

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

**A Full-Scale
Evaluation Committee Report**

**CLARK COLLEGE
Vancouver, Washington**

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*A Confidential Report Prepared For The
Northwest Commission On Colleges And Universities
That Represents The Views Of The Evaluation Committee*

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INTRODUCTION

Clark College was granted initial accreditation as a “two year junior college” in 1948. Final, “unrestricted” accreditation was granted in 1950. Subsequently, the institution experienced full-scale reviews, reaffirming accreditation, in 1960, 1970, 1980, 1989 and 1998. During the intervening years, various substantive changes occurred in response to various institutional program modifications and the evolving requirements of “e-learning” delivery.

The college is a public, two-year institution in Vancouver, Washington, under the authority of the state of Washington and governed by a five-member, appointed board of trustees. The college currently serves a student population of approximately 13,000, of which over half are full-time, with a full-time faculty of 172 and an annual, all-funds budget of approximately \$71 million.

The Commission reaffirmed Clark College’s re-accreditation in 1998, citing general recommendations related to a need to institutionalize strategic planning, and to address part-time versus full-time faculty workload and the evaluation of adjunct faculty. An evaluator conducting a focused interim visit in 2000 found progress occurring with regard to all these recommendations. During the regular interim evaluation in 2003, the visiting evaluator found the college’s interim report to be “complete, thorough and clear.” The evaluator commended the college and its faculty on actions taken to address the general recommendations made as a result of the 1998 full-scale review. However, the evaluator also mentioned a number of “changing roles and personnel” during the intervening years since the 1998 full-scale evaluation, and expressed some concern that these had resulted in “lack of clarity about roles, responsibilities, and authority levels among staff, and caused some tension at the College.”

Self-Study

Against the backdrop of the “significant turnover in leadership” at the college during the early years after the 1998 accreditation process, the current self-study introduction addresses a recent stabilization in the college’s “Executive Cabinet and improvements in college climate and morale.” These improvements are evidenced by the results of a 2008 PACE (Personal Assessment of the College Environment) survey.

The self-study process in preparation for the 2008 full-scale review began in January 2006 with the appointment of the co-chairs for the process and the development of the steering committee and various subcommittees. More than 100 college community members have served on a subcommittee, and all are listed in the self-study introduction. The steps described in the self-study introduction detail a very complete and transparent self-study process.

In recent years, the college has experienced strong enrollment growth, with associated capital funding available for new construction. The college foundation enjoys assets of over 80 million dollars, of which two-thirds are endowed. The foundation’s success is attributed to a strong foundation staff and a foundation board that represents the most influential and successful components of the community.

The strengths of the institution, as detailed in the self-study, are: a focus on planning, financial health and professional development, emphasis on student success and on student learning assessment, and expansion of access. Identified challenges in the self-study are: a continued concern about college climate, largely as it relates to the high rate of past

administrative turnover; “closing the loop” questions related to planning and accountability; institutional growing pains associated with recent expansion and also with growing expectations associated with planning and accountability; and an emerging concern related to the success of student advisement.

The self-study included a concise executive summary, addressing institutional eligibility requirements, and response to commission recommendations. The text of the self-study demonstrated a reflective approach, and an honest appraisal of institutional strengths and challenges. Each member of the self-study team received recognition of participation and the report along with exhibits in the committee work room indicated the self-study process was a collaborative effort involving all areas of the college.

The self-study format provided history, current situation, a response to each accreditation standard or policy, and an analysis of institutional strengths and challenges. The document was properly organized and appropriately cited for ease of comparison to standards. Although each area was cited and addressed, much of the report seemed to lack detail or specific examples that showed compliance with standards. For the most part, the self-study was candid and clear. However, Standard 2 often strayed from its purpose, focusing often on the issues of Standard 4. The committee noted some minor editing errors in the self-study document, but these did not create a major problem in understanding the content.

Evidence was provided on campus and evaluators were able to glean program-specific analysis and appraisal through exhibits and interaction with program faculty and staff. The self-study document was more descriptive than analytical in nature – in some places apparently chronic problems were identified without analysis of root causes, requiring further research on the part of the evaluation committee. The material provided in the exhibits in the committee work room however was generally exhaustive.

Overall the Committee was pleased with the information received, appreciated the well-written body of text and expressed gratitude for timely delivery and the complete nature of the exhibits.

Eligibility Requirements

The college self-study, the submitted materials, available exhibits and interviews all support the fact that the college continues to meet each of the 20 eligibility requirements for accreditation, as established by the Northwest Commission on Colleges and Universities.

STANDARD ONE – INSTITUTIONAL MISSION AND GOALS, PLANNING, AND EFFECTIVENESS

Clark College has significantly enhanced its planning and effectiveness processes since the last full scale evaluation and self-study. Of note are the following steps taken since that time:

- 1) In 2001, the board of trustees adopted some broad-based, long-range goal statements that have served as the base of the college’s “mission imperatives.”
- 2) In 2004, the college board of trustees adopted a first, five-year strategic plan, guided by a new vision statement, a reaffirmed mission statement, a series of values and the six “mission imperatives.”
- 3) The College now implements yearly operational plans, aligned with college

- resources. These identify goals, timelines, required budgetary resources and responsible persons. These are submitted to the board of trustees and are shared with the college community on the college intranet.
- 4) In addition to operational plans, the college has completed core planning documents in the following areas: enrollment management, retention, facilities master planning, instruction and instructional technology. A diversity plan is under development,
 - 5) The office of planning and advancement collects key performance indicator data.
 - 6) The first strategic plan, covering years 2004 to 2009, is nearing completion, with major goals related to planning completed.

The Self-study details the following characteristics of the planning process:

- 1) Vision statement
- 2) Mission statement
- 3) Six mission imperatives
- 4) List and description of college publications
- 5) List and frequency of institutional surveys

Additionally, complete information regarding all of the above materials was available either as part of the appendices or the exhibits in the committee work room.

The committee furthermore had the opportunity to query the members of the college community on the extent to which the planning process had become embedded in the college culture.

Standard 1.A – Mission and Goals

College documents, conversations with the governing board and with campus faculty, staff and leadership all demonstrate that the college's mission and goals are widely understood within the college and regularly re-examined. Furthermore, data collected by the college during an "accreditation survey" support the self-study's assertion that the college mission and vision are well understood by the overwhelming majority of respondents.

The mission, as adopted by the governing board on June 25, 1997 and reaffirmed in 2003, appears in the college catalog and other publications. The human, physical and financial resources of the college are consistent with the college's goals. Public service is consistent with the mission and goals of the college, demonstrated by the college's open admissions policy and substantial commitment to scholarship funds to support student success. The college finances a "service learning" academic program, which further supports the public service goals of the institution. The results of the 2006 PACE survey further support that the college community believes the work of the institution supports the mission.

The annual report and the college "Quick Facts" publication contain materials that clearly document progress on the college's mission and goals.

The committee had access to accreditation history for the college that demonstrated appropriate consultation with the accreditation agency at various points in its history, regarding matters that would alter its mission, such as a series of degrees offered or enhanced by "e-learning."

Standard 1.B – Planning and Effectiveness

The college's first strategic plan has been facilitated by the reorganization of the office of planning and advancement, and the addition of staff to this office. The plan guides the budget process and is used as a vehicle by which to determine hiring priorities. At the time of the site visit, the head of this office had recently retired. While a replacement had been identified, that person had not yet joined the college.

An operational cycle for yearly operational plans linked to the strategic plan appears in the appendices to the self-study and purports to provide the mechanism by which the college identifies goals, develops budgets, and implements and evaluates progress on goals. The operational plans are understood to support the mission imperatives and, hence, the strategic plan. It appears that the various unit supervisors at the college are largely responsible for assuring that operational planning is participatory, and for pursuing financial and resource support for unit goals with the executive staff. While planning is working well at the unit level, the reviewer found some concerns regarding the coherence and communication of college-wide strategic planning, perhaps partially attributable to the current vacancy in the planning office.

The college council has been charged with college-wide strategic planning, budget planning and institutional effectiveness as well as a standard array of other shared governance responsibilities. Evidence from conversations with staff and faculty suggest that this broad array of responsibilities has been too great to permit the council to adequately address its shared governance function.

While the president attends college council meetings, he does not chair the group and some faculty and staff expressed a concern to the committee that the president sometimes misses these meetings. Since the president does not chair this group and there was no evidence that college council is uniquely constructed to assist him in leading the institution, it was hard to see what difference it makes if he misses these meetings. Of greater concern to this reviewer was the fact that, although the college council meets twice a month, they do not have time for careful oversight of internal college policies and procedures. Consequently, the college policies and procedures are the purview of the administrative vice president's staff. This lack of a shared-governance home may be contributing to an overall lack of institutional awareness of the importance of written policy and procedures documents in promoting a clear understanding of shared governance.

General lack of familiarity with college policies and procedures by rank and file faculty, staff and students was apparent at the various group meetings, as well as in individual meetings with faculty and staff and from the text of the self-study. In at least one instance, described in chapter six of the self-study, a misunderstanding among college faculty about an explicit, written policy has led to unnecessary campus conflict over a decision made by the college board of trustees that was clearly in compliance with written governance board policy and procedure.

An area where the college self-study acknowledges a need for improvement is with regard to "closing the loop" in the plan evaluation process. While the college has conducted a number of surveys of internal stakeholders in the area of planning, and has published appropriate materials regarding plan achievements, there are inadequate quantitative measures of planning success provided in the appendix and exhibit documentation, and hence, insufficient data on which to "close the loop". In some meetings with campus faculty and staff, there was

a clear implication that data existed that were not being analyzed and brought to bear to assist in college planning.

At the time of the visit, the planning director position was vacant as a result of a retirement. However, a replacement individual had already been selected and was scheduled to join the college shortly. The president acknowledged that the arrival of the replacement person should help to resolve this problem regarding data analysis and use.

There was little sign of planning regarding the development of a new strategic plan required for 2009-2014, although a brief reference in chapter six indicated that the governing board was prepared to adopt a new strategic plan when one was ready. The president indicated to this reviewer that he has some goals in mind for the new strategic plan. However, the committee found scant evidence that goal setting associated with the new plan had begun in any serious way within the larger college community. As of this date (Fall 2008) it seems appropriate that plans to move forward to the next stage ought to be further along within the college community than they appear to be.

Despite clear evidence of successful planning and budgeting at the divisional (unit) level, a coherent and transparent strategy (clearly communicated to all) for planning and budgeting across the institution was not in evidence to the visitors. The absence of coherence and communication regarding institution wide strategic planning was evidenced in various group meetings and puts the success of the institution's very admirable recent attempts at planning and effectiveness at risk.

STANDARD TWO – EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

Standards 2.A and 2.C – General Requirements and the Undergraduate Program

Culinary Arts: The culinary arts department consists of three full-time, and two part-time faculty and fourteen instructional aides. While the faculty admits to not being involved in the annual program review process, they have done goal setting every three years. Their syllabi – to reflect curriculum changes – are often prompted by updates to equipment changes, and they have been involved in some assessment efforts. Their advisory committees meet twice a year or more. They are lauded as having a nationally recognized baking program.

Since students are part of a cohort, advising is on an ad hoc basis. But faculty members also review individual student status each term, talking with them about their progress towards course and degree/certificate completion and about internships. There is also an academic advisor assigned to these students in Stout Hall.

Faculty have a concern that they will lose the production/resale environments that make their program unique. There is also a concern that the “goods and services” budget for this program has not been increased for a number of years and that there is an increasing dependency on the resale revenues to supplement it.

Facilities are seen as needing some updating, which is difficult to do given that this is a year-round program.

Tenured faculty are evaluated on a five-year cycle. Student evaluations are completed in a minimum of one course per year. Peer, supervisory, and self-evaluations are completed in the fifth year. Non-tenured and part-time faculty are evaluated in each of their first three years

using students evaluations in one course each quarter plus peer and supervisory evaluations each year. After three years of college employment, these faculty are evaluated according to the post-tenure evaluation process.

While the included syllabi do not connect specific course assessments to the college-wide outcomes, the department notebook was very complete. Of particular note was a 2007 program review.

Business Administration: The business administration department consists of six full-time and fifteen part-time faculty. Most students in this discipline are not degree-completers. Their focus is on transferring to a four-year program.

About 30% of all courses are taught as E-learning courses. Last year, one of the faculty, along with an economics colleague, analyzed five terms of student records to determine the effectiveness of E-learning versus classroom learning. Faculty are also currently involved in a pre- and post-course analysis effort for an accounting course. Administration has recently contracted with a part-time faculty member to analyze the potential need to make changes in the retail and marketing programs.

Advisory committees meet twice a year or more. Advising for students in the program has been centralized in the advising department. There is some concern about the consistent accuracy of advising for BA students. The unit does have two full-time and one part-time advisors and the BA faculty are in regular contact with these colleagues since they are physically close by.

Student evaluations are done once per term for non-tenured faculty and once/year for tenured faculty. Evaluation processes also include peer and administrative reviews. There is a concern about the consistency of part-time faculty assessments. Tenured faculty are evaluated on a five-year cycle. Student evaluations are completed in a minimum of one course per year. Peer, supervisory, and self-evaluations are completed in the fifth year. Non-tenured and part-time faculty are evaluated in each of their first three years using students evaluations in one course each quarter plus peer and supervisory evaluations each year. After three years of college employment, these faculty are evaluated according to the post-tenure evaluation process.

Resources for support of the program are deemed more than adequate. Many classrooms are outfitted as BSMART rooms. Professional development funds are available.

Documentation did not show that course assessments are linked to the college-wide outcomes.

Business Technology: The five full-time and (some of the) twenty-one part-time business technology faculty meet about once a month. Because of the nature of their field, the program is always in a state of flux. The faculty use external trends as a stimulus to program changes, glean some of their knowledge of these trends from their advisory committee (which meets about once a term) and some from their own personal interactions with the workforce (i.e. during cooperative education placements and assessments). Institutional planning and advancement data is used extensively in the program review process and for scheduling.

Rubrics have been developed and are used in the assessment of projects in any given course. Both full-time and part-time faculty have been involved in their development. Portfolios are mandatory for all co-operative education and professional self-development students. Co-operative education (co-op) is required but it is becoming more and more difficult to place students in co-op sites because of increased competition from proprietary schools.

Facilities are above average, with systems in computer-equipped classrooms being on a three-year replacement cycle. The department is getting ready to expand to the Columbia Technology Center where they will probably have an evening program.

The documentation in the program's notebook was extremely well done and complete. While not labeled as such, the opening section appeared to cover much the same subject matter as a program review.

Medical Office Technology: The two full-time and four part-time faculty of the medical office technology program received a ten year accreditation from the Commission on Accreditation of Health Education programs in 2006. Work towards that effort occupied almost two years time. The department has been challenged by the frequently changing requirements of the Commission re: change in certification requirements for faculty, practicum hours and course length.

There is a student advisor assigned to the department's unit. This advisor meets with students one-on-one before their directed practice. Practicums are required at the completion of all programs, in the form of 80-200 hours of work experience. Job site placement is becoming more and more difficult because of increased competition from proprietary schools.

Multiple changes in unit deans were mentioned as having been disruptive to the internal articulations with the health occupations unit.

Tenured faculty are evaluated on a five-year cycle. Student evaluations are completed in a minimum of one course per year. Peer, supervisory, and self-evaluations are completed in the fifth year. Non-tenured and part-time faculty are evaluated in each of their first three years using students evaluations in one course each quarter plus peer and supervisory evaluations each year. After three years of college employment, these faculty are evaluated according to the post-tenure evaluation process.

Documentation did not show that course assessments are linked to the college-wide outcomes.

Legal Business Technology: The paralegal/legal business technology department consists of one full-time and one part-time faculty. This is viewed as being a rigorous program, one that is challenging to many students. The current objective of the department is to move the program towards becoming accredited by the American Bar Association. The full-time faculty has developed assessment standards for five courses in summer, 2008 as a step towards accomplishing this goal. He is also moving some of the coursework to an E-Learning format and working collaboratively with an economics colleague to develop an economics law course.

The advisory committee meets once a term, with the committee members responsible for both this program and the paralegal program. Physical resources to support the program are deemed adequate.

Academic advising is done by the advising department but career advising is done in a unique manner. Each year, “senior” students are responsible for the creation and/or updating of the paralegal and legal assistant program and academic information booklet. What a wonderful way to cement an understanding of the field for these soon-to-be graduating students and, at the same time, create a finished product that will benefit newer students!

Automotive: The automotive department has two full-time faculty. The program is “T-10” certified by Toyota and the department uses NATEF testing for assessment. Ten different areas are assessed using this national test. Students must take four ASE certification exams before certification. The results are apparently not reported back, except through students. Feedback from the advisory committees is very good. Each student must complete a 500 hour capstone cooperative work experience to complete the course. Each instructor is able to stay current by taking training provided by Toyota in Portland. Toyota pays for the training.

Diesel and Welding: It appears that in both programs, course workload for students is such that it is problematic for a student to finish the program in a two-year period. Welding students may take up to 26 credit hours per quarter, for as much as one year. This leaves little or no time for any related instruction or general education courses. We were also told that welding students are not required to take a placement exam, and therefore not required to take math or writing. In both cases, diesel and welding, the students are well prepared to enter the workforce, and have above a 95% placement with local employers. The annual program review is not well-documented in either department.

Electronics Technology: This program is currently experiencing low enrollment, due to a series of problems and student expectations. Many students apparently feel that the market for jobs is over-seas and thus are not taking a program where jobs seem to be abundant. There are one full-time, one non-contracted part-time and one adjunct faculty member in this program. The department chair feels he gets excellent support from his dean and excellent support for professional development. Assessment in this area is very project-oriented, using capstone projects for the degree.

Computer Technology and Data Networks: These departments while separate are similar. Both programs seem to be in good shape with sufficient numbers of students and sufficient funding. General advising is done by a part-time advisor. The faculty members believe this works well. The two faculty members work closely with the campus advisors, to help eliminate a two-to-three hour wait time in the advising office. When asked how the college-wide outcomes correlate with their program outcomes, the answer was” They need to do better.”

Both faculty members agreed that their faculty professional development funding was sufficient for their program. Both programs change rapidly and the instructors must stay current with technology.

Eastern Washington University offers a B.S. degree on the Clark College campus in technology that uses the AAT and AAS degrees as a transfer base. This year approximately 40 students will participate in this program. This appears to be an outstanding example of collaboration.

English and Journalism: The English department appears to be a well functioning area within the college. It serves other disciplines and has a good group of faculty members. The

division is divided into ENL and ENGL. ENL serves students who are taking English as a Second Language with the goal of attending a college or a university. The ENGL comprises the traditional English programs. The division strives to meet the needs of students in the best way possible. It has struggled to find enough qualified faculty members (part-time or full-time) to staff classes.

The division has managed to participate actively in the assessment of student learning outcomes. A sample of the syllabi shows that learning outcomes statements are shared with students. The division has undertaken projects to validate and document learning. Its approach has resulted in improvement of learning. The division of English ought to be commended for its efforts to include part-time faculty as part of the process and for the use of the results to improve learning.

The journalism department has one full-time faculty member. She also serves as the advisor of the student newspaper. The faculty member has used the assessment of student learning as a tool to improve the program.

Communications and Humanities Studies: The communications studies division includes a diversity of disciplines: Foreign languages, philosophy, speech communications and humanities. The division has seen major changes in the enrollment in foreign languages and communications. The change in requirements in oral communications has slowed down the enrollment rise in speech. The faculty's concerns are whether students are in effect having the opportunity to develop oral skills required through Policy (2.C).

The division is quite involved in assessment and appears to be using it for program improvement. The communications area uses pre- and post-tests to assess students' knowledge prior to the beginning of instruction and then at the end of instruction. The faculty members are able to assess student progress and measure that against what they expected the students to acquire. At the end, the faculty realized that students were not able to achieve what they thought they were teaching, to the faculty's satisfaction. They used the results of the assessment to improve their delivery and have thus obtained better results. The same is true for foreign languages where students are assessed using a variety of methods, including oral presentations at the end of the term.

The exception in the division is the humanities area. While foreign languages are doing well, other disciplines within humanities do not have the benefit of a full-time faculty member. This notable absence impedes the work of assessment in the humanities discipline. The institution is encouraged to find ways to engage its part-time faculty resources to meet the requirements of assessment.

Engineering: The engineering program has developed a mission statement that is consistent and supportive of the college mission statement. Engineering students follow the associate of science-track 2 where the main emphasis is on mathematics, chemistry, physics, and basic engineering courses in addition to clearly defined general education requirements.

Syllabi clearly indicate a link to the college-wide outcomes, to the program outcomes, and to course outcomes. Of particular note is the inclusion in the course syllabi of links to the ABET accreditation criterion. Although two year transfer programs cannot be ABET accredited, this inclusion provides assurance to Clark engineering students that their program will place them appropriately into a four-year program. Assessment activities are linked to

the course outcomes and evidence indicates that assessment activities have resulted in program changes.

Engineering faculty members are extensively involved in student advising. Each student in the introductory courses is required to develop a transfer plan to their prospective four-year institution. The department also maintains transfer information and closely follows the progress of recent graduates.

Engineering faculty are involved in several grants. The “Science, Technology, Engineering and Mathematics (STEM) to STERN (Retention) Project” that was funded in 2006 to develop a one-year cohort seminar approach. The grant focuses on implementing early industry-based research experiences for community college students that include research, projects and developing long term employer/ education partnerships as well as retention. This is a collaborative project with Bellevue Community College as the lead; and Clark is one part of their college consortium partners. Another grant was awarded in 2006 to develop and deliver the first electrical circuits and digital logic design lecture and lab courses online in Washington and support the distance learning in electrical, computer science, engineering course offerings in partnership.

Another department member has been extensively involved in encouraging women to consider engineering as an option. One effort included a seminar entitled “Women in STEM” which encouraged women to network with other female students, faculty, and professionals in the STEM disciplines.

Physical Science: Chemistry, physics, geology, and astronomy disciplines are grouped together for this section. Each of these disciplines offer transfer options for students under the Associate of Science-Track 1. General education requirements for the associate of science, track 1 are clearly defined and demonstrate the appropriate depth and breadth necessary for preparing Clark students for transfer to a four-year program.

The ratio of full-time to part-time faculty in these disciplines, astronomy (65%), chemistry (60%), geology (52%), and physics (45%), all meet or exceed the college average of 45%.

Both the natural science and physical science departments have developed four college wide outcomes for science. Links to these science outcomes are clearly identified in course syllabi.

The chemistry department utilizes standard exams designed by the American Chemical Society (ACS) as well as conducting pre and post testing. Results from the ACS are analyzed and used to make adjustments to teaching strategies. An online survey *Student Assessment of their Learning Gains* (SALG) allows instructors to gather learning-focused feedback from students. This survey is conducted at the beginning and end of each term.

The physics, geology, and astronomy disciplines have initiated several activities including some pre and post testing. However, no evidence was found that indicates an analysis of the results of these tests was used to improve the program.

The National Science Foundation awarded a grant to Clark College in 2008 for updating organic and general chemistry curricula, faculty skills, and purchase of a Fourier transform-nuclear magnetic resonance (FT-NMR) spectroscopy unit.

Biology: A major focus of the biology department is to prepare students for entry into the nursing and allied health programs. Prerequisite courses for the health programs are primarily the human anatomy and physiology sequence as well as microbiology. Biology students also have degree and transfer options for students under the associate of science-track 1. Additionally, the department has recently assisted in the development of an environmental science sequence.

General education requirements for the associate of science, track 1 are clearly defined and demonstrate the appropriate depth and breadth necessary for preparing Clark students for transfer to a four-year program. Biology leads Clark College in the number of transfer students to Washington State University – Vancouver.

Syllabi clearly indicate a link to the college wide outcomes and to the general science outcomes mentioned in the physical science section. The biology department conducts a number of assessment activities including pre- and post-testing, student surveys which evaluate the diversity of course offerings, and an assessment of scientific inquiry and discovery instruction in non-major offerings. Syllabi regularly communicate the college wide abilities and course specific learning outcomes. Most assessment activities have been analyzed in an effort to close the assessment loop.

Full-time faculty members teach 44% of the courses offered in biology. This average is slightly below the college average. Student advising is informal and occurs most often in an ad hoc manner.

Mathematics: The mathematics sequence at Clark College serves a broad spectrum of student abilities. Mathematics offerings at Clark are available via the adult basic education, developmental education, and the mathematics departments. Mathematics instruction through ABE is primarily offered at Clark Center. The developmental education unit offers two courses DVED 021 and 023. Both courses then feed into the mathematics sequence offered by the mathematics department. The mathematics department offers a variety of courses beginning with pre-algebra, Math 030 (a developmental education course) through differential equations and linear algebra. Courses are designed to build basic mathematical skills and literacy, serve the need for mathematical and technical skills in applied fields, prepare students for upper-division coursework in mathematics and related disciplines, and help students understand how mathematics relates to their lives.

All new students are required to take the COMPASS placement exam prior to taking their first mathematics course. Early in each semester, a mathematics faculty member meets with groups of students to discuss initial course choice and study skills necessary for students to succeed in a college mathematics environment. Advising in subsequent semesters is primarily on an individual, as needed, basis.

The department provides a help-session room. The room is available approximately 35 hours per week and is staffed by full-time faculty who volunteer during their office hours, by adjunct instructors, as well as by student employees. These sessions provide one-on-one help on a drop-in basis for students in all levels of classes.

The mathematics department has participated in several outcome assessment activities, but in general, has not bought into the concept. The department's accreditation exhibit describes the college's outcome model as "too formulaic and cumbersome to use to improve instruction and learning".

The full-time to part-time ratio of faculty is below the college average at 40%. Full-time faculty expressed a concern for the consistency and quality of instruction due to the number of courses taught by adjuncts. In response, the department has adopted course coverage sheets to assist adjuncts in their course delivery. Additionally, each full-time faculty member serves as a lead instructor for at least one course, but few adjuncts take advantage of such mentoring opportunities.

Behavioral Sciences: The behavioral sciences division is comprised of addiction counselor education, education, human development, psychology and sociology. All departments with the exception of education include full-time and adjunct instructors, as well as faculty members who serve more than one department. Education has one adjunct position for core education offerings, primarily for students transferring to the educational program at WSU-Vancouver. With the exception of the addiction counselor education program, which offers an A.A.S., A.A. and certifications of proficiency, no degrees are offered through this division. The division offers core courses in its departments and is an indispensable component of the general education program.

Faculty members in behavioral sciences are highly-qualified and active in their professional disciplines. Enrollments are high in the survey courses; scarce classroom space limits the number of sections that can be offered. Assignments that routinely require information technology and library sources are consistent in the course syllabi, and academic exercises are clearly linked to college abilities and learning outcomes. (2.A.1, 2.A.3, 2.B). A process that measures, interprets and suggests appropriate changes is not embedded in the process. In recent years faculty members have embraced distance education through web classes, hybrid courses and DVD supplements to distance courses. Classes are offered in both daytime and evening time slots.

Program review takes place informally at the division level, but no college-wide process provides for systematic and data-based examination of the programs in this division. Assessment at the classroom level is consistent in this division; for instance, the psychology department has established reading competencies as an assessment measurement. A college-wide assessment process currently does not exist to encourage other authentic attempts at assessments. Behavioral sciences students are inconsistently served by the advising center; faculty members supplement advising efforts to some extent, but the efforts appear to be erratic.

Social Sciences: The social sciences division encompasses the disciplines of anthropology, geography, history, political science and women's studies. The courses central to these disciplines are offered regularly by well-qualified, full-time and part-time faculty and accessibility is assured by day and evening offerings, and through varying delivery modes, such as tele-courses, hybrid classes, and e-learning. As such, social sciences fulfill the requirements of Standards 2.A.1, 2.A.2 and 2.A.9. Syllabi reflect linkages between college abilities, college outcomes and department outcomes. Assignments rely heavily on electronic sources and print sources available in the college library and online, in compliance with Standard 2.A.3 and 2.A.8. Faculty members meet formally and informally to ensure coherence in the social science program and intra-unit collaboration is regular and cordial, as mandated in Standard 2.A.7. Enrollments in social science courses are typically large, and emphasis is on meeting general education requirements. A shortage of classroom space compromises the division's ability to meet student demand. Majors are not offered in social

science, except in the specialized areas of addiction counselor education, early childhood education, and women's studies.

The challenges of this division include the lack of a consistent process of program review. Little evidence exists that such systematic activity occurs at the unit level in any formal and systematic way. Classroom assessment is clearly evident and consists primarily of traditional testing measurements, and in some cases creative writing assignments. But linkages between outcomes and assignments remain problematic, especially among some adjunct faculty. Student advisement is inconsistent, with reliance on the advising center, supplemented by some faculty advising. Quality of advising information varies widely, and student and faculty concerns suggest a need for more effective advising.

Fine Arts: The fine arts division consists of the disciplines of art, music and theatre. The division has a solid track record of regular and diverse performance and exhibiting student and guest artist work. All music performances are recorded. Fine arts has a unique advantage in having physical/visual evidence of educational outcomes for assessment purposes, and student work has a permanence that provides documentable linkages with college abilities and learning outcomes. The music department in particular has sponsored many travel/performance opportunities for its students, the most recent being a performance tour of South Korea, the most extensive student tour in recent years. Music faculty members have been successful in identifying funding sources for such tours, including the foundation and the ASCC.

Facilities are a unique challenge for fine arts. Decker Theatre is dated and has serious workspace problems and inadequate seating; some productions have used other venues because of such limitations. Studio space for art classes, and performance space for music and theatre, are seriously limited and negatively affect enrollment and recruitment. Currently there is no adequate campus facility for some types of performance and the music department routinely uses off-campus facilities for college musical groups. Facilities shortages affect art classes negatively as well; digital photography facilities, shared with another department, are located far from Foster Hall, where most art classes and exhibit space are housed.

The transformation of educational technology has affected the art department; photography class facilities are inadequate, and the department's extensive slide collection remains only partially-digitized because of resource shortages. Computer lab space in Foster Hall remains an obstacle for teaching faculty.

Services for Families and Children: The Child and family services (CFS) division encompasses early childhood education and family life—parent child (FLPC). The early childhood education program is vocational in nature and offers four certificates of achievement, one certificate of proficiency, the A.A.S. and the A.A.S. transfer degree. Both departments provide broad access to classes by offering classes in the evening and weekends as well as traditional daytime slots, and both offer online and hybrid courses. Faculty in both ECE and FLPC actively advise students; 3 of the 4 full-time faculty members with responsibilities in this division advise students. In addition, this division has an active advisory board that works closely with faculty; one new initiative is to seek more diversity among adjunct faculty, given the wide racial and ethnic diversity among the children and students in ECE.

FLPC is an innovative program that educates both children and their young parents through interactive and hands-on learning. The program currently has shifted to a one-credit model

for many courses, which has increased the faculty-student ratio to 1:12. This program is accredited by the National Association for the Education of Young Children and as such meets strict guidelines requiring valid assessment data, which the department conducts and documents on a regular basis.

FLPC/ECE has unique facilities requirements, which the program's enrollment increases and unique hands-on activities have outgrown. The department is in the planning stages for a new facility for its program, which includes the ECE Laboratory School that provides childcare facilities and laboratory, observation and hands-on experience for enrolled students.

Paralegal: The paralegal program is a part of the business and technology unit and offers an associate in applied science as well as a certificate of proficiency. This program has one full-time faculty member and highly qualified adjuncts, all of whom are working attorneys and paralegals. Adjuncts teach a high percentage of offerings that form a coherent program and conform to standard 2.A.3. The adjunct faculty play a central role in consulting with and recommending changes to the director of the paralegal program based on informal and regular program review at the department level. Such communication in 2007 resulted in identified program outcomes for the first time. (2.B.2) The director's goal of pursuing American Bar Association accreditation within the next five years places increased emphasis on program assessment, which currently occurs primarily at the classroom level. Advising responsibilities are divided between the advising center (for general advising) and the director (career advising). (2.C.5) Course offerings are readily available during evening hours to accommodate working students; courses are offered in the classroom and lab settings.

The lack of a functioning college-level program review process inhibits the ability of the program director to take maximum advantage of data that such a system would generate, as he pursues A.B.A accreditation. (2.A.11) An additional challenge facing this program is a high rate of turnover of adjunct faculty, who are highly skilled and in demand for other employment. Such turnover consumes program resources, as new adjunct faculty members require mentoring and orientation. Classroom assessment occurs regularly and consistently through testing and other traditional means; available evidence does not indicate that information generated from such assessment results in program improvement. (2.B.3)

Basic Education: The basic education (BE) division is housed with the basic education, English, communications, and humanities (BEECH) unit. BE offers multiple courses and services in the adult basic education, English as a second language, GED preparation, developmental education, and reading departments. Services are offered at several off-campus sites, including Larch Mountain Corrections facility, and in several venues, such as the adult literacy program and the tutoring-writing center. The departments within the unit have well-defined goals, all of which support the college's vision statement, mission statement, and mission imperatives. Faculty members are well qualified and possess master's degrees in appropriate disciplines or related fields. Interviews with administration and faculty indicate that faculty are collaborative and strongly committed to their students. Several faculty members serve on institutional committees, are active in professional organizations, and are engaged in professional development opportunities.

The departments employ student learning outcomes and assessment measures. For example, ABE/GED programs require CASAS testing upon program entry and periodically thereafter to determine student progress through a series of level competencies. In the ESL program, ESL student learning outcomes are determined by the Washington State Board for Adult Basic Education. Assessments include standardized CASAS tests, and results are used to

improve student learning. Additionally, departments engage in program assessment through annual assessment projects. ESL syllabi document excellent examples of student learning outcomes, activities, and assessments and their connection to the college-wide abilities. Some course syllabi in other departments within the unit include the college-wide abilities; however, documentation is inconsistent. Generally, there is no consistent evidence to show how college-wide abilities are assessed, how data are collected, and how data are used at the course, department, or unit level.

Faculty members are evaluated per college policy as determined by employment status as full-time tenured, tenure-track probationary, or full-time temporary. Multiple indices (peer, self, student, and supervisor) are utilized when evaluating faculty. Faculty members have access to student evaluations, and the unit dean has access to raw data. The BE division employs a large number of adjunct faculty, and although the college has policies and procedures for the evaluation of adjunct faculty, adjunct evaluations are not always conducted in a regular and systematic manner.

Health Occupational Programs, Fitness Trainer, and Physical Education: Clark College has identified itself as an institution committed to being “learning centered”. This is evidenced in the AAS and certificate occupational programs in the health areas. These include five AAS degrees (nursing, dental hygiene, medical radiography, medical assistant, and fitness trainer) and three certificates (pharmacy technician, phlebotomy, and emergency medical technician). Two of the departments (nursing and dental hygiene) provide the possibility of a seamless articulation into bachelor programs. Each of the departments and divisions has clearly stated goals tied to the mission of the institution (2.A.2). These are made public in the catalog, on the college’s web site, in program pamphlets, and in course syllabi (2.B.2).

Faculty members throughout these programs understand and are committed to Clark College as a learning college, and should be commended for the priority given to student learning and success. Faculty members are major stakeholders in each of the departments in terms of the design and implementation of the curriculum (2.A.7). The use of a wide variety of assessment practices to drive program decisions can be tracked throughout all the programs’ self-study notebooks. Projects within programs have served as the impetus for changes to curriculum, and there are many examples of decision-making for the improvement of both teaching and learning based on assessment practices (2.B.3). With the exception of health and physical education, it is less clear whether or not these assessment results have extended beyond the specific programs to have an impact on campus-wide assessment.

There are clear links on course syllabi in all programs between course learning objectives, campus-wide abilities, and learning outcomes. These outcomes are also linked to specific assignments within the courses. It is not clear how frequently the assessment data gathered within a course bubbles up to be included in campus-wide data. Both nursing and dental hygiene require portfolios throughout their programs. These portfolios contain assessment evidence and self-reflection on their program skills as well as the campus-wide abilities and outcomes. This is a very positive step in the inclusion of the students as stakeholders in the assessment of their educational experience and their mastery of the campus-wide abilities.

There are clearly published requirements for each program in the area of general education or related instruction (Policy 2.1), but there does not seem to be a consistent, regular assessment campus-wide of those classes.

Both full-time and part-time faculty are highly qualified for their teaching roles with appropriate education and breadth of professional experience (4.A.1). Although adjuncts are heavily used, there are no apparent issues resulting from the PT/FT ratios – perhaps due to strong leadership at the division chair and dean levels. Faculty reported being well supported in professional development endeavors, which they pursue aggressively. Many have participated in projects, activities, and workshops organized by the teaching and learning center (TLC) as well as attending meetings and conferences for continuing education credits in their respective disciplines. Adjuncts have been particularly affected in a positive way by the efforts of the TLC.

Full-time faculty evaluations occur according to an articulated plan for both pre- and post-tenure individuals. The enormous number of adjuncts – especially in the areas of nursing and physical education make this endeavor more daunting and almost impossible for the dean alone to carry out. In many instances, full-time faculty members participate in the evaluation of adjunct faculty.

Clark College encourages learning and preparation for professional training (one of their mission imperatives) by providing outstanding physical resources (2.A.1). The nursing department can boast of a learning lab/clinic area that seems beyond state-of-the-art. The facilities not only duplicate a hospital setting with two nurses' stations, several patient rooms, a delivery room, and a surgical suite, but four "Sim man" manikins bring clinical experiences into the lab setting. Using computerized technology, students can be placed into simulated acute care situations demanding immediate critical thinking and problem solving abilities to meet the needs of their "patients". Students have already dealt with a number of medical situations before they ever encounter their first client in the hospital.

Dental hygiene students learn their techniques on appropriate models before meeting with members of the community for screening and restorative work. The on-campus facility contains 26 individual workstations and two x-ray stations. A challenge for this program is a need for expansion and for converting to digital imaging.

The medical radiography program is relatively new, having graduated only two cohorts of students. Once, again, institutional support is apparent as students in this program enjoy two rooms equipped with appropriate X-ray equipment that uses digital imaging rather than outdated film. Manikins and "body parts" allow students to practice positioning and developing their x-ray skills safely.

Thanks to a recent remodel and addition to the pre-existing building, the health, physical education, and fitness trainer programs are able to offer more opportunities to students in number and breadth of courses. In addition, new, state-of-the-art equipment has been purchased enhancing the student's ability to do a variety of physical assessment evaluations.

Students in the pharmacy technician certificate program attend class in a room equipped with a laminar flow hood (used for doing dilutions in a sterile environment), software that provides scenarios for medication preparations, and a mock pharmacy. This allows students to practice skills before going out into the community for their externships.

In addition to physical resources, there seems to be adequate staff support and no significant issues regarding lack of supplies (office or lab).

From the first day that a prospective student is identified and meets with an advisor until he/she is an employed alumna/alumnus, the health occupational programs put learning and the student's success as their first priority. With one eye on campus-wide, transferable abilities and another on the program competencies that will assure graduates they are job ready the day after graduation, these programs are models for the educational community. They are flexible and creative – staying under the umbrella of the institution's mission but using the assessment process to serve the student population. The entire science, health and physical education unit is to be commended for a commitment to student success and the quality of the programs the unit maintains.

Policy 2.1 - General Education/Related Instruction

Policy 2.1 requires the following: “A substantial core of general education instruction is regarded as an essential component of all baccalaureate degree programs and of all academic or transfer associate degree programs.” Clark College requires all degree programs to include general education in their core, including communication skills, quantitative skills, humanities and fine arts, natural sciences, health and physical education and social sciences. Certain certificates (such as the certificate of achievement with less than 45 credits) do not require general education to be included. Based on interviews with faculty, review of syllabi and review of the catalog, it appears that this requirement is not being fully met.

The guidelines also state “However, every institution is expected to publish in its general catalog a clear and complete statement of its requirements for general education and/or related instruction, as appropriate.” Clark appears not fully to meet the requirements by the statements in their catalog.

The committee found no evidence for the assessment of general education and transfer course work. The self-study states on pg. 2-19 “General education and transfer coursework does not currently culminate in a campus wide assessment; however many departments use standardized exams from appropriate national associations...” Policy 2.2 states that the “intent of the Commission is to stress outcomes assessment as an essential part of the ongoing institutional self-study and accreditation processes.” It appears that this intent is not being met with regard to general education.

Standard 2.B and Policy 2.2 - Educational Program Planning and Assessment

Education program planning and assessment at the college is a complex process. There are two committees focused on the effort, each with specific charges. The instructional planning committee (IPT) is advisory to the vice president of instruction and includes two faculty members and the dean from each unit. It has a broader focus than the curriculum committee, helping to determine if initiatives have a feasible, economic, mission-driven fit with the college. It is responsible for such matters as the oversight of articulations (internal and external), degree and certificate additions/changes/deletions, transfer issues and general education requirements. It is also responsible for the instructional plan for the college, which mandates program reviews. In the last year, it has prompted the creation of the program review steering committee. Using planning and advancement data, this group has identified eight programs that will be focused on this year. The deans responsible for these areas will report back to the committee re: the status of the programs at the end of the year.

The program review process, a contractually negotiated effort, was reduced to a one-year cycle last year in order to operationalize it. It is designed to be done in a spirit of continuous

improvement. In September of each year, faculty (in some cases, in consultation with their unit deans) outline/plan what goals they would like to undertake during the year. In June, they then report their results, filing them with their dean. The efforts are managed by the deans and, at least in some cases, the planning and advancement department provides data to the faculty. The depth and breadth of the reviews vary but the majority of undertakings focus on individual faculty-led efforts and specific course changes. Some departments are vested at the program level but most are not.

The assessment committee, formed under a mandate by the state in 1990, is led by the outcome assessment liaison, meets about once a month and includes the vice president of instruction, a representative from planning and advancement, one or more unit deans and, starting this year, five faculty liaisons, one to each unit. The committee oversees the assessment projects of the college and the liaisons will work with faculty for the duration of their assessment projects.

Assessment projects are contractually negotiated efforts. They vary in duration, taking from one term to two years to complete. They may involve assessment of individual units of a course or multiple courses taken as a whole, but most are focused at the individual course level. (mathematics, business administration, English and some career and technical education programs driven by external certification requirements such as nursing, paralegal, automotive, dental hygiene, early childhood education, are the exceptions.) They may be done by an individual faculty member, a group of faculty or a department. The planning and advancement department provides data as requested, which some departments find useful, others not so much. Approximately 90-140 projects are submitted per year, with almost every department being involved.

In FY05, an assessment database was developed. It is used to track linkages between the 34 college-wide outcomes and specific class level assessments. Syllabi reflect the relationship between any given class and the college-wide outcomes, with connections also to the assessments that will be used to verify the student's success in meeting these outcomes. Faculty members use their own individual assessment methods (and select the college-wide outcome(s) to which this assessment matches). Data is collected for a given class (but not at the individual student level).

Noteworthy: Faculty and management both appear committed to institutionalizing an outcomes/assessment process. To help faculty develop an understanding of the assessment process and how to create assessment rubrics, the teaching / learning center has offered a number of institutes/workshops, including some for fulltime faculty new to the college. This effort enforces the mission of the teaching / learning center to clearly articulate and support learner-centered teaching and to foster a positive linkage between learning and assessment.

The choice to focus on course level assessments is admirable in that more students (who aren't necessarily working towards a certificate or degree) are affected. Many more faculty members are involved in the effort from the start. The momentum around assessment is growing, with the goal to include more part-time faculty next. One way in which this is expected to be done is to offer the assessment training programs in an online format, accessible to everyone.

Advisory committees appear to be critical to the work of career and technical education programs, generally meeting two to three times per year and providing input regarding programmatic changes.

Concerns: Faculty sometimes reported that they felt they needed more guidance and oversight regarding what is acceptable and what is critical to focus on, regarding the program review process. Annual program reviews and assessment projects are sometimes being done interchangeably, rather than one being used as a tool (assessment projects) to stimulate the other (program reviews). Course level outcomes are not captured in any single repository, so there is no guarantee that they are consistent from section to section. Therefore, course level assessments are also not guaranteed to be consistent. Program outcomes, while posted on the web, are not scheduled for review in any systematic way by the college. Program level assessments (including general education as a discipline), are not being done.

Policy 2.6 – Distance Delivery of Courses, Certificate and Degree Programs

The committee reviewed the college self-study and its account of the distance delivery of courses, certificates and degree programs (Policy 2.6). The committee is generally satisfied with the program and believes that it meets the standards for accreditation.

Adherence to Policy A-2 Substantive Change: The college is in compliance with this policy as it sought permission from the commission to offer degrees and certificates online. Students may be able to complete an AA by taking classes completely online.

Modalities: Clark College offers classes online, and hybrid online and face-to-face as a combination.

Purpose stated: The e-learning program at Clark College has a well-defined mission of providing access to education in a comprehensive manner to the college constituents.

Approval of programs being offered: The college offers courses and has received approval to offer degrees fully online.

Interaction between students and instructor and among themselves: There is consistent interaction between faculty and among students. This mirrors the classroom setting.

Oversight of program by faculty: Faculty members believe that they have oversight of the program. One of the advantages of the current setting for e-learning at Clark College is the fact that the office of e-learning serves as a coordinating and support function rather than an independent entity.

Type of technology being used: The college uses Blackboard as its learning management system. This product has an outstanding national reputation and can be trusted to have met the minimum expected technology standards. We can surmise that the technology being used to support the e-learning program meets standards of accreditation.

Currency of materials, programs and courses: The technology being used by Clark College is quite modern and up-to-date. The courses being used for teaching online are similar to the face-to-face courses.

Policy on intellectual property: The college has a policy on intellectual property that spells out the ownership of materials that have been developed the faculty. At Clark College, it is part of the negotiated agreement.

Support for students and faculty: There is extensive support available for students who are taking online courses. These services do not differ greatly from services provided for other students. The services seem comprehensive and adequate to serve students.

Training provided for faculty: The e-learning department makes adequate training available for the faculty. There is adequate support staff available for the faculty for a program of this size. The availability of an instructional designer and a computer technology specialist among others is commendable.

Evaluation of online faculty should be more consistent and feedback provided to the faculty, especially student feedback.

Standard 2.G – Continuing Education and Special Learning Activities, Off-Campus and Other Special Programs

Corporate and Continuing Education: The corporate and continuing education area consists of four different programs: community education, mature learning, travel studies and customized training and professional development. These programs follow appropriate institutional policies. Strategic planning efforts align with the college's six mission imperatives. When offering continuing education units, corporate and continuing education follows national guidelines for awarding and recording CEU's.

The focus of corporate and continuing education is to offer high quality course offerings that are adaptable and responsive to the changing needs of the community. Evaluations are conducted in all program areas on nearly 100% of classes. Both student evaluations and instructor evaluations provide guidance for future program and course decisions.

Recent efforts to improve the student registration and program management system have provided the tools to effectively manage and expand program efforts into the 21st century.

Customized training efforts have effectively linked business and industry with the college in meaningful ways. The mature learning program was recently selected as one of just five mentor colleges for a new Plus 50 Initiative created by the American Association of Community Colleges to support baby boomers as they take the next step towards life beyond traditional retirement age.

Running Start: The Running Start program is guided by uniform processes and procedures developed by Clark College in alignment with state requirements and institutional goals. (2.A.2, 2.G.1) Students are held to the same standards as other students and follow the same procedures for admission, placement testing, grading and accumulating credits. (2.G.7)

Assessment activities include an annual headcount and grade analysis for Clark College Running Start students. Comparisons of Running Start and first year students indicate a higher GPA for Running Start students than the regular population of first year students registered in the same courses. (2.A.11) Recently a comprehensive survey of 536 Running Start high school seniors reported on program demographics, decision factors, grade analysis, and program satisfaction in addition to other factors. The Running Start program seems to be

meeting its goals in growth and student satisfaction with ten percent enrollment growth in fall 2008 and 88% of students reporting they accomplished their goals at Clark College.

Faculty evaluates and grades Running Start students in the same way as other Clark students. In most cases faculty members are not aware of which students are in the RS program. The College reports student totals for state reimbursement as prescribed by state guidelines.

Recently a committee including Clark faculty recommended a change in the Running Start student registration procedure. Previously Running Start students were given priority registration but a cap was placed on the number of spaces available for these students. As a result of this review and recommendation, RS students now register within the same guidelines as other Clark students and there is no cap on the number allowed to enroll.

The noteworthy program effort recently celebrated the graduation of 88 high school seniors who concurrently obtained their associate of arts degree from Clark College.

Tech Prep: Tech Prep at Clark College is guided by the principles of the college along with those of the Washington Tech Prep consortium. Approximately twenty different high schools articulate ten different courses with Clark College. Appropriate Clark professional technical faculty are involved in the teacher approval and curriculum articulation processes. Course articulations are reviewed at least every three years. The program coordinator meets monthly with CTE directors to evaluate program success and review processes or develop proposals for new articulations. Faculty determines what evidence is necessary to verify student success. In some courses students are required to turn in a portfolio or certified exam in addition to successful completion of the articulated curriculum. Students must obtain a B grade or better to qualify for college credit.

Workforce Education: Workforce education at Clark College provides access to pre-collegiate academic and job skill training for unemployed, underemployed and displaced workers. Partnerships with other service agencies and co-location at the Town Plaza Center have provided greater educational access leading to innovative efforts including ELL mentoring and career pathways/careers exploration.

A one stop eligibility office on the Clark College campus provides potential students with information about the variety of state-wide educational needs assistance for which they may qualify and is a testament to Clarks' focus on the student.

Policy A-6

Clark College at Washington State University at Vancouver

Clark College at WSUV houses a state of the art nursing program and simulation lab. Other allied health programs and a biology laboratory, physics laboratory, computer lab, general classrooms and faculty offices provide opportunities for Clark students on the WSUV campus. During winter 2009 a Monday and Wednesday only class schedule leading to an associate of arts degree will be added to the offerings at the Clark Center.

The partnership between WSUV and Clark College is guided by an interlocal agreement on shared facilities. Building maintenance, campus safety and shared library services are provided for in this agreement.

Ongoing student services are scheduled to be provided on-site along with building management. However, student parking is still an issue as WSUV requires a hefty annual parking fee or \$3 per day for students and faculty.

Clark College also has co-admission agreements with four different colleges; Washington State University, Concordia College, Portland State University and Marylhurst University.

Evergreen School District

An agreement with Evergreen school district allows Clark College to provide a construction technology program for students. The Evergreen school district site is the principal site for program instruction. The agreement outlines responsibilities of the school district and Clark College. College responsibilities include establishing and maintaining curriculum standards and educational policies consistent with accreditation requirements. Article 6.1.3 in this agreement establishes that program and faculty be evaluated by the college. However, interviews indicate that practice does not follow college policy or requirements of Policy A-6 and 4.A.4, as the school district is evaluating teaching faculty rather than Clark College.

STANDARD THREE – STUDENTS

3.A Purpose and Organization

Clark College student programs and services are effectively supporting the institutional mission and contribute to the educational development of its students.

The organizational structure supporting student affairs at Clark College has changed since the last accreditation visit. Reorganization efforts reflect a two-dean model with the division of roles and responsibilities distributed to a dean of student success and retention as well as a dean of enrollment services. Service or program areas reporting to the dean of student success and retention include advising & counseling, career & employment services, student life & multicultural affairs, disability support services and health services. Service or program areas reporting to the dean of enrollment services include admissions, assessment, registrar, financial aid and athletics. Both deans report to the vice president of student affairs. The organizational re-structure of student affairs was recommended by an external consultant and decided upon by a former Clark president. This took place prior to the hiring and arrival of the current vice president. Inquiry regarding the rationale for organizational changes indicates that prior to the current model all staff in student affairs reported directly to the vice president of student affairs and there was no administrative level of “dean”. Adequate management and oversight of student affairs operations became problematic under this reporting structure when enrollment increased significantly at Clark. There is reasonable evidence to support that the two-dean model has helped to solve this problem. The committee found that student affairs departmental units and divisions are well organized with clear functional roles, are qualified, work well together, and are welcoming and helpful.

Since the last accreditation visit there have also been changes to the physical facilities housing student affairs programs and services. The space in Gaiser Hall was deliberately designed to support a “one-stop” delivery of service model. The intended goal for making changes was to centralize services and reduce “the number of stops that students must make in order to receive the services they request”. (Self-Study, pg. 3-1) Many needed student support services (welcome center, career and employment services, registration, financial aid, advising, counseling, disability services,, eligibility) are now physically all located in the

same general vicinity and cross training of staff is in progress. However, it doesn't appear that a true "one-stop" model has been achieved. Inquiry into this indicated that as the planning and designing was taking place for the renovations in Gaiser Hall, there were many administrative level staff that came and went throughout the completion of the design plan. Staff indicated that while the space started out with the goal to be a "one-stop" location for students, the design changed along the way with the attrition of leadership. Needless to say, the existing space is welcoming and appropriately functional for the operational services it houses. During this visit it was observed that students have safe, comfortable and pleasant surroundings in Gaiser Hall that effectively support learning, community building and co-curricular activity.

Staff members in student affairs at Clark College have credentials and experience commensurate with their titles, have individual job descriptions that reflect core responsibilities and have clear functional roles. During the course of this visit it became apparent that there has been significant turn over in the administrative level positions within student affairs (directors and deans) and as a result, some of these key leadership positions are currently filled by interim assignment or by individuals that have been in their respective roles for less than one year. This raises some concern that institutional history and knowledge of institutional culture may become lost. There is also concern that unit and divisional level initiatives are left hanging when there is frequent turn over in key positions. There is some evidence to support that this is a valid concern and the committee encourages the college to work diligently to find ways to minimize the impact of staff turn over.

Professional development opportunities are encouraged and provided to staff in student affairs. The Clark College strategic initiatives for 2007-08 indicate that all full-time student affairs staff will participate in at least one professional development offering in the areas of diversity, quality service training and job specific skill building in that year. Interviews with the registrar and director of financial aid indicate that there is a strong commitment to provide professional development opportunities for all staff. Staff in these two operational areas met the objective stated in the college's strategic initiative for 2007-08. This is commendable given the challenge that often exists in releasing staff to participate in professional development while appropriately maintaining coverage, with minimal impact to students. Deans in the student affairs area verified that as a division, the strategic initiative for all staff to participate in the three mentioned professional development areas during 2007-08 was achieved. They also indicated that support for professional development at Clark is ongoing and has been a funded priority for some time.

3.B General Responsibilities

Clark provides student services and programs that are based on effective planning, prioritizing and assessment. A student affairs leadership team and student affairs council, comprised of program directors, deans and the vice president collaboratively and regularly review, develop and prioritize operational plans with staffing and budgetary needs. Strategic priorities at the unit and divisional levels are informed by the college mission and determined by the operational and enrollment management plans. The vice president, along with the two deans determine the ranking of priorities that are then shared with the executive cabinet as part of the annual and long range strategic planning process.

Clark College adopts, publishes and makes available policies and procedures that are accurate. Policies and procedures supporting the operational areas of student affairs are appropriately reflected in college publications and websites. Program directors work

collaboratively to review policies and procedures for compliance and best practices on a quarterly and annual basis.

Student demographic and characteristics data are captured routinely through admission and registration processes and are reported annually by the office of planning and advancement. These data, along with the Clark College transfer study, results from state performance indicators, numerous student satisfaction surveys and student comment cards are utilized for evaluating programs and services within the student affairs areas. For example, findings from student opinion surveys have prompted efforts to reduce wait time for financial aid awards and to increase on-line services offerings for students.

Students indicate that they have access to and are provided with opportunity to participate in co-curricular, student leadership and institutional decision-making. On the first day of this visit, a well-attended college clubs fair was taking place and it is evident that there are many co-curricular opportunities for Clark students. This was also confirmed later at the open student forum where the president of student government spoke about his efforts to survey students at Clark satellite locations regarding their co-curricular interests. Students also report that they actively serve on major college committees. The vice president of student government appoints students for participation on the academic standards, college council, cultural pluralism, curriculum, foundation funds allocation, information technology and instructional planning committees as well as other committees. Students report that their voices are heard while serving on these committees and they have influence in the decision making at Clark. For example, students through their participation on the curriculum committee helped to bring forward the interest needs for sign language courses.

Faculty are actively involved in the review and development of policies supporting student programs and services. For example, the director of admissions and assessment reports that faculty from the mathematics, English and reading disciplines provide content expertise with regard to setting Placement exam cut scores and policies. It is also reported that the faculty are eagerly engaged and review on a frequent basis the appropriateness of these policies. A relatively new initiative (Fall 2008) implemented at Clark is the “early alert” academic progress tool designed to provide early awareness of those students who may be struggling in a class and at risk for being placed on academic probation or suspension. Faculty and staff both report that this intervention strategy is something that they collaboratively helped to develop and are eager to implement for retention purposes.

Student rights and responsibilities are appropriately published in multiple college publications, accessible via the web and are included in course syllabi. Current code of conduct language in the student handbook indicates that any member of college staff can intervene when student behavior is in violation of the code of conduct. However, the counseling lead person is the point of contact for student code of conduct issues. The vice president of student affairs reviews code of conduct appeals. Due process and appeals processes are appropriately outlined in the student handbook. There is evidence that the code of conduct policy and procedures language has not been reviewed or updated for some time. It is encouraging also to learn that a review of the student code of conduct is considered a priority at Clark and will be accomplished in the near future.

The Clark College catalog adequately reflects admission requirements, enrollment policies and procedures, degree requirements and other student support services offerings. The catalog is available in both hard copy as well as on the web and is produced every other year. A schedule of classes (*Clark College Connections*) is produced on a quarterly basis and

provides information regarding registration, financial aid, tuition and fee schedules as well as course offerings. The quarterly schedule is available in hard copy on campus, is mailed to the college service district and is also available via the web. A Clark College student handbook is published annually and is also available in print as well as on the web. The catalog, schedule of classes and student handbook appropriately reflect the institutional mission of the College. Some publications also include the college's vision statement and mission imperatives.

3.C Academic Credit and Records

The college appropriately publishes degree requirements, policies that guide the earning and awarding of credit, and procedures supporting the confidentiality of student records. There is sufficient evidence to support that the transcribing of college-level credit courses, developmental courses, and continuing education units are in keeping with AACRAO guidelines. Business practices supporting the evaluation and acceptance of transfer credit at Clark are appropriate and informed by the ACE guide. *DegreeWorks*, a degree audit tool is available and being utilized by credential evaluators, faculty, advisors and students for the monitoring of program completion and graduation.

An area of concern found in the catalog specific to degree and certificates is the practice of providing certificates of completion at the departmental level. These certificates do not represent college coursework that culminates in a transcribed credential award and may be misleading to students with the title of "certificate of completion". The college is encouraged to review this practice.

As indicated in the self-study and confirmed by the college registrar, the security of student records from 1976 to the present is adequate, as these records are maintained electronically and appropriately backed up on a nightly basis. However, student records prior to 1976 are at risk of becoming damaged and not retrievable. These records for the most part are still in hard copy and stored in a designated location that limited staff have access to. The storage location for these records is not fireproof and has a sprinkler system, that if activated could damage records. Additionally, some student records (1933 to 1983) are kept in a separate location in the medium of microfiche. It is unclear who has access to this storage area and whether it is fireproof. The medium of microfiche has become outdated and there is a possibility that the college may find that it can no longer view or access these records for retrieval. While it is noted that the college is currently taking steps to image these vulnerable student records, there doesn't appear to be a deliberate plan for quick completion of the imaging project.

The college is in compliance with the Family Educational Rights and Privacy Act and information related to the release of student directory information is appropriately published in college publications. Employees of the college are provided electronic access to student information in accordance with the scope of their responsibilities and must participate in training and sign a FERPA confidentiality statement prior to being given access. The registrar oversees the assigning of security levels and provides access to student information for staff working in the administrative software system. When doing business in person, students are asked to provide verification of their identity before information is shared with them regarding their student records. Safeguards for student records via the web are supported with the use of PINs that can be managed directly by the student.

3.D Student Services

Clark College appropriately admits students. General admission to Clark College is considered “open access” and may be accomplished by a formal admission protocol or through the registration process. The college has programs (Nursing, EMT, Dental Hygiene) that are considered highly competitive or that have more stringent admission requirements for entry. Admission criteria for these programs are established at the instructional department level and the admissions office is responsible for administering the admission processes. These criteria are reviewed on a regular basis by faculty within the instructional departments. Clark is certified to admit international students and appropriately requires proof of financial responsibility and an ESL COMPASS test for placement in English classes. The college adequately publishes all admission requirements and policies in the college catalog as well as on the web.

The Clark College self-study document indicates that the disabilities services department is unable to accommodate the significant number of requests for services due to budgetary constraints. There is sufficient evidence to support that the disability services office provides a reasonable offering of services, but is unable to meet the volume of student need. Since this budgetary and service level challenge is mentioned in standard 3 and standard 7 of the self-study, it is expected that the college will work to find a resolution promptly.

Placement testing at Clark College for English, reading and mathematics courses are required and effectively administered. The college recently transitioned from the ASSET test product to COMPASS allowing for more flexibility in the administering of this protocol. Placement testing policies and procedures are appropriately established and regularly reviewed by a collaborative team of student affairs staff and faculty members from the English, mathematics and reading departments.

The college student handbook clearly explains due process and outlines continuation and termination within the purview of student conduct and disciplinary action. The college catalog appropriately reflects academic standing requirements for continuation as well as the requirements for satisfactory academic progress for financial aid students.

Graduation requirements for degrees and certificates are clearly stated and are appropriately published in the college catalog. All of the required student right-to-know (SRK) elements (including graduation rate and crime/statistics data) are appropriately disclosed in various publications.

Clark College administers an effective financial aid program as evidenced by the level of staffing, their response to a “standards of excellence” review, adherence to federal financial aid laws, and having readily available printed and electronic information that is in English, Spanish and Russian. Appropriate controls and financial audits are in place. However, Clark students report that it is often difficult to access a financial aid full-time employee and as a result receive incorrect information or that they do not get access to needed information. The financial aid department may want to review the training provided to work study and part-time staff at front desk and in phone support positions.

The college is making strides to provide an effective orientation program for prospective and new students. The welcome center at Clark College is relatively new in its development and is the campus contact for all new students as well as prospective students. This area also provides orientation, campus tours and general assistance with registration and education planning. While the fall 2008 term was the first term that the welcome center provided

orientation sessions, the plan is to continue this for the remainder of the year. The committee encourages the college to further expand its orientation programs.

The committee did not find evidence that Clark College provides an effective system for academic and other educational advisement. As indicated in the self-study, this is an area of concern. In talking with staff from these areas it was reported that there has been a number of director level hires and interim assignments and with each new director have come different philosophies and preferred models of service delivery. Upon further inquiry into this concern, the committee learned that students at Clark are often frustrated with their experiences with advising services. Student satisfaction surveys support students' levels of dissatisfaction with the current system in place for advising. While the college has taken some action to attempt to rectify the advising issues, there is some indication that not all staff members are supportive of the decisions that have been made with regard to a new advising plan and the likelihood of a successful hire for the director of advising and counseling position that is currently open.

There is sufficient evidence that career counseling and job placement services are adequately provided at Clark College through the career and employment services areas. In addition to in person access to career counseling, job search, skill assessment and placement in work study and/or cooperative work experience positions, there are also many online resources available. Online resources include a jobs database and access to career planning books as well as pertinent periodicals.

3.E Intercollegiate Athletics

Clark College participates in intercollegiate athletics and effectively manages these programs in alignment with its institutional mission. At Clark there are ten athletic teams which includes women's volleyball, cross country, soccer, basketball and track & field as well as men's cross country, soccer, basketball and track & field. Retention supports for student athletes are appropriately in place.

Policy 3.1 - Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

There is sufficient evidence that indicates Clark College's adherence to policy 3.1, of "Students" standard 3 in the accreditation handbook addressing institutional advertising, student recruitment and representation of accreditation status. The following are indication of some of the evidence found:

- Official college publications appropriately reflect institutional mission and goals and are readily available.
- Statements and representations in college publications are reasonably clear, factually accurate and current.
- College catalog accurately depicts information on the academic calendar, courses, programs, degree/certificate completion and standard enrollment policies.
- Admissions officers are well qualified and effectively carry out the work of student recruitment with a team of trained student ambassadors that represent the college well.
- Degrees held by faculty with the conferring institution are appropriately reflected in the college catalog.

- Representation of accreditation status is appropriately depicted in college publications.

STANDARD FOUR – FACULTY

Clark College employs over 175 full-time and over 390 adjunct faculty who are committed to student success. Faculty members hold the appropriate credentials commensurate with their designated career and professional areas and disciplines. Most faculty who teach transfer courses hold a master's or doctoral degree. (4.A.1, 4.A.8, 4.A.9)

Within departments, faculty members play a central role in curriculum planning and instruction. In an effort to increase faculty participation in institutional governance, the vice president of instruction and the CCAHE President appoint faculty to serve on college committees, including the professional placement and advancement committee, instructional planning team and curriculum committee. Faculty members are involved in various levels of institutional policy making through standing and ad hoc committee work, department/division work, and participation in CCAHE. Some faculty members engage in academic advising, but since the college does not have a clear policy for faculty involvement in this process, faculty participation has been uneven throughout the college. (4.A.2)

The self-study notes that equity in workloads “continues to pose a challenging issue for the college.” Several faculty indicated that workloads vary within departments and across the college, particularly between academic and vocational programs and as a result of changes in pedagogy and assessment requirements. The college does allow for faculty to request a temporary or permanent adjustment in workload as outlined in the CCAHE Agreement. Through interviews with faculty, the evaluation committee found that workloads do not appear to interfere with faculty's opportunity to participate in professional development and renewal activities. (4.A.3)

The college supplies a variety of resources in support of professional development and renewal activities. The college allocates \$400.00 to each full-time faculty member. Additional monies are available through Anderson Funds, Clark II, Foundation Faculty Development Funds, and Research and Performance. Full-time faculty can request sabbatical and mini-sabbatical leaves, and the teaching and learning center provides both full-time and adjunct faculty with training, particularly in the area of assessment and collaboration. The college encourages faculty to pursue their own scholarship, research, and artistic creation. Faculty members demonstrate this through published works, research, grants, and professional development activities. (4.A.3, 4.B.1, 4.B.4)

The college defines and follows an orderly process for the recruitment and appointment of faculty as described in the administrative procedures manual, on the college intranet, and in the CCAHE Agreement. Adjunct faculty are qualified by academic background, degrees, or professional experience to carry out their teaching assignment and/or prescribed duties. Adjuncts are supported by a comprehensive orientation to the college upon hiring, the annual faculty handbook, and the teaching and learning center. Adjuncts receive an email account and a mailbox within their respective department. Since 1998, the use of adjunct faculty has increased by 7%, while the use of full-time faculty has decreased by 2%. According to feedback from faculty and administrators, this poses a challenge to employing qualified faculty whose primary commitment is to the college. (4.A.1, 4.A.6, 4.A.8, 4.A.9, 4.A.10)

The college provides for regular and systematic evaluation of full-time tenured, tenure-track probationary, and full-time temporary faculty as outlined in the CCAHE Agreement. Multiple indices (peer, self, student, and supervisory observations) are utilized when evaluating faculty. Faculty members welcome the evaluation process and see it as an opportunity to ensure teaching effectiveness

and ultimately to enhance student learning. The college has clear policies and procedures for the evaluation of adjunct faculty. However, because of the large number of and turnover in adjuncts within departments such as basic education, developmental education, English, and humanities, adjunct evaluations are not always conducted in a regular and systematic manner. Faculty who teach predominately online classes are not consistently evaluated using multiple indices. For example, most online classes are not evaluated through student evaluations. Thus, there is inconsistent evidence that supports how faculty who teach online classes use evaluation data to strengthen instruction or to improve student learning for online courses. (Standard 4.A.5, Policy 4.1)

STANDARD FIVE – LIBRARY AND INFORMATION RESOURCES

Standard 5.A – Purpose and Scope

Library and information technology staff support the college's mission and goals by providing a wide range of information resources and services that focus on teaching, learning, and student success. Library and information resources and services are provided collaboratively to the college community through the following departments: the Cannell Library, Computing Services, e-learning, teaching and learning center (TLC), communications and marketing, and planning and advancement. Additionally, the center for information services (CIS), a state entity overseen by the Washington State Board of Community and Technical Colleges (SBCTC), administers a variety of mission-critical administrative applications for the whole state-wide system.

During the accreditation visit committee members were able to access relevant and necessary supplementary data and documents to clarify and verify claims made in the self-study and had an opportunity to meet with students, faculty, staff, and administration who were provided an opportunity for candid feedback. Evidence consulted by the committee indicates that although the existing state-wide legacy system is not meeting the needs of the college, library and information resources and services under the direct control of the college are “at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.” Several areas stood out as exemplary although some weaknesses were also noted.

The college has used the accreditation process to make deliberate and meaningful improvements in the area of library and information resources and services. Although many of the changes are relatively new and in some cases outcomes assessment information limited in terms of the timeframe covered, the available quantitative and qualitative data indicate that the changes implemented have had a noticeable positive impact.

Standard 5.B – Information Resources and Services

According to Cannell Library's collection development policy “the library will purchase library resources in direct support of the current curriculum at Clark College. The diversity of the community college curriculum and student body require that the collection contain materials supporting both academic and vocational programs, as well as materials for all levels of educational attainment and personal enrichment...The collection should meet the instructional needs of faculty and provide materials for use by teachers in class preparation.” The library's policies, including its collection development policy, are published on its website. Faculty librarians in collaboration with faculty and students select materials for purchase. Students, faculty, and staff have opportunities to request materials and to provide

feedback about library and information resources and services. The library is also planning to create a Library Advisory Board.

Library staff has done a good job staying visible and continuing to educate users about the resources and services it offers and how those resources can help students learn and succeed. The syllabus checklist used by college faculty specifically lists Cannell Library under support services available and includes a link to its website. The library continues to improve its online presence and uses its Website as an instructional tool. Library staff provides an exemplary library and information literacy instruction program.

Employee and student surveys indicated overall satisfaction with library and information resources and services. Library staff members were able to demonstrate the specific changes that were made based on usage reports and user feedback. Although the majority of user feedback was positive, not all changes were equally well received. For example some survey respondents indicated their dissatisfaction with the new chairs in the library as they found them less comfortable than the old chairs. The continually increasing cost of electronic resources is a concern, as well as the shift from the one-time expense model to yearly access fees.

The teaching and learning center provides valued technology training opportunities for faculty and staff. The e-learning department supports and maintains Blackboard, the college's learning management system and provides the expertise of an instructional designer and an instructional technologist. The instructional designer assists faculty who are interested in teaching online or hybrid courses to adapt their courses to the new delivery method. She also helps faculty assess the quality of their courses. The statewide system is gearing up to start utilizing *QualityMatters* to help community colleges assess their online courses. Computing services continues to update technology in the classrooms, labs, as well as the behind the scenes infrastructure such as the network hardware, cabling, and bandwidth. The college also plans on upgrading its telephone system.

There was strong indication among many areas across the college and several user groups that the existing statewide, centralized legacy administrative system is not adequately meeting the needs of the college. Some of the challenges associated with the legacy system include: limited local control, functionality and usability, inefficiency of some processes, less than optimal integration, reliance on bolt-on applications to expand capability, and limited ability to provide decision makers with the information they need.

Standard 5.C – Facilities and Access

The Cannell Library is housed in a spacious facility that is attractive and well maintained. The building holds the print and media collections, computer stations, open computer lab, group study rooms, a smart classroom for instruction, a meeting/videoconferencing room, quiet study areas, and staff offices. The group study rooms are used extensively. Computers in the library and in the open computer lab are often used to full capacity. Access to printing is limited but the college has been exploring options on how to improve the management of student printing and develop a solution that will meet students' needs while minimizing unnecessary waste of resources.

Over the last few years the library has made a concerted effort to increase its electronic resources that can be accessed anytime from anywhere. In order to increase accessibility several new online services were also added, such as: chat reference, eReserves, Electronic

resources management system, authenticated web-based interlibrary loans, blogs, wikis, and online information literacy tutorials. The library has entered into formal consortium agreements in order to complement its collection and share resources, cost, and expertise. Consortium agreements are formally documented in writing. Through the Orbis Cascade Alliance library patrons have online access to the collections of institutions who participate in the alliance.

Cannell Library services and resources are visible and accessible in online and hybrid courses taught through Blackboard. Librarians have also been “embedded” in some of the Blackboard online or hybrid courses to help students with their various assignments that involve information literacy. These efforts have helped Cannell Library continue to increase the accessibility of its information resources and services. The committee did not find evidence of the existence of a registered copyright agent, the consistent use of student notice about copyright implications in distance learning classes, and copyright warning signs posted by various pieces of equipment. These factors may limit distance learning faculty’s ability to take full advantage of the provisions of the “Technology, Education and Copyright Harmonization (TEACH) Act” and may impact the limitations on the liability of online service providers for copyright infringement (Digital Millennium Copyright Act).

The college uses a variety of methods to let students, faculty, and staff know about library and information resources and services. The website is a very important tool in providing information and access. E-mail, newsletters, printed materials, as well as training and inservice sessions are also used to communicate with current and potential users.

Although emphasis is on continuing to expand electronic resources, the library continues to add to its print and traditional media collection. The college community participates in collection development by recommending resources for acquisition.

The “smart” classrooms have been very well received by students and faculty alike. Overall faculty members enjoy teaching in these classrooms and the classrooms are in high demand. One issue that was raised by faculty was the lack of sound insulation in some of the rooms. This makes it difficult to use the speakers because the sound travels to neighboring classrooms, disrupting the teaching process in those rooms.

The teaching and learning center provides opportunities for faculty training and professional development. TLC and computing services staff members collaboratively offer numerous training sessions on a variety of topics. Faculty expressed a high level of satisfaction with the services offered by the TLC.

Overall, library and information resources and services are “sufficient in quality, level, breadth, quantity, and currency to meet the requirements of the educational program.”

Standard 5.D – Personnel and Management

Library and information services departments are staffed with knowledgeable and dedicated professional and technical staff who are well regarded across the college. They meet continually growing and changing needs through creativity, collaboration, crosstraining, and by focusing on increasing efficiency and effectiveness. Automation, remote tools, and workflow management are utilized to leverage technology and increase productivity. Collaboration is used both within departments and among the various departments. Library

and information services staff serve on various college committees which provides them an opportunity for input in the curriculum development process.

Job responsibilities are clearly defined and employees are encouraged and supported in their professional development. Staff members are evaluated on a regular basis on the appropriate schedule for their classification.

Turnover during the last few years resulted in heavy reliance on interims and loss of some institutional memory and continuity.

At the time of the visit the college was in the process of hiring a database administrator/developer who will help in providing decision makers with information needed to make informed decisions.

Funds are limited but library and information services staff have been creative in their use of those limited resources and in seeking alternative funding (Foundation dollars, grants).

Standard 5.E – Planning and Evaluation

Library and information services staff participate in the college's overall planning process. They also conduct planning for their own departments. These plans are driven by the institution's mission and strategic initiatives and are focused on supporting teaching and learning. The IT planning task force, information technology council, and the technology fee committee all play an important role in the information technology planning process. Although computing services has developed an IT strategic plan, currently the college lacks a comprehensive emergency management/disaster recovery and business continuity plan for IT services.

Evaluation processes are in place and are used regularly to assess the use of library and information resources and services, their quality, adequacy, accessibility, and effectiveness. Evidence indicated that the results are used to revise policies and procedures and improve library and information resources and services.

While the committee chose to commend the library and information resources area for its support of teaching and learning, several concerns are also noted:

- State-wide legacy administrative systems
- Emergency management and disaster recovery planning
- Continually increasing cost of electronic library resources and the shift in many cases from a one-time expense model to yearly access fees

STANDARD SIX – GOVERNANCE AND ADMINISTRATION

Standard 6.A – Governance System

The self-study chapter on governance and administration, including appendices and exhibits, thoroughly documents the governance structure for Clark College, including the citing of evidence of written policies that describe campus staff reporting relationships, authority relationships to the board of trustees, college and state board policy manuals and statutory code, collective bargaining agreements, student association constitution and bylaws. A review of the college administrative procedures manual was to be completed by August 08. The

resulting new administrative procedures manual was completed and found among the exhibits in the committee work room.

The various policy documents on exhibit describe a system of governance that facilitates successful accomplishment of institutional mission and goals. These materials for the most part clearly delineate the division of authority among a variety of different agencies, including a board of governance, a state system, various collective bargaining units, a student constitution and a campus system of shared governance. However, some problems exist, as forthrightly described in the self-study. The self-study details college concerns regarding lack of “alignment” and “inconsistencies” in these various governance documents. The committee also did not find evidence on site of a pervasive community familiarity with various college documents outlining procedures and policies.

The self-study references concerns and confusion regarding authority exercised in the following recent institutional actions:

- 1) Program deletions without formal action by an appropriate instructional planning group (IPT).
- 2) Incomplete campus employee evaluation processes.
- 3) Discontinuation of a former practice of holding meetings between the Board of Trustees and campus “stakeholders.”
- 4) Concern about a process used in recent presidential hiring that did not reflect past board policy.

The committee met with faculty and staff who had first-hand knowledge of these matters and probed the above concerns. We found no evidence of willful violation of college policies or procedures, or of any malign intent, with regard to any of these matters. Generally, problems in these areas appeared to be largely due to lack of institutional communication and/or coherence regarding the use of an appropriate policy and/or procedure, or to important vacancies in administrative positions. For example, the action deleting academic programs without IPT participation seemed to result from a history of inadequate committee oversight. Regarding the presidential hiring procedure, the board of trustees’ policy manual in place during the last presidential search, on exhibit in the committee work room, clearly allowed the governance board broad latitude to tailor a presidential search process to the unique circumstances in place at any time. Despite this fact, clearly spelled out in codified board policy, we heard repeatedly while on campus that the board had “violated their own policy” with regard to the last search.

Communication: The self-study details a variety of means by which the various college groups communicate with one another. These include public board of trustees meetings, over 30 different standing committees, which hold public meetings, periodic temporary task forces, regular open forums held by the president and vice president for instruction, screening committees for hiring, union meetings, formal mechanisms associated with funding requests and staff evaluations.

The self-study chapter on standard six suggests that there is some dissatisfaction within the college community with the level of effectiveness of all these communication methods. The results of the PACE survey are cited as evidence. One of the exhibits available to the team was the PACE consultant’s report, identifying three areas of governance activity that need improvement.

There appears to be concern in the community about an ongoing interpretation of what “shared governance” means. This is a college that is working hard with a plethora of committee constructions and their many resulting meetings. Nevertheless, there is not evidence that the college’s goal of community shared governance and communication is being well served by all these committees and their resultant meetings.

Standard 6.B – Governing Board

The Clark College board of trustees is a governor-appointed board, with membership drawn from diverse elements within the college’s constituency. No member of the college community serves on the board. Policies are in place regarding how board membership changes.

The board acts only as a committee of the whole and no member or subcommittee can act in place of the board, absent a formal delegation of authority. There is a formal published document delineating board duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures. In concert with this established policy, the board selects, appoints and regularly evaluates the president. The recent concern raised on campus with regard to the appointment of the current president without a search process appears to originate in a belief on the part of the faculty union that the board violated its own policies in doing so. The evaluation committee could find no evidence that such was the case.

The board regularly reviews and approves the institution’s mission, as well as all academic, vocational and technical programs of study, degrees, certificates and diplomas, and it approves substantive changes in the college mission, policies and programs. The board assures that the college is organized and staffed to effectively reflect its mission.

Furthermore, the board regularly evaluates its own performance and revises its policies, and it is knowledgeable of the institution’s accreditation status. All members of the board met with the evaluation committee chair and one other member of the committee during the evaluation site visit to Clark College. The evaluation committee members found the board members generally to be knowledgeable about the college community and committed to the college’s success.

Standard 6.C – Leadership and Management

The president’s full-time responsibility is to the institution. All duties, responsibilities and ethical conduct of the college’s administrators are clearly defined and published, and administrators act in a manner consistent with them. There was concern expressed in the self-study that the president has not assured that all administrators have been regularly evaluated. There is also some concern that some administrative decisions have not been timely. In particular, reference in the self-study is made to the diversity plan. This is a fairly new administration, with an unsurprising number of vacancies and interim appointments. The committee did not find evidence that the weaknesses in human resources data (position vacancies and evaluations), or speed of administrative decision-making, were unusual in the circumstances. Nevertheless, the president should be encouraged to fill mission critical vacancies with permanent appointments with all deliberate speed.

Fundraising and development activity is clearly related to the mission and goals of the institution. Indeed, the foundation has provided valuable support in the areas of professional

and curriculum development and scholarship funding, and the committee chose to commend this group.

While administrators facilitate cooperative working relationships within and among organizational units, and encourage communication and goal attainment, there was some evidence that the organizational structure of internal governance may be impeding this coherence and communication. While institutional research is used to assure that planning and decisions contribute to improvement in teaching and learning, the committee found evidence that analysis of available data could be more rigorous.

Standard 6.D - Faculty Role in Governance

In general faculty have opportunity to participate in institutional governance, via input into planning, budgeting, and policy development. Some faculty members continue to express dissatisfaction in this regard, as referenced above. This dissatisfaction was voiced to the committee in a group meeting with faculty and in individual meetings with some faculty representatives. The committee has made a general recommendation regarding clarifying faculty's role in this area.

Standard 6.E-Student Role in Governance

Students have opportunity to participate in most working college committees. However, as is frequently the case at many institutions, busy student schedules and other commitments somewhat limit their ability to do so. Nevertheless, the self-study and other materials make it clear that they are encouraged to participate wherever possible. It is also clear that the students feel strong ownership in Gaiser Hall, the student union. The committee was continually impressed with the effective use of Gaiser Hall made by Clark College students, and the extent to which the facility appeared to promote student engagement in college life and governance.

Policies 6.1 and 6.2 - Affirmative Action and Nondiscrimination, Collective Bargaining

The committee found evidence that the college promotes the standards and procedures that support the college's avowed commitment to diversity.

The self-study forthrightly lays out the impact of collective bargaining on institutional effectiveness. The committee interviewed WPEA and CCAHE membership and CCAHE officers, and found no evidence that collective bargaining negotiations (ongoing at the time of the visit) had impaired either the work of the self-study or that of the evaluation committee. All appropriate documents related to collective bargaining were available to the committee in the committee work room.

STANDARD 7– FINANCE

Standard 7.A - Financial Planning

Trustees seem to have a solid grasp of funding priorities and expressed confidence in the ability of the president and administration to manage the budget. Budgets are presented to the board with information aggregated to areas of major expenditure, but additional data are available to answer specific questions.

Budget documents provide historical data for previous years, allowing campus stakeholders to compare changes across years. The budget is available on campus in hard copy. Budget development policy states that participation in development should come from all aspects of campus. While budget decisions are dispersed throughout all units of campus, it appears that some do not feel they have a participatory role. This appears to be exacerbated by the college's aging financial information system. Reports are difficult to read in many cases, are cumbersome to prepare and may frustrate those outside of the business office who attempt to use it. Recent implementation of a query-writer has been largely successful, allowing various units on campus to access data in a timely fashion.

During the visit the college was in the midst of addressing a 3% budget cut from the state. Trustees were aware of the issue and were pleased with recommendations from the president that would address the cut in a strategic manner.

The college carries very little debt – \$4.2 million is outstanding on the Penguin Union Building and about \$4,000 remains on a loan for the childcare center. Principal and interest payments on the Penguin Union Building are covered through student fees, which are adequate to ensure full coverage. The college issues debt in accordance with state law and with the approval of the SBCTC, and the board recently passed a local debt policy.

Standard 7.B - Adequacy of Financial Resources

The institution receives approximately two-thirds of its operating budget from state funds. Tuition and fees make up the balance. Expenditures have risen by 14% between 2004-05 and 2006-07 and are expected to increase an additional 11% by 2009-10. Fund balances have remained stable at 10% of the operating budget. Administrators have worked to ensure that all tuition dollars are allocated so that student payments do not become a source of the reserve fund.

Debt service requirements are fully covered by student fees. Projections show revenue in excess of required payments. The debt issued for the Penguin Union Building was issued through certificates of participation that do not require reserve accounts or public submission of disclosure reports. However, the college does share disclosure information with both the local board of trustees and the state board.

There are adequate resources to operate programs and transfers are allowed though specific guidelines set by the state. The ten percent carry forward balance provides a large cushion for downturns and allows the college to provide resources for projects funded with one-time sources.

Standard 7.C - Financial Management

Clark College has a reputation for being a financially well-managed organization and the review team found no evidence to the contrary. Staff from across campus expressed appreciation for easy to use processes in relation to HR documentation, purchasing and facility maintenance. Managers of these service organizations detailed problems with a

paper-intensive process and described efforts to better automate the process. Such automation should reduce time to completion, free up central office staff time and provide real-time progress tracking.

The accounting function within the college is operated under generally accepted principles, duties are appropriately divided and controls are in place to ensure integrity. College funds, regardless of source, flow through the accounting team. Auxiliary services operate as an independent agency and carry a positive fund balance as a whole. Printing services and copy services each have built deficit balances, primarily due to a reluctance to raise rates charged to users. New rates appear to be having the desired effect of offsetting losses and each program should be operating in the black within a year.

Accounting staff and the vice president for administration report regularly to the board of trustees, providing budget updates including fund balances. Annual financial reports are part of the state-wide system audit; the report routinely identifies Clark College in the list of colleges having no finding.

While college accounting staff display competence and dedication, it is clear that they are working with outdated financial computing systems. The antiquated accounting system used at Clark College is difficult to manage, is not user-friendly and appears to be unable to complete even basic reports in a usable fashion. The committee heard many complaints regarding the lack of utility of the program and further concerns regarding the long-term viability of the current system. The lack of functionality leads to processes that take multiple times longer to complete than would be found in a modern accounting system. Reports lack clarity and require manipulation that take significant staff time.

Standard 7.C requires that “the financial organization and management, as well as the system of reporting, ensure the integrity of institutional finances, create appropriate control mechanisms, and provide a basis for sound financial decision making.” It is somewhat remarkable that the system works as well as it does – this appears largely to be through the dedication of staff and collaboration with other schools in the state. Even so, the amount of energy expended in using the system could be better allocated in other areas that would facilitate more timely and accurate reporting. The committee is concerned that the system lacks long term viability and that, even in the short term, deprives the college of critical decision making tools required for data-driven decision making.

Standard 7.D - Fundraising and Development

The Clark College Foundation is an independently organized 501(C)(3) organization dedicated to the promotion of Clark College with a focus on career and technical education. Endowment accounts are managed by foundation staff under the supervision of the foundation board. Two Clark College board members and the Clark College president serve as ex-officio members of the foundation board.

The Foundation allocates funds based on a three year rolling investment average in accordance with approved bylaws. The college and foundation seem to have improved their relationship by working together to establish priorities. The addition of the foundation president to the college president’s executive cabinet should strengthen relationships and build better understanding of college needs and goals. The Clark College foundation is commended for its long-term commitment to providing substantial funds to improve the educational program at Clark College.

Summary

Clark College's financial management appears to be strong. Budget documents provide stakeholders with an opportunity to participate in the planning process. Use of debt is extremely low and confined to projects that have identifiable funding streams. State support remains solid, providing approximately two-thirds of the budget. Fluctuations in the budget can be managed through reserve accounts that maintain a 10 percent balance of operating funds. Auxiliaries perform well and seem to be well managed. Although serious concern abounds in regard to the financial management system, the organization managing finances is capable and dedicated. Reports are submitted in a timely fashion, Trustees receive regular updates and the state rarely finds fault with the college's submissions.

The college's foundation continues to serve the college well, providing literally millions of dollars in scholarships, equipment and professional development. Endowment funds are managed internally with professional consultants providing guidance. The portfolio is diversified to reduce risk and funds are distributed based on returns from a three-year rolling average.

STANDARD 8 – PHYSICAL RESOURCES

Standard 8.A - Instructional and Support Facilities

Grounds on the main campus of Clark College are well kept and buildings are well maintained. Although the campus has buildings dating back to the 1950s they have been renovated and maintained for current use. It is clear the college has a focused effort for ADA access to all of its facilities. In many cases the original design prevents multiple access points but suitable alternatives are provided at every opportunity. Campus sidewalks are in good repair and allow for students of all physical abilities to navigate the campus in the least restrictive environment possible.

The college maintains furnishings that serve “adequately for work study and research” (8.A.3) but much of this furniture is not ideally suited to current research on learning styles and the study habits today's students are accustomed to. Informal study areas often have rigid chairs or two-seat couches that are not conducive to group interaction. The college's effort to upgrade furniture seems to be something of a victim of their own success – proper care and maintenance of older furniture means that pressure to replace it is lessened. Even so, there are multiple areas for students and faculty to work in a modern environment, including the teaching and learning center, the Penguin Student Union, Clark College at WSUV and the library's enclosed study rooms.

Many classrooms are being converted to “smart” classrooms with projectors, multiple media inputs and computers. The college's teaching and learning center appears to be very active in providing training to faculty and staff on use of new equipment.

Standard 8.B - Equipment and Materials

Laboratories are in good working order and regular inspections of key equipment (gas lines, fume hoods, etc.) ensure that students have a safe working environment. Increased staffing for a centralized hazardous waste center is standardizing the management of toxic material in a way that manages inventory from the date of purchase to the date of disposal.

The college completed a comprehensive master plan update in 2007 and shows evidence of working toward that plan. The college's success in obtaining state funding for several projects is further evidence that outside stakeholders understand the needs and goals of the college. Participation appears to be campus-wide as shown by the involvement of faculty in designing Clark College at WSUV. The college implemented a three stage "way finding" plan to improve signage on campus. The last phase will focus on signs to guide people onto campus from major streets. The internal signage project has produced a campus that is easy to navigate and provides additional safety measures for those who may be trapped in an emergency.

Summary

The grounds on the main campus are in immaculate condition. In spite of the fact that a significant number of buildings that are forty to fifty years old, buildings are in good condition, have been upgraded to accommodate technology remodeled as appropriate and have received seismic and ADA upgrades. It is clear by walking across campus that the college understands the importance of preventative maintenance as the best means to saving money in the long run.

STANDARD NINE - INSTITUTIONAL INTEGRITY

The college adheres to federal, state and local law regarding ethics for educational institutions and these standards are incorporated into its administrative policies and procedures. Additionally, the mission imperatives, vision and statement of beliefs further support the highest ethical standards. These policies and standards are reviewed on a regular basis, and college publications and official statements are regularly revised to reflect them.

The institution represents itself accurately and consistently to its public constituencies and prospective students in public documents. It defines and prohibits conflict of interest and demonstrates, through its policies and practices, its commitment to the free pursuit of and dissemination of knowledge consistent with the college's mission and goals.

Evidence for the above behaviors is provided by the results of a number of surveys, including the Noel Levitz student satisfaction inventory, the PACE study and the Accreditation survey.

A number of concerns are raised in the self-study chapter on institutional integrity. These relate to the inconsistency of environment found with respect to ethical communication and shared governance. Furthermore, there is a question raised about the validity of drawing conclusions about these issues from primarily the survey data. In particular, questions are raised about a lack of college data concerning differential levels of satisfaction among student and employee groups, lack of sufficient data regarding community perceptions regarding institutional integrity, lack of capability to assess integrity of specific employee groups, and lack of data generated and maintained regarding grievances, infractions, and actions taken when policies related to conflict of interest and academic freedom are not taken. The Committee could find no evidence during the site visit that would clearly point to these problems being issues of institutional integrity rather than simply inadequacies related to lack of coherent institutional research, planning and communication occurring at the institutional level.

A climate task force in 2007 developed a series of recommendations related to healthy college climate and work environment and forwarded these to the president in spring 2008.

GENERAL COMMENDATIONS AND GENERAL RECOMMENDATIONS:

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

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

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

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

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

General Recommendation One: The committee recommends that the college continue to develop and implement a systematic, transparent institutional planning and evaluation system. Essential conditions, elements, and uses of this system:

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

(Standard 1: 1.B.1, 1.B.3, 1.B.4, 1.B.6, 1.B.7, 1.B.9)

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

- the institution's processes for assessing its educational programs be clearly defined, encompass all of its offerings, including General Education and programs offered through e-learning, be conducted on a regular basis and be integrated into the overall planning and evaluation plan. (Standard 2.B.1, Policy 2.2 and Policy 2.6).
- through regular and systematic assessment, the institution demonstrates that all students who complete their programs have achieved the stated outcomes of these programs. (Standard 2.B.2 and Policy 2.2)

General Recommendation Three: The committee recommends that the college attend to student records at risk and make timely provisions for the security of student records of admission and progress. The college should assure that student records, including transcripts are:

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

General Recommendation Four: The committee recommends that the college make necessary adjustments in the advising and counseling area in order to assure that a systematic program of academic and other educational program advisement is in place that adequately informs and prepares faculty and other personnel responsible for the advising function. The college should assure that:

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

General Recommendation Five: The committee recommends that the college assess the effectiveness of its internal system of governance to facilitate the successful accomplishment of its mission and goals. Elements to be addressed by the resulting system of governance are:

- Administrators, faculty, staff, and students understand and fulfill their respective roles in the governance system
- The system of governance ensures that the authority, responsibilities, and relationships among and between the administrators, faculty, staff, and students are clearly described in policy documents.
- The system of governance makes provision for the consideration of faculty, student, and staff views and judgments in those matters in which these constituencies have a direct and reasonable interest.

* The role of faculty in institutional governance, planning, budgeting and policy development is made clear and public. (Standard 6.A.1, 6.A.2, 6.A.3, 6.D)