



# **Clark College Year Three Self-Evaluation Report September 11, 2013**

**Prepared for the  
Northwest Commission on Colleges and Universities**

Clark College  
1933 Fort Vancouver Way  
Vancouver, Washington 98663  
[www.clark.edu](http://www.clark.edu)

# TABLE OF CONTENTS

INSTITUTIONAL OVERVIEW .....	1
BASIC INSTITUTIONAL DATA FORM .....	3
PREFACE .....	11
CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS	
SECTION A: ELIGIBILITY REQUIREMENTS 2 AND 3 .....	12
SECTION B: MISSION AND MISSION FULFILLMENT .....	13
SECTION C: CORE THEME - FOCUS ON LEARNING .....	16
SECTION D: CORE THEME - EXPAND ACCESS .....	19
SECTION E: CORE THEME - FOSTER A DIVERSE COMMUNITY .....	22
SECTION F: CORE THEME - RESPOND TO WORKFORCE NEEDS .....	25
SECTION G: CORE THEME - ENHANCE COLLEGE SYSTEMS .....	27
CHAPTER TWO: RESOURCES AND CAPACITY	
SECTION A: ELIGIBILITY REQUIREMENTS 4 THROUGH 21 .....	30
SECTION B: GOVERNANCE .....	33
SECTION C: HUMAN RESOURCES .....	55
SECTION D: EDUCATION RESOURCES .....	61
SECTION E: STUDENT SUPPORT RESOURCES .....	76
SECTION F: LIBRARY AND INFORMATION RESOURCES .....	88
SECTION G: FINANCIAL RESOURCES .....	94
SECTION H: PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE .....	98
CONCLUSION .....	107



## Institutional Overview

Clark College, Washington State's Community College Service District 14, is located in the southwest region of the state, serving Clark, Skamania, and western Klickitat counties. Clark College is a community college providing two-year transfer degrees, career and technical education programs, basic education classes, and corporate and continuing education for approximately 25,000 full-time and part-time students each year. It is the second largest college in the Washington State system of 34 community and technical colleges. The significant majority of students reside within the service district.

Clark College has a well-qualified and dedicated leadership team. The president of the college reports to the Board of Trustees, consisting of five members who are appointed by the governor of Washington. Each member serves a five-year term and must live in the college's service district. The board seeks to ensure the quality and relevance of college programs and provides stewardship of public resources. In this role, the board is responsible for strategic planning; development and approval of college policies; and approval and oversight of the operating budget. The president and members of the president's Executive Cabinet establish, implement, and assess objectives based on the strategic plan, which provides a framework for supporting student success throughout the institution.

Since Clark College's beginnings in 1933, the college has always been attuned to and served the needs of its service district with learning opportunities both to support the educational and professional goals of diverse learners, and to enrich the region's social, cultural, and economic environment. Today, the college serves the students and community through its focus on learning, commitment to foster a diverse college community, expansion of access, response to workforce needs, and enhancement of college systems.

The college's focus on learning is visible in its approximately 100 educational programs at multiple locations. Clark College students can earn career and technical education degrees, transfer degrees, college credit to transfer to a baccalaureate institution, and certificates in a wide range of programs in which students utilize today's technology and learn on state-of-the-art equipment. To meet today's business and industry needs, more than 250 professionals serve on 26 career and technical education program advisory committees, representing more than 170 businesses and industries.

Clark College takes pride in offering students opportunities to pursue their educational and professional goals. Many Clark students find the pursuit difficult because they lack the necessary preparation for college-level coursework and/or because they are first-generation students. More than 80% of Clark's students are not college-ready in math, writing, or reading, while two-thirds of the college's population are first-generation students who do not have the resources to effectively navigate complicated systems in higher education. The college is responding by offering pre-college and basic education courses to get students college-ready and by increasing personal student support services that target first-year students.

Because learning takes place both in and out of the classroom, student activities play a vital role in the life of the college. Students can participate in the Associated Students of Clark College (ASCC) – the student government; *The Independent*, the award-winning student newspaper; *Phoenix*, the nationally-recognized student art and literary magazine; more than 30 chartered student clubs, e.g., Russian Club and Queer Penguin Club; and the Clark College chapter of Phi Theta Kappa, the national honor society for two-year colleges, which has received numerous national awards.

Clark College students also take part in an impressive array of events throughout the year. These non-classroom enrichment opportunities include lectures, performances, and multicultural events – also bringing members of the greater community to the college. In the classroom and through clubs, activities, and opportunities to study in other nations, students learn about other countries around the world, teaching them to be thoughtful members of today's global society.

Clark College has committed to fostering a diverse college community to enrich the region's social, cultural, and economic environment. While it benefits from strong local roots and a community identity distinct from Portland to the south, the college also embraces a multiplicity of people who bring perspectives vital to a 21st-century ethos and economy. As the community becomes more cosmopolitan, and as Clark students prepare to compete in an increasingly global workplace, Clark College undertakes the challenge inherent in those changes. Specifically, the college has increased its recruitment strategies to attract diverse populations; encouraged and, in some areas, required employees and students to participate in professional development activities to increase intercultural competency; added a learning outcome regarding power, privilege, and inequality to the transfer degrees; opened the Diversity Center within the students' corridor to the college; and provided various support services to fulfill the unique needs of historically disadvantaged student populations.

Clark College is an open-access institution committed to further expansion of access for students. Many students attend part-time, juggling work, family, and educational pursuits. In recent years, Clark College has increased access and flexibility by introducing new ways to earn degrees and certificates as well as access to services. For example, a student can now earn an associate degree online, through a weekend degree program or through a two-day-a-week degree program. The college has focused on reducing barriers to access by implementing more student services online and significantly increasing the number of scholarships it awards. In addition, the college continues to offer more online and hybrid classes.

Responding to the workforce needs has been a constant since the college's first beginnings. Clark College was established through a unique partnership between a group of educators and local business leaders to boost the regional economy in the midst of the Great Depression. That partnership has laid the groundwork for the college's leadership role in Southwest Washington for nearly 80 years. Today, Clark College partners with the Columbia River Economic Development Council and Southwest Washington Workforce Development Council. New programs such as medical radiography and mechatronics have emerged from the college's partnerships and its commitment to meet emerging regional demands for a skilled workforce, supporting the economy and quality of life in the region.

The college selected the core theme, Enhance College Systems, to make sure the college was improving, acting upon, and maintaining critical infrastructure, values, and services to fulfill the mission. Beyond the main campus, the college serves students at two primary locations and many off-campus community locations. The most recently added primary location is the Clark College at Columbia Tech Center (CTC), a state-of-the-art facility with LEED® gold certification, which opened in 2009.

With a focus on learning and student success – supported by thoughtful planning and continuous improvement – Clark College's vision is clear:

**Extraordinary Education • Excellent Services • Engaged Learners • Enriched Community**



## ***NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES***

### **BASIC INSTITUTIONAL DATA FORM**

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Clark College

Address: 1933 Fort Vancouver Way

City, State, ZIP: Vancouver, WA 98663-3598

Degree Levels Offered: ☐ Doctorate ☐ Masters ☐ Baccalaureate ☒ Associate ☐ Other

If part of a multi-institution system, name of system: Washington State Board for Community & Technical Colleges

Type of Institution: ☒ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based  
☐ Native/Tribal ☐ Other (specify) \_\_\_\_\_

Institutional control: ☐ Public ☐ City ☐ County ☒ State ☐ Federal ☐ Tribal  
☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☒ Quarter ☐ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term  
☐ Other (specify) \_\_\_\_\_

**Specialized/Programmatic accreditation:** List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Nursing	Associate's	National League for Nursing Accrediting Commission	March 2011
Dental Hygiene	Associate's	American Dental Association Commission on Dental Accreditation	May 2010
Medical Assistant	Certificate of Proficiency	Commission on Accreditation of Allied Health Education Programs	Sept 2006

**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: 15 quarter credits = 1 FTE \_\_\_\_\_)

**Official Fall 2012 (most recent year) FTE Student Enrollments**

Classification	Current Year Dates: Fall 2012	One Year Prior Dates: Fall 2011	Two Years Prior Dates: Fall 2010
Undergraduate	9,601	9,942	9,849
Graduate	NA	NA	NA
Professional	NA	NA	NA
Unclassified	328	299	226
Total all levels	9,929	10,241	10,075

**Full-Time Unduplicated Headcount Enrollment.** (Count students enrolled in credit courses only.)

**Official Fall 2012 (most recent year) Student Headcount Enrollments**

Classification	Current Year Dates: Fall 2012	One Year Prior Dates: Fall 2011	Two Years Prior Dates: Fall 2010
Undergraduate	14,153	14,704	15,052
Graduate	NA	NA	NA
Professional	NA	NA	NA
Unclassified	1,136	1,000	1,002
Total all levels	15,289	15,704	16,054

**Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned.** Include only professional personnel who are primarily assigned to instruction or research.

Total Number

Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	158		1	6	15	103		31
Associate Professor								
Assistant Professor								
Instructor	51	615	3	5	2	32		5
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	\$56,203	12
Associate Professor		
Assistant Professor		
Instructor	\$47,403	3
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

**Financial Information.** Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1, 2012 – June 30, 2013

Reporting of income:	Accrual Basis	From July 1	Accrual Basis	To June 30
Reporting of expenses:	Accrual Basis	From July 1	Accrual Basis	To June 30

### BALANCE SHEET DATA

ASSETS	Last Completed FY Dates:2012-13	One Year Prior to Last Completed FY Dates:2011-12	Two Years Prior to Last Completed FY Dates:2010-11
<b>CURRENT FUNDS</b>			
Unrestricted	0	0	0
Cash	336,662	86,074	434,784
Investments	8,701,264	11,609,614	9,634,054
Accounts receivable gross	921,763	844,315	929,524
Less allowance for bad debts	(1,361)	(1,361)	(1,361)
Inventories	1,286,918	928,843	915,886
Prepaid expenses and deferred charges	0	89,145	121,536
Other (identify)	4,798,699	4,456,515	4,197,515
Due from	368,721	873,214	821,046
<b>Total Unrestricted</b>	16,412,666	18,886,359	17,052,984
Restricted	0	0	0
Cash	0	0	0
Investments	10,510,480	9,204,719	9,593,215
Other (identify)	1,943,033	2,262,113	2,267,610
Due from	1,142,208	958,388	745,394
<b>Total Restricted</b>	13,595,721	12,425,220	12,606,219
<b>TOTAL CURRENT FUNDS</b>	30,008,387	31,311,579	29,659,203
<b>ENDOWMENT AND SIMILAR FUNDS</b>			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	0	0	0
<b>PLANT FUND</b>			
Unexpended	0	0	0
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
<b>Total unexpended</b>	0	0	0
Investment in Plant			
Land	3,673,356	3,673,356	3,673,356
Land improvements	652,783	731,238	828,591
Buildings	96,242,122	98,889,726	101,547,577
Equipment	1,967,524	2,304,847	1,755,541
Library resources	170,100	245,615	231,423
Other (identify)	0	0	0
<b>Total investments in plant</b>	102,705,885	105,844,782	108,036,488
Due from			
Other plant funds (identify)	0	0	0
<b>TOTAL PLANT FUNDS</b>	102,705,885	105,844,782	108,036,488
<b>OTHER ASSETS (IDENTIFY)</b>	0	0	0
<b>TOTAL OTHER ASSETS</b>	0	0	0
<b>TOTAL ASSETS</b>	132,714,272	137,156,361	137,695,691



**BALANCE SHEET DATA (continued)**

<b>LIABILITIES</b>	<b>Last Completed FY Dates:2012-13</b>	<b>One Year Prior to Last Completed FY Dates:2011-12</b>	<b>Two Years Prior to Last Completed FY Dates:2010-11</b>
<b>CURRENT FUNDS</b>			
Unrestricted	0	0	0
Accounts payable	214,414	213,732	255,831
Accrued liabilities	124,985	117,067	107,961
Students' deposits	0	0	0
Deferred credits	3,372,943	3,708,803	3,815,525
Other liabilities (identify)	4,924,363	4,644,629	4,386,341
Due to	45,474	78,842	89,511
Fund balance	7,730,487	10,123,286	8,397,815
<b>        Total Unrestricted</b>	16,412,666	18,886,359	17,052,984
Restricted	0	0	0
Accounts payable	57,543	10,008	73,050
Other (identify)	2,281,353	2,279,413	2,356,946
Due to	22,787	77,156	58,090
Fund balance	11,234,038	10,058,643	10,118,133
<b>        Total Restricted</b>	13,595,721	12,425,220	12,606,219
<b>        TOTAL CURRENT FUNDS</b>	30,008,387	31,311,579	29,659,203
<b>ENDOWMENT AND SIMILAR FUNDS</b>			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	0	0	0
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	0	0	0
<b>PLANT FUND</b>			
Unexpended	0	0	0
Accounts payable	0	0	0
Notes payable	2,015,000	2,475,000	2,925,000
Bonds payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	100,690,885	103,369,782	105,111,488
<b>        Total unexpended</b>	102,705,885	105,844,782	108,036,488
Investment in Plant			
Notes payable	0	0	0
Bonds payable	0	0	0
Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
<b>TOTAL INVESTMENTS IN PLANT FUND</b>	102,705,885	105,844,782	108,036,488
<b>OTHER LIABILITIES (IDENTIFY)</b>	0	0	0
<b>TOTAL OTHER LIABILITIES</b>	0	0	0
<b>TOTAL LIABILITIES</b>	30,008,387	31,311,579	29,659,203
<b>FUND BALANCE</b>	132,714,272	137,156,361	137,695,691

**CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES**

<b>REVENUES</b>	<b>Last Completed FY Dates: 2012/13</b>	<b>One Year Prior to Last Completed FY Dates: 2011/12</b>	<b>Two Years Prior to Last Completed FY Dates: 2010/11</b>
Tuition and fees	36,947,070	36,681,588	32,890,106
Federal appropriations	0	0	0
State appropriations	24,672,124	25,621,433	29,878,111
Local appropriations	0	0	0
Grants and contracts	63,080,001	66,022,873	57,603,818
Endowment income	0	0	0
Auxiliary enterprises	9,720,184	10,181,143	10,311,307
Other (identify) internal/agency/cap prog.	1,096,930	2,601,723	3,227,019
<b>TOTAL REVENUES</b>	<b>135,516,309</b>	<b>141,108,760</b>	<b>133,910,361</b>
<b>EXPENDITURE &amp; MANDATORY TRANSFERS</b>			
Educational and General	0	0	0
Instruction	38,313,235	39,345,813	39,835,337
Research	0	0	0
Public services	0	0	0
Academic support	4,233,100	3,858,835	4,474,880
Student services	7,480,584	7,395,430	7,603,458
Institutional support	5,701,069	6,082,944	5,635,957
Operation and maintenance of plant	5,571,747	5,249,908	5,667,488
Scholarships and fellowships	63,409,040	65,961,527	57,680,580
Other (identify) internal/agency/cap prog.	6,047,185	4,586,347	5,525,109
Mandatory transfers for:	0	0	0
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
<b>Total Educational and General</b>	<b>130,755,960</b>	<b>132,480,804</b>	<b>126,422,809</b>
Auxiliary Enterprises	0	0	0
Expenditures	8,892,850	9,839,637	9,673,750
Mandatory transfers for:	0	0	0
Principal and interest	0	0	0
Renewals and replacements	0	0	0
<b>Total Auxiliary Enterprises</b>	<b>8,892,850</b>	<b>9,839,637</b>	<b>9,673,750</b>
<b>TOTAL EXPENDITURE &amp; MANDATORY TRANSFERS</b>	<b>139,648,810</b>	<b>142,320,441</b>	<b>136,096,559</b>
<b>OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>EXCESS</b> [deficiency of revenues over expenditures and mandatory transfers (Intentional use of fund balances)]	<b>(4,132,501)</b>	<b>(1,211,681)</b>	<b>(2,186,198)</b>

**INSTITUTIONAL INDEBTEDNESS**

<b>TOTAL DEBT TO OUTSIDE PARTIES</b>	<b>Last Completed FY Dates: 2012/13</b>	<b>One Year Prior to Last Completed FY Dates: 2011/12</b>	<b>Two Years Prior to Last Completed FY Dates: 2010/11</b>
For Capital Outlay	2,015,000	2,475,000	2,925,000
For Operations	0	0	0

**Domestic Off-Campus Degree Programs and Academic Credit Sites:** Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

**PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES**

<b>Location of Site Name City, State, ZIP</b>	<b>Degree Programs</b>	<b>Academic Credit Courses</b>	<b>Student Headcount</b>	<b>Faculty Headcount</b>
Cascade Park Convalescent 801 SE Park Crest Avenue Vancouver WA 98683	N/A	1	32	2
Marshall Community Center 1009 E McLoughlin Blvd Vancouver WA 98663	N/A	1	48	3
Adventist Medical Center 10123 SE Market Portland OR 97216	N/A	2	100	2
Bethel Lutheran Church 12919 NE 159 <sup>th</sup> Brush Prairie WA 98606	N/A	1	17	1
Crosley Bowl Lanes 2400 E Evergreen Blvd Vancouver WA 98661	N/A	2	150	1
Clark County Jail 707 West 13 <sup>th</sup> Street Vancouver WA 98660	N/A	9	88	1
Clark Center WSU Vancouver 14204 NE Salmon Creek Avenue Vancouver WA 98686	Nursing; Nursing Assistant; Phlebotomy; Pharmacy Technician	48	1146	33
Columbia Gorge Academy White Salmon WA 98672	N/A	12	40	2
County Justice Center 500 W. 11 <sup>th</sup> Street Vancouver WA 98666	N/A	7	24	1
Columbia Kids School 212 E. Main Street Battle Ground WA 98604	N/A	2	22	1
Columbia River High School 800 NW 99 <sup>th</sup> Street Vancouver WA 98665	N/A	2	3	0
Clark College at Columbia Tech Center 18700 SE Mill Plain Blvd Vancouver WA 98683	AA	207	3423	116
Fort Vancouver Convalescent 8507 NE 8 <sup>th</sup> Way Vancouver WA 98664	N/A	1	63	4
Fort Vancouver High School 5700 E. 18 <sup>th</sup> Street Vancouver WA 98661	N/A	5	56	1
Green Meadows Tennis Center 7703 N.E. 72nd Ave. Vancouver, Washington 98661	N/A	2	44	1
Good Samaritan Hospital 1015 NW 22 <sup>nd</sup> Portland OR 97210	N/A	1	47	2

Harney Elementary School 3212 E Evergreen Blvd Vancouver WA 98661	N/A	5	79	2
Larch Corrections Center 15314 NE Dole Valley Road Yacolt WA 98675-9531	Small Business Mgmt; Automotive Maintenance	33	320	3
Legacy Salmon Creek 2211 NE 139 <sup>th</sup> Street Vancouver WA 98686	N/A	2	66	2
Marshall Elementary School 6400 MacArthur Blvd Vancouver WA 98661	N/A	2	49	2
Marshall Community Center 1009 E. McLoughlin Blvd. Vancouver WA 98663	N/A	9	157	1
NW Regional Training Center 11606 NE 66th Circle, Suite 103 Vancouver WA 98662	Emergency Medical Technician Basic	2	654	1
Open House Ministries 900 West 12th Street Vancouver WA 98666	N/A	7	41	1
PeaceHealth SouthWest Medical Center 400 N.E. Mother Joseph Place Vancouver, WA 98664	N/A	4	229	14
Source Climbing Center 1118 Main Street Vancouver WA 98660	N/A	2	69	1
Shriner's Hospital 3101 SW Sam Jackson Park Rd Portland OR 97239	N/A	1	46	1
Sarah J. Anderson Elementary 2215 NE 104th Street Vancouver WA 98686	N/A	5	85	3
St. John's Catholic Church 8701 NE 119 <sup>th</sup> Street Vancouver WA 98662	N/A	3	77	3
Stevenson Job Svc Ctr Stevenson WA 98648	N/A	7	19	1
Skyview High School 1300 NW 139 <sup>th</sup> Street Vancouver WA 98685	N/A	3	16	0
St. Vincent's Hospital 9205 SW Barnes Rd Portland OR 97225	N/A	1	34	2
Town Plaza Center 5411 E. Mill Plain Blvd Vancouver WA 98663	N/A	39	1266	45
Vanco Golf Range 703 N Devine Road Vancouver WA 98661	N/A	1	40	1
Clark County Vocational Skills Center 12200 NE 28 <sup>th</sup> Street Vancouver WA 98682	Construction	14	18	2
Washington Elementary School 2908 S Street Vancouver WA 98663	N/A	5	35	2

**Programs and Academic Courses Offered at Sites Outside the United States.** Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

**PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES**

<b>Location of Site Name City, State, ZIP</b>	<b>Degree Programs</b>	<b>Academic Credit Courses</b>	<b>Student Headcount</b>	<b>Faculty Headcount</b>
NONE				

## Preface

Clark College has fully implemented the 2009-2014 strategic plan and assessment processes throughout the college. The college has actively worked to assess all outcomes associated with both departments throughout the college and instructional programs which have led to needed improvements. These continuous improvement activities have aligned policies, procedures, and institutional practices with the goals, objectives, activities, measureable outcomes, and improvement strategies to the *Clark College 2009-2014 Strategic Plan*.

As Clark College enters the fifth year of its strategic plan, it has significantly progressed in terms of its understanding and implementation of each of the five core themes. For example, as the college kicks off the development of the *Clark College 2015-2020 Strategic Plan*, focus on learning will be at its core. This focus is a result of the college community's increasing appreciation of the collective supports needed for students to learn. Another example of progress has to do with the core theme Foster a Diverse College Community. Originally, when the *Clark College 2009-2014 Strategic Plan* was developed, the college introduced the language and intercultural competencies within the context of power, privilege, and inequality. As the college engaged in learning and activities to improve the college's ability to foster a diverse college community, it became evident that the college was striving for equity, in addition to equality. The college changed the words and the contents of activities to focus on power, privilege, and inequity, but could not officially make the change in language outside of established assessment cycles and procedures. Throughout this report, the reader will notice the differences in language regarding "power, privilege, and inequality" and "power, privilege, and inequity." These differences in language and content are the outcome of progress toward mission fulfillment.

Since the college's *2011 Year One Self-Evaluation Report*, prepared for the Northwest Commission on Colleges and Universities (NWCCU), Clark College has revised the scorecard as the measurement of mission fulfillment, improving the indicators and desired outcomes to ensure they are meaningful, assessable, and verifiable, and to allow for the evaluation of the accomplishment of objectives and core themes. Evaluators will see substantial improvements and differences in the indicators for each objective within each core theme from the 2011 Year One Self-Evaluation Report.

"Chapter One: Mission, Core Themes, and Expectations" presents the Clark College mission, core themes, objectives, indicators, and desired outcomes. Section A describes Clark College's fulfillment of NWCCU's second and third eligibility requirements. Section B explains the college's mission and quantitatively defines mission fulfillment. Each of the sections from Section C through Section G identifies one of the five core themes, the alignment of the core theme to the mission, and each of the objectives related to the core theme. Sections C through G also identify, for each objective, the indicators used to measure each objective, the desired outcome for each indicator, and the rationale for selecting the indicator and desired outcome as it measures the objective.

"Chapter Two: Resource and Capacity" documents the adequacy of resources and the capacity of Clark College to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Section A provides summary statements about the college's compliance with NWCCU's eligibility requirements 4 through 21. Section B demonstrates compliance with these eligibility requirements through its governance and decision-making structures, and through policies and procedures that promote the effective management and operation of the college. Sections C through H specifically address compliance with the NWCCU standards regarding the resources, capacity, and practices of all areas of the college to fulfill the mission. These areas include human resources, education resources, student support resources, library and information resources, financial resources, and facility and information technology resources.



## Chapter One: Mission, Core Themes, and Expectations

### Section A: Eligibility Requirements

2. **AUTHORITY.** Clark College meets NWCCU Requirement #2. Clark College is one of 34 community and technical colleges in the state of Washington and derives its authority from the Community College Act of 1967 (revised as the Community and Technical Act of 1991), Revised Code of Washington (RCW 28B.50). The Washington State Board for Community and Technical Colleges (SBCTC) authorizes Clark College to operate as a higher education institution and to award degrees. Authority is further delineated in RCW 25B.50.140, which defines the Board of Trustees' duties and powers, stating that it "may grant to every student, upon graduation or completion of a course of study, a suitable diploma, degree, or certificate under the rules of the state board for community and technical colleges that are appropriate to their mission."
3. **MISSION AND CORE THEMES.** Clark College meets NWCCU Requirement #3. Clark College's mission and core themes are clearly defined in the *Clark College 2009-2014 Strategic Plan*, which was approved on June 15, 2009 and implemented on July 1, 2009, by the Clark College Board of Trustees. The Board of Trustees directs the college president to carry out the strategic plan throughout all operations of the institution. The college accomplishes its mission by directly linking all efforts within the college to at least one core theme and related objective as appropriate to the work performed in each area of the college. Since all college efforts are linked to a core theme, and the core themes derive from the mission, which is fully articulated in the strategic plan—all Clark College resources are used to support the educational mission and, by extension, those resources are well invested in the residents of Clark College's service district.





## Section B: Mission and Mission Fulfillment

### ***Mission***

The Clark College mission statement declares that “*Clark College provides opportunities for diverse learners to achieve their educational and professional goals, thereby enriching the social, cultural, and economic environment of our region and the global community.*” The mission statement manifests in full the properties mandated by Standard 1.A.1, which states, “The institution has a widely published mission statement – approved by its governing board – that expresses a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.”

The Clark College mission statement, developed by representatives drawn from every part of the college community and approved by the Board of Trustees, makes public the purpose of Clark College as explicitly and comprehensively as possible. The mission statement constitutes the lodestone of the college’s strategic plan and thus guides every endeavor at Clark. Clark College’s current strategic plan, the *Clark College 2009-2014 Strategic Plan*, was developed from a comprehensive assessment of the higher education-related needs and desires of students and industry, as well as local and global communities. The data was evaluated, and the plan drafted, by the taskforce President Knight convened in January 2008, consisting of representatives from the whole college community, including the Board of Trustees, the Foundation, the Foundation Board, the president, faculty, Student Affairs, Administrative Services, Planning and Effectiveness, Instruction, staff, and students. The taskforce studied information from external and internal focus groups and environmental scanning activities, such as service district demographics, economics, and occupational labor market and wage information. From this data, the taskforce developed the vision, mission, core themes, and objectives, which together comprise the strategic plan. The strategic plan delineates the collective work of the college and sets its direction for the five years of the plan.

The 2009-2014 strategic plan, guided by the mission statement, compels the implementation of five core themes vital to the continued excellence and improvement of the college. The core themes are realized through the college’s leadership, its community partnerships, its infrastructure, the services it provides, and the values it upholds. The five core themes are 1) Focus on Learning, 2) Expand Access, 3) Foster a Diverse College Community, 4) Respond to Workforce Needs, and 5) Enhance College Systems. Each core theme is operationalized by multiple objectives. In turn, each objective focuses attention on—and identifies indicators to gauge the success of—those decisions and actions, which, taken in the aggregate, constitute the fulfillment of the mission. These objectives articulate how the college will serve the educational interests of its students by providing them the opportunity to fulfill their educational and professional goals, e.g. earning degrees and certificates. The objectives also guide the college in developing learner-centered opportunities that enrich the community. Furthermore, college departments explicitly link all their efforts to one or more college objectives within each of the core themes. Direct links between departments and objectives verify that all college resources are allocated within the framework of the strategic plan.

The strategic plan is clearly communicated both internally and externally. Vision and mission statements are located in the common areas throughout the college. The strategic plan, i.e., vision, mission, core themes, and objectives, is available on the college’s intranet and internet sites. Moreover, at every Board of Trustees meeting, each member of Executive Cabinet presents his or her exceptional monthly activities and outcomes linked to the 2009-2014 strategic plan’s core themes. This information is recorded publicly.

### ***Mission Fulfillment***

The Clark College strategic plan and improvement practices meet the criteria for *Standard 1.A.2*: “The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations.

Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.” Fulfillment of the mission can be accomplished only through continuous improvement that aligns with the mission statement, which articulates the purpose of the college. At Clark College, the continuous improvement process consists of four main actions: plan, do, assess, and improve.

**Plan:** The 2009-2014 strategic plan sets forth the direction of the college for the five years of the plan.

**Do:** Clark College accomplishes the strategic plan as its functional areas (i.e., departments, units, programs, and areas) link their goals to the college’s objectives in the strategic plan, and, if appropriate, the one-year institutional goals. All functional areas then evaluate how well they met their goals.

**Assess:** The scorecard measures annually how well Clark College is fulfilling its mission through a series of indicators and related desired outcomes for each objective and core theme. The college uses the scorecard to measure progress for each college objective and to identify areas in need of improvement.

**Improve:** The findings of the scorecard evaluation inform the college of the areas within each core theme that need improvement. These areas that need improvement are written as one-year institutional goals and serve as priorities for the college to ensure progress toward fulfilling its mission.

Clark College developed a [scorecard](#) to measure mission fulfillment. The scorecard is updated annually. The scorecard consists of indicators, desired outcomes, and evaluative scores that identify areas for improvement and areas of progress. Each indicator and desired outcome references an objective and hence a core theme. The scorecard measures the objectives by comparing the indicators with the desired outcomes. The desired outcomes were selected based on a number of criteria that take into account the following:

- Limitations of the college’s power to affect the indicator, e.g., areas over which Clark College does or does not have control;
- Limitations in survey-measured perception data;
- Type of higher education institution, i.e., comprehensive community college;
- Impact of external forces, e.g., significantly high correlation with unemployment rates; and
- Realistic expectations for improvement.

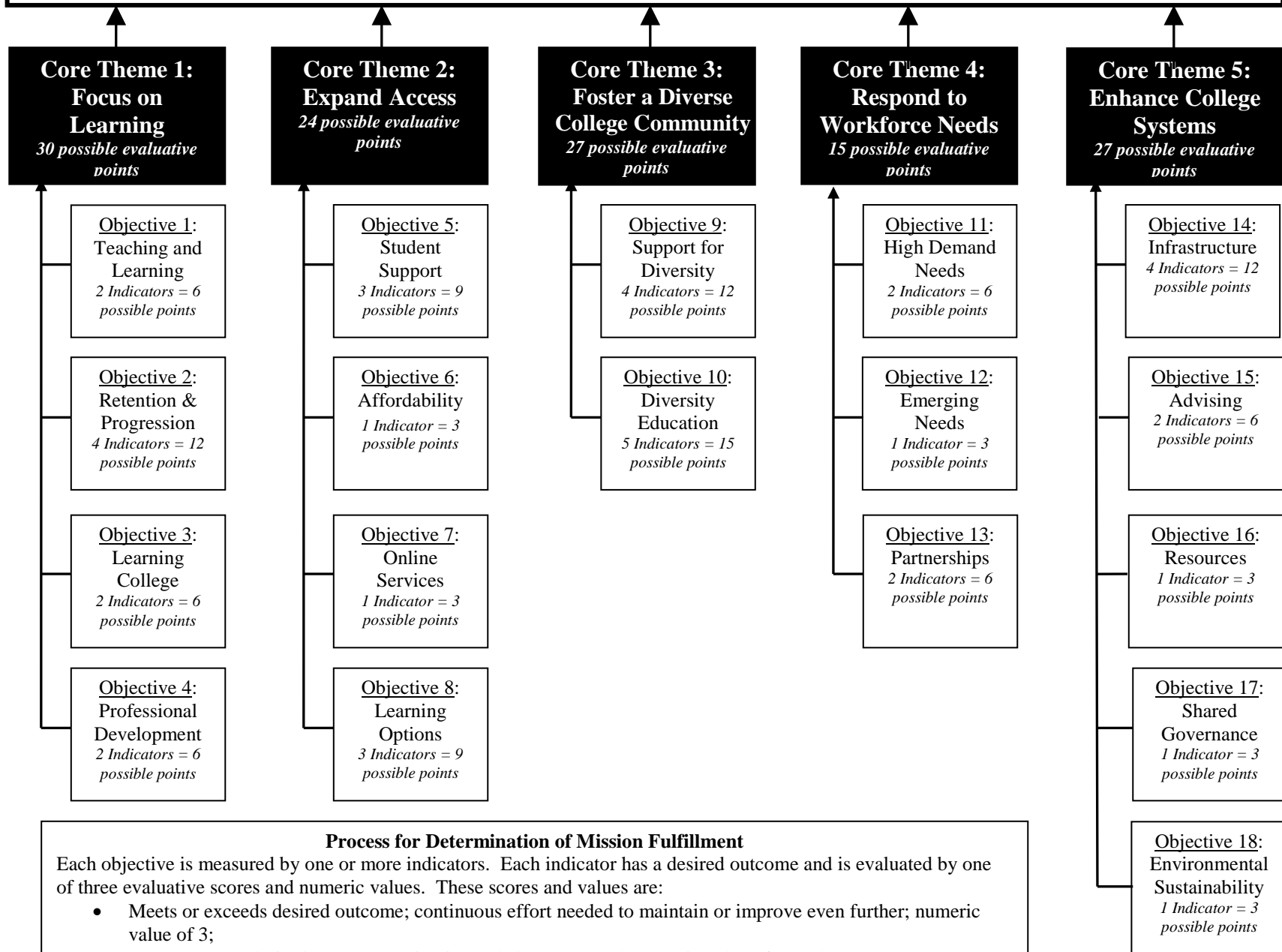
Multiple indicators are often used to measure objectives, especially when the objective cannot be measured directly. In addition, as indicated by the mission statement—which refers to students’ own goals—Clark College values the experience of the entire college community and recognizes that each person measures success for himself or herself based on a multitude of individual factors. Therefore, student and employee perception data are used as indicators, with the assumption that perception can be reality.

**Clark College quantitatively defines mission fulfillment as the attainment of an evaluative rating of 80% for all desired outcomes within each of the five core themes.** Each indicator is given one of three possible evaluative scores and a corresponding numeric value. These scores and values are as follows:

- Meets or exceeds desired outcome; continuous effort needed to maintain or improve even further; numeric value of 3;
- Does not meet desired outcome; action is needed to meet goal; numeric value of 2; and
- Does not meet, well below desired outcome and immediate action is needed; numeric value of 1.

For each core theme, the numerator is the sum of all numeric evaluative scores and the denominator is the total possible points. For each core theme, the percent is calculated by summing all of the evaluative scores for all indicators (numerator) and dividing by the total possible points (three times the number of indicators; i.e. the denominator). (See page 15 *Clark College Mission Fulfillment: Achieving 80% of All Desired Outcomes within Each of the Five Core Themes.*)

**Clark College Mission Fulfillment:**  
**Achieving 80% of All Desired Outcomes within Each of the Five Core Themes**





## Section C: Core Theme – Focus on Learning

**Mission Alignment:** Fulfillment of the Clark College mission depends on its focus on learning. Only when the college provides—and stakeholders engage in—appropriate learning opportunities, can students achieve the educational goals that will enrich the regional and global communities.

**Description:** As a core theme, Clark College’s focus on learning serves as the foundation for decisions and actions that 1) provide high-quality, innovative education and services that permit students to achieve their goals; 2) support intended outcomes related to students, faculty, and the entire college community; and 3) enhance current teaching and learning as well as the college’s continuous pursuit of future improvements with respect to planning, technology, location (service delivery), instructional methods, assessment, and outcomes.

**Objective 1 – Teaching and Learning: Identify, offer, and support teaching and learning strategies that enhance student success.**

1.1 Indicator	Desired Outcome
Percent of students engaged in expanded teaching and learning innovations/strategies that support student success as identified by the Retention Committee	Increase in the percent of students engaged in innovative learning strategies identified by the Retention Committee from the previous year.

*Objective 1, Teaching and Learning, Measurement Rationale:* This indicator not only illustrates but also promotes the college’s commitment to identifying and supporting innovative teaching and learning strategies that lead to improved student success. The college promotes its commitment to learning by focusing attention on the current percent of students engaged in innovative learning strategies and also striving for more students to benefit. To become life-long learners, especially in a world where people will change careers far more frequently than in past decades, students must understand learning as a continuous, self-driven, and highly individualized activity. Clark College believes students need to learn how to learn; hence the college must help each student become familiar with a wide range of learning strategies to select what works best for him or her both at Clark College and elsewhere. The Retention Committee evaluates new strategies to identify which ones will count for this indicator.

1.2 Indicator	Desired Outcome
Percent of transfer and career-technical education students who have made substantial progress	Clark’s percent is higher than the Washington State percentage for the same year

*Objective 1, Teaching and Learning, Measurement Rationale:* A transfer or career and technical education (CTE) student is defined as making substantial progress, for this indicator, if the student: 1) earns a degree or certificate and completed at least 45 credits, 2) transfers to a baccalaureate institution without a degree, 3) earns a short-term certificate with less than 45 credits, 4) is still enrolled in the fourth year at the college, and/or 5) earns student achievement points before leaving the college. This indicator is the total percent of transfer and CTE students combined who are successful within four years. Because the college prioritizes both teaching and learning strategies and student success outcomes, the college expects a higher percent of students to be successful than the Washington State students overall with the same criteria as listed above.

**Objective 2 –Retention and Progression: Increase the retention and progression of all students, with emphasis on first-generation students.**

2.1 Indicator	Desired Outcome
Summer and fall-to-fall retention rate of first-time, first-year, degree-seeking students who begin summer or fall quarter	Clark’s percent is 55% or higher

*Objective 2, Retention and Progression, Measurement Rationale:* Summer and fall-to-fall retention is an obvious indicator of retention; the desired outcome, i.e., 55%, takes into consideration the fact that many students transfer or receive employment within one year and therefore are not be retained but should still be considered successful.

<b>2.2 Indicator</b>	<b>Desired Outcome</b>
Percent of degree-seeking students completing a degree or certificate within three years	Clark's percent $\geq$ 75 <sup>th</sup> Percentile of all National Community College Benchmark Schools

*Objective 2, Retention and Progression, Measurement Rationale:* This indicator was chosen to directly measure retention and progression, as students cannot complete without being retained and progressing through their coursework. The desired outcome was chosen as a standard of excellence due to the college's emphasis on student success. As its desired outcome in the area of students' degree and certificate completion, Clark College has identified the proportion of completers reported as the 75th percentile of all community colleges in the United States participating in the National Community College Benchmark Project.

<b>2.3 Indicator</b>	<b>Desired Outcome</b>
Percent of transfer students entering below college-level who earn a quantitative student achievement point	Clark's percent is higher than Washington State's percentage

*Objective 2, Retention and Progression, Measurement Rationale:* One significant factor in students', especially transfer students', ability to progress and be retained through their educational program is whether or not they successfully complete at least one college-level math or quantitative skill course. Yet more than three in four transfer students who come to Clark College are placed in coursework below college-level. Because transfer students cannot complete a degree until they complete a course requiring the demonstration of college-level quantitative skills, the need to complete pre-college work is a significant risk factor in students' retention and progression to complete a degree and/or transfer to a baccalaureate institution. The college makes use of the Average Student Achievement Initiative (SAI) to assess this risk. Within this set of student achievement points, the Washington State Board for Community and Technical Colleges developed a common indicator, termed a "quantitative point," to determine whether or not students have successfully completed a course requiring the demonstration of college-level quantitative skills. The college expects that Clark students earn a quantitative point at a higher rate than students overall throughout the state due to Clark's emphasis on student success.

<b>2.4 Indicator</b>	<b>Desired Outcome</b>
Average student achievement points earned among first-generation students	Average Student Achievement Initiative (SAI) Points earned among students first-generation students will be equal to or greater than students who are not first generation

*Objective 2, Retention and Progression, Measurement Rationale:* Student Achievement Initiative Points are developed by the Washington State Board for Community and Technical Colleges and are earned by students as they accomplish each of the following: 1) make nationally recognized standardized test gains in math or in English language reading and listening, or earn a GED or high school diploma; 2) pass a remedial math or English course with a qualifying grade to advance toward college-level work; 3) earn the first 15 college-level credits, 4) earn the first 30 college-level credits; 5) complete the first 5 college-level math credits; and 6) earn a certificate backed up by at least one year of college; and 7) earn a two-year degree or completes an apprenticeship. The indicator compares the average student achievement points earned within one year for first-generation students with those earned by non-first generation students. As students earn student achievement points, they build momentum toward accomplishing their educational goals. In other words, as they earn more points they become more likely to be retained, progress through their coursework, complete their degree, and achieve their goals. As the strategic plan emphasizes, because first-generation students

have significant barriers to achieving their educational goals, it is important make sure these students are building momentum at the same rate as other students.

**Objective 3 – Learning College: Refine and implement continuous improvement planning consistent with the “learning college” model.**

<b>3.1 Indicator</b>	<b>Desired Outcome</b>
Percent of operational plans completed	100% of operational plans are complete and documented each year in all major areas of the college. The components of continuous improvement are goals, connection to college-wide objectives, activities, desired outcomes, assessment results, and use of results for the subsequent year.

*Objective 3, Learning College, Measurement Rationale:* This indicator was selected because the process of operational planning mirrors the learning college model. Where the processes are so similar, the measurement of success in each case should be similar. Meeting the desired outcome of this indicator requires the completion of the following activities: 1) engagement of employees in learning activities directly related to their work, e.g. evaluation of work, 2) research of best practices, 3) implementation of improvement strategies and 4) re-evaluation.

<b>3.2 Indicator</b>	<b>Desired Outcome</b>
Percent of programs with completed assessment cycle	100% of educational programs, leading to a degree or certificate, have been assessed

*Objective 3, Learning College, Measurement Rationale:* Each educational program is expected to have learning outcomes specific to the degree or certificate and assess student learning evidenced by outcomes. The college expects that at least one program learning outcome for each educational program is assessed annually. This expectation both supports continuous improvement and focuses the college on learning.

**Objective 4 – Professional Development: Provide all employees with opportunities for professional development.**

<b>4.1 Indicator</b>	<b>Desired Outcome</b>
Percent of employees who completed required professional development (excluding adjunct faculty)	Clark percent = 100%

*Objective 4, Professional Development, Measurement Rationale:* Clark College values and makes an investment in professional development opportunities by mandating the completion of nine sections of various topics for all employees, excluding adjunct faculty. This measure indicates the commitment Clark College has made to professional development.

<b>4.2 Indicator</b>	<b>Desired Outcome</b>
Average agreement, on a seven-point scale, that employees are supported in professional development opportunities	Average agreement is 5.5 or higher

*Objective 4, Professional Development, Measurement Rationale:* Employee perception is an important factor in determining whether the college provides all employees with opportunities for professional development. Employees might come to dismiss news of training opportunities with the assumption that college offerings are not relevant to their needs or values. Since the college is committed to supporting professional development for employees, it would expect that employees would perceive that these meaningful opportunities are available to them. The college conducts a biennial Climate Survey, which includes three statements that measure employees’ perception of the support the college gives for professional development: 1) My professional development is encouraged; 2) I have the opportunity to take advantage of professional development activities; and 3) I have access to adequate financial resources for professional development. This indicator averages these three statements.





## Section D: Core Theme – Expand Access

**Mission Alignment:** Clark College’s multiple locations, variety of learning opportunities, and ease of access for diverse learners sets the college apart from all other higher education institutions in the region. Only when students can access appropriate learning opportunities will they have the power to use their experiences to succeed personally and to enrich the social, cultural, and economic environment of our community.

**Description:** Clark College continually assesses the accessibility of learning opportunities it provides to the community at large. The college facilitates access by 1) offering appropriate support services to aid students as they enroll; 2) limiting procedural barriers to enrollment; 3) considering the affordability of education; and 4) making available courses and services in multiple modalities, timeframes, and locations. Clark College aims to be the community’s college, not only by providing various learning opportunities, but also by making the process to enroll as convenient as possible. The college offers programs and services that are affordable and accessible to the community. Students determine accessibility according to individual factors, such as availability of necessary classes (pre-requisites, program requirements, course sequences); compatibility with family, employment, and educational schedules at other educational institutions; days vs. evenings; Monday through Friday versus weekend classes; preferred times; distance from home; availability of public transportation; online versus face-to-face, and the need for American Disability Act accommodations.

Overall, the student population has grown by 15% in last five years. This increase indicates both that the community has a great need for the educational opportunities offered by Clark College and that the community can access those opportunities. Enrollment numbers alone do not measure access. Utilization of support services, including financial support, and student perception are just as important – if not more important – to measuring the effectiveness of expanding access.

**Objective 5 – Student Support: Provide appropriate support services and reduce procedural barriers to help students enroll in college.**

5.1 Indicator	Desired Outcome
Percent of service district high school students entering Clark College	One percentage point higher than the average of the previous three years

*Objective 5, Student Support, Measurement Rationale:* Since Clark College serves no captive population other than high school completers, who usually have not benefitted from higher education previously, it is nearly impossible to identify any other discrete adult population that needs and wants higher education. Therefore, this data is used as an indicator for access to the educational opportunities offered by the college overall. The desired outcome was selected because the college aims to increase access. However, the college must also have a realistic expectation because this outcome may be impacted by changes over which the college has no control, e.g., tuition, unemployment rate, etc.

5.2 Indicator	Desired Outcome
Percent of first-time, first-year students who attended new student orientation and who enrolled in class(es)	Clark College’s percent $\geq$ 90%

*Objective 5, Student Support, Measurement Rationale:* Clark College considers the student population who are serious about enrolling at Clark College as the students who have completed the mandatory new student orientation. This indicator measures the percent of new students who register for classes from among those students who attended orientation. Because there are a variety of personal reasons students do not enroll, the college set its desired outcomes as 90% or higher as an indicator of providing the appropriate support services and reducing the procedural barriers in order to help students enroll.

<b>5.3 Indicator</b>	<b>Desired Outcome</b>
Percent of students satisfied with student support services (as measured by the Noel Levitz's Student Satisfaction Inventory)	70% of the student responses, among those who believe the services are important, will affirm students are satisfied with the following: 1) helpfulness of personnel involved in registration; 2) availability of child care facilities; 3) timeliness of financial award announcements; 4) helpfulness of personnel in Veteran's Services; 5) effective support services for displaced homemakers; 6) helpfulness of financial aid counselors; 7) helpfulness of the career services office to students in need of a job; 8) availability and clarity of policies and procedures regarding registration and course selection; 9) comfort of the Student Center; 10) knowledge of the admissions staff; 11) reasonableness of the class change policies; 12) adequacy of career exploration services; 13) helpfulness of student orientations; and 14) ability to quickly find information needed.

*Objective 5, Student Support, Measurement Rationale:* Clark College serves students from a wide range of backgrounds, including those with special needs. This indicator quantifies students' satisfaction with the support services Clark offers to reduce procedural barriers and help students access learning opportunities. The desired outcome of 70% was selected to control for variability in students' perceptions of services and to account for the regulations by which the college must abide in delivering services.

**Objective 6 – Affordability: Expand options to increase the overall affordability of education.**

<b>6.1 Indicator</b>	<b>Desired Outcome</b>
Percent of students receiving opportunities to reduce cost of education (i.e., scholarships, financial aid grants, waivers, and special programs)	Clark College's percent is 50% or more of credit students receive opportunities to reduce the cost of education

*Objective 6, Affordability, Measurement Rationale:* Clark College can secure and offer opportunities that reduce the cost of education and increase the affordability for students. This indicator holds the college accountable to engage in activities that provide the opportunities for students to reduce the cost of education. Because some methods used by the college to reduce the cost of education erode the college budget, Clark College cannot be financially responsible and still expect that 100% of students can receive a reduction. Therefore, the college sets the desired outcome as 50% of credit students receive financial benefits to reduce the cost of instruction.

**Objective 7 – Online Services: Expand online services across the college.**

<b>7.1 Indicator</b>	<b>Desired Outcome</b>
Percent of required student processes that offer an online option	Of the 40 required student processes, the percent offered online is 5% greater than in the previous year

*Objective 7, Online Services, Measurement Rationale:* To increase access, Clark College is taking the necessary steps to expand online services. However, the college is mandated to use the legacy student, financial, and human resource management technology systems provided by the Washington State Board for Community and Technical Colleges (SBCTC). The lack of functionality of these legacy systems forces Clark College to "work-around" them to offer some online services. The benchmark determined for this indicator takes into account these restrictions as well as current limits on the resources the college needs to build "work-around" solutions.

**Objective 8 – Learning Options: Expand learning options by offering courses and services in various modalities, timeframes, and locations.**

<b>8.1 Indicator</b>	<b>Desired Outcome</b>
Percent of classes offered through eLearning or at-a-distance modality	Percent of classes offered through eLearning is greater than in the previous year

*Objective 8, Learning Options, Measurement Rationale:* Clark College has expanded the course offerings through online and at-a-distance modalities over the past five years in response to the significant increased student demand for eLearning options. On average, the online courses offered by Clark College often fill more quickly than face-to-face courses. Therefore, the college has aimed to increase its eLearning offerings by at least one percentage point from the prior year for the near future.

<b>8.2 Indicator</b>	<b>Desired Outcome</b>
Percent of students satisfied with class times and convenience (as measured by the Noel-Levitz Student Satisfaction Inventory)	72% of the student responses affirm that students are satisfied with the following areas: 1) classes are scheduled at times that are convenient and 2) ability to register for classes despite conflicts.

*Objective 8, Learning Options, Measurement Rationale:* This indicator measures students' perceptions that courses—whether online or face-to-face—are conveniently scheduled and their sense that at least one impediment—schedule conflicts—can be surmounted. Since the students' ability to register for classes at times that work for them is vital to Clark's efforts to expand access, these indicators provide important assessment of those efforts. The desired outcome is set at 72% to take into account factors that the college does not control, such as faculty availability to teach at different times or in different modalities. Because the indicator focuses on students' satisfaction with class scheduling and registration, this indicator measures accessibility indirectly.

<b>8.3 Indicator</b>	<b>Desired Outcome</b>
Percent of students satisfied with academic support (as measured by the Noel-Levitz Student Satisfaction Inventory)	72% of the student responses affirm that students are satisfied with the following areas: 1) adequacy of the library resources and services; 2) sufficiency in the number of study areas; 3) helpfulness of library staff; 4) accessibility and adequacy of computer labs; 5) presence of up-to-date lab facilities; and 6) availability of tutoring services.

*Objective 8, Learning Options, Measurement Rationale:* This indicator assumes that, by offering courses and other services in locations and modalities that students need, and by providing what students see as satisfactory access to services, the college effectively addresses the core theme: Expand Access.



## Section E: Core Theme – Foster a Diverse College Community

**Mission Alignment:** Clark College is the institution of choice for students from diverse communities throughout the service district. The college intentionally fosters this community by recruiting learners with various backgrounds and levels of preparation and offering them opportunities that help them to achieve their educational and professional goals.

**Description:** Fostering a diverse college community depends on providing the programs and services needed to support diverse populations, as outlined in the *Clark College Diversity Plan*. The diversity plan focuses college efforts on the core theme's two objectives: 1) to recruit, retain, and support all members of a diverse college community and 2) to provide all members of the college community with the comprehensive training and educational resources they need to equitably and effectively interact with a diverse student population.

Clark College has a rich variety of social groups in the college community, particularly historically disadvantaged groups. A diverse college community enhances learning as individuals from multiple social groups and backgrounds collaborate. Social groups and activities that perpetuate personal or institutional systems of privilege, power, inequality and inequity are inconsistent with the intent of the college's diversity plan. Historically disadvantaged populations include persons with a disability; people who identify as gay, lesbian, bisexual, and/or transgender (GLBT); persons of color; and others. However, college data permits the identification of only a few of those populations; therefore, data displayed in this section pertain to limited populations and are intended to be used as an indicator or proxy.

### Objective 9 – Support for Diversity: Recruit, retain, and support a diverse student population and college workforce.

9.1 Indicator	Desired Outcome
Percent of Clark College full-time employee population from historically disadvantaged groups	Percent of individuals from historically disadvantaged communities among workforce are equal to percent among Clark's student population

*Objective 9, Support for Diversity, Measurement Rationale:* The percent of Clark College students who are of color is higher than the percent of the general population in Clark's service district who are of color. Therefore, the college aims to have a workforce reflective of the student body to support the student community.

9.2 Indicator	Desired Outcome
Percent of open full-time positions for which at least 25% of the applicant pool identify as a person of color or as a person with a disability	100% of full-time applicant pools have at least 25% of the applicant pool identify as a person of color or as a person with a disability

*Objective 9, Support for Diversity, Measurement Rationale:* For all its full-time positions, the college aims to recruit applicants from diverse populations to result in at least 25% of applicants who identify as persons of color or as persons with a disability. These two diverse populations are identified because they are reportable while other forms of diversity, such as gender identity and sexual orientation, are not. Clark College has a significantly higher percent of students of color than does the service district it serves. Therefore, the college has begun to take deliberate action to increase the diversity of applicants for open positions. While the college strives to make sure at least 25% of the full-time applicant pools are from historically disadvantaged groups, this commitment is difficult due to the demographics of the regional population and because historical racism has limited educational and professional opportunities for people of color.

9.3 Indicator	Desired Outcome
Average number of Student Achievement Initiative points earned by historically disadvantaged students (i.e. students of color, students living in poverty, and students who receive services from Disability Support Services)	Average Student Achievement Initiative (SAI) Points earned among historically disadvantaged students will be higher than students who are not historically disadvantaged

*Objective 9, Support for Diversity, Measurement Rationale:* Washington State's Student Achievement Initiative (SAI) identifies six educational momentum points that students earn as they progress through their community college careers, beginning in basic education and ending with a degree or 45-credit certificate. When the college consistently provides the educational resources that enable the whole college community to interact in a diverse world, the college will retain students from diverse communities; those students will, therefore, progress through the educational continuum and achieve their goals. The college is committed to the achievement of students and, therefore, expects a higher average achievement among diverse students than among the student population as a whole in order to mitigate the negative consequences of power, privilege, and inequity on historically disadvantaged and marginalized populations.

9.4 Indicator	Desired Outcome
Average agreement, on a seven-point scale, among employees from historically disadvantaged communities with the college's efforts to recruit, retain, and support a diverse student population and college workforce	Average agreement is 5.5 or higher

*Objective 9, Support for Diversity, Measurement Rationale:* For this indicator, the climate survey findings are used to calculate the average level of agreement with the following five statements among employees who self-reported as a person of color, gay, lesbian, bi-sexual, transgendered, intersexed, or a person with a disability: 1) Cultural diversity is important to this institution; 2) The college has recruited and retained a diverse workforce with emphasis on underrepresented and historically disadvantaged groups; 3) The college has programs that effectively recruit and retain students from historically disadvantaged groups; 4) Clark College values employees from historically disadvantaged groups; and 5) Clark College values students from historically disadvantaged groups. The college expects that employees from historically disadvantaged communities would agree that the college is taking necessary steps to recruit, retain, and support diversity.

**Objective 10 – Diversity Education: Provide comprehensive training and educational resources to help all members of the college community interact effectively in a diverse world.**

10.1 Indicator	Desired Outcome
Percent of employees engaged in professional development activities that address power, privilege, and inequity	70% or higher

*Objective 10, Diversity Education, Measurement Rationale:* Clark College is committed to engage all employees in comprehensive training and educational resources related to power, privilege, and inequity in order to interact effectively in a diverse world. As the college encourages employees to attend training and educational opportunities, employees should find interest and attend. It is expected that at least 70% of all full-time employees will participate annually.

10.2 Indicator	Desired Outcome
Percent of Associate of Arts graduates who have completed a course with the power, privilege and inequality learning outcome	100% of AA graduates

*Objective 10, Diversity Education, Measurement Rationale:* A program learning outcome specific to power, privilege, and inequality is an important first step in demonstrating and acting on the college's commitment to fostering a diverse college community. The AA degree has such an outcome. This indicator identifies the percent of AA graduates who have completed at least one course related to power, privilege, and inequality.

10.3 Indicator	Desired Outcome
Percent of students who are satisfied AND who believe it is important that Clark College expose them to a variety of beliefs, cultures, and differences	Important $\geq$ 70% Satisfied $\geq$ 70%

*Objective 10, Diversity Education, Measurement Rationale:* If Clark College is fostering a diverse college community by engaging all community members in comprehensive training and by providing educational resources, students will both perceive these resources as important and be satisfied with the efforts the college is taking to expose them to a variety of beliefs, cultures, and differences. This indicator is one of the few indicators that use two distinct numbers. The rationale for using two distinct numbers is that the college believes that students should be able to recognize the importance of exposure to a variety of beliefs, cultures, and differences as well as be satisfied with Clark's performance.

10.4 Indicator	Desired Outcome
Percent of students satisfied AND who believe it is important that Clark College challenges power, privilege, and inequality	Important $\geq$ 70% Satisfied $\geq$ 70%

*Objective 10, Diversity Education, Measurement Rationale:* As Clark College has committed to fostering a diverse college community, it should be challenging systems of power, privilege, and inequality in such a way that students will notice and deem those efforts important. This indicator is one of the few indicators that use two distinct numbers. The rationale for using two numbers is that the college believes that students should be able to recognize the importance of challenging inequality, power, and privilege as well as be satisfied with Clark's performance. The college expects at least 70% of students will rate Clark College's actions in challenging inequality, power, and privilege as important and that 70% be satisfied with those actions.

10.5 Indicator	Desired Outcome
Average agreement, on a seven-point scale, among employees from historically disadvantaged communities with the college's efforts to provide training and educational resources to interact effectively in a diverse world	Average agreement is 5.5 or higher

*Objective 9, Diversity Education, Measurement Rationale:* For this indicator, the climate survey findings were used to calculate the average level of agreement with the following three statements among employees who self-reported as a person of color, gay, lesbian, bi-sexual, transgendered, intersexed, or a person with a disability: 1) Clark College sufficiently addresses issues and themes pertaining to power, privilege, and inequality; 2) My work area provides an environment that is welcoming of employees from historically disadvantaged groups; and 3) The college engages in appropriate training opportunities to understand the role power, privilege, and inequality play in interactions throughout the college. The college expects that employees from historically disadvantaged communities would agree that the college is taking necessary steps to provide training and educational resources that enable people to interact effectively in a diverse world.





## Section F: Core Theme – Respond to Workforce Needs

**Mission Alignment:** Clark College seeks out and nurtures partnerships with area businesses and agencies as part of its commitment to meet workforce needs. Together with its partners, the college identifies employers' requirements as well as appropriate learning opportunities for diverse learners to achieve their educational and professional goals. Fulfillment of workforce needs enriches the economic environment of our community.

**Description:** As a community college, Clark focuses both on transfer education as well as on education that directly facilitates gainful employment, especially for students seeking training, retraining, or corporate education. In collaboration with its many community partners in the service district, Clark College addresses students' employment goals and improves the economic environment by designing and providing excellent educational opportunities matched to the high demand and emerging workforce needs of our area.

Clark College serves the workforce needs of the service district by training and educating employees, workers seeking retraining, and people in career and technical programs. The college offers many different types of programs that provide workforce development opportunities. These opportunities are available through programs to upgrade job skills as well as short-term training programs, and career and technical education programs, in both credit and noncredit instruction.

### Objective 11 – High Demand Needs: Identify and support high-demand workforce needs.

11.1 Indicator	Desired Outcome
Percent of career and technical education completers receiving jobs within nine months	Percent of Clark College students will be greater than the percent of Washington State career and technical education community and technical college completers who obtain jobs within nine months

*Objective 11, High Demand Needs, Measurement Rationale:* The ultimate purpose of completing a career and technical education program is to obtain meaningful and desirable work. The Washington State Board for Community and Technical Colleges (SBCTC) identifies students who have completed a career or technical program with either a degree or certificate, and tracks the student into employment within a business or industry that has covered wages within the states of Washington, Oregon, Idaho, and Montana.

11.2 Indicator	Desired Outcome
Percent of new programs created that lie within high-demand fields as determined by Clark College	50% or more of new programs created address high-demand fields

*Objective 11, High Demand Needs, Measurement Rationale:* Clark College's workforce development professionals identify the high-demand fields for the service district every year. These high-demand areas are determined by studying projected occupational growth and by considering the high-demand occupations identified locally by the Southwest Washington Workforce Development Council. Clark College expects that at least half of the new programs developed annually will address these pre-determined high-demand areas, e.g., health care, technology, manufacturing, etc. This desired outcome was selected to allow for changes and for the possibility that programs may be needed outside these areas, while still maintaining a focus on the needs of the employers in high-demand and emerging fields.

**Objective 12 – Emerging Needs: Identify and support emerging workforce needs, including technology training and green industry skills.**

<b>12.1 Indicator</b>	<b>Desired Outcome</b>
Percent of educational program changes in response to regional workforce needs	50% or more of programs changes are in response to workforce needs

*Objective 12, Emerging Needs, Measurement Rationale:* Clark College chose this indicator to explicitly monitor and evaluate its responsiveness to business and industry. The college should be revising career and technical education (CTE) programs both proactively and responsively to emerging industry needs. Clark College expects that at least half of the program changes in the CTE programs and corporate education are based on the recommendation of the advisory committee of that program, or industry requests. The 50% desired outcome was selected to allow for changes other than those recommended by workforce advisors, while still maintaining a focus on the needs of the employers in high-demand and emerging fields.

**Objective 13 – Partnerships: Establish, maintain, and expand partnerships that support workforce needs.**

<b>13.1 Indicator</b>	<b>Desired Outcome</b>
Percent of workforce-development focused grant applications submitted that require regional partnerships	50% or more of workforce development grants proposal are submitted with regional partnerships

*Objective 13, Partnerships, Measurement Rationale:* Clark College responds to workforce needs by partnering with business and industry. Many of these partnerships require funding beyond Clark's current available resources to develop the educational opportunities needed to prepare the regional workforce. Therefore, this measure was chosen to indicate the college's performance within its current capacity to respond to the needs of the community. Many other grant opportunities exist that will support the college's strategic plan; therefore this benchmark—that 50% of the grant applications submitted require industry partnerships—exemplifies the college's commitment to responding to workforce needs.

<b>13.2 Indicator</b>	<b>Desired Outcome</b>
Percent of advisory committees that have work plans in place, meet state requirements, and convene twice annually	100% of advisory committees for career and technical education programs have work plans in place, meet state requirements, and convene twice annually

*Objective 13, Partnerships, Measurement Rationale:* Clark College currently has 26 Program Advisory committees, which represent each career and technical education program grouping (e.g., welding has one advisory committee although students may earn multiple degrees and certificates). These committees are required by the Washington State Board for Community and Technical Colleges (SBCTC) to meet at least twice annually to provide input and guidance to the program director and faculty. In addition, each committee is to have an annual work plan in place. The work plans outline goals and activities on an annual basis and typically address curricular issues, equipment needs, promotion and marketing initiatives, program outcomes, and enhancements to the programs based on business and industry standards. Each committee is to be composed of 50% employers and 50% college employees. This ratio ensures a balanced representation and the sharing of multiple perspectives offered by both those individuals who have hiring/firing responsibilities and those who do not. Moreover, these committees maintain and expand partnerships that support workforce needs. The college expects that 100% of the advisory committees have work plans in place and comply with state requirements.

## Section G: Core Theme – Enhance College Systems

**Mission Alignment:** Clark College must maintain and enhance its infrastructure in order to accomplish the mission to provide learning opportunities for diverse learners to achieve their educational and professional goals, thereby enriching the social, cultural, and economic environment of the community. While the effective operation of the college infrastructure may seem implicit, Clark College identifies enhancing college systems as a core theme in its own right because the college recognizes that success in every other core theme and in their constituent objectives—i.e. mission fulfillment—becomes possible only when all systems function together seamlessly to carry out their respective tasks.

**Description:** College systems are all those systems that indirectly support student learning. The first objective within this core theme specifically aims to improve the college infrastructure. Identifying infrastructure—in its broadest sense—as an area of focus emphasizes the college’s need to operate within a balanced budget, and to evaluate the cost and cost effectiveness of operations as well as the quality of services. The objective calls for attention to college functions such as facilities, finance/budget, compliance, information technology systems, institutional research, and auxiliary services. Another objective gives high priority to college activities that seek alternate resources to fulfill the college mission. These additional resources are fundamental to accomplishing the mission, especially in a time when state resources are dwindling.

This core theme also directs attention to vital college systems that need improvement. Advising is identified as an objective because, for almost a decade, Clark’s self-studies have pointed to advising as an area of concern. Shared governance is another primary component of college systems; the changes needed to enhance college systems can be either delayed or expedited by the way employees perceive shared governance, which, in turn, affects the college climate. Finally, environmental sustainability is a Clark College value where sustainable practices can enhance the college systems, reduce expenses, slow the depreciation of college facilities, and model responsible citizenship to students and the community.

### **Objective 14 - Infrastructure: Improve college infrastructure to support all functions of the college.**

<b>14.1 Indicator</b>	<b>Desired Outcome</b>
Percent of college operating budget in reserves	5% of college operating budget in reserves

*Objective 14, Infrastructure, Measurement Rationale:* The Clark College Board of Trustees’ policy requires the college to keep a reserve (i.e., savings account) of 5% and 10% of the operational budget, never falling below 5%. The reserve level provides the college a source of one-time funding to use in the event of a crisis or unforeseen need. College systems must adhere to a budget in order to continue to serve students.

<b>14.2 Indicator</b>	<b>Desired Outcome</b>
Percent of facilities and capital projects completed within biennium	100% of facilities and capital projects planned for the biennium are completed on time

*Objective 14, Infrastructure, Measurement Rationale:* Capital is one of the most fundamental aspects of the college’s infrastructure. The college must have the facilities needed to provide the educational opportunities to diverse learners. The only way that the facilities can support the mission and serve the student and employee populations, both of which are growing and changing, is by keeping the facilities safe, secure, functioning, current, and adequate in number. Therefore, the college expects that 100% of the capital projects that are planned for the biennium are completed.

14.3 Indicator	Desired Outcome
Percent of technology replaced according to established replacement plan	100% of planned technology replacement is completed

*Objective 14, Infrastructure, Measurement Rationale:* The indicator measures the proportion of technology that was replaced according to the technology replacement plan administered by the Information Technology Services department. The college needs to continue to invest in the technology it owns as well as assess the benefit of integrating additional technology solutions. All work conducted at Clark College to provide educational opportunities to diverse learners requires technology. This indicator was selected to measure whether the college is appropriately supporting the college infrastructure with technology resources.

14.4 Indicator	Desired Outcome
Percent of formal recommendations implemented to improve emergency preparedness	100% of recommendations are implemented

*Objective 14, Infrastructure, Measurement Rationale:* Emergency preparedness is an important indicator to consider when measuring the health of the college infrastructure. If the college did not invest in all aspects of the infrastructure, then the infrastructure could not sustain an emergency situation. These recommendations inherently improve the college infrastructure. Therefore, the benchmark and indicator for this measurement is 100% of the emergency preparedness recommendations are implemented. The recommendations, developed by the Emergency Management Planning Committee, are based on the evaluation findings of quarterly drills.

**Objective 15 - Advising: Develop and implement an effective advising system to enhance student success.**

15.1 Indicator	Desired Outcome
Percent of students satisfied with college-wide advising	70% of the student respondents will affirm that students are satisfied with the following areas: 1) academic advisor is approachable, 2) academic advisor helps set goals to work toward, 3) academic advisor is concerned about success as an individual, 4) academic advisor is knowledgeable about the program requirements, and 5) academic advisor is knowledgeable about the transfer requirements of other schools.

*Objective 15, Advising, Measurement Rationale:* The college aims to ensure a systematic process of academic and other educational program advisement to adequately inform and prepare faculty and other personnel responsible for the advising function. If this systematic advising process were in place, students' perceptions of advising would improve. Over time, student perception of the advising system has been highly correlated with the organization and investment the college has put into advising. The mission to serve students will be enhanced when faculty are aware of student goals as well as program and transfer requirements.

15.2 Indicator	Desired Outcome
Percent of first-time, first-year degree and certificate seeking students who have completed an educational plan	100% have completed an education plan

*Objective 15, Advising, Measurement Rationale:* An educational plan is developed primarily by the student in consultation with an advisor; the plan keeps students on target to complete only the necessary classes to earn their degrees or certificates. Since educational planning is the foundation of effective advising, the college expects all students to have an educational plan.

**Objective 16 - Resources: Seek alternate resources, such as grants, philanthropy, and partnerships to fulfill the college mission.**

16.1 Indicator	Desired Outcome
Total grants and contract funds expended and Clark College foundation's philanthropic contributions received in a biennium are higher than in the previous biennium	Increase in grants, contracts, and philanthropy awarded to the college in each biennium

*Objective 16, Resources, Measurement Rationale:* While also important to support the college's systems, increasing the amounts of grants, contracts, and philanthropy awarded to the college during each biennium will strengthen the college systems. Through deliberate efforts to increase resources specific to the college's strategic plan and hence its mission, the college should expect to see an increase in funds and other support derived from these sources each biennium. Often these resources are sought in partnership between different areas of the college and the Clark College Foundation. This work is becoming more essential due to the decreased availability of state funds.

**Objective 17- Shared Governance: Refine, communicate, and implement a shared governance system.**

17.1 Indicator	Desired Outcome
Average agreement among employees, on a seven-point scale, that shared governance is effective	Average agreement is 5.5 or higher

*Objective 17, Shared Governance, Measurement Rationale:* Employee perception of shared governance is an important indicator to measure the college's ability to refine, communicate, and implement a shared governance system. Seven statements pertained to shared governance on the Climate Survey and were used in this indicator: 1) College budget decisions reflect my input; 2) Criteria by which decisions are made are clearly communicated; 3) I have the opportunity to express my ideas in appropriate forums; 4) I receive feedback about how my ideas and opinions were used in the decision-making process; 5) Overall, Clark College decision-makers effectively use the work of committees to inform their decisions; 6) Overall, Clark College provides an environment conducive to the open discussion of issues; and 7) Shared governance is working effectively at Clark College. This indicator averages all responses of the previously listed seven statements. Since the college is committed to shared governance, it would expect that employees believe the college actually operates according to that principle.

**Objective 18 - Environmental Sustainability: Integrate environmental sustainability practices into all college systems.**

18.1. Indicator	Desired Outcome
Strategic plan for environmental sustainability	Strategic plan for environmental sustainability has been designed and approved

*Objective 18, Environmental Sustainability, Measurement Rationale:* This indicator measures the environmental sustainability because developing a strategic plan is the first step to integrating environmental sustainability practices into all college systems.



## Chapter Two: Resources and Capacity

### Section A: Eligibility Requirements

Clark College continues to meet each of the eligibility requirements established by the Northwest Commission on Colleges and Universities.

- 4. OPERATIONAL FOCUS AND INDEPENDENCE.** The Washington State Board for Community and Technical Colleges gives Clark College the authority to operate and grant degrees and certificates as referenced in the Washington Administrative Code (WAC 132N) and the Revised Code of Washington (RCW 28B.50). Clark College provides comprehensive educational opportunities, which include academic programs, career and technical education programs, and basic education to meet the needs of Southwest Washington, defined as Clark, Skamania, and western Klickitat counties. Clark College offers open admissions policies consistent with the critical role the college plays in providing learning opportunities for diverse learners, which enriches the social, cultural, and economic environments within the regional and global communities. Moreover, Clark College has the operational independence and capacity to meet NWCCU's standards and eligibility requirement.
- 5. NON-DISCRIMINATION.** Clark College affirms a commitment to freedom from discrimination for all members of the college community. The college expressly prohibits discrimination against any person on the basis of race; color; national origin; sex; age; creed; religion; sexual orientation; gender identity; gender expression; marital status; presence of physical, sensory or mental disability; disabled veteran status; or Vietnam-era veteran status. The college engages in meaningful educational opportunities, dialogue, recruitment, and retention strategies to support and enhance diversity as experienced by all students and employees.
- 6. INSTITUTIONAL INTEGRITY.** Clark College adheres to Washington State's Ethics in Public Service statute, Chapter 42.52 of the Revised Code of Washington, in all its actions and decisions. To ensure understanding of state law and college policy, all employees are required to complete an annual online training session on ethics in public service. To define the college's standards for trustees, administrators, faculty, staff, and students, the college publishes several documents that define the college's standards and expectations, such as the Ethics in Public Service 415.030 and Board of Trustees 100.B30/103.B35 policies.
- 7. GOVERNING BOARD.** The college is governed by a five-member Board of Trustees, appointed by the governor of the state of Washington. The board is responsible for the quality and integrity of the institution and monitors progress towards achievement of the institutional mission and core themes. Board members have no contractual, employment, or personal financial interest in the institution.
- 8. CHIEF EXECUTIVE OFFICER.** The college president is a full-time employee, appointed by the Board of Trustees, who serves as the chief executive officer for the institution. The president's full-time responsibility is the organization and administration of the college, including rules, regulations, policies, and programs, as well as goals and strategic initiatives adopted by the Board of Trustees. Neither the college president nor any other executive officer of the institution chairs the Board of Trustees.
- 9. ADMINISTRATION.** Clark College employs a sufficient number of qualified administrators. These administrators have a clearly defined scope of responsibility located within position descriptions. Administrative employees of the college meet all qualifications and have the appropriate level of education to provide effective leadership and management for the institutional



functions. Administrators work collaboratively across functions to fulfill the college's mission and accomplish its core objectives.

- 10. FACULTY.** The college employs a core of professionally qualified, full-time faculty, adequate in number and qualifications to achieve the educational mission and goals of the college. Faculty are involved in the formulation of institutional policy through membership in college committees and councils, and they participate in curriculum development and academic planning through the Curriculum Committee and Instructional Planning Team. Faculty members also participate in academic advising and institutional governance. Full-time and adjunct faculty members are evaluated periodically and systematically through well-documented processes. Faculty workloads are defined in the Clark College Association of Higher Education Agreement and reflect the mission and goals of the college as well as the talents and competencies of the faculty. Faculty workloads allow sufficient time to ensure the integrity and continuity of its academic programs. The college demonstrates its commitment to faculty development through its allocation of resources, and faculty development activities are incorporated into faculty members' workload.
- 11. EDUCATIONAL PROGRAM.** The college offers educational programs leading to the award of degrees and certificates. The college's Curriculum Committee and the Instructional Planning Team ensure that all degrees are based on a recognized field of study; of sufficient content, length and rigor; and effective in the use of information resources. Both committees in partnership with the Outcomes Assessment Committee ensure that the college's educational programs culminate in the achievement of clearly identified student learning outcomes. Specialized programs leading to the award of professional/technical degrees are accredited by the appropriate professional body. The college ensures faculty and student interaction by policies defining levels of faculty availability, academic advising and orientation sessions, student leadership activities, and participation in college committees, including the College Council.
- 12. GENERAL EDUCATION AND RELATED INSTRUCTION.** The college's transfer degree programs require a core of general education components, commensurate with standards and requirements at receiving institutions and comparable to requirements at other community colleges. The college's professional and technical degrees include identified outcomes in communications, computation, and human relations. Certificates of 45 credits or more require a core of related instruction.
- 13. LIBRARY AND INFORMATION RESOURCES.** The college provides library and information technology resources and services for students and faculty for all its educational programs wherever located and however delivered. The library provides on-campus and remote access to print and non-print resources, and library faculty provide instruction to students and faculty on use of the tools.
- 14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE.** Clark College ensures the physical and technological infrastructure required to adequately support student learning and fulfill its mission. The physical infrastructure needs are assessed and improved through the facilities master planning process, directly linked to the college's strategic plan, and the Washington State Board for Community and Technical Colleges' (SBCTC) facilities and capital projects funding process. Clark College also actively engages in information technology planning for the college directly aligned and in support of the college's strategic plan. SBCTC provides the technological management systems to support students, payroll, finance, and human resources.
- 15. ACADEMIC FREEDOM.** Clark College adheres to the principles of academic freedom in contractual agreements and related policy. Faculty are accorded academic freedom to pursue scholarship, research, and artistic creation. Both faculty and students are free to examine and test all

knowledge judged appropriate to their discipline or area of major study by the academic/educational community in general.

- 16. ADMISSIONS.** The college is an open admissions institution, with selective eligibility and special admissions procedures for some selected programs, including Nursing, Dental Hygiene, and Medical Radiography. Admission requirements are published in the college catalog and adherence to these policies is monitored through Student Affairs.
- 17. PUBLIC INFORMATION.** The college annually publishes the catalog electronically that contains accurate and current information describing the mission and core themes, admission requirements and procedures, grading policy, academic rules and regulations directly affecting students, programs and courses, degrees offered and degree requirements, costs and refund policies, opportunities and requirements for financial aid, academic credentials of faculty and administrators, the academic calendar, and student rights, responsibilities, and grievance procedures.
- 18. FINANCIAL RESOURCES.** The college maintains a stable funding base, a budget development process that supports institutional mission and goals, a balanced budget, and a limited level of debt.
- 19. FINANCIAL ACCOUNTABILITY.** Clark College is audited by the Washington State Auditor's Office as mandated. The most recent audit – completed in December of 2012 – focused on grants, contributions, and expenditures. No findings or management letters were issued. The college complies with all federal, state, OFM, and GAASB requirements. All audit results are reported to the president and the Board of Trustees.
- 20. DISCLOSURE.** The college, through annual institutional reports and periodic accreditation reports, visits, and communications, discloses to the Northwest Commission on Colleges and Universities any and all such information as the commission may require carrying out its evaluation and accreditation functions.
- 21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION.** The college accepts the standards and related policies of the Northwest Commission on Colleges and Universities and complies with these standards and policies as currently stated. The college agrees that the commission may share information with members of the public regarding its status with the commission.



## Section B

### Standard 2.A. Governance

**2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.**

Clark College's internal and external documentation delineate the authority, roles, and responsibilities of all members of the college community. The authority, roles, and responsibilities of all college community members support the shared governance practices that Clark College has endeavored to adopt. Various aspects of these roles and responsibilities are articulated in multiple resources available in many formats. Significant effort has been made over the last five years to align stated and actual governance relationships, roles, responsibilities, and authority structures among students, classified staff, faculty, administrators, the Board of Trustees, and the [Washington State Board for Community and Technical Colleges](#) (SBCTC) within the following resources:

- [Organizational charts](#) that are accessible on the college intranet inscribe the supervisory relationships and job titles of personnel in each of the college units.
- [The Administrative Procedures Manual](#) documents a wide range of institutional procedures, including each committee's structure, purpose, and roles in the decision-making processes, administrative job titles, employee evaluation processes, student rights and responsibilities, and protocols for the use of facilities.
- [The Clark College Board of Trustees Policies & Procedures Manual](#) specifies the duties and responsibilities of the Board of Trustees, board meeting procedures, the process for selecting the board chair and vice chair, and the governance relationship between the Board of Trustees and the college president.
- The [Washington Public Employees Association \(WPEA\)](#) and the [Clark College Association of Higher Education \(CCAHE\)](#) collective bargaining agreements specify job responsibilities, working conditions, and compensation for classified staff and faculty, respectively.
- The [Constitution](#) and [Bylaws](#) of the Associated Students of Clark College (ASCC) describe the structure and scope of student government and the governance relationship between ASCC and the college.
- The Washington State Board for Community and Technical Colleges [SBCTC Policy Manual](#) and supporting governance documents identify SBCTC responsibilities and the governance relationship between the SBCTC and the state's community and technical colleges, including Clark College.
- The Revised Code of Washington (RCW) [section 28B.50](#) (Community and Technical Colleges) specifies the laws guiding the operations of community and technical colleges in the state of Washington (e.g., distinct boundaries, SBCTC authority, part-time faculty health care benefit eligibility, and the full-time faculty tenure processes).

Clark College chose to call its governance structure shared governance and has committed to decision-making processes that make provision for the consideration of perspectives and opinions of faculty members, staff, administrators, students, the public, and the Board of Trustees. This commitment is illustrated in the [2009-2014 strategic plan](#) where a college-wide objective to support the core theme Enhance College Systems identifies the commitment to "refine, communicate, and implement a shared governance system."

The definition of shared governance has been widely distributed since 2004 but has not always been consistently interpreted by all college stakeholders; in the past, a few employees have misinterpreted shared governance as shared decision-making.

*Definition: Shared governance at Clark College is a decision-making framework in which institutional policies and priorities are determined in collaboration with those affected. Roles and responsibilities of students, faculty, staff, administrators, and trustees are clearly defined and communicated to ensure accountability. Effective shared governance requires all members of the college community to contribute to an environment of mutual respect and trust.*

The practices of shared governance—soliciting and considering the input of faculty, staff, administrators, and students—are significant components of the decision-making process. According to the results of the Fall 2012 college-wide [\*Communication in Shared Governance Survey\*](#), 85 percent of the employee respondents reported that their supervisor considers their input all, most, or some of the time when making decisions. Clark College engages in these processes in many ways, some of which are identified below:

<b><u>Committee/Group</u></b>	<b><u>Responsibilities</u></b>
Budget and Finance Advisory Committee	Assists with establishing a process for annual budget development and reviews budget projections
College Council	Makes recommendations to the president about college-wide goals, direction of the institutional planning process, institutional effectiveness systems, and college-wide policies
Expanded Instructional Leadership Team meetings	Makes recommendations to the Vice President of Instruction about instructional programs, resources, and planning
Expanded Student Affairs Leadership Team meetings	Provides input to the Student Affairs Council and Vice President of Student Affairs on topics related to programs, services, resources, policies, and strategic planning
Instructional Planning Team	Oversees instructional planning and program review processes, and makes recommendations about academic policies, new programs, and changes to existing programs
Monthly meetings with CCAHE Vice President, CCAHE President, Vice President of Instruction, and College President	Discusses issues impacting faculty and the college
Monthly meetings with WPEA leadership and college administration	Meets with the purpose of providing communication between the parties and promoting constructive, meaningful, and cooperative labor-management relations
Penguin Roundtable	Solicits input on college issues as well as provides training
Planning and Accreditation Committee	Leads and advises college-wide activities related to strategic planning and accreditation

<u>Committee/Group</u>	<u>Responsibilities</u>
Quarterly meetings of ASCC and Executive Cabinet	Discuss issues of concern, provide student input in decision-making, and build stronger working relationships with Executive Cabinet mentors
Quarterly President's Open Forum	Provides announcements on matters that impact the college and fields questions from the college community
Weekly meetings with CCAHE Vice President, CCAHE President, Associate Vice President of Human Resources, and Vice President of Instruction	Discusses issues impacting faculty and the college

**2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.**

The Washington State Board for Community and Technical Colleges (SBCTC) governs the Washington State public community and technical college educational system. Clark College is one of the 34 community and technical colleges within 30 community and technical college districts that comprise this educational system. The SBCTC sets policy and direction, receives state funds, determines the method of allocating state funds, disperses state funds, approves property acquisition, sets tuition rates, and serves as the legislative liaison for the entire state community and technical college educational system. The SBCTC ensures that each college maintains an open-admission policy; offers specified educational, training, and service opportunities to the colleges' respective service districts; creates and administers the criteria for new colleges and service district boundaries; and functions, at minimum, within a specific set of operational standards. These responsibilities are stated within [The Community and Technical College Act of 1991](#) (RCW 28B.50).

The Community and Technical College Act of 1991 also identifies the roles and responsibilities of the Board of Trustees. Each of the 30 community and technical college districts is governed by a five-member board. Each member serves a five-year term and is appointed by the governor. The local board of trustees is responsible for determining strategic direction for the college; evaluating institutional effectiveness; setting policy; employing college presidents; approving and monitoring the institutional budget; and granting degrees, certificates, and faculty tenure status. Clark College is a single college and, therefore, the college president is responsible for all other decisions. The president delegates authority for specific matters. The delegation is documented within the [administrator position descriptions](#).

**2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.**

Clark College monitors its compliance with the Northwest Commission on Colleges and Universities' (NWCCU) Standards for Accreditation through several strategies. These strategies involve educating multiple people from different areas throughout the college about the accreditation standards. This knowledge informs the work and decisions made throughout the college.

Several college-wide representatives attend and engage in NWCCU trainings and annual meetings to ensure knowledge and understanding of standards and expectations. These representatives serve multiple capacities within the college to ensure compliance with accreditation standards.

The college's [Planning and Accreditation Committee](#) leads and advises college-wide activities related to strategic planning and accreditation. All committee members are employed in areas throughout the college and are knowledgeable about accreditation standards. The benefit from this representative group is two-fold: 1) diverse perspectives and work experiences are brought to the discussions and planning and 2) committee members educate and inform their respective areas about the accreditation standards.

The [Instructional Planning Team](#) (IPT) institutes and oversees the instructional planning process; makes recommendations to the vice president of instruction regarding academic policies such as distribution, transfer, and degree requirements; oversees program review; and makes recommendations to the vice president of instruction regarding the approval of new programs and changes to or deletions of current programs. These processes are informed and may be changed to ensure compliance with accreditation standards. Changes in process, academic policy, and status of educational programs are monitored and compliance is ensured by the accreditation liaison officer and the director of academic services.

Recently, Washington State community and technical colleges have been impacted by legislative changes, including budget reductions, personnel compensation reductions, and financial aid award restrictions. All implementation of legislative mandates are monitored to ensure accreditation standard compliance by the [president's Executive Cabinet](#).

The Washington State Board for Community and Technical Colleges hosts a listserv for all accreditation liaison officers in the state of Washington. If there is a legislative action pending or external mandate that may compromise compliance with accreditation standards, the issue will be discussed on the listserv and a solution will be planned.

Representatives from both administration and faculty ensure compliance with the agreement between the college and its faculty as delineated in the [collective bargaining agreement](#). Representatives verify compliance with all proposed changes to the contract before they become official. Examples of contract language informed by accreditation standards are listed below:

- Five-year evaluation cycle for full-time faculty;
- Adjunct medical benefit eligibility standards;
- Outcomes assessment and program review duties in faculty job description;
- Full professors' required coordination of projects that support unit operational plans;
- Associate faculty's required participation in assessment initiatives;
- Composition of Reduction-in-Force Committee to include faculty majority; and
- Increase in Adjunct Faculty Development Fund to support professional development.

**2.A.4 The institution has a functioning governing board\* consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board -- as they relate to the institution -- are clearly defined, widely communicated, and broadly understood.**

The authority of the [Clark College Board of Trustees](#) is established in [Washington State RCW 28B](#). The duties, responsibilities, and operational policies and procedures, including terms and selection of board members, are outlined in the [Board of Trustees Policies & Procedures Manual](#), as amended and adopted in April 2008.



The board consists of five members appointed by the governor of the state of Washington for five-year, renewable terms. No member of the Board of Trustees has a contractual, employment, or financial interest in the institution. The Board of Trustees represents various stakeholders in the local community, and each member has a substantial record of public service. All members reside in the college's district and are qualified electors. The Board of Trustees convenes monthly during the academic year.

Current Board of Trustee membership includes:

Trustee	Occupation	Current Term
<a href="#">Royce Pollard, Chair</a>	Former Mayor of Vancouver	2011 - 2016
<a href="#">Rekah Strong, Vice Chair</a>	Vice President of Organizational Development & Culture, United Way of Columbia-Willamette	2012 - 2017
<a href="#">Jack Burkman</a>	Vancouver City Council Member	2008 - 2013
<a href="#">Sherry Parker</a>	Former County Clerk of Clark County	2009 - 2014
<a href="#">Jada Rupley</a>	Director of Oregon's Early Learning System	2010 - 2015

**2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.**

The Board of Trustees acts only as a committee of the whole, which is demonstrated in [Board of Trustees Policy 100.B22](#), which states: "For the enhancement of its work, the board may create board committees as necessary to research and report on specific issues to the board. These committees do not speak on behalf of the board except when the board delegates such a responsibility to that committee."

**2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.**

[Board of Trustees Policies 100.F10 and 100.F30](#) describe the process by which the board considers and amends its own governing policies and procedures. The most recent comprehensive amendment to these policies was completed in 2008.

The board delegates responsibility for the development and approval of the institution's administrative procedures to the president. The board requires that the president advise "in all areas of policy and make recommendations on all matters that affect the district before action is taken by the board," as stated in the *Board of Trustees Policies & Procedures Manual*. In accordance with state law, the board is also responsible for hearing and approving all amendments and additions to the college's [Washington Administrative Code](#).

The Board of Trustees plays a significant role in Clark College's strategic planning. As described in [Policy 100.B70](#), the board periodically reviews the college's [strategic plan](#). Additionally, twice a year the board formally reviews the college's [scorecard](#), which measures progress in achieving the benchmarks related to the core themes' objectives. In spring quarter, the board also reviews the college's one-year institutional goals, which are developed to address the most critical indicator gaps as revealed in the scorecard.



During its annual retreat, the Board of Trustees affirms the college's [one-year institutional goals](#) as its own, linking the board's agenda with the strategic plan. The board also uses this retreat to review the progress it has made in achieving the previous year's goals.

**2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.**

The Board of Trustees maintains responsibility for selecting and appointing the Clark College President and for setting the salary, terms, and conditions of employment as defined in [Board Policy 100.B70](#). The Board of Trustees evaluates the president's performance annually. The [annual evaluation](#) articulates the board's view of how well the president carries out the work directed by the strategic plan. Every three years, the Board of Trustees conducts a 360° evaluation process of the president. This process includes an anonymous [survey to the college employees](#), and a [community survey](#) to state leaders in the community and technical college system, and regional municipal and business leaders. Respondents are asked to rate their perception of the performance of the Clark College President. The president serves under a three-year contract.

**2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.**

The Board of Trustees participates in an annual retreat, where it evaluates its progress toward fulfilling the annual goals set at the previous retreat, reviews the progress the college has made toward fulfilling the strategic plan, and sets new goals for the coming year. All three agenda items are data-informed, utilizing the student success measures from the [Governance Institute for Student Success](#) and the college's [scorecard](#). In addition, the board meets with the president and other college personnel as appropriate to "appraise the efficiency and effectiveness of District operations and the educational programs and services of the college" and to "[c]onduct an annual [self-evaluation](#) and determine a corrective course of action as necessary," as stated in the *Board of Trustees Policies and Procedures Manual*.

**2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.**

The [leadership](#) of the college is separated into four major areas: instruction, student affairs, administrative services, and executive departments. Instruction, student affairs, and administrative services are led by vice presidents who have the educational background and leadership experience to effectively lead the college toward mission fulfillment. The executive departments are Human Resources, Planning and Effectiveness, Communications and Marketing, Corporate and Continuing Education, and Diversity and Equity. Each of the executive departments is led by [individuals](#) who are proven experts in their fields with strong leadership ability. (See 2.A.11)

Each area of the college is organized differently, as noted on the [organizational charts](#). However, these differences reflect each area's distinct work in the overall operations of the college. Each member of the executive leadership team engages in planning, organizing, and managing a specific aspect of the institution, as well as in determining its effectiveness. An overview of this work can be examined by looking at the [operational plan](#) for each area.

The purpose of the [operational plans](#) is to link all work to the college's [strategic plan](#) and engage the college leadership in [continuous improvement](#) activities where leaders are planning, organizing, and managing the college and assessing its effectiveness – all linked to one common plan and goals. Instruction, Student Affairs, Administrative Services, and the departments within the executive area develop an annual operational plan. Directors and deans who serve under the three vice presidents also keep an annual operational plan. Operational plans are comprised of goals (i.e., key responsibilities written as a goal statement), the linkage of goals with the strategic plan, measureable intended outcomes, and activities needed to achieve the outcomes. Annually, progress made toward meeting these goals is evaluated, and new or revised activities are planned and recorded in the next year's operational plan. Operational plans also identify additional resources if any are needed to meet the outcomes of the operational plan and, therefore, to fulfill the college's mission.

Various tools that measure effectiveness are used throughout the college. First, the effectiveness of the college's collective leadership and work is measured in the [scorecard](#) – the tool used to evaluate mission fulfillment. Second, Clark College leaders regularly utilize interactive reports created by institutional research professionals within the [Office of Planning and Effectiveness](#). These reports allow college members to see data to manage enrollment, assess instructional programs, and evaluate student success. All leadership groups throughout the college use these reports to plan, manage, and assess the impact their areas of responsibilities have on mission fulfillment.

True to the spirit of shared governance, the committee structure at Clark College reinforces the effective system of leadership. The current leadership and management for the college's major support and operational functions are organized under the leadership of the president's [Executive Cabinet](#) (EC). Secondary leadership under the Executive Cabinet is the Administrative Services Leadership Team, Instructional Council, and the Student Affairs Council. The appropriate members of EC lead the secondary leadership groups as a way to give input and solicit feedback to inform decision-making.

Clark College has two collective bargaining organizations providing leadership regarding the management of human resources; these are the [Clark College Association for Higher Education](#) and the [Washington Public Employees Association](#).

All stakeholder groups are represented at [College Council](#), which makes recommendations about college-wide objectives, the direction of the institutional planning process, institutional effectiveness systems, and college-wide policies. Qualified faculty, staff, and administrators are members.

### [Board of Trustees](#)

The Clark College Board of Trustees consists of five members appointed by the governor of Washington. The board ensures the quality and relevance of college programs and provides stewardship of public resources. In this role, the board is responsible for oversight of strategic planning, approval of the college's policies, and approval and oversight of the operating budget. The Board of Trustees [meets on a monthly basis](#).

### [Executive Cabinet](#)

The president and his Executive Cabinet provide leadership in accordance with Clark College's strategic plan. Executive Cabinet oversees implementation of the college's strategic plan and operational business plans. The Executive Cabinet [meets on a weekly basis](#) and consists of the president, vice president of instruction, vice president of administrative services, vice president of student affairs, chief communications officer, special advisor for diversity and equity, associate vice president of planning and effectiveness, associate vice president of human resources, associate vice president of corporate and continuing education, and the Foundation president/CEO.

### [Student Affairs Council](#)

The Student Affairs Council meets weekly to explore ideas, issues, and initiatives—all grounded in student development theory—that promote student success and completion through a shared-governance model. The Student Affairs Council is comprised of the vice president of student affairs, the two Student Affairs deans, and directors in Student Affairs.

### [Instructional Council](#)

Instructional Council meets weekly to advise and make decisions regarding the creation, implementation, and evaluation of policies, processes, and resource allocations related to instruction. Also, members of Instructional Council collaborate to address instructional operational issues and practices. Instructional Council is comprised of the vice president of instruction, the six instructional deans, the director of academic operations, and instructional finance manager.

### [Administrative Services Leadership Team](#)

Led by the vice president of administrative services and comprised of the director of business services, director of facilities services, director of information technology services, director of risk management services, director of safety and security, bookstore manager, special projects and activities manager, this team meets monthly to discuss strategic and operational planning issues; establish budget priorities; develop and review changes in policies, procedures, and system processes; and address other matters of departmental concern. The vice president also shares information and decisions from Executive Cabinet, the Washington State Board for Community and Technical Colleges (SBCTC), and the Business Affairs Commission (BAC).

### [Clark College Association of Higher Education](#)

The Clark College Association of Higher Education (CCAHE) represents faculty members locally and is affiliated with the Washington Education Association (WEA) at the statewide level and the National Education Association (NEA) at the national level. Over 85 percent of full-time faculty members belong to CCAHE. The Clark College AHE Senate consists of representatives from each instructional unit and the elected officers; the senate meets twice a month. CCAHE manages labor relations between administration and faculty.

### [Washington Public Employees Association](#)

Washington Public Employees Association (WPEA) is an independent labor organization, representing over 4,500 classified staff at 14 different community colleges across the state in addition to other general government office and public library employees. All full-time and part-time classified staff at Clark College who have attained permanent status in a job classification are members of the WPEA union.

### [Associated Students of Clark College](#)

Associated Students of Clark College (ASCC) is the student government. ASCC advocates for and represents the students of Clark College by serving as the liaison between students on the one hand and faculty, staff, administration, and the community on the other. By involving students at the college, ASCC enhances a sense of community through leadership, respect for differences, engagement, and service. ASCC leadership is charged with the review and implementation of the ASCC [Constitution](#) and [Bylaws](#), committee appointments, club promotion and approval, recruitment for student involvement, and oversight of the services and activities (S&A) fees.

**2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.**

The Clark College President provides administrative leadership in accordance with the college's strategic plan. The president's full-time responsibility is the organization and administration of the college, including rules, regulations, policies, and programs, as well as goals and strategic initiatives adopted by the Board of Trustees. The current president, [Robert Knight](#), has been in the position permanently since August 2007. The president serves as the chief executive officer of the college with full-time responsibility to the college. Listed below are the [president's primary responsibilities](#):

- Assume responsibility for the organization and administration of the college;
- Submit policy recommendations to the Board of Trustees regarding matters of concern to the college;
- Recommend and implement changes in personnel and personnel policies including the appointment, placement, suspension, promotion, reduction-in-force, or dismissal of any or all employees of Clark College, Community College District 14;
- Submit annual budgets to the board and make any recommendations for budget changes;
- Provide and/or approve programs of in-service training and development for all Clark College, Community College District 14 employees;
- Exercise broad discretionary powers along policy lines established by the Board of Trustees;
- Assume responsibility for establishing and maintaining an adequate public relations program;
- Formulate all reports required by the Board of Trustees, state, and national agencies;
- Serve as secretary or designate another person to serve as secretary (non-board member) to the Board of Trustees. Attend all board meetings;
- Develop and present long-range planning recommendations relative to facilities, buildings, grounds, enrollment, and curricular development for periodic review by the Board of Trustees;
- Recommend establishment of citizens' and trade advisory groups and assist the board in proposing names of members to be appointed by the Board of Trustees to such groups;
- Attend professional meetings and such conventions and conferences as deemed necessary by the Board of Trustees;
- Administer the rules, regulations, policies, and programs adopted by the Board of Trustees;
- Approve or disapprove all travel within budgetary allocations as approved by the Board of Trustees in the current operating budget of the college;
- Maintain and keep current the Board Policies and Administrative Procedures; and
- Establish and maintain all committees and organizations necessary for the operation of the college.

**2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.**

Clark College employs a sufficient number of qualified administrators. Each administrator has a clearly defined scope of responsibility as identified in the relevant [position descriptions](#). Employees of the college meet all qualifications and have the appropriate level of education to provide effective leadership and management for the institutional functions, and all administrators work collaboratively across functions to foster fulfillment of the college's mission and accomplishment of its core objectives.

**Lead Administrators**

<b>Title</b>	<b>Name</b>	<b>Qualifications/Experience</b>
<a href="#">President</a>	Robert Knight	Executive MBA, Golden Gate University 20+ years in Leadership
<a href="#">Vice President of Instruction</a>	Tim Cook	PhD, Oregon State University 16 years Higher Education/Leadership
<a href="#">Vice President of Administrative Services</a>	Bob Williamson	MA, Western Washington University 27 years Education/Leadership
<a href="#">Vice President of Student Affairs</a>	William Belden	M.Ed., Western Washington University 18 years Higher Education/Leadership
<a href="#">Chief Communications Officer</a>	Chato Hazelbaker	MA Crown College 16 years Higher Education/Leadership
<a href="#">Special Advisor for Diversity &amp; Equity</a>	Sirius Bonner	MA, Reed College 8 years Higher Education/Leadership
<a href="#">Associate Vice President of Corporate &amp; Continuing Education</a>	Kevin Kussman	MBA, University of Michigan 29 years Management
<a href="#">Associate Vice President of Planning &amp; Effectiveness</a>	Shanda Diehl	MPH, University of Washington 10 years Higher Education/Leadership
<a href="#">Associate Vice President of Human Resources</a>	Darcy Rourk	PhD, Kansas State University 36 years Education/Leadership
<a href="#">Director of Business Services</a>	Karen Wynkoop	MA, Gonzaga University 30 Years Higher Education/Leadership
<a href="#">Director of Risk Management</a>	Mark Fennell	BA, UCLA 17 years Risk Management
<a href="#">Director of Facilities Services</a>	Vacant	N/A
<a href="#">Director of Information Technology Services</a>	Phil Sheehan	BA, University of Washington MBA, Marylhurst University 38 years Higher Education/Leadership
<a href="#">Director of Security &amp; Safety</a>	Ken Pacheco	MS, University of New Haven 24 years Criminal Justice/Leadership
<a href="#">Dean of Social Sciences &amp; Fine Arts</a>	Miles Jackson	MHPHC, University of Washington 28 years Higher Education/Leadership
<a href="#">Dean of Library Services, eLearning, Tutoring &amp; Faculty Development</a>	Michelle Bagley	MLS, Emporia State University 23 years Higher Education/Leadership
<a href="#">Dean of Business &amp; Health Sciences</a>	Blake Bowers	PhD, Oregon State University 16 years Higher Education/Leadership

<b>Title</b>	<b>Name</b>	<b>Qualifications/Experience</b>
<a href="#"><u>Dean of Workforce &amp; Career Technical Education</u></a>	Genevieve Howard	MA, California State University 10 years Higher Education/Leadership
<a href="#"><u>Dean of Science, Technology, Engineering &amp; Math</u></a>	Peter Williams	PhD, Oregon State University 17 years Higher Education/Leadership
<a href="#"><u>Dean of Basic Education, English, Communications &amp; Humanities</u></a>	Ray Korpi	PhD, Washington State University 24 years, Higher Education/Leadership
<a href="#"><u>Dean of Student Enrollment &amp; Completion</u></a>	Diane Drebin	MA, Portland State University 16 years Higher Education/Leadership
<a href="#"><u>Dean of Student Success &amp; Retention</u></a>	Matthew Rygg	MA Oregon State University 10 years Higher Education/Leadership
<a href="#"><u>Director of Advising Services</u></a>	Kelsey DuPere	MS, Portland State University 9 years Higher Education/Leadership
<a href="#"><u>Director of Enrollment Services</u></a>	Colman Joyce	MS, Portland State University 13 years Higher Education/Leadership
<a href="#"><u>Director of Athletics</u></a>	Charles Guthrie	MA, University of Albany 5 years Leadership
<a href="#"><u>Director of Financial Aid</u></a>	Karen Driscoll	BA, Eastern Washington University 25 years in Higher Education/Leadership
<a href="#"><u>Director of Career Services</u></a>	Edie Blakley	EdM, Oregon State University 16 years Education/Leadership
<a href="#"><u>Director of Access Services</u></a>	Tami Jacobs	BA, Eastern Washington University 18 years Higher Education/Leadership
<a href="#"><u>Director of Student Life</u></a>	Sarah Gruhler	M.Ed., Seattle University 6 years Higher Education/Leadership

All Clark College administrators belong to key leadership groups listed in Standards 2.A.1 and 2.A.9. In addition, each major area of the college has a seat on the president's [Executive Cabinet](#). Strategic decisions are made based on the discussions and feedback presented by these councils and teams. All administrators are members of multiple teams, councils, and committees. The members of these teams, councils, and committees work collaboratively to fulfill an aspect of the college's [mission or support one or more core theme objectives](#). Moreover, these teams across the college function to coordinate and unite the work performed within each department to fulfill the strategic plan.

Administrators lead the work throughout the college in alignment with the institution's mission and core theme objectives. This work is recorded in the form of [annual operational plans](#). Each operational plan identifies the goals for its area, linkages between goals and core theme objectives, intended outcomes of the goals, and activities to meet those outcomes. Through the annual evaluation process of the operational plan, administrators identify what activities are needed for the subsequent year to bring the college closer to mission fulfillment. The operational plans are presented to their respective leadership groups annually. All operational plans are accessible to any member of the college who wishes to view it, and each plan has a built-in notification process to other departments that are needed to meet the outcomes of the goals within the operational plan.

Collectively, the entire college community annually evaluates Clark College's effectiveness. The evaluation instrument utilized is referred to as the [scorecard](#). The scorecard measures key indicators related to each core theme's objective. Once the scorecard is updated with the most recent data, it is shared with [College Council](#). College Council identifies the areas that need improvement and recommends to the college president the subsequent academic year's college priorities, also known as [one-year institutional goals](#). After the president approves these priorities, they are used in budget preparation for the subsequent year as well as linked to appropriate operational plans. Strategies are



developed at all four of the college's leadership teams (EC, Student Affairs Council, Instruction Council, and Administrative Services Team) to improve the college's ability to meet each core theme's objective and fulfill the mission.

**2.A.12 Academic policies -- including those related to teaching, service, scholarship, research, and artistic creation -- are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.**

Clark College clearly communicates academic policies to students, faculty members, staff, and administrators in multiple venues. These include the [Clark College Association of Higher Education contract](#), the 300 section of the [Clark College Administrative Procedures](#), the [Clark College Catalog](#), Clark Today, [course syllabi](#), [Clark College Student Handbook](#), [website](#), and [New Student Orientations](#).

Clark College has a procedure outlining the college's credit hour policy in [administrative procedure 315.010](#). The credit hour policy outlines the number of hours a student should expect to spend in class and in conducting class preparation work. These expectations are based on both the number of credits and type of course. Credit ratios for the three basic categories of instruction, based on a quarter, rather than semester, system are:

- Lecture/discussion, 1:1—One (1) hour of lecture or classroom discussion per week and approximately two (2) additional hours of out-of-class assignments per classroom contact hour earns one (1) credit hour. For example, a five-credit course (5) would equal five (5) classroom hours per week plus substantial out-of-class assignments and study time.
- Laboratory/applied learning, 2:1—Two (2) hours of laboratory work per week and approximately one additional hour for out-of-class assignments earns one (1) credit hour.
- Work site educational experience, 3:1—Three (3) hours of work per week under the intermittent supervision of the instructor or under the direction of professional practitioners earns one (1) credit hour.

On the class [syllabus](#), faculty members identify the number of class hours weekly and provide the assignments students will be required to complete. This information can be reviewed. In addition, the Curriculum Committee approves the number of credits for each course as it relates to the expected course outcomes and hours on behalf of the faculty and student expected to meet the course outcomes.

**2.A.13 Policies regarding access to and use of library and information resources –regardless of format, location, and delivery method –are documented, published, and enforced.**

Clark College Libraries publish policies regarding access to and use of library and information resources. The [library policies](#) cover a wide range of topics, including computer use, borrowing terms, copyright, fees, media use, and many others, and include the enforcement procedures for each topic. Library staff members receive training, and changes to library policies are communicated to all staff through regular staff meetings.

**2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.**

It is Clark College's [policy](#) to accept only credits listed on an official transcript from a regionally accredited institution. The college uses *Accredited Institutions of Postsecondary Education*, published by

the American Council on Education, as the reference guide to determine accreditation qualifications. Transferable credit posted on another college's transcript is not accepted. Students must submit unique transcripts from each institution to receive transfer credit. [Credential evaluators](#) determine transfer credit applicability. Credential evaluators may consult with faculty subject experts on transfer equivalency. While most college programs require transfer coursework with a grade of D or better, some college programs require a C or better to transfer the course. The [Clark College Catalog](#) states specific requirements for each degree and certificate program. Students and faculty are able to review transfer course placement using the application, "Degree Audit," the state-run degree audit system that is utilized by Clark College. All incoming students receive an initial transcript evaluation upon payment of the Clark College admission fee and submission of official transcripts to the advising and credential evaluations departments.

A co-admission option with Washington State University–Vancouver allows Clark College students to formulate academic plans for both associate and bachelor's degrees at the beginning of their educational careers. Eastern Washington University (EWU) and Clark College partner to offer bachelor's degrees in computer technology, social work, and dental hygiene; these courses are offered at Clark College's main campus. Clark College faculty and staff collaborate with other colleges and universities in the region to develop articulation agreements and partnerships. These [agreements and partnerships](#) are maintained with Centralia College, Concordia University, Portland Community College, Portland State University, Marylhurst University, Shoreline Community College, University of Phoenix, Montana State University-Northern, and Western Governors University.

#### **2.A.15 Policies and procedures regarding students' rights and responsibilities -- including academic honesty, appeals, grievances, and accommodations for persons with disabilities -- are clearly stated, readily available, and administered in a fair and consistent manner.**

Comprehensive information about Clark College policies and procedures related to students' rights and responsibilities are clearly stated and available in a variety of locations: the [Clark College Catalog](#), the [Clark College Student Handbook](#), and the [Code of Student Conduct](#). Additionally, [student right to know](#), [discrimination and harassment policy and procedures](#), [student complaint process](#), [accommodations for persons with disabilities](#), and [college policies and procedures](#) are also available online. Grievance and appeal processes are clearly defined to ensure processes are administered in a fair and consistent manner.

#### **2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs -- including its appeals process and readmission policy -- are clearly defined, widely published, and administered in a fair and timely manner.**

Clark College adheres to clearly defined admission and placement policies that are designed to support student success and to fulfill the college's mission. These policies are published in the college's [700 section of the Administrative Procedures Manual](#) and in the [Clark College Catalog in Section A, "Enrollment, Aid, and College Life."](#) The [COMPASS](#) placement test assesses writing, reading, and mathematics skills, which helps determine the level of coursework for which the student is prepared as well as readiness for entry into specific programs. The results of the tests identify the English, reading, and mathematics classes into which the student can enroll. Prerequisite scores for classes in these areas are listed within the course descriptions located in the *Clark College Catalog*. The



CASAS exam is used to place students into the appropriate level of ABE, GED, or ESL classes. It assesses students' competency through a two-part examination, consisting of reading and listening comprehension. Students are informed about expectations of academic performance that could impact their continuation in or termination from the college's educational programs through the [Academic Standards Policy and Procedure](#) found in the *Clark College Catalog* and the *Clark College Student Handbook* as well as online. Appeals processes are detailed and readmission requirements are clearly defined.

**2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.**

Clark College maintains and publishes information regarding co-curricular activities and the roles and responsibilities of students and the institution in those activities in a variety of mediums. The published information clearly identifies the roles, decision-making authority, and the current opportunities to engage in co-curricular activities. The procedures are published in the documents listed below:

- [Administrative Procedures: 715.000 Student Organizations and Publications](#);
- [Associated Students of Clark College \(ASCC\) Constitution](#);
- [ASCC Bylaws](#);
- [ASCC Financial Code](#);
- [ASCC Club Handbook](#);
- [The Independent](#), official Clark College student newspaper;
  - [Ethics Agreement for Independent Staff](#);
  - [Society of Professional Journalists Code of Ethics](#); and
  - [Social Media Policy](#).

**2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.**

Human Resources has established and implemented policies and procedures, which are published in the [600 section of the Administrative Procedures Manual](#), accessible to all employees via the Clark College website. These procedures are consistent with and directly support three of the college's [core themes](#): Focus on Learning, Foster a Diverse College Community, and Enhance College Systems. The policies are drafted, maintained, and administered to ensure the Board of Trustees, legal, and contractual compliance as well as consistent application to all employees. These procedures address hiring; accommodations for illness; personnel records information; student and volunteer selection and condition processes; affirmative action and non-discrimination; employee salary and benefits; leaves; separation; employee development; employee evaluation; negotiations; and grievance processes. Policies and procedures are regularly reviewed and updated. Forms that enable administration of policies and procedures are also published online within the "[Forms](#)" section of the intranet. These documents are periodically reviewed and updated to ensure currency and legal compliance.

In addition, the college provides access online to the [Clark College Association for Higher Education \(CCAHE\) Collective Bargaining Agreement](#). This collective bargaining agreement governs the conditions of work for all full-time and part-time faculty members. The [Washington Public Employees](#)

[Association \(WPEA\) Collective Bargaining Agreement](#) governs the conditions of work for all classified employees and is also available online. These labor contracts and procedure manuals outline terms and conditions of employment and standards for discipline, which provide a framework to ensure consistent and fair treatment of all employee groups.

## **2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.**

Clark College's newly hired employees are apprised of basic terms and conditions of employment, such as salary potential, work location, and job duties and requirements through published recruitment announcements. After hire, employees receive letters confirming their appointments, including the agreed upon starting salary.

New employees, excluding faculty, are required to complete [New Employee Success Training](#). This training is provided through a self-paced notebook, which includes mandatory online training that covers college policies, guidelines, and expectations for employees regarding conduct, including diversity, ethics, use of college resources, FERPA (Federal Education Rights and Privacy Act), sexual harassment, and professional behavior. A record of successful completion of the trainings is maintained electronically. This practice is consistent with Clark College's core theme objective: Focus on Learning: "provide all employees with opportunities for professional development." New faculty training is also offered annually to provide newly hired full-time faculty with information about college policies, benefit options, and other resources.

Newly benefited permanent employees are also provided a benefit orientation session, which explains options and eligibility for Clark College sponsored benefits relating to group health, dental, and life insurance coverage; retirement; leaves; and tuition assistance. A [summary of benefits](#) is published on the Human Resources website along with information about benefits program enrollment and frequently asked questions.

Information regarding pay, withholding, and current leave accrual, usage, and balances are available to employees online. Administrators, exempt employees, and faculty also receive annual salary notices confirming their salary. Classified staff members receive notifications about the amount and date of their salary increments.

Employees within Clark College's two bargaining units, the classified bargaining unit ([WPEA](#)) and the faculty bargaining unit ([CCAHE](#)), are further apprised of terms and conditions of employment through their labor agreements. Both collective bargaining agreements contain key employment provisions, including but not limited to types of appointments, probationary periods, compensation and benefits, work location, employee job movement, reductions-in-force, leave, work performance evaluation procedures, disciplinary standards and due process, and non-discrimination and grievance procedures.

Human Resources publishes [job classification descriptions](#) for college employees (other than faculty) and the [process for requesting classification reviews](#) on the intranet site. A list of [contacts](#) available to answer questions in the areas of employment, compensation, benefits, employee and labor relations, and employee records is also available on the website. Faculty job descriptions are published in the CCAHE agreement.

## **2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.**

Clark College maintains the privacy of personal information. To that end, Human Resources is located in a secured area with limited access. The procedures to release human resource information are

outlined in the [616.000 section of the Administrative Procedures Manual](#).

Official personnel files are maintained in locked files and kept on site in Human Resources. Personnel files may be reviewed by the employee, an authorized college representative, or the employee's union representatives. Review of files is under the supervision of Human Resource staff, and personnel files of active employees may not be transported to other office locations. These procedures are documented within the 616 series of the Administrative Procedures.

Employee medical records submitted to Human Resources and records of employee accommodation requests, grievances, and disciplinary matters are maintained in secured file cabinets within the Human Resources' area; many of these documents are further secured in file cabinets within locked offices. Personnel, grievance, and disciplinary files of separated employees are maintained at a secure off-site storage facility.

Employees whose positions require them to view, access, or maintain confidential information are responsible for maintaining the security and confidentiality of that information and for using the information only to conduct authorized Clark College business. Personal employee information may in certain circumstances be disclosed to third parties to conduct business operations in order to provide public records as requested, or to comply with subpoenas for records.

**2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.**

Clark College discloses information to the public in multiple mediums pertaining to academic intentions, programs, and services to students. These mediums include, but are not limited to, the [Clark College Catalog](#), [Clark Today](#), [Student Handbook](#), [syllabi](#), and, most commonly, the [website](#). All mediums are reviewed and updated annually by responsible departments throughout the institution.

The college also provides to the public the college's retention and graduation rates along with the number of students completing specific programs, degrees, and certificates in an academic year. This information can be found on the college's website on the [Consumer Information](#) page under the *Student Outcomes and Graduation Rates* heading. The data on the National Center for Education Statistics [College Navigator](#) site is monitored and updated annually by the college's Planning and Effectiveness Department. The [Clark College Catalog](#) communicates the specific course and credit requirements for degree and certificate completion and is continually revised to ensure accuracy and address state and institutional modifications.

**2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.**

Clark College adheres to Washington State's Ethics in Public Service statute, [Chapter 42.52](#) of the Revised Code of Washington, in all of its actions and decisions. To ensure understanding of state law and college policy, all employees, with the exception of adjunct faculty, are required to complete an annual online training session on ethics in public service. The college publishes several documents that define the college's standards and expectations regarding conduct for trustees, administrators, faculty, staff, and students, such as the [Ethics in Public Service](#) 415.030 and [Board of Trustees](#) 100.B30/103.B35

policies.

By allowing verbal, written, and emailed submission of complaints and grievances, Clark College promotes fair and equitable treatment and ensures open avenues of communication for all. The grievance procedures are outlined in different places depending on whether the complainant is a student, faculty, staff, or administrator. General grievance procedures for administrators, exempt staff, and other classified staff are outlined in the [680.000 section of the \*Administrative Procedures Manual\*](#). [Administrative Procedure 735.000](#) clearly outlines the grievance process for students attending Clark College. The college believes that any student or group of students with a grievance concerning college policies or procedures has the right to be heard fairly and promptly. Once a grievance is brought forward, a dean or director is tasked with reviewing the specific grievance and attempting to resolve the issue with a specific solution.

The grievance process is outlined for faculty members, including adjunct faculty, in [Article VIII](#) of the collective bargaining agreement with the Clark College Association of Higher Education. Faculty grievances are presented to the employee's immediate supervisor or the vice president of instruction.

Classified staff members adhere to the grievance process described in [Article 30](#) of the collective bargaining agreement with the Washington Public Employees Association. Classified staff members are encouraged to address any complaints to the appropriate supervisor and to Human Resources if the claim requires mediation. All grievances are reviewed and addressed in a timely manner as outlined in the policies.

**2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.**

Clark College clearly expresses guidelines of an expected code of conduct for all employees in the [Clark College Board of Trustees Policies & Procedures Manual](#). Each member of the Board of Trustees and all employees of the college are expected to place the interests of the college above self-interest. Board members and employees are expected to resolve issues in accordance with both good, ethical judgment and the basic principle that their position of trust may not be used for personal gain or private advantage. In resolving issues regarding conflicts of interest, the following statements from state law shall be considered:

- Board members and college employees may not have a financial interest or engage in any activity that is in conflict with the proper discharge of their official duties.
- Board members and college employees may not use their official positions to secure special privileges for themselves or any other person.
- Board members may not receive compensation from any person, except the State of Washington, for performing their official duties.

**2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.**

The college maintains ownership of (or property rights over) all written materials, as defined

in [administrative procedure 675.000](#), including but not limited to, software programs and audio visual materials. Products become the property of the college if the product was developed by an author or producer who is compensated and/or reimbursed by Clark College for the work, who prepares the work within the scope of employment or for hire, or who consumes goods or services purchased by the college in the creation of the work. If materials or products are developed by an employee on his or her time, without cost to the college, then ownership is retained by the employee.

Clark College employees cannot receive anything of value for the sale of a textbook written by the faculty teaching the class, as explained in [administrative procedure 415.032](#). All proceeds in such a case are donated to the Clark College Foundation and may be kept to benefit the department as long as the proceeds do not violate ethics standards. The vice president of administrative services and the employee will determine the method by which any revenue derived from the sale of a self-written or published textbook will be transferred to the Foundation.

**2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.**

Clark College accurately represents its current accreditation status with the [Northwest Commission on Colleges and Universities](#) (NWCCU). The United States Department of Education and program-specific accrediting bodies require evidence of accreditation. Clark College excerpts the language from the most recent NWCCU reaffirmation letter for reporting purposes. [All self-studies, evaluator reports, and reaffirmation letters](#) are posted to both the internet and intranet to be used for reporting requirements and for the public's interests.

**2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services -- with clearly defined roles and responsibilities -- is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.**

According to Revised Code of Washington, Chapter 39, "[Procurement of Goods and Services](#)," Clark College, as an agency of the state of Washington, is required to make all purchases within the laws and guidelines established by the Washington State Office of Financial Management and Department of General Administration.

Purchasing procedures are outlined in the [440.000 section of the Administrative Procedures Manual](#). [Personal Service Contracts](#) are an agreement with a consultant or contractor for the rendering of personal services. Personal services are professional or technical expertise provided by a consultant to accomplish a specific study, project, task, or other work. Personal services contracts will be considered only to resolve particular college problems or issues, or to expedite specific projects that are temporary in nature. College departments work with the procuring department to establish the contract for personal services.



**2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures and harassment.**

Clark College's policies on academic freedom and responsibility are clearly and consistently presented in a number of college documents, policies, and procedures that protect the college's constituencies from inappropriate internal and external influences, pressures, and harassment.

The academic freedom and responsibility policy as it applies to Clark College's faculty is outlined in Article VI, Section A of the [CCAHE Collective Bargaining Agreement](#) (*The Agreement by and between Clark College and the Clark College Association for Higher Education/WEA/NEA, dated October 1, 2011*). The policy states, "The college subscribes to the [1940 'Statement on Academic Freedom and Tenure'](#) issued by the American Association of University Professors (AAUP) and the Association of American Colleges." The *CCAHE Collective Bargaining Agreement* ensures academic freedom for faculty in research and teaching, provided the topics bear a clear relation to the subject matter taught and the information is presented accurately. Clark College and CCAHE leadership support the AAUP "Statement on Academic Freedom and Tenure" and have agreed to formally adopt the complete text as an appendix in the *2013 CCAHE Collective Bargaining Agreement*.

[The Clark College Faculty Handbook](#) also addresses issues of ethics in academics and Washington State ethics law. Topics include conflict of interest and a section on "Core Ethical Principles," referencing RCW 42.52.900 on pages 55-58. Clark College's ethics policies emphasize important core academic values, such as selflessness in public service, integrity, objectivity, and accountability. The college's academic freedom policy is also reiterated on page 54 of *The Clark College Faculty Handbook*.

Clark College [administrative procedure 415.030](#), which accords with [Chapter 42.52 RCW of the Ethics in Public Service Act](#), also provides all college employees the necessary guidelines to restrict activities and/or external influences that might violate—or encourage the violation of—Washington State ethics laws. All college employees are required to successfully complete an online training module on Chapter 42.52 RCW, utilizing the [HigherEd Works](#) forum for the training.

The academic freedom of Clark College's students is also protected by college policy. The Student Rights section of [The Clark College Student Code of Conduct](#) addresses [WAC 132N-121-050](#) and states:

As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the college community.

This policy encourages Clark College's students to embrace academic freedom as a cornerstone in their development as successful learners and contributing members of their community.

**2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its**

**constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.**

In a number of key documents, Clark College affirms its commitment to define and promote an educational environment that supports independent thought in the pursuit and dissemination of knowledge in a number of key documents published on the college's intranet, website, and in various printed formats.

The [Clark College Vision Statement](#) defines the college's commitment to foster an enriched community of engaged learners, while the mission statement addresses "diverse learners" for an enriched local and global community. The Clark College Mission Statement mandates the college to provide opportunities for diverse learners to achieve their educational and professional goals for an enriched community, both locally and globally.

The "[Values of the Clark College Community](#)," presented in the policy on "Diversity and Free Expression," ensure a learning environment absent of censorship and bigotry. This document respects and safeguards processes that respect the dignity of all persons, discourage bigotry, and support all Clark College students and employees to learn, work, and develop.

Two core themes of the [Clark College 2009-2014 Strategic Plan](#) establish foundations for innovative education and development opportunities for all employees. The first core theme, Focus on Learning, is the underpinning for high-quality and innovative education, and stipulates all employees have opportunities for professional development. The core theme, Foster a Diverse Community, ensures educational resources for all members of the college community to help them "interact effectively in a diverse world."

[The CCAHE Collective Bargaining Agreement](#) and "[The 1940 Statement of Principles on Academic Freedom and Tenure](#)" encourage all opinions and freedom of expression.

The Diversity and Free Expression at Clark College Policy, referenced in Clark's [administrative procedure 501.020](#), ensures freedom of expression so long as it is not "hateful." The Diversity and Free Expression at Clark College Policy states that "free expression requirements may protect many forms of hateful or intolerant speech and expressive conduct." However, under a heading titled "Free Expression--Our Values," the following statement clarifies the college's position:

[A]ny expression of hatred or prejudice is inconsistent with the values of Clark College and the purposes of higher education in a free society. So long as intolerance exists in any form in the larger society, it will be an issue on college campuses. Clark College is committed to maintaining an environment free from prejudice, inequity, and the misuse of power and privilege, and will use opportunities such as open dialogues, debates, and discussions to broaden understanding of the scope of protected speech and the role of tolerance in our community.

During the 2011-2012 academic year, the Diversity and Free Expression Policy was exercised on the Clark College main campus when flyers from a student involved with a white supremacist group intimidated some members of the campus community. A well-attended public dialog was engaged, during which the student expressed his views as did many campus students and employees. Policy 501.020 may also be found in full in the report of the [Board of Trustees for August 22, 2012 on pages 25-41](#).

[The Student Code of Conduct](#) ensures students' rights to academic freedom (WAC 132N-121-050) and states, "Students are guaranteed the rights of free inquiry, expression, and assembly upon and within college facilities that are generally open and available to the public."

**2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.**

[The CCAHE Collective Bargaining Agreement](#) addresses academic freedom and the responsibilities of the teaching professionals, including the duty to respond to the accuracy of and respect for the opinion of others. Article VI, Section A.4 of the CCAHE Collective Bargaining Agreement affirms that faculty hold a

special position in the community [which] imposes special obligations. As a person of learning and an educational officer, he or she should remember that the public may judge the profession and the institution by his or her utterances. Hence he or she should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that he or she is not an institutional spokesperson.

Academic integrity is a fundamental scholarly responsibility and a fact that is expressed in the “Values of the Clark College Community.” This document is included in the [Policy on Diversity and Free Expression](#) and includes a statement on “[personal and academic integrity](#).”

[The Clark College Faculty Handbook](#) addresses copyright and plagiarism issues for students. This document addresses academic dishonesty and procedures for faculty when academic dishonesty is discovered. [The Student Code of Conduct](#), available through the *Clark College Catalog* and accessed on the Clark College Intranet, addresses and defines academic dishonesty for students.

Copyright policies governing the distribution of materials are clearly stated on the [library website](#); [The CCAHE Collective Bargaining Agreement](#) also includes a section pertaining to copyright and intellectual property (Article VII, Section F.1-5). Copyright infringement policies are also set forward in the *Administrative Procedures Manual* ([405.035](#) and [675.000](#)) and cover topics such as the use of copy machines, unauthorized duplication of computer software, general policies on copyrights and patents for use by all employees, and a student policy on transmitting copyrighted information by email and computer.

**2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources -- including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.**

The [Washington State Legislature grants overall authority](#) for financial management of the community and technical colleges to the [State Board for Community and Technical Colleges](#) (SBCTC). Locally, the Clark College Board of Trustees holds the authority to adopt an annual budget to finance the operation of the college and to authorize borrowing money, and issuing and selling revenue bonds. [The board has delegated to the president the responsibility for planning, preparing, submitting to the board, and administering the annual budget.](#) The Board of Trustees receives [monthly budget and expenditure status reports](#) and [reviews and approves the annual operating budget](#) of the college every June.

The president monitors budget status, college reserves, and cash management via monthly reports prepared for his use with the Board of Trustees. The college has minimal debt ([\\$2,015,000 held by the students for building of the PUB](#)) and little or no borrowing between funds.

Clark College has an established board-approved [reserves policy](#) which requires a reserve of between 5 and 10 percent of the operating budget to allow for fluctuation in revenue and/or expenditure amounts in a given fiscal year. The required reserves are calculated at the beginning of each fiscal year and the ensuing figures are reported to the board in the monthly [fund balance report](#).



The college and the [Clark College Foundation](#) (Foundation) have entered into an agreement that specifies the relationship between the two entities and describes the obligations of each. The Foundation “is organized in order to: Operate exclusively for the purposes of promoting, supporting, maintaining, developing, increasing, and extending educational offerings and the pursuit thereof at or in connection with state community colleges operated by Clark Community College District No. 14” ([Foundation Operating Agreement, December 28, 2009](#)). The agreement includes the requirement for each party to provide separate and audited accounting records. “The Foundation will list its accomplishments for the preceding year and share with the college its revenue and expense statements for the preceding year and its end-of-year balance sheet” (Foundation Operating Agreement, December 28, 2009).

## Section C

### Standard 2.B. Human Resources

**2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.**

Clark College provides opportunities for diverse learners to achieve their educational and professional goals primarily through a sufficient number of qualified employees, as more than 80% of the operational budget is expended on personnel. Clark offers a variety of educational programs and disciplines of study. Faculty members are selected to offer coursework to support these programs based on their qualifications as outlined in the [Clark College Association of Higher Education \(CCAHE\) Agreement, Article III](#). Moreover, faculty members, administrators, exempt staff, and classified staff are selected based on their qualifications to provide the necessary resources and services to support Clark College's core themes of Focus on Learning, Expand Access, Foster a Diverse College Community, Respond to Workforce Needs, and Enhance College Systems. Collectively, the work of these qualified employees culminates in the students' ability to learn and achieve their educational and professional goals, thereby enriching the social, cultural, and economic environment of the region and global community.

Community and technical college employees must meet specific qualifications outlined in the [Washington Administrative Code 131-16-080](#). Qualifications of all college employees are maintained in personnel files in Human Resources, and the qualifications of administrators and faculty members are listed publicly in the [Clark College Catalog](#). Qualifications for key administrators are reported in Standard 2.A.11. All full-time and part-time faculty members are required to submit official transcripts, licensures, or credentials to confirm their educational background and professional experience. Currently, the Human Resources department has official transcripts, licenses, and/or credentials for all full-time faculty members and almost all part-time faculty members.

The college uses carefully defined screening processes to ensure all employees are qualified for and adept in the position they were selected to serve. All published recruitment announcements clearly state the criteria, qualifications, and procedures for selection. The screening procedures are documented for each classification:

- Administrative and Exempt Staff: [Administrative Procedure 610.040](#);
- Faculty Members: [CCAHE Collective Bargaining Agreement, Article III, Section L](#) and [Administrative Procedure 610.048](#); and
- Classified Staff: [Administrative Procedure 610.050](#).

There are a sufficient number of qualified personnel at Clark College. The match between need and staffing is determined by two processes. The first process is through the [operational plans](#) of all college departments/units. If additional personnel are needed to carry out a function directly supporting an institutional objective, department/unit leads will identify those needs within the annual evaluation of their goals, part of the college's continuous improvement process.

The second process involves ensuring the appropriate number of faculty for each discipline. Each instructional unit creates a prioritized list to fill full-time faculty positions. Annually, the vice president of instruction and instructional deans evaluate the lists and select which requested faculty positions (including tenure-track and non-tenure track) will be filled. The selections are based on the following criteria:

- Current and projected enrollment growth in the discipline, and
- Disproportionate numbers of adjunct faculty members to full-time faculty members.

If personnel are needed to support and maintain current operations, but the positions cannot be filled with the area's current budget, Executive Cabinet members meet to discuss, prioritize, and determine funding for those budget requests that most fully support the strategic plan.

All job descriptions accurately reflect the duties, responsibilities, and authority of the position. The administrators, exempt staff, and classified staff job descriptions are updated annually in each employee's performance evaluation. Current job descriptions are available for all administrators online in a product entitled NeoGov. For classified staff, the annual [evaluation process](#) begins with supervisor's review of the position description. Supervisors make updates at that time. Hard copies of the evaluation documents are stored in Human Resources' locked and secured file cabinets. Faculty job descriptions are negotiated and recorded in Appendix C of the [CCAHE Collective Bargaining Agreement](#).

## **2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.**

Administrators and staff are evaluated annually with regard to performance of work duties, responsibilities, and the relevancy of their work to the college mission. The evaluation procedures for administrators and staff vary by position, and are facilitated by [a variety of tools](#) that support the evaluation process.

Administrators are evaluated every year by their direct supervisor and, every three years, receive a 360° evaluation. A 360° evaluation includes four components: 1) self-evaluation; 2) invitation to all college employees to provide input to the evaluatee's supervisor; 3) evaluation by peers, subordinates, students, or others as designated by the supervisor; and 4) supervisor evaluation. This process is outlined in [Administrative Procedure 665.000](#). Criteria for the evaluation are based on the work duties; responsibilities; soft skills, such as communication; and the success of administrators in carrying out the strategic plan.

Classified staff members utilize the Washington State Department of Human Resources performance and development plan and forms. Supervisory employees are trained regarding the performance and development plan and are instructed to review the employee's job descriptions as a part of the evaluation process. Clark College has the policy that full-time classified employees are evaluated on an annual basis; this process is outlined in [Administrative Procedure 662.000](#).

To ensure employees are evaluated on an annual basis, Human Resources records the date of the evaluation as each is submitted. This practice allows the ability for the Human Resources department to [monitor the date of an individual's most recent evaluation](#).

## **2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.**

Consistent with the core theme of [Focus on Learning](#) and the objective, "Provide all employees with professional development opportunities," Clark College encourages and provides faculty members, administrators, classified staff, and temporary hourly employees with opportunities and support for professional growth and development. These opportunities are selected to offer employees ways to enhance their effectiveness in fulfilling their roles, duties, and responsibilities at the college.

The Teaching and Learning Center (TLC) ensures the college provides all employees with the

appropriate opportunities and support for professional development. The two primary departments comprising the TLC are [Employee Development](#) and [Faculty Development](#). The Employee Development department leads professional development opportunities for administrative, exempt, classified and temporary hourly staff. The Faculty Development department leads professional development opportunities for faculty. Both departments work closely together to maximize participation and exposure to the professional development opportunities offered by the college; this partnership is especially critical since all offerings support the college's strategic plan.

The Employee Development department offers a variety of growth and development opportunities for staff and faculty through on-campus trainings, online learning, and funding for training and development off-campus. In addition, the department is charged with welcoming and orienting new employees to the college, and ensuring employees are aware of pertinent college policies essential to the safety, health and well-being of the organization and its community members. On-campus trainings are designed to reflect current college and departmental initiatives; as well as the interests and needs of employees, gauged by responses to an annual Professional Development Needs Assessment [survey](#) sent to all faculty and staff. Past training sessions include topics on Drug Free Workplace, the WPEA contract, disciplinary action steps, effective performance management, employee benefits, and topics related to technology, public speaking, conflict resolution, and safety in the workplace. Online learning opportunities exist in two forms: a Learning Management System, which provides safety and regulatory compliance training for staff and full-time faculty; and access to Lynda.com, an online subscription library that offers unlimited access to over 1,300 business and software courses, delivered through high-quality instructional videos. Employee Development also sponsors off-campus training opportunities that align with the college's core themes, and which are relevant to the employee's job duties. Administrative, exempt, classified and temporary hourly staff is eligible for up to \$300 of funding per year.

The Faculty Development department offers a rich variety of resources and faculty development opportunities designed to support Clark College's mission, vision, core themes, and objectives. The college's strategic plan provides the connection for faculty to contribute to student success in a learning-centered community by cultivating and supporting teaching excellence in a collaborative environment. Faculty Development offers orientations for all new faculty members, retreats for new tenure-track and full-time faculty, and Faculty Focus, a two-day professional development event each fall. Mentoring opportunities and some faculty learning communities are facilitated through the TLC. Classroom management, workplace and classroom communication, pedagogical use of technology, open education resources and other pertinent topics have been offered routinely in one-time, bi-monthly, or monthly workshops and [meetings](#). To accommodate the varying needs and schedules of faculty, a weekly on-demand webcast addresses an array of topics and interests such as how to help student veterans succeed, experiential learning techniques, and how to refer students for help. In addition, Faculty Development coordinates the [Faculty Speaker Series](#), a quarterly event sponsored by the Clark College Foundation to highlight the innovative work and accomplishments of faculty.

The Teaching and Learning Center partners with Outcomes Assessment, [eLearning](#), the [Center for Diversity and Equity](#), [Information Technology Services](#) and [Clark College Libraries](#) to deliver relevant, coordinated professional development opportunities for all employees. The TLC is proud to have received a Commendation in the [2008 Accreditation report](#).

The [Clark College Foundation](#) supports the development of all employees by funding additional opportunities. Many of these funds and opportunities are further supported by the operational budget.

- Administrative, exempt, classified, and temporary hourly staff members are eligible for up to \$300 of professional development funds per employee, per year for off-campus training that expands job skills in support of the college's mission and core themes.
- All full-time faculty members receive an \$800 Individual Faculty Development allowance each biennium.

- Adjunct faculty members have access to professional development funds through their unit budgets.
- A separate fund, titled Clark II, provides funding for faculty research and travel. Clark II funds are awarded through a committee evaluation process.

Clark College is able to provide many opportunities specifically for administrative and exempt employees because of its membership with [The Association](#), a professional development organization for administrative and exempt employees of publicly-funded community and technical colleges in Washington State. Clark College professionals are encouraged to attend conferences sponsored by The Association, which focus on timely issues for all levels and divisions of community and technical colleges. These conferences are held in various locations around the state. Supervisory staff members are also encouraged to attend the “Leading from the Middle” training series sponsored by The Association. This series consists of four day-long modules focusing on the broad topics of leadership development, human resources, budget and finance, and understanding the State Board for Community and Technical Colleges (SBCTC) and the legislature. This program is offered around the state and is intended to enhance leadership skills. These modules have been offered on the Clark College campus three times over the past two years.

**2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.**

Clark College employs a sufficient number of qualified faculty members to fulfill the mission; ensure the integrity and continuity of the educational programs offered; and establish and oversee the academic policies. The college has multiple processes and has made contractual agreements with the Clark College Association of Higher Education (CCAHE) regarding the content of the college’s compliance with this standard.

Qualifications for faculty members are contained in [WAC 131-16-091](#) and further defined in the [CCAHE Collective Bargaining Agreement](#). Faculty credentials are reviewed by hiring departments and supervisors to ensure the educational objectives can be achieved and the integrity and continuity of the academic programs can be maintained. Human Resources requires the submission of official transcripts, licensures, or credentials for each new full-time and part-time faculty member hired. Official transcripts are maintained in the faculty member’s personnel file.

Faculty who teach academic transfer courses must hold at least a master’s degree in the appropriate discipline, although a few exceptions exist such as some faculty members in the music discipline. Faculty teaching in career and technical education programs must meet the standards for their profession, which, at a minimum, include industry certification and experience. Current hiring practices in Adult Basic Education, ESL, and Developmental Education require full-time faculty to have earned a master’s degree. Part-time faculty teaching in learning labs must hold a minimum of a Bachelor of Arts degree with two years teaching experience in the field.

Faculty members are actively involved in overseeing academic policies and educational objectives, and ensuring the integrity and continuity of academic programs. Faculty members actively participate on the [following committees](#) regarding academic policies, educational objectives, and academic programs: Instructional Planning Team (IPT), Curriculum Committee, Professional Placement and Advancement Committee, Adjunct Faculty Affairs Committee, CCAHE Senate, Outcomes Assessment Committee, and tenure review committees. Faculty members also serve on College Council, which is the president’s college-wide advisory council.

The college's educational objectives, academic policies, and the integrity and continuity of academic programs are primarily addressed in three committees, referenced previously: Instructional Planning Team, Curriculum Committee, and the Outcomes Assessment Committee. Both the Instructional Planning Team and Curriculum Committee are referenced in the *CCAHE Collective Bargaining Agreement* in Article I, Sections H and I. As stated in Article I, Section H, "The Instructional Planning Team is responsible for instituting and overseeing the instructional planning process; making recommendations to the vice president of instruction regarding academic policy such as distribution, transfer and degree requirements; developing and revising program review procedure, monitoring the scope of program review, resolving disputes related to program review activities; and making recommendations to the vice president of instruction regarding the approval of new programs and changes to and deletions of current programs." The team is comprised predominantly of faculty members.

The Outcomes Assessment Committee performs as a subcommittee to the IPT since IPT has the authority to develop and revise program review procedures. Educational objectives and outcomes assessment are the key component of program review. Most committee members are faculty members.

According to Article I, Section I of the CCAHE Agreement, "The Curriculum Committee is responsible for reviewing the appropriateness and integrity of course offerings, approving new courses and course changes, and deleting individual courses. Committee review includes consideration of appropriateness as a lower division course, congruence between content and credits, rigor of course, and effect on students, programs, and college resources." The team is also comprised predominately of faculty members.

While these committees ensure faculty members establish, oversee, and safeguard instructional quality and integrity, it is up to the instructional deans and the vice president of instruction to assign a sufficient number of faculty members to do this work well. As referenced in Standard 2.B.1., the instructional deans and vice president of instruction annually evaluate where additional full-time faculty members are needed. One of the two criteria for allocating additional full-time faculty positions is the college's commitment to address areas where there are a disproportionate number of adjunct faculty members to full-time faculty members. The ratio must be considered, in part, because full-time faculty members are – and part-time faculty are not – responsible for committee work that ensures college and instructional integrity and effectiveness. The college must fund adjunct faculty members separately to do this work.

In sum, as described in the [faculty position description](#), faculty members must serve on committees and engage in outcomes assessment activities to ensure their oversight of teaching and learning quality and integrity. Their roles in these areas and in teaching and learning are critical to Clark College's mission fulfillment.

## **2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.**

The bargaining unit, the Clark College Association for Higher Education (CCAHE), represents faculty members. The college negotiates a [collective bargaining agreement](#) (CBA) with CCAHE that contains hours, wages, and other terms and working conditions for the faculty members.

Faculty workload for each department is described in the *CCAHE Collective Bargaining Agreement* in Article VI, Section F. Workloads are negotiated by the vice president of instruction with the CCAHE. A full load is calculated based on specific faculty contact hours in accordance with the chart included on page 50 of the collective bargaining agreement. Workload is a composite of many factors and may include contact hours, office hours, number of preparations, student evaluations, number of students, number of students advised, committee assignments, curriculum development, hiring, and



supervision of staff and adjunct faculty.

The annual contract for full-time employees is 173 days, which includes 13 days of on-campus requirement beyond days of instruction. The standard workweek consists of forty (40) hours, of which an average of twenty-five (25) will be on campus. The on-campus requirement for counselors and librarians is thirty-five (35) hours per week.

Faculty work responsibilities – as identified in the faculty position description and the annual contract in terms of workload and number of days and hours – provide faculty members the ability and expectation to engage in teaching, service, scholarship, research, and/or artistic creation. These activities provide the necessary support to fulfill the college's mission with regards to learning.

**2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.**

All tenure-track faculty members participate in a rigorous and comprehensive performance evaluation led by the [tenure-review committee](#) established for each probationer, as outlined in *CCAHE Collective Bargaining Agreement Article III, Section C*. The tenure committee is responsible for working with the probationer until he or she is either granted tenure or is no longer employed by the college. The tenure-review process is directed toward enhancing the quality of the probationer's performance related to his or her discipline or program. Each tenure committee establishes its method of evaluating the performance of each probationer and advises each probationer, in writing, at least quarterly of the probationer's progress. The tenure-review committee recommends tenure status to the vice president of instruction.

Post-tenure [faculty evaluations](#) are conducted on a five-year schedule and include the following indices: student evaluations, peer evaluations, supervisor evaluation, and self-evaluation. This process is described in [Article III, Section D](#) of the *CCAHE Collective Bargaining Agreement*. Additionally, the collective bargaining agreement contains language to address a faculty member's possible need for improvement. Such a need may lead to a recommendation for a professional development plan that is developed in consultation with the instructional dean or supervisor and focused on identified areas of improvement. The instructional dean or supervisor then reviews all faculty professional development plans and progress toward achievement of plan objectives with the faculty member at least annually.

All other faculty including non-tenured faculty, adjunct, temporary, and special programs are evaluated within the first three years of employment, according to Article III, Section D. Student evaluations (collected in one course per quarter), peer evaluations including classroom observation (collected once per year), and supervisor evaluations including classroom observation (collected once per year) are the indices used to evaluate other non-tenured faculty members. After these [faculty members](#) have been with the college longer than three years, they are evaluated in the same manner as the post-tenure faculty members. These procedures are described in Article III, Section D.3 of *CCAHE Collective Bargaining Agreement*.

## Section D

### Standard 2.C. Education Resources

**2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.**

Adhering to its mission to offer opportunities for diverse learners to achieve their educational and professional goals, and in direct support of its core themes, Clark College offers associate-level degrees and certificates that demonstrate appropriate content and rigor, while utilizing standards consistent with program content in recognized fields of study. Clark College offers educational opportunities that lead to collegiate-level degrees and certificates in academic and career and technical education, as well as coursework in basic education.

#### *Academic – Transfer Studies*

Clark College offers multiple programs in academics, also known as transfer studies. (The college does not differentiate the degree requirements from a terminal Associate of Arts [AA] degree and a transfer AA degree because research demonstrates those pursuing a terminal AA degree are as likely to transfer as those who declare they intend to transfer.) The purpose of transfer studies is to provide students with a breadth and depth of general education knowledge and prepare them to transfer to a four-year institution to pursue a bachelor's degree programs. The degree, in most cases, meets the first two (2) years of general education requirements. Students select and complete coursework from discipline-rich course offerings within distributions areas. Students can earn the Associate of Arts – General Transfer degree without selecting an area of interest or they can select other transfer degrees that emphasize a major-related program of study, such as Early Childhood Education and Biology. Listed below are the [academic degrees](#) students can earn at Clark College:

- Associate in Arts (AA) degree: completion of a program of study for transfer to a baccalaureate institution (including Major-Related Programs, Direct Transfer Agreement, and Option B);
- Associate in Science Transfer 1 (AST-1) degree: completion of a program of study in the sciences in preparation for transfer to a baccalaureate institution;
- Associate in Science Transfer 2 (AST-2) degree: completion of a program of study in the sciences in preparation for transfer to a baccalaureate institution; and
- Associate in Fine Arts (AFA) degree: completion of a program in fine arts in preparation for transfer to a senior institution.

#### *Career and Technical Education*

Clark College provides educational opportunities in career and technical education (CTE) programs. These programs provide students with skills and knowledge they can immediately apply to a specialized field upon completion of the program. Clark College offers many CTE programs, listed in the [Clark College Catalog](#). These programs are designed for students interested in gaining specific technical career skills. The programs focus the students on completing program specific coursework, balanced by minimal general education courses. In addition to its apprenticeship programs, Clark Colleges offers the CTE degrees and certificates listed below:

- Associate in Applied Science (AAS) degree: completion of a program of study in a career-technical area;



- Associate in Applied Science – Transfer (AAS-T) degree: completion of a program of study in a career-technical area and enhanced general education for transfer;
- Associate in Applied Technology (AAT) degree: completion of a program of study in a career-technical program;
- Certificate of Proficiency: completion of a program of study in a career-technical program requiring a minimum of 45 credits;
- Certificate of Achievement: completion of a program of study in a career-technical program requiring a minimum of 21 credits; and
- Certificate of Completion: completion of a program of study in a career-technical program requiring fewer than 21 credits.

### *Basic Education*

Basic Education, also referred to as [Adult Basic Education](#), offers classes to students 16 years and older to improve their skills in reading, writing, and math. The purposes of these courses are to improve students' abilities in order to promote their success in entry-level work and prepare them to transition to academic or career and technical education programs. Basic Education also offers courses in GED preparation and English as a Second Language (ESL). Basic computer classes are available to students enrolled in ESL classes.

Through integrated processes, Clark College ensures that all degree and certificate programs are comprised of discipline-specific courses with coursework that supports both the program learning outcomes, and, where appropriate, general education and the learning outcomes of the related areas of instruction. All new courses, revisions, and deletions are approved by the Clark College Curriculum Committee, [Administrative Procedure 845.000](#). Composed primarily of faculty members, the Curriculum Committee “reviews the appropriateness and integrity of course offerings and approves new courses, course changes, and the deletion of individual courses. Committee review includes consideration of appropriateness as a lower-division course, congruence between content and credits, rigor of course, effect on students, programs, and college resources.”

The Instructional Planning Team (IPT), [Administrative Procedure 865.000](#), also plays a key role in ensuring that all Clark College programs, defined as degrees and certificates, culminate in the achievement of student learning outcomes and lead to collegiate-level degrees or certificates. IPT, also composed primarily of faculty members, “institutes and oversees the instructional planning process; makes recommendations to the vice president of instruction regarding academic policies, such as distribution, transfer, and degree requirements; oversees program reviews; and makes recommendations to the vice president of instruction regarding the approval of new programs and changes to and deletions of current programs.”

A third key college committee ensures Clark College's educational programs culminate in achievement of clearly identified student learning outcomes: the Outcomes Assessment Committee, defined in [Administrative Procedure 872.000](#). This committee, comprised primarily of faculty members, has two vital and closely related tasks 1) it oversees and coordinates the development and assessment of program-level assessment plans for all transfer and career and technical degree and certificate programs, and 2) it supports the development and assessment of course learning outcomes. Currently, there is a college initiative for instructional departments to formally review course-level outcomes and link them through assessment of student learning to the appropriate program-level outcome(s).

Clark College is a member of the [Washington State Board for Community and Technical Colleges \(SBCTC\)](#), [Intercollege Relations Commission \(ICRC\)](#) of Washington State's Student Achievement Council, and the [Northwest Commission on Colleges and Universities \(NWCCU\)](#). Each

organization works to ensure that the education programs offered within the member institutions have appropriate content and rigor and that degrees and certificates culminate in collegiate-level learning outcomes. The SBCTC must approve all new, substantive revisions, and deletions in [career and technical education programs](#). ICRC establishes the requirements for the AA-Direct Transfer Agreement that is recognized by all of the state's publicly-funded baccalaureate institutions. The process for reaffirmation of accreditation status within NWCCU requires that all proposed programs, as well as proposed [revisions to or deletions of programs](#) be reviewed and approved by NWCCU. These three organizations require that their member institutions follow specific processes as a condition of membership. These mandated processes are external requirements that Clark College adheres to and all are consistent with the 2.C.1 standard.

Clark College's degree and certificate programs undergo a continuous improvement process, utilizing the college's newly developed [Program Improvement Process](#) (PIP); this process was developed and approved in 2011-2012 by the Instructional Planning Team. PIP was implemented in 2012-2013 in order to improve student learning and assist the college's instructional programs in becoming more learning-centered.

Program review begins each fall when the Program Improvement Screening Committee (PISC) reviews data from the online [Virtual Notebook](#). Data indicators within the Virtual Notebook include enrollment, retention, completion, course success, labor market information, transfer rates, and employment rates. The Virtual Notebook, still in its first version, is updated annually and is available to program faculty members and administrators on the Clark College intranet. The next version of the Virtual Notebook will incorporate learning outcomes assessment findings and recommendations for each program. Currently, learning outcomes are communicated to the PISC by the college's outcomes assessment liaisons who serve as advisory members to PISC. The liaisons provide information to the committee about the previous year's outcomes assessment projects and student achievement of program-level learning outcomes.

PISC reviews all the data for programs scheduled for review during the current academic year. Depending on the number of indicators that do not meet their benchmarks, the committee will determine the extent of the follow-up action required by program faculty and make recommendations for improvement. For some programs, the follow-up may simply require the faculty to provide additional supporting documentation. For other programs, the follow-up will call for the formation of a Program Action Team comprised of the dean, program faculty, and other members chosen by the committee. The Program Action Team's primary focus is developing an action plan to address the indicators that have been noted as not meeting the benchmark. The Program Action Team then presents its findings and improvement plan to the Instructional Planning Team for discussion and approval. Once approved by IPT, the action plan is submitted to Instructional Council, comprised of instructional deans and administrators, to ensure budgetary support as well as to ensure that initiatives outlined in the plan are included in the instructional planning process. Programs that have specialized accreditation may use their self-study process and findings within the Program Improvement Process.

The Program Improvement Process completed the first program review cycle in 2012-2013. In its report of that review, one recommendation that the PISC made to the Instructional Planning Team was a closer integration between the work of the Program Improvement Screening Committee and the Outcomes Assessment Committee. Increased integration may allow these bodies to more effectively determine where students are achieving program-level learning outcomes. PIP is in its developmental stages and will be reviewed by the Instructional Planning Team each year with an aim to continually improve the process.

Clark College's process to develop new programs ensures appropriate content and rigor, and culminates in the achievement of learning outcomes in recognized fields of study; this process is outlined in the [Clark College Curriculum Development Handbook](#) and includes an in-depth review of the need for

the new program, including a review of student and employer demand. Once the proposed program's curriculum and outcomes have been developed, they are presented to and approved or rejected by the appropriate program advisory committee. Once approval is attained, the new program is presented to the Instructional Planning Team. New programs must go through a minimum of two readings by the Instructional Planning Team to ensure that all information items, issues, and questions have been presented and addressed. Program faculty members also complete the [Course Action Request](#) forms (CARs) for the new courses. These forms contain course details such as course descriptions, pre-requisites, course rationale, content, hours, credits, fees, capacities, transferability, course-level student learning outcomes, and a complete syllabus. The CARs are reviewed by the Curriculum Committee and used as the basis to approve or reject the curriculum revisions. New transfer programs adhere to the same process outlined above with the exception of the need for advisory committee approval.

The *Clark College Curriculum Development Handbook* also outlines required documentation to prepare a new program for review by institutional stakeholders. Institutional stakeholders involved in the process of new program development and approval include the instructional department and unit, Instructional Council, Instructional Planning Team, Curriculum Committee, Executive Cabinet, and the Board of Trustees. Vetting new programs through these institutional bodies permits the relevant area(s) of the college to offer input and feedback, which enables that area to more effectively fulfill its duty to support the necessary staffing, advising, library acquisitions, marketing, facilities, and equipment.

### **2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.**

All Clark College's degree and certificate programs have identified and published program-level outcomes in the [Clark College Catalog](#). The course-level student-learning outcomes are published in course syllabi, as modeled in the college's [syllabus template](#). All [new courses](#) and [revisions to existing courses](#) require Course Action Request forms, which specify student-learning outcomes, and must be approved by Curriculum Committee, referenced in [Administrative Procedure 845.000](#).

### **2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.**

Clark College's credits and degrees, regardless of location or modality, are based on documented student achievement and awarded in a manner consistent with SBCTC, ICRC, and institutional practices. Course credit is earned by students who meet the course's student learning outcomes and is awarded to students in the [form of grades recorded on transcripts](#) (pgs. A23-A26). Faculty members publish their criteria for grading within their [course syllabi](#).

Clark College's expectations and requirements for obtaining a certificate or degree are outlined online in the [Degree and Certificate Requirements section of the Clark College Catalog](#). In addition, by selecting a program's hyperlink in the online catalog, students can see all related certificates and degrees, descriptions of the curriculum sequence, requirements, and the related program outcomes.

The SBCTC authorizes community and technical colleges to award various degrees and certificates as official indicators of postsecondary program completion and a high school diploma as a high school-level award. Colleges in Washington State are asked to identify each award in the common administrative system using exit codes and specific Classification of Instructional Programs (CIP) codes. In addition, the SBCTC requires that colleges identify completion of federal apprentice programs, alternative certifications, and individually tailored workforce programs in the same common administrative system. Clark College complies with all SBCTC and NWCCU mandates and expectations in these areas.

Students may utilize Clark College's [online degree audit system](#) to check their progress within degree or certificate programs. Official evaluation of credits earned and applications for degree completion are offered through the Credential Evaluations office. Upon the fulfillment of completion requirements and prior to graduation, students submit a graduation application to the Credential Evaluations office in order to be awarded a degree or certificate. Students are encouraged to submit this application one quarter before they plan to complete their requirements. The Credential Evaluations office then conducts an audit to ensure satisfactory completion of the program of study.

#### **2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.**

Clark College's degree and certificate programs demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Clark College delivers education through a variety of traditional locations and technology-based formats.

Excellence of degree and certificate program design is ensured through the work of the Instructional Planning Team (IPT). The Instructional Planning Team reviews and recommends the approval of new degree and certificate programs and significant changes to existing programs through a process of checks and balances; [a change of 25 percent or more to the requirements of a program or certificate is considered significant and requires committee approval](#). Requirements for transfer degrees are evaluated against the criteria of the Intercollege Relations Commission (ICRC), a body overseeing the transfer of credits among all colleges and universities in Washington State. Any change to a program's general education requirements must have two readings before IPT approval so that all impacted departments may be notified and consulted. All other degrees and certificate programs are based on Clark College criteria and approved by the SBCTC.

The breadth, depth, sequencing, and synthesis of courses is ensured through the work of the Curriculum Committee and input from individual faculty content experts and departments whose work includes consideration of prerequisite requirements and consecutive course numbering. Student learning at Clark College is also actively monitored through mandated outcomes assessment processes for courses, degrees, and certificates. Course, degree, and certificate sequences are available in the [Clark College Catalog](#) on the college website.

The quality of Clark College's courses and degree and certificate programs is monitored and improved through the work of the Program Improvement Screening Committee and the Outcomes Assessment Committee. Clark College has developed a comprehensive [Program Improvement Process \(PIP\)](#), which involves the joint efforts of these two committees under the direction of the Instructional Planning Team. These committees make recommendations for the improvement of Clark College's degree and certificate programs and, if necessary, form Program Action Teams to address areas of concern; the goal of this work is always the improvement of student learning.

Clark College's admission requirements and deadlines are clearly defined and widely published in the [Clark College Catalog](#) on the college website and in the [Clark Today](#) publication. Clark College also publishes and implements [admissions](#) policies that support open access, utilizing a completely web-based [admissions application](#). The online catalog lists requirements for general admission, limited and/or competitive-entry programs, and exceptions to the general admission policy. Alternate application formats are available through [Disability Support Services](#) for students who require special accommodations. Information for [international student admission](#) is located on the Clark College website in multiple languages, as well as in [International Programs](#) promotional materials. For international admissions, the college requires proof of English-language proficiency; evidence of readiness includes a minimum score on the Test of English as a Foreign Language, IELTS, STEP-Eiken, or successful

completion of a predetermined course level from a partner-intensive English program. Information for proof of English-language proficiency is provided on the Clark College website.

Clark College's graduation requirements are clearly defined and widely published online in the [Clark College Catalog](#). The 2013-2014 online catalog includes the requirements for each degree and certificate, as well as information regarding the application of credit, including courses applied toward each degree and/or certificate. The *Clark College Catalog* articulates program, degree, and certificate requirements, as well as [Student Right-to-Know Act](#) disclosures. Credential evaluators follow program, degree, and certificate requirements for verifying completion as listed in the *Clark College Catalog*, [advising worksheets](#) and [degree audit evaluation tools](#). Regarding [exceptions for graduation requirements](#), credential evaluators consider substitutions, waivers, and academic standards petitions. Clark College is in the process of developing an [online graduation application](#).

**2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.**

Clark College faculty members exercise a major role in the design, approval, implementation, and revision of course curriculum; the commitment to faculty leadership in curricular issues is reflected in Clark College's committee structure.

The Clark College Curriculum Committee includes two tenured faculty members from each instructional unit, as well as one adjunct faculty member. The official committee description charges the committee to "[review] the appropriateness and integrity of course offerings and [approve] new courses, course changes, and the deletion of individual courses. Committee review includes consideration of appropriateness as a lower-division course, congruence between content and credits, rigor of course, effect on students, programs, and college resources."

Faculty members also participate in the work of the Instructional Planning Team (IPT), with two tenured faculty members from each instructional unit, as well as one adjunct faculty member. As outlined in the official committee description, the Instructional Planning Team "oversees the instructional planning process; makes recommendations to the vice president of instruction regarding academic policies such as distribution, transfer, and degree requirements; oversees program reviews; and makes recommendations to the vice president of instruction regarding the approval of new programs and changes to and deletions of current programs."

The Program Improvement Screening Committee, which "functions as a sub-committee of IPT and is a recommending body," as defined in the [Program Improvement Process](#), also includes four faculty members (two CTE and two transfer) and two faculty outcomes assessment liaisons.

The Outcomes Assessment Committee "oversee[s] and coordinate[s] the development of program-level assessment plans for all transfer and CTE degree and certificate programs," and includes ten faculty members, including at least four CTE faculty, and two faculty outcomes assessment liaisons. Additionally, Appendix C of the [CCAHE Collective Bargaining Agreement](#) specifies "fulltime and associate faculty participate in outcomes assessment activities that impact student success."

Under the direction of the Outcomes Assessment Committee and the Instructional Planning Team, Clark College's faculty develop and assess student-learning outcomes for each course and degree or certificate program. This work is coordinated by the college's outcomes assessment liaisons, whose full-time responsibility is the facilitation of this work for the college's transfer and career and technical degrees and certificates. Faculty groups have the autonomy to determine the most appropriate outcomes



and assessment methods for courses within their areas of expertise, while larger groups of faculty stakeholders participate in the development of program-level outcomes and assessments for the college's many degrees and certificates in collaboration with the Outcomes Assessment Committee and Instructional Planning Team.

**2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.**

Faculty members with teaching responsibilities utilize the library and other information resources in the teaching and learning process. This use is facilitated through Clark College's organizational structure, frequent professional development opportunities for faculty members, program learning outcomes, and partnerships between librarians and other faculty members with teaching responsibilities in collections development.

One of the six instructional deans under the vice president of instruction is the dean of libraries, eLearning, tutoring, and faculty development. Faculty members of Clark College engage in opportunities to be exposed to library and information resources enhanced by the organizational alignment between library and faculty development. All new faculty members are introduced to the library resources available at the New Faculty Orientation. In addition, a weekly series, entitled [30 Clicks: Information Tools at Your Fingertips](#), is offered to all college employees – but designed for faculty – to showcase how to use information resources. The sessions are recorded and posted to the library website for anywhere, anytime viewing. Faculty members have many [tutorials](#) available to them about integrating what the library and information resources have to offer in the learning process.

The librarians collaborate with teaching faculty members to design [library instruction sessions](#) to meet specific course outcomes, objectives, and assignments. Library faculty members teach classes to a number of departments. Librarians use the [Clark College Libraries website](#) as an instructional tool, working with faculty across the college to develop point-of-need [access to learning resources](#) that are customized to the outcomes of the class. Library personnel work with faculty to provide access for students to textbooks and supplemental [course materials](#) such as videos and journal articles. Library personnel also work with faculty to purchase and book classroom [films](#).

Clark College's transfer degrees include the information literacy learning outcome. The outcome is based in part from [Information Literacy Competency Standards for Higher Education from the Association of College and Research Libraries](#). During the 2012-2013 academic year, faculty librarians [partnered with other transfer teaching faculty](#) to [assess the information literacy outcome](#). The analysis of the assessment results and recommendations to improve learning will be conducted fall quarter 2013.

Librarians share responsibility for selecting library resources in assigned areas of the curriculum. Faculty members collaborate in collection development by submitting requests for materials in their respective academic fields. The [Clark College Libraries Collection Development Policy](#) defines selection criteria and outlines procedures with respect to purchases, gifts, and de-selection.

**2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on**

students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

The Clark College [administrative procedure 320.030, Earning and Awarding Credit for Prior Learning](#), articulates when and how credit for prior experiential learning is awarded. Credits may be awarded only if the learning experiences align with the course curriculum of the college and cannot duplicate credits already awarded. Credit is awarded only to enrolled students and is limited to a maximum of 25 percent of the credits required for a degree. Further, credit is awarded only if a student achievement equivalent can be documented and linked to the expected learning outcomes for courses within Clark College's existing curriculum. The credit-by-examination option is awarded only when recommended by appropriately qualified teaching faculty.

**2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.**

Students who have attended other institutions of higher education may choose to transfer credit to Clark College to meet degree requirements. Clark College publishes its transfer policies in the [Degree and Certificate Requirements](#) section of the *Clark College Catalog*. Transfer credits are accepted by the college if earned at an institution accredited by a regional accrediting association recognized by the [United States Department of Education](#) and/or if the credit accepted is appropriate to its program and comparable in nature, content, and academic quality.

The [Credential Evaluations office](#) administers the process to accept or deny transfer-in credits. The process is documented in the [training materials](#) for all Credential Evaluations office staff. Some determinations to accept transfer-in credit are made relatively straightforward by Clark College's participation in [common-course numbering](#) for publicly funded community and technical colleges in Washington State and the precedent set for commonly transferred courses. Outside of these examples, the Credential Evaluations office staff reviews the course content and determines whether at least 75% of the course material matches the Clark College course. If credentials staff cannot determine the similarities in learning content and outcomes, they will review the course syllabus. If a determination still cannot be made, the Credential Evaluations office consults with the appropriate dean and/or faculty member to make final determinations in accepting transfer credit from other institutions.

The Academic Standards Committee, referenced in [Administrative Procedures 803.000](#), also plays a role in the determination to accept transfer-in credit to count toward a degree or certificate. One of the six responsibilities of this committee is to "evaluate credits transferred from non-accredited institutions, service schools, training institutions, etc." Almost half of the committee members are faculty. Appropriate faculty members outside of the committee are consulted in making the determination of whether to accept transfer credit in these situations. In addition, the Academic Standards Committee makes recommendations to the Instructional Planning Team regarding educational requirements.

Clark College is a member of the [Intercollege Relations Commission \(ICRC\)](#) of the [Washington Student Achievement Council](#). The purpose of ICRC is "to facilitate transfer between institutions for all students pursuing baccalaureate degrees in Washington State." ICRC is comprised of Washington State's community and technical colleges and universities. ICRC is the organization that determines the courses

and competencies that will be included in the Associate of Arts – Direct Transfer Agreement degree (AA-DTA), the most common type of degree earned by Clark College students.

Clark College is also a member of the Washington State Board for Community and Technical College's (SBCTC) [Articulation and Transfer Council](#) (ATC). ATC generally carries out the work and recommends solutions of state-wide transfer issues to the SBCTC's Instruction Commission. A recent example of an issue ATC has worked on is the transferability of courses that meet the [quantitative learning outcome](#) required for the AA-DTA. In addition, ATC also develops and establishes common major-ready pathways for the state's community colleges. Clark's membership and compliance with the guidelines in both ICRC and ATC helps to ensure that incoming as well as outgoing transfer credits, support transfer degrees of high academic quality.

Students with credits from international institutions of education may submit their academic records for credit consideration. With a few exceptions, Clark College does not recognize English coursework completed at institutions outside of the United States. Clark College requires translation and evaluation of the student's academic record from a member agency of the [National Association of Credential Evaluation Services](#). The cost of the agency service is the responsibility of the student.

Clark College works with local high schools and institutions of higher education at large to facilitate transfers into and out of Clark College. Articulation agreements with high schools occur within the [Tech Prep](#) program. The purpose of Tech Prep is to put students on the pathway to earning a degree from Clark College by allowing them to complete selected [career and technical education classes](#) while still in high school.

Clark College currently has nine [articulation agreements](#) with other colleges and baccalaureate institutions to support successful transfer. These articulation agreements are developed in response to student demand and employment conditions. The appropriate dean and/or a faculty lead work with representatives of the other institutions to develop the articulation agreement. The Advising Department uses the information to advise students.

**2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.**

Clark College offers transfer associate degrees, applied associate degrees, and a certificate of proficiency requiring 45 quarter credits. The transfer associate of arts degrees require coursework in general education areas identified within this standard but also include additional learning outcomes such as health and physical education; information literacy; and power, privilege and inequality. Career and technical education programs not only require specific courses to meet general education requirements, some programs also incorporate these general education abilities within the program-specific courses.



The table below presents the number of credits for general education requirements for each degree and certificate:

Degree <sup>1</sup>	General Education						
	Humanities and Fine Arts	Mathematics and Natural Science	Social Science	Communication	Computation	Human Relations	Other <sup>2</sup>
<a href="#">Associate of Arts</a> (pg. B6)	15	20	15	15	N/A	N/A	25
<a href="#">Associate of Science Transfer – Track 1</a> (pg. B17)	5-10	62	5-10	5	N/A	N/A	8
<a href="#">Associate of Science Transfer – Track 2</a> (pg. B19)	5-10	35	5-10	5	N/A	N/A	35
<a href="#">Associate of Fine Arts – Graphic Design</a> (pg. B14)	5	10	5	5	N/A	N/A	65
<a href="#">Associate of Fine Arts – Studio Art</a> (pg. B14)	5	10	5	5	N/A	N/A	65
<a href="#">Associate of Applied Science</a> (pg. B24)	3	3	3	6	3	3	62
<a href="#">Associate of Applied Technology</a> (pg. B27)	N/A	N/A	N/A	5	5	5	75
<a href="#">Certificate of Proficiency</a> (pg. B27)	N/A	N/A	N/A	3	3	3	36

<sup>1</sup> Page numbers refer to the page that lists the courses that fulfill these general education outcomes within the *Clark College Catalog* in Section B.

<sup>2</sup> All other college-level credits required to earn a degree or certificate.

The general education learning outcomes are listed below:

- Humanities and Fine Arts: Analyze, interpret, and evaluate works and ideas in the Humanities within appropriate global and historical contexts.
- Mathematics and Natural Science:
  - Perform mathematical calculations without the aid of a calculator.
  - Solve quantitative problems and interpret the solutions.
  - Apply fundamental principles and relationships from the Natural Sciences to solve problems.
  - Evaluate claims about the natural world using scientific methodology.
- Social Science: Evaluate, analyze and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences.
- Communication: Communicate with various audiences using a variety of methods [as

appropriate for a career and technical program].

- Computation: Solve quantitative problems and interpret the solutions as appropriate for a career and technical education program.
- Human Relations: Demonstrate interpersonal/human relations skills as appropriate for a career and technical education program.

[Coursework within all degrees](#) offered by Clark College engages students to be more effective learners and prepares them for a productive life of work, citizenship, and personal fulfillment. All transfer degrees offer students courses to learn about their own unique personal and professional interests; [human development](#); [physical education and health](#); diversity in terms of power, privilege and inequality; [information literacy](#); [service learning](#); and civic engagement. Most career and technical education degrees offer students the ability to complete elective coursework that supports their interests in work, citizenship, and personal fulfillment, but all require communication, computation, and human relations.

**2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.**

The [Clark College Catalog](#) identifies the college's mission: "Clark College provides opportunities for diverse learners to achieve their educational and professional goals, thereby enriching the social, cultural, and economic environment of our region and the global community." To assist students in achieving this end, Clark College's transfer degrees are designed around assessable student learning outcomes consistent with the college's mission, with emphasis on the college's commitment to focus on learning, foster a diverse college community, and respond to workforce needs.

All of Clark College's transfer degrees have approved student learning outcomes that reflect what students know and can do upon the completion of the degree. These program learning outcomes are reviewed for clarity of language and assess-ability by the Outcomes Assessment Committee, which, ultimately, makes recommendations to the program faculty, if changes are needed. Finally, that same committee approves the learning outcomes on behalf of the Instructional Planning Team.

The program-level student learning outcomes for the Associate of Arts – General Transfer degree (to include all of the Major Related Programs, Direct Transfer degree, and Option B) are listed below. Each outcome is systematically assessed by multi-disciplinary groups of faculty members with teaching responsibilities.

- Information Literacy: Obtain, evaluate, and ethically use information.
- Communications: Communicate with various audiences using a variety of methods.
- Quantitative I: Perform mathematical calculations without the aid of a calculator.
- Quantitative II: Solve quantitative problems and interpret the solutions.
- Health & Physical Education: Demonstrate progress toward healthier behaviors.
- Humanities: Analyze, interpret, and evaluate works and ideas in the Humanities within appropriate global and historical contexts.
- Social Science: Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences.

- Power, Privilege, and Inequality: Analyze patterns of power, privilege and inequality.
- Natural Science I: Apply fundamental principles and relationships from the Natural Sciences to solve problems.
- Natural Science II: Evaluate claims about the natural world using scientific methodology.

Clark College's science degrees have similar yet distinct outcomes appropriate to the degree. Assessment of all program-level outcomes follows a systematic process overseen by the Outcomes Assessment Committee. The assessment projects of the shared learning outcomes across the AA and two associate of science degrees are common and results will be used to measure the learning outcomes across all transfer degrees. Those outcomes distinct to Associate of Science Transfer-1 and Associate of Science Transfer-2 are assessed separately.

The outcomes for these two science transfer degrees are as follows:

- Associate of Science Transfer-1
  - Demonstrate understanding of the derivative as instantaneous rate of change and the definite integral as a limit of a Riemann sum in applied problems;
  - Analyze and solve multi-step problems using techniques through single-variable calculus, and communicate the results;
  - Apply fundamental principles and relationships from the Natural Sciences to solve problems;
  - Apply scientific methodologies to develop and answer questions about the natural world;
  - Acquire scientific information from appropriate sources to analyze issues, claims, or situations;
  - Communicate with various audiences using a variety of methods;
  - Demonstrate progress toward healthier behaviors;
  - Analyze, interpret, and evaluate works and ideas in the Humanities within appropriate global and historical contexts;
  - Obtain, evaluate, and ethically use information;
  - Analyze patterns of power, privilege, and inequality; and
  - Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences.
- Associate of Science Transfer – 2
  - Demonstrate understanding of the derivative as instantaneous rate of change and the definite integral as a limit of a Riemann sum in applied problems;
  - Analyze and solve multi-step problems using techniques through single-variable calculus, and communicate the results;
  - Apply fundamental principles and relationships from the Natural Sciences to analyze technological or scientific problems;
  - Acquire scientific and technological information from appropriate sources to examine issues, claims, or situations;
  - Apply scientific and technological knowledge and methodologies to creatively solve technological or scientific problems;

- Communicate with various audiences using a variety of methods;
- Demonstrate progress toward healthier behaviors;
- Analyze, interpret, and evaluate works and ideas in the Humanities within appropriate global and historical contexts;
- Obtain, evaluate, and ethically use information;
- Analyze patterns of power, privilege, and inequality; and
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences.

**2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.**

All of the applied degrees and certificate programs offered by Clark College have documented and assessable program learning outcomes, including the related areas of instruction (See 2.C.9). All program learning outcomes have been reviewed and approved by the Outcomes Assessment Committee as identifiable and assessable. The program learning outcomes are published in the [Clark College Catalog](#).

Six of the seven related areas of instruction are similar to six of the learning outcomes found in the AA transfer degrees. Each career and technical education (CTE, i.e., applied) program has at minimum the related instruction learning outcomes associated with communication, computation, and human relations, but may select from four additional related instruction outcomes. Since the coursework to fulfill these learning outcomes is similar to – or, in some cases, the same as – the coursework that supports the AA degree, common assessment results are used to assess these learning outcomes in applied degrees. Where the coursework differs, assessment will occur within the specific courses. The learning outcomes of related instruction are:

- Communications: Communicate with various audiences using a variety of methods as appropriate for a career and technical education program
- Computation: Solve quantitative problems and interpret the solutions as appropriate for a career and technical education program
- Human Relations: Demonstrate interpersonal/human relations skills as appropriate for a career and technical education program
- Health & Physical Education: Demonstrate progress toward healthier behaviors as appropriate for a career and technical education program
- Humanities: Analyze, interpret, and evaluate works and ideas in the Humanities within appropriate global and historical contexts as appropriate for a career and technical education program.
- Social Science: Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences as appropriate for a career and technical education program.
- Science: Apply fundamental principles and relationships from the Natural Sciences to solve

problems as appropriate for career and technical education programs.

Program faculty members are actively engaged in assessing all program-level outcomes. CTE (i.e., applied) program faculty members have aligned the course outcomes to the program outcomes. Therefore, as course outcomes are assessed, the program outcomes are also assessed.

CTE teaching faculty members must have [current vocational certification](#) on file with Clark College and the [Washington State Board for Community and Technical Colleges](#) (SBCTC). This requirement is outlined in the [Washington Administrative Code 131-16-092](#). Compliance with this regulation ensures that teaching faculty members of applied programs are qualified.

Vocational certification includes a professional development plan. CTE faculty members must update their professional development plan every five years; new CTE faculty must complete the professional development plan within their first three years. CTE faculty members must perform at least one assessment activity from the following list in order to complete their professional development plan and receive their vocational certification:

- Identify, evaluate, and modify current outcomes.
- Create, evaluate, and modify assessments.
- Implement curriculum, outcomes, and assessments.
- Identify, evaluate, and modify program outcomes and assessments.
- Initiate, develop, and implement student assessments.
- Modify instructional material and methods based on student and industry assessments and feedback.

#### **2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.**

[Corporate and Continuing Education's](#) (CCE) lifelong learning programs offer training and courses for upgrading job-related skills, as well as personal and cultural enrichment. These programs support mission fulfillment by offering to diverse learners a myriad of learning opportunities that enrich the social, cultural, and economic environment of the regional and global communities. Moreover, CCE's offerings directly focus on learning and respond to workforce needs. Because CCE plays such a critical role in carrying out the strategic plan, the associate vice president reports directly to the president, and also meets regularly with the vice president of instruction to partner in their offerings where appropriate. CCE's course and training offerings include [professional development for the workplace](#), [Corporate Education](#), [Community Education](#), and [Mature Learning](#).

#### **2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.**

Corporate and Continuing Education maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and customized training programs and classes. All programs and classes are [approved by program managers](#), [monitored through established procedures with clearly defined roles and responsibilities](#), and assessed with regard to student achievement.

Corporate and Continuing Education's instructors are appropriately involved in the planning, teaching, and evaluating of classes. Instructors [draft proposed curricula and learning outcomes](#) for all classes, except where the curriculum and learning outcomes are mandated by the state: e.g. Certified Nursing Assistant courses. The proposed curriculum is submitted to Corporate and Continuing Education's leadership who approves it or sends it back for revisions based on business advisors and subject matter experts. All courses are [evaluated](#) on a consistent and ongoing basis. Student evaluation results are reviewed with instructors by Corporate and Continuing Education staff in a continuous improvement cycle, and changes are implemented accordingly.

**2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.**

Corporate and Continuing Education offers classes, workshops, and seminars for Continuing Education Units (CEUs) according to Northwest Commission on Colleges and Universities (NWCCU) [Operational Policy A-9](#) and [Washington State's Office of the Superintendent \(OSPI\) guidelines and policies](#).

The Corporate and Continuing Education Registration department issues and [maintains records of students](#) who have been issued [CEUs](#) as outlined by each CEU provider. Program managers maintain course records that include the type of training, level of training, and quality of service as a component of the [evaluation process](#) for non-credit courses.

**2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.**

Corporate and Continuing Education uses an in-house student and course management system, [Campus CE](#). Information is also stored in the college's student management system, SMS, to provide a comprehensive picture of all the courses that the college offers. All students who register through the online system are registered into both [Campus CE](#) and SMS. [Courses](#) are created and maintained in Campus CE; these records include class dates, times, instructors' names, student information, and class rosters. The instructors maintain [an instructor interface](#), which allows them to view course information and access student rosters.



## Section E

### Standard 2.D. Student Support Resources

**2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student-learning needs.**

Clark College creates effective learning environments with appropriate programs and services to support student learning needs as reflected in the first college-wide objective of the core theme, [Focus on Learning](#): “Identify, offer, and support teaching and learning strategies that enhance student success.” Due to the diverse characteristics of students and comprehensive nature of the college’s programs, Clark offers many different learning environments to enhance student success. A few of these programs and services are listed below:

#### [Academic Early Warning \(AEW\)](#)

Clark College developed an AEW technology application that directly supports student success and learning at the course level. The user-friendly application allows faculty both to identify those students who are struggling and to alert the student to specific areas of concern. Faculty, advisors, and staff who directly support different cohorts of students can access student information, alert students to their lack of satisfactory progress, and provide individualized recommendations for support services. Advisors use the AEW system to initiate advising and enhance students’ academic success skills.

#### [Tutoring and Writing Center](#)

Clark College’s Tutoring and Writing Center provides academic support at no cost to students in a variety of courses. Tutoring focuses not only on mastery of content, but also on building strategies and habits that enhance student success: e.g. study skills, organization, and time management. During 2012-13 a committee was charged to “develop a plan for systematic tutoring and student help centers that provide college-wide support for students enrolled in transfer, career/vocational and adult basic education programs.” The Tutoring and Writing Center’s program manager, the Student Learning Center’s program manager and the STEM coordinator served on the Tutoring Work Group to assure that appropriate services are available across campuses and programs. Part of this work involved reaching out to instructional units to determine where tutoring gaps exist and formulating plans to address those needs. Built into the final [tutoring plan](#) is a strategy to evaluate the tutoring services at regular intervals. Anecdotal evidence provided by students in written statements and comment cards suggests that students identify tutoring as a key component supporting their course retention, progression, and success. The Tutoring and Writing Center is currently working with the office of Planning and Effectiveness to implement tracking software that will enable Clark College to gather student usage data that can be correlated with students’ academic records.

The Tutoring and Writing Center strives to meet the academic support needs of all students, while also addressing the instructional needs of staff and faculty. As such, the Tutoring and Writing Center operates in a variety of locations on multiple campuses, as well as online. As of Fall 2007, both synchronous and asynchronous tutoring has been available online 24 hours a day, seven days a week at [www.eTutoring.org](http://www.eTutoring.org). This service is available to all Clark College students, as well as online eTutoring technical support. Tutoring help is offered both by appointment and on a drop-in basis. Additional services include the proctoring of make-up exams and the hosting of athletic study-hall hours.



### [Integrated Basic Education Skills Training \(I-BEST\)](#)

The I-Best program is designed to help students get further faster on a career or educational pathway or academic transfer. The I-BEST program has two instructors: one is a specialist in his/her technical field and the other is a specialist in academic skills such as writing, reading, and math, and may also have qualifications to teach technology, research, and soft skills. They work together to integrate the curriculum. Students have the benefit of being part of a learning community cohort of 20-25 students with the same two instructors. Students may take an I-BEST program if they are assessed at a basic education level in reading or math; meet CASAS testing requirements; are working on their GED, ESL, or Basic Skills; and are interested in an I-BEST track offered by Clark. Clark offers the following I-BEST programs: Nursing Assistant Certificate, Early Childhood Education Certificate of Achievement, OnRamp to Healthcare, and Academic I-BEST.

### [Disability Support Services](#)

Clark College and the Disability Support Services (DSS) office staff assist those with disabilities in pursuing their educational goals. The DSS staff is committed to assuring Clark College, its services, programs, and activities are accessible to individuals with disabilities. The institution takes seriously its responsibility to follow both the spirit and letter of all pertinent federal and state mandates.

Clark College recognizes that traditional methods, programs, and services may need to be altered to assure full accessibility to qualified persons with disabilities. The DSS office is the primary focus of efforts by Clark College to assure nondiscrimination on the basis of disability. Through the DSS Office, qualified persons with disabilities address their concerns regarding attitudinal or procedural barriers encountered, as well as any need for academic adjustments and/or auxiliary aids to ensure equal access. DSS provides information and auxiliary aids or services, as well as serves as the resource to the college community in striving to make Clark College both an accessible and a hospitable place for persons with disabilities to enjoy full and equal participation.

### [Service Learning](#)

According to the National Service-Learning Clearinghouse, “Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.” College instructors work with the Clark College Service-Learning program to provide the opportunity to apply course-related theory and concepts to service projects within the community. These learning environments not only benefit the community, but significantly enhance student learning.

### [Co-Curricular Activities](#)

Many co-curricular activities are offered to students – most are funded by the Associated Students of Clark College (ASCC). Student funded co-curricular programs provide students with a wide variety of opportunities for personal growth and development; these programs also support student learning through engaging students in environments within their fields of study or career goals.

<b>Co-Curricular Activity</b>	<b>Description</b>
<u><a href="#">Archer Gallery</a></u>	Provides educational and cultural exhibitions to the Clark College Campus, as well as to the community as a whole.
<u><a href="#">Athletics</a></u>	Supports various athletic programs at Clark. Funds allocated for this program cover costs for insurance, tournament, and officials, and training supplies.

<b>Co-Curricular Activity</b>	<b>Description</b>
<a href="#"><u>Child and Family Studies</u></a>	Offers on-campus childcare to Clark College students, faculty, and staff and to local community parents.
<a href="#"><u>Clark Art Talks</u></a>	Brings an artist in each monthly to talk about different artistic techniques as well as his/her experiences as an artist.
<a href="#"><u>Counseling and Health Center</u></a>	Provides Clark students with valuable advice, counseling, and treatment for health-related issues.
<a href="#"><u>The Independent</u></a>	Produces the Clark College campus newspaper, <i>The Independent</i> .
<a href="#"><u>Instrumental Music</u></a>	Provides students the opportunity to participate in Jazz Band.
<a href="#"><u>Intramural</u></a>	Provides students the opportunity to participate in intramural sports.
<a href="#"><u>Men's and Women's Athletics</u></a>	Provides opportunities to participate and become a member in men's and women's athletic teams. The funds support their travel expenses and necessary gear.
<a href="#"><u>Model United Nations (MUN)</u></a>	Provides opportunities to participate in simulated United Nations activities. Students become delegates representing different countries and research topics to adopt that country's view.
<a href="#"><u>Diversity and Equity</u></a>	Focuses on supporting diversity at Clark by providing program support, services, and activities that assist all students, staff, faculty, and the greater community.
<a href="#"><u>Orchestra</u></a>	Provides students the opportunity to participate in Concert Band.
<a href="#"><u>Pathway Peer Mentors</u></a>	Provides services to support students' academic success and personal development. The goal is to mentor students and help them navigate through barriers as they transition into higher level coursework from basic education.
<a href="#"><u>Pep Band</u></a>	Provides the opportunity to students to participate in Pep Band.
<a href="#"><u>Phi Theta Kappa</u></a>	Provides opportunities to students to develop leadership and service skills among students who have a cumulative grade point average of 3.5 or above.
<a href="#"><u>The Phoenix</u></a>	Creates an award winning art and literary magazine titled <i>The Phoenix</i> .
<a href="#"><u>Science Consortium</u></a>	Responsible for organizing, planning, and implementing science-related field trips.
<a href="#"><u>Service and Leadership in the Community</u></a>	Provides opportunities to increase students' positive citizen participation, leadership, and knowledge of community resources.
<a href="#"><u>Speech &amp; Debate</u></a>	Competes in numerous local and regional competitions as well as a yearly national and/or bi-yearly international tour.
<a href="#"><u>Student Ambassadors</u></a>	Provides outreach, both at Clark and away. Ambassadors provide services such as tours and general information.
<a href="#"><u>Student Government</u></a>	Provides opportunities to participate in Student Government, a service-oriented program that emphasizes ethical leadership.

Co-Curricular Activity	Description
<a href="#">Student Nurse Association of Clark College</a>	Promotes social activities and health-related service activities on and off campus, and provides an atmosphere that fosters life-long learning. Weekly meetings inform students of political trends in nursing.
<a href="#">Theatre</a>	Presents three plays each year, generally consisting of one musical dinner theatre and two plays.
<a href="#">Vocal Music</a>	Provides students the opportunity to participate in Vocal Jazz Ensemble, Concert Choir, and Women's Choir.
<a href="#">World Languages</a>	Provides Clark College students with study abroad opportunities of varying lengths and costs in German-, French-, Spanish-, and Japanese-speaking countries. Each program determines eligibility criteria for participation and most programs travel in the summer.

### [First-Year Experience](#)

Per the U.S. Department of Education's Title III grant, this component is designed to improve student completion through teaching and learning innovations and support services in developmental and transfer courses as well as student orientation and college-success courses. Specifically, this project is responsible for planning, developing, coordinating, implementing, and evaluating initiatives to include a first-year experience program that will include a first-year experience course, student learning communities, and other student success strategies.

### [Library](#)

The college offers many learning environments for students to study independently, work in groups, and receive assistance from reference librarians both at the main campus and the Columbia Tech Center. Physical space for library services and corresponding learning environments are offered at the Cannell Library [main campus], and the Information Commons [Columbia Tech Center]. These environments provide the needed physical environment to effectively support student-learning.

### [Student Success Workshops](#)

Student Success Workshops are offered to students at no cost through the Career Services department. The workshops engage students in curriculum to strengthen their skills and abilities. These workshops also teach students how to use successful strategies to pursue and obtain employment in their preferred fields. Listed below are different workshops in which students can participate:

- Academic Success Resources.
- APA & MLA Citation.
- Assertive Communication.
- Budgeting Basics.
- Career Exploration.
- Choosing a Career/Major.
- Conflict Resolution.
- Coop/Internship Info.
- eLearning/Moodle.
- Interview Skills.
- LinkedIn for Job Search.
- Myths of Multitasking.
- Procrastination.
- Professional Networking.
- Reading for College.
- Resume Building.
- Stress Management.
- Study Skills.
- Test Taking Tips.
- The Informational Interview.
- The 60-Second Commercial.
- Time Management.
- Value of Volunteering.

### Student Learning Center

The Student Learning Center provides learning support to students enrolled in the Basic Education program at Clark College. The Student Learning Center provides:

- Specialized individual and group tutoring;
- Peer mentors who support students and help them access needed resources;
- English conversation and pronunciation practice groups;
- Computers with educational software;
- A learning resource collection; and
- Workshops that help improve literacy and life skills.

### STEM Help Centers

Three STEM help centers are offered on the main campus: Math Help Center, STEM Help Center, and Women in STEM Math Help Center. Students can drop-in to receive free student support/tutoring in math, astronomy, chemistry, physics, and other courses. The centers provide tutoring and online resources that assist students with strategies and clarification to understand coursework and complete assignments.

## **2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.**

Clark College [Security and Safety](#) staff members work to ensure a safe and orderly environment in which members of the college community can pursue their educational goals in line with the college's mission. Security and Safety's primary responsibilities include ensuring public and employee safety, preventing crime, providing information to students, staff and visitors, enforcing parking and traffic regulations, lending emergency assistance, collaborating with local law enforcement, and maximizing efforts to preserve a safe working and learning environment for the college community. Security officers are also available to provide escorts to and from buildings and/or parking lots at all college locations. Additionally, the director of safety and security serves on the college's Behavioral Intervention Team (BIT), is one of two main points of contact for launching the college's [bias-based incident response protocol](#), and is a member of the Emergency Management and Response Team. [Crime statistics and other required disclosures](#) are available on the college website.

Another provision the college has made to ensure its students and locations are safe is convening the Behavioral Intervention Team (BIT). The team proactively identifies, intervenes, and responds to student behaviors that cause others concern and/or fear that the student poses a danger to self, others, or the college community. Anyone in the college community should report concerns about unusual or threatening behavior by students to the online [BIT Incident Report/Referral Form](#) even if such behavior is not perceived as a direct threat or an immediate danger. The BIT consists of representatives from Student Affairs, Diversity and Equity, Security and Safety, Student Conduct, Disability Support Services, Counseling, Risk Management and Instruction. The team reviews all reports, consults with others, and takes action as appropriate which may include making referrals.

**2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.**

Clark College's [Office of Admissions](#) provides outreach and recruitment efforts in line with the college's mission, core themes, and characteristics. Admitted students who are new to college are required to participate in a [comprehensive orientation session](#) available both face-to-face and online prior to completing education planning and first quarter registration. Program specific academic advising occurs following the new student orientation. [Academic advising](#) is also required for all credit-accumulating students at specific points of progress in the student's academic career at Clark College in order to ensure that the student is on track for graduation. Comprehensive advising and academic planning [resources](#) are available online; these include Degree Audit, educational planning tutorials, advising worksheets, and program guides. Programs of study, degree and certificate requirements, general academic requirements, graduation information, and transfer policies are available in the [Clark College Catalog](#).

**2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.**

Clark College students enrolled in programs that may be eliminated or placed on hiatus for review are provided opportunities to complete their program in a timely manner through a teach-out process or through the substitution of other approved courses. The [Instructional Planning Team](#) (IPT) provides oversight and recommendations to the vice president of instruction regarding program changes and/or deletions.

**2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) Institutional mission and core themes; b) Entrance requirements and procedures; c) Grading policy; d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f) Rules, regulations for conduct, rights, and responsibilities; g) Tuition, fees, and other program costs; h) Refund policies and procedures for students who withdraw from enrollment; i) Opportunities and requirements for financial aid; and j) Academic calendar.**

During the 2010-11 academic year, Clark College began planning for the annual [catalog](#) to be offered online only. The Catalog Review Committee was formed, which included representatives from Instruction, Student Affairs, Administrative Services, and Communications and Marketing. The first online-only annual catalog was published for the 2011-12 academic year.

The purpose of moving to an online annual catalog was to provide all college stakeholders the most current information in an online format. Students and prospective students who do not have access to a home computer can request a copy of the catalog from Student Affairs or Instruction or access it online through one of the open computer labs on campus. The catalog is accessible for those with a disability and is available in multiple formats to meet student needs and preferences.

Information for Clark College's academic programs can be accessed on the catalog homepage under the link called Programs/Area of Study. When a program is selected, degrees and certificate designations appear, which contain general education and major area requirements and program outcomes. Timelines for completion are included under the [Gainful Employment Program Information](#) heading; these timelines also appear on the homepage of the catalog.

The current *Clark College Catalog* for 2012-13 publishes [Clark College's vision, mission, and core themes on the main homepage](#). Information, policies, and procedures that address admissions requirements, financial aid, refund policies for students who withdraw from enrollment, tuition and fees, and grading policies can be found in [Section A](#): Enrollment, Aid and College Life. Program costs can be found on the homepage of the catalog under the [Gainful Employment Program Information](#) link, which is updated annually. Information regarding rules, regulations for conduct, and rights and responsibilities can be found in [Section E](#): College Information. Directories, which include name, title, degrees held, and conferring institutions are provided for the Board of Trustees, Executive Cabinet, Administration, Faculty, and Clark College Foundation staff in [Section F](#): Directories and Academic Calendar. The current academic calendar can be found in this section as well.

**2.D.6 Publications describing educational programs include accurate information on: a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) Descriptions of unique requirements for employment and advancement in the occupation or profession.**

The [Clark College Catalog](#) provides general information about the licenses and degrees required for entry into occupations and professions for academic and career and technical programs, but it does not provide specific up-to-date information detailing the requirements for licensure or entry into an occupation for every program offered by Clark College. However, the [Career Pathways](#) section of the catalog identifies the unique requirements of employment and advancement opportunities in occupations or professions related to the college's programs. Individual program websites contain information detailing specific requirements for these programs: e.g. [Nursing](#), [Pharmacy Tech](#), and [Dental Hygiene](#).

**2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.**

Clark College follows the general records [retention schedule for the Washington State Community and Technical College System](#), and the appropriate disposal of records is managed in accordance with these guidelines. Prior to disposal, required hardcopy student records are scanned into the college's document imaging system, *ImageNow*, in the event of a need for future reference. All electronic records are saved and backed up through a process that occurs each night.

During Clark College's last full-scale accreditation visit in 2008, the NWCCU Evaluation Team deemed the security of student records from 1976 to the present adequate. However, at the time of the visit, the team [cited](#) a possible risk to pre-1976 records due to two factors. First, few electronic copies existed of student transcript records dated prior to 1976. Second, the storage location of the records was not fireproof or waterproof. Since 2008, in addition to keeping records on microfiche, Clark College has taken steps to electronically image vulnerable student records. Part-time staff members have been hired and existing full-time staff members have had hours allocated to the image-scanning project. Progress on



this project continues and is expected to be complete by the end of 2013.

In January 2009, ten waterproof and fireproof file cabinets were purchased for hardcopies of student records. These water- and fireproof cabinets now store student records dated prior to 1976. The cabinet replacement occurred in February 2009. Substantial progress has been made and will continue to be made in electronically duplicating the images of the student records, including transcripts. In line with the core theme, [Enhance College Systems](#), the college continually assesses, evaluates, and improves college systems. [These steps satisfied the NWCCU for progress made on the 2008 recommendation of securing student records.](#)

Clark College publishes Federal Education Rights and Privacy Act (FERPA) information on page A27 of the [2012-2013 Clark College Catalog](#), the [Advising and Registration](#) page of the college's website, and in the [Administrative Procedures Manual](#) on page 3 of Section 700. Students may request a copy of their records at any time by following the college's established request policy. Students may also request access to their directory information by following the college's established procedures.

**2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.**

The primary purpose of the Clark College [Financial Aid office](#) makes that area of the college a vital part of the college's core theme, [Expand Access](#), by providing access to students who would not otherwise be able to afford the cost of higher education. Clark College adheres to a fair and equitable packaging policy that is consistently applied when awarding federal, state, and institutional financial aid. To further expand access, the department is highly automated, and students apply online and submit required documents electronically. Students may also receive information via email and the student portal.

Automated reports are used extensively to monitor student eligibility, track expenditures, perform self-audits, and produce statistics. The Clark College Financial Aid and Business Services offices work collaboratively to develop procedures and processes to ensure compliance with NWCCU standards, and annual audits have produced no findings. Specific financial aid program information is available to prospective and current students online, as well as through presentations such as Financial Aid Night.

**2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.**

Student loan borrowers are required to complete [entrance counseling at Clark College and sign a master promissory note](#) prior to loan certification. Clark College requires the student to submit an annual application on which he or she specifies the period of the loan, type of loan, and amount he or she wishes to borrow. Students must apply for federal financial aid before a [private loan](#) application will be considered for certification.

Clark College reviews continued financial aid eligibility at the end of each quarter. Students who are suspended due to lack of [satisfactory academic progress](#) must complete loan exit counseling. Students who graduate or otherwise leave Clark College are emailed exit counseling information. Clark College engaged [American Student Assistance](#) to provide education debt management services to student borrowers. Ongoing outreach provides current students and alumni with debt management strategies to reduce loan delinquency and default. The college receives monthly reports that include contact activity and borrower status, based on loan cohort year.



Additionally, American Student Assistance offers a variety of financial literacy training modules under the name [SALT](#). SALT financial literacy modules are embedded in the [first year experience](#) course designed to increase student success and retention, and [Career Services](#) uses the SALT modules for student success workshops focused on financial literacy.

**2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.**

Clark College has developed and implemented an effective [advising system](#) to enhance student success as a specific focus of the college's core theme, [Enhance College Systems](#). In response to a recommendation from the [2008 NWCCU accreditation evaluator's report](#), the following improvements were made to the existing system:

- Advising department reorganized to ensure effective advising specialization and access;
- Online advising support through email redesigned to improve response time to within two to three business days;
- Advising worksheets for all degrees and certificates created and available on the Advising website for students, staff, and faculty;
- Advising website created or enhanced with the inclusion of the following features:
  - Video tutorials on using and accessing online resources;
  - Advising worksheets;
  - An advising syllabus;
  - Frequently Asked Questions Advising and Student Services questions;
  - Math and English course sequencing flow charts;
  - An advising preparation YouTube video;
  - A new student checklist;
  - Links to related departments; and
  - Advising contact information.
- Advising Steering Committee convened, as a college-wide body, to provide support to college and make recommendations for advising initiatives;
- Weekly department meetings implemented for ongoing professional development of Advising staff and communication on important advising information;
- Formalized advisor training program initiated using Learning Management System technology that has been showcased at professional conferences;
- Advising tracking software utilized by professional and faculty advisors to ensure a seamless advising experience as students work with advising staff; and
- Faculty advisor training offered quarterly and, with the addition of Title III Grant, increased workshops beginning Fall 2013 will be provided beyond the introductory training currently offered.

Clark College's Advising department has made significant improvements in line with the strategic plan and in accordance with NWCCU recommendations. These improvements are also part of a philosophy of continuous improvement and adherence to best practices that support the core theme, [Focus on Learning](#).

**2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.**

All [co-curricular and extracurricular activities](#) relate to Clark College's [mission and core themes](#) by providing opportunities for students to learn both in and outside the classroom as the college builds a culture of connection to support the retention and progression of all students. Activities and programs provided relate to the following core themes:

- **Focus on Learning** – Through [Associated Students of Clark College](#) (ASCC) co-curricular programs, students are provided opportunities for practical application of the theory and skills they learn inside the classroom.
- **Expand Access** – Through the use of S&A fees, learning opportunities beyond the classroom are made available to students to allow access where affordability may be a barrier.
- **Foster a Diverse College Community** – Co-curricular and extracurricular opportunities are designed to support the needs of diverse populations and to offer various experiences and resources to students.
- **Respond to Workforce Needs** – Students who work in student government or any of the work-study positions related to the [Office of Student Life](#) gain valuable work experience with transferrable skills that could lead to gainful and meaningful employment beyond college.
- **Enhance College Systems** – Involvement in student government and other student programs and activities allows students a voice in the shared governance process.

These services are governed by the Clark College Office of Student Life and the Associated Students of Clark College (ASCC) and through the officially recognized [constitution](#), [bylaws](#), [financial code](#), and [club handbook](#).

**2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.**

Clark College offers two auxiliary services that primarily serve students: the [bookstore](#) and [food service](#). These auxiliary services enhance the quality of the college's learning environment by supporting students' needs to be effective learners.

The [Clark College Bookstore](#) reports to the [vice president of administrative services](#) and is a modern, well-run facility with a clear focus on serving students and the college community. The bookstore effectively supports the core theme, [Expand Access](#), by offering affordable alternatives for obtaining needed course materials, classroom supplies, and computer technology. In addition, the bookstore enhances college systems and engages in shared governance by actively soliciting input from students, staff, and faculty regarding its services and resources provided through biennial [faculty and customer surveys](#). These surveys are made available online and in-store during the survey period. In addition, the bookstore administers surveys to different target groups regarding new or changed services.

For example, the bookstore is currently collecting [feedback from students who rent textbooks](#) to find ways to enhance the rental program. The bookstore rental program has grown to approximately 300 titles. Students collectively save an average of \$158,000 per quarter by renting textbooks rather than purchasing new textbooks. The bookstore also accepts anonymous suggestions through a suggestion box located just outside the bookstore's main entrance. The [Bookstore Advisory Committee](#) provides input and advice to the bookstore manager on issues such as pricing policies, marketing, hours of operation, refund procedures, textbook ordering, and the availability of trade and supply items.

Food service at Clark College is provided through the [Culinary Arts program](#), which reports to the [dean of workforce, career and technical education](#). Students in the Culinary Arts program prepare a variety of breakfast, lunch, and grab-and-go offerings in a cafeteria-style environment, as well as lunch offerings in a restaurant dining room environment. There is also a full-service retail bakery counter, selling fresh baked items made by students in the program. The Culinary Arts program is currently undertaking a comprehensive look at both the instructional program as well as the food service component. The program is suspended for the next year – current students are completing the program and new students are not being accepted – and food services are being supplemented in its absence by three food cart vendors selected through a competitive bid process.

Additionally, Clark College has [two coffee shops](#) offering a variety of drinks and pastries, and a café that offers a wide range of sandwiches, wraps, soups, salads, and a full espresso bar. These services are owned and operated by outside vendors who contract with the college.

Currently, Clark College's two satellite campuses do not have food service in the buildings. The vendor providing food service at the Clark Building on the [Washington State University-Vancouver campus](#) terminated the agreement because the volume of business did not provide a profit. The vice president of administrative services and the director of business services met with staff from this site to gather input on food service options. Students and staff are able to purchase food and drinks onsite from Vancouver School District's food service, which supports the [iTech High School](#) now located in Clark College's building. In addition, there is a cafeteria on the campus operated by Washington State University that is available to Clark College students. There is no café or coffee service at the [Columbia Tech Center](#) campus because student activity in the building is too low to support a food vendor. Retail food venues are available within walking distance of the campus.

**2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.**

In line with Clark College's [mission and core themes](#), intercollegiate [athletics](#) and other [co-curricular programs](#) offer diverse learners many opportunities to engage in programs and activities that foster student success in achievement of their goals. The [financial operations](#) of the Athletics department, as well as other co-curricular programs, are maintained with appropriate institutional oversight through the director of athletics and the Office of Student Life. As an ASCC funded program, Athletics is bound by the same scrutiny as other co-curricular programs in terms of financial operations, academic requirements, academic standards, degree requirements, and financial-aid awards. [Title IX](#) compliance is maintained, and the college has invested in consultation services and appropriate follow-up actions to ensure full compliance.

Clark College's Athletics department maintains a high level of student participation and demonstrates its commitment to student academic performance by monitoring faculty-prepared progress reports semimonthly. The department also requires that each student athlete spend a minimum of five (5)

hours per week in [study hall](#). Each quarter, staff review student academic records and verify [eligibility](#). Each athlete creates an educational plan at the start of his or her first year. Student athletes follow the same admission, degree, and financial aid requirements as well as college policies and procedures as all other students. Academic standards for athletes meet the [Northwest Athletic Association of Community Colleges](#) (NWAACC) requirements published in both the [NWAACC Code Book](#) and [National Collegiate Athletic Association \(NCAA\) Transfer Guide](#). Game schedules are published before the start of each season and sports practices are scheduled to provide the least conflict with students' academic schedules.

**2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.**

Clark College maintains an effective student identification process for students enrolled in distance learning (i.e. eLearning) courses. This process ensures student privacy and informs students regarding current and projected charges associated with this process.

All Clark College students are assigned student identification numbers (SID). Students are also required to set up a student email account that serves as their username for logging into the college's student internet portal. Students create their own individual passwords, containing eight characters that must include upper and lower case characters and a number and/or a special character. Usernames and passwords are required for logging into the course management system or Learning Management System (LMS), which supports Clark College's online classes.

The college's "[Current Students](#)" web page provides Clark students with a convenient, secure online location to determine their username, set-up their account, and access a variety of online student services. Students are provided with a notification that logging in with another person's credentials constitutes improper use of the system and is a violation of state and federal privacy laws.

Instructors of individual eLearning courses use a variety of methods to verify student identity in the assessment process. To further ensure the authenticity of student work, some Clark instructors require proctored high-stakes exams for online and hybrid courses.

## Section F

### Standard 2.E. Library and Information Resources

**2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.**

The [Clark College Libraries](#) are an essential service offered to support mission fulfillment by playing a crucial role in programs, services, and all five core themes. The entire college community utilizes in some capacity the resources provided by the library, especially in providing access to information resources necessary to support students and faculty in the learning process.

#### *Focus on Learning*

The Clark College Libraries provide current, relevant, and extensive library collections and information resources to support the college's program and services. The [collections](#) provide access to essential print archives; access to licensed electronic resources; mediate the vast potential of the internet; and offer traditional, [value-added library services for students and faculty in creative new ways](#).

Clark College is a member of the [Orbis Cascade Alliance](#), a library consortium composed of public and private colleges, community colleges, and universities in Washington, Oregon and Idaho. A key value of membership in the Alliance is to make available a union catalog of books, periodicals, and other formats to the students and faculty of Clark College. The Summit Union Catalog (Summit) is comprised of 8.8 million titles representing 27.8 million items. Sixty-seven percent of those titles are unique in that they are owned by only one member library. Clark College students may borrow materials directly from this vast collection with an average delivery time of two days. Orbis Cascade Alliance agreements emphasize the responsibility of each member institution to contribute to the robustness of the combined collection. Alliance membership leverages the capacity of each individual partner, greatly enriching – but not substituting for – local collections. Clark College retains full authority and control to select materials most needed to support its own academic programs.

Clark College's librarians and library staff work with faculty to develop and maintain collections that support the learning outcomes for the college's courses and programs. Three recent examples of this partnership are illustrated in the examples below:

- In 2010-2011, [Cannell Library partnered with faculty in the Spanish Department to submit a Clark College Foundation Funds grant proposal](#) to develop a Latin American film collection with translated summaries. This project expanded access to learning resources, engaged students in a service-learning project, supplemented the students' understanding of the Spanish language and Latin American cultures, and advanced the objectives and goals of the college, the Cultural Pluralism Committee, and the library.
- In 2011-2012, [Cannell Library staff collaborated with paralegal faculty to develop a print legal collection](#), supplied through donors, to support the program's legal research class. In the assessment of the collection, it was determined that an essential resource, the *Washington Digest*, an index to the *Pacific Reporter Series*, was missing from the collection. To address this deficiency, the library partnered with the discipline faculty to request financial support from the [Foundation Funds Allocation Committee](#), referenced in Administrative Procedure 860.000, to procure the vital index. This project has provided essential resources for a growing career and technical program at Clark College.
- In January 2013, the [Adult Basic Education](#) program moved to the college's main campus. To preserve and enhance learning support for Basic Education students, library materials that had

previously been housed in the Student Learning Center were integrated into Cannell Library. Library faculty and staff worked closely with the Basic Education faculty to identify a location for the Transitional Programs collection, assess the existing materials, develop a plan to improve the collection, determine circulation procedures, and create a library orientation for Basic Education students that highlighted Cannell Library services and resources. The partnership benefited students by providing them with expanded library hours, tutoring in proximity to the Basic Education classes and the library collections, and access to librarians who provide library orientation and information literacy instruction.

To ensure collections are relevant and current, Clark College librarians evaluate print and electronic periodical subscriptions annually and continue to migrate from print to electronic formats whenever practical. As more periodical titles have been aggregated in publishers' and vendors' electronic journal databases, the librarians have reduced the number of print periodicals in the library collections. For example, in spring of 2012, the librarians developed a plan to strategically reduce microforms and update the print collection.

### *Expand Access*

Consistent with one of the college's core themes, Expand Access, library and information resources are available when students and employees need access. The library and information resources are available through three branches. Two of these branches exist as physical locations; they are located at the Lewis D. Cannell Library on the main campus and at the Information Commons Clark College at Columbia Tech Center (CTC). The third, the Clark College Libraries [website](#), provides anywhere, anytime access to library and information services.

Clark College's students expect to complete coursework when it is convenient for them; as a result, development of the collections increasingly focuses on electronic resources. Migrating to content available via the digital library requires shifts in both funding and staffing to pay for and manage the growing collections of licensed electronic resources. When available, the library licenses online research tools, such as [Gale Virtual Reference Library](#), [CQ Researcher](#), [IT Pro](#), [Oxford Reference Online](#), and [Access Science](#). Clark College Libraries currently provide students, faculty and staff with access to over 17,000 e-books. The library has been able to expand access to e-books through the Orbis Cascade Alliance's Demand Driven Acquisitions (DDA) program. Between 50 and 1,000, new titles are added to the DDA program on a weekly basis, and records are also updated or deleted weekly.

### *Foster a Diverse College Community*

The Library ensures that the entire college community has access to resources to facilitate learning about issues related to power, privilege, inequality, and inequity. Because of the close organizational connection among faculty development, employee development, and the library, the library has collections to increase intercultural competency and explore the effects of power, privilege and inequity. These collections include books, scholarly publications, and videos.

### *Respond to Workforce Needs*

Faculty members who work in career and technical education (CTE) programs have easy access to library and information resources that support their fields and industries. Faculty librarians partner with CTE faculty to improve learning, as outlined in the [class guides](#). In addition, [the library works with Corporate and Continuing Education](#) to make available needed resources to support the business industries' workforce development non-credit needs.



### *Enhance College Systems*

The college ensures the adequacy of its systems to facilitate student learning; library and information services are key to students' learning processes, regardless of their area of study. The library offers hard-copy and electronic collections, places for groups or individuals to study, technology to complete their coursework, and support for faculty members to pursue knowledge and learning.

#### **2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.**

Planning for the library and information resources is a routine activity for Clark College's Libraries, eLearning, Tutoring, and Faculty Development unit. Planning initially begins with the annual [operational plan](#), which is directly linked to the college's core themes and objectives. The areas of focus are collections, services, learning spaces, instruction and outcomes assessment, technology, and personnel.

The annual operational plan is highly influenced by the connections that library staff and faculty make throughout the college. Library staff and faculty participate in a variety of committees that establish initiatives and specific strategies consistent with the college's strategic plan. Their participation on these committees allows librarians to anticipate what library and information resources are needed to support the forthcoming initiatives or revisions to the initiatives. These [committees](#) include the Outcomes Assessment Committee, College Council, Curriculum Committee, Retention Committee, eLearning, Information Technology Council, Teaching and Learning Center, and Instructional Council. The annual operational plan is flexible enough to be revised throughout the year based on the feedback.

The dean, librarians, and library staff also actively engage in regional consortia to ensure students, faculty, staff, and administrators have access to the appropriate library and information resources. Information gleaned from these consortia also informs the development of the operational plan. These consortia can also increase the library's resources and capacity to carry out its operational plan. For example, the membership of the Orbis Cascade Alliance has provided new [services to the college community](#) that would be difficult and too resource intensive to implement alone.

The planning process also is informed by the use of data. The library annually conducts a survey asking both [students](#) and [employees](#) to identify the strengths, weaknesses, and areas to improve pertaining to library and information resources. In addition, the library reports statistics to both the [National Center for Education Statistics](#) (NCES) and the [Association of College and Research Libraries](#) (ACRL) on a regular schedule. These summaries are used to monitor progress and chart new directions.

The [operational plan](#) is consistently updated based on the aforementioned information as well as on various meetings among library and information resources employees as listed below:

- Reference and Instruction, Access Services, and Technical Services meet weekly to share information;
- Cross-departmental meetings occur both formally and informally as needed;
- Library management team meets weekly to provide oversight and direction for procedures, collections, and services;
- All library employees meet quarterly;
- The dean of libraries, eLearning, tutoring, and faculty development meets regularly with the Access Services manager and the librarians to maintain a direct line of communication regarding projects in development and resources required;



- The dean of libraries, eLearning, tutoring, and faculty development meets regularly with the vice president of instruction to provide updates on the progress of the operational plan, long-term vision, and financial resources to achieve the desired outcomes; and
- The dean of libraries, eLearning, tutoring, and faculty development is a member of the Instructional Council, which meets weekly.

Clark College's dean of libraries, eLearning, tutoring, and faculty development conveys library budget needs to Instructional Council (IC) and the vice president of instruction for consideration by the academic deans and directors and, ultimately, by the president's Executive Cabinet. Recommendations to IC from the library focus on the college's core themes. While the library engages in annual operational planning and evaluation, successful completion of the goals is often dependent on funding. The library makes use of the following sources of supplemental funds:

- To augment funding, the library plans for and responds to alternative funding opportunities from the Clark College Foundation and other college entities.
- Each year, the Clark College Libraries receive income from a library endowment managed by the Foundation for library resources.
- The libraries have requested and received significant funding for one-time purchases through Clark College Foundation Funds Allocation, and grants have been awarded through the Associated Students of Clark College (ASCC) and the Technology Fee Committee.
- Clark College Library faculty members also seek out college funds to enhance curriculum. They apply for Clark II funds to purchase equipment for library instructional initiatives. Examples of requests that were approved include the following:
  - In 2010-11, funding for video recording equipment to record 30 Clicks and other workshops,
  - In 2011-12, funding for several iPod Touch mobile devices to develop an interactive library orientation.
  - In 2012-13, faculty received funding from Carl Perkins and Clark II grants to update IRIS 4-2: Information & Research Instruction Suite for 2-Year Colleges, a set of information literacy tutorials.

**2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.**

The Clark College Libraries are teaching libraries that provide educational opportunities for diverse learners, with the focus on learning. Librarians influence student learning through three primary services: classroom instruction, reference services, and the Clark College Libraries website. Students have expanded access to learning beyond the classroom with each of these modes of instruction.

*Classroom Instruction*

The Clark College Libraries' active and well-developed [information literacy program](#) is firmly grounded in information literacy [outcomes](#) and staffed by a team of librarians with excellent teaching skills and a history of strong cooperation and collaboration with classroom faculty to develop classes and tools to support student learning.

In addition to offering more traditional library instruction, Clark College librarians sponsor and manage [30 Clicks: Information Tools at Your Fingertips](#), a series of weekly drop-in sessions designed for Clark College students, faculty, and staff to explore new technologies, learn about information tools, and

network. Presenters are recruited from the library faculty, staff, administration, other academic departments, and the college at large. Workshops are recorded using Tegrity, a lecture-capture software. The videos, presentation slides, and handouts are then posted to the library website.

### *Reference Services*

Clark College's reference desk personnel focus on teaching students to locate and recognize authoritative information of all types, including licensed web-based library information, free internet sites, and traditional print tools. [Reference service](#) is provided 67 hours per week at Cannell Library and 28 hours per week at the [Information Commons at CTC](#). The access services specialist located at CTC is trained to provide general reference assistance, and a protocol is in place to refer more advanced research questions to the reference and instruction librarian on duty or to refer the student to phone, email or chat reference services when a librarian is unavailable. In addition, [Ask a Librarian](#) (Ask WA) is an online cooperative reference service that provides Clark College students with access to [research assistance](#) 24 hours a day, 7 days a week.

### *Clark College Libraries Website*

In Fall 2011, the Clark College Libraries unveiled a website built on the Drupal content management system platform. The [library website](#) is managed by the [User Experience \(UX\) Committee](#), a cross-departmental team with representation from all library areas. All library handouts, class guides, and other instructional resources are available on the website.

[Information and Research Instruction Suite for 2-Year Colleges](#) (IRIS 4-2), a web-based information literacy tutorial, is heavily used by Clark College students. The tutorial includes 29 key information literacy modules, including a plagiarism module. By using the interactive quizzes provided in the tutorial, faculty can track student usage and scores.

Librarians seek innovative approaches to extend information to students, faculty, and staff and to adapt services to emerging technologies. Since 2002, the librarians and library staff have worked with faculty members and students in [CGT 105: User Experience Design](#) to perform usability testing on the website. This highly successful and rewarding partnership has yielded [annual improvements](#) to the library's website and web-based [tutorials](#).

## **2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.**

The Clark College Libraries, eLearning, Tutoring, and Faculty Development [unit](#) regularly evaluates the quality, adequacy, utilization, and security of library and information resources and services through multiple quantitative and qualitative measures. The evaluation is recorded within the [annual operational plan](#) aligned with the college's core themes, objectives, and Instruction's goals. Moreover, evaluation of the library and information resources and services is part of the annual operational planning process as described in 2.E.2.

The formal evaluation methods include survey findings, indicators of success based on data submitted to NCES and ACRL, outcomes assessment findings, and website feedback and usability data. These assessments are used to add, revise, enhance, and/or discontinue library and information resources and services.

- Survey findings are used to evaluate and inform planning:
  - Annual [student satisfaction survey](#) regarding library and information resources is conducted.

- [Employee satisfaction survey](#) regarding library and information resources is conducted.
- Every other year, the Office of Planning and Effectiveness administers the [Noel-Levitz Student Satisfaction Inventory](#). The results pertaining to library and information resources are used.
- Data submitted to [NCES](#) and [ACRL](#) are used to monitor progress and chart new directions, such as library instruction, reference, collections expenditures, hours of operation are compared with other institutions to determine benchmarks and advocate for additional resources.
- Outcomes assessment results are used to evaluate and inform planning:
  - Clark College librarians participate actively in the outcomes assessment process including evaluation of [course-level outcomes for CTEC/LIBR 115](#) and the Information Literacy outcome for the Associate of Arts Transfer degree.
  - [How-to guides](#) on the library website have been redesigned to reflect the Quality Matters principles for online course design, linking outcomes, learning activities, and assessments. Librarians review the resulting data to determine whether students are learning and retaining the concepts presented in the learning activity.
- [Website feedback and usability data](#) are used to evaluate and inform planning:
  - The Clark College Libraries UX Committee regularly reviews feedback received through the [“feedback” button on the Clark College Libraries website](#) to plan improvements and modifications the library website. Library staff members provide suggestions for new pages or revisions to existing pages. The committee reviews these suggestions, prioritizes and assigns the project to an individual or group within the library. Some projects are identified for further study. These often become case studies for the college’s CGT 105 course.
- [Cooperative agreements](#) with other institutions are reviewed on an as-needed basis to ensure that Clark College Libraries are both fulfilling and receiving appropriate library services and resources as outlined in those agreements.

Evaluative information is often informally solicited and used to assess the library’s activities and capacity to deliver quality, adequacy, utilization, and security of library and information resources and services. These more informal but necessary methods are regular meetings within the Libraries, eLearning, Tutoring, and Faculty Development unit and throughout the entire college (as referenced in 2.E.2); comments on both employee and student surveys; monitoring function of physical and virtual spaces designed for library and information services; and information garnered from consortia membership.

## Section G

### Standard 2.F. Financial Resources

**2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.**

The Washington State Legislature grants overall [authority for financial management](#) of the community and technical colleges to the [State Board for Community and Technical Colleges](#) (SBCTC). In addition, other boards and state agencies exercise authority over specific financial management requirements.

The State Board for Community and Technical Colleges establishes [policies and procedures](#) for the system regarding budget planning and submission, and financial management and reporting. These policies and procedures, which establish the budget and accounting structure, comply with the basic principles required by the governor's administrative financial and budget office, the [Office of Financial Management](#), as well as additional criteria developed by SBCTC to support management of the state's community and technical college system. The [State Department of Enterprise Services](#) also governs many fiscal-related matters, such as purchasing and risk management. The [Office of the Attorney General](#) and the [State Auditor's Office](#) issue rulings, opinions, and procedures that apply to the fiscal operations of the college.

Locally, the [Board of Trustees has the authority](#) to adopt an annual budget to finance the operation of the college. The Board of Trustees has delegated to the president the responsibility for preparing, submitting to the board, and administering the annual budget. New directions, initiatives and partnerships developed by the college must comply with all requirements established by the legislature, the SBCTC, and all other state agencies and boards with authority over colleges and state agencies. Compliance does not erode the college's ability to exercise significant initiative and creativity in the development of programs and services to fulfill its mission.

The college works closely with the SBCTC and the legislature to anticipate fluctuations in state appropriations, growth allocations, tuition rates, and expenditure levels. College staff monitor expenditure levels and anticipated salary and benefit changes to identify trends that impact the budget for subsequent years. Strategies to cover unfunded mandated increases have been implemented. Operations costs for new programs and facilities are identified and included in budget allocation processes well in advance of implementation. The college monitors a [Financial Health Indicators](#) report provided by the SBCTC and maintains a [reserve policy](#) that provides flexibility during times of decreased state support and revenue.

The SBCTC allocates the legislative appropriation among 34 institutions according to formulae related to items such as base budget allocations, and enrollment history. Once the college receives an [allocation](#), the Executive Cabinet develops final recommendations to submit to the Board of Trustees for approval. The college communicates the [final budget to the college community](#) and the necessary budget entries are recorded in the Financial Management System (FMS).

Administrators may initiate changes to the currently allocated budget based on updated revenue projections during the fiscal year. The changes are recorded in the Financial Management System and reflected on monthly reports distributed to operating units along with revenue and expenditure detail. Revenue and expenditures are monitored carefully during the year and adjusted as necessary to ensure sound use of resources to support the college's core themes.

Clark College has established a [reserves policy](#) approved by the Board of Trustees, which requires a reserve of between 5 and 10 percent of the operating budget to allow for fluctuations in revenue and/or expenditure amounts in a given fiscal year. Since the policy was implemented, the college has maintained reserves at the 10 percent level. Financial planning is based on the [estimated revenue](#) and expenditures of all state and local funds. The president's Executive Cabinet reviews all planning and financial projection materials before developing recommendations for board approval. Projections are updated mid-year so that additional allocations can be approved or reductions implemented. Clark College has been successful in minimizing reductions through this most recent global recession by carefully using increased tuition revenue and making strategic decisions about use of resources.

#### **2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.**

Clark College works closely with the [SBCTC](#) and the legislature to anticipate fluctuations in state appropriations, tuition rates, and expenditure levels. The [office of Planning and Effectiveness projects annual enrollment](#), which is used to project revenues and expenditures. A sub-group of Executive Cabinet monitors enrollment, makes adjustments as necessary, and presents recommendations to the president and his cabinet. [Revenue projections](#) are based on enrollment projections, planned tuition increases authorized by SBCTC, and analysis of prior year enrollment and expenditure patterns. All funds, state and local, are included in budget planning and are the basis for the budget recommendations to the board. [The board approves the final annual budget.](#)

#### **2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.**

Under the leadership of the vice president of administrative services, a small group of Executive Cabinet members recommends a [process for financial planning and budget development](#). The group develops a [rubric](#) by which all college units are evaluated in relation to the strategic plan and core themes. After Executive Cabinet completes a preliminary evaluation, college constituents are invited to provide feedback and make suggestions. Various methods of input are made available so that all who want to participate are able to choose a workable method. Feedback is consolidated in writing and placed on the [college budget website](#). After considerable analysis, Executive Cabinet develops balanced-budget recommendations that are submitted to the board for approval. As part of the college's [Shared Governance Plan](#), a new [Budget and Finance Advisory Committee](#) has recently been approved by College Council and the Executive Cabinet. This advisory group will develop and recommend a budget development process to the Executive Cabinet.

#### **2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.**

Clark College uses an accounting system developed and supported by the [SBCTC](#). The financial information from all schools in the system is consolidated for transmittal to the state's Office of Financial Management. All financial information is processed in compliance with generally accepted accounting principles as well as [accounting rules established by the Washington Office of Financial Management](#), the SBCTC, and federal agencies. Financial information is available through automated reports, individually prepared reports, and online access for up-to-date information. [Business Services](#) staff members provide

training on using the financial system reports to individuals or in group settings. The college uses internal controls as required. Business Services staff and the college [Internal Auditor](#) monitor the processing of financial activity and implement changes necessary to ensure effective internal controls. The Internal Auditor [conducts risk and internal control evaluations](#) to ensure compliance with established accounting procedures, state statutes and regulations, and college policies and procedures.

Clark College has implemented a number of technological enhancements that have increased the accuracy of financial data, improved support of employees responsible for financial management, and increased service to students and employees.

- Disbursements of financial aid to students are now made electronically, which has decreased processing time and provides several options to meet students' needs.
- Implementation of a PayCard system for electronic disbursements of payroll has increased service to employees, including student employees.
- Purchase requests are now initiated and approved online thus eliminating previous delays and permitting timely procurement.
- Uploads of files from Access to the Financial Management System provide more specific expenditure descriptions in monthly financial reports.
- Implementation of a Time and Leave Reporting system allows employees to enter hours worked and leave taken directly from their computers.
- New networked copy machines allow for remote printing, scanning, and copying on any machine on campus. Electronic monitoring and data collection from copiers have improved the accuracy of analysis and reporting.

**2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.**

[Capital budget requests](#) are developed from Clark College's [strategic plan](#) and the [facilities master plan](#). Capital projects include projects such as remodel, facility, and tenant improvements, signage, facilities repairs, roof repairs, site repairs (e.g., upgrade lighting), new buildings, renovation of existing facilities, and replacement of buildings. Clark College receives funding from the state to support the capital projects. The state's designated budgets to fund capital projects include the following: minor capital, repairs, repairs and minor capital (i.e., RMI), and major capital. In addition to state funded budgets, the college also uses the Clark College Foundation funds and local funds to support its capital needs.

Each biennium, the college identifies and prioritizes facility needs and requests for capital construction for the ensuing six years. Each funding source targets a specific set of capital projects that must be funded and completed within the biennium. Major capital needs are then submitted to the [SBCTC](#); these needs are prioritized by condition of facility, if appropriate, and student demand. Requests are justified by the strategic plan and the college's facilities master plan. The college periodically reviews and updates the facilities master plan to reflect the latest data on population and educational trends. The only [debt](#) held by the college is for the [Penguin Union Building](#) and is serviced by [student fees](#).



**2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.**

Clark College uses auxiliary enterprise units to provide necessary services to the college, e.g. the [bookstore, copy and printing services, events, and food and vending services](#). The college does not use enterprise income to make up deficits in the education and general operations, and it does not use education and general revenue to subsidize enterprise funds. Inter-fund loans within the auxiliary enterprise accounts cover negative cash balances, if necessary, at year end. In total, auxiliary enterprise funds maintain a healthy fund balance.

**2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.**

The [State Auditor's Office](#) (SAO) performs audits on issues of highest priority and risk from a statewide perspective ([December 17, 2012 letter from the State Auditor's Office](#)). Clark College was audited in the Fall 2011 for 2009-2011 activity related to [tuition waivers, grants, and contributions, and federal student financial aid](#). This work was included in a state-wide audit report. [An audit was completed for grants and contributions, disbursements, and payroll processes for the 2011-2012 fiscal year](#). The vice president of administrative services receives updates as an audit progresses; the president receives notification of final results from the State Auditor's Office and notifies the Board of Trustees. The college has not received any findings from regularly scheduled audits for well over 20 years. Problems with cash receipting were corrected after an audit was performed in 2002 in response to a whistleblower complaint. All informal suggestions from the SAO are analyzed and implemented where possible. In addition, the college conducts internal audits to provide support for units that engage in financial activity, identified by the annual [internal audit plan](#).

**2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.**

Clark College has designated the [Clark College Foundation](#) as a separate nonprofit corporation, whose primary mission is to obtain financial and other direct support and benefit for the college. The college and Foundation have an operating agreement that defines the relationship and governs their working relationship. An [updated agreement](#) is signed and dated December 28, 2009. The Foundation subscribes to the Donor Bill of Rights and to the basic principles and recommendations of the Council for Advancement and Support of Education regarding ethics and confidentiality in development research. The [Foundation executive team](#) holds the following professional designations and adheres to the professional codes of ethics of the awarding organizations:

- President/CEO: Certified Public Accountant (CPA), Certified Fund-raising Executive (CFRE).
- Interim Director of Development.
- Chief Financial Officer: CPA.



## Section H

### Standard 2.G. Physical and Technological Infrastructure

**2.G.1 Consistent with Clark College’s mission, core themes and characteristics, the college creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quality and quality to ensure healthful learning and working environments that support the college’s mission, programs, and services.**

For the past twenty-three years, Clark College has effectively used a [facilities master plan](#) to guide the development and maintenance of [campus facilities](#). Updated periodically, the facilities master plan ensures consistency with the college's [mission and core themes](#), and conformity with other government agency requirements, such as the [City of Vancouver’s Central Park Plan](#). Over the past fourteen years, Clark College has used the facilities master plan to successfully compete for and receive allocation for state capital funds sufficient to construct [five new buildings](#), complete six major renovations, and build several smaller additions. In addition, the college has leveraged the resources of the Clark College Foundation to secure properties to support growth and to provide ongoing support for instructional equipment replacement.

#### Capital Projects and Additional Space 1999-2012

Facility	Date	Sq. Ft.	Investment
Athletic Annex	1999	1,604	\$ 25,000
AA4 Renovation	2001	11,998	\$ 3,868,346
Child Care Addition	2002	1,400	\$ 778,285
Music Building Addition	2004	3,685	\$ 1,630,898
AA5 Renovation	2005	10,397	\$ 4,116,034
Penguin Union Building	2005	33,030	\$ 9,226,937
Clark College at WSU Vancouver	2005	63,334	\$17,000,000
Joan Stout Hall Replacement	2006	6,411	\$ 8,018,563
“T”-Building Renovation	2007	30,000	\$ 1,500,000
Gaiser Hall Renovation	2008	27,345	\$19,107,793
O’Connell Sports Center Addition	2008	9,320	\$ 3,601,663
Clark College at Columbia Tech Center	2009	69,928	\$30,593,900
Oliva Family Early Learning Center	2011	6,175	\$ 2,120,000
TOTAL		274,627	\$101,587,419

Clark College is currently in design for a 70,000 square foot [Science, Technology, Engineering, and Math \(STEM\) building](#) that is planned for completion in 2015. Additionally, planning work is underway for a new satellite campus, sized for multiple buildings and located north of Vancouver.

As reflected in Clark College’s [mission and vision statements and core themes](#), the campus community recognizes a critical need to provide a quality and safe campus environment. The management, maintenance, and operation of college facilities are adequate to ensure the continued quality and safety necessary to serve the college's programs and support services. Working with Security, Risk

Management, and Disabilities Support Services, Facilities Services reviews each repair, modification, or addition to the college facilities to ensure it is accessible, safe, secure, and sufficient to meet the program needs.

Also, Clark College has paid particular attention to [emergency preparedness](#). A number of specific steps have been taken to improve the college's ability to address emergencies:

- An [Emergency Management Planning Committee](#) (EMPC) has been formed and has met regularly to promote emergency awareness.
- Many college employees have successfully completed [Community Emergency Response Team](#) (CERT) training. These employees, along with Emergency Building Coordinators, have been actively involved in emergency drills to improve effectiveness and promote awareness.
- Senior administrators and EMPC members have completed [National Incident Management Systems](#) (NIMS) trainings and applied those trainings to table top exercises and emergency drills.
- A federal grant and dedicated funding have been used to support the actualization of [effective emergency preparation](#). These resources have been used for an emergency notification system for the college, key equipment to support response to emergencies, and funds for training and program development.

Clark College has consistently provided adequate resources to make significant improvements in facilities management and operations. As a result, the college is recognized as one of the most attractive and well-maintained campuses in the state. Even though the Clark College campus is one of the older campuses in the state, it has experienced a relatively low level of deferred maintenance and capital repairs needs due to the dedicated work of the Facilities Services staff.

Facilities deficiencies are identified and documented in the college's [Facilities Condition Survey Report](#). The facilities condition survey serves as the basis of each college's capital repair funding request. Compared to other institutions in the community and technical college system, few of Clark College's facilities scored at the high-severity deficiency level. The downside of our aggressive facilities maintenance program is that the college's share of the state capital repair dollars is low relative to other institutions in the system.

The facilities deficiencies identified in the 2011 survey generally relate to repair or replacement of building systems that have outlived their useful life, such as roofs and mechanical systems. The college will request capital repair funds for known deficiencies and will continue to pursue alternative funding opportunities to correct deficiencies that lack a severity score sufficient to qualify for state capital repair funds. During the last ten years, [the college has invested \\$5,539,110 in capital repairs](#) made available through this process.

Facilities Services staff members enhance the department's efficiency and effectiveness through their use of a Computerized Maintenance Management System (CMMS), which provides automated tools to track projects, schedule preventative maintenance, monitor inventory, and generate management reports; requests for services made to the department are also expedited via the CMMS.

## **2.G.2 The institution adopts, publishes, regularly reviews, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.**

Clark College has developed policies and procedures to regulate the purchase, use, storage, and disposal of chemicals and products with the potential to create hazards and has implemented policies and procedures to control exposure to hazards. The following Environmental Health and Safety [programs](#), including an instructional component, were developed and implemented: Fall

Protection, Respiratory Protection, Chemical Hygiene, Confined Spaces, Lockout, Drug-Free Workplace, Blood-borne Pathogens, and Hearing Protection. Clark College policies and procedures, specifically in [Section 500 of the Administrative Procedures Manual](#) conform to state and federal regulations and best practices recommended by regulatory agencies.

[Facilities Services](#) and [Risk Management](#) have annual operational plans, linked to the [Clark College Strategic Plan 2009-2014](#), that include goals, activities, and outcomes relating to enhancing environmental protection and safety and health. This effort has included the development of a comprehensive training assessment for all employees exposed to occupational hazards and a hazardous materials accountability program. To support this effort more fully and to improve access to safety information, [material safety data sheets](#) are available online. This multi-year project includes a comprehensive hazardous material inventory, standardized labeling of all hazardous materials, and hazardous material storage and disposal planning as an integral part of the purchasing process.

The need for a centralized secured [hazardous waste storage facility](#) has been identified and [funded through the budget process](#). Additional staffing to support environmental health and safety management has also been funded.

### **2.G.3 The institution develops, implements, and regularly reviews a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.**

Facilities development at Clark College is guided by a [facilities master plan](#) that is updated periodically to reflect emerging needs, facilities condition, changes in service district demographics, availability of capital funding, and regulatory requirements.

In 2012, Clark College created a standing committee, the [Facilities Planning and Space Allocation Committee](#), to address ongoing space allocation requests and to provide leadership in the development, ongoing evaluation, and periodic update of the college's comprehensive facilities master plan. This committee is comprised of representatives from each Executive Cabinet area, as well as the Board of Trustees and students; each works with the college architect and other college representatives to regularly update the facilities master plan to address a twelve-year timeframe. The next scheduled update of the facilities master plan is scheduled to be completed in February 2014.

The facilities master planning process was designed to achieve the following goals:

- To ensure that facilities support Clark College's strategic plan;
- To create a shared vision within the institution;
- To create facilities that continue to meet the instructional needs of Clark College;
- To efficiently use existing sites and facilities;
- To anticipate future sites and facilities needs;
- To avoid waste and disruption resulting from piecemeal projects;
- To establish a realistic schedule and capital budgeting plan;
- To preserve the aesthetic values of Clark College;
- To enhance the credibility of Clark College with the community, governing bodies, and the legislature;
- To develop campus maps and building plans for facilities management; and
- To enhance fund-raising and development opportunities.

The planning process directly relates to present and future demands of college resources for the delivery of educational services.

**2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and the fulfillment of Clark College's mission in the accomplishment of its programs and services.**

Clark College has made a deliberate effort over the past ten years to update and expand furnishings in campus facilities. The overall status is excellent due to a consistent dedicated funding of [institutional furniture replacement](#).

The vice president of administrative services is responsible for identifying funds for furnishings and directing the assessment, allocation, and purchase of institutional furnishings. Each year, the vice president of administrative services solicits requests for the acquisition of furnishings from all departments and divisions. Facilities Services staff members develop cost estimates for each request, and Executive Cabinet prioritizes and approves requests. The highest priority requests focus on classrooms, laboratories, and public area furnishings.

Office furnishings are not eligible for funding through the institutional furniture process, which focuses on general purpose classroom and public area furniture. Unless included in a capital project budget, the funding of office furniture is the responsibility of the department. Nonetheless, over the past five years, considerable progress has been made in updating existing office furnishings through departmental expenditures and other funds identified for this purpose. The standardization of modular office furniture has resulted in improved space utilization and operational efficiency.

Providing the resources to acquire and maintain state-of-the-art equipment for college programs and operations is one of the greatest challenges facing Clark College in the decades ahead. The swift pace of technological advancement results in the development of new equipment and the rapid obsolescence of existing technology. Moreover, because these new developments alter the workplace and the skills employers require, the college must do more than keep pace; it must anticipate change in order that the students can compete for jobs, some of which do not yet exist.

Clark College has established in its budget stable funding for computer replacement plans for instructional programs and employees. The college's [Information Technology Plan 2012-2015](#) (2012 IT Plan) identified and the college is dedicated to making significant investments in IT infrastructure, classroom technologies, and automation.

Clark College is fortunate to have a [Foundation](#) with assets in excess of \$60 million. The Clark College Foundation [annually allocates](#) between \$400,000 and \$1.2 million, depending on investment returns, to fund equipment including that needed for science laboratories, vocational equipment, and innovative programs. This allocation supplements limited state funding for equipment and goes a long way towards maintaining high quality instructional programs at Clark College. The college works with [advisory committees](#) made up of individuals from the business community to identify equipment needed to support instructional programs.

Technology is now a driving force in the twenty-first century classroom. Students and instructors expect smart classroom technology, where LCD projectors, interactive displays, digital presenters, DVD players, and computers are integrated with sophisticated control systems to provide a comprehensive, easy-to-use multimedia environment for teachers and students. The college incorporates smart classroom technology in all new facilities and has retrofitted most existing classrooms with smart classroom technology.

**2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academics programs and support services, wherever offered and however delivered.**

Clark College supports information technologies (IT) at the institution using a blended organizational structure. The bulk of the IT support services is provided by the [IT Services Department](#), a 27-employee centralized service organization supporting academic and administrative computing at the college. IT Services maintains the network infrastructure and provides desktop computer support for employees and instructional labs throughout the institution. IT Services maintains smart classroom technologies and other media equipment. IT Services also provides software development services for the institution.

A number of other IT staff are employed by specific departments to support the specialized needs of those departments. These departments include the Library, eLearning, Financial Aid, and Communications and Marketing.

*Infrastructure*

The network infrastructure consists of fiber-optic cabling, connecting buildings throughout the college, and copper horizontal wiring to end user devices. Service to the institution's [three satellite facilities](#) is provided by 100 Mbps metropolitan fiber-optic wide-area network circuits. A 500 Mbps connection to the Washington State K-20 network provides connectivity to the internet. While the inter-building fiber-optic cabling is sufficient to meet current needs, the need for a major upgrade to the fiber-optic cable plant has been identified in the [2012 IT Plan](#) to ensure sufficient capacity will be available to meet the increasing demand for bandwidth.

Clark College uses managed Cisco network technologies for its firewall, core network switch, routers, and edge switches. This equipment has been replaced when needed using local fund balances, but a fully funded predictive [replacement plan](#) has only recently been developed. This replacement plan is a recommended activity in the 2012 IT Plan and funding has been approved for 2013-14 equipment replacements.

IT Services maintains the server environment supporting email services; file, print, and video services; enterprise database applications; reporting services; SharePoint sites; and webserver. IT Services makes extensive use of server virtualization in conjunction with storage area network technologies to increase efficiency and resiliency of the server environment. With the exception of an ever-increasing demand for storage, the server environment is sufficient to meet the college's current needs. The college is investigating secure cloud storage solutions to meet the demand for increased storage.

*Wireless Network Access*

Clark College provides pervasive wireless technology throughout the college in order to provide access to services from mobile devices. However, the service does not support newer, high speed wireless technologies. A major upgrade to the wireless infrastructure is identified in the 2012 IT Plan to meet the increasing demand for high-speed wireless access by students and employees. Funding has been approved to replace the wireless infrastructure during the 2013-14 academic year.

*Telecommunications*

Clark College provides telecommunications services using a Cisco Voice over Internet Protocol (VoIP) telephone system. This system was installed in 2011 and is sufficient to meet the institution's current needs. By installing telephones in most classrooms, offices, and meeting rooms, the telephone system also serves as the institution's primary emergency notification system.

### *Student Computing*

Clark College maintains 42 computer labs with approximately 1,100 computers available for student use. The institution provides [9 open access computer labs](#) with more than 300 computers on the main campus and at satellite facilities to support the general computing needs of students. The remaining computers are in dedicated instruction labs, supporting specific instructional programs. The equipment in instructional computer labs is replaced on a four-year interval according to the [Instructional Computer Replacement Plan](#). Despite the growth in the use of mobile devices by students, the demand for computer labs remains high. Clark College attempts to balance the demand for computing facilities with the constraints of shrinking budgets. Clark College is pursuing lower cost alternatives to traditional computer labs, including virtual desktop infrastructure (VDI) and improved mobile device access. Requests for new computer labs are reviewed annually.

### *Classroom Technologies*

Clark College has equipped 192 classrooms and meeting rooms with smart technologies, including a projector and screen or flat panel, computer system with annotation software, audio and video playback equipment, and a digital presenter (ELMO). Sophisticated control systems and uniform hardware make the systems easy to use for faculty, and facilitates more efficient preventative maintenance. The 2012 IT Plan has identified approximately 45 additional classrooms that will need to be outfitted with smart classroom equipment to complete this project. The college has a fully-funded replacement plan for this equipment.

### *eLearning*

Clark College's [eLearning Department](#) is administered by the dean of library services, eLearning, tutoring, and faculty development. Course shells for the institution's cloud-based Learning Management System (LMS) are generated for each class using an automated process, and faculty members are encouraged to use LMS once they have received the requisite training. The eLearning staff provide training and troubleshooting for faculty on the LMS. The department contracts with a third-party vendor to provide [Help Desk](#) services to students on a fulltime basis. While the department would like to see more faculty members using the LMS, there are insufficient funds identified to greatly expand the current usage of the system. eLearning also provides training and assistance with lecture capture tools and other instructional video requirements.

### *Employee Computing*

Employees are provided with computers that are replaced on a four-year rotation according to the [Employee Computer Replacement Plan](#). Computers for part-time employees and adjunct faculty are funded by the hiring department. In some cases, adjunct faculty members are supplied with computers that are rotated out of permanent employee offices or computer labs. Providing sufficient office space, technology equipment, and support is an ongoing challenge for the institution given its heavy reliance on adjunct faculty. Alternatives such as Virtual Desktop Infrastructure (VDI) are being investigated to improve access while keeping costs manageable.

### *Administrative Computing Systems*

The core administrative applications used by Clark College—Student Management System, Financial Management System, Personnel/Payroll Management System, and Financial Aid Management System—are developed and maintained by the [Washington State Board for Community and Technical Colleges](#) (SBCTC). These applications are administered by the SBCTC on behalf of all 34 community and technical colleges in Washington State. These aging legacy applications lack the features and capabilities of modern enterprise resource planning (ERP) systems. As a result, many bolt-on or shadow systems have been implemented across the system to address functional gaps in the legacy systems. The



SBCTC is replacing these legacy systems with new ERP technology ([Oracle PeopleSoft](#)) in a phased approach beginning in 2013 and continuing for approximately five years when implementations at all 34 colleges are scheduled to be completed.

### *Application Development Services*

IT Services employs three application developers/database administrators to develop specialized applications for Clark College. Often these applications provide functionality that is not possible to achieve using the institution's legacy administrative applications. Increasingly, the need for accurate and reliable information to inform decision-making has compelled the college to create specialized reports and database applications to collect and manage data. Custom programs are undertaken when commercially available products either lack the required features and capabilities or are cost prohibitive. The 2012 IT Plan recommends that another application developer be hired to accelerate the college's efforts to deploy Microsoft SharePoint Server as an institutional document management solution and as an employee portal.

### *Web Services*

While IT Services maintains the infrastructure components of [Clark College's website](#), employees in the [Communications and Marketing department](#) create and manage content for the college's public website and intranet. The public website is currently undergoing a complete redesign to better meet the needs of the college and to better support mobile devices. The 2012 IT Plan recommends that a robust web content management system be implemented to allow content providers to better manage the content on department webpages. Once the public website overhaul is completed, attention will shift to the [college intranet](#) in an effort to make this a more useful and efficient tool for employees of the college.

### *Capital Projects*

Although state funding for capital projects has diminished significantly in recent years, Clark College has received funding to begin construction of a new 70,000 sq. ft. [STEM building](#) to be located on the main campus. Planning for this facility involved an unprecedented collaboration among the architect, faculty stakeholders, Facilities Services, and IT Services. More so than in any previous capital project at the college, we are confident that the technology systems in the new building will be flexible and sufficient to meet both current and future instructional needs.

## **2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

Training opportunities in various formats and subjects are provided to improve the technology competencies of employees and students at the Clark College. Funds are budgeted at the institutional level to pay for or supplement the cost of formal [staff development activities](#), e.g. fee-based online training, workshops, classes, and conferences. This is generally the approach used by faculty teaching in technical programs and by IT professionals to upgrade skillsets. Other training methods include:

- A number of short, one-to-two hour workshops offered throughout the year on specific technology topics, such as computer basics and the use of software applications, e.g. *Word*, *Excel*, and *SharePoint*. These workshops are conducted as a cooperative effort between IT Services, the Teaching and Learning Center, and Human Resources.
- Online training courses for Clark College-specific smart classroom technologies.
- [Specific training for faculty on instructional technologies](#) such as the Learning Management



System (LMS) and lecture capture systems provided by the eLearning department. eLearning also offers 24x7 [assistance to students using the LMS](#) through a third party provider.

- A brief orientation to IT systems at the college provided during mandatory New Employee Success Training (NEST).
- Periodic training for faculty and students conducted by the library staff on the use of the integrated library system and online databases used in research. The library also offers [short noon-time workshops](#) on technology topics of interest, such as tips and tricks for iPad tablets, the use of *Skype*, or the use of cloud-based storage solutions.
- A [Help Desk](#) operated by IT Services to assist employees with computer hardware and software issues. The Help Desk also offers on-the-spot assistance to employees with questions about common software applications. IT Services also maintains an [online service center](#) where employees can find answers to frequently-asked questions.
- A technology assessment ([SmarterMeasure](#)) taken by students to determine their technology skill level and their preparedness to use technology in eLearning and other technology-intensive classes.
- Basic instruction for students in the use of computers and computer applications from lab assistants, who staff the open computer labs at the college. Lab assistants also help resolve problems related to student email and problems connecting to the wireless network.
- The “TechHub” one-stop help desk located in the Cannell Library to assist students with a variety of technology questions including access to online services, use of the learning management system, student network and email accounts, and other technology topics.
- A [student-run Help Desk](#) that can assist students with computer hardware issues. Students in the Computer Technology (CTEC) instructional program staff the Help Desk.
- Regularly scheduled credit classes offered to help students acquire the technology skills they will need in their classes.

## **2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.**

Major technology investments at Clark College are driven by the 2012 IT Plan that is periodically updated. Major updates to the IT Plan, the most recent of which occurred in 2012, involve an environmental scan where input is solicited from all organizational units of the college. This activity culminates in the setting of broad goals and associated outcome measures. Specific activities are then identified to achieve the goals. These activities are specific IT initiatives that may be short-term (1-year) or long-term as needed. Between major revisions of the IT Plan, the IT Council, representing the major organizational units of the college, reviews the plan and makes adjustments to the plan activities as needed. Additional planning input is provided by the [Tech Fee Committee](#). Student representatives serve on both planning committees.

The Clark College Information Technology Services Department develops an [operational plan](#) each year. Major operational objectives are driven by the institutional IT Plan. IT Services staff provide input into the operational plan development.

**2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.**

Clark College has fully-funded replacement plans for [instructional computers](#) and [employee computers](#). Computers are replaced on a four-year rotation with a quarter of the computers replaced each year. Similarly, a replacement plan with funding has been established for smart classroom technology. Replacement intervals vary for smart classroom technology depending on equipment type. The requirement for a similar plan for network infrastructure equipment was identified in the 2012 IT Plan.

Replacement plans are reviewed each year by the [Technology Fee Committee and the IT Council](#) and adjusted as needed to ensure that the institution maintains sufficient instructional technology to meet the needs of its academic programs.

The 2012 IT Plan also recommends that the institution's fiber-optic infrastructure be updated to add future bandwidth capacity between campus buildings and the data center. This project is awaiting funding approval by the Executive Cabinet.



## Conclusion

Clark College's mission statement is rooted in the tradition of providing excellent learning opportunities, improving the economic vitality of the region, and enhancing access to all learners with special emphasis to those from diverse communities. The college's five core themes are the components within the mission that strategically focus the college's activities toward a common goal. Each core theme is further articulated by a set of 18 objectives, measured annually by one or more indicators and benchmarked for success by desired outcomes. In order to push the college toward excellence, a group, whose members represent the whole organization, carefully selected the desired outcomes while keeping in mind the limitations inherent in what can be measured and in the college's authority and ability to effect change. Mission fulfillment is, therefore, that at least 80% of the indicators have reached the desired outcome for each core theme.

The college actively engages in continuous improvement activities with a common purpose and focus: mission fulfillment. These activities occur at the college-level, department-level, and within the educational programs. The college's resources and capacities support mission fulfillment through the governance structure, policies, procedures, human resources, educational programs, student support, library and technology services, finance, and physical and technological infrastructures. Moreover, the college has learned to use assessment findings to make decisions, revise and formulate policies and procedures, deliver instruction to produce student learning, improve institutional practices, and strengthen the infrastructure. Furthermore, by engaging in continuous improvement activities, the college has progressed in its understanding, implementation, and expectations of institutional effectiveness. These improvements are most noticeable in the advances in the scorecard, greater emphasis on student learning, and changes in language and meaning regarding intercultural competency, e.g., equity as distinct from equality.

In conclusion, the college has become more effective by aligning all college functions, resources, capacity, and practices to the mission, core themes, and objectives. These benefits include:

- **Common purpose:** The work across all departments and functions is unified. Each college unit has identified its main functions and how each function relates to the objective(s) and core theme. This process has explicitly tied all of the work performed at the college to the strategic plan. Throughout the continuous improvement process the college's resources and capacity have been and continue to be aligned more deliberately with the college's strategic plan and the Northwest Commission on Colleges and Universities accreditation standards. At each monthly meeting of the Clark College Board of Trustees, the college highlights exceptional accomplishments within the context of each core theme.
- **Common definition and measurement of effectiveness:** At the college level, the objectives, related to each core theme and the mission, are measured by common indicators and desired outcomes annually. Using the common measurements, College Council – comprised of college-wide representatives – determines the college priorities for the next year, with an emphasis on improving those outcomes that didn't meet the benchmark. In addition, each year all college units evaluate the effectiveness of their work as it ties to the objectives and core themes. The overall evaluation and specific priorities are used to ensure the college's resources and capacity are aligned with the strategic plan. Chapter Two provides examples of aligning resources and capacity with the strategic plan, including the implementation of the IT and diversity plans, human resources processes, alignment of library resources with the college's initiatives, physical infrastructure, and improvements in shared governance.
- **Framework for prioritizing resources and new initiatives:** Despite the economic challenges Clark College has faced over the past five years, the college has effectively used the mission, core themes, and objectives to prioritize resource allocations and to offer new and enhanced learning opportunities

that support student success. The college has redistributed the budget – without eroding the college’s infrastructure and indirect services to support students – to enhance the learning opportunities for diverse learners, especially in the areas of instruction and student services. These opportunities support the student and workforce needs, and enrich the social and cultural environments of the service district.

- **Commitment to serve students:** Every aspect of Clark College is about the student. The components of the strategic plan and continuous improvement process all align to engage the college in pursuits specific to the enhancement of the student learning experiences and outcomes. As the college achieves mission fulfillment, it has become clear that the focus on learning requires the college to expand access, foster a diverse college community, respond to workforce needs, and enhance college systems.

Clark College proudly submits the 2013 Year Three Self-Evaluation Report. The report demonstrates the college’s progress toward mission fulfillment, alignment of resources and capacity with the strategic plan, and overall institutional effectiveness. By engaging in the continuous improvement processes throughout all levels of the institution, Clark College has positioned itself to make the improvements necessary to fulfill the mission and maintain full compliance with all of the accreditation standards.



## **Clark College Year Three Self-Evaluation Report Addendum**

### **Response to 2011 Self-Evaluation Recommendation**

**Recommendation:** The Evaluation Team recommends that Clark College continue to review and revise its indicators and corresponding desired outcomes to ensure that they are meaningful, assessable, and verifiable, and allow for the evaluation of the accomplishment of objectives and Core Themes. (Standard 1.B.2)

#### **College Response**

Please replace the third paragraph of the Preface located on page 11 of the *Clark College Year Three Self-Evaluation Report* with the following paragraph:

Clark College's *2011 Year One Self-Evaluation Report* resulted in one commendation and one recommendation. The recommendation reads, "The Evaluation Team recommends that Clark College continue to review and revise its indicators and corresponding desired outcomes to ensure that they are meaningful, assessable, and verifiable, and allow for the evaluation of the accomplishment of objectives and Core Themes (Standard 1.B.2)." In response to the recommendation, Clark College has revised the scorecard as the measurement of mission fulfillment, improving the indicators and desired outcomes to ensure they are meaningful, assessable, and verifiable, and to allow for the evaluation of the accomplishment of objectives and core themes. Evaluators will see substantial improvements and differences in the indicators for each objective within each core theme from the 2011 Year One Self-Evaluation Report.