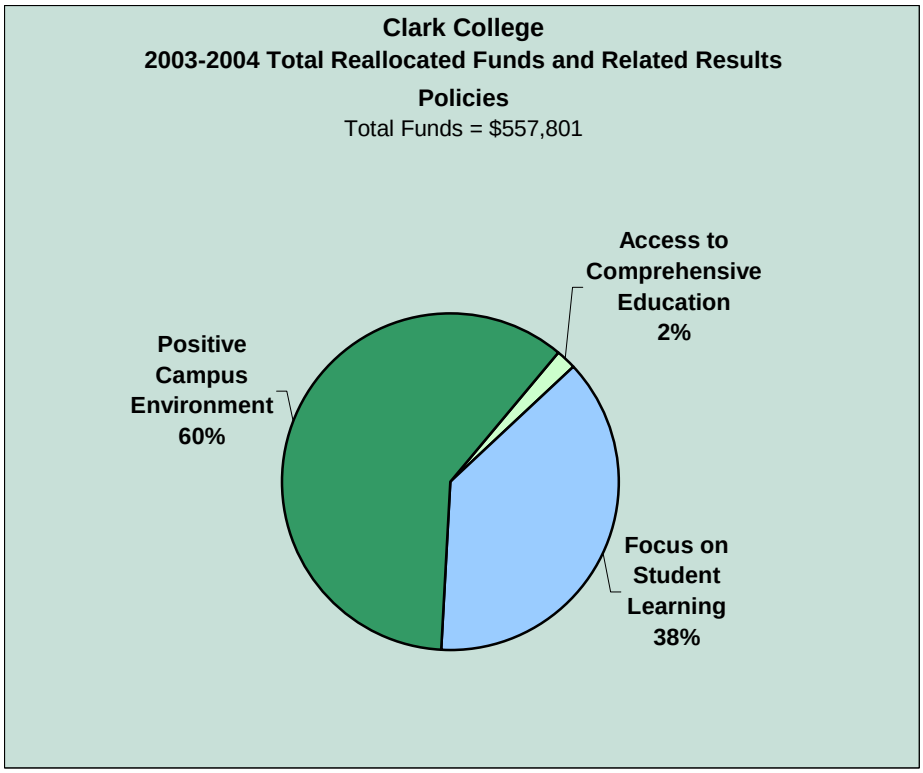
Executive Policies
http://www.clark.edu/pdf/general_information/executive_policies.pdf

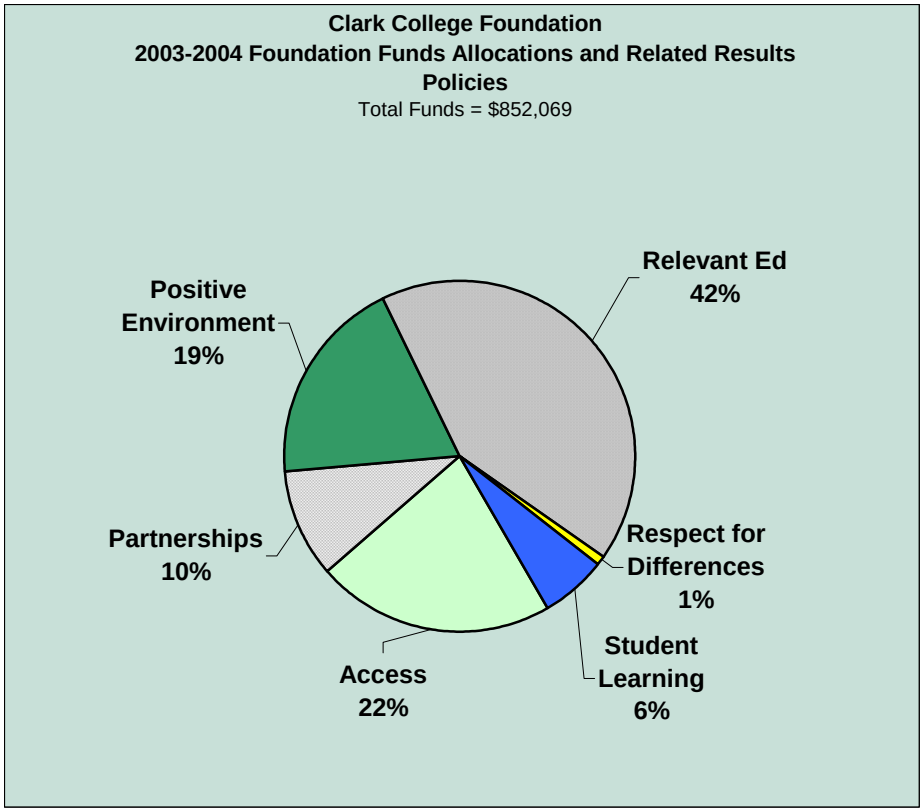
Board-President Relationship Policies
http://www.clark.edu/pdf/general_information/board_pres.pdf

Appendix A.1.2

2002 Report to the Community
http://www.clark.edu/pdf/general_information/annual_report02.pdf

Appendix A.1.3





Appendix A.4.1

APPENDIX C

ACADEMIC EMPLOYEE JOB DESCRIPTIONS

Faculty Job Description

Clark College is committed to hiring and retaining faculty who possess and demonstrate the knowledge, skills, dedication and passion to educate and advise students. As facilitators in the learning process, the faculty must be cognizant of the College's instructional goals. While appreciating and valuing the diversity of students of Clark College, the faculty must uphold academic standards, be engaged in professional development, and assist in the promotion of excellence at the College.

In order to achieve this, faculty members at Clark College:

1. Keep current in the discipline. Renew skills and maintain currency by involvement in professional development activities;
2. Teach assigned classes/labs incorporating college-wide abilities;
3. Provide appropriate means to assess student progress and provide timely feedback;
4. Demonstrate respect for others;
5. Demonstrate ability to work with others to achieve educational goals;
6. Attend required meetings and activities, and serve on campus committees;
7. Use appropriate teaching methods that will respond to varying student learning styles;
8. Advise students, as required, accurately and appropriately;
9. Effectively use computer applications for instruction and communication where appropriate.
10. Stay abreast of current instructional technology;
11. Demonstrate knowledge of the mission of the College, its student population, and educational goals;
12. Engage in on-going curriculum review and development.

In addition to the above duties, faculty in certain areas may also be expected to do the following:

- Promote the instructional program
- Work with the College Recruiter in actively recruiting students
- Attend advisory committee meetings
- Maintain inventory, repair, and order equipment and lab supplies
- Coordinate internships and cooperative experiences
- Develop articulation agreements with K-12 and higher education institutions
- Maintain vocational and/or professional certification, and obtain relevant industry certifications as needed
- Maintain program accreditation
- Establish industry contacts.

B. Counselor Job Description

Counselors at Clark College perform a variety of duties including counseling, advising, consultation, coordination, and teaching. Counselors are certified professionals with a Masters degree in counseling, psychology or social work. Counseling is a complex helping process in which the counselor establishes a trusting and confidential working relationship focused on problem solving, goal setting, decision making, advocacy, communication, and behavioral interventions related to learn, life skills and college success. Counselors help people make choices and changes in their lives that will enhance their success in school.

Counselors at Clark College do the following:

- Counsel students and potential students to help clarify career/life goals.
- Provide instruction through classes, workshops and small groups. Counselors are expected to teach a minimum of one class per term (maximum 8 credits) in the Human Development Department.
- Provide resources to assist in student retention including orientation, student success workshops and intervention for probationary/suspended students.
- Provide assistance to faculty, staff, and administration in dealing with student class performance, emotional stresses, and behavioral interventions.
- Make presentations to faculty, staff, campus classes, and community groups.
- Administer and interpret tests and inventories to assess abilities, interests and career options.
- Utilize career planning systems and occupational information systems to help individuals better understand the world of work.
- Support & encourage at risk students to enter and remain in school.
- Provide support for persons experiencing job stress, job loss, and or career transition. Assist dislocated workers and those in transition to develop educational & career plans, access financial resources, and succeed in school.
- Help resolve personal conflicts interfering with work or school.
- Provide short-term mental health care and student support services.
- Identify impediments to learning and college success.
- Advocate for students needing assistance.
- Provide information and referral to on and off campus resources.

Professional Counselors provide mental health care. The practice of professional counseling includes the diagnosis and treatment of mental (non-psychotic and non-medical), emotional, or behavioral disorders, including addictions, which may interfere with school. Counselors also provide psychoeducational opportunities aimed at the prevention of such disorders. Severely impaired individuals (Axis I or II DSMIV) or those requiring long term counseling are seen by counselors in health services or referred to treatment providers in the community. Counselors in the career center provide short term counseling and teaching focusing on stress management, overcoming obstacles that interfere with school, overcoming math/test anxiety, teach assertiveness and coping strategies, and provide interventions aimed at ensuring college success and building self esteem.

C. Librarian Job Description

Librarians at Clark College are professionals with degrees from accredited master's programs in library and information science. Librarians must have and maintain knowledge of a wide variety of scholarly information sources and follow trends related to publishing, computers and media in order to effectively oversee the selection and organization of library materials. Library faculty work in a collegial team setting to provide open and equal access to information, to promote information literacy across the curriculum, and to promote lifelong learning.

Librarians support the academic mission, vision and values of the Clark community in the following ways:

- Promote student learning by providing access to information resources necessary to meet class requirements and succeed in college.
- Teach information literacy skills to students as part of a coordinated Library Instruction Program. Collaborate with classroom faculty.
- Evaluate and select materials (books, journals, media, and electronic databases) to support the College curriculum and meet the needs of the College community.
- Participate in overall library management and budget planning. Prepare and implement policies and procedures. Evaluate services and participate in long range planning.
- Manage and coordinate user services and activities including instruction, reference, circulation and interlibrary loan.
- Manage and coordinate all technical service functions including acquisitions, serials, cataloging and preservation (book repair), with responsibility for supervision of materials budget encumbrance and expenditure. Hire, supervise and evaluate support staff.
- Plan, design and develop library-based information systems and services and provide leadership in the evaluation of information technologies.
- Manage the online integrated library system (library catalog). Maintain database integrity.
- Coordinate support services, including supervision of support staff, and serve as liaison to support services both on and off-campus.
- Coordinate and plan Web-based library services. Design, implement and maintain the Library's Web pages.
- Present workshops to the College community as appropriate.
- Stay abreast of emerging information trends and developments in the field through professional affiliations and personal research.
- Attend required meetings and activities, and serve on campus committees.

Appendix B.2.1

College-Wide Abilities

http://www.clark.edu/pdf/general_information/college_abilities.pdf

Appendix B.2.2

CLARK COLLEGE PROGRAM REVIEW

Part 1. Overview

Purpose

The purpose of *Program Review* at Clark College is provide an opportunity to review and evaluate instructional programs in order to assure continuous improvement. *Program Review* provides an opportunity to check the current status of a program, make comparisons, note trends, celebrate accomplishments, and identify and improve specific shortcomings as necessary. The goal is to provide comprehensive and up-to-date college programs that meet the needs of our internal and external constituencies.

Internally, *Program Review* supports continuous program improvement and enhances student learning congruent with their transfer and employment goals. These evaluations help the College evaluate program effectiveness and maintain the relevancy of current programs as well as provide information useful in establishing new programs. A systematic evaluation process helps the College allocate finite resources across diverse programs based on deliberate, reasoned decisions as opposed to history, hunches, or the "squeaky wheel" syndrome. Programs can document specific needs for staffing or other resources in unambiguous and consistent ways that allow the College to equitably and effectively allocate resources for both the short and long term.

Externally, local, state, regional and national boards and agencies mandate rigorous evaluation of programs. The regional accrediting body, taxpayers, employers, four-year institutions, and the public at large all have legitimate interests in the impact and results from tax dollars spent at Clark. A sound program evaluation process allows the College to document its effectiveness in reaching state determined targets for successful graduates and transfer students as well as our responsibility in providing adequately trained employees for the community. In addition, on-going program evaluation provides a knowledge base on which to rely when funding or other resource acquisition opportunities become available on short notice.

Format

Each fall the Office of Research and Planning produces an *Annual Program Data Report* for each College program. For the purpose of program evaluation, a "program" is defined as the full set of courses sharing the same course prefix or a set of courses that comprise a vocational certificate or degree. The report consists primarily of numerical data and is intended for use by the program's faculty and instructional dean as an annual means of determining the "relative health" of the program. A summary of the information provided in the *Annual Program Data Report* is provided in Section 2.

A full *Program Review* is conducted by each program every four years, or sooner if called for by the program's lead faculty, instructional dean, or the Vice President of Instruction. This report is a more comprehensive program evaluation designed to provide information necessary for long range planning regarding program effectiveness and resources as well as to examine continued viability of the program. The full *Program Review* provides the analysis necessary to meet the requirements of accreditation. A summary of the *Program Review* process is provided in Section 3.

Appendix B.2.2 (Continued)

CLARK COLLEGE PROGRAM REVIEW

Part 2. Annual Program Data Report

Each fall the Office of Research and Planning compiles and distributes an Annual Program Data Report for every College program. "Program" refers at times to a course prefix and at other times to a vocational program that may encompass multiple course prefixes. Transfer or academic programs are reported by each course prefix.

The Annual Program Data Report includes data for the most recent academic year as well as a three-year comparison of:

Courses
Enrollment in classes, fill rates, FTES, and distribution of student grades by course by quarter.

Faculty
FTEF and Headcount by Prefix, FT/PT Faculty Ratios, Student/Faculty Ratios.

Expenditures
"Actual Expenditures" from Operating Budget Book produced by Administrative Services.

Vocational Program Enrollments
Head count of students enrolled in program by quarter.

Completions
Number of degrees or certificates awarded. Available for vocational programs by program code. Available for associate degrees by transfer intent major (EPGM) or vocational programs by name of program enrolled in during the quarter of graduation.

Vocational Program Employment and Wages
Number of students employed in any job, average salary (median), and estimated employment rate. This data reports on a cohort of students who left the vocational program 2 years prior to the academic year under review. Employment is not matched until the entire group has been out of school for a year.

Transfer Student Follow-Up
Number of students transferring to a Washington 4-year public institutions or Portland State University. Majors of Clark College transfer students to WSU-V and PSU are included.

Student Demographics
Demographic information of students by vocational program.

Appendix B.2.2 (Continued)

CLARK COLLEGE PROGRAM REVIEW

Part 3. Process and Timeline

Introduction

Program Review is an opportunity for faculty to look critically at their own curriculum, enrollments, instructional methods and general program effectiveness in a comprehensive way in order to assess what is going well and to investigate why some things might not be going well. It provides an opportunity to periodically review the mission, goals, and learning outcomes of the program and document assessment of program goals and outcomes. *Program Review* provides an opportunity to make a reasoned case for change and for the allocation of resources to facilitate that change. It also allows faculty to view their disciplines and programs in the context of the rest of the institution.

Review Team

The *Program Review* team will normally consist of:

1. Program faculty including Division Chair
2. Unit Instructional Dean
3. Representative of the Office of Research and Planning

Vocational Program teams will also include:

4. Representative of the Vocational Director's Office
5. Representatives of the Program Advisory Committee
6. Two employers not represented on the Advisory Committee

Frequency of Evaluation

Program Reviews are conducted:

1. Every 4 years for all instructional programs offered by Clark College.
2. When called for by the lead faculty of a program, the program's Unit Dean, or the Vice President of Instruction.

Note: In program areas accredited by external agencies, the requirements of *Program Review* will be completed in the same time frame as the external accreditation.

Timeline

Date	Activity
May	Deans notify programs scheduled for next year's reviews
October 1	Deans schedule organizational meeting of review team
October-February	Program gathers and analyzes information and collection
November 1	Research & Planning distributes Annual Data Reports
February 15	Program completes first draft of report
March 30	Program forwards final draft of report to Instructional Planning Team, Vice President of Instruction, and Research and Planning
April 1-May 15	IPT reviews Recommendations for Actions and prepares written acknowledgement
May 15	VPI prepares memorandum responding to report and recommendations

Copies of the final report along with IPT feedback and the VPI response will be maintained in the appropriate Instruction Unit Office, the Office of Research and Planning, and the Office of the Vice President of Instruction.

Appendix B.2.2 (Continued)

CLARK COLLEGE PROGRAM REVIEW

Scope of Evaluation

The following seven sections of Program Review are designed to provide a comprehensive analysis of the essentials of each program.

- **Program Mission and Goals**
- **Student Learning Outcomes**
- **Curriculum**
- **Faculty**
- **Program Linkages and External Relationships**
- **Program Support and Resources**
- **Program Effectiveness**

A list of questions is provided in each of the seven sections as a resource to guide you through the review process. Some questions may not relate to your area, so respond where applicable. Feel free to develop and address additional questions as appropriate. A series of worksheets is also included as an Appendix for those who may want to use them.

I. Program Mission and Goals

1. What is the mission of the program? (Review mission statement in 1998 Self Study and make any needed changes. Include a copy of the mission statement in the report).
2. Is the mission consistent with the Mission, Vision, and Values of the College and the Board of Trustees' Results Policies?
3. List the program goals.
4. How are program goals assessed?
5. If the program is accredited by an external accrediting agency, indicate the date of the last visit and summarize the recommendations.
6. What is the documented community need for the program?

II. Student Learning Outcomes

1. What are the program's student learning outcomes? (what students should be able to know and do).
2. Are outcomes clearly communicated to students?
3. Does every syllabi include a statement of student learning outcomes?
4. Do the methods of assessment and grading criteria reflect how well students meet the learning outcomes?
5. How are the results of the assessment used to improve learning? (If possible, provide examples, such as changed curriculum, re-evaluated admission requirements, etc.)
6. Identify any industry skills standards and how they are assessed and documented.

III. Curriculum

1. Are there adequate course sections?
2. Is class scheduling (times and days of offerings) meeting the needs of students?
3. Are sequential courses moving students through a series successfully?
4. Do courses comply with degree and certificate guidelines and requirements and meet necessary state/federal/industry standards?

Appendix B.2.2 (Continued)

5. How effective is the planning process regarding:
    a) Sequential and integrated courses
    b) Deliberate integration of multiple perspectives into the curriculum
    c) Modes of instructional delivery
    d) Appropriateness of course rigor and level
6. What other internal programs do your courses support? Are you meeting the needs of those areas?

IV. Faculty

1. Does the background and training of your faculty meet the needs of your program?
2. Do the student/faculty ratios meet the needs of your program?
3. Does the full-time/part-time faculty ratio meet the needs of your program?
4. How does your program support the mentoring of new faculty?
5. Are faculty development activities adequate for keeping faculty current in their field?
6. What is the availability of adjunct faculty?
7. In what campus and community activities do your faculty participate?
8. What achievements and research projects have faculty completed?

V. Program Linkages and External Relationships

1. Is the current process for student advising effective for your program?
2. Are recruitment and marketing efforts adequate?
3. Is there adequate job search support?
4. Has there been active involvement, when appropriate, with
    a. K-12 colleagues
    b. 4-year colleges and universities colleagues
    c. Business and industry
5. Does your program have an advisory board? If so, attach a list of members and discuss the level of support and effectiveness of the advisory board.

VI. Program Support and Resources

1. Is the program budget adequate to meet the instructional needs of your students?
2. What resources do you receive from non-college sources (i.e. Foundation funds, external grants)
3. Are facilities adequate to meet instructional needs?
4. Are equipment and supplies adequate to meet instructional needs?
5. Are curriculum materials current?
6. Are library and other learning resources adequate?
7. Are classroom technology resources, including computer labs, adequate?
8. Are the support courses for your program (such as English and Math) meeting the needs of your students?
9. Do you have adequate co-operative education and practicum placements?

VII. Program Effectiveness

1. How successful are your students in meeting program outcomes?
2. Are your retention rates satisfactory?
3. Are your completion rates satisfactory?
4. Are your transfer students successful in 4-year schools?
5. Are students satisfied with your program?
6. Are job placement rates satisfactory?
7. What are the pass rates for certificate and licensure exams?

Appendix B.2.2 (Continued)

CLARK COLLEGE PROGRAM REVIEW

VIII. Conclusions and Recommendations

Name of Program _____

Based on discussion and analysis of the information documented in each area, provide a narrative evaluation of the effectiveness of your program that addresses the following:

1. What are the major strengths of your program?

2. Are there any significant concerns or needs regarding your program? Please describe.

3. Using the format on the following page, list the most important actions that will strengthen your program. Include timelines and identify the responsible person.

4. Do you have any other concerns?

Appendix B.2.2 (Continued)

CLARK COLLEGE PROGRAM REVIEW

Name of Program _____

Recommendations for Action:
List the most important actions in any of the following areas that will strengthen your program.

Program Area	Proposed Action	Timeline	Responsible Person
1. Program Mission and Goals			
2. Student Learning Outcomes			
3. Curriculum			
4. Faculty			
5. Program Linkages and External Relationships			
6. Program Support and Resources			
7. Overall Program Effectiveness			

Submitted by:_____ Date:_____

Reviewed by Instructional Planning Team_____ Date_____

Reviewed by Vice President of Instruction _____ Date _____

Appendix B.4.2

BENEFIT/ORIENTATION INFORMATION — CLARK COLLEGE
ADJUNCT FACULTY — PERSONNEL SERVICES

HEALTH INSURANCE

Medical and dental plans for employees and dependents are provided by the College through the Health Care Authority. All eligible (≥50% 2 consecutive quarters) employees who are residents of Clark County are entitled to choose from the following plans: Uniform Medical, Kaiser, and PacifiCare. Residents of other counties may have additional options. Choices for dental plans include: Regence BlueShield Dental, Uniform Dental or DeltaCare Dental.

The College pays the major portion of the premium for medical and dental plans; however, medical plans do require employee contributions. Employee premiums will be deducted from paychecks twice per month, with the exception of the first premium, which will be deducted on the 25th of the first month of eligibility. Employees may waive medical coverage on themselves and their dependents; dental coverage may not be waived for the employee. Coverage is effective the first day of the month after hire, unless hired the first working day of the month, in which case coverage is effective on that day. Upon termination or retirement, coverage is effective through the last day of the month in which termination occurs. It is the responsibility of employees to keep dependent coverage up-to-date when changes occur in marital status or dependent status. Employees needing help with claims adjustment or having questions regarding medical or dental coverage should contact the appropriate insurance carrier .

LIFE INSURANCE/LTD

Clark College also pays for the cost of basic life insurance ($25,000) and accidental death and dismemberment ($5,000) plans, and a basic long term disability plan ($240 per month). Additional coverage under the life insurance plan is optional; supplemental long term disability is also optional. Coverage for basic plans begins the first of the month following the date of employment. If the date of employment is the first working day of a month, coverage begins on the date of employment. Optional plan coverage is effective the first of the month following application or approval (if approval is required).

RETIREMENT

Faculty hired at 50 percent or more of full-time employment for at least two consecutive quarters are required to participate in the TIAA/CREF Retirement Plan. The State matches employee dollar contributions to the retirement plan. Contribution rates are based on age, as follows:

under age 35:	5.0%	age 35 to 49:	7.5%	age 50:	10.0%

TAX SHELTERS

As provided under Section 403B, 415C and 402G of the Internal Revenue Code, employees of non-profit institutions may shelter a portion of their income. Tax shelters provide a way to postpone paying federal income tax on a portion of income by reducing that income in peak earning years and setting that portion aside in order to provide additional retirement income. The portion sheltered or deferred will be taxed at a later time, when an employee is likely to be in a lower tax bracket. Contact Personnel Services for a list of participating companies.

TUITION WAIVER

Any adjunct faculty member who is teaching at least 50% of a load at Clark, may enroll in College classes on a space-available basis for $5 per quarter. Tuition waiver forms are available in Personnel Services.

Appendix B.4.2 (Continued)

COMMUTE TRIP REDUCTION

Any adjunct faculty member who is teaching at least 40% of a load at Clark, may request a one-zone bus pass through the Personnel Services Department, (subject to a maximum number of passes issued per quarter).

CLARK COLLEGE IDENTIFICATION CARD

The College issues a Faculty/Staff photographic identification card to adjunct faculty. Wearing the College photo I.D. increases the safety and security of the campus and improves communications and services for employees. To get your College photo I.D, simply go to the Security/Information Office in Gaiser Hall. After your employment status is verified, you will be issued a card at no cost to you.

* * * * * * * *

Faculty members are encouraged to call Clark College Personnel Services at 992-2325 or 992-2119 for additional information or assistance.

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